

ENHANCING THE ROLE OF TEACHERS' TRADE UNIONS IN THE CULTURE
OF TEACHING AND LEARNING

BY

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SPTD; ICDL; ACE; BEd (HONS) (UP)

Dissertation submitted in fulfilment of the
requirements for the degree

Magister Educationis (M.Ed.)

in

EDUCATION MANAGEMENT and LEADERSHIP

in the

SCHOOL OF EDUCATION STUDIES

at the

UNIVERSITY OF THE FREE STATE

BLOEMFONTEIN

2022

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DECLARATION

I, Enoch Sihle Banana Kubheka, declare that:

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ACKNOWLEDGEMENTS

The assistances of the following individuals are highly treasured:

1. My supervisor, Doctor Cias T Tsotetsi:

Thank you very much good Doc for your encouragement, support and invaluable advice throughout this project, despite your ever busy and tight schedule as an Assistant Dean.

2. Co-supervisor, Dr. Moeketsi S Tlali:

Thank you very much for your continuous and tenacious support throughout this journey. Your open door policy in your office is highly appreciated. You always found time to assist me despite your hectic schedule.

3. Co-supervisor, Dr. PB Neo Maseko:

Your critical and meaningful comments in the writing of this dissertation are highly appreciated. You always made an effort to go through this study despite your busy schedule. For that, I am eternally grateful.

4. Faculty of Education at the University of the Free State: The financial help contributed immensely to the successful completion of this dissertation.

5. Marcel Koortzen for your dedication and effort in tackling the language issues in this dissertation is highly appreciated. Keep it up and do the same for my other fellow colleagues in the research field.

6. All the M.Ed. and PhD 'family members' from the QwaQwa Campus:

Thank you for your constructive critical comments, arguments, support and informed advice you gave throughout this project.

7. The teachers, Branch and Provincial Union leaders, Administration Clerk, parents for allowing their minors to participate in this study, and learners who participated in this study. It is your invaluable participation and meaningful tête-à-têtes that made this study possible. Thank you for finding courage to engage in the quest to tackle the challenges we are faced with, head-on. People like you really and fairly need to be appreciated while alive – not in their obituaries!

DEDICATION

This dissertation is humbly dedicated to my late lovely dad, who laid down his life for his family's education, of which I am a propitious member. Way back in the early 1930's, he started his formative education in a one- church building, farm school – Kopleegte, a one-teacher school with 7 grades, in one classroom, around Colenso/Winterton area in KwaZulu-Natal. British Colonial Regime (BCR) gave blacks only 6 months to attend school and 6 months to work on the farm during the year, otherwise the family would have lost the privilege of being a unit of that particular farm – if he did not go back to work. That was, to me, one of the persecution policies from the BCR for being black in your own aboriginal country. He was fortunate to attend school for 6 months but he couldn't return the following year – carried on working on the farm of Mr Van der Merwe (KwaNomeva – as he was dubbed in isiZulu language, by then).

Since then, he had a dream to take his children to school not for 6 months but for the whole year and even complete Grade 12. Being the 7th in the family of 8 siblings I was fortunate that I attended school and am proud that I am a product of that 6-month education, from the one-church building and a farm school – a teacher was born! How I love that my dad would see me ascending the higher education institution stage and his name BANANA (which I have deliberately inherited as my 3rd one) also pronounced on the podium where a congregation of professors and doctors are in attendance, me and my fellow graduands waiting for that moment of: “Yes, yes I have done it!”. Him and my mom seating and watching me, perhaps with tears of joy gushing down their cheeks – holding each other's wrinkled hands, saying: “Well done, son – mission accomplished!”

My dad would have been 100 years old this year and my mom, 93 years old. Ntate le mme – ba tswadi baka, ke re...” Dikgomo tseo le manamane a tsona!” Wherever you are Mom and Dad I love you – how auspicious I was to be the only educated child up to this level and further... Nginithanda ngiyabhubha futhi ngiyafa fi! mncwah, mncwah! Also to my family, Nontobeko – big sister, Phakamani – big brother, Nokukhanya – median sister, Phumulani – small (li'l) brother, Nosihle – the little Nkosazane, Lusanda – my Granddaughter, Kwabamthandayo – the new and fresh-looking granddaughter, including

the latest addition to the family – Esimuphiwe! Thanks for your moral support; at my age I really needed it as never before! My lovely wife, Massa – for stealing your quality time with me, please accept my whimpering apology.

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ABBREVIATIONS AND THEIR FULL VERSIONS

AEU	Australian Education Union
CDA	Critical Discourse Analysis
CER	Critical Emancipatory Research
CoC	Code of Conduct
COLT	Culture of learning and teaching
COTU	Central Organization of Trade Unions
CT	Critical Theory
CTR	Committee for Title Registration
DoE	Department of Education
EEA	Employment of Educators Act
ELRA	Employee Labour Relations Act
ELRC	Educators' Labour Relations Council
FAI	Free Attitude Interview
KZN	KwaZulu-Natal
NAPTOSA	National Professional Teachers' Organization of South Africa
NATU	National African Teachers' Union
NEPA	National Education Policy Act
PAM	Personnel Administrative Measures
SACE	South African Council of Educators
SADTU	South African Democratic Teachers' Trade Union
SAOU	Suid Afrikaans Onderwys Unie
SASA	South African Schools Act
SRA	School Register Administrator
UFS	University of the Free State
WW2	World War 2
WWW	World Wide Web

ABSTRACT

The main objective of this study was to enhance the role of teachers' trade unions in COLT. The underlying principle was being informed by the noticeable neglect of learners when members of a teacher trade union attend to their union matters during the official teaching and learning time. This has developed into a propensity which gradually meddles with the constitutional provisions of the existing rights of children regarding their interest, notwithstanding the rights of union members as stipulated in the South African Constitution. Following a qualitative research approach, this study adopted the Participatory Research (PR) as a methodology. PR is a self-conscious way of empowering people to take effective action toward improving conditions in their lives. Participatory researchers caution against either dichotomy: "They know, I don't know." Or "They don't know, I know." Instead, PR offers a partnership: "We both know some things; neither of us knows everything. Working together, we will both know more, and we will both learn more about how to know." Basically, PR promotes collaboration amongst participants in and of the study. Research paradigm that my study used was Critical Theory which is transformative in nature as such helping the oppressed children in schools to be liberated from teachers' trade unions activities during COLT.

Theoretical framework used was Critical Emancipatory Research helping to understand those without power and affording voice to those without one, was one of the main purposes of CER. Purposeful participant selection was used to select the population and sample all participants stating the reason why they are appropriate for the success of the research. Data collection instrument was interviews to collect data from the participants. For data analysis, Critical Discourse Analysis was used for analysing, interpreting, drawing findings, making conclusions and reporting.

My dissertation's findings were to advance and enhance the existing body of knowledge relating to the role of teachers' trade unions in COLT. It was also to add new information about my dissertation – thus addressing the gaps in the existing knowledge, like the neglect of the education policies and/or the non-knowledge thereof. Some of the recommendations of the study were for the officials of the Department of Education to familiarise themselves

more with the employer's policies for effective implementation and unions need to regularly induct their new members into their constitutions and many more in the last chapter.

The conclusions about the implications of my dissertation was to enhance the relationship between teachers' trade union members and the Department of Education regarding the interest of the child. This was to diminish and limit the meddling behaviour which the teachers' trade union members demonstrate when leaving learners unattended during official notional time to attend to their own interests. It was going to benefit all stakeholders in understanding both negative and positive repercussions that teachers' trade unions have on the education system, but more specifically in COLT.

KEYWORDS: Culture, trade union, role, teaching, learning, enhancing.

CHAPTER 1

A PREVIEW OF MY STUDY

1.1 Preliminary background

This study was aimed at contributing toward enhancing the role of teachers' trade unions in COLT in our schools. COLT refers to the maintenance of learning and teaching standards in our schools in adherence to the principles and policies of the Department of Education (Christie 1998:283). Initially, teachers' trade unions were established in South Africa to represent the interests of teachers in relation to the working environment and/or working conditions. Within the Republic of South African context, Barnard and Botha (2018:216) state that social justice is achieved through the activities of the trade unions in many spheres including social, political and economic where also a variety of services and goods are provided to their membership, not only to the latter but to financial services, too.

According to Mehmood and Farooqi (2020:137), the voice of the teaching community are now teacher unions throughout the world [to represent teachers in negotiations with the employer]. In addition, they are pointing out challenges facing teacher unions; namely: polarization, communication gap, gap between objectives and practices and discontinuation of union elections. Nevertheless, they suggest that the latter challenges may be resolved through creating pressure groups, collective bargaining, keen interest in resolving teacher union issues, unbiased approach during negotiations and a definite platform for the teaching community, while focusing in the future in resolving teacher union challenges around the world.

Similarly, Weiner and Simpson (1989:65) define a teachers' trade union as an association that protects the rights of their supporters including their interests in the workstations. Presently and through my random interviews in some schools, I have realised that the activities of teachers' trade unions pose the risk of meddling with the professional management and leadership of the school and the culture of learning and teaching, as argued by Mahlangu (2019:113), that they stand opposing what was accomplished relating to quality education, thus causing many schools to not perform to their maximum potential

– hence the need to enhance the role of teachers’ trade unions in COLT. Provisions of the Personnel Administration Measures document (RSA, PAM, Education, 1999) should regulate interference by teachers’ trade unions in the COLT. However, reports/events in the media, seem to suggest that school leaders have difficulty in controlling teachers’ trade union members as argued by Wills (2020:1) that learning of students is being destructively affected if teachers participate in strikes during teaching and learning time, especially in the poorest three quarters of the schools. The Department of Education has put measures to assist principals (instructional leaders) and union leaders to handle this kind of behaviour (RSA, PAM Document, 1999).

In the maintenance interest of COLT, this study draws attention to the provisions of the Constitution of the Republic of South Africa, Act No. 108 of 1996, Chapter 2, Bill of Rights, Section 28(2) which stipulates that...” a child’s best interests are of paramount importance in every matter concerning the child” (not unions’ interests), as confirmed by the Children’s Act 38 of 2005, Chapter 2, Section 9 that “in all matters concerning the care, protection and well-being of a child the standard that the child’s best interest is of paramount importance, must be applied notwithstanding the provisions of Section 23(2) (a)...” everyone has a right to join a trade union”; (b)...” to participate in the activities and programmes of a trade union” and (c)... “to strike”. To me, reconciling the provisions of the latter constitutional stipulations is difficult because teachers’ trade unions in schools are evidently and deliberately violating – perhaps are not *au fait* with Section 36 (Limitation of Rights) when they attend to union matters during teaching and learning time thus rendering some schools dysfunctional. And this is sad because in my opinion, teachers are largely regarded as the most enlightened society in schools, especially regarding constitutional matters relating to children. The latter is informed by what is happening in schools which evidently tell that teachers do not know and understand, never mind implementing such matters in schools.

Nevertheless, this study seeks to contribute to enhancing the role of teachers’ trade unions, finding solutions for the wide-ranging complaints that, teachers’ trade unions stand in the way of education in COLT especially “to the overall ineffectiveness of the school system,” as argued by Ramokgotswa (2016:1).

In Canada, reforms are being brought by through teachers' unions because they know the relevant policies that can make teaching and learning successful (Bascia, 2019:2). Moreover, decision-makers do learn on how reforms can be brought to the education system without interfering with COLT. In that country, teachers' unions are always accused of obstructing reforms in education, yet their organisations can bring valuable feedback on the actual conditions of teaching and learning, both in classrooms and in schools. In relation to my study, such an approach towards teachers' organizations may enrich the previously shattered relationship between the Department of Education and the teachers' trade unions in South Africa, because, evidently literature (Mahlangu 2013:500), does point a finger to the teachers' trade unions, accusing them of being arrogant and non-cooperative with school management and leadership teams, as also affirmed by Msila (2021:284 and 2014:259) that teacher unions are continually militant [rather than professional] and antagonistic to school management teams, resulting in the disruption of COLT. Moreover, strong party-political affiliations among teacher unions lead to management and leadership of the particular schools being academically paralyzed, resulting in harmful and non-effective COLT.

Still in Canada, Osmond-Johnson, Campbell and Faubert (2019:17) do argue that teacher unions do lead and support their membership in high value learning experiences, saying that, that is indispensable because that could enhance the relationship amongst stakeholders in schools, thus benefitting the child. The latter sentence seems to have similarity with my study because of enhancement of stakeholders' relationships in schools. Once more, my study was emphasizing collaborations between stakeholders (teachers, learners, employer and unions) in the RSA schools (learning from the latter Canadian scholars) to lessen meddling in COLT and consequently benefitting everyone, as stated in the aim of the study.

Buttressed by Kabika, Eunifridah, Nicholas and Godfrey (2020:122), the role of teacher trade unions is in promoting the teacher welfare and sustained livelihood for their members through good working, harmonious relationship amongst stakeholders in schools, strictly upgrading and empowering lower level leadership structures thus improving teacher representability and workers' education becomes enhanced leading to members being endowed.

In Australia, McCollow (2017:15) said it is encouraging that some unions are now malleable in espousing strategies for self-introspection regarding the future of education. The latter solves challenges facing unions in Australia. Nevertheless, there are challenges facing teachers' unions in Australia, namely: reduced public spending, job insecurity, work intensification, privatization, marketization, high stakes testing and curriculum standardization which could be resolved through open mind participation in collective bargaining while respecting other negotiators, use of strikes, and other industrial tactics. McCollow (2017:15) recommends that in the future it would be sensible for teacher unions in Australia to do valuation regarding their strengths, weaknesses and threats facing their unions in local branches.

Bascia (2015:3) indicates that significant obstacles, internally facing many teacher unions have been identified by researchers. Weiner (2012:16) mentions that bottom-up renewal of teacher unions is difficult because many teachers are traditional in viewing their profession and union, evidently established teacher unions are prone to hierarchical and bureaucratic structures. As such, this study's approach might help such unions in Australia.

In relation to my study, it is pleasing to note that some unions are prepared to be far more flexible in their strategy relating to their benefits while in schools because that could help enhance the relationship which every stakeholder might benefit while in schools. Preventable conflicting relationship between teachers' trade unions in schools is, in my view – unnecessary because teachers are professionals and academically qualified, they know strategies that may help enhance their co-existence with other stakeholders in schools. Many obstacle-factors identified by teachers' trade unions and other stakeholders in schools might be overcome.

In Kenya, the Central Organization of Trade Unions (COTU) is the umbrella governing trade unions, according to Tubey (2015:227-228). In that country, trade unions protected the working life of workers. Currently, they are facing various challenges which have a bearing on the role of unions. Some problems faced by these trade unions in Kenya are challenged by globalization, revolution in production technologies, dearth of literature on enhancing the role of teachers' trade unions in COLT and new management styles. In the history of Kenyan trade unions, there has never been a study which focussed on the enhancement

of their role COLT, as this study in South Africa, hence some of their challenges seem to also affect teachers' trade unions in South Africa as mentioned in one of the local newspaper articles, namely *"Union teacher must teach or he must go," also saying: "Why do the children have to put up with such uncertainty every morning?"* and *"Parents chase teacher"* – attest to this fact (Gazette,2016:1 and 3).

In South Africa, Mafisa (2017:10553) argues that organized labour in education are lawfully constituted in playing meaningful roles in education. Such roles being bargaining for teachers and ensuring quality of education through teacher involvement thus improving teaching approaches and maintaining a high educational standard in schools. In my understanding, teacher unionism is a phenomenon that directly affects schools and needs to be incorporated into the curriculum for deeper understanding thereof. Mhlongo and Maile (2017:49) affirm that working relationship with DBE must always be striven by stakeholders in schools in relation to policy matters in the country and teacher development.

In my view, a condition which could work would be a relaxed, give-and-take atmosphere that might help propel negotiations forward in schools, while in the future revisiting and aligning education policies with teacher unions to enhance harmony. As stated above, effective educational management and enhanced culture of learning and teaching in South Africa, a condition must be created where recommendations would focus on improved process in the filling of promotional posts in order to retain the much needed teachers in the education system (Zengele, 2013:88).

This study wishes to contribute to enhancing the role of teachers' trade unions in schools thus plummeting the meddling of teachers' trade unions in and with COLT thus suffering the provisions of the RSA Constitution, Act No. 108 of 1996 Section 28(2) as mentioned above, which in my view, the teachers' trade unions do not take care of. Instead, they take care of their members' interests more than the children's. Should this be appropriately addressed, the paramount interests of the child may be catered for in the COLT, which is the main reason for the existence of the schooling system. With its findings, the study will contribute to compliance to the departmental policy/rules by the teachers' trade unions in COLT. The teachers' trade unions need to visit these provisions when deciding to go on strike or attending to union matters as stipulated in the RSA Constitution, Act No.108 of

1996, Chapter 2, Bill of Rights, Section 23(2) (a), (b) and (c) individually, as mentioned above.

It should be noted that considerations by union members in this act – implementing and abiding with it, are imperative which does not leave room for a violation of these provisions. The school is the site where the provisions of these sections should be enacted. This involves interplay between the teacher trade unions and COLT and this includes the management team of a school. The conditions under which management teams of most schools, work – contribute towards the application of the provisions of the RSA Constitution, Act No.108 of 1996, Sections 28(2), 23(a), (b); 29(1) (a) (b) and (c).

In my view, School Management Teams have to ensure that union activities do not encroach with COLT. The instructional time (which includes contact time of 5 hours) is 7 hours provided by the Department of Education, from PAM document demands 100% teaching and learning, so all union and non-union educators must ensure that their constitutional rights and interest do not get in the way of children's rights in receiving education. The role of teachers' trade unions in fighting for the demands of teachers in terms of salaries, fringe benefits and working conditions is authentic. Nevertheless, caution should be taken that this does not threaten or infringe COLT. The stance of this study is that the entire education system is threatened by many factors, but enhancing the role of teachers' trade unions in COLT might be part of the solution for this education sector. Therefore, the problem is meddling with COLT in schools when leaving children alone and attend to union matters during the official school day. As much as the meddling with COLT in schools is evidently noticed but that never downplays the fact that not all teachers are affiliated to trade unions. Some teachers' unions in schools never meddle with COLT. This study is never ignorant of the fact that not all teachers in one school belong to the same trade union but practically and generally COLT is disturbed, anyway. My study is also aware that it is not always the case that members of different trade unions in one school attend meetings at the same, but informed by practical experience as a unionist myself I can confirm that COLT is badly meddled in whatever way you look at it, hence the reason for my study.

1.2 Research problem

Research problem for this study is informed by the meddling of teachers' trade union members COLT during the official school day when leaving children unattended and engage in their union matters.

1.3 Research question, aim, sub-research questions and objectives

In the heart of the preceding preliminary background and arguments, the **PRIMARY RESEARCH QUESTION** fundamental to this study was:

How can the role of teachers' trade unions be enhanced in COLT?

AIM: This study aimed at contributing to enhancing the role of teachers' trade unions in COLT.

SUB-RESEARCH QUESTIONS

- What are the challenges informing the role of teachers' trade unions in the culture of teaching and learning in schools?
- Which components of the strategy that may help enhance the role of teachers' trade unions in the culture of teaching and learning in schools?
- Which are the suitable conditions that may help the role of teachers' trade unions in the culture of teaching and learning?

The study was channelled by the following objectives to realize the aforementioned fundamental aim.

OBJECTIVES:

1.3.1 To identify the challenges to enhance the role of teachers' trade unions in COLT.

1.3.2 To explore the components of the strategy to enhance the role of teachers' trade unions in COLT.

1.3.3 To advance the conditions suitable for enhancing the role of teachers' trade unions in COLT.

1.4 Research methodology

For my study to fulfil its aim and objective – as indicated above, I have employed the Participatory Research (PR) methodology, which in my view is appropriate because it is a

qualitative research approach option that allows for collaborative engagement by all research participants. According to Banks and Brydon-Miller (2018:2) since peoples' lives are being studied, PR directly focuses on generating socially just change. The latter sentence is affirming the research focus of this study, which is to see social change in schools where there are teachers' trade union members. Therefore, this PR methodology is the most relevant approach to drive home the aim of this study.

Macaulay (2017:256) states that PR's philosophy is inclusive, recognising the value of engagement in the research process and beneficiaries on that process are not just objects but users and stakeholders. Understanding the latter, in my view, that is ethical because people are respected in the research process and they own, as well as benefit immensely from its findings. The roots of PR were grounded in cumulative social justice, promoting the voice of the underprivileged populaces and research with and not "on" or "about" or "for" individuals and communities, says Macaulay (2017:258). One of the motivations to embark on this study emanated from the social injustices that were and still are taking place in schools where *"children are deprived of their right to receive basic education in schools"* as appropriately enshrined in the RSA Constitution, Act No. 108 of 1996, Bill of Right, Chapter 2, Section 29(1) (as indicated above). The latter is due to union members attending to their union matters during COLT in schools, thus violating the official 7-hour official teaching time policy.

According to Rose (2018:765), the central principle of PR relating to power relations lies in the fact that researchers share something with the participants. Accordingly, with PR, everyone participates at an equal footing and in providing information which will help resolve challenges being faced. With PR, every participant in the research process is important therefore, it is ethical to respect people and not be taken as objects, thus making them benefit too in the findings of the study. As reiterated by Spaaij, Scholenkorf, Jeans and Oxford (2018:26), power and control alignment in research is critical because that is more than just participating. Relating to this study, issues of power and control is at play in schools where there are active union members who, evidently have been known to take control of every process in a school while meddling with COLT, thus derailing the smooth

running of the schools. Findings of this study may help ease such meddling tendencies in schools where there are union members.

1.5 Data collection technique (interviews)

During the data collection stage, interviews were used, which enabled the interviewees to be freely engaged throughout the data collection process, therefore using this technique accordingly helped to attain the aim of the study. As Omodan, Dube and Tsotetsi (2019:1) affirm, “the Free Attitude Interview technique and Malebese (2019:1) calls this: “the principles of a free attitude interview technique were used to collect data” Buskens (2011:1) affirms that “participants may have an opportunity to say more than they would have said in responding to a closed questionnaire”. The term Free Attitude Interview technique is Dutch, namely: “Vrije Attitude Gesprek” as used by Vrolijk, Dijkema and Timmerman (1980). The Free Attitude Interview developed during the so-called Hawthorne Research in 1929 in the United States. It was discovered by researchers that freely speaking interviewees provided more relevant information than the structured questionnaire, says Buskens (2011:1). That interview provided them with help to solve problems in the labour situation as affirmed Carl Rogers, the psychologist, affirmed the method in 1941 again.

Referring to the latter, this study may have a maximum benefit in disentangling problems in the labour sector, especially in schools through professional engagements with all stakeholders. And that will serve to attain the dictates of the Critical Emancipatory Research (CER), consequently social transformation taking place democratically in schools.

1.6 Purposeful Participant Selection (sampling)

The following section justifies why the subsequent participants apply to this study (see Chapter 3, Paragraph 3.12). Participants are selected because of some defining characteristic that makes them the holders of the data needed for the study, (Maree, 2016:256). Therefore, my sampling involves 2 Site Stewards as Executive Committee members from two schools, 2 individual labour union members who are currently and actively involved in COLT (teachers), 2 instructional leaders (school principals from each) and 2 Provincial Executive Committee members. 2 learners. Only 1 Administration staff member (Time-Off Register) was involved to collect information, especially for managing and controlling “time-off” leave forms for the teachers’ trade union members. Therefore, the

total number of participants stands at 11 in total for methodology in a strategy that would help drive a process to fulfil the study focus.

1.7 Data analysis, interpretation and reporting

This study uses Critical Discourse Analysis (CDA) for analysing, interpreting, drawing findings, making conclusions and reporting. Tsotetsi (2013:18) maintains that to get a better understanding of the meanings from the perspectives of participants, CDA was used which Bloor and Bloor (2007:2) define as a cross-discipline that comprises the analysis of text and talk in all disciplines of the humanities and social sciences. In addition, Fairclough (1999:71-83) describes CDA as a type of discourse analytical research that primarily studies the way social power abuse, dominance and inequality are enacted, reproduced and resisted by text and talk in the social and political context.

In addition, with such dissident research, critical discourse analysts take explicit position and thus want to understand, expose and ultimately resist social inequality. Established on the latter regarding CDA, this study will leave no stone unturned in analysing, interpreting and reporting data in resisting the prevalent social inequality COLT. That was achieved through vibrant interviews with participants, after which the findings were shared at the end of the study. And the Participatory Research – as a methodology, will help us involve all identified participants in achieving the aim of the study, thus fulfilling the dictates of social transformation in our schools. This might enhance the expected, pleasant-sounding co-existence of all stakeholders in schools.

1.8 Value of my study

This study seeks to improve the predominant frame of information (Maree, 2016:256-257), regarding teachers' trade union matters in relation to COLT in schools, to add new information about study through addressing the gaps in existing knowledge one of them being that this is an unprecedented study in the field of teachers' trade unions because the language used is embracing rather than finger pointing without suggesting implementable solutions to the challenges faced by them in schools, reason being my study is never a nemesis of teachers' trade unions – hence its main aim, as has been recurrently stated in the following Chapters. Furthermore, to replicate existing knowledge by testing the old

results with new participants at new research sites, to expand knowledge by researching new ideas or practices or when we want to inform the existing practices by developing new ideas and to broaden our perspectives by introducing the voices of the social groups whose views have not been heard or have been silenced (i.e. underrepresented groups such as homeless). This study will add new information about the topic and address the gaps in existing knowledge as indicated above (Maree, 2016:256-257), reason being that little research has been conducted on the philosophy of my research focus. The latter has stimulated me to engage in researching this interest. It is hoped that this study may benefit stakeholders in understanding the negative and positive repercussions that the teachers' trade unions have in the education system as a whole, but more specifically in COLT.

Schools may benefit from implementing my recommendations in conjunction with what the policy dictates from the Department of Education regarding this matter. The latter may profit when taking decisions in this matter, principally in the daily management of time-off and secondment for trade union members as stipulated in the Personnel Administration Measures (Education, 1999). It is also going to benefit the state concerning the learners' rights, which in my view, are continually and unfairly infringed. As Tsoetsi (2013:22) argues, while the particular nature of this study prevents broad generalisation [since it is qualitative, rather than quantitative], the belief is that readers will find resonance with their own contexts and determine where '*moderatum generalisation*' is appropriate (Payne and Williams, in Biputh and McKenna, 2010:280).

1.9 Trustworthiness of my study

Connelly (2016:435) defines trustworthiness in research as a consistency in a study regarding interpretation and methods used that ensure the quality thereof. Concurring and emphasizing with the latter scholar, Cope (2014:1) defines trustworthiness as the truth value and transparency of the conduct of the study which is crucial to the usefulness and integrity of the findings. In my study, the following stipulations were used to embrace trustworthiness, as argued by Maree (2016:80), that it is generally accepted that engaging multiple methods of data collection such as interviews will lead to trustworthiness. This

study originated from multiple interviews that I have conducted as a researcher and an experienced teacher in school management, leadership, and policy analysis.

I have a practical taste of the actual meddling taking place in schools where there are teachers' trade union members. The latter is reinforced by my postgraduate academic qualification. In addition, trustworthiness of the study is enriched through involving numerous researchers which may help interpret the data collected as confirmed by Cope (2014:1) The latter is also confirmed by the fact that I have furthermore, used more than a few scholars, both nationally and internationally to undergird my argument/s as evidenced by the in-text referencing, besides this study has been double-checked by my experienced, academic supervisors from the leading university of the Free State in South Africa. Nevertheless, Lincoln and Guba (1985) have outlined the following criteria relating to trustworthiness of the study, which have been accepted by many qualitative researchers and they are:

CREDIBILITY refers to how straightforward the study is collectively with its discoveries (Polit and Beck, 2014). According to Kumar (2014:219), credibility is concerned with meaning using the same methods in a similar context should yield similar results. In this study, credibility was checked using techniques like prolonged engagement with participants – where asking questions and discussing their suggestions/views on the research interests were engaged; persistent/continuous of the happenings relating to the study from daily newspapers; randomly listening to comments from colleagues relating to the research interests; peer-debriefing as confirmed by Lincoln and Guba (1985) and defined by many scholars; namely: Amin, Nørgaard, Cavaco, Witry, Hillman, Cernasev, and Desselle (2020:1472), as a technique used to establish a study's credibility involving the researcher exposing oneself to a disinterested peer who would examine aspects that may remain implicit in the researcher's mind. In this study, peer-debriefing was done in the university where my experienced and academically apt supervisors were questioning and guiding my study. Member-checking was also done during interviews and recorded as confirmation of their actual participation in the study. The data that I received from participants, my supervisors and peers, were repeatedly questioned to ensure their credibility.

DEPENDABILITY refers to, irrespective of time and conditions of the study (Polit and Beck, 2014), the facts remain unchanging as informed by the nature of the study. Additionally, the following scholars concur with the definition of what dependability is, Korstjens and Moser (2018:121), state that dependability is the stability of findings over time, involving participants' evaluation of the findings, interpretation and recommendations of the study such that all are supported by the data as received from participants of the study. And in this study, I have ensured that all records regarding data analysis and interpretation are located in Chapters 4 and 5.

According to Connelly (2016:435) annals are accurately kept during the research process detailing clearly who does what, etc. As for me, I have used my peers while discussing research process and findings with colleagues who are experienced in qualitative research approach, says Letsie (2019:19), helping me to achieve dependability, which is part and parcel of honesty with my study.

CONFIRMABILITY, according to Connelly (2016:435) it is the impartiality of discoveries that can be repeatedly confirmed by other researchers as genuine and in line with the acceptable research ethics. In addition, Korstjens and Moser (2018:121) state that confirmability is concerned with establishing that the researcher's ideas and thinking are not influencing the clarifications of the discoveries, but clearly derived from the data. Qualitative researchers keep detailed notes of all their decisions and their analysis as it progresses. In this study, I have kept the original notes on different chapters regarding this study, which can help confirm the consistency of findings. The following Chapters 4 and 5 confirm that findings emanate from the data collected and analysed, and are in no ways that they are unsubstantiated fabrications of the study leader.

TRANSFERABILITY, according to Connelly (2016:435), it refers to how valuable outcomes of the research are, to other state of affairs when relocated to them as also confirmed by the following scholars. Korstjens and Moser (2018:121) describe transferability as a "degree to which the results of qualitative research can be transferred to other contexts or settings with other respondents, in addition the research facilitates the transferability judgement by a potential user through thick description – meaning describing not just the behaviour and experiences, but their context as well, so that the behaviour and experiences

become meaningful to an outsider.” In this study, the findings have been tabled in the last Chapter and I believe they apply to the situations which the culture of learning and teaching experiences when members of teachers’ trade unions attend to their union matters during the official 7 – hour official school day, they can also be applicable (transferable) to trade unions in general, thus serving the interests of justice in the country. Besides, those findings are not just finger pointing but solution-seeking suggestions which have been professionally analysed and confirmed as credible in the academic world.

AUTHENTICITY, historically the Authenticity Criteria (AC) were established by Egon Guba and Yvonne Lincoln in 1989 in order to judge the authenticity of qualitative research reactive to research paradigms, subjectivity and context-dependency is what AC is all about, reconciling the research outcomes, argue Adams and Siry (2020:143) that using the hermeneutic approach, the researcher is contextualized to the lived experiences of the stakeholders. In relation to the latter sentence, as a researcher I have been in the centre of this study since the beginning to the end and have lived the stakeholders’ experiences in relation to the study focus, therefore the findings may be accepted as authentic – based on my professional and academic experience in COLT and in union matters (as a local site steward, in my school). Besides, the following paragraph confirms authenticity of my qualitative study through ethical considerations, which were also taken into consideration.

1.10 Ethical considerations

Maree (2016:300) states that nobody can just willy-nilly conduct a research wherever and anyway. And Mokoena (2017:11) also states that virtuous deliberations demand doing what is proper or improper planning, right or wrong conduct when doing a research assignment. Therefore, obtaining clearance from ethical committee of any institution remains crucial because we are dealing with people not objects, especially when a research is empirical in nature, affirms World Medical Association Declaration of Helsinki (1972). Besides, McMillan and Schumacher (2001:196), Opie (2004:25) and Van Niekerk (2009:119) state that Ethics are all about what is decently good or bad, right or wrong, proper or improper.

For that reason, standing by the fore stated facts regarding ethics, I wrote an official application letter requesting for ethical clearance certificate from the University of Free

State through submitting the necessary and appropriate documentation. It was approved and the ethical clearance number is: UFS-HSD2018/0893/2806. My research topic and thoughts on the benefit of the study were submitted to the relevant section of the KwaZulu-Natal Department of Education to try find authorization to conduct research in one particular rural and one urban school identified. In addition, permission was sought from all teacher-union officials who was involved in the study.

Caution was taken to make the people involved in the study aware that they are under no obligations to take part in the respective study and that they are free to pull out their participation, should they feel so. All stakeholders were requested to sign a consent form except for children who were signing an Assent Form. Participants were guaranteed of the concealment of any information they share, as well as steps taken to maintain their unrecognizability. Copies of the ethical consideration documents are attached as annexures in this study.

1.11 SYNOPSIS OF THE STUDY

CHAPTER TWO focuses on theoretical framework, operational concepts/terms and related literature review, both international and national.

CHAPTER THREE concentrates on research methodology, data generation methods, and units of data analysis.

CHAPTER FOUR comprises presentation, analysis and interpretation of data interconnected to my research interest.

CHAPTER FIVE presents the discussion of findings, recommendations, aspects of further research and the conclusion.

1.12 Limitations of the study

It was constrained by reluctance of some participants to provide data during interviews in Chapter 4 and the noticeable arrogance – including non-cooperation with the researcher from some teachers' trade union members at interview stage. Literature regarding the study was limited. As such, general literature was used to undergird my study.

1.13 Delimitations of the study

This study was focusing only on the teachers' trade unions (not unions in general) and the geographical constraint was the Republic of South Africa. Therefore, the main focus was aligned with and by the latter, as stated below.



Figure 1.1: South Africa in the world map (Source: Internet [Accessed: 26 September 2021])

1.14 Conclusion

The Chapter was introductory, focusing on the ephemeral background with literature review and a plethora of other subtopics – including the chapter summary and has provided the preliminary background of my study, research question, research aim, objectives, and research methodology. The value of this study was also indicated, including the moral contemplations when intending to conduct a research/study. The heart of this chapter was based on the preliminary background regarding the strategy that would help enhance the role of teachers' trade unions in COLT. The focus of the next chapter was on the Literature Review regarding the research focus.

CHAPTER 2

THEORETICAL FRAMEWORK AND LITERATURE REVIEW

2.1 Introduction

This chapter introduces the theoretical framework and literature review underpinning and couching this study, critical emancipatory research (CER). As Dube (2016: 34) puts it, surrounded by the extensive continuum of Critical Theory (CT), that is where CER is based and in unpacking CER, this chapter will trace its origins from the Frankfurt School of social science, its developments and concepts and how it relates to and informs this study. In addition, the chapter shows how emancipatory this study is, from an axiological, ontological, epistemological and methodological perspective, to address the role of teachers' trade unions in COLT. Operational terms informing the study were defined and the relevance of teachers' trade unions in COLT.

2.2 Theoretical framework apprising my study.

This part of my study introduces and discusses the theoretical framework, the Critical Emancipatory Research (CER), which is a baby of Critical Theory buttressing the aim of the study. Critical Emancipatory Research (CER) is the theoretical framework that undergirds my study, therefore the following historical background help us understand better as to its origin. Way back in 1924, in the Frankfurt school, scholars like Adorno, Horkheimer and Habermas founded the guiding theoretical framework of CER (Mahlomaholo 2009:225; Higgs, Trede, Loftus, Ajjawi, Smith and Paterson, 2006:68). And empowering those without power and affording voice to those without one, was one of the main purposes of the Critical Emancipatory Research (CER) as argued by Nkoane and Mahlomaholo (2002:73). Likewise, according to Tutak, Bondy and Adams (2011: 66) democratic principles which are being sought by Critical Theory are equality and justice and these are emancipating, educational, unshackling and endowing (Malebese, 2016:7). Therefore, in responding to the challenges (needs), components of the strategy and conditions facing the teachers' trade unions in schools, I had to use the critical theory as a basis for this study.

Horkheimer (1972:246) state that human emancipation from slavery is sought by a theory which is having a liberating influence which eventually, the needs and powers of the people are satisfied. Old as it is, but in my view, the latter definition of a theory is in line with my study because it intends satisfying the academic needs of learners – being, a need for belonging, a need to feel productive, and a need of feeling wanted and worthy. And constitutional powers of human beings (rights) in schools where there are teachers' trade union members and children are incessantly desecrated. Through experience as a teacher, I have learnt that the key to helping students meet the latter needs is by creating a safe, well-organized learning environment which this study is advocating through enhancing the role of teachers' trade unions in the culture of teaching and learning. And through adherence to the findings of this study as indicated in the last Chapter, the latter may be satisfied. Besides, Tutak, Bondy and Adams (2011:66) state, as indicated above democratic principles of justice and equality are being enhanced since that is what CER pursues.

So far, in my understanding, CER is the best theoretical lens for researching the teachers' trade union activities in schools, however emancipating them from ignorance of the law, applicable in schools – while also benefitting the children (who are evidently marginalized) and COLT, irrespective of diversity (Devereaux, 2013: 1; Faulker, 2011: 19; Munger, 2010: 1). Ignorance of the law evidently manifests itself when the enlightened school teachers forsake learners alone during the official teaching and learning time – attending to their union matters. The following guiding theoretical framework, Critical Emancipatory Research (CER) has been used to undergird this study and the cogent for its choice is discussed, hereunder. In my judgement, CER is a suitable framework for stimulating responsibility and accountability of teachers' trade unions, thus benefitting the child (Devereaux, 2013: 1; Faulker, 2011: 19; Munger, 2010: 1). Moreover, CER is a tool for social transformation of structures of power (De Barros, 2020:1). In my judgement, emanating from the latter sentence the unions in schools seem to be a strong structure of power which needs urgent social transformation in the manner in which they handle their matters in schools, because, based on my continuous observation and experience in the education department, they directly meddle with COLT. Due to the latter, the study wouldn't have existed despite the fact that, that was never the data collection technique, either.

Nonetheless, it had strengthened my understanding of the research topic which has driven me to come up with such a study. Therefore, throughout the study, the mentioning of the word: " *observation*" should be viewed in that latter perspective. Besides, I am a main participant of this study.

Tsotetsi (2013:6) argues that CER is a social transformation and emancipatory framework emphasizing that change in persons, rests in them being part of the community under study. Therefore, relating to the latter and in my view, for change to happen in school communities, there must be a core-relationship amongst researchers and the researched, thus transforming the society.

Through observation in schools (see Paragraph 2.2), it shows that some teachers' trade unions are arrogant towards the management and leadership of the school (School Management Team). As such, marginalization of these participants in schools is undermined, thus disadvantaging the entire process of teaching and learning. Therefore, commissioning the CER helped eliminate the authoritative way of doing, viewing and addressing issues in some schools by some teachers' trade unions. As Mokoena (2017:5) states, CER is in the mission of emancipating and empowering the marginalized learners [teachers, school management team (SMT) and ordinary union members] in schools through dialogue. As the name stands, CER's key principle is emancipation of all marginalized stakeholders in schools.

As stated above, the critical approach to this study is aimed at enhancing the democratic principles of justice and equality in schools. Through observation (see Paragraph 2.2), I have realised that the constitutional "rights of children" (RSA Constitution, Chapter 2, Bill of Rights, Sections 28 and 29, respectively) are being infringed by teachers' trade unions when exercising their constitutional rights (RSA Constitution, Chapter 2, Bill of Rights, Section 23), too. And that makes children vulnerable to marginalization and oppression, which CER is discouraging in its efforts to emancipate the schooling society into a just, rational, humane and reconciled, too. Yet, Section 36 from Chapter 2, Bill of Rights, of the RSA Constitution stipulates that rights are limited.

2.2.1 Historical origin of Critical Theory (CT)

Scholars like Nkoane, (2012:100) and Mahlomaholo (2009:225) state that the ancestries of Critical Theory can be drawn back to a plethora of intellectuals like Marx, Habermas, Freire and the Frankfurt graduate school and it is a wide spectrum where the Critical Emancipatory Research (CER) is premised (Dube, 2016). In unpacking CER, this chapter will trace its origins from the Frankfurt school of Social Sciences, which was established in 1924 (Giroux, 2010:35); its developments and concepts and how it relates to and informs the study. In addition, Tsetetsi (2013:25) states that brutal conditions and aspects of social realities are dealt with by CER which were unconsidered by the latter intellectuals from the graduate school of Frankfurt.

Brittain (2012:204) states that it simply refers to western socialist intelligentsias from the graduate University of Frankfurt. This latter graduate school has a history of being established in 1923 during World War 2. There were students' remonstrations and transformations in west Germany by then. Nazi Management persecuted these scholars in 1933 and had to move from pillar to posts but eventually back to Frankfurt in 1953. Moreover, literature work of these scholars appeared in the 1960's, represented by the following: Theodor W. Adorno and Jürgen Habermas in Germany, Herbert Marcuse in the United States, and the idea of an earlier, radical, social-critical Freudian Marxist period under Max Horkheimer's direction.

In addition, Frankfurt school became well known under Max Horkheimer as its leader. It studied society in different disciplines, namely culture, music, politics, economics, psychology, sociology and philosophy. These academics were Jews motivated by common concern. Seeing trade unions partaking in World War 1, they were unhappy with arrogance of the WW2 and 3rd Communist internationals and right-wing groups in Germany. They wanted to oppose the official Soviet position. Benjamin was also a literary critic. Their work paid off, eventually, and it was called Critical Theory mainly because of their leader – Horkheimer's agenda-setting essay, way back in 1995. As with all studies, you get criticised. These scholars too, were. But we thank them for coming up with the critical theory, anyway.

Coincidentally, the Critical Theory was based on the participation of trade unions in the World War 1 and my study is on the teachers' trade unions. Based on the previous essay's concern for reasonable conditions of life, this study looks closely to some conditions of life of both the children and teachers in COLT, as CER stipulates, balancing the individual personal sovereignty with the universal '*esprit de corps*,' with the aim to enhance the role that the teachers' trade union members have on the children and the education system as the employer. Having discussed Critical theory, in the next section, I will pay more attention to CER, starting from its formats.

2.2.2 Formats of CER

In my view, CER is in line with the emancipatory approach that this study is aiming to achieve in schools, specifically where there are teachers' trade union members who are continually meddling with COLT when leaving children alone, attending to their unions' matters during the official teaching and learning time/day, thus infringing the rights of children in receiving education as it is their constitutional right, to. CER accentuates that society needs to be thoughtfully gauged with knowledge emanating from humanities and social sciences (Bohman, 2005:1). In addition, as a term, CER has two meanings with different origins and histories: the first originated in sociology and political philosophy, while the second originated in literary studies and literary theory. Notwithstanding the latter, where "this theory came from is in social and political sciences where the thinking of was based on the activities that took place in these sciences" (Bohman, 2019:3).

My study is looking at the social and political environment which purportedly THREATEN the education system because of the meddling of the teachers' trade union's activities, despite stringent measures that are in place to manage those activities, one being time-off policy. My continuous and unsubstantiated observation (see Paragraph 2.2) of the current nature of the teachers' trade unions is that it is too political for the department of education system to function harmoniously with such stakeholders. Remarkably, the school managers and leaders seem reluctant to emphatically apply the measures/policies in place so as to curb the propensity of teachers' trade unions in meddling with and COLT.

The study seeks to also look at the conditions that may enslave the education system and its stakeholders and come up with suggested solutions that might liberate through the all-encompassing findings emanating from this work. The below-mentioned scholars (in the following paragraph) from the Frankfurt school, sketched their critical approach from the critical methods which were originally masterminded by Karl Max and Sigmund Freud. CER maintains that “ideology is the principal obstacle to human liberation.” CER was established as a school of thought primarily by five Frankfurt School theoreticians, namely: Herbert Marcuse; Theodor Adorno; Max Horkheimer; Walter Benjamin and Eric Fromm. Concern for social “base and super structure” is one of the remaining Marxist philosophical concepts in much of the contemporary critical theory.

Relative to my study, CER was “promoting a diversified education for all individuals in order to steer them away from over-specification,” where teachers’ trade unions are directly infringing on the rights of children in schools.

2.2.3 Ontology of Critical Emancipatory Research (CER).

Denzin and Lincoln (2011: 711) state that “ontology is the study of what there is in the world.” As Malebese (2016:36) indicates, “ontological assumptions are concerned with what is believed to constitute social reality; to express, nurture and expand children’ learning capabilities in a shared praxis (Mertens and Wilson, 2012: 172. Ontology derives from the Greek *onto* (being) and *logia* (written or spoken discourse), i.e. being written or spoken discourse. It is a branch of metaphysics, the study of first principles or the essence of things.” CER is suggesting that all knowledge that world has is personal, in other words, it emanates from individual people. Therefore, it is acceptable that participants should be treated in the research world not as the ordinary objects but as important holders of knowledge regarding reality in the world.

According to Kim (2014:1), “a critical theory is a discipline that critiques mass culture of modernity and capitalism, as well as reinterpret Marxist theory and Hegelian dialectic within their critique.” Hegel’s formulation of recognition of subjectivity is entirely pre-linguistic and thus cannot be bound by the Logos of substance ontology and its categorization begun by Aristotle, which dominates analytic philosophy taught in the United States and United Kingdom. Insofar, also, as “Critical Theory goes to the roots of historical forces and

psychological pathology that condition thought and ideology that currently preside in modernity, as opposed to a more ahistorical, rationalist substance ontology, ontology can be seen as a field, critical theory would harshly critique as insufficient” (www.quora.com) [Accessed: 11 December, 2017].

In this study, the essential existence of the teachers’ trade unions relative to COLT is critical. As explained above, teachers trade unions have a space in the education depart relative to their members’ interests and needs. Yet, this space should not be a loophole to meddle with COLT because this would undoubtedly violate the stipulations of the RSA constitution regarding the children’s rights. In my view, using PAR ensures that everybody is involved in providing information about the world, as such solutions may emanate from participants.

2.2.4 Epistemology of CER

Regarding the business dictionary.com [Accessed: 15 December 2017] epistemology is “the study of the grounds, nature and origins of knowledge and the limits of human understanding. It deals with issues such as how knowledge is derived and how it should be tested and validated.” It also referred to as the theory of knowledge, says McNulty (2013:525). My study was using the steps of CER as stated below in seeking to look at how knowledge about the teachers’ trade unions is derived from other sources so as to enhance the harmonious co-existence of all stakeholders in COLT. Notwithstanding the challenges facing the education system in our country, in the process, the interest of the child is not comprised somehow. Interviews were used to generate the knowledge from participants regarding the role of teachers’ trade unions in the culture of teaching and learning in schools as widely indicated in Chapter 4.

My study will also attempt to test and validate the knowledge about the teachers’ trade unions in COLT. This CER will form a basis for questioning the trends of radical and political nature of teachers’ trade unions in COLT. Using CER in exhuming the reasons for the current approach in managing the teachers’ trade unions’ behaviour COLT. My study was looking at the grounds, nature and origins of knowledge, including the limits of human understanding relative to the enhancing of the teachers’ trade unions’ role in COLT in our schools. In my view and through observation (see Paragraph 2.2), children are continually

marginalized and indirectly oppressed in schools because of some teachers' trade union members abusing their power, when embarking on their union matters while in schools and during COLT. And CER's objectives are opposed to the latter.

2.2.5 Steps of CER

According to Tracey and Morrow (2012:112), CER has three main steps being interpretive, analytical and educative, which are guiding my study. Research is mainly strategized by the aforesaid steps. And during the interpretive phase, participants were motivated to evaluate information against their daily experiences regarding teachers' trade unions in COLT, "feelings and emotions during critical reflection which had a potential for change and social engagement" (Lee and Smagorinsky, 2000:9). "The critical analytical phase motivated the critical examination of social issues generated by reading a text" (Lee and Smagorinsky, 2000:9). The essence of the problem and the participants' voices were the main focus because they carry the indigenous meanings and experiences.

Lastly, Denzin and Lincoln (2011: 9-14) state that a researcher and participants "took a clear position regarding intervening in hegemonic practices in the educative phase and served as advocates to expose the material effects of marginalized locations while offering alternatives." Children in schools come from marginalised environments and society, so leaving them alone makes life more miserable and unbearable. This is the educative phase, which requires alternatives exposed by the material effects of marginalized locations. And the objectives of CER, as a theoretical framework, are opposed to marginalization and oppression of people, but emancipating! This study has an "enhancing tone" to some teachers' trade unions in schools as stated in many a times.

2.2.6 The objectives and the importance of CER

According to Mathobela (2015:45), "CER is based on a premise that encourages emancipation of the marginalized and the oppressed in creating scientific knowledge" as also confirmed by Walter Jensen (www.127.com) [Accessed:10 December, 2017] that "the ultimate goal of the Critical Emancipatory Research is to transform our present society into a just, rational, humane and reconciled society."

My study seeks to transform and emancipate the present schooling society into a just, meaning fair society to the “*interests of the child*” as stipulated in the RSA Constitution, Section 28(2) – notwithstanding the Constitutional provisions of Section 23 (2) (a) – (c), regarding labour relations of every worker; rational, meaning looking at different ways to enhance the role of teachers’ trade unions in COLT; humane, meaning caring about the needs and rights of our children – in the sense that teachers’ trade unions do not, knowingly or unknowingly, meddle with COLT while exercising their right as mentioned in the latter; and reconciled society. My study is also eagle-eyed to some disunity in the present schooling society because of the activities of teachers’ trade unions. Whether you have all the power in your hand, but you cannot single-handedly control the entire school for all the four hours mentioned. In the process, safety and security of all children in a particular school are imperilled.

Jensen (www.127.com) [Accessed:10 December,2017] argues that “the Critical Emancipatory Theory has several basic tasks but is not limited to only these tasks, which are equally important in our present historical situation, namely:”

- “To promote a diversified education for all individuals in order to steer them away from over-specification.” This will create individuals with strong mental faculties who were able to think critically about the forces that affect their daily lives. This concurs with the ceremonial rhetoric below (Paragraph 2.2.8) which states that “celebrate what is noble and to condemn what is shameful”. This study commends the stride taken by the Department of Education in our country for bringing up one diversified education system. We notice the fruits of democracy in that sphere. In the same vein, this study would love to see the same attitude applied in schools to help enhance the role of teachers’ trade unions in COLT. This study, too, is not ashamed to condemn what is shameful from the teachers’ trade unions in schools. Therefore, union leaders will need to review their policies in this matter to secure children in schools.
- “To create a social balance between the personal autonomy of the individual and universal solidarity of the collective.”

The reason for doing research in this paradigm is to destroy myths and empower people to change society radically. The schooling society might change if the findings of this

study are properly implemented, thus creating a social balance for all. Schools are centres where there are rich societies regarding their transformation. Therefore, this study is trying to bring to the attention of all schooling society the reason to engage in creating the social balance in schools.

- “To promote revolution against all forms of fascism (dictatorship) and nationalism.”

Through clarifications, I have realised that some schools experience some kind of fascism from the members of teachers’ trade unions in schools, thus defeating the whole purpose of democracy. This study advocates the spirit of “enhancing” the role of teachers’ trade unions in COLT. Fascism is a kind of dictatorship which was used by the previous apartheid government in our country, which was autocratic. In the new dispensation of democracy, teachers’ trade unions will need to abide by the democratic principles. Fascism is one of the threats where one Site Steward No. 2 said: “Don’t talk to me, talk to my union and every communication between you and me should via my trade union leaders from my local Branch Executive Committee.” Such slogans, to me, are related to dictatorship, which the schooling community does not deserve to experience.

- “To promote revolution against all forms of discrimination, including those based on sex, sexual orientation, race and religious belief.”

Using the deliberative rhetoric, as mentioned in Paragraph 2.2.10 below, leaders need to take action and do what is right for the benefit of the child in schools as stipulated in the RSA Constitution, Chapter 2, Section 28(2).

- “To preserve the good moral values that promote universal solidarity and will help to bring about a more just, humane, and rational and reconciled society. My studying is in line with this ultimate aim of the Critical Theory, study looks at enhancing/improving the role of teachers’ trade unions in COLT.”

Schooling society needs transformation, where there are some teachers’ trade unions who do not abide by the democratic principles of respecting other peoples’ views and rights. This study was looking to suggest challenges that face teachers’ trade unions,

making them undemocratic in their approach when engaging with the employer in some schools.

2.2.7 Role of the researcher in CER

Charlton (1998:1-6) states that “the Critical-Theory-Anchored research does advance the principle of: *“nothing about us, without us,”* and is also deep-rooted by the following supplement, attached hereunder.”



Figure 2.2: Adapted from *Internet*. [Accessed: 09 February 2020]

The latter principle stresses that participants should be contributory in the process of research because they are not just objects of research. This must be clear in the mind of a researcher to involve participants in your study. Berg (2015:202) states that the trained researcher knows that he is part and parcel of a particular research process, not standing outside the latter. Relative to my study and based on the latter, I have followed these guidelines while performing my role as a prospective researcher in this study. It is indeed fair to regard participants as important elements in the study and be treated as people, not just objects as initially indicated above. In my experience in the research world, I have realized that people hold valuable knowledge which is scientifically analysed and brilliant findings come up, thus benefitting the society which is being emancipated from the shackles of ignorance and non-receipt of education.

2.2.8 Rhetoric in CER

Google.com [Accessed: 20 December 2016] defines the term “*rhetoric* as the art of discourse, wherein a writer or speaker strives to inform, persuade or motivate.” Linguistic usage in CER is essential where an eloquent discourse is used, encouraging reverential participation of every participant since individualised learning becomes a lifeless body of knowledge (Malebese, 2016:37). Rorty (1996:4) states that “like all abilities and crafts, **rhetoric** can be used well or ill.” In addition, as “the existence of clever villains’ attests, sheer intelligence is not sufficient for virtue, so too highly successful, but canny and corrupt orators attest to the undesirable fact that not every brilliant rhetorician is a *phronimos* (intelligent).” “Additionally, a clever huckster might be skilled at presenting himself as a trustworthy ally and wise advisor, without ever coming close to being a *phronimos*.” Besides, Rorty (1996:4) states that according to Aristotle (an ancient Greek philosopher and a scientist), there are three types of rhetoric and their primary instruments of persuasion; namely:

- Ceremonial (demonstrative) rhetoric
 - Forensic (judicial) rhetoric
 - Deliberative (legislative) rhetoric
- } They are distinguished by their aims and audiences.

CEREMONIAL RHETORIC is “addressed to a general audience, it is directed to praising, honour and virtue, censuring (reprimanding) vice and weakness, because it is largely concerned with matters that are not under dispute, amplification provides its most suitable arguments. To persuade an audience to celebrate what is noble and to condemn what is shameful, the ceremonial rhetorician must be familiar with what the audience takes as indications and signs of those virtues which, like justice and courage, they find exceptionally useful.”

It was naïve for this study not to use the aforesaid, **ceremonial rhetoric** regarding the good things that teachers’ trade unions do in benefitting their members, at the same time condemn in the strongest available terms, what is shameful! Before condemning my comrades in the teachers’ trade unions family, let me commend all union members who are fully committed to ensuring that COLT in schools proceeds without meddling. As I have

now and then expressed my concerns about the manner in which some teachers' trade unions handle their matters in COLT, it is therefore logical for the study to shame all the wrong deeds emanating from the latter. As mentioned above, censuring vice and weakness in COLT is fair, because teachers' trade union members may learn and change their approach. The latter never advocates that I hate teachers' trade unions, NO! I am a unionist myself. Always remembering the main aim of this study – which is enhancing the role of teachers' trade unions in COLT.

FORENSIC RHETORIC is focused on adjudicators who can create people as guilt-ridden or not guilty of precise activities. The discussion of forensic rhetoric introduces psychological generalization that Aristotle had not elsewhere treated in a more rigorous and philosophical manner, says Rorty (1996:5). Again, with this rhetoric, I think it is fair for the study to apply it in judging the specific actions of the teachers' trade unions in COLT. Surely, the unacquainted motives of teachers' trade unions in COLT must come to light, so as to help enhance their role in COLT.

DELIBERATIVE RHETORIC is focusing on decision makers, taking action, regarding what matters of defence, war and peace, trade and legislation – therefore the conclusions are testable. That said, it will also be the focus of this study to use the latter rhetoric to affect the decision-makers both in the education department and the teachers' trade unions – including the parents whose children are at the receiving end of the teachers' trade unions' actions in COLT. The predictions about the outcomes of the various policies in COLT need to be visited because the latter may help benefiting all stakeholders, particularly children.

“The deliberative rhetorician who wishes to keep his reputation as trustworthy must pay attention to what is, in fact, actually likely to happen.” “It is this feature of deliberative rhetoric that it is more bound by reasonable expectations about the future than about current beliefs and responsibility that marks the significant character of deliberative rhetoric; it explains why Aristotle was so eager to distinguish its arguments from ceremonial and forensic rhetoric,” says Rorty (1996:6).

Rorty (1996:4) states that the “successfully perverse uses of a craft depend on the techniques and knowledge required by its exemplary exercise.” “She mentions that the doctrinaire must know the structure of sound arguments in order to mimic them; the

huckster has to know the marks of virtue in order to parade it.” “Just as the concept of belief is essentially linked to that of truth, so too, the concept of decision is essentially linked to that of good, and persuasive is essentially linked to “soundly argued”.

The study wishes to inform the teaching and learning fraternity of the dangers of teachers’ trade unions meddling with COLT. We were persuasive or motivating in our approach regarding the role that teachers’ trade unions play in the COLT. It must also be noted that this study was looking at conditions that are favourable for the schools and teachers’ trade unions to co-exist harmoniously. As stated above, the best available means of persuasion, whatever the subject may be, were used to enhance the role of teachers’ trade unions in COLT. All proper procedures were observed to ensure that we get valuable information for the study.

2.2.10 Definitions of operational concepts

As stated in this sub-topic, the following operational concepts that inform my study were defined from Online lexicons (Google), encyclopaedias and the literature, including my own definitions to help the reader eliminate any misconceptions and misinterpretations or misunderstanding that may exist while going through the study.

EMPLOYER (from Employee Labour Relations Act (ELRA) (2004: Section 7) is defined as “any person, including the government and an executive agency, who employs an employee.”

CULTURE refers to the characteristics and knowledge of a particular group of people, defined by everything from language, religion, cuisine, social habits, music, and arts. (livescience.com) [Date accessed:10 December 2016]. And according to Weiner and Simpson (1989:65) culture refers to the arts and other manifestations of human intellectual achievement regarded collectively.

CULTURE OF LEARNING AND TEACHING (COLT) refers to the maintenance of teaching and learning standards in our schools in adherence to the principles and policies of the Department of Education (Christie, 1998).

A **TEACHERS' TRADE UNION (A/N EDUCATION/TEACHER UNION)** is an organization of teaching professionals who work to protect and advance its members' collective interests and rights in the workplace. (Mccollow, 2017:1).

ENHANCING – (gerund) is defined as making something greater or improving the quality, amount or strength of something. (dictionary.cambridge.org) [Date accessed: 10 December 2016].

TRADE UNION “is an organization of workers in the same skilled occupation or related skilled occupation who act together to secure, improve and advance for all members' favourable wages, hours, and other conditions.” The main purpose of a union is to collectively bargain with employers for wages, hours and working conditions for its members (english.oxforddictionaries.com) [Date accessed: 10 December 2016].

2.2.11 The future relevance of teachers' trade unions in COLT.

Whether relevant or irrelevant to some, the law is clear on the jurisprudence right from the RSA Constitution, R108 of 1996, Chapter 2, Bill of Rights, Section 23(4)(a) – (c), for the trade unions to exist as stipulated that “every trade union and every employers' organizations has the right –

- a) To determine its own administration, programmes and activities.
- b) To organize; and
- c) To form and join a federation.”

Therefore, grounded on the latter affirmation from the legal literature, teachers' trade unions have a constitutional right to exist, as such they are relevant too because they fight for the teachers' rights and benefits in schools.

Based on the study that was conducted over five years by Uys and Holtzhausen (2016:33), the following factors were their findings regarding the future relevance of trade unions in South Africa and more specifically, in the context of schools:

i. The quality and type of services unions provide.

Chamberlain, Ncube, Mahori and Thom (2014:3) aptly describe unions as organizations designed to plummet all kinds of “*pauperization mechanisms*” (e.g. low wages, unfair

working conditions) which most employers used against their employees thus rendering them destitute. In my view, teachers' trade unions do help teachers to engage with the government at bargaining level to deliberate on salaries and working conditions in which teachers find themselves in, which sometimes, are unfavourable. Therefore, it is on this ground that teachers' trade unions are relevant in schools, just for the sake of teachers' working conditions which need to improve, as well as their salaries which also need to commensurate with teaching service provided by teachers in schools. Uys and Holtzhausen (2016:33) do argue that chances of attracting and retaining members emanate from trade unions caring about their members' welfare. In my opinion, the latter talks to the quality service that trade unions need to provide their membership at large. And my confirmation that they have a future relevance in the RSA schools' COLT.

ii. Legislative changes.

Uys (2011:1) specified that trade unions are aware of their duty to lobby for legislative changes and affording organizational rights to minority unions. Some teachers in schools do not have time and a legal brain to follow the legalities involved in labour relations act, especially when there are legislative changes that must occur or proposed to the employer, pertaining to them. Therefore, their unions look to that part of law for the benefit of their members at work. With that benefit to the union members, teachers' trade unions are still relevant because they look after the legislative changes' needs for their members at work. Uys and Holtzhausen (2016:35) mention that amended Labour Relations Act No 6 of 2014 was successfully lobbied by the trade unions hence being regarded as favourable.

iii. The changing work environment.

In my view, as indicated above, teachers' trade union members are not legal experts and they need to be represented by their unions in monitoring the changing work environment, thus bringing that feedback to the members for their benefit in schools. The work environment in schools is dynamic in that it changes almost daily, therefore it needs continuous monitoring just for the benefit of their members. Therefore, the teachers' trade unions are relevant in COLT because they help teachers' union members regarding the dynamic, changing work environment in schools. Buhlungu (2010:98, in Hurt 2014:102) carefully states that trade unions should always be watchful

in that they speak for the rest of the working class, rather than being privileged and a narcissistic minority. Therefore, in my understanding teachers' trade unions speak for their members at work regarding the changing work environment.

iv. Facing trade union realities in a developing country.

Uys and Holtzhausen (2016:36) state that collective bargaining power is the tool used by trade unions to improve the welfare of their members and the population to influence policy matters (Chamberlain et al. 2014:4). Policy matters are crucial for teachers' trade unions, as indications are attesting to the current environment in South Africa that some teachers' trade unions do not take care of any policy in place relating to COLT. Yet, teachers' trade unions have a huge role to play in influencing their members to abide by the existing policies, either improve or abide so that COLT will never be negatively affected in schools. As such, teachers' trade unions are still relevant in schools in influencing policies relating to their actualities in South Africa. After all, it is their duty to ensure that their members are well taken care of in schools and in the general employment.

v. The 'good employer' dilemma.

The attitude of employers towards employees in schools, namely teachers' trade union members, is a *"catch-22."* as stated by Uys and Holtzhausen (2016:37). Even if employers dislike trade unions, for whatever reason – but teachers' trade unions' attitude towards employer needs some revamp because, in my view, it is bad, to say the least. Perhaps that what had prompted me to come with a research interest which might help enhance the role of teachers' trade unions in COLT. I have had quite a proportion of complaints from other colleagues regarding teachers' trade unions' members towards the employer. Seemingly, they do not understand that they form a partnership with the employer in schools, and that enhances a good co-existent and harmonious relationship there. I still maintain that teachers' trade unions are still relevant in schools to help improve relations with the employer and other stakeholders so that COLT will not be chaotically meddled with.

Kinsella (2011: 501 – 506) writes that unions can contribute in enhancing public education using members' collective voice being heard. In other words, only teachers can solve their

profession's challenges. Professionals speak with the greatest authority on the issues that they face daily and which they have been trained to address. Teachers' trade union members need to be committed in making improvements in their relationship with COLT in schools.

In my view, people become teachers (just like me) because they care about children and want them to succeed and they know that there are no simple solutions to the challenges of educating all students. Teachers have never had a voice in how schools and districts are run, they don't establish curriculum, determine who or how many students were in the classes, establish or enforce students' code of conduct, control students' attendance. Funding for educational programs is inadequate in every place where the problems are the greatest.

My opinion here is that teachers' trade unions are still relevant in COLT, provided they do not meddle therewith in schools. Their members must also be well-organized in the sense that they do not interfere with the existing structure of education regarding the children's interests and their rights. Teachers' trade unions are enshrined in the country's Constitution, Bill of Rights, Chapter 2, Section 23(4), therefore they will always be there in the COLT, unless a new government has the two-third majority to change the Constitution. Teachers' trade unions will always be there in COLT. Education structures must revisit and formulate strategies to ensure that there is a harmonious co-existent relationship among all stakeholders. This, in my view, will enhance the role of teachers' trade unions in COLT. As earlier stated, teachers' trade unions fight for the benefits that workers deserve to get in the workplace, like pension, medical aid, retirement benefits, etc. Teachers' trade unions also play a pivotal role during bargaining processes with the employer regarding their members' interests.

2.3 RELATED LITERATURE REVIEW

Literature that is interconnected and applicable to this study is reviewed in this sub-section in enhancing the role of teachers' trade unions in COLT.

2.3.1 Chapter Overview

This section reviews the literature on how teachers' trade unions may contribute to enhancing their role COLT. I begin this part of Chapter 2 with an in-depth study of literature relating to my study, the three objectives of the study, and then the conclusion.

2.3.2 OBJECTIVE 1

To identify the challenges in enhancing the role of teachers' trade unions in COLT.

2.3.2.1 Children are left unattended at school.

The Code of Professional Ethics of the South African Council of Educators Act (SACE) 31 of 2000, Paragraph 3.3.11 (Conduct between the educator and the child) does stipulate that an educator will "respect the dignity, beliefs and constitutional rights of children and in particular children, which includes the right to privacy and confidentiality." While rightfully so, teachers are participating in the activities of teachers' trade unions in some schools during the official teaching and learning time, children are left unattended without a teacher which is policy-revolting in my eyes as indicated above and confirmed by Myburgh *et al.* (2017:388) that one Principal that they interviewed (Male, 36 years old) once said "this thing again of **leaving children** unattended, it makes you very, very sick and angry." The latter being explained as, learned society [educators] in schools should know better that leaving learners alone in schools violates their constitutional rights – therefore that what makes this interviewed male to fail hiding his emotions on this matter as expounded further, hereunder.

Evidently, this Principal knows that it is policy-revolting to leave children alone in schools. This is a challenge which the general community around the school is not accepting because children have left home for school for that particular day, not for few hours but for the whole official 7-hour day as mentioned in the policy books that "all educators should be at school", EEA, 3.2(a). Modisaotsile (2012:4) ratifies that teacher absenteeism rates in black schools is high compared to whites counter schools, figures used are contemptuously attacking black teachers especially being absent on Mondays and Fridays. Such findings are trailblazing regarding teacher absenteeism in schools, leaving children alone.

And parents are faced with a challenge of their children left unattended because teachers are attending to their union matters during the official teaching and learning time. Centred on the previous statistics by Modisaotsile (2012:4), children too, are sometimes emotionally traumatized by being left unattended which, in my view is impermissible since teachers'

trade union members are more enlightened on the principle of “*loco parentis*” as confirmed by Mohammed et al. (2014:308) that in “*loco parentis*”, meaning “in place of parent”, “is used to describe any other guardian or individual serving the role of a child’s parent.” “As such, beyond academic activities which the teacher is expected to execute in the school, all other roles in the school for the teacher are geared towards ensuring the ‘total’ development of the child, including morals.” That is, acting on behalf of the parents while children are at school.

Safe to say that, RSA PAM Document:1998, Chapter G. Pg. C – 117 states categorically clear “that an educator’s role in the educational process is dynamic and developmental, and therefore requires the active participation of educators at school, provincial and national level.” Active participation of educators at school is emphasized in this policy extract, central to the latter policy statement. Therefore, it is fair to remind the teachers’ trade union members that leaving children alone at school is unlawful and policy-violating.

When left unattended at school, children experience horrible environment/s like bullying, etc. Du Plessis (2011:61) confirms that in his study, it was discovered that bullies need to dominate others especially smaller, younger and weaker victims mostly on playgrounds and in classrooms. Bullying happening in schools may be averted if teachers are paying attention to their noble work of teaching, rather than leaving children alone.

Their educational right, as stipulated in the RSA Constitution, Chapter 2, Bill of Rights, Section 29(1)(a) and also mentioned by The Code of Professional Ethics of the South African Council of Educators namely: “everyone has a right to basic education,” is also infringed when left unattended at school without a teacher. As much as children’s rights are non-derogable as per the RSA Constitution but this study is facing this challenge of the learned, matured, open-minded, experienced teachers who are deliberately violating children’s legitimate rights in schools when they are left unattended without a teacher. Wills (2016:1) argues that marginalized students are more at risk of learning losses as a result of teacher strikes. Therefore, as registered or provisionally registered members of SACE, “teachers need to acknowledge, uphold and promote basic human rights, as embodied in the RSA Constitution, says The Code of Professional Ethics of the South African Council of Educators, Paragraph 2.2.3” respectively. In my view, as confirmed by a plethora of

literature above, that challenge of leaving children alone in schools, hampers the strategy to enhance the role of teachers' trade unions in COLT.

2.3.2.2 Prevalence of absenteeism in schools.

Juliana and Lawrence (2019:2) argue that child absenteeism according to Wahid, Satter, Al Imran and Bhuiyan (2019:1) refers to consistent patterns of absence from school by a registered student. Besides, in some RSA schools, absenteeism also develops a consistent pattern and is gradually becoming a habit to children when they come to school and teachers are not there, even if it happens after two hours or so, children become indolent to come to school where there are teachers' trade union members who are frequently attending to their union matters during the official teaching and learning time. And the official school day is 7 – hours (EEA, Paragraph 3.3.2(a), yet some teachers' trade union members are at liberty to leave school within that timeframe and attend to their union matters – sometimes not even informing the school officials that they are attending to union matters, as argued by Mahlangu (2013:500). This is a tremendous challenge which has caused this study to look at the strategy that can be used to curb the propensity of teachers' trade union members in meddling with COLT in schools.

Okoye (2018:1) mentions that strike actions in schools, delay students' learning and the completion of the academic calendar rendering absenteeism being widespread during such times. In my view, bargaining stage is sufficient when engaging with the government because there are official representatives of registered teachers' trade unions at that level.

Wills (2019:1) argued that disruptions in schools unnecessarily exacerbate and escalate absenteeism rate. Mashaba and Maile (2019:1) argue that scarce policy measures in place makes curbing absenteeism in schools ineffective. And that aligns well with the education policy from EEA, Chapter G, Paragraph 1.1.4(b), namely: the importance of high productivity levels. Therefore, the challenge of prevalent absenteeism in schools, probably country-wide by teachers' trade union members, is thought-provoking relative to enhancing their role COLT. And Paul (2016:1) mentions that factors beyond teacher's control in school result in teacher absenteeism, one being high pupil teacher-ratio!

2.3.2.3 Union activities taking place during teaching time.

Literature is not silent on matters relating to teachers' trade unions' activities taking place during teaching time. Heystek and Lethoko (2001:227) argue that one teachers' union that they conducted a study on, says that is proved by the magnitude of strikes occurring in the country during COLT. The latter teachers' trade union argues that looking closely at such findings by the fore stated scholars (Heystek and Lethoko), makes one wonder as to the attitude displayed by teachers' trade union members towards teaching as a profession. South African teachers' trade unions are known for their militancy being notorious. Some in schools, yet such a behaviour keeps accumulating, thus thwarting the legitimate education rights of children (RSA, Constitution, Chapter 2, Bill of Rights, Section 29(1)(a)).

Evidently, teachers' trade union activities are taking place during teaching and learning time when engaging in industrial action (strike). Besides, teachers attend their union meetings during the very teaching and learning time, which the policy dedicates it specifically to children at school. In addition, education policy too is explicit about the 7 – hour day which is meant for contact time with children at school (RSA, EEA, 76 of 1998, Chapter A, Paragraph 3.2(a)). Any other activities; including “planning, preparation and evaluation; extra and co-curricular activities; professional duties (meetings, workshops, seminars, conferences, etc.) and professional development” are scheduled for outside the formal school day, says RSA, EEA, 76 of 1998: pg. C – 62, paragraph 3.3.1 (b)(2).

Moreover, these teachers' trade union activities taking place during the official teaching and learning time tell us how much we devalue the children's rights at school as stipulated in the RSA Constitution, Chapter 2, Bill of Rights, Sections 28(2) and 29, respectively. As learned, matured and experienced professional teachers, we will need to revisit our unions' constitution and re-align our activities with the dictates of the RSA Constitution and the existing policies. I don't think it is correct for teachers to meddle with COLT in schools, even if we are exercising our constitutional rights as located in Section 23(2)(a) – (c) of the RSA Constitution, Chapter 2, Bill of Rights.

2.3.2.4 Teachers' trade union needs, not met by the employer

Wood (1997:7) describes balancing power in the workplace remains the trade unions' duty. Some needs that teachers' trade union members always bring forth and which are also the

factors or problems within the education system are: “ongoing changes and amendments to the curriculum; the unsatisfactory type of teacher training; inadequate support for teachers; teaching time compared to other activities in schools; unavailability of learning and teaching materials such as textbooks in schools and on time,” says Modisaotsile (2012:4). Centred on the previous factors/problems/needs by the teachers’ trade unions to the Department of Education, it stands to reason that such challenges do hamper the strategy which might help enhance their role in COLT.

My study too, never fails commending the RSA Department of Education for faithfully and monthly meeting its obligation regarding teachers’ salaries, irrespective of the trade union’s affiliation. Despite its compatriot, the neighbour – Zimbabwe, where “the average teacher, for example, earns barely one-fourth of the salary needed to keep a family of six out of poverty.” “The military too in that country, was unhappy with January’s 300% pay hike, it was seeking 1,000%, because of the inflation rate in that country,” says Wines (2017:4). And that is probably because our teachers understand their main aim of the job, namely: “to engage in class teaching, including the academic, administrative, educational and disciplinary aspects and to organize the extra and co-curricular activities so as to ensure that the education of the child is promoted in a proper manner,” says RSA, EEA, Chapter A, Paragraph 4.5(e).

Moreover, one other fellow compatriot in another African country, where teachers do battle to receive their pays on regular intervals like the following finding from Tanzania, by Nyamubi (2017:3). Salary inequitable scales are suggesting that teacher union members’ needs are not met by the employer at work (Teacher, School E, Lindi Region). Yet, in the RSA context, teachers receive their pay thus far, without a problem. The challenge is that teachers’ trade unions demand more salary hikes than what their employer can afford in the South African context.

2.3.2.5 Sending teachers to workshops during teaching and learning time.

As a recipient of continuous communication from the Department of Education regarding teachers being sent to workshops during teaching and learning in schools, is surprising (see attachment below). Safe to say that the officials of the Department of Education are not au fait with policies in place regarding workshops and the general management of

COLT in schools. RSA, EEA, 76 of 1998: Chapter A, Paragraph 3.3.2 (d) attest to the aforesaid statement that” *all educators may be required by the employer to attend programmes for ongoing professional development, up to a maximum of 80 hours per annum. These programmes are to be conducted outside the formal school day or during vacations. The employer shall give at least one term’s notice of programmes to be conducted during the school vacations.*” That might sound irrational to some teachers’ trade unions who don’t understand the importance of teachers being at school teaching and attend to their union matters outside the formal school day or vacations, as earlier indicated from the very policy. That has been a challenge in RSA schools, where there are teachers’ trade unions whose approach to teaching and learning is militant but unprofessional, as confirmed by Heystek and Lethoko (2001:227).

The Department of Education causes unnecessary confusion to those teachers who love and know education law and policy, just like me. Therefore, sending teachers to workshops during COLT is challenging, hampering and meddling with the rights of children in schools as evidently detailed in Appendix G, Grades 4 – 9 Teachers Orientation Workshop – 2020

As mentioned in the evidential Appendix G, that says teachers must attend workshops during COLT. Scholarly literature is silent on workshops taking place during teaching and learning time, actually in my view – there was no literature that violates the existing policy. Maybe some scholars may bear me out here.

Moreover, the Department of Education may not see that such activity may contribute to the individual grades, especially matriculation failure rate at the end of each year, as confirmed by Modisaotsile (2012:1) that statistics never lie regarding poor output of Grade 12 children and the number of children enrolled in Grade 1, sadly only 50% reach Grade 12! Challenges like this attests that some teachers trade union members care little about the child in class. Yet, as much as we fight for our rights in schools/workplace using our trade unions, we must also ensure that we understand the children’s educational rights in schools (RSA Constitution, Bill of Rights, Chapter 2, Section 28(2) and Section 29(1)(a) and (b) – read together with Section 36 (limitation of rights).

2.3.2.6 Fighting for rights and benefits at work.

Fighting for rights and benefits at work is misplaced here, considering that teachers’ trade unions belong to the bargaining council with the employer as stipulated by RSA Labour

Relations Act 66 of 1995, Section 27. Joubert and Prinsloo (2013:225) argue that Section 23 of the RSA Constitution, Chapter 2, Bill of Rights grants all employees the right to strike. However, Section 36 of the RSA Constitution allows for the limitation of constitutional rights, thus the right to strike for rights and benefits at work may be limited. The RSA Labour Relations Act grants the right to strike in Section 64, and limits this right in Section 65 (Van Kerken, 1998:143). This is the challenge in which the militant attitude of some teachers' trade unions in schools is concerning though characteristic of their initial involvement with other ordinary trade unions, like COSATU (Mahlangu, 2013:498). No wonder some teachers' trade union members prefer strikes to negotiations (Heystek and Lethoko, 2001:227). These strikes disturb the smooth running of the school and that's why some professional and enlightened school managements don't allow union activities to take place in their schools. And I think they are right because policy from Employment of Educators Act (EEA), Section 3.2(a), does stipulate that: "All educators should be at school during the formal school day, which should not be less than 7 hours per day." Most teachers' trade unions know the channel of bargaining with the employer where they discuss their deliberations and motions of interests until they reach a consensus and sign.

2.3.2.7 Time-off register.

RSA, EEA 76 of 1998, Paragraph 2.2.1 (c) states clearly that, "when requesting time-off for workplace and other such like meetings, every effort should be made to hold them **before or after** official school hours, or **during** lunch breaks." Sometimes I wonder if policy matters, does actually matter with teachers' trade union members in schools, reason being; at the bargaining chamber with the employer, policies are discussed and agreed upon by all represented and registered teachers' trade unions. No wonder that Mahlangu (2013:497) argues that rules in place are vigorously ignored thus disrupting schooling through their behaviour. Just like the policy that I have just quoted above. RSA Labour Relations Act 66 Of 1995, Section 27 states that "one or more registered trade unions and one or more employers' organizations may establish a bargaining council for a sector." as cited by Joubert and Prinsloo, (2013:219). And policy decisions are a collective effort/consensus between the employer and the teachers' trade unions. Therefore, it is reasonable for this study to wonder about the militant attitude which is displayed by some teachers' trade unions relating to the signing off of the time-off register in schools. An empty

documentary evidence where the School's Time Off Register Administrator (SToRA) battles to get teachers' trade union members to sign it, is available from one workstation. One teacher's trade union members saying they are consistent in continuing with their militancy in schools (Heystek and Lethoko, 2001:227). They are hell-bent in maintaining their militancy in schools, failing which they don't exist. That also overflows to the school management team to try and talk sense of this policy, in the meantime an unnecessary conflict environment is indirectly created which takes more time to resolve, rather than teaching children in schools.

Mahlangu (2013:500) indicates that militant teachers' trade union members display characteristics which evidently proclaim that, they ignore instructions from schools' authority and oppose control mechanism's regulations. The latter argument by Mahlangu confirms that teachers' trade union members refuse to sign time-off register (control mechanism at school). Irrespective of who says what and why, I emphatically state that signing a time-off register is a policy from EEA 76 of 1998, Chapter G, 1.1.4 (a) – (e) whose aims and measures are based on the following tried-and-tested principles:

- The amount of time-off and the frequency thereof should at all times be reasonable and fair.
- Arrangements for time-off should consider:
 - a) "the need for the process of teaching and learning to be uninterrupted.
 - b) the importance of high productivity levels.
 - c) efficiency and effectiveness in services rendered to the general public.
 - d) the need for order in the education system; and
 - e) the constitutional rights of the child."

The three main registered teachers' trade unions in South Africa are SADTU, SAOU and NAPTOSA are part and parcel of every decision taken at a bargaining level with the employer, say Joubert and Prinsloo (2013:217). It is therefore fair to argue the fact that some teachers' trade unions do neglect and undermine policies which were formulated/compiled by them, together with the employer. For that reason, as professional, enlightened and law-abiding teachers' trade unions need to comply with the policy regarding the time-off register in schools, failing which it becomes an unnecessary challenge for the school management team and the Department of Education, to entertain

– thus hampering their role (teachers’ trade unions) in COLT. This study never fails to commend some teachers’ trade unions who, in schools are not disruptive but complying with policies in place as cited in the introductory passage of this challenge and supported by literature, thus benefitting the child (in terms of constitutional rights.)

2.3.2.8 Lack of teachers’ standard professionalism.

The Code of Professional Ethics of the South African Council of Educators Act (SACE) 31 of 2000, Paragraph 7.7.2 (Conduct between the educator and the profession) does stipulate that an educator will always behave in a way that enhances the dignity and status of the teaching profession and that does not bring the profession into disrepute. As plainly explained in Paragraph 2.3.1.4.8, professionalism simply means we respect other people and also show consideration of them in whatever we do at work and SACE adds that teaching profession should not be brought to disrepute. And if we don’t, there comes the lack of teachers’ standard professionalism. In addition, Mahlangu (2019:113) argues that attacking the values of professionalism will always defeat the achievement of quality education, hence its lack in schools. Besides, Mahlangu (2013:499) argues that Facilitating the development of a child is indisputably important which professional teachers should never neglect in schools. But, we notice the opposite in schools where there are some teachers’ trade union members.

RSA, EEA 76 of 1998, Chapter G: pg. C-117, states categorically clear “that an educator’s role in the educational process is dynamic and developmental, and therefore requires the active participation of educators at school, provincial and national level.” But, what we notice in most schools is the active participation in union matters, thus suffering the stipulations of Section 28(2) and Section 29(1) (a) and (b) correspondingly of the RSA Constitution, R108 of 1996. The noticeable propensity neglects the provisions of Section 36(1) and (2) similarly – limitation of rights of the RSA Constitution. If appropriately applied, this study may help contribute to curbing the propensity, thus benefitting the child at school. I have also noticed the reluctance of education leaders and managers in schools to effectively apply the measures in union matters regarding time off as stipulated in the RSA PAM document (1999).

In my experience as a teacher I have witnessed that in one of the schools in KwaZulu-Natal, (Ladysmith Gazette, April 13, 2016:5) a teacher would come in the morning but before 10h00 – he would be nowhere to be seen at school. In my opinion, “hungry-for-knowledge” children suffer for 4 hours in receiving education as stipulated in Section 29 of RSA Constitution also, cited above. The deprived principal of the school is put in the spotlight to ensure that the unfortunate children receive daily instruction. This behaviour derails the smooth running of the school because the principal also has her own 6 official core duties and responsibilities to perform (PAM, C – 64). The principal then runs up and down like a headless chicken in ensuring that children receive instructions, but in vain.

It is also stipulated in the RSA, EEA 76 of 1998 (Chapter G, C – 117), “that the amount of time off and the frequency thereof should at all times be reasonable and fair.” Citing the incident that took place in one of the schools mentioned above in KwaZulu-Natal, I seem to suggest that these stipulations are not strictly adhered to. The union member does not do malingering just once a week, every day! This is shocking because this member is a professional educator who supposedly, is au fait with the provisions of the education and labour laws – including the RSA Constitution. Besides, the school leaders and managers must ‘ring a bell’ to this member in terms of time off regulations. The above clarifications do confirm the need for the study to exist.

In conclusion, regarding this challenge hampering the strategy to enhance the role of teachers’ trade unions in COLT in schools, Mahlangu (2013:500) argues that “the traditional organizations, unlike SADTU, maintained that professionalism and unionism are irreconcilable,” (meaning that they are so different from each other that they cannot be made compatible). This study concurs with the latter sentence because professionalism is separate from the unprofessional behaviours manifested in schools by some teachers’ trade unions.

2.3.3 OBJECTIVE 2

To explore the components of the strategy to enhance the role of teachers’ trade unions in COLT.

2.3.3.1 Compulsory class attendance by all.

McGahee (2019:12) argues that the whole community benefits incalculably, should education be allowed to be a foundation for its quality livelihood. However, for students to benefit from the services provided by schools, they need to attend regularly – meaning that attendance must be compulsory. In addition, McGahee states that school attendance remains key to attaining success in educating and socializing students. It is worth noting that this scholar is emphasizing that class attendance by all is crucial for the success of the school and the child, too. Ameen, Hassan, Jabeen and Fatima (2018:19 and 20) do argue and confirm that the performance of the child in schools is directly reliant on the teacher attending school regularly without failure. Therefore, it is contrariwise related to schoolchild performance and thus compulsory that teachers need to be in schools, teaching because their absence has a bad effect on the children's performance.

And the policy from RSA, EEA 76 of 1998, Paragraph 3.2 (a) confirms that “all educators should be at school during the formal school day, which should not be less than 7 hours per day, except for special reasons and with the prior permission of the Principal.” Besides, Bipath, Venketsamy and Naidoo (2019:6) state that teachers had to fill the following forms when they are absent: family responsibility, special, sick, study leaves and that was clearly listed in the teacher's code of conduct, well explained by the Principal when new teachers are inducted. The aforesaid scholars confirm that the policy used by the Department of Education in our schools in controlling teacher-absenteeism in the Republic of South Africa, works well regarding compulsory attendance. Therefore, this is one of the components of the strategy which is lawful and education policy-supported in schools, needing a special attention from the teachers' trade union members when deciding to engage in union matters during the official teaching and learning time in schools.

According to Naidoo (2017:1) in independent (private) schools in the Republic of South Africa disastrous consequences result if teachers are absent in schools, saying students never learn in the absence of a teacher. Berry (2020:7) from USA also confirms that teacher absenteeism significantly affected grade 6 children with poor results during and at the end of the year. In my view, the latter contributes to the devastating results that children attain in their grades. In addition, Naidoo states that school managers play a pivotal role in managing teacher absenteeism – thus helping compulsory attendance by all in schools to be effective. Emanating from what Naidoo stated, in my view this is a component that, if

well managed, schoolchildren would benefit immensely and COLT in schools was enhanced – even if there are teachers’ trade union members in those schools and there was a harmonious-coexistent relationship amongst stakeholders.

South African Schools Act, Chapter 2, Section 3(1) does state that “every parent must cause every child for whom he or she is responsible to attend school from the first day of the year in which such child reaches the age of seven years until the last school day of the year in which such child reaches age of fifteen years or the ninth grade, whichever occurs first.” Generally, community expects teachers and children to be at school during the day or week and the policy says so from RSA, EEA 76 of 1998. In actual fact, there is no need to remind and enforce teachers and children to attend classes or school because it is a well-known and given fact. Modisaotsile (2012:1) does emphasize diligent teacher attendance in schools makes children take the importance of education extremely serious.

Through vast experience in COLT, I have witnessed two High schools (one rural and one urban) in my district where compulsory class attendance is not negotiable, in other words - compulsory. This had become a norm and a habit in these schools, to the extent that their annual Grade 12 results are continually 100% pass rate – irrespective of the change of the curriculum. They bear witness that compulsory class attendance by all in schools bears good fruits for everyone to celebrate as confirmed by Mestry (2017:10) that evidently, child attendance in schools is over 90% throughout all nine provinces – countrywide! The aforementioned schools are strictly applying the policies to the core. And Meny-Gibert and Russell (2012:1) also confirm that in such schools, research findings in such schools are pleasing, no noticeable rebuffs in children.

Noteworthy too regarding these high schools is that, in their staff, there are teachers’ trade union members who understand the importance of compulsory class attendance by all. Lukkarinen, Koivukangas, and Seppälä (2016:341) argue and endorse that today’s higher education needs children to be in class and actively engaged because that is a crucial role for the good outcomes and performance, concluding that children attending school do earn higher final grades. The latter pronouncement ratifies that compulsory class attendance by all in schools bears good fruits, as evidenced by the two high schools pointed out, above.

If children are compelled by law to be at school, the same law does indicate that teachers must be at school, teaching. Because if not, the very South African Schools Act, Section 3(6)(b) stipulates that, “any other person who, without a just cause, prevents a child who is subject to compulsory attendance from attending a school, is guilty of an offence and liable on conviction to a fine or imprisonment for a period not exceeding six months.” Teachers’ trade union members may be charged as per SASA, Section 3(6)(b) mentioned above. As much as it is their constitutional right to participate in union activities but as professional, matured, experienced and enlightened teachers’ trade union members in schools, they need to guard against activities that sway them from attending to children in schools because they need to receive education as it is their constitutional right, too.

2.3.3.2 Continuous teaching and learning should take place

The RSA, EEA 76 of 1998, Chapter G, Paragraph 1.1.4 (a) and (b) does state that the “need for the process of teaching and learning to be uninterrupted” [in other words, continuous] and the importance of high productivity levels [from good performance] in schools must be maintained. Therefore, in my view central and grounded to the aforesaid policy there is going to be a genuine possibility that COLT was uninterrupted and the good performance of teachers in schools was taking place resultant to benefitting the child. Baene (2019:7) stated in the study conducted in Sungai Sahut Village that uninterrupted sustained silent reading (USSR) strategy “can improve students’ reading ability in descriptive text in the eighth grade.”

In my view, the latter study confirms that uninterrupted learning [continuous] yields good results in schools as such this is a good component to take place in schools because it might also help enhance the role of teachers’ trade unions in COLT thus plummeting their propensity of meddling therewith. Modisaotsile (2012:2) argues that RSA education system faces lack of commitment by teachers to teach. Otherwise, teaching and learning would be continuous as suggested by the component of this study even though teachers are lawfully partaking in union activities as exercising their constitutional right. This is a critical component in my view, because it talks to teachers’ trade union members as knowing what the education law or policy says about it.

Throughout my study, I have established that there is nowhere in the policy that says because teachers are attending to their union matters, then teaching and learning must discontinue during the official and formal school day. In addition, RSA, EEA 76 of 1998, Section 3.2(a), does state that: “All educators should be at school during the official and formal school day, which should not be less than 7 hours per day.” Reason being, that could allow teaching and learning process to take place continuously, thus benefitting the child as stipulated in the RSA Constitution, Chapter 2, Bill of Rights, Section 29(1)(a). Actually, time allocated in the daily planning of the school activities is for teaching and learning only. See **TABLE 2.3 (b)** below, where the distribution of time is clearly indicated.

Again, policy recommends from the RSA, EEA 76 of 1998, Chapter A, Paragraph 3.3.2(d), that “all educators may be required by the employer to attend programmes for ongoing professional development, up to a maximum of 80 hours per annum. These programmes are to be conducted outside the formal school day or during vacations. The employer shall give at least one term’s notice of programmes to be conducted during the school vacations.” The aforementioned policy reminds teachers’ trade union members that their unions’ programmes may “be conducted outside the formal school day or during vacations and is driving home the point of continuous teaching and learning undisturbed,” and union matters taking place only during weekends or vacations.

2.3.3.3 Teachers’ trade union activities taking place during teaching day.

RSA, EEA 76 of 1998, Section 3.3.1(b)(ii) from understanding the aforementioned policy, this has been my continuous argument that teachers’ trade union activities should not be taking place during the formal teaching day, reason being the fact that official teaching day is only methodology and intended for teaching and learning only as indicated in Table 2.3 (b) below. All other activities; be it extra-mural and co-curricular duties, professional development, professional duties, planning, preparation and evaluation must be done outside the formal school day. Now, if such curriculum-related activities are recommended by policy to take place outside the formal school day, likewise teachers’ trade unions’ activities may follow suit. Bush and Glover (2016:1) argue and concur with the latter sentence that ongoing challenges in schools, e.g. conflict with teacher unions in South Africa do interfere with COLT because most of the time, they take place during the official

teaching day. And it is confirmed by Beckmann and Bipath (2016:1) saying that disruptive teacher unions in schools, demand that RSA school principals create a functional culture for their schools to succeed during COLT and therefore teachers' trade unions' activities should not be taking place during teaching and learning time because they create an unbearable and disruptive component for almost every stakeholder in schools.

RSA, EEA 76 of 1998 Section 3.2(a), indicates that "all educators should be at school during the formal school day, which should not be less than 7 hours per day." Besides, nowhere in the very policy where it says teachers may partake in union matters during the formal school day. RSA Constitution too, is silent on the specific time (hour) of the day as to **WHEN** teachers may participate in union matters, yet the policy is explicit on the specified number of hours that the official school day is equivalent to. Letseka, Bantwini and King-McKenzie (2012:1197) argue that the disruptive teacher union, SADTU has rendered our schools a "crisis" and a national disaster at the expense of COLT, leading them being dysfunctional. Because of the latter statement, as confirmed by Letseka, suggests that teachers' trade union activities taking place during teaching time poses a risk of dysfunctionality in schools. As such, an uncomfortable component is created in schools where there are teachers' trade union members and that is confirmed by the following literature.

Specifically, most SADTU-headed schools are dysfunctional as confirmed by Moloji (2019:1) when she argues that Westaway (2015:1) suggests that dysfunctional schools are a result of SADTU being squarely blamed thereof. In addition, the schools that are controlled by SADTU are labelled as crèches or day care facilities – they are not education institutions. She further claims that schools netted by SADTU counterattack answerability. Such schools do not respect COLT at all, as such their union activities take place during teaching time.

The latter affirmation/evidence from literature endorses that teachers' trade union activities should not be taking place during teaching day. It renders most schools dysfunctional. This component is trying to sensitize the teachers' trade unions that their activities are directly meddling with COLT in schools, therefore they shouldn't be taking place during teaching day.

2.3.3.4 Exercising constitutional rights during COLT.

Teachers' trade unions that are exercising their constitutional rights during the official and formal school 7-hour day as indicated above apprehend this study, deeply. Reason being, literature cited above has indicated on large scales that this is indecorous – this has a negative impact in the education system as confirmed by the following evidence. Pattillo (2012:35) argues as per article from Mail and Guardian Newspaper, July 15, 2011 – “Little Union Lords’ Costing Education,” saying holding union meetings during COLT makes one wonder whether union rights supersede the interests of the RSA’ youth or not? That article emphasizes the crippling effect that, generally, the teachers’ trade unions have on the education system when teachers’ trade unions are exercising their constitutional rights during COLT in schools. In addition, Pattillo (2012:35) also indicate that holding meetings during teaching time, in other words exercising their constitutional rights at this time of the day, distresses this study intensely. As indicated in the latter article by Pattillo (2012:35), “it directly cripples the wellbeing of South Africa’s children.” Therefore, it is safe to say that such a component taking place during COLT really costs the RSA Education system dearly, financial muscles is unnecessarily outstretched when paying teachers who are not in class. The latter doesn’t make any business sense for any government institution to pay workers when actually they are not abiding by their contractual obligation. As Pattillo (2012:35) argues again, it is an unobtrusive fraud from the sides of teachers’ trade unions in COLT. And Dugger (2009:1), from The New York Times Newspaper, September 19, 2009 argues that Mamphela Ramphele, (former Vice Chancellor of the University of Cape Town) has once said responsibilities in the eyes of teacher unionization in the entire world weigh less than their rights in schools. That said, it confirms that teachers’ trade unions are pro-rights in schools rather than being responsible because rights come with responsibilities. Unfortunately, and evidently, most teachers’ trade union members believe that they can exercise their rights during COLT in schools, which this study says it is indecorous.

Our RSA Constitution, Chapter 1 – Supremacy of the Constitution, Section 2 stipulates that it is the supreme law of the Republic; law or conduct inconsistent with it is invalid, and the obligations imposed by it must be fulfilled. Arendse (2011:97) argues that one of the obligations imposed by the RSA Constitution is that it is also the very RSA Constitution that limits some constitutional rights in terms of Chapter 2, Bill of Rights, Section 36, namely:

...” the rights in the Bill of Rights may be limited only in terms of law of general applications to the extent that the limitation is reasonable and justifiable in an open and democratic society based on human dignity, equality and freedom, considering all relevant factors, including:

- a) The nature of the right
- b) The importance of the purpose of the limitation
- c) The nature and extent of the limitation
- d) The relation between the limitation and the purpose and
- e) Less restrictive means to achieve the purpose”

(2) Except as provided in subsection (1) or in any other provision of the constitution, no law may limit any right entrenched in the Bill of Rights.”

And I have continually indicated that as much as it is the constitutional right as stipulated in Section 23(2) (a)...” everyone has a right to join a trade union”; (b)...”to participate in the activities and programmes of a trade union” and (c)... “to strike”. But, as learned, matured, experienced and professional teachers in the Education law, it would be fair to indicate that our constitutional rights when exercised during COLT are infringing the children’s constitutional rights to receive education as stipulated in the RSA Constitution, Chapter 2, Bill of Rights, Section 29(1)(a), namely: “everyone has the right to a basic education.” And therefore unlawful. Never mind the fact that some children’s rights are not non-derogable. We undoubtedly need to protect children’ rights in schools and make way to exercise our constitutional rights during our own time.

Centred on the previous legal arguments from the RSA Constitution, Heystek and Lethoko 2001:224) argue that one organization, South African Teachers Union (SATU) or Suid Afrikaanse Onderwys Unie, in Afrikaans (SAOU) has the following(some) aims which are in line with the above-mentioned condition, namely: “Note the educational needs of pupils and strive for their improvement; ensure that the interests of children are not adversely affected by the actions of workers and perform any function which the RSA Constitution requires.” Such aims might help to create a good condition, which may help a strategy to

enhance the role of teachers' trade unions in COLT. As indicated and buttressed by literature above, this is a component which in no way contributes to enhancing the role of teachers' trade unions in COLT in schools.

2.3.3.5 Teachers sent to workshops during teaching and learning time.

RSA, EEA, Section 3.2(a) stipulates that all educators should be at school during the formal school day, which should not be less than 7 hours per day. It is therefore spine-chilling to notice that the very Department of Education is incessantly sending teachers to workshops during teaching and learning time in schools. Therefore, Mgonja (2017:1) argues that private schools' model in dealing with absenteeism during COLT time be learnt by the government of Tanzania (Department of Education). That might be a good component to follow and plan own model that may see teachers more in schools rather than out.

Fortunately, the local private [independent] schools' model in dealing with teachers' absenteeism, as argued by Bipath *et al.* (2019:7and8) that these schools keep their operational procedures a closely guarded secret by their school managers, can be borrowed in public schools, saying such schools survive through earning and maintaining a good reputation in terms of quality teachers they employ, quality education they provide, extra-mural activities and the overall success they earn at the end of each year. It is in the aforementioned background that their model is so successful because it focuses on matters that are academics-successful in schools, rather than sending teachers to workshops during teaching and learning time in schools. And their teachers are not affiliated to trade unions, that make them vulnerable and desperate to work rather than wasting time outside school. Therefore, there were no teachers sent to workshops during COLT in such schools, unnecessarily.

This talks conventional to the aforementioned officials from the Department of Education who, during the formal school day – which should not be less than 7 hours, are sending teachers to workshops. As I indicated earlier, some officials from the Department of Education don't realize that policy, yet Mahlangu (2013:503) argues that it is obligatory for the principals to know labour laws and policies regarding human rights in schools, should their rights be infringed in anyway – law will salvage them! I am informed that such workshops are developmental, nevertheless the policy from RSA, EEA 76 of 1998, Section

3.3.1(b)(ii) (dd), does state that professional development should be done outside the formal school day. In my experience in and with the Department of Education, I have witnessed two schools (one urban and one rural) where Principals do not allow union activities in their schools during COLT and they are academically successful in every respect, no wonder too – their enrolments are always full to capacity because parents love the way these schools are managed and led, despite the presence of teachers' trade union members in their schools. And internationally, a study was conducted as to the reason for the success of some schools in California, scholars Farchi and Tubin (2019:372) concluded school effectiveness is based on the administrative practices handled well and the principal must be actively involved in providing resources and rules. It was on the aforesaid background that successful school principals, as mentioned above in RSA, are using and maintaining in their schools. Therefore, I concur with this component that teachers may not be sent to workshops during teaching and learning time in schools.

I have seen evidence, Table: 2.3 (a) above, attesting to teachers being invited to workshops during teaching and learning time, labelled as: *“Support and Orientation Workshops,”* that must be attended and commencing at 08h30. Obviously, with such an invitation to attending workshops, teachers are not even going to start at school on that particular teaching and learning day of the week, thus creating a spine-tingling component for the school management team in handling children rowdiness when teachers are attending workshops.

2.3.3.6 Collective bargaining with the employer.

Labour Relations Act 66 of 1995, Chapter 3, Collective Bargaining, Section 12(4) stipulates that the rights conferred by this section are subject to any conditions as to time and place that are reasonable and necessary to safeguard life or property or to prevent the undue disruption of work. Karimi (2020:54) indicates that the social order emphasizes that collective bargaining negotiations result in solving stalemates devoid of resorting to strikes. [in other words, preventing undue disruption of work]. As argued, the latter could be a good component when engaging with the employer, rather than resorting to unnecessary strikes in schools. Equally defined in Paragraph 2.2.2.1, (from the RSA Labour Relations Act, 2004: Section 7) – collective bargaining is also one of the important components of the strategy which the leadership of teachers' trade unions are currently

using to approach the employer to voice their workplace problems/challenges, thus alleviating their participation in union activities during teaching and learning time in schools. Undue disruption of work is strictly forbidden by the aforesaid policy when teachers are engaged in collective bargaining with the employer.

Awolowo (2017:15) argues that should there be seriousness in attaining the industrial peace and harmony, collective bargaining and implementation be strictly done. But, he is truthful that employers do not comply with agreements at bargaining level and the courts in Nigeria do not rule in favour of the employees most of the time. Moreover, the aforementioned scholar Awolowo emphasizes that courts need to take bargaining and its implementation seriously. This study emphasizes that collective bargaining should not be one-sided, in other words, favouring the employer – workers too, if they are right in their demands because that could be a good component in enhancing the role of teachers' trade unions in COLT.

Mahlangu (2013:503) argues that teachers' labour rights in schools harmonize the human relations with the employer, should there be infringement of the latter, law must take its cause thus rescuing them. Hence, the component of collective bargaining with the employer. The latter argument from Mahlangu emphasizes that teachers' trade unions may use the collective bargaining approach to convey their motions to the employer, failing which law can rescue them. Actually, this is the current approach being used by stakeholders in the education system. Union leadership may promptly disseminate feedback to their members either by electronic conferencing or through social media arenas, without infringing COLT in schools.

Through vast experience in working with teachers' trade unions, I have realized that electronic communication in schools is perfect in managing unnecessary short, physical meetings as confirmed by Reddy (2020:78) that it empowers effective education, saves time, expenses and travelling burden of teachers, avoiding conditions and formalities of stakeholders, concluding that electronic communication-enabled education will ultimately lead to the democratization of education [because everybody participates and everybody is updated]. Therefore, it would be my humble suggestion that such a communication with the employer, even with members of a particular teachers' trade union might alleviate the

unnecessary physical meetings of unions in schools thus enhancing their role in COLT. also, being global and directly influenced by the 4th Industrial Revolution [4IR], it would be a good component for teachers' trade unions to venture into electronic virtual sessions with members or employer at a collective bargaining level – going forward.

Bahrol *et al.* (2019:58) explain collective bargaining too, emphasizing that every employee and employer should be aware and take the prerequisites of collective bargaining seriously because this is related to their own benefit in the company or organization. This could be a conducive component where the employer, Department of Education, meets continuously with the teachers' trade union leadership, to find each other on matters relating to members' benefits and rights at work – rather than meddling with COLT in schools.

2.3.3.7 Time-off register is impassable.

RSA, EEA 76 of 1998, Chapter G, 1.1.4 (a) – (e) indicates that the arrangement of time-off should consider:

- a) “the need for the process of teaching and learning to be uninterrupted.
- b) the importance of high productivity levels.
- c) efficiency and effectiveness in services rendered to the general public.
- d) the need for order in the education system; and
- e) the constitutional rights of the child.”

Therefore, it is also worth-noting that the above considerations as per the policy and Act in schools, do receive little or no considerations from some teachers' trade unions' perspective when they deliberately engage in union activities during the very COLT in schools showing arrogance in abiding therewith as confirmed by Heystek and Lethoko (2001:227) saying that when one big and powerful teachers' trade union, SADTU says its existence depends on its pugnaciousness, therefore being such, is life to it which directly tarnish its existence! The process of teaching and learning is continually interrupted as mentioned above thus killing the value of the policy in place, that is why Mahlangu (2013:503) recommends that dealing with pugnacious teacher organizations effectively demands that all principals be well informed about labour laws in schools. As indicated in the time-off considerations above, the need for order in the education system is also

impinged in schools when some teachers' trade union members engage in their union matters during COLT.

The constitutional rights of the child (1.1.4 (e) above, are encroached as well, yet teachers' trade union members are enlightened professionals in their right regarding the RSA Constitution, Chapter 2, Bill of Rights, Section 28(2) and 29 respectively. As much as our legitimate rights to engage in union matters are genuine, but the last consideration of this policy regarding time-off in schools needs our closer look because this component of time-off in schools is not negotiable and might help enhance the role of teachers' trade unions in COLT.

Lastly, strictly and properly implementing this component as mentioned in the introduction above, will render the culture of learning and teaching more uninterrupted, productivity levels of teachers enhanced because they are at school - teaching, general public was happy with the services of teachers in schools which would be effective and efficient, minimizing the disorder caused by teachers' trade unions' members in the RSA education system, as hammered by many scholars mentioned in this study and eventually honouring the constitutional rights of children as stipulated in the RSA Constitution.

2.3.3.8 High standard of professionalism must be maintained by teachers

In my view, this component is fundamental in the education sector as buttressed by The Code of Professional Ethics of the South African Council of Educators Act (SACE) 31 of 2000, Paragraph 7.7.2 (Conduct between the educator and the profession) because it shows whether teachers' trade union members understand the concept of professionalism and its importance in schools or not. Professionalism simply means we respect other people and also show consideration of them in whatever we do at work, as indicated above in Paragraph 2.3.1.4.7. Governder, Hoffmann and Sayed, (2016:1) argue that very few data are available on teachers' views regarding their professional lives, as such that research is just starting. Hopefully, more prolific findings will come up which may help enhance teachers' professionalism in schools. Therefore, teachers' trade unions need to induct their members more on the concept of professionalism, particularly because research on professionalism is starting in South Africa. Having been inducted on the latter concept, COLT may be enhanced in schools. And events taking place in RSA schools,

caused by teachers' trade union members, seem to suggest that some union members don't understand that concept of professionalism as confirmed by the following scholar.

Mahlangu (2013:497) argues that some teachers' trade union members merely disdain procedures when dissatisfied, resulting in illegal activities in schools. That is why we also notice that sometimes teachers' trade union members do not respect other people and rules in place, especially children in this context. As such their legitimate rights are infringed in the process, as previously alluded to (RSA, Constitution, Chapter 2, Bill of Rights, Sections 28(2) and 29(1)(a) respectively. And Mahlangu (2013:500) argues again and confirm that revolutionary teachers in schools, disrespect inspectional authority during check-ups. Some teachers' trade union's members do not consider other people at work and that creates unnecessary conflict and ill relationship among stakeholders at work. As this component dictates, there must be a high standard of professionalism in schools from the teachers. Reason being professionally and academically qualified, teachers are evidently learned, experienced, matured and professional in the way they handle their matters in schools – including their unions.

Teachers are generally regarded as professionals in whatever they do at work – specifically in schools, yet some teachers' trade unions' activities are suggesting that teachers do not know and understand the concept of professionalism at work. Teachers' trade union members need to behave like professionals at work, even if they are aggrieved by the very employer or whoever at work and Mahlangu (2013:499) argues that superior to their professional responsibility in schools, are political, economic and ideological considerations because they believe that employer should be forced to attend to their needs – using disturbing classes and rallying children.

Literature is also not hushed at work about professionalism, Heystek and Lethoko (2001:223) argue that teachers are missing the true meaning of a professional person because that would be manifested in their daily activities in schools. Now, to enhance COLT, motivated, self-disciplined people with a true professional attitude are needed.” Basically, this aforementioned extract from the scholars does indicate that professionalism needs to be manifested and maintained by all teachers at work. Such a component might contribute to ensuring that children rights are not compromised in the process while

teachers are exercising their constitutional rights. Therefore, this component highlights that should the high standard of professionalism be maintained by teachers, then the role of teachers' trade unions in schools during teaching and learning may be enhanced.

2.3.4 OBJECTIVE 3

To advance the conditions suitable for enhancing the role of teachers' trade unions in COLT.

2.3.4.1 Education law is not negotiable.

RSA Constitution, Chapter 2, Bill of Rights, Sections 28(2) and 29(1)(a) refers to children's rights that teachers' trade union members are violating while trying to exercise their democratic right in participating in union matters, as also cited from Section 23(2) (a) – (c). This definitely makes teachers' trade union members to infringe children rights to receive education during the official teaching time and day. Perhaps, teachers' trade union members seem not knowing or forgetting that their rights are not non-derogable and they are limited in terms of Section 36 of the aforesaid RSA Constitution.

The importance of education law must be emphasized and recommended to be a condition under which schools need to be noncompromising in applying it in the daily running of the school. Pillay (2014:1) argues that of supreme importance for being an efficacious teacher is the education law knowledge in schools since human rights are extensively protected by the Constitution. Hence my condition above as not negotiable. The RSA Constitution, Chapter 2, Bill of Rights must be known unconditionally by all teachers in schools. Thanks to the tertiary institutions who are emphasizing that condition when new teachers are embarking on tertiary education law, policy and management studies.

Trimble et al (2012:46) do confirm that Principals who participated in the article, recognized the undisputable importance of a sound education law knowledge regarding safety and security matters in schools. Trimble et al, continue to indicate that the Principals' education law knowledge remains not good enough, therefore much needs to be done to improve that area. And to me knowledge of Education law is a good condition

within which harmonious relationships in schools might thrive thus enhancing the role of teachers' trade unions in the education system.

2.4.3.2 Teachers' trade union matters in schools.

As much as this study is not about the South African Democratic Teachers Union per say, but it is worth-noting that Dwangu (2018:95) in his Master's Dissertation argues that Thwala (2014:127 – 128) dominant as it is widely known in schools, sadly SADTU is the most higgledy-piggledy teacher union. I am also a living witness to that conclusion by the aforesaid scholars because I am a Site Steward of that union. Based on the latter, some teachers' trade union matters taking place in schools are disruptive in nature and they lack professionalism thus yielding RSA Education system dysfunctional in some schools.

Therefore, teachers' trade union matters taking place in schools is different in the Republic of South Africa, since our democracy is hardly 26 years old, calculating from 1994. Teachers' trade unionism is improperly aligned with the education system that's why even the school day does not have time allocated for teachers' trade unions' activities during teaching and learning time. **TABLE 2.3 (b)** below, does show that only teaching time is allocated for the 7-hour day. Therefore, union matters or activities taking place in schools during teaching and learning time are misaligned and they directly infringe the policy in place as well as the legal children's rights as stipulated in the RSA Constitution, Chapter 2, Bill of Rights, Section 28(2) ... "A child's best interests are of paramount importance in every matter concerning the child." Also from the same Chapter, Section 29(1)(a) ... "everyone has a right to a basic education, including adult basic education."

It therefore stands to reason that teachers' trade union matters in schools have no space to take place even if teachers are exercising their legal rights as stipulated in RSA Constitution, Chapter 2, Bill of Rights, Section 23(2)(a) – (c)... "every worker has the right – (a) to form and join a trade union; (b) to participate in the activities and programmes of a trade union; and (c) to strike." This study was closely looking at this condition under which a strategy might help to enhance the role of teachers' trade unions in COLT. As much as this is not a solution yet but my suggestion would be for teachers to align their union matters in schools with the culture of learning and teaching because I personally don't think that teachers are being unreasonable if they exercise their constitutional rights, as indicated

earlier, at work. And perhaps, looking at how teachers' trade unions work harmoniously in schools without infringing with the legitimate rights of children as indicated earlier, in this paragraph might help.

One of the clarifications to this point would be to revisit the time allocations as stipulated in Section 4 of the Employment of Educators Act (1998) which states that, "the formal school day for teachers was 7 hours and in terms of National Education Policy Act (NEPA, 1996), the formal teaching time per school week is 35 hours." And this is set out in the following table, as adapted from: The *National Curriculum Statement, Page H-48*.

PHASE	GRADE	TIME	
Foundation phase	R, 1 and 2	22 hrs	30 minutes
	3	25 hours	
Intermediate phase	4, 5 and 6	26 hours	30 minutes
Senior phase	7	26 hours	30 minutes
	8 and 9	27 hours	30 minutes
Teachers' trade unions	?	?	?

TABLE 2.3 (b) (Adapted from: RSA, *The National Curriculum Statement, Page H-48*)

As much as this is not an analysis stage of my study but, in observing the above Table 2.3(as modified), **I SEE NO TIME ALLOCATED** for teachers' trade unions' activities in COLT for each day. Although the Department of Education is legally allowing teachers' trade union members to partake in union activities, but not to interrupt the production levels of the education system. Leaving children unattended because of the union matters being attended by the educators poses a security risk for children, as I indicated above. And when alone, children tend to injure one another with their learning support material, like a pair of scissors, etc. or behave immorally (e.g. illicit sexual behaviour) as confirmed by Kolawole (2020:1) that some reasons for students' engagement in illicit sexual behaviour, part of which include: peer pressure, poor parenting, poverty, unrestrained access to social media through phone and laptops and host of others. Further, it equally pointed out the consequences of impermissible sexual health behaviour of students, which also include:

unwanted pregnancy, risk of contracting sexually transmitted infections, high possibility of dropping out of school and high economic burden. The latter social ills, as mentioned by scholars above, in my view, they may be aggravated by children left unattended in schools while some teachers' trade union members attend to their union matters during COLT.

RSA, EEA 76 of 1998, Chapter G, Section 1.1.4 (b) does indicate that levels of high productivity can only be achieved if educators are in class teaching, and children learning. Therefore, teachers' trade union matters taking place in schools, in my view are specious, policy-resistant and misaligned with the principles of COLT as confirmed by the aforementioned literature from scholars and the policy document, including the RSA Constitution as the Supreme law of the country.

2.3.4.3 Children's transport arrangement in schools

The Code of Professional Ethics of the South African Council of Educators Act (SACE) 31 of 2000, Paragraph 3.3.11 (Conduct between the educator and the child) stipulates that an educator will take reasonable steps to ensure the safety of the child. Therefore, the leaving of children during the day, when some teachers' trade union members attend to their union matters, during teaching and learning time, has an emotional impact on children as confirmed by Portwig (2016:6) that emotionally, children suffer trauma with no proficient therapists to support them. I also noticed that safety of these children is compromised, not only these but even those that was walking or hitch-hiking (thumbing) home during early hours of the noonday are dangerously exposed to unsafe condition as long-established by Rothman et al. (2020:103) that young-aged children die on roads internationally at an alarming rate.

Through experience and daily engagements with colleagues in schools, I have realized that children are especially more vulnerable because of road accidents if teachers' trade union members do not make transport arrangements for their safety – travelling back home. High speeding cars too, pose a huge risk in children's lives when left unattended in schools. Now, if some teachers leave children alone in schools (outside school premises) rushing to their union matters – that exposes them to many calamities that might occur as confirmed by Rothman et al above. Once again, this is a crucial condition which, when neglected, will have a bad bearing in the community from which parents will mourn their children being left

unattended when teachers' trade union members attend to their matters during teaching and learning time in schools. Besides, generally rural and township transport works on a fixed schedule most of the time for children, and teachers' prompt – haphazardly planned meeting attendance to their union matters does disturb children transport arrangements in schools. But, this study does commend some teachers' trade unions who timely plan their activities well in advance helping to curb child-transport challenges in schools thus benefitting children, safety-wise.

Therefore, this is one of the conditions which this study will have a closer look at, under which a strategy might work to help enhance the role of teachers' trade unions in COLT. Stewart (2018:193) confirms that despite the fact that there is an increased active school traveling, injury rate of children in school trips is minimal due to SRTS (School Routes to School) programs in the US. If well planned, teachers' trade unions' activities taking place during teaching and learning time may use these SRTS's to their benefit, thus not jeopardizing the safety of children in schools – even when they travel home. Therefore, should this condition be well planned (as indicated above) by teachers' trade unions in schools, children's safety might be enhanced and teachers' trade union members will not be liable for possible negligence charges, either direct from parents of children or the Department of education.

2.3.4.4 Proper planning in continuous communication

Barnes, Balnave, Thornthwaite and Manning, (2019:91) too, do argue that, generally a plethora of social media straits make communication much easier within union members for conveying their attitudes, views and actions. Evidently, the aforementioned citation suggests that the values of the 4th industrial revolution need to be tapped into the teachers' trade unions in schools. That might help enhance communication within the teachers' trade unions in schools. Evidently, some teachers' trade unions are slowly assimilating the dictates of the 4th Industrial Revolution, which is electronic communication and using more social media avenues to convey messages to members. Teachers' trade unions' branches may need to strictly relay information to members on time without infringing with policies and legislation in place.

And Hui (2017:12) argues that the era of "*Internet plus*" simply means the presentation of the internet and other information technology in conservative activities. That requires that we think and innovate the trade union communication with Internet thinking based on the spirits and rules of Internet. The communication system of the trade unions changed greatly in the current media environment and the actual situation than before, and the information needs of trade union members changed greatly as well. As the "disintermediation subject", trade unions need to get rid of past propaganda thinking, grasp opportunities of the "Internet plus" era, develop their own opinion leaders, increase attractiveness, remodel union communication system, improve the dissemination of trade unions. To this end, trade unions need to adapt to the diversity of the communication subjects at the Internet communication stage, establishing an information communication platform for a large number of trade union members to participate in. Meanwhile, trade unions should take advantage of the characteristics of information interaction and emotional interaction of social media, establish new media community of workers to obtain the inner identity of union members; in specific propaganda and public opinion guidance, the unions should pay attention to the use of big data and develop new media opinion leaders; the trade unions should unite the media from all circles to have multi-channel linkage, shaping their own good image, says Hui (2017:2) And that would be a proper electronic communication creating a good condition in schools thus enhancing the role of teachers' trade unions in COLT. Using such communication might even alleviate the need to hold meetings outside workplace because everything was communicated to membership just by the touch of a button and everybody is on board.

Lastly, Carneiro (2018:5) argues that all teacher unions worldwide, need to invigorate their communication strategies to reach their members timeously because the whole world now is electronic-communicative. In the South African contexts, there arise a need to rejuvenate and improve proper electronic communication between teachers' trade union members in schools, using the electronic media forums because that may be a good condition that could help enhance the role of teachers' trade unions in schools thus eliminating the meddling attitude with COLT manifested by some teachers' trade unions. As indicated above, virtual meetings too, might be sought rather than physical meetings because that takes members out of their workplaces – leaving children alone and violating policies in

place, including the RSA Constitution. This study commends, greatly those teachers' trade unions who are already engaged in improving their electronic communication with their membership.

2.3.4.5 Harmonious relationship between stakeholders

The first and one of the eleven objectives of the Constitution of the Education Labour Relations Council (ELRC), Chapter 1, Page F-2, Section 4(1) is to maintain and promote labour peace in education, hence the above-mentioned condition of harmonious relationship between stakeholders in schools. In my view, schools need a harmonious relationship between stakeholders, which may help enhance the role of teachers' trade unions in COLT. Teachers' trade unions' activities taking place during the official teaching and learning time, really make the relationships between union members and the school management acerbic as confirmed by Mahlangu (2013:500) that confrontational union members are hoity-toity, taking no counsels from headmasters. As such, Principals of schools are at the receiving end of such experience from union members.

Yet, the very stakeholders in schools need each other as never before because they make the education system functional. A condition where a harmonious relationship between stakeholders in schools is enhanced must be reinvigorated because it does not only disadvantage the children's rights in schools as earlier cited from the RSA Constitution, adults too are disadvantaged! Teaching and learning process needs good relations between stakeholders in schools, because if it is not there – a conflict environment becomes the order of the day, just like in the Gauteng Secondary Schools as cited by Mahlangu (2013:500), where union members are haughty towards the school management team, taking no instruction whatsoever making life difficult in schools.

Labour peace in schools, is what the aforesaid policy is encouraging to take place and peace education is debated by a scholar from Kenya that perhaps one would argue that some teachers' trade union members in the Republic of South Africa lack the peace education which the Kenyans are receiving as buttressed by Mary (2016:28) because pleasant-sounding interactions in schools can be built through peace education which may lead to conflict resolutions. Resolving conflicts using the behavioural competencies without violence might lead to harmonious relationships within stakeholders in RSA schools, thus

resolving conflicts in our schools. As much as, it is constitutional (Section 23(2) (a) – (c) for teachers' trade unions' activities taking place in schools but they violate the children's rights to education (Sections 28(2) and 29(1)(a), making the school inharmonious.

Therefore, a condition where the relationship between stakeholders in schools is enhanced will need our immediate single-mindedness as matured, experienced and professional educators in educational law matters where there is RSA Constitution, Bill of rights, Section 36, namely: "the rights in the Bill of Rights may be limited only in terms of law of general applications to the extent that the limitation is reasonable and justifiable in an open and democratic society based on human dignity, equality and freedom, considering all relevant factors, including:

- a) The nature of the right
- b) The importance of the purpose of the limitation
- c) The nature and extent of the limitation
- d) The relation between the limitation and the purpose and
- e) Less restrictive means to achieve the purpose"

(2) Except as provided in subsection (1) or in any other provision of the constitution, no law may limit any right entrenched in the Bill of Rights of the RSA Constitution correspondingly – Limitation of Rights is cited." This study was looking closely at this condition, even at findings level, because it forms part of enhancing the role of teachers' trade unions in COLT.

CHAPTER 3

RESEARCH METHODOLOGY

3.1 Introduction

Chapter 3 introduces the research methodology for data generation used to underpin and couch the study so that the aim of the study might be realised. In addition, all participants are appropriately profiled. It also explains the following in detail: The Qualitative Research Approach, defining Participatory Research; the origins/historical background of Participatory Research; principles of Participatory Research; Epistemology of Participatory research; Ontology of Participatory Research; Applying/Conducting participatory Research; role of the researcher, relationship between participants and a researcher, ethical considerations, research site profile, involvement of participants, data analysis (theoretical origin of SAMPLING), textual analysis, discursive analysis, social structure analysis and its summary.

3.2 The Qualitative Research Approach

From side-to-side experience in the research world, we have realized that there are three types of research approaches that are used in conducting a study, namely: Qualitative Research Approach, Quantitative Research Approach and a Mixed Method Research Approach. This understanding, too, is that the latter approach emanates from the first two approaches – hence the word: **“MIXED”**. Nevertheless, this study uses the Qualitative Research Approach because of its relevance to it. Strauss and Corbin (1990:11) state that results of qualitative research are non-quantitative and non-reliant on statistical procedures. Similarly, Flick (2014:542) argues that qualitative research is interested in analysing subjective meaning by collecting non-standardized data and analysing texts and images rather than numbers and statistics. The latter definition simply means in what way people on their own understand the world as argued by Rahman (2017:103), excluding the numerical data to confirm their findings and back-up their recommendations.

Though, that does not mean that the two approaches cannot complement each other in other research approach, namely Mixed Method Approach. Grounded on the previous definitions of the Qualitative Approach from scholarly literature, this study finds good alignment with the Participatory Research because it involves holistic participation of all participants in providing data which would help formulate findings based on what they uttered at interview or interaction levels with the study leader. One of the reasons to do research using this methodology is to destroy the myths about teachers' trade unions in schools and empower people, specifically teachers' trade unions' members, to change their school society radically, without meddling with COLT. Therefore, it is safe to suggest that PR is the suitable research methodology for this study, as explained in the following paragraphs.

3.3 Defining Participatory Research (PR).

Let me first start by explaining, in my view, the most misunderstood concepts in research, namely methodology and research methodology (Tight, 2013:137, Babie and Mouton, 2001, cited in Myende, 2014:67). According to Mokoena (2017:61) research methodology is a procedure for spawning and scrutinizing information following a particular paradigm framing the study as cognizant to its goal. Similarly, research methodology is interchangeably used with methodology by some researchers (Myende, 2014:67). Hopwood (2004:353) emphasizes that the research methodology must be pertinent to its goal. Nevertheless, this study presents Participatory Research as a research methodology used to undergird it. Bless and Higson-Smith (1995:46) define research methodology as a strategy for shaping how relative variables are.

According to Maguire (1987:39) Participatory Researchers caution against either dichotomy: "They know, I don't know." Or "They don't know, I know." Instead, PR offers a partnership: "*We both know some things; neither of us knows everything. Working together we will both know more, and we will both learn more about how to know.*" The latter sentences confirm that this approach for my study is good because it emphasizes that researchers work collectively with participants. According to Rios (2010:45) and Park (1993:1)

participatory research is a technique used to endow people to effectively become active in refining situations of their lives.

According to Hall (1992:15), Participatory Research (PR) is an alternative methodological approach to doing research with people rather than on people. Horton (1981) and Brydon-Miller (1984) state that PR places goals of social research explicitly and crucial as human self-determination, liberation, personal and social transformation. According to Macaulay, Commanda, Freeman, Gibson, McCabe, Robbins and Twohig (1999), PR “attempts to negotiate a balance between developing valid generalizable knowledge and benefitting the community that is being researched and to improve research protocols by incorporating the knowledge and expertise of the community members.” Cornwall and Jewkes (1995:1669) are explicit in tabling the comparison of the research process between PR and Conventional Research as indicated below:

	Participatory Research (PR)	Conventional Research (CR)
What is the research for?	Action	Understanding with perhaps action later.
Who is the research for?	Local people	Institutional, personal and professional interests.
Whose knowledge counts?	Local people’s	Scientists’
Topic choice influenced by?	Local priorities	Funding priorities; institutional priorities; professional interests.
Who takes part in the stages of research process?		
Problem identification	Local people	Researcher
Data collection	Local people	Researcher; enumerator
Interpretation	Local concepts and frameworks	Disciplinary concepts and frameworks
Analysis	Local people	Researcher
Presentation of findings	Locally accessible and available	By researcher to other academics or funding body

Action on findings	Integral to the process	Separate and may not happen
Who takes action?	Local people, with/without external support	External agencies
Who owns the results?	Shared	The researcher
What is emphasized?	Process	Outcomes

Table 3.3(a)

In relation to this study, PR is spot-on, on transforming the society and the social change because teachers' trade unions do affect children's right to education. Gladly, solutions come from the people as indicated in the table above. And change is what this study would love to see happening in schools where there are active teachers' trade union members, relating to the positive response to the existing policies regarding the child and the COLT. While participating in interviews, every core searcher would contribute to suggesting what can be changed so that COLT might be enhanced. In this view, in Participatory Research, every voice is taken seriously from the participants so that we get the true meaning of what the communities expect from teachers in schools. Through participation, every core searcher would contribute to suggesting how COLT may be enhanced which would be beneficial to every stakeholder in schools.

3.4 Historical origin of Participatory Research (PR).

According to Macaulay, Commanda, Freeman, Gibson, McCabe, Robbins and Twohig (1999:319), PR began as an undertaking internationally focussing on social justice to people being studied. Educators like Kassam and Mustafa (1981) developed the PR approaches unequivocally focussing on community development and land use in the unindustrialized states. According to Finn (2008:25) PR is built around the concepts of people, power and praxis. And according to Park (1993:1) in PR, contributors become more actively involved in a research process thus changing them to become more self-confident, sentient and inventive.

3.5 Principles and rules of PR.

According to Rose (2018:770), participants in a study should feel that they are equal with a researcher because that would help benefit the study regarding generating data. Participants may provide data freely, should they feel the power relations in the study are level. In addition, what is pleasing is the fact that researchers are directly and innately involved in the community being studied. As argued by Cornwall and Jewkes (1995:1668), that PR is not only on information production when properly practiced but advances personal, political and professional challenges which the local people may resolve using research findings on a particular matter that has been investigated. As such my study respects information produced by the participants to the extent of making findings from it, as you will see in the next Chapter.

Moreover, time and money saving in research and planning thus augmenting efficacy, emanates from involving local people. To my understanding, letting local participants be part in research is profitable because PR respects people with the information they bring forth. According to Macaulay, Macaulay, Commanda, Freeman, Gibson, McCabe, Robbins and Twohig (1999:319) knowledge, expertise and resources of the involved community are often key to successful research and there are three features of PR, namely: collaboration, mutual education and acting on results developed from the research questions that apply to the community; and it is based on mutually respectful partnership between researchers and communities; partnerships are strengthened by joint development of research agreements for the methodology, implementation, analysis and dissemination of results; results of PR both have local applicability and are transferable to other communities. This study may benefit the involved community (being children, teachers and the education system) through knowledge, expertise and resources that may result from this research. That might emancipate the very community from the shackles of poverty caused by being uneducated in schools, the latter being informed by teachers who are not in class teaching but attending to their union matters during COLT.

According to Green, George, Daniel (1995) PR is a methodical investigation focussing on those affected by the matter being studied, eventually producing change. And Park et al.

(1993) state that Participatory Research's central focus is on improving people's quality of life, them being participative in research and using their knowledge in resolving glitches. Besides, Nichter (1984:237) states that PR recognizes the benefits of partnership between those with the scientific and technical knowledge and those with the equally valuable personal and cultural knowledge of the problems the research project studies. In relation to my study, PR is relevant and appropriate in the sense that information collected from members of the community is collectively analysed (see next Chapter) and the findings/results remain belonging to the community for implementation to take place.

3.6 Epistemology of Participatory Research.

Epistemology is defined as “the theory of knowledge, especially regarding its methods, validity and scope – the distinction between justified belief and opinion and there are three main examples or conditions of epistemology, namely: truth, belief, and justification (2017: Online).” This study may benefit the community of the schools and the department of education in the sense that knowledge obtained would be solution-directed to the challenges, due to teachers' trade unions' activities in COLT. The moment they all become aware of the findings of this study, they might be helped in resolving the meddling behaviour of teachers' trade unions in COLT. Values would play a pivotal role in constructing knowledge that would talk to the solution of the challenges brought about by the behaviour of teachers' trade unions in COLT. Due to PR valuing partnership as indicated above, all knowledge accumulated from participants will be shared collectively to benefit every stakeholder in schools. PR too, values people not as things but important knowledge-carriers which might help resolve challenges faced by children and teachers in schools during COLT.

3.7 Ontology of Participatory Research

As clearly explained in Paragraph 2.2.3 the meaning of the word, ontology, namely: *Denzin and Lincoln (2011: 711) state that “ontology is the study of what there is in the world.” As Malebese (2016:36) indicates, “ontological assumptions are concerned with what is believed to constitute social reality; to express, nurture and expand children' learning capabilities in a shared praxis (Mertens and Wilson, 2012: 172. Ontology derives from the Greek onto (being) and logia (written or spoken discourse), i.e. being written or spoken discourse.* And the following scholar confirms

the latter explanation. As Mncube (2005) states, the researcher must discover the fact that there is only one reality as positivists hold.

In my view, reality is based on the collaborative effort of the participants when they work together to improve the situation of the marginalized, which this study capitalizes on. As indicated in Chapter 4, participants are collectively working together to look for solutions in one reality, which is teachers' trade unions in schools, says McTaggart (1997:9) This study accepts the reality of existence of the teachers' trade unions in COLT as stipulated in the constitution of the country (Act No. 108 of 1996) Chapter 2, Bill of Rights, Section 23(2) (a) – (c). The main aim of this study is to enhance the role of teachers' trade unions in COLT, reason being the harmonious co-existence of the department of education with teachers' trade unions' members at work.

3.8 Applying and conducting PR

Literature has a plethora of models for conducting PR (Le Boterf, 1983; Tandon and Fernandes, 1981; Park, 1978a) and each model is usually presented as one possible approach among many, carefully avoiding the claim that there is or should be only one way to do PR. Maguire (1987:41) states that Vio, Grossi, Martinic, Tapia and Pascal (1983) identified five phases common to actual PR Projects. Likewise, Hall (1975, 1981) has identified principles or guidelines for conducting PR. According to Vandenberg and Fear (1983:11) there are two approaches to conducting Participatory Research Approach, namely: utilitarian and radical. Because this is not a comparative study of the latter two approaches in PR, I will therefore focus on one which I think is more relevant to this study and that is **RADICAL APPROACH:**

	RADICAL APPROACH
PURPOSE	Social change for the benefit of the underprivileged; who bring about the change; knowledge building for the benefit of the participants.
MEANS	Local participation and control of entire process; including problem definition; outsider researcher is a catalyst.

METHODS	Education through participation in the research process, use of the most effective knowledge-building methods for the specific context.
EFFECTS	Increased power to confront the system and transform it; increased knowledge and organization of the underprivileged.
UNDERLYING PHILOSOPHY	<i>Educative</i> : theory for enlightening the underprivileged; for increasing their awareness and understanding and for replacing social structures.

Table 3.8. (b)

3.8.1.1 The purpose of radical approach to this study

Informed by the purpose of this approach one would agree that this approach is relevant to this study because it focuses on social change. In schools where there are teachers' trade union members, social change is inarguably important to take place so as to benefit the child during COLT. Looking at many factors that are evidently supporting social change in schools, one would agree that children in schools do suffer when teachers leave them unattended and attend to their union matters. Suggestions have been made where teachers are reminded of their professional ethics and the principle of Ubuntu which the children do not get. Children remain the underprivileged yet the enlightened society in schools never look at it that way because they continually emphasize the fact that it is their constitutional right to participate in union matters, forgetting of course the fact that rights are limited as per Section 36 of the RSA Constitution, R108 of 1996, Chapter 2, Bill of rights. This approach's purpose is spot-on in this study because it emphasizes knowledge building for the benefit of the participants, in this study – children are!

3.8.1.2 The means of radical approach to this study.

Radical Approach emphasizes the fact that participation and control of the entire process should be local, which will help benefit every child in every school. In my view, when children participate in problem definition, identification and suggestions to solutions, that may help benefit them for the rest of their lives. The latter is also suggesting that children may own the problem and its solutions thus benefitting them at a long run. Teachers' trade unions in schools may perhaps engage children in whatever they propose regarding their union activities so as to increase their participation which will see them having better

understanding of the union's activities. This approach also emphasizes the fact that outsider researcher is a catalyst, meaning in my understanding, for the radical solutions to the challenges facing children in schools, outsider researcher is recommended who will be unbiased in his/her findings which may benefit the children.

3.8.1.3 Methods of the radical approach to this study.

The method that this approach emphasizes is education through participation in the research process. That is why this study has identified and engaged specifically children and all other relevant stakeholders to participate in this study. That method is also emancipatory in terms of the theoretical framework used in this study. It also affiliates to the social change which is constitutional in terms of the RSA Constitution as was promulgated in 1996. This approach is also knowledge-building, therefore researching about teachers' trade unions will help alleviate ignorance about laws relating to school management and leadership as well as children's rights in schools. Knowledge-building is also crucial in understanding the unions' language and some labour law legislations relating to the acceptable and lawful participation in protected strikes, etc. The use of the most effective knowledge-building methods for the specific context, being enhancing the role of teachers' trade unions in the culture of teaching and learning. That would help this study in building practical knowledge which may help address challenges facing children in schools when their teachers attend to their union matters during COLT. In this study, this method will enhance more participation in research by all stakeholders in obtaining practical knowledge which may help enhance the role of teachers' trade unions in the culture of teaching and learning.

3.8.1.4 Effects of the radical approach to this study.

What is effective to this study is the fact that this radical approach increases power to confront the system and transform it. Evidently, our education system needs some fierce confrontation and transformation regarding teachers' trade unions in schools. The latter could be done through bargaining approaches or recommending the findings of this study which may help the education system in South Africa to transform. Frankly, this study's inferences may help confront and transform the RSA Education system in schools. Honestly, it can never be correct to witness children being left alone in some schools

without teachers because that directly violates their constitutional right to receive education on an official school day. Therefore, the RSA education system needs fierce confrontation regarding these matters so that transformation may take place thus benefitting the child. Transformation is also in line with the research paradigm of this study being transformative. Being transformative, this study may help contribute in transforming all old styles of teaching approaches which disadvantage the children in schools.

Should the latter take place, increased knowledge about the teachers' trade unions and children's rights in schools might be enhanced thus benefitting children. And lastly, the organization of the underprivileged (being children) might also be enhanced to the extent of building tangible processes that will support children in schools, one of them being incessant teaching and learning in schools. This study may benefit immensely in using this radical approach because transformation and knowledge-building will increase thus benefitting the child and the RSA education system, at large.

3.8.1.5 Underlying philosophy of radical approach to this study.

The underlying philosophy of the radical approach is educative in the sense that it follows the theory of enlightening the underprivileged. In schools, the underprivileged are children whose rights are continually and evidently trodden down by the privileged and enlightened school society being their very teachers who are assumedly well-versed in matters relating to their rights in obtaining education, undisturbed. This approach is more relevant to this study because it talks to the increasing awareness and understanding and for replacing social structures. It is a fact that structures that are children's rights-opposing and resistant need to be replaced by structures which are supportive to the course of the children's rights, hence enhancing their incessant receipt of education, efficiently. Being educative, this radical approach may help this study to achieve its objectives in identifying the challenges which may help enhance the role of teachers' trade unions in COLT.

3.9 Our role as researchers in the study

As PR-persuaded researchers, this is where we clarify this role in this study so that this study may be trustworthy. I am a co-researcher, meaning I am also participative in every activity of research. I am not a stranger to this study but part and parcel thereof. This profile

therefore as core researchers is that we have a greater understanding of COLT being studied, social interaction flows logically without us modifying anything, telling and judging of the truth is encouraged through conventional understanding, says Unluer (2012:1). There are also challenges associated with me being a core searcher in the study, namely: greater familiarity with other participants might lead to loss of impartiality, unintentionally making erroneous assumptions about the research process based on the researcher's prior knowledge can be considered a partiality (Hewitt-Taylor, 2002), being confronted of role dichotomy.

Being a union member myself and other participants, we are all familiar with the teachers' trade unions in schools except children who may have limited familiarity, yet are directly affected by their repercussions in schools. Applying Participative research approach, has helped this study to empower people so as to liberate them from the shackles of ignorance in schools. Critical Emancipatory Research has also helped liberate people in schools to participate in fighting for the rights of children in receiving education, unhindered.

Since the research sites are generally these work areas, we would have collected the data as an insider core researcher/observer (Hermann, 1989). Being a union member myself, the data collection might be deleteriously affected (Smyth and Holian, 2008). Most importantly, while collecting data – I would be seriously applying all ethical issues such as honesty, privacy, responsibility and fair share which are inseparable from any research effort, as explained below in Paragraph 4. I like the following role mentioned and I think it might help bolster this study to another level. Power relations are manifested as shared in this study because all participants participate freely in sharing knowledge with the aim of finding workable/practical solutions to challenges facing schools where there are teachers' trade union members. This study is conversant with the fact that not all schools are affiliated to unions. Nevertheless, generally – quite a number of teachers in schools now are assumedly, unionised. As core researchers in this study, we play a pivotal role in providing data (information) which might help allay the challenges facing learners in schools, more especially when they are left alone in classrooms while their teachers attend to their union matters during COLT. As dictated by Participatory Research, power rests with the people

to corroborate so as to find solutions to problems experienced by children, educators and other stakeholders in schools. CER also helps core researchers in emancipating the underprivileged from the shackles of the privileged dominating every decision-making in schools.

3.10 Relationship between the researcher and the participants

Barry (2012:18) states that the initial interaction between the researcher and participants established a meaningful relationship. As such, the following rights of a core researcher are in harmony with ethical considerations that if you are asked to consent to be a subject in a research study, you have the following rights:

- “To have enough time to decide whether or not to be in the research study, and to make that decision with no pressure from the people who are conducting the research.”
- “To refuse to be in the study at all, or to discontinue participating at any time after you begin the study.”
- “If you decide to discontinue participating in the study, you have a right to continue, necessary medical treatment.”
- “To be told what the study is trying to find out, what will happen to you, what drug/device was used in the study, and what you were asked to do if you are in the study?”
- “To be told about the reasonably foreseeable risks of being in the study.”
- “To be told about the possible benefits of being in the study.”
- “To be told whether there are any costs associated with being in the study and whether you were compensated for participating in the study.”
- “To be told who will have access to information collected about you and how your confidentiality was protected.”
- “To be told whom to contact with questions about the research, about research-related injury, and about your rights as a research subject.”
- “If the study involves treatment or therapy to be told about the other non-research treatment choices, you have.”

- “To be told where treatment is available should you have a research-related injury, and who will pay for research-related injury treatment?”
- “To receive a copy of the consent form that you will sign.”
- “To ask any questions you may have.”

In my study, the above-mentioned rights are impassable and I was strictly applying them at interview level and beyond because my contribution to finding solutions to the challenges experienced by the communities is an example of marginalized people given hope regarding social justice leading to the existence of possible solutions (Mokoena, 2017:22).

3.10 Ethical Considerations

Ethical consideration plays a pivotal role in research because, in my opinion, it shows that researchers do treat people as people, not as objects or nonentities, per se. Therefore, ethical considerations do behave constitutionally because it reflects human rights as enshrined in the country’s Supreme law from Chapter 2, Bill of Rights, one of these rights being Section 10 – Human dignity. *“Everyone has inherent dignity and the right to have their dignity respected and protected.”* And also, Section 14 – Privacy: *“Everyone has the right to privacy...”* Briefly, by being ethical in our conduction of research, we show that we are law-abiding regarding human rights as stipulated in the country’s Supreme law (Constitution).

On defining ethics, Polito (2012:38) states that it is a subjective standard of behaviour guided by moral values, in sharp contrast to law, which is an objective rule of conduct or action. Ethics addresses issues about whether an action is good or bad, right or wrong, appropriate or inappropriate, praiseworthy or blameworthy (Anderson and Goodman:2012). O’Brien (2001) added to the ethical principles of PAR, by stating that decisions regarding the direction of the research and probable outcomes are collective, [therefore ethics are crucial when engaging in research relating to people]. It is also important that the outside researcher and the initial strategy team create a process that maximizes the opportunities for involvement of all researchers. In the light of that, the study has been ethically cleared by the Ethics Committee of the University of the Free State.

According to Mncube (2005), ethics refers to conforming to a code of set principles. And Mertens (1998) contends that ethical guidelines in research are needed to guide against any possible carnages, guarding against the less obvious, yet harmful effects of research. Mncube (2005) further explains that there are many issues of ethical consideration in research, but for the purpose of this study, the following would be discussed:

PRIVACY:

Gavison (1980:421) defines **privacy** as the right to restraining what people know about us including corporeal entrée and the degree to what people think, that entails concealment, unrecognizability and isolation. Furthermore, should a person feel threatened in his privacy in anyway, he/she should hide information to protect him/herself. Control of personal information becomes crucial for everyone.

Rajaretnam (2014:298) states that recognizing the individual's right to restrict others from accessing his/her information to whom and in what milieu. Tallying with the latter, controlling information allows one to choose who to share communication, decisions with. That all talks to respecting other's privacy regarding personal information as confirmed by the RSA Constitution, below.

This understanding of privacy emanates from our country's Constitution (Act No. 108 of 1996) Bill of Rights, Chapter 2, Section 14 which stipulates that:

"Everyone has the right to privacy, which includes the right not to have –

- a) Their person or home searched;
- b) Their property searched;
- c) Their possession seized; or
- d) The privacy of their communication infringed."

Based on the above stipulation, we would strictly adhere to the rules of privacy as also mentioned by other scholars above and beyond. This study must be ethical in every respect. While approaching co-researchers for participation in the study, a letter requesting their participation will be written in which the Consent Form will also be attached for voluntary participation in the study (see Appendix B).

CONSENT:

Mncube (2005) states that the researcher must obtain participants' Consent devoid of strong-arming the participants when using the naïve community. Following the consent as explained in the latter paragraph, Parsapoor (2014:241) states that yes, this study would involve children of school-going age, which would compel me to request consent from parents after which they will sign the Assent Forms for their minors (see Appendix C), but as Parsapoor states above, we would check with these local law experts of the proper age regarding giving consent to any child. Actually, I would have followed the university ethics policy in this regard. For adult participants, this study will use Appendix B to sign the Consent Form.

REWARDS/PROMISES:

According to Stephens (2014:202), Lynagh, Sanson-Fisher and Bonevski, “review evidence for the use of financial incentives for encouraging health behaviour change.” In this study, I would use this **concept** to encourage rewards/payments of participants when the study is complete. This might change the attitude towards research by the most community members. Everyone might be willing to participate in every research to be conducted because of the reward that would be afforded the participants. I would investigate more options regarding the latter – going forward. This study will strictly apply all relevant sections of the RSA Protection of Personal Information Act 4 (POPIA) of 2013 to mitigate against bias.

PROTECTION:

Although, Mark Smith and Vivienne E Cree in their scholarly paper (2014:317) – *Social Work and Pornography: Some Ethical Considerations*, are not explicit in terms of ethical considerations, because of the liberal stance of their country regarding people's lives, therefore it squarely remains this responsibility as a researcher to ensure that all participants are protected from any form of possible physical or psychological harm. This study will ensure that all participants are strictly protected while engaging in the study through strict application of all applicable legislation.

INFORMATION OR DATA:

According to Polito (2012:34), “the explosion of technological advances in internet usage for storing, communicating and referencing medical information has undeniably enhanced patient care and concomitantly created a slippery slope of ethical-legal considerations.” But, it is the latter observation (see Paragraph 2.2) that for this study to be ethical, all information obtained from the co-researchers must be kept in strictest confidentiality. Based on the constitutional stipulation from Chapter 2, Bill of Rights, Section 32 – Access to information, I would seek legal advice regarding the ethical aspect of this study, relating to access to information. Recently, the RSA government has made to law the new legislation about Protection of Personal Information Act (POPIA) in 2020. All applicable sections from the latter would be strictly applied by this study when dealing with any personal information relating to all participants in this study.

DEBRIEFING:

Having completed the research task, in my view, *when necessary*, the researcher must debrief all participants. As Jakobsen (2016:636) states, “the findings show that the caretakers experienced inadequacy, some of them described a negative work atmosphere where they experienced that their leaders did not take them seriously.” In the light of the above assertion, it is obvious that debriefing plays a crucial part when research has been completed – should that be necessary. Participants’ contributions to the study need to be taken seriously because their contribution forms part of the findings. Member-checking is important to the research for the information to be authentic and reliable. In this study, all participants were checked at interview level, see Appendix B

APPROVAL:

As stated by Mncube (2005), I have received approval from the University of the Free State (UFS) to conduct this study and the letter attesting to that effect is attached, hereunder with Ethical Clearance Number being: UFS-HSD2018/0893/2806. The Department of Education has also approved this study with its letter attached hereunder. According to Higgs (2014:374) the study was “approved by the Research Ethics Committee (REC).” An important consideration by the authors and the REC was to ensure that taking part in this study did not put any children at increased risk of harm. In addition, the REC, comprising a

broad mix of lay members, clinicians and medical staff from various disciplines in the NHS, gave approval for this study but imposed certain restrictions which may have influenced the study response rate. As stated above, this study would ensure that the approval from all review boards is intact.

PERMISSION:

Relating to this study, documentation from schools would be obtained after permission from school principals has been properly sought. See attached consent documents – Appendices B and C respectively.

PUBLICATION:

Before publishing any study/paper, this study will orally or in a written form, assure a publisher that data were gathered with all due ethical considerations as confirmed by the following scholars (Robson, 1993 and 2002; Mertens, 1998; Cohen, Manion and Morrison, 2000; Denscombe, 1998).” Robson (2002) contends that “real world research can lead the researcher finding out about practices or conduct that lead to ethical dilemmas, like something illegal.” For example, corruption or child abuse or sexual abuse. In such cases, it is important to report these practices to the police or to the relevant authorities. This study will ensure that all illegal and unethical behaviours are reported to the right channels so as to abide by ethics in the research world. For this present study, the above considerations apply because in most cases we would deal with somehow learned persons, like professionally qualified teachers, office-based union leaders, department of education provincial officials and the vulnerable children from the disadvantaged communities, as well as non-teaching staff. All these people may think that as a highly qualified teacher, studying the second postgraduate qualification, I have all the right to gauge perceptions from them by any means. In complying with the ethical requirements stated above, I have obtained permission from the Department of Basic Education in KwaZulu-Natal. In line with ethical requirements, the core-searchers were invited through an advertisement and signed a consent form (see Appendix B). Children signed the Assent Form as attached in Appendix C. The core-searchers were assured that their contributions would not, by any means, harm them and they were not coerced in any way whatsoever, to be part of this study.

3.11 Research Site Profile

This would be the two identified schools, (namely, Phakamani Primary and Phumulani High schools) with their internal and external structures – including facilities. Phakamani Primary School is a Quintile 3 graded school; it depends on the government for all its financial needs, though it runs its own fundraising. Phumulani High School is a Quintile 5 Grade School. It runs its own financial affairs without relying on the government for its financial needs, though the government provides subsidy. It would also include the offices of the teachers' trade unions wherein we would meet the unions' executives. A classroom for the small group of children identified from each school mentioned above. Pseudonyms are used for each school mentioned above.

3.12 Profile of 11 Participants

a) 2 Site Stewards from the two schools stated above.

- i They are union leaders in each school.
- ii They are qualified and experienced teachers.
- iii They have been with a particular union for quite some time.
- iv They can communicate and understand English as a research language.
- v They are in continual contact with the local union branch executives.
- vi They attend union meetings, on a regular basis.

b) 2 Instructional leaders (Principals).

- i They are managers and leaders of the particular schools.
- ii They belong to a particular teachers' trade union – each!
- iii They know the daily running of the particular school.
- iv They are in contact with the site stewards of each teacher's trade union.
- v They represent the employer (Department of Education) in the school, in every respect.
- vi They are the holders of information regarding strengths, weaknesses, opportunities and threats of teachers' trade unions in COLT.
- vii They are experienced in their teaching profession.

- viii Their core duties and responsibilities are set out in the RSA, PAM Document, EEA 76 of 1998, pg. c-64 and 65.

c) 1 Branch Executive Member

- i Chairperson holds the most valuable information of the branch regarding union matters.
- ii Chairperson is a trusted member of the branch regarding the daily management and leadership of the branch.
- iii Chairperson has been in the union for quite some time (experienced), hence the position of leadership.
- iv Chairperson understands the dynamics of the teachers' trade union.
- v Chairperson can direct the research to the most crucial information regarding the solution/s to the challenges facing each particular teachers' trade union.

d) 1 Provincial Executive Member

- i Chairperson holds the most valuable information of the province regarding union matters
- ii Chairperson is a trusted member of the province regarding the daily management and leadership of the province.
- iii Chairperson has been in the union for quite some time, hence the position of leadership.
- iv Chairperson understands the dynamics of the teachers' trade union.
- v Chairperson can direct the research to the most crucial information regarding the solution/s to the challenges facing each particular teachers' trade union.

e) 2 Ordinary Union members

- i Academically qualified teachers.
- ii Been a member of the particular teachers' trade union for some time (experienced).
- iii Knows the dynamics of teachers' trade unions in COLT.
- iv Involved in the daily/weekly affairs of the teachers' trade union.
- v A prominent activist in union matters.

f) 2 Senior learners (class monitors/prefects)

- i They are senior from each school.
- ii They have been in the school for more than 4 years, obviously they have seen and perhaps witnessed the behaviour of teachers' trade unions in COLT.
- iii They can communicate in English, though a mother-tongue language can be used.
- iv They hold a responsible role in the school, perhaps belonging to a Children's Representative Council (LRC).
- v They are reasonably matured in sharing information about this study.

g) 1 Administration Clerk

- i Direct contact with union leaders and ordinary members at school.
- ii Knows time-off leave register.
- iii Keeps a file for these records.
- iv Also, a union member him/herself.
- v Often communicates with Principal at school – seeking clarity.
- vi Holds a substantial amount of information regarding unions' behaviour in the school.

3.13 Involvement of participants

Let me start this section by explaining how scholars define a role of a participant. A core researcher's role is defined as teachers collaborating with other teachers, researchers and consultants, and being "integrally involved in collecting data, analysing data, incorporating results into their practice, and disseminating findings through presentations, workshops and writing," says Miller (2007:2). Being a core researcher in enhancing teachers' role COLT is a deeply reflective process. Though we are working with adults, we are daily noticing and daily engage through interviews about teachers' trade union members' behaviour COLT. This daily observation (see Paragraph 2.2) and listening to people talking about the role that teachers' trade union play COLT has made me to come up with this study. Participants would be involved in the study in the following ways:

3.14 Prioritizing activities

As Malebese (2016:122) states that, at all levels of strategic planning and implementation, management discipline should be exercised successfully when prioritising activities.

Participants needed to know that the constructs of this study are illustrated in Chapter 1, Paragraph 1.2 as follows:

- “To identify the challenges to enhance the role of teachers’ trade unions in COLT.
- To explore the components of the strategy to enhance the role of teachers’ trade unions in COLT.
- To advance the conditions suitable for enhancing the role of teachers’ trade unions in COLT.” comprehensive

These constructs would form the basis from which the research questions would emanate for collecting data. Participants may be content therewith and ready to answer interrogations. These constructs would be helpful in guiding the interviews of individual participants in the next chapter. Having prioritized the interview activities, the next activity would be to draw up a strategic plan that would allow the study to engage the activities of each of the afore-stated constructs.

3.15 Strategic Planning Session

Together with participants of this study and as guided by the research methodology – we have strategized a plan that lined up all the agreed upon activities (challenges) to be implemented and set out details of enhancing the role of teachers’ trade unions in COLT. The latter showed we were in control and the owners of the research project and thus emancipation became a reality, says Malebese (2016:123). As participants, we have put up an Action Plan which details the activities (challenges) to be followed regarding the afore-stated constructs as mentioned below:

- duration of the interview,
- venue of the interview,
- starting time of the interview,
- individual participants to be interviewed and
- the date of the interview.

Date/s	As indicated above.
Duration	+ - 1 – 2 hour/s per session
Venue	School hall/Branch or Provincial Office
Starting time	14h30 – 15h30
Participants (11 in total)	<ul style="list-style-type: none"> • 2 Site Stewards, • 2 Ordinary Union Members, • 2 Instructional Leaders (School Principals), • 1 Branch Union Chairperson, • 1 Provincial Union Chairperson, • 2 Children and • 1 Administration Clerk.

The main research question and the sub-questions would be tabled here, as indicated below:

MAIN RESEARCH QUESTION:

“How can the role of teachers’ trade unions be enhanced in COLT?”

SUB-RESEARCH QUESTIONS:

- How can the challenges be justified to enhance the role of teachers’ trade unions in COLT?
- How can the **components of the strategy be explored** to enhance the role of teachers’ trade unions in COLT?
- Which are **the suitable conditions that can** be advanced to enhance the role of teachers’ trade unions in COLT?

These questions show the researcher would be in control of the entire process while allowing participants to express themselves freely, thus fulfilling the aims of the Free Attitude Interview and the emancipation of the people. The full participation of the

research participants in responding to these questions, as dictated by the research methodology, PR is shown in the following Chapter 4.

3.16 Data generation technique (interviews)

As indicated in Chapter 1, Paragraph 1.5 – data generation technique which I used was only face-to-face interviews, reason being such interviews enhance good and harmonious relationship between the participants and the researcher. Besides, during interviews, interactions amongst participants become vibrant and democratic thus transforming the society in schools. Everyone participates freely and without fear to provide necessary information which will help broaden the study. I have used the face-to-face interview to generate data from participants. Knox and Burkard (2009:4-5) declare that face-to-face interviews allow the reflection not only of vocal but also non-verbal information, reason being facial expressions, gesticulations, and other paraverbal communications may enrich the meaning of the spoken words (Carr & Worth, 2001:511). As indicated above under Paragraph 3.12 – all participants will be subjected to the face-to-face interviews to generate data. Such data collected (utterances) will play a pivotal role in analysis and in winding up my findings, putting forward the recommendations, as well at the end of the study.

3.17 Data Analysis Tool

(Critical Discourse Analysis – using language structure of meanings.)

Theoretical origin of CDA

In this part of the study, the emphasis is on CDA as the tool to analyse data collected. While searching literature on the CDA, I have realized that the origins and evolution of the CDA are distributed to quite a number of academics, as indicated in the following paragraphs.

According to Wodak and Meyer (2001:10) the terms Critical Linguistics (CL) and Critical Discourse Analysis (CDA) are often used interchangeably. CDA regards 'language as social practice' (Fairclough and Wodak, 1997), and takes consideration of the context of language use to be crucial (Wodak, 2000c; Benke, 2000). Moreover, CDA takes a particular interest in the relation between language and power and the term is used nowadays to refer more specifically to the critical linguistic approach of scholars who find the larger discursive

unit of text to be the basic unit of communication. In my view, this study specifically considers institutional, political, gender and media discourses (in the broadest sense) which testify to more or less overt relations of struggle and conflict.

Norman Fairclough (1997) describes "Critical Discourse Analysis as a type of discourse analytical research that primarily studies the way social power abuse, dominance and inequality are enacted, reproduced and resisted by text and talk in the social and political context. According to Van Dijk (1995), "Critical Discourse Analysis" (CDA) "has become the general label for a special approach to the study of text and talk, emerging from critical linguistics, critical semiotics and in general from a socio-politically conscious and oppositional way of Investigating language, discourse and communication."

Van Dijk (1995) further explained that "work in CDA is usually characterized by the following **twelve** criteria:"

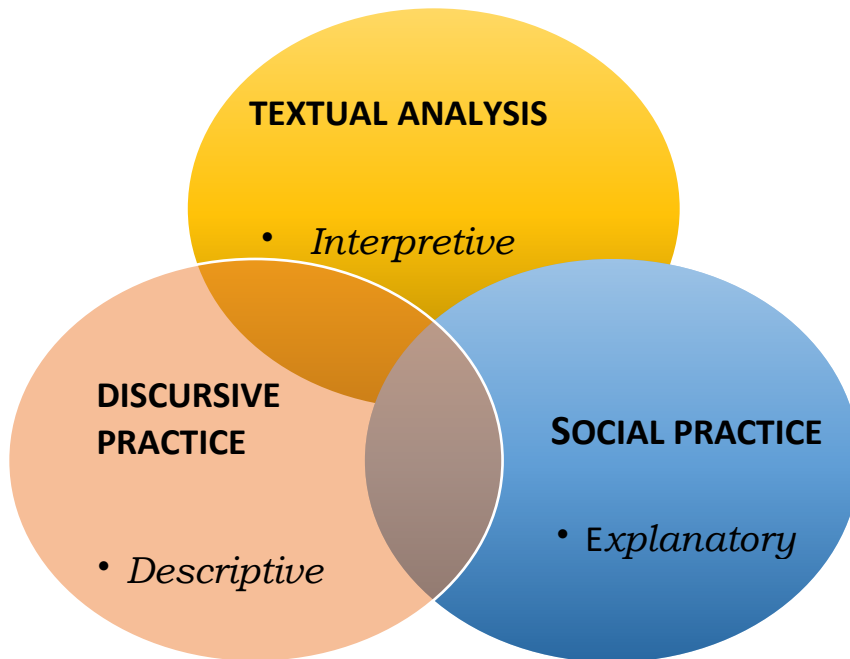
- 1) It is problem or issue-oriented, rather than paradigm-oriented. Any theoretical and methodological approach is appropriate as long as it is able to effectively study relevant social problems, such as those of sexism, racism, colonialism and other forms of social inequality.
- 2) CDA does not characterize a school, a field or a sub-discipline of discourse analysis, but rather an explicitly critical approach, position or stance of studying text and talk.
- 3) In order to study social problems or issues adequately, CDA work is typically inter- or multidisciplinary, and especially focuses on the relations between discourse and society (including social cognition, politics and culture).
- 4) Historically and systematically, CDA is part of a broad spectrum of (usually rather marginal or marginalized) critical studies in the humanities and the social sciences, e.g., in sociology, psychology, mass communication research, law, literature, and political science.
- 5) CDA-studies (may) pay attention to all levels and dimensions of discourse, viz . those of grammar (phonology, syntax, and semantics), style, rhetoric, schematic

organisation, speech acts, pragmatic strategies, and those of Interaction, among others.

- 6) Many studies in CDA are, however, not limited to these purely "verbal" approaches to discourse, but also pay attention to other semiotic dimensions (pictures, film, sound, music, gestures, etc.) of communicative events.
- 7) When studying the role of discourse in society, CDA especially focuses on (group) relations of power, dominance and inequality and the ways these are reproduced or resisted by social group members through text and talk.
- 8) Much work in CDA deals with the discursively enacted or legitimated structures and strategies of dominance and resistance in social relationships of class, gender, ethnicity, race, sexual orientation, language, religion, age, nationality or world-religion.
- 9) Much work in CDA is about the underlying ideologies that play a role in the reproduction of or resistance against dominance or inequality.
- 10) Among the descriptive, explanatory and practical aims of CDA-studies is the attempt to uncover, reveal or disclose what is Implicit, hidden, or otherwise not immediately obvious in relations of discursively enacted dominance or their underlying ideologies. That is, CDA specifically focuses on the strategies of manipulation, legitimation, manufacturing consent and other discursive ways to influence the minds (and indirectly the actions) of people in the Interest of the powerful.
- 11) This attempt to uncover the discursive means of mental control and social influence implies a critical and oppositional stance against the powerful and the elites, and especially those who abuse of their power.
- 12) On the other hand, studies in CDA try to formulate or sustain an overall perspective of solidarity with dominated groups, e.g., by formulating strategic proposals for the enactment and development of counter-power and counter ideologies in practices of challenge and resistance."

Mokoena (2017:84) states that Fairclough has developed a three-tiered framework. In this framework, analysis is performed on three different levels: interpretive, descriptive and

explanatory (Rogers *et al.*, 2005:371).” The three levels of Critical Discourse Analysis are shown in the following diagram as adapted from Mokoena



(2017:85), *et al.*

Figure: 3.16 (c) Three tiers of CDA

3.18 Textual Analysis (focused on semantics/meaning)

Vocabulary dictionary states that anything textual has to do with writing, a textual analysis, comparison or interpretation has something to do with what is in a particular piece of writing (or text). (Online, 2017) states that textual comes from the Latin word ‘textualis’, the adjective form of textus (“text”). (Palmer, 2009:1-19) says that CDA may *first* be seen as a branch of critical scholarship more generally and, as such, has a focus on social problems and associated power dynamics including systems of domination and instances of resistance (Mumby, 2004; see also Chouliaraki and Fairclough, 2010). *Second*, Fairclough and Wodak, 1997; Phillips and Hardy, (2002) states that CDA may be considered as part of the so-called ‘turn to language’ in social science and as a subset of the burgeoning field of discourse analysis.

Third, Alvesson and Kärreman, 2000a; Chouliaraki and Fairclough, 2010; Cornelissen, 2008; Fairclough, 1992, 1995; Van Dijk, 1997a, 1997b) argue that CDA researchers study discourse through an analysis of texts in context, rather than as isolated objects, and it is this emphasis on context that most clearly distinguishes CDA from traditional linguistics. CDA is, then, united by its critical lens, which is focused on how knowledge, subjects, and power relations are produced, reproduced, and transformed within discourse, and is operationalized through a variety of methods to analyse texts in context.

Leitch and Palmer (2010:3) contend that CDA researchers need to address explicitly three central methodological decisions: decisions about definitions of core concepts; decisions about data selection; and decisions about data analysis.

Leitch and Palmer (2010:4) argue that “there is considerable variation within CDA theory as to the definition of ‘text’ in terms of what is included or excluded as a textual element within discourse.” At one end of the spectrum, Van Dijk (1997a, 1997b, 1999, 2001), who serves as the editor of two major discourse journals, offers one of the narrowest definitions of text. Van Dijk differentiates written from spoken language, defining only the former as texts and the latter as talk. In the middle of the spectrum, Fairclough (1992:71) draws on the linguist Halliday (1978) to define texts as manifestations of discursive practice and as encompassing both spoken and written language. In later work, Fairclough (2003:2) also moves towards this broader view, arguing that CDA should use ‘text in a broad sense’ and include as texts visual images and sound.

Fairclough (2003:8) explains the value of textual analysis in terms of the ‘causal effects’ that texts may have, albeit effects ‘mediated by meaning-making’ on the part of those who interpret them. Wodak (2001a:11) also “views texts as having effects and, therefore, as possible, ‘sites of struggle in that they show traces of differing discourses and ideologies contending and struggling for dominance’ (see also Van Dijk, 2001).” A complete analysis of all texts associated with a particular change process or discursive struggle may, however, be impossible because of the sheer size of such a corpus (Van Dijk, 2001:99).” Data would be collected and analysed using this method from the text perspective.

3.19 Discursive Practice Analysis.

According to Gale (2010:) various analytical skills are presented when joining Conversation Analysis together with the post structural variant Critical Discourse Analysis. In addition, Avdi and Georgaca's (2007) review DA and psychotherapy, cite numerous discourse analysis and its variants examining the transformation of meaning, the construction of subjectivities, how therapists shape clinical talk and investigations of power. While Avdi and Georgaca's review and other studies have presented the benefits of doing DA of clinical talk, there are still few articles informing clinicians how to actually carry out a DA.

3.20 Benefits of Discursive Analysis for systemic practitioners.

Potter (1996:206) states that discursive analysis can be useful if we analyse the utterances of study participants in relation to the aim and objective of the study. This also helps to attend to how participants-create meanings into sharp focus the clients' knowledge base and dominant discourses come into play. The foretasted statements are crucial in this study when analysing data at this level. Human affairs need to be looked at and solutions found to emancipate the school society into which we work. Challenges and threats in schools where there are teachers' trade unions would closely be looked at, using this analysis in Chapter 4.

3.21 Theoretical considerations

Developing a critical and non-judgmental attitude:

Gale (2010: 12 – 13) explains that discursive analysis cannot be reduced to a set of techniques for examining talk. It is an attitude and perspective that invites a major shift to how we study and take part in interactions. There is no neutral or contextually independent position outside of talk-in-interaction to examine talk, and our efforts to study social interactions involves our own reflexivity in the construction of self, as well as responsiveness (the moment-to-moment shared construction) to the communication of others. Therefore, while analysing the talk from participants, we need to be non-judgemental, yet critical to find the core meaning of the utterances.

3.22 Negotiation of truth

Gale (2010:13) argues that as much as there is a philosophical orientation suggesting that ontological existence of reality is independent of language but questioning if we ever

know that reality is independent of language. As Potter (1997) notes, outside of language, there can be no understanding of reality and material objects since language is a constitutive process. So, language plays a pivotal role when collecting data from participants for analysis purposes. Understanding the language of participants might help me as a researcher to get the true expression of what is said, thus resulting in getting the truth of the point being researched.

3.23 Transcribing

Gale (2010:17-18) says that in doing discursive analysis, transcribing is a significant element of analysis and practice for developing a critical and non-judgmental attitude. In addition, it is also important to number each line of transcript. This discursive practice analysis may help me do a proper analysis when doing interviews and talking to the participants, whoever they are.

3.24 Social Structure Analysis (take historical and social context)

The society in which we live in as educators in South Africa is mixed because of racial differences. Mostly, the challenges facing the schools emanate from the African community and we think it is because of their socio-historical background. Also, the economical background of the African society also makes this challenge a huge one because teachers believe that if they engage themselves in political structures of the country, they can fast-track their economic freedom in the country. One of the structures in schools which is political is the teachers' trade unions. As earlier indicated, according to Section 23(2) of Chapter 2, Bill of Rights (Act No. 108 of 1996) it is constitutional to belong to a trade union in South Africa.

It is, therefore, undeniable that teachers' trade unions are legal entities in the country. But, this concern is the manner in which they exercise that constitutional right. Our society would be much treated/better off if the law is strictly adhered to, not when it favours certain part of the society. As members of the society, our undeveloped children suffer the consequences if the developed society attend to their trade union matters during the official notional time. Rules in place are ignored while teachers' trade union members attend to

their union related needs and rights at work. Nevertheless, it is the aim of this study to enhance the role of teachers' trade unions in COLT.

3.25 Summary of the Chapter

This chapter has introduced the research methodology used to underpin and couch the study. In addition, all participants were profiled appropriately. It also explained the following sub-topics in detail: Historical origin of PR, principles of PR, epistemology of PR, ontology of PR, role of the researcher, relationship between participants and a researcher, ethical considerations, research site profile, profile of participants, involvement of participants, data analysis (theoretical origin of CDA), textual analysis, discursive analysis, social structure analysis and henceforth the summary of the whole chapter. The next chapter would focus on data presentation, analysis and interpretation.

CHAPTER 4

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

4.1 Introduction

This chapter centres on data presentation, analysis, and interpretation. The data I presented in this chapter originated from the use of Participatory Research (PR), a methodology for generating data. The generated data attempted to respond to the aim and the objectives of the study. I used Critical Discourse Analysis (CDA) as a technique for analysing the generated data. The empirical data was interrogated in the light of the three levels of CDA, namely: textual, discursive, and social practice. Also, in this current chapter, the team laid a foundation for the formulation of enhancing the role of teachers' trade unions in COLT as detailed in Chapter 5. First and foremost, I remind the readers of the aim of the study, which is to enhance the role of teachers' trade unions in COLT. The data that I present in the chapter responds to the three objectives of this study, as indicated in Chapter 2, paragraph 2.3.

4.2 Challenges identifying a need to enhance the role of teachers' trade unions in COLT.

4.2.1 Unions activities hampering COLT.

The Personnel Administrative Measures (RSA, PAM, 1998: Chapter G: pg. C-117) states categorically clear *“that an educator’s role in the educational process is dynamic and developmental, and therefore requires the active participation of educators at school, provincial and national level.”* But, what we evidently notice in some schools, is the active participation in union matters thus suffering the stipulations of the RSA Constitution, Chapter 2, Section 28(2) namely, *“a child’s best interests are of paramount importance in every matter concerning the child and Section 29(1) (a) everyone has the right to basic education, including adult basic education; and (b) to further education, which*

the state, through reasonable measures, must make progressively available and accessible.”

With the above reference in place, it is clearly indicated in the following utterances that children are complaining because they are left unattended and without a teacher teaching them.

Grade 7 Learner: *“Ngiyawuzwa umbuzo wakho kodwa kusiphatha kabi kakhulu masishiywa singenathisha ekilasini, sibe sodwa.”* I understand your question (How can you enhance the role of teachers’ trade unions in COLT?), but it is terrible when we are left solitary in class.)

“Lapha siyalimazana, siyadelelana, siyalwa – kubi ngempela ukungabi nathisha ekilasini, kanti futhi sisala dengwane – izimoto esihamba ngazo zisuke zingekho ngalesosikhathi.” (Here we injure one another, fighting – it is really bad to have no teacher in class, and we are left destitute, transport is unavailable at that time.). *“Abanye bethu bayaphutha esikoleni ngenxa yokungabibikho komfundisi emsebenzini.”* (Some of us do absent ourselves from school because teachers too, do absent themselves from work). *“Engingakusho kunye, singajabula uma othisha bethu bengeza ngesikhathi esikoleni, basifundise bese benza okwabo ngesikhathi sabo – hhayi ngesokufunda nokufundisa.”* (I can say one thing, we can be happy if our teachers can come on time to school, teach us and then do their own things during their own free time – not during teaching and learning time).

Grade 10 Learner: Responding to your question *would be that teachers leaving us alone and not teach is worrying us as children in the school – we feel our educational right to receive education is being infringed here, we see teachers’ role as crucial in developing the us in every respect but, what can we do, we are minors? And at that time of the day, our transport facilities (staff kombis, vans, buses, etc.,) are not there*

to take us home.” This latter is a challenge which children are boldly speaking out about it because it extremely concerns them in schools.

Looking at the following utterance by the learner above – using textual analysis, “it is very bad when we are left without a teacher because we injure one another.” Vollenhoven (2008:71) states that children’s parents are not academically and professionally qualified to provide every educational need of their children, hence their delegation of that task to teachers. The teacher assumes the duties that cannot be carried out by parents. The teacher therefore acts in *loco parentis*. This latter term, *loco parentis* literally means that the teacher exercises custody and control over the child in the place of the parent while at school.

The children feel the pain of being neglected, abandoned, and left without a teacher for the duration of the day at school. The concept of: “in loco parentis” is foreign to them, thus causing the children to suffer the consequences. They injure one another. And that could lead to serious bodily harm of vulnerable minors thus requiring parents to lay charges to and against the school, which may translate to negligence (as indicated earlier in the very paragraph) from side of teachers regarding children in schools, as confirmed by the following sentence. Teachers just lose their duty of care towards children (Young, et al. 2003:5). The happenings taking place when children are left unattended in schools are foul-tasting, to say the least. Children are also, actually, unnecessarily subjected to psychological disturbances because of being left unattended at that time of the day, which may badly affect them throughout their life. Children may also be victims of social ills (e.g. rape, child trafficking, etc.) taking place in our country as probably informed by unemployment rate and other factors in South Africa, of more than 32,6% in the first quarter of 2021 - the highest since the start of the QLFS in 2008, says STATS SA, (2021:1) in the Quarterly Labour Force Survey (QLFS) – Q1:2021, Media Release, dated 01 June 2021.

The children proceed with other utterances that: “We can be happy if our teachers can come on time to school, teach us and then do their own things during their own free time”. The children are pleading with the educators to be punctual in the school, teach, and attend to their union matters after hours. Children are aware that teachers come to school late, they don’t teach them but attend to their union matters during teaching and learning time.

This is a sad state of affairs for the children. Children in higher grades are also worried, saying... what can they do – they are minors in schools! To their defence since they are minors, is the unwavering implementation and application of existing policies (indicated in the following paragraph) to curb this ill-discipline of teachers in schools. School Management Teams must be seen being firm in handling situations like these, showing no fear or nepotism.

Using a discursive analysis, it is definitely not an acceptable behaviour by professional teachers to abandon children and attend to their union matters during teaching and learning time. Children are complaining about that behaviour. They just don't like it at all. Policy in place (RSA Employment of Educators' Act – EEA, Chapter G, Section 1.1.4) does encourage that the arrangements for time-off in schools should consider the following:

- a) The need of teaching and learning to be uninterrupted.
- b) The importance of high productivity levels.
- c) Efficiency and effectiveness in services rendered to the general public.
- d) The need for order in the education system, and
- e) The constitutional rights of the child.

It is therefore safe to say that the professional and learned community (teachers) in schools are *au fait* with the foresaid considerations; why don't they incessantly apply them?

Looking at the Social context/analysis, in the community where the school is, it is noticeable that teachers pay attention more to their union matters rather than carrying on with their teaching and learning responsibilities during the day. Listening to the utterances from participants, it is clear that trade union teachers leave children alone in schools, causing schools to be malfunctioning. Nevertheless, this study understands the rights of teachers in participating in union matters as stated earlier, teachers need also to remember Chapter 2, Section 36 – limitations of rights. Teachers are professionals with a supposedly deeper understanding of the Children's rights and their implementation in schools. This study therefore relies on this foretold understanding that COLT was respected in schools.

This study also understands that some children's rights are non-derogable like the ones from Section 28(2) and Section 29, respectively. But, learned, grown-up, professional and matured society in schools must seek way/s to respect children's rights in schools, while

enjoying their constitutional rights, too. Having heard the utterances from the children, it is therefore safe to say that this study also stands along with the RSA Constitution, Chapter 2, Section 9(1) – Equality, namely: “Everyone – (even the minor children in schools) is equal before the law and has the right to equal protection and benefit of the law.” It is also under the analysis of this latter right that teachers’ trade union leaders will equally and fully respect and protect children’s rights in schools. In so doing, thereby schools, that would help enhance their role in COLT.

The above utterances from the two (children) participants and confirmation from literature (cited above) attest that leaving children alone in a school is a challenge which needs the urgent resolution from the educated and professional school community, as stipulated by the objectives of CER from Chapter 2, Paragraph 2.6:18-21, thus “preserving the good moral values that promote universal solidarity, help bring about a more just, humane, rational and reconciled society,” in schools. Leaving children alone in schools is indeed inhumane, irrational, unjust and perhaps unethical [in my view], considering that teachers are learned, professional, matured and enlightened society in schools.

4.2.2 Prevalence of absenteeism in schools

The PAM Document (RSA, PAM, 1998: Chapter G, C – 117) is clear on the arrangement for Time-Off in schools, and the following arrangement must be taken into consideration. “Efficiency and effectiveness in services rendered to the general public.” One scholar, Coetzee (2016:7 – 8) prefers to use the word absenteeism rather than truancy, hence my usage too in my analysis of this challenge. As referenced below from one **Grade 7 learner**, saying: “*Abanye bethu bayaphutha esikoleni ngenxa yokungabibikho kwabafundisi emsebenzini.*” (Some of us do absent ourselves from school because teachers, too, do absent themselves from work!)

Grade 10 learner: “*We are always wondering as to the reason for our teachers being absent from school in large numbers. That also makes some of us to being absent from school, especially when we realise that teachers are absent.*”

Using *textual analysis* of this challenge, children are sometimes continually absent from school because of teachers attending to their trade unions matters rather than being in

class teaching and children learning, as evidenced by the latter utterances from the two children. Such absenteeism is less interested in the child's interests at school, as stipulated by the RSA Constitution, Section 28(2) but is superseded by the teachers' trade union members' needs at school. This has a long term effect in the life of a child regarding academic performance, but I believe professional educators and officials can help solve such unnecessary academic gaps in the life of every learner, of course, working together with the school community. Academic gaps manifest themselves late in a learner's life, and that may cause school drop-outs which is a nasty effect for the nation, at large.

Using *discursive practice* or analysis of this statement, this model of absenteeism in schools is socially impermissible because the general society in the country is expecting children to be taught at school every official school day. The behaviour of teachers' trade union members is defeating the very reason for the existence of schools in the country. It also violates the human rights as appropriately stipulated in the RSA Constitution, which is the supreme law in the country. With all that said and as shown above, absenteeism remains a challenge in schools, consequently meddling with the process and a culture of learning and teaching.

Using *social context analysis*, this absenteeism takes place in schools where a community/society is expecting children to learn and be taught by teachers. Seemingly, this is not so because some teachers leave children alone to attend to their union matters during the official notional time. This violates the Personnel Administrative Manual in this matter. As I indicated earlier in Table 2.2.3.2 from Chapter 2, Paragraph 2.4.1(b), there is no time allocated for union activities during each official school day. Nevertheless, this study understands the provisions of the RSA Constitution, Chapter 2, Bill of Rights, Section 23(2) (a) and (b) as mentioned below in Paragraph 4.2.4, respectively. Duty-load time table for individual educator does not have time allocated for any other activity, save teaching only! A whole school day is officially limited to 7-hours for teaching and learning, not for union activities. This study uncovered that the very RSA Constitution does not tell as to: At what time of the school day, may teachers enjoy the provisions of the latter stipulation/s? As indicated earlier, the Duty-load Time Table is clear-cut on the number of hours that teachers

must strictly adhere to while at/during school day. Therefore, it is deduced from the analysis that absenteeism is actually prevalent in schools where there are teachers' trade union members, despite the fact that not all teachers in a school belong to one teacher union.

Grounded on and advocated by the CER objectives, the present society in schools needs to transform so that the prevalent absenteeism may plummet. As also indicated in literature above, no workplace will ever allow unreasonable absenteeism from employees. Therefore, such behaviours need to come to an end so that children may academically benefit maximally in schools.

4.2.3 Union activities taking place during teaching time.

The Department of Education is suffering from disorder which is sometimes caused by teachers' trade union activities which are taking place during, good teaching and learning time. Such activities are evidently planned during the 7-hour official and formal teaching time – this is unnecessary because teachers have more than enough time to organise their union matters outside this time. As much as this study fully understands the RSA Constitution, Chapter 2, Bill of Rights, Section 23(2) (a) and (b), no mention of the exact time in which such activities may take place in schools.

As Mahatma Gandhi (2015) puts it in his theory on unions... 'The direct aim of trade unionism is not in the last degree political, instead its direct aim is internal reform and also evolution of internal strength.' This study has observed the disorder caused by unions in COLT because their approach is political (radical)... as deduced from Gandhian theory mentioned above. See Chapter 2, Paragraph 2.4.1 (d). The following utterances from the unions' Site Stewards are attesting to the challenge being analysed.

Site Steward 1 (SS1) from the teachers' Trade Union A said during interview: *“In responding to your question, as teachers we interfere with the culture of learning and teaching (using gestures) when engaging in union activities during school day but we are exercising our constitutional right when participating in union matters”*.

Site Steward 2 (SS2). *“I am proud that my union is known for its non-violent approach when dealing with Department of Education because we know our rights and the procedure to follow, should we need to partake in strikes.”*

Using the *textual analysis* – “we are exercising our constitutional right” –, this is fine and constitutional but the timing is not spot-on! It is contrary to the provisions of the Labour Relations Act, (RSA, ELRC,1996) regarding official notional time set for the schools. As a result, the rights of children to receive education are violated, yet teachers are supposedly learned in this matter. Again, the interests of the child are neglected, yet the very reason for the existence of the schools is child’s interests – not the teachers’ trade unions’. Teachers’ trade unions are neglecting the interests of the child, because the constitution says, “they are of paramount important in every matter concerning the child” – not teachers! Looking at SS2’s utterances, their approach is non-violent and they know their rights and procedure when approaching union matters with the DoE in schools. Honestly speaking, that is commendable and let other teacher unions follow suit because that would help enhance their role in schools regarding COLT.

Using the *social context analysis*, our school society believes that “we are exercising our constitutional right” – nothing wrong with that, of course the Constitution is the supreme law of the country but as the learned school society, we need to marry our right with Section 36 of the South African Constitution which “states that rights in the Bill of Rights may be limited.” Exercising our rights as educators during teaching and learning time, challenges our education system to be disturbed.

Using the *discursive analysis*, it is socially acceptable for the teachers’ trade union members to exercise their rights when embarking/participating in union activities. Yet, teachers’ trade union members need to be reminded that Section 36 of the RSA Constitution limits their rights, especially if they infringe with rights of other people, in this case – children’s! As much as some children’s rights are non-derogable from the RSA Constitution, like Section 28(2) but this study supports the interests of children in schools, “which are of paramount importance in every matter concerning the child.” If we are insistent, we are directly creating a sour relationship with the very society that we are

serving, thus suffering the children. I must also emphasize that this study is not trying to impede teachers' trade union members in exercising their constitutional right as stated before but, it is trying to enhance their role in COLT for the mutual and harmonious co-existence in schools without meddling. Utterances from SS2 above, do confirm that as much unions are exercising their rights, but following the procedure is also professional and a right thing to do [in my view]. Confirmed by utterances in the seventh Paragraph (4.2.7) below, some teachers' trade union members do refuse to sign the time-off register. Based on the analysis from utterances above, truly union activities taking place in schools during teaching and learning time are indeed a challenge for children.

Once again, grounded and based on the CER objectives, we need to uphold insurgency against all practices of dictatorship taking place in schools, when some teachers' trade union members dictate terms regarding attending to union matters during the official COLT. It has been discovered from the above utterances that they ignore policies in place and show political attitude towards school management and leadership in schools. Literature has indicated that some teachers' trade unions do not report or inform school management regarding their absenteeism or leaving schools for attending their unions' meetings during COLT (Mahlangu, 2013:500).

4.2.4 Our needs are not met by the employer (SS No. 1)

Site Steward No.1 (SS1) says that *“The need for the process of teaching and learning to be uninterrupted.”* “This need for COLT, is knowingly violated by some union members thus meddling therewith. My study tries to talk sense to the employer who does not meet the needs of the union members in this regard. Having said that, the study is not naïve about the constitutional rights of members as stipulated in the RSA Constitution, Section 23(2) (a) and (b) “to participate in the activities and programmes of a trade union” as stipulated in Section 23(2)(b) never implies that, that right is absolute – in other words, it does not have a limitation as mentioned in Section 36 of RSA Constitution. It does.”

With reference to the above challenge, as said by **Site Steward 1**, *“as union members we feel threatened if our needs are not met by the employer.”* It is a usual behaviour to experience a defensive mode from anyone in that situation. Nevertheless, our behaviour

should enhance the role of teachers' trade unions in COLT. As I understand, all stakeholders in this study need one another to take our education system to another level of excellence where mutual co-existence is manifested, thus benefiting everyone.

Using the *textual analysis* of the above utterance by a Site Steward 1 (SS1), as prescribed under this level of scrutiny and I do not refute or confirm any facts here or speak on behalf of the participants, but it is true and on record that sometimes the employer drags her feet in meeting the needs of the teachers' trade unions, never mind responding thereto. That's why sometimes teachers' trade union society resorts to sit-ins in offices just to drive home their plight. This directly frustrates teachers' trade union society, hence resorting to all sorts of strikes – trying to bring to the attention of the employer, their facts and beliefs. And this threat is real when your needs are not met by your employer as confirmed by the Site Steward No.1 above. In the process, children in schools suffer the consequences.

Using *discursive analysis*, it is socially impermissible for the employer to neglect the demands/needs of the teachers' trade unions. Teachers are partners in the education fraternity, therefore heeding to their demands is noble and acceptable in the society, generally. This might improve the co-existence relationship of the Department of Education with the teachers' trade union society in schools. It is also fair to listen to the demands of the teachers' trade unions because they are helping the Department of Education to fulfil its national obligation, to educate all its citizens, failing which, teachers feel threatened when their needs are not met by the employer as confirmed by the very utterance from the Site Steward No.1 above.

Using *social context analysis*, looking at the utterance of... "Our needs are not met by the employer." In the society, it is the contractual duty of the employer to meet the needs of the union members in their employ. One of them being safe work environment and others. Should this be not met, teachers' trade union's needs may be provided as demanded if the budget is not strained or if the needs are material rather than financial. Conceivably, that may enhance the mutual and harmonious relationship between the two stakeholders in COLT.

As a theoretical framework, CER promotes emancipation of the marginalized and the oppressed in schools, therefore, as indicated in the above analysis, it is quite reasonable

for the employer to attend to the needs of the employees thus alleviating the injustices of the past regime in South Africa. It is the contractual duty for the employer to do so.

4.2.5 Department of Education sending teachers to workshops during COLT in schools. (SS No. 2)

I have seen a document (See Annexure 1 – Workshop circular) from the Department of Education which is evidently attesting to this phenomenon of sending teachers to workshops during time of teaching and learning in schools. It shows that some officials from the Department of Education do not know or understand the law pertaining to this occurrence. That law is found in Chapter C – 63 of the Personnel Administrative Measures (RSA: PAM) document, 3.2 (d)... stating that, “all educators may be required by the employer to attend programmes for ongoing professional development, up to a maximum of 80 hours per annum. These programmes are to be conducted outside the formal school day or during the vacations. The employer shall give at least one term’s notice of programmes to be conducted during the school vacations.”

Seemingly, the said **Site Steward No.2** is fuming about the research question which sounds biased in his understanding – hence his blistering response:

“What about the very Department of Education that sends teachers to workshops during the culture of learning and teaching – during official notional time? Are you not aware that there are cultural activities that also interfere COLT, what do you say about that?” and the following utterances too, are evident to the latter blistering response from the Site Steward 2.

Site Steward 1. *“I wonder, because union activities taking place in schools are also similar to the activities that the very, very DoE is conducting in schools. For example, the provincial team visiting underperforming high schools in the province. They come during the weekdays and during teaching and learning time in schools, what do you say about that, sir?”*

Using *textual analysis* of the above utterances, The Department of Education appears to be guilty for violating the provisions of the PAM Document in this matter, allowing

workshops to take place during the official school day, instead of allowing COLT to take place in schools without meddling. Departmental officials need to be cognizant of the latter provision and therefore need to strictly abide therewith. I think teachers' trade union's anger is justified relating to this challenge. Definitely, there are other extra mural/cultural activities as confirmed by the utterances from Site Steward No.1 above, taking place in schools during the official school day, therefore it is unfair to dub teachers' trade unions' activities as the only ones meddling with COLT in schools, though it may not be as meddling as the teachers' trade unions' activities. Reason being, some take place right at the last hour or 30 minutes before the school out. I have seen some schools, during my observation (see Paragraph 2.2) that such activities do take place right after school – not like the teachers' trade unions', taking place almost the whole official school day.

Using the *discursive analysis* – as much as the Department of Education is the employer of teachers in the country, it needs also to abide by the rules and regulations in place. This is a huge challenge which calls for the department's urgent attention because it meddles with the culture of learning and teaching in schools. And, it makes the working relationship with other stakeholders, sour! Site Stewards, as indicated above... are quite right when pointing a finger to the department regarding the workshops and other non-teaching and learning activities taking place during teaching and learning time. The latter is buttressed by the 'PAM Document' stipulation as indicated above. My study would love to see the role of teachers' trade unions and the Department of Education enhanced in schools, thus benefitting the children.

Using the *social context analysis*, confirmed by the utterances from the participants above, the aforementioned workshops and other non-teaching and learning activities do take place in schools under the watchful eye of the Department of Education, as if it is allowed to. This will afford COLT not to be meddled with, thus benefitting the child. Our society at large, is expecting the process of teaching and learning to unfold smoothly and with little or no disturbance as discovered from utterances by the participants. Having analysed all utterances from the participants in this challenge, it became clear that the role of teachers' trade unions in COLT might be enhanced.

From CER as the theoretical framework point of view, the Department of Education should be promoting a diversified education for all individuals in order to steer them away from over-specification, not sending teachers to workshops during COLT because that kills the rhythm of education in schools, creating unnecessary inconsistency and redundancy in the education system.

4.2.6 Fighting for the constitutional rights and benefits at work.

With reference to Chapter 2, Paragraph 2.4.3, education funding and policy if not properly done, threaten teachers' trade unions to forsake children in classrooms to go "fight for their rights" in receiving a living wage/salary. Policies too, need to be appropriately methodology-appropriate, if not reviewed to cater for the needs of all stakeholders in COLT. My study's observation (see Paragraph 2.2) in our country is that education policy-making is political and unionized thus impeding the good role of teachers' trade unions in COLT. I have observed that some schools do appoint candidates to managerial and leadership positions based on the political or union affiliations. This renders schools to be political centres where comrades fulfil their wishes. Nothing wrong with that, but the needs of children/children in schools must be of paramount importance concerning their education, nonetheless!

Considerations of the child's best interests and rights are not taken into account, yet the PAM document does give a guideline on managing the process of unions' partaking in their activities. On behalf of the site members, (i.e. particular teachers belonging to a particular teachers' trade union in this school) this particular member responded to the question as follows:

Ordinary Union member 1 (OUM No. 1) *"Teachers need to fight for their constitutional rights and benefits at work, therefore they must involve themselves in bargaining activities, even strikes – If consensus is not reached."*

Ordinary Union Member 2 (OUM No. 2) *"Fighting for our constitutional rights and benefits in schools is not new."*

Using *textual analysis*, with this utterance, there is absolutely nothing wrong with teachers fighting for their rights; actually it is constitutional in South Africa when referring to Section

23(2) (a) – (c) and 23(5), respectively. But, it is the aim of this study that teachers will do so, not during the teaching and learning time, this interferes with the smooth running of a school thus resulting in its dysfunctionality.

Referring to my continuous interviews as a Site Steward, some schools are battling to be functional because of the attitude and behaviour of teachers' trade union members in their schools. With this study, I hope such environments may be reversed thus benefitting the school human family and the child. This would better the human race in the long run. Children need to be academically strong to face the future challenges in life. That would be a good justice done to our children if we adhere to the sound principles of teaching and learning as guided by the policies of the Department of Education.

Using the *discursive analysis*, as indicated in other analysis emanating from the utterances of the participants, fighting for your rights and benefits in the work place is good but, while fighting for the good cause, of course – let us ensure that disturbances in schools are minimal or none, because children are the main beneficiaries of our irresponsible behaviours in schools, yet we are teaching them to be future leaders in different fields of study. This may also enhance the good relationship between stakeholders in schools.

Using the *social context analysis*, discourses taking place in schools should enhance the role of teachers' trade unions in COLT. It is allowed and expected to see stakeholders having hot debates on issues pertaining work and otherwise, but this may take place in a professional way where stakeholders discuss or negotiate their concerns until reaching an amicable consensus, at the end. Fighting for the rights and benefits at work is normal, as I understand it, but the good participants need to ensure that other processes are not entangled with, instead a suitable venue might be sought for "fighting" to take place – outside the school environment, even outside the normal teaching and learning time. As a theoretical framework, CER does encourage the emancipation of the marginalized and oppressed. Therefore, at a right time and venue – teachers' trade unions can fight for the rights and benefits of their members because the history of unionism in South Africa does tell us that unions emerged to fight for the workers' rights at work, thus emancipating them from marginalization and oppression. It is pleasing though, that such a rhetoric is gradually changing in South Africa, the marginalized and the oppressed are now emancipated from

the shackles of apartheid which was oppressive and marginalizing black people in the work place.

4.2.7 Time–Off Register is not negotiable (Principal 1)

As mentioned in Chapter 2, Paragraph 2.4.2, “the strict application of the rules regarding the management of time-off would be very helpful as stipulated by the PAM document (1999)” to handle the refusal of signing time-off in schools. What I understand about time-off is that it is law; therefore, signing it is not negotiable or optional in schools. Following below, are utterances that emanated from the Instructional Leaders as shown in the texts.

Sadly, as uttered by the **Instructional Leader** (Principal 1), *some members refuse even to sign a “Time-Off Register, especially the members of the Branch Executive Committee, yet the law from the PAM Document states that everyone must adhere to that lawful instruction.”* The following utterances from Principal 2 also confirm that “Time-Off Register” is an optional tool to some union members in schools.

Instructional Leader (Principal 2): *“Being long in the service of the DoE – meaning I have a vast experience where I have witnessed that unions refuse to sign this register but I commend those who are continually complying with the requirements of this tool.”*

Using the *textual analysis*, emanating and confirmed from the utterances of the Principal No.2 above, it is on record that some teachers’ trade unions’ members in schools do refuse to sign the Time-Off Register when attending to their unions’ meetings/matters during the teaching and learning time in COLT. They fail to understand that law in place was agreed upon by all teachers’ trade/labour unions at a bargaining stage – therefore, they all need to comply with this requirement. It is part of their agreement with the employer. In the general society, teachers are perceived as professional people who know and understand the implications of abiding by the legislation in place or not. It is factual that teachers must adhere to the legislation in place so as to enhance the harmonious co-existence among all stakeholders in schools. This may in turn, enhance the role of teachers’ trade unions in COLT.

Using the *discursive analysis*, it is socially impermissible to refuse signing the Time-Off Register in schools. Considering the specific role that teachers play in the society, it is definitely improper to witness such misbehaviour from the learned society. This also creates a sour relationship among stakeholders in schools. It is again the main objective of my study to enhance the role of teachers' trade unions in COLT. Challenges like these have no place in schools.

Using the *social context analysis*, the refusal to sign the Time-Off Register is not right for the professional educators to repudiate signing it in schools because it is lawful to. I think the lawmakers relating to the register were and still are aware that the community is right to expect educators to sign the register. Failing to sign the register is indicative of lawlessness in most schools where there are members of teachers' trade unions in schools. The Instructional Leaders are quite right; teachers' trade union members will need to review their attitude towards this management tool because it is lawful. Therefore, everyone in schools shall need to comply.

With CER as a theoretical framework, promoting revolution against all forms of fascism (dictatorship) in schools, it has been established that some teachers' trade unions are noticeably dictating in their approach towards the employer regarding signing time-off in schools. And to the extent that they don't sign time-off register when leaving learners alone to attend to their union matters during the official COLT. It is therefore sad that the learned, professional, matured and enlightened society in schools is deliberately refusing to abide by the reasonable policy in place, showing signs and attitude of dictatorship.

4.2.8 Lack of teachers' standard professionalism.

This is a challenge that must be addressed with immediate effect in COLT because it kills the good noble job that we once dubbed..., "*a calling from God!*" We need to go back to the basics and reinforce good standard of professionalism in our teaching profession. The very nature of our teaching profession is professionalism, meaning we respect other people and also show consideration of them in whatever we do at work. Emanating from such a brilliant definition of professionalism, one would ask himself, where then does, "good standard of professionalism disappears from some teachers at work" come from?

Instructional Leader (Principal 2) ...” *My response would be that as teachers we need to handle our affairs in a professional manner, whatever the cost. Our profession is actually professional.*”

Site Steward 1...” *I agree that sometimes good standard of professionalism evaporates with us when we fight for our needs with the employer, but truly speaking we are obligated to show professionalism in the manner in which we handle our affairs with stakeholders at work.*”

Using *textual analysis* here, confirmed by the utterances from both the Instructional Leader and the Site Steward above, professionalism was generally communicated in teachers’ training schools/colleges or universities. Meaning, teachers in general understand the concept of professionalism, that’s why they (participants) maintain that they must be professional in handling their affairs with any stakeholder at work. All facts relating to the ideology of professionalism were presented to student teachers, even during workshops – this concept is drilled to teachers.

Therefore, it is fair to ask the question...where then does “good standard of professionalism disappears from some teachers at work” come from? Based on my interviews in schools, events thwarting professionalism in some schools are concerning, especially where there are members of teachers’ trade unions. As explained above, professionalism remains the most important element in creating an approach that may help enhance the role of teachers’ trade unions in COLT in schools. Teachers behaving unprofessional is when they inverse the meaning of professionalism as explained at the beginning of this paragraph (3rd sentence). Teachers’ trade unions’ activities in schools are contrariwise suggesting the understanding of professionalism in schools.

Using *discursive analysis*, professionalism is a socially accepted concept especially in schools as reiterated by the utterances from the participants above. It is not negotiable that teachers need to be professional in the manner in which they handle their affairs at work. I have observed that in some schools, some activities of teachers’ trade union members do meddle with COLT in schools and are suggesting that professionalism has no place in

schools. This is a sad state of affairs. Gladly, the Instructional leader and the Site Steward above do emphasize the importance of professionalism in schools. And the interpretation of such events does send a bad message to the society that schools are serving. Nevertheless, it is not all teachers' trade unions' activities that are anti-culture of learning and teaching. Some unions are following the dictates of professionalism in their schools, which is commendable COLT.

Using *Social context/analysis*, professionalism that does disappear, takes place in schools where the expectation of professionalism is high since teachers are dubbed "professionals." Based on the utterances from the Instructional Leader and the Site Steward above, it is therefore right for the community to expect professionalism from schools especially in COLT. The communities around schools are expecting some degree of professionalism taking place in their schools because it is also allowed by the whole society in schools where children attend.

But, with the participation of teachers' trade unions in their unions' activities in schools and during the official teaching time, professionalism does sometime disappear. The latter has been confirmed by my interviews in some schools while collecting data for this study. Besides, I am union's Site Steward in my school, so I possess genuine information on this matter. As a theoretical framework buttressing this study, CER encourages the preservation of the "good moral values that promote universal solidarity, help bring about a more just, humane, rational and reconciled society." It is therefore in this vein that teachers must show that they are professional in schools because that might bring about a good standard of moral values in schools, where every stakeholder in schools would benefit – more specifically, children.

The following are the components of the strategy relating to the challenges discussed above.

4.3 COMPONENTS OF THE STRATEGY THAT MAY HELP ENHANCE THE ROLE OF TEACHERS' TRADE UNIONS IN COLT.

4.3.1. Compulsory class attendance by all.

Children need to be attended in schools for their safety and their right to receive education. Besides, teachers too, must be at school teaching. The latter sentence attests to the

employment/contractual obligations of each teacher at school. The following texts are the utterances endorsing the first component as mentioned above and confirmed by the Grade 10 learner as worrying too, if they are left unattended in schools during teaching and learning time.

Grade 7 Learner: *“Ngiyawuzwa umbuzo wakho kodwa kusiphatha kabi kakhulu masilaxazwa sodwa. Njengabafundi, siyadinga ukunakwa ezikolweni ukugcwaliseka kwelungelo lethu ukuthola imfundo.”* (I understand your question, but it is very bad when we are left self-contained in class. As children, we need to be attended in schools to fulfil our right in receiving education.)”

Grade 10 Learner: *“Teachers deserting us and not teach is worrying us as children in the school, we see teachers’ role as crucial in developing the us in every respect but, what can we do, we are minors?”* I think teachers need to have time with us in schools.”

Using *Social context/analysis*, current news is suggesting that most children are left unattended in some schools because of teachers, not only attending to their unions’ matters but to the workshops and seminars that are continually organized by the very department of education. This takes away many teachers from classrooms, thus leaving children alone. This results in children hurting one another, illicit behaviour among children crops up, like bullying. Nasty outcomes from the latter always emanate when children are alone, either at school or at home.

As children moan that status – confirmed by utterances above, it is therefore advisable for the officials – especially the policymakers of the Department of Education to be cognisant of this complaint from children and therefore come up with a policy that will see children attended in schools as confirmed by children’s utterances above. (“We need to be attended in schools/ teachers need to have time with us in schools.”)

This non-attendance of teachers to their children in schools is conceivably suggesting that professional/learned community, specifically in schools is lacking the understanding and implementation of the Constitutional provisions of Chapter 2, Bill of Rights, Section 28(2)

read together with Sections 29 and 36, respectively. Teachers are therefore reminded of the concept of: “*loco parentis*,” as mentioned by Vollenhoven (2008:71).

Using the *textual analysis*, it is always recorded in attendance registers that teachers are out of school to their unions’ meetings during the official teaching and learning time, thus leaving children alone in schools. The importance of teaching and learning in schools needs to be continually communicated to the educators, not of course forgetting their constitutional right to participate in union activities as stipulated in Chapter 2, Bill of Rights, Section 23(2) of the South African Constitution. Children are fairly worried by this phenomenon of being left unattended in schools – it is therefore also fair for the learned and professional personnel in schools to listen to their “little voices” and perhaps their academic performance might improve. Children’s utterances above suggest that teachers need to have time with them or be attended in schools as per their constitutional right to receive education.

Using the *discursive analysis*, as indicated above, it is impermissible in the community for children to be left unattended in schools without a teacher. Eventually, children are suggesting that teachers need to be with them or be attended in schools for them to receive education as per their constitutional right to. This study is therefore suggesting that children should, under no circumstances be left unattended in schools because that is dangerous for them. Instead, children should be continually attended in schools so that COLT may be enhanced. As indicated above, worried children see life in schools as dangerous when teachers are absent. This is indeed true; therefore, teachers need to respond to the discursive analysis’ suggestion in this section of the suggested solution. That done, the aim of the study might be fulfilled.

With CER as a theoretical framework for this study, there are no ways that children and teachers may be relieved from the chains of marginalization and oppression (as advocated by CER) if they are not attending school – teaching as teachers and learning as children. Therefore, compulsory class attendance by all stakeholders is [in my view] fair and reasonable.

4.3.2. Continuous teaching and learning should take place even during teachers' trade unions activities.

Children find a loophole in non-attending classes because of the absence of educators in schools. Whereas, continuous teaching and learning should take place even during teachers' unions' activities. Paradoxically, one may ask the following rhetoric question; How does COLT continue if teachers are absent in and from schools? As such, the following learner is stressing that when teachers teach, surely there was no reason for learners not to attend classes.

Grade 10 Learner: *“My response would be that teachers’ trade union members must teach first before attending to their union matters/activities in schools. As children in schools we believe that even the attendance of school by children might be enriched.”*

Instructional Leader (Principal 1) *“I wish to get and understand a reason making teachers absent in schools, because it appears as if they value union matters more than their employer’s. That alone, undermines law in schools thus meddling with the culture of learning and teaching. And that may contribute to the social ills manifesting themselves in many communities in the country.”*

From the above utterances, it is clear that even senior members of the particular trade unions are attuned with COLT being meddled with by the members of teachers' trade unions in schools, attending to union activities in schools during COLT. This may affect children in attending classes. Principal 1 says that may contribute to the social ills.

Looking from the *textual analysis* point of view, at the utterance by the learner above, teachers must teach first before attending to their unions' activities – it confirms that children are fully cognisant of the teachers' role COLT in schools. There is a record of events where teachers absent themselves in attending to their union matters, thus affecting the daily and regular attendance of children. This is in line with the teachers' daily duties as stipulated in the PAM document and in other education department's policies and legislation. This child is being factual in communicating the message to the interviewer. Fairly so, the Principal 1 too – wishes to get a reason for teachers' absence in schools because that indirectly

contributes to the social ills that are manifesting themselves in many communities in our country. Knowingly, the reason for teachers not attending to children in schools is the union activities which they attend during COLT.

Using the *discursive practice/analysis* from CDA, as the child states above, teachers must first teach – it is a socially acceptable behaviour in specific roles in the community to teach children and uplift their standard of life, thus benefitting the entire country at large. It is undeniable that teachers hold a specific and a crucial role in the community. Teachers' role in schools is foundational in building the nation. As much as it is their constitutional right to participate in union activities but it must be done appropriately, not violating any right of the child whatsoever.

Teachers need to remember the provisions of Section 36 and Section 39 of the South African Constitution when planning to embark on the strike action or involving themselves in any union matters. The culture of forsaking children during the official teaching and learning time is directly violating the very rights of children, as stated in the country's Constitution and the Children's Act of 2007. I believe that planners of the syllabus from the department of education may benefit from this study if they attend to the provisions of the law and implement them appropriately.

Using *Social context/analysis*, teaching of children takes place in a school where the rights and obligations take place regarding the child. Teaching children first is priority number one, after which teachers may attend to their union activities. A school is an institution for educating children (any institution at which instruction is given in a particular discipline), not the unions' place of conducting their meetings and perhaps handle any union-related matter in the premises of the school. A school is a social asset where children are taught and prepared for their future. If the latter is not understood, attendance of children in most schools might be affected. Instructional leader confirms that the reason for teachers to attend to union activities should not supersede (take the place of) teaching children first. Absenteeism in schools by union members can be managed appropriately in South African Schools as supported by Coetzee et (2016: 7 and 8).

Grounded on and based on CER as a theoretical framework, this component would help transform our present society into a just, rational, humane and reconciled society, thus emancipating it from being marginalized and oppressed. Disturbing COLT in schools is very unfortunate because it advocates what is contrary to the objectives of CER. Therefore, planned COLT must continually take place in schools, as this is a constitutional right of children.

4.3.3 Teachers' trade union activities should not be taking place during teaching day.

It has been my accentuation throughout the study that union activities may take place only after official school hours or during school holidays, to avoid meddling with the culture of learning and teaching. I have also said that union activities are not the only elements in the equation causing meddling with COLT in schools, but workshops and other departmental sports programme do contribute to the equation. The Department of Education must drive home the content/provision of the Personnel Administrative Manual (PAM Document – Chapter A, Section 3.3.2(d) in this regard, as referenced above.

The following utterances from the Instructional Leaders/School Principals confirm the above suggested solution from my point of view.

Principal 1 (Instructional leader) said: *“Responding to your question sir, as the principal of the school I find it foul-tasting for the teachers’ trade union members to forsake teaching and learning during the official notional time and attend to their union matters or activities. These should take place outside teaching and learning time in schools.”*

Principal 2 (Instructional leader) also said: *“Sadly, some members refuse even to sign a ‘Time-Off Register,’ especially the members of the Branch Executive Committee members, yet the law from the PAM Document states that everyone must adhere to that lawful instruction.”*

Using *textual analysis*, there is record of events where teachers’ trade union activities are taking place during teaching and learning time. As such, these experienced instructional

leaders use strong language, “foul-tasting” to emphasize that, that is bad for the children who are left unattended at school and the education system too, suffers the consequences to fund teachers who are not at school as per their contractual requirements. And these instructional leaders are factual in driving home this idea; they even relate to what the PAM Document stipulates to that effect. I fully concur with these instructional leaders; teachers’ trade union activities should not be taking place during teaching day, but outside teaching and learning time.

Using *discursive analysis*, it is quite in order to expect a good social behaviour from the learned and professional personnel in schools. Relating to their behaviour when attending to union matters during teaching time is haywire to me. There is law in schools that they must adhere to, but seemingly, that law is undermined if not deliberately ignored at the expense of children’s right to receive education as stipulated in Section 29 of the RSA Constitution. Hence the utterance from one Instructional Leader above...” foul-tasting” indeed in schools! Union activities should take place after school hours, as confirmed by utterances from the leaders above. I have said a lot about union members refusing to sign a Time-Off Register in schools – which is also an impermissible behaviour because that management tool is law and not-negotiable anymore.

Be reminded, though, that all utterances are seemingly pointing to the aim of this study, viz; to enhance the role of teachers’ trade unions in COLT in schools. And the relationship among individuals in schools might be enriched. Should this suggested solution be implemented, I am sure that the aim of this study was achieved – thus benefitting all stakeholders in schools, more particularly, children!

Using *social context/analysis*, teachers’ trade union activities taking place in schools during teaching and learning are directly thwarting the legitimate rights of children receiving education at that time. All teachers know that, yet when they forsake children during teaching time for the union matters are incorrect. It is therefore generally expected and allowed by the school society to see a teacher’s teaching as it is the law. Their union activities may be migrated to the weekends or school holidays, as confirmed by the utterances from the instructional leaders mentioned above. Having that been done, the aim of this study might be enhanced.

CER as a theoretical framework for this study promotes the revolution against the dictatorship style of teachers' trade unions in schools, which is discouraging, considering the fact that teachers are professionals and they know how to communicate with stakeholders. And that would help ease dictatorial attitude in schools because it causes unnecessary conflict and the disturbance of COLT. Their union activities taking place during COLT are misdirected and are existing-policy resistant.

4.3.4 Exercising constitutional rights during COLT is impermissible (SS No.1)

As confirmed by the following utterances from Site Steward No.1, and the Provincial Leader (Chairperson) below, regarding the above-stated suggested solution, I remain persuaded that as a scholarly community of educators, we can exercise our constitutional rights outside the official teaching and learning time in schools.

Site Steward No.1: *“As teachers, we need to abide by the existing legislation so that we do not interfere with the culture of learning and teaching. Also, do not forget that as teachers, we are exercising our constitutional right when we participate in union matters”.*

Provincial Leader (Chairperson): *“As much as it is our constitutional right to strike, but it makes sense to consider children first before embarking in strikes. Culture of learning and teaching needs to be uninterrupted when we go out to union matters. That would be my suggestion here.”*

Using the *textual analysis*, exercising your constitutional right is well documented in our RSA country's constitution, but in the same vein, it is also well documented in the very constitution that rights may be limited because some rights are not absolute. The reason for this right to be impermissible is simply because it violates and infringes with the rights of children as stipulated in the constitution as confirmed by the utterance above...” consider children first before embarking on strikes.” The latter analysis does not suggest that union members' rights are not to be treated with the same yardstick. We need to balance the equation here regarding exercising our rights so that the rights of children are not violated in the process. The presentation of facts regarding the rights of children in

schools will need to be conveyed to all stakeholders, because that might enhance the role of teachers' trade unions in COLT. That might be a good idea.

Using the *discursive practice analysis*, as much as it is a socially and constitutionally acceptable behaviour for us to exercise our rights in schools, it is also socially acceptable to respect the rights of other people, especially children's' in our schools. This might enhance the role of teachers' trade unions in COLT. The role that the teachers play in the community is critical in developing the young mentality in our children that will see them becoming responsible citizens in the country.

Using the *Social Context/Analysis*, exercising the constitutional rights takes place in schools where most trade union teachers are employed. As I have stated above, it is allowed, of course, to exercise your constitutional rights, but care must be considered here regarding Section 36 of the RSA Constitution – Limitation of Rights. As much as rights are allowed and expected to be respected, we need to respect other people's rights. In our case, the rights of children need to be well taken care of because we are the learned community with a reasonable understanding of the educational law relating to children in our schools.

As a learned school community, we need to acclimatise ourselves with the provisions of the country's constitution to enhance our role COLT. Our country's constitution is clear on the rights of children in schools – including the limitation of rights, meaning that some rights are not absolute. And this might be a practical solution in our schools where teachers' trade union members are. In terms of CER, revolution against all forms of fascism/dictatorship is promoted. As such, it is dictatorship at its best to exercise constitutional rights during COLT because our RSA Constitution, Chapter 2, Bill of Rights, Section 36 does stipulate that rights are limited. Therefore, exercising them is definitely dictatorial [in my view] and misplaced in schools.

4.3.5 Teachers may not be sent to workshops during teaching and learning time in schools. (SS No. 2)

Annexure 1 (attached) is a proof/evidence that the very Department of Education sends teachers to workshops during time of teaching and learning in schools, violating the policy

as stated at work of Educators Act (EEA) 76 of 1998, Chapter A, Paragraph 3.3.2(d), viz... “all educators may be required by the employer to attend programmes for ongoing professional development, up to a maximum of 80 hours per annum. These programmes are to be conducted outside the formal school day or during vacations. The employer shall give at least one term’s notice of programmes to be conducted during the school vacations.” In the same vein, teachers’ workshops should definitely never be run during each formal teaching day because there is no provision for that here. There is evidence showing The “Support and Orientation Workshops” that teachers must attend, starting at 08h30. See Annexure 1 (Attached).

Scrutinizing the attachment, it is sad to mention that one-teacher or two-teacher schools in one region in RSA, is evidently closed for the period of 18/19 days. That is more than three weeks of teaching and learning time “stolen” from schools. Reason being, these teachers are teaching the whole subjects in all grades, therefore they have to attend these support and orientation workshops organized by the Department of Education. Evidently, one school that I know in the same region, a teacher teaches from Grade 4 – 7 all subjects. No ways that such a teacher will ever be in class while these workshops are being facilitated as per invite attached above. If there are means/ways that the Department of Education can use to discontinue sending teachers to such workshops because they are directly meddling with COLT in schools, thus suffering the child! That would be marvellous because children’s rights to receive education are being violated by such workshops. But again, the following utterances from the participants confirms this practice in schools.

Site Steward 2: *“I am concerned about your question (How would you respond to the question that teachers’ trade unions are disturbing COLT in schools?) because it sounds like teachers’ trade unions’ teachers are disturbing the culture of learning and teaching in schools. Are they the only ones doing that? What about the very Department of Education that sends teachers to workshops during the culture of learning and teaching, official notional time? Another point to remember is that there are cultural activities that also interfere COLT, what do you say about that? Your question is biased. Be it as it may, as educators we can positively contribute towards enhancing*

our role in COLT by perhaps refraining from attending to our trade union matters during COLT and attend to that after school/hours or even during school holidays or weekends including public holidays as stipulated in the PAM document. If unions must discontinue, so is the Department of Education!”

Site Steward 1: *“It is a concerning practice which must be halted as soon as possible because it violates policy in place therefore unlawful.”*

Using the *textual analysis*, sending teachers to workshops does take place in schools where COLT should never be meddled with, surprisingly the very officials from the Department of Education do ignore what the law says about COLT. As such, a communication like that wouldn't have been sent out to teachers because that meddles with the culture of learning and teaching in schools. My textual analysis is therefore factual because it has attachment which is evidence to that effect. Such communication is negligent and ill-informed of the education law taking place in schools. Some Model C schools, as we call them in the country do implement that programme only after official school time and it works for them. They have no complaints from the parents; instead parents support their children in such schools. The latter may be the solution for the Department of Education so as to avoid meddling with COLT in schools. Confirmed by the utterances from both seething Site Stewards above, saying if teachers' trade unions must discontinue attending to their union matters during COLT, so is the Department of Education in sending educators/teachers to workshops during COLT.

Using the *discursive analysis*, as much as the Department of Education is the employer in this case, but the model they use in implementing some policies is socially impermissible because it takes teachers away from class during the official teaching and learning time in schools, violating policies in place. Especially considering the role that they play in the community; the role of trust. Interpreting their role is much bad from the general community and worse from the academic community because the officials are assumedly knowledgeable; therefore, such behaviour should be halted with immediate effect as confirmed by one utterance from Site Steward 1 above.

Using the *social context/analysis*, such decisions that are sending educators to workshops do take place in the management and leadership offices of the Department of Education. One wouldn't expect such, to emanate from that part of the employer. Anyway, such behaviours are violating policies in place, even if they come from the employer. The employer must employ officials based on their suitability rather than other reasons which are not education-linked because that kills the ability of the employer to perform to her level best. Eventually, that destroys the drive of uplifting the communities in which we work. The community has a high expectation of the employer being the best in supporting the child in schools. The entire education system is threatened by a plethora of factors, which demonstrates that even the Department of Education officials do not understand the constitutional obligations for the children and the education system as a whole to function without meddling. The culture of learning and teaching is meddled with, yet there are alternative days that can be used to cater for all these wonderful sporting activities as confirmed by utterances from BOTH site stewards above. Education of children, as enshrined in the country's constitution, must receive our utmost preference "in every matter concerning the child."

My observation (see Paragraph 2.2) and interpretation of this Action Plan (ANNEXURE 3 – ACTION PLAN) say that there were nine official school days for the first term in 2020, in which the culture of learning and teaching was disturbed, thus suffering the children in the classrooms. I think such programmes would be suitable if they are accommodated during weekends or school holidays as stipulated in the PAM Document. The Department of Education can re-look at the number of holidays that teachers enjoy throughout the year. Education policymakers might have a different approach in ensuring that the culture of learning and teaching has minimum or not any disturbances throughout the year. This might ensure that the constitutional rights of all stakeholders are taken care of in relation to COLT in our schools.

With CER as a theoretical framework, sending teachers to workshops during COLT is misplaced and irresponsible [in my view] thus encouraging marginalization and oppression of children in schools. Children will never be emancipated from the shackles of ignorance and oppression because of non-receipt of education in schools as it is their constitutional

right to. As Mandela (2014) once said: *“Education is the most powerful weapon that you can use to change the world.”* The million-dollar question is: How does one change his/her life-world, without education? In my view, education is the tried-and-tested tool that can change one’s life-world.

4.3.6 Collective bargaining with the employer.

As I mentioned in Chapter 2, Paragraph 2.4.1 A (b) “In respect of urgent meetings arising from the collective bargaining process, the employee organization should advise the responsible person on methodology applied by the employer timeously of such urgent meetings.” Urgent meetings would be attended only if the employer is “timeously” advised. “Timeously” to me suggests that that period is at least a day before the day of the proposed meeting. Employee organisations are encouraged to refrain from urgent matters meetings – considering the nature of the stakeholders, especially children. The employee organisations may have a yearly planner which was officially distributed to managers in the education department in order to curb the propensity of the teachers’ trade union members to meddle with COLT in schools. As confirmed by an **Ordinary Union Member (OUM) from school A...** *“Teachers need to fight for their constitutional rights and benefits at work, therefore they must involve themselves in bargaining activities.”* **Provincial Union Chairperson:** *“Bargaining remains our most powerful weapon to use when engaging with employer.”*

Using the *textual analysis*, with this utterance, as stated in Paragraph 4.2.6 above...generally speaking, some schools are battling to be functional because of the attitude and behaviour of teachers’ trade union members in their schools. Bargaining with the employer as it is infrequently done must be a regular practice until a consensus is reached, thus benefitting all stakeholders. The latter is confirmed by the OUM from school A – teachers may involve themselves in bargaining activities. Provincial Union Chairperson is also encouraging engaging with the employer regarding union matters for the benefit of their members.

Using the *discursive analysis*, it is socially acceptable for the stakeholders to bargain at a table where a consensus might be reached and perhaps meddling with the culture of

learning and teaching might plummet. Fighting must show we are academic and professional in handling/ironing out our differences as adults. Our role in the community must depict a professional approach, even if we differ in opinions regarding any matter. The community does value educators high, therefore for the culture of learning and teaching to thrive, we need to work together to resolve challenges at hand. Therefore, bargaining is one of the most powerful weapon which is being used by unions in engaging with the employer as confirmed by utterances of the participants mentioned above.

Using the *social context/analysis*, bargaining may take place in schools' conference rooms after teaching and learning hours are over. Failing which, this may take place in offices where stakeholders are comfortable to. Bargaining must be a quiet yet engaging process without fighting. Community has high expectations from educators in schools. As such, whatever we do there, let the banner of professionalism fly high from us as educators. That might help enhance the role of teachers' trade unions in COLT.

As encouraged by CER as a theoretical framework, "to preserve the good moral values (between stakeholders) that promote universal solidarity help bring a more just, humane, rational, and reconciled society." Collective bargaining with the employer promotes universal solidarity [in my view] because stakeholders come to have a one understanding about issues affecting them at work, thus coming up with a consensus-driven solution to a problem. And that could bring more just, humane, rational and reconciled society in schools.

4.3.7 Time – Off Register is not negotiable (Principal 1)

As mentioned in Chapter 2, Paragraph 2.4.2... "the strict application of the rules regarding the management of time-off would be very helpful as stipulated by the PAM document (1999) from the Employment of Educators Act 76 of 1998.

The current condition in most schools where unions have their active members in union matters is disheartening when you factor-in the provisions of the RSA Constitution, Section 29 as explained above. Children are deprived of their right as provided by the latter stipulation from RSA Constitution. This condition spills over to the end year results of every school grade, ordinarily Grade 12."

The following utterances from the School Register Administrator (SRA) and the Instructional Leader No. 1 (Principal) do confirm that “*time-off register is optional or non-existent to some union members yet it is law.*” Union teachers seem forgetting to complete and sign the time-off register as stipulated in the Personnel Administration Manual (PAM Document).

Instructional Leader No. 1 (Principal): “*It is strange to me that time-off register means nothing to some teachers yet it is a policy dictating its signature. Experience to this matter has taught me to monitor this tool on weekly basis to ensure that compliance thereto is adhered.*” Peradventure, the union leaders need to induct their members on this matter – honestly, it is worrying indeed.

Using the *discursive analysis*, looking at the community that we work in, it is a good practice to abide by any reasonable and lawful practice in place, especially at work. Union members in schools must understand that being lawful means you are professional because all systems in place are protecting every stakeholder for whatever reason. Therefore, this should be a lesson on its own that signing a time-off register in schools is mandatory and a good practice too as confirmed by the School Register Administrator and the Instructional Leader at school. A community also regards educators as its good models in showing what is good and acceptable in the community, their role (teachers’) must always be exemplary. That produces a good image of teachers in the community; hence supporting the school is enhanced. In that manner, enhancing the role of teachers’ trade unions in COLT might be enriched.

Using the *textual analysis*, a school is a legal place where all events relating to signing the time-off register are recorded. My analysis of this challenge is clear, emanating from the PAM Document. Time-Off Register is law in schools, there must be sanctions applied to refusers to this effect because it is not optional but mandatory to comply. Participants above confirm that signing a Time-Off Register is policy, therefore lawful.

The Personnel Administrative measures (PAM document, Chapter G:C-117) do provide for the control and administration of the union members time-offs. But, this seems toothless in

curbing the lawlessness shown by the union members when attending to their union meetings during the official notional time. A strong policy might be eye opening to the policymakers of the Department of Education to revisit and renew its “biting ability” so as to alleviate the propensity of teachers’ trade unions in meddling with COLT.

Using the *social context/analysis*, time-off takes place in schools and is therefore reasonable for the educators to comply therewith, without refusal. It is a norm and allowed that what happens at schools, all teachers will comply because the expectation from the community is high concerning the teachers. By so doing, that would make the aim of this study successful.

As a theoretical framework, CER promotes the revolution against all forms of fascism/dictatorship in schools. It is discouraging [in my view] to notice that some teachers do show a dictatorial attitude towards school management and leadership regarding time-off register. Some even refuse to sign it. And that would never emancipate children from marginalization and oppression resultant to non-receipt of education in schools.

4.3.8 High standard of professionalism must be maintained by teachers.

With reference from Chapter 2, Paragraph 2.3.3, teachers need to be once again reminded of what a teachers’ trade union is, namely... “A teachers’ trade union is an organisation of teaching professionals who work to protect its members’ interests and rights in the workplace.”

The following utterances from the **Ordinary Union Member (OUM) Number 2** does confirm that teachers know what professionalism entails in their approach with the Department of Education. *“We refute the behaviour because it is unprofessional, therefore we need to always be professional.”* And also the following utterances from the OUM do confirm professionalism as a *“must-show”* activity in schools.

Ordinary Union Member (OUM) Number 1: *“My union is known for being professional in whatever they do, so we don’t have a problem regarding professionalism at work.*

It is also noteworthy that my union never fights with the employer but follows bargaining processes when a need arises.”

Using the *textual analysis* as mentioned above, there are records of events where teachers tend refuting whatever the Department of Basic Education (DBE) puts on the table. At least this sound positive if they refute their very behaviour when engaging with the employer. It is also worthy to mention that such an attitude might enhance the role of teachers’ trade unions in COLT. In our communities, it is an undeniable fact and belief that if we work together, we can achieve more.

Time must come when stakeholders in the Department of Education may work together to enhance the good culture of learning and teaching because we all benefit, especially when our children perform better in their grades – including the university level. In a long run, our struggling economy might also benefit because all necessary skills to develop our country would have been learnt undisturbed in schools and universities – thus increasing the chances of employability. This, in one way, would ease poverty amongst our youth.

Using the *Social Context/Analysis*, this takes place in the school and one convention that determines the rights and obligations of the society is that there must be a discourse about a challenge facing the society. In this context, the challenge facing the schools and the department of education, including the society at large, is the behaviour of teachers’ trade union members in COLT. Agreeing to meet for a discourse says, there was a solution, if not solutions, regarding the challenges facing the schools and the Department of Basic Education in COLT. From the society perspective, it is allowed and expected that discourse must take place for the solution to emerge. This might even lead to reaching a consensus, should a resolution is not reached to a particular challenge. Being professional in our dealing with the Department of Education might help enhance relations among stakeholders in schools. Being professional has been confirmed by the two participants mentioned above.

Using the *discursive analysis*, I find such a response unprofessional and needs more words which are polite rather than radical in nature. The COLT was revived amongst stakeholders when they show respect to one another and agree to work harmoniously so

as to enhance the role of teachers' trade unions in COLT. As I have said in one of my analysis, we need to understand the importance of our co-existence with/in COLT, that said can bring back the spirit of working together rather than against one another. Whilst it is good to fight for our benefits and rights in the workplace, it is also good not to meddle with the rights of children in receiving education appropriately.

This is disheartening to say the least regarding professionalism, disappearing. The manner in which some teachers behave when on strike is disgusting indeed. Furniture is destroyed, walls too, including other school properties. It is the suggestion of this study to remind teachers of their noble profession, teaching! Likewise, they must also behave in every activity wherever they find themselves.

CER, as a theoretical framework, encourages preservation of the 'good moral values that promote universal solidarity, help bring about a more just, humane, rational and reconciled society.'" A good standard of professionalism in schools may help bring a just, humane, rational and a reconciled society. Therefore, teachers need to abide by the standard professionalism as professionals in schools. Standard professionalism in schools [in my view] might help even emancipate children from the chains of marginalization and oppression, should they be professionally taught and guided.

The following section of the study will take you through the conditions that are suitable for the strategy to enhance the role of teachers' trade unions in COLT.

4.4 CONDITIONS WHICH MAY WORK IN ENHANCING THE ROLE OF TEACHERS' TRADE UNIONS IN COLT.

Following are conditions which might contribute to the strategy to enhance the role of teachers' trade unions in COLT – to be effective.

4.4.1 Education law is not negotiable.

I have continually and through empirical data collected from participants, witnessed that knowledge of the education law in teachers' trade unions' meetings is hardly talked about, never mind understanding it. Leaders and managers of the particular teachers' trade unions' members are rarely sharing the educational law in their meetings with their

members. Many issues discussed are general with no reference to at least one piece of legislation, either from the RSA Constitution, Labour Relations Act (LRA) or the South African Schools Act (SASA). What pertains to the education law in relation to teachers' trade unions is not mentioned or shared here. In my opinion, this might be a relevant platform to acclimatise teachers' trade union members to education law.

The following is an extract from Chapter 2, Paragraph 2.4 (Literature Review). "The accessory that I have seen, regarding the Sports Programme for the year, 2020 – is evidence that top departmental officials need to acclimatize themselves with the specific education law. One of the recommendations from this study would be that all top officials in the province need to attend the continuous developmental programmes in education law as previously cited from RSA, PAM Document, 3.2(d) – to acclimatize themselves therewith so that when they take any action regarding the culture of learning and teaching, it will not meddle with it, so as to enhance their role COLT."

The following utterances from a Site Steward No.1 and an Instructional Leader (IL) who think that teachers need a revival in matters relating to law in schools. Such a condition might be a solution in addressing what seems lacking in teachers' trade union members, especially the leadership.

SSI: *"Teachers need proper training/education, if not a revival in matters relating to law, because their application seems amiss in many instances where I have closely experienced it."*

INSTRUCTIONAL LEADER (PRINCIPAL): *"Through years of experience in the educational field, I have learnt that for the school to run smoothly, adherence to the existing policy/education law is key. Therefore, due to incessant changes to policies, yes, continuous training might also help acclimatizing teachers therewith."* The Department of Education does send teachers to workshops regarding new and existing policies, therefore, in the very workshops – education law may also need to be revived to teachers, especially the RSA Constitution, Chapter 2, Bill of Rights.

Using *textual analysis*, in schools where every teachers' trade unions' activities take place, a condition where education law is revived might be good. Good communication for enhancing this condition needs to be applied because teachers who are knowledgeable are powerful in terms of applying their knowledge appropriately. Some or all teachers have received training from teachers' training colleges/universities while studying their academic career. Doubting nothing in my mind, that should be revived in education law, surely they will aptly apply it in their schools, especially in matters relating to teachers' trade unions. I commend the attempts made by the Department of Education to instil the knowledge of education law in the tertiary education institutions to open the eyes of individual educators, especially managers and leaders in the system. In return, this might be a good condition that may help enhance the role of teachers' trade unions in COLT, as confirmed by the utterances from the participants mentioned above in this section.

Using *discursive analysis*, in South Africa, the language of revival is no new idea because many workshops are held throughout the country where teachers are revived or sharpened in their skills regarding teaching. A condition where teachers are revived is socially acceptable to enhance the role of teachers' trade unions in COLT. The role that teachers play in the community is crucial in creating a conducive environment for the non-meddling with the COLT in schools. Parents love the functional schools, be it a primary or a high school – it is fulfilling to see your child successful in a school. Utterances from the participants in this section confirm that knowledge of education law definitely needs a continuous revival to ensure that teachers are empowered in this condition in schools.

Using the *social context/analysis*, a condition like this may take place in a school, more specifically because teachers' trade unions' activities meddle with the culture of learning and teaching. Whereas, when teachers are well inducted about education law that might create a good condition where all stakeholders in schools may work and co-exist harmoniously. Such a condition may help enhance the role of teachers' trade unions in COLT, because it is clearly stated in the RSA Constitution, Chapter 2, Section 29(1)(a) "that everyone has the right to a basic education, including adult basic education." Utterances

from participants in this section confirm that education law needs to be revived in a teacher for the benefit of all stakeholders.

In terms of CER, as a theoretical framework couching the study, this condition of *“education law is not negotiable,”* may help transform our present schooling society into a just, rational, humane and reconciled society – where children may be well cared for and teachers’ trade union members not violating law in place pertaining COLT. And that could also help emancipate the marginalized children by teachers’ trade union members in schools and oppressed by being left unattended in schools – not receiving education at all. In my view, that is unjust, irrational, inhumane and not reconciling the schooling society at all.

4.4.2 Teachers’ trade union matters in schools.

Based on the following reference from Chapter 2, Paragraph 2.2.11... “Teachers’ induction and clinical programmes, including mentoring and couching by skilled teachers.” Undoubtedly, if the skilled teachers handle the induction of new members into unionism – this may help resolve the incessant meddling with and in COLT as confirmed by the utterances from the participants.

Ordinary Union Member (OUM) No. 1: *“One of the conditions that might help is perhaps properly introducing new teachers’ trade union members into unionism at work.”* Union leaders need to do this duty as soon as possible to help alleviate the tendency of meddling with education law in schools thus defeating the entire purpose of education in schools.

Ordinary Union Member (OUM) No. 2: *“No new member might be perfect in understanding everything regarding unionism at work, therefore induction workshop/s regarding this concept might be helpful indeed.”* In most union constitutions, induction workshops are prevalent, except that these are hardly conducted in meetings.

Using *textual analysis*, leadership of teachers' trade unions need to communicate properly with the newly recruited union members and do proper workshop regarding unionism. That done, it could be a condition that might help new teachers to deeply understand the teachers' trade unionism in relation to education act in schools. All facts and ideology of teachers' trade unionism must be inducted to the teachers, after which they might behave responsibly in schools without meddling with the culture of learning and teaching. Messages about unionism must be clear when conveyed to teachers and this may help teachers have confidence and trust in their unions relating to fighting for their benefits at work.

Using *discursive analysis*, this relates to the socially acceptable behaviours in schools, spoken or unspoken. Many institutions do train their workers to acclimatise them with their policies and procedures. The same approach might be used by leaders of teachers' trade unions in introducing unionism in their newly recruited members in schools. Conditions like these might help enhance the role of teachers' trade unions in COLT. This follows the old wisdom of: "Forewarned is forearmed." As much information teachers have regarding unionism, the more they will barely meddle with the COLT in schools. In the process, stakeholders in the education system may benefit to the maximum.

Using *social context/analysis*, teachers' trade unions' leadership may organise meetings that may take place in schools after the day's work is over, where newly appointed and recruited members might be inducted into unionism. This may even benefit the veteran union members, should they be interested in such meetings/workshops. A condition like that might help enhance the role of teachers' trade unions in COLT. It is, of course, allowed for new members to be trained regarding their particular unions' policies and procedures. It is also expected that, having been inducted into unionism – teachers might behave appropriately in schools thus enhancing their role COLT in schools.

Established on the CER as the theoretical framework which promotes a revolution against all forms of fascism (dictatorship) in schools, the teachers' trade union members are noticeably being dictatorial in approach when they insist that their union matters may take

place during COLT. This, in my view, is misplaced and shows signs of not caring much about children and the education system as a whole, which must be diversified for all individuals in order to steer children away from over-specification (inconsistency) late in their life. As stated above, union matters may be inducted to newly recruited members, but not during COLT.

4.4.3 Children’s transport arrangement in schools.

Our RSA Constitution, Act No. 108 of 1996, Chapter 2, Bill of Rights, Section 28(1)(f)(ii) does state that “every child has the right not to be required or permitted to perform work or provide services that place at risk the child’s well-being, education, physical or mental health or spiritual, moral or social development.” For so many hours and days left unattended in schools, children’s lives are at risk, including their education, physical or mental health if left without accurate and punctual transport in place to take them home while teachers are attending to their union matters during the official teaching and learning time. In my opinion, unpalatable social ills are reported on what happens to such abandoned children in schools. Such a condition might be very dangerous to children, as such it may be discontinued by arranging proper children’s transport in schools because this is also correctly aligned with the ‘*Supreme Law*’ of the country, as stated above, RSA Constitution, Act No. 108 of 1996, Chapter 1, Section 2.

Rogan (2006:6) does state that the journey to school for a significant number of South African children, is characterised by long travel times, unsafe modes of travel and exposure to weather and traffic related dangers. And this is true because some children are left unattended outside the school and some don’t even have transport – they walk long distances to and from schools. At that time, some teachers’ trade union members are nowhere to be seen. Such a condition is worrying indeed, for young children to be exposed to. As confirmed by children themselves in their utterances, below...

Grade 7 Learner: “*Ngiyawuzwa umbuzo wakho kodwa kusiphatha kabi kakhulu masishiywa singenathisha ekilasini, sibe sodwa.*” “I understand your question (How can you enhance the role of teachers’ trade unions in COLT?), as earlier indicated in

challenges, components of the strategy and conditions in enhancing the role of teachers' trade unions in COLT, it is still very bad when we are left without a teacher in class and be alone.)”

“Lapha siyalimazana, siyadelelana, siyalwa – kubi ngempela ukungabi nathisha ekilasini, kanti futhi sisala dengwane – izimoto esihamba ngazo zisuke zingekho ngalesosikhathi.” (Here we injure one another, fighting – it is really bad to have no teacher in class, and we are left destitute, transport is unavailable at that time.). *“Abanye bethu bayaphutha esikoleni ngenxa yokungabibikho komfundisi emsebenzini.”* (Some of us do absent ourselves from school because teachers too are, from work.) *“Engingakusho kunye, singajabula uma othisha bethu bengeza ngesikhathi esikoleni, basifundise bese benza okwabo ngesikhathi sabo – hhayi ngesokufunda nokufundisa.”* (I can say one thing, we can be happy if our teachers can come on time to school, teach us and then do their own things during their own free time – not during teaching and learning time).

Grade 10 Learner: *“Teachers leaving us alone and not teaching is in all conscience worrying us – our learning right to receive education is being infringed here, who does not see that, what more must we say? We see teachers’ role as crucial in developing the us in every respect but, what can we do, we are minors? And at that time of the day, our transport facilities (staff kombis, vans, buses, etc.) are not there to take us home. Our safety in schools, is deliberately compromised!”*

Using *textual analysis*, transport-related matters in schools are communicated with teachers almost on a daily basis by the school management teams because leaving children outside school exposes them to all sorts of dangers as confirmed by literature stated above. Children are also complaining about that kind of condition where they find themselves destitute regarding transport. It is even worse for those children who walk long distances to and from schools. That is factual and nobody may argue with that, from rural school walking.

Using *discursive analysis*, it is definitely not a socially accepted model to leave children outside school without transport to take them home or to walk alone for so long a distance

at that time of the day. The society never expects such behaviour from teachers as enlightened professionals. This is a terrible condition in which children are prone to injuring one another or causing immoral behaviours which one day they will regret. Therefore, children's transport in schools needs to be pre-arranged way in advance to ensure that our children are safe from any bad condition while waiting for transport outside school.

Using *social context analysis*, the children's transport matter happens right at school and the learned and enlightened professionals might be charged with negligence here because it is definitely not allowed in the society to leave children alone, especially outside school at that time of the day. Children are mourning this condition as per their utterances above.

Established on the CER as a theoretical framework, as a condition "*children's transport arrangement in schools*" may help promote a revolution against all forms of discrimination based on race. Other children from other races have transport facilities in place which results from social imbalances caused by the political dispensation in South Africa which has seen other races marginalized and oppressed, especially blacks. Such a condition remains a political issue because black children are walking long distances to and from schools, yet other races have transport for that purpose. And CER does advocate transforming our present society into a just, rational, humane and reconciled society in schools.

4.4.4 Proper planning in continuous communication.

I have observed that communication with union members is haphazardly done, thus suffering the education system in schools. Here I refer to short notices of teachers' trade unions' meetings. These meetings do directly interfere with COLT, thus disadvantaging the child in the classroom. As a union member myself, I have also seen some documents from unions attesting to this condition. You 'by the skin of your teeth' receive a properly planned meeting where a 7-day notice will suffice.

Ordinary Union Member (OUM) No.2: "*As much as we repudiate our behaviour in COLT but a good condition might be a proper planning in continuous communication among union members will suffice.*"

Provincial Chairperson: “Over a number of years, I have learnt that any successful organization uses proper communication to its members, how I wish too, that this condition might be implemented in my union’s communication facilities. We lag behind here”

Using *textual analysis*, as I mentioned in the above analysis, there must be a record of proper planning in a continuous communication with the teachers’ trade union members regarding their involvement with the union as confirmed by the utterances from the participants as mentioned above. These days, technology has made communication much easier. Technology gadgets might be used in such circumstances, thus making life easier in schools. Such a condition gives members confidence in the sense that they are well cared for and are continually informed of matters relating to their union. This may also minimise the possibility of meddling with the COLT in schools. As mentioned by this ordinary member No. 2, proper planning in continuous communication may help enhance the role of teachers’ trade unions in COLT.

Using *discursive analysis*, proper planning in a continuous communication is socially acceptable because it enhances good relationship among stakeholders in schools. Spoken or unspoken rules regarding continuous communication must be encouraged by the teachers’ trade unions’ leadership. Because that may be a good condition which might help enhance the role of teachers’ trade unions in COLT in schools. Such a condition might also help uplift teachers’ trade unions’ members in the social positions of responsibility they occupy in the community.

Using *social context/analysis*, proper planning in continuous communication must take place within the union members because that may be a condition which might help enhance the role of teachers’ trade unions in COLT. Communication remains the key in improving good relations between stakeholders in schools. As confirmed by the Provincial Chairperson above that it might be helpful indeed in enhancing the role of teachers’ trade unions in COLT.

Constructed on the CER, as a theoretical framework couching the study, *“proper planning in continuous communication”* must take place to discourage unnecessary disturbance of COLT in schools. As stipulated by CER, this condition might help “create a social balance between the personal autonomy of the individual and the universal solidarity of the collective.” To me, the universal solidarity of the collective is more important because everybody benefits in schools. And the emancipation of the marginalized and oppressed takes place.

4.4.5 Harmonious relationship between stakeholders.

This condition is playing a pivotal role in the smooth running of a school. The militant attitude displayed by teachers’ trade unions in schools is appalling because it invites the unnecessary spirit of animosity and conflict among participants. This in turn disadvantages the “interests of the child, which are of paramount importance in every matter concerning the child” as stipulated in the RSA Constitution, Chapter 2, Bill of Rights, Section 28(2).

The following utterances from Instructional leaders do affirm this condition in schools.

Instructional Leader(IL) Number 1: (School Principal) *“I think a harmonious relationship between stakeholders might help all stakeholders to co-exist in peace while interfering with the COLT in schools, not.”*

Instructional Leader(IL) Number 2: (School Principal) *“Difficult as it is sometimes to create a pleasant-sounding relationship among staff members in schools, but it helps make working much enjoyable rather than confrontational.”*

Using *textual analysis*, harmonious relationship in schools might be a good condition in creating co-existent and support among stakeholders. Schools don’t need war, but a harmonious relationship among stakeholders might suffice. And this relationship will need to be nurtured in schools because that might enhance the role of teachers’ trade unions in COLT. Facts and beliefs about a harmonious relationship will need to be presented in schools so as to enhance good melodious correlations among stakeholders as confirmed by co-researchers above.

Using *discursive analysis*, harmonious relationship is a much appreciated and a socially acceptable behaviour in our communities, though one instructional leader ratifies that it is difficult to create that atmosphere of harmony in schools. Such a condition might help enhance the role of teachers' trade unions in COLT.

Using *social context/analysis*, good harmonious relationship must take place in schools where there are teachers' trade union members. As ratified by the Instructional Leader above, a confrontational relationship in schools is undesirable and never sound-pleasing at all. Schools need to be places of harmony and peace so that the process of teaching and learning might take place without hindrances, whatsoever. They must understand that such a condition might help enhance the role of teachers' trade unions in COLT.

In terms of the CER's objectives, a condition of a "*harmonious relationship between stakeholders*" is encouraged because it does not encourage dictatorship in schools. CER *per se* promotes revolution against all forms of fascism/dictatorship in schools. Therefore, this condition is in line with what CER advocates.

4.5 Summary of the Chapter.

This Chapter has deliberated on the presentation, analysis and interpretation of the data towards enhancing the role of teachers' trade unions in COLT. It used the three levels of data analysis technique, called Critical Discourse Analysis. It specifically looked at the constructs relating to the challenges hampering the strategy, conditions under which a strategy might work and components of the strategy to enhance the role of teachers' trade unions in COLT. And the subsequent chapter will focus on the recommendations on the strategy towards enhancing the role of teachers' trade unions in COLT.

CHAPTER 5

DISCUSSIONS OF FINDINGS, RECOMMENDATIONS AND CONCLUSIONS

5.1 Introduction

In this chapter, the emphasis is on discussing/reporting the findings, making recommendations, drawing conclusions and proposing strategies for effectively achieving the aim of the study. Throughout the study, the main research question which was being responded to by the participants was: *How can the role of teachers' trade unions be enhanced in COLT?*

The following main objectives of the study, directed the attempt to answer the aforementioned research question. Phrased

- To identify the challenges to enhance the role of teachers' trade unions in COLT.
- To explore the components of the strategy to enhance the role of teachers' trade unions in COLT.
- To advance the conditions suitable for enhancing the role of teachers' trade unions in COLT.

5.2 Findings aligned to the above main objectives

The emphasis of this sub-section is on reporting the findings aligned to the three main objectives of this study, as indicated above.

5.2.1 The need for enhancing the role of teachers' trade unions in COLT

5.2.1.1 Children are left unattended at school

As the findings reveal in the study, children are left unattended at school because of teachers' trade union members who are leaving them alone and attending to their union matters during learning and teaching in schools. Mokoena (2017:173) argues that the dangers of leaving children unsupervised are well documented in literature, as they are

more likely to engage in criminal behaviour (State Legislature, 2006:10). As participants in the study, nasty happenings have been witnessed where children display unbecoming behaviours when left unattended (see Paragraphs 4.2.2 and 4.3.1). Besides the latter, the COLT is, in the process, jeopardized – bringing the entire education system to a halt in some schools. This violates children’s education rights as enshrined in the RSA Constitution, Act No. 108 of 1996, Chapter 2, Bill of Rights, Sections 28(2) and 29(1)(a) respectively. This study is fully *au fait* about Section 23(2)(a) – (c) regarding the labour relations rights of educators. But, as professionals, we need to lookout against forgetting Section 36 – limitation of rights. As matured, experienced and enlightened professionals in our teaching career, it is fair to suggest that let us guard against violating children’s educational and constitutional rights mentioned above, while exercising our constitutional rights, as indicated above (Section 23). Unions need to look at ways in which they can exercise their constitutional rights, as indicated above, without encroaching on children’s rights in schools and strictly abiding by what the educational policies stipulate.

Emanating from the RSA, PAM document, Chapter G, pg. C – 117 it is clearly stated “that the educator’s role in the education process is dynamic and developmental, and therefore requires the active participation of educators at school, provincial and national level.” As a result, some teachers’ trade union members are actively participating in union matters rather than being in schools, teaching. Therefore, this study has unearthed the need for some teachers’ trade union members to be actively involved in teaching and learning in schools during the official notional time, as undergird by the foresaid literature. During interviews and workshops, participants, especially children, put it plainly that they are left unattended at school while teachers’ trade union members attend to their union matters during the official teaching and learning time. It strongly emerged that children don’t like that teachers’ trade unions’ behaviour. As indicated above, policy from the RSA, PAM document is also clear on “active participation of educators at school level.” Besides, teachers are contractually remunerated for being in schools, teaching – nowhere else!

Sitting and discussing this challenge of leaving children alone at school with participants, it emerged that it violates the policies and law in place, therefore, unlawful! Reference was made from quite a number of literature in Chapter 4, Paragraph 4.2 where children too gave utterances that they are unhappy with that.

At analysis levels, it also emerged that teachers forget the principle of “loco parentis”. The “duty of care” too, is neglected by teachers when they leave learners unattended in schools. Therefore, in all analysis levels, it emerged that such an act of leaving children alone in schools is impermissible and unlawful as referenced below. Using CDA’s three levels of analysis, namely: discursive practice, textual analysis and social practice – it was also found that such behaviours of leaving children alone at school, are insupportable in the society in which we work because it does not emancipate people from the shackles of being illiterate. It was not even empowering people to change the society radically. As indicated above, it violated the children’s constitutional rights. It was also not in line with the dictates of the research approach used – Participatory Research (PR). At a long run in their life, these children may suffer the consequences of being illiterate way back in their formative education level.

Participants’ views were reinforced by the literature review that enhancing the role of teachers’ trade unions in COLT is needed in most schools. As is the reason for doing research, using emancipatory paradigm – this study might destroy the myths about the COLT where there are some teachers’ trade union members thus empowering people to change the society, radically in schools. Therefore, this study has discovered that children need to be attended to in schools because it is an obligation from the RSA Constitution, Act No. 108 of 1996, Chapter 1, “Section 2 – Supremacy of Constitution, Constitution is the supreme law of the republic; law or conduct inconsistent with it is invalid, and the obligations imposed by it must be fulfilled,” not the Constitution of any teachers’ trade unions. The latter is informed by the deliberate neglect of the children’s Constitutional rights in schools to receive education.

I have argued in that paragraph that the children’s rights and the COLT must be strongly and strictly defended against teachers’ trade union members who always violate their educational rights, while exercising their constitutional rights as stipulated in the RSA Constitution, Act No. 108 of 1996, Chapter 2, Bill of Rights, Section 23(2)(a)-(c). Therefore, it is logical to suggest that children should never be left unattended in schools while teachers’ trade union members are attending to their union matters during the official teaching and learning time. And I would even suggest that that would be morally

inappropriate and have no educative value, despite the political efficacy of teachers in schools.

5.2.1.2 Prevalence of absenteeism in schools

In the sessions that the researcher had with participants, especially children– it became clear that absenteeism is unquestionably prevalent in schools (see Paragraphs 2.4.1.1.2 and 4.2.2) where there are teachers’ trade union members particularly when the teachers’ trade union members attend to their union matters during the official teaching and learning time in schools, as stipulated in the policy mentioned in the following paragraph. Consequently, meetings with participants regarding this challenge revealed that children are not happy about teachers’ trade union members’ absence at school. It also emerged that participants are unhappy too, therefore a finding is that members of teachers’ trade unions need to refrain from absenting themselves from work because children’s rights are violated, despite the fact that they are exercising their right when participating in strikes. Literature is clear on this challenge and children are complaining that teachers absent themselves in schools to attend to their union activities. Children, too, do get tempted to absent themselves in schools because teachers aren’t there, teaching them. Absenteeism is insupportable in schools because children’s rights as stipulated in the RSA Constitution, Act No. 108 of 1996 are directly violated. Therefore, this study has found that absenteeism by teachers’ trade union members needs to discontinue and that would help enhance their role in the culture of teaching when committing themselves to their noble calling.

Time-off policy is a thorny issue in some schools, during my interactions with participants I have heard colleagues touching it with ire, forgetting that the “arrangements for time-off should consider the need for the process of teaching and learning to be uninterrupted.” (RSA, EEA 76 of 1998, (PAM Document) Chapter G, pg. C – 117, 1.1.4(a). Being absent during teaching and learning time in schools is directly interrupting the smooth process of teaching and learning – that is why children are complaining in their utterances. Literature confirms that absenteeism of teachers’ trade union members, attending to their union matters during the official teaching and learning time is emphatically unacceptable and actually illegal, considering what the Supreme law of the country dictates regarding children’s rights in the school society. Let us take the bull by its horns as teachers’ trade

union members because we cannot just “willy-nilly” ignore the official policy in place in pursuance of our rights in schools. Have we forgotten RSA constitutional stipulation from Chapter 2, Section 36? As much as children’s rights are also non-derogable, but as the matured, experienced, grown-up and enlightened professionals in our teaching career – we can surely find ways to circumvent such infringements in schools. As much as schools are workplaces for teachers, but schools should never be deliberately turned upside down into becoming “battlefields between the Department of education and the teachers’ trade union members.” Therefore, remember that: “When two bulls fight, the grass suffers.” Children (the grass) suffer greater consequences from the fighting of the fore stated “bulls”.

In the discussions with participants, it became clear that the challenge of absenteeism in schools by teachers’ trade union members in schools, need to be properly addressed with teachers’ trade union leaders. This may help enhance the role of teachers’ trade unions in COLT. Backed by evidence from literature as stated above and in other chapters, the “process of teaching and learning should definitely be uninterrupted” for the benefit of the child as insisted on, in the RSA, Constitution, Act No. 108 of 1996, Bill of Rights, Section 28(2) and 29(1)(a) respectively. Central to the emancipatory paradigm that this study uses, social justice needs to apply in schools as well because the lives of children need to be transformed through education, that is, social transformation. Persistent absenteeism by teachers in schools defeats the entire purpose of the foresaid paradigm. At all analysis levels, it emerged that the society in schools needs to change drastically so that children may benefit at a maximum rate regarding education. After all, schools exist for one purpose – educating children of the nation and the government make this possible, as stipulated in the RSA Constitution, Act No. 108 of 1996, Chapter 2, Bill of Rights, Section 29(1)(a) and (b).

Participatory Research approach defends children in schools when stressing the educative value that it advocates, which this study has been emphasizing because it is constitutional for children to receive education in schools. Now, prevalent absenteeism in schools is morally inappropriate and adds no education value to the children in schools. Therefore, it is logical to and for this study to suggest that unnecessary absenteeism in schools should discontinue because it defeats the aim of this study and deliberately violates constitutional children’s education rights.

5.2.1.3 Union activities taking place during teaching time

During sessions with participants regarding this challenge hampering COLT, it emerged that union activities are unlawful if they take place during the official teaching and learning time as confirmed by utterances from participants, especially from the SS1 (see Paragraphs 4.2.3 and 4.2.4) that teachers need to abide by the legislation so that interference with COLT is minimal and perhaps non-existent in schools. Literature from Gandhi (2015:1) confirms that “the direct aim of trade unionism is not in the last degree political, instead its direct aim is internal reform and also evolution of internal strength.” Noticeably, the approach used by most teachers’ trade unions in South Africa is radical, hence the conflict with the employer and other stakeholders in schools where policies and other legislation need to be adhered to and appropriately implemented, as confirmed by literature regarding Gauteng schools in South Africa.

It emerged from utterances by the participants (SS1) that teachers’ trade union members are exercising their constitutional rights when embarking on union matters during teaching and learning time in schools. Noticeably, these members forget that the very RSA Constitution, Act No. 108 of 1996, has Chapter 2, Bill of Rights, Section 36 – Limitation of Rights, especially when the right infringes another person’s constitutional right. This time around, children’s rights as stipulated in the constitution, Chapter 2, Section 28(2) and 29, respectively, are impinged on, which is unlawful. Sadly, the very Supreme Law of the republic, Chapter 1(2) – RSA Constitution, Act No. 108 of 1996, is **MUTE** about the time in the day, in which “everyone has the right to participate in the activities and programmes of the union.” (Chapter 2, Bill of Rights, Section 23(2)(b)). Perhaps this is where teachers’ trade unions get a loophole in which they manipulate the RSA constitution, Act No. 108 of 1996. Time-factor is nullity regarding participation in union activities at schools from the RSA Constitution, Act No. 108 of 1996.

The latter behaviour by teachers’ trade union members in schools is impermissible and inconsistent with the constitution, therefore invalid as per RSA Constitution, Act No. 108 of 1996, Bill of Rights, Chapter 1(2) because it knocks off-balance the education system and the society suffers the consequences especially the children who are supposed to receive education which will empower them in their life as they grow. Such behaviours are also not

emancipatory to the learning society in schools. As evident from the reflections with the participants, it became unblemished to me that union activities are misplaced when they take place during the teaching and learning time in schools. They do not empower people and change society radically as stipulated by the emancipatory paradigm, undergirding the very study.

At analysis levels, it emerged that teachers are exercising their constitutional right, yet forgetting that their right is not part of the “non-derogable rights”, as shown in the Education Labour Relations Council, page G – 9. Also, rights are limited in terms of Section 36 of the RSA Constitution, Act No. 108 of 1996, because their right infringes with the rights of children in receiving education in schools. Therefore, this study has found that union activities taking place during teaching and learning time are indeed unlawful and they must be discontinued since they violate the children’s rights in receiving education during the official teaching and learning time. That done, it might help enhance the role of teachers’ trade unions in COLT.

Therefore, there is a need to enhance the role of teachers’ trade unions in COLT so that every stakeholder might benefit without infringing on other people’s rights in schools. As I indicated earlier, that is unlawful and existing policy-revolting. In the preamble of the RSA Constitution, Act No. 108 of 1996, it is well located that we, the people of South Africa, therefore through our freely elected representatives, adopt this Constitution as the supreme law of the Republic so as to improve quality of life of all citizens and free the potential of each person. Teachers’ trade unions need to be referred to this stipulation because it supports the aim of this study and it could be a panacea to this challenge in schools.

5.2.1.4 Our needs are not met by the employer (SS No.1)

Buttressed by the utterances from participants (see Paragraph 4.2.4), it emerged that the teachers’ trade union members are unhappy with the employer because their union matters’ needs are not met. The latter becomes a challenge for them which they feel was met if they go out on strike. As cited by Heystek and Lethoko (2001:227) that one teachers’ trade unions said: “all industrial action has a purpose and it will continue to use it if all else fails.” If teachers go on strike, children were left unattended in schools, thus causing them to hurt one another at that time, as indicated earlier in this section. Regarding the PAM Document,

Chapter G, C – 117, 1.1.4(a)... “the need for the process of teaching and learning to be uninterrupted,” is ignored by the members of teachers’ trade unions, yet they too demand that the employer must meet their needs. The employer is providing salaries (with bonuses) and other fringe benefits to the teachers’ trade unions’ members without failure, yet teachers are still complaining. Don’t they know the collective bargaining procedure as earlier explained in this study? (See Paragraphs 2.4.1.2.6 and 4.3.6)

While discussing with participants regarding this challenge, it emerged that the employer is guilty of not meeting the needs of teachers’ trade union members. This creates unnecessary conflict between stakeholders and makes children suffer in class because teachers might go on strike to fight for their needs. That was an unfortunate situation to happen. Education policy from the PAM Document was indicated where it clearly states that “The need for the process of teaching and learning to be uninterrupted.” It emerged that teachers’ trade union members moan that their needs are not met by the employer, yet this one need for policy/legislation, “for the process of teaching and learning to be uninterrupted” is always violated by members of teachers’ trade unions when they engage themselves in union matters during the official 7-hour day thus interrupting the process of teaching and learning in schools.

At all analysis levels, as shown in Chapter 4, Paragraph 4.2.4, participants saw that it is fair for the employer to take heed of what the employees are saying or demanding because they are partners in education. Without teachers, the Department of Education could not supply educational services to the public as enshrined in the RSA Constitution, Act No. 108 of 1996, from Chapter 2, Section 29(1)(b). In the sessions that I have had with teachers’ trade union members, it came out quite strongly that teachers are unhappy with the employer, one saying that they are not the only ones interrupting the COLT in schools. As was confirmed by the following challenge below. Nevertheless, teachers know the collective bargaining procedure that they may follow to send through their motions of dissatisfaction with the employer – definitely, without meddling with the COLT in schools. Following the procedure will help enhance the role of teachers’ trade unions in COLT to the extent of their needs being met by the employer. As explained in Chapter 2, Paragraph 2.2.21, “collective bargaining is essentially a process of negotiation of conferring and it is

hoped, agreeing without resorting to force (although hard words may be exchanged on the way).”

Therefore, it is fair for the employer to meet the needs of employees, especially regarding their benefits at work. This study commends the employer for meeting such needs of employees as per contractual obligation. Should the employer meet the needs of employees at work as they demand, surely the role of teachers’ trade unions in COLT in schools might be enhanced. Good and harmonious co-existent relationship might follow and all stakeholders might benefit in schools, as indicated earlier.

5.2.1.5 Department of Education sending teachers to workshops during teaching and learning time in schools (SS No.2)

Sending teachers to workshops during learning and teaching time, by the Department of Education as the employer, is implausible because the latter is supposed to know more about policy and legislation regarding it. It also emerged that there is documentary evidence to this behaviour by the Department of Education, which I have seen as a study leader. The Department of Education is violating the policy as recorded in the PAM Document, Chapter C – 63, Paragraph 3.2 (d) as indicated in Chapter 4, Paragraph 4.2.5 and, in my view, this must definitely discontinue. Frankly speaking, this study finds the latter sentence to be unbecoming for the DoE to behave like that in schools, regarding the aforementioned policy. As indicated above, education policy is plenty on what the DoE should do.

The utterance from the Site Steward Number 2 (SS No.2), confirms that the Department of Education is guilty too, of interrupting the COLT in schools, yet the very Department advocates that teachers need to be in class teaching and children learning. The Site Steward complains that teachers are sent to workshops and as to some cultural activities’ competitions taking place during the official teaching and learning time. Using CDA in all utterances, it became clear that this challenge is widespread in schools. Evidently, there are departmental communiques that affirm this challenge. As this study has indicated in one of the discursive analysis that...” the employer of teachers in the country, needs also to abide by the rules and regulations in place.”

From utterances by the fuming SS1, it is clear that they are not the only ones taking teachers away from class. The Department of education too is guilty because it sends teachers to workshops and cultural activities during teaching and learning time in schools. It emerged that such an event is impermissible. Therefore, this study has found out that the challenge of sending teachers to workshops during teaching and learning time in schools should discontinue because it is contributory to meddling with the COLT in schools. That done, the role of teachers' trade unions in COLT might be enhanced in schools.

As a researcher, I realised that the emancipatory paradigm which this study is undergird, is being violated by the employer because the lives of children were impinged regarding their right to receive education in schools. And participants did emphasize that the employer must stand up to supporting the COLT because that can help transform the lives of children and emancipate them from the shackles of illiteracy, as I earlier stated above. Frankly speaking, the very Department is unquestionably guilty of not reading and understanding the policy as stipulated in the PAM Document, Chapter C – 63, 3.2 (d) as stated in Chapter 4, Paragraph 4.2.5 of my study. It is therefore safe to mention that this study discovers a strange attitude and unbecoming behaviour from our employer, knowingly or unknowingly violating the 'tried-and-tested' policy in this matter. Therefore, this study concurs with the latter stipulation from the PAM Document to help enhance the role of teachers' trade unions in COLT.

5.2.1.6 Fighting for constitutional rights and benefits at work

While engaging with participants regarding this challenge, it emerged that there is definitely nothing wrong when teachers fight for their rights and benefits at work (see Paragraphs 4.2.6 and 4.3.6). That is one of the duties of teachers' trade unions. But timing to do that is out because they do it during the official teaching and learning time thus violating the rights of children in receiving education as stipulated in the constitution. Participants saw the need to do that only after working hours or during holidays. The latter sentence is pro-existing policy in schools, as I have been indicating throughout my study. All through sessions with participants, it came out loud and clear that teachers have become and are political and radical in their approach with the department of education, as emphatically indicated by literature in Chapter 2. Actually, there is nothing wrong with teachers involving themselves

in union matters. The literature, RSA Constitution, Act No. 108 of 1996, affirms in Chapter 2, Bill of Rights, Section 23(2) (a) – (c) and 23(5) respectively, that “everyone has a right to fair labour practices.”

It also emerged that teachers may engage in collective bargaining with the employer until the consensus is reached, should they discuss important matters. Literature is never silent on this challenge as stated in the RSA constitution, Act No. 108 of 1996. Throughout the analysis levels, it emerged that teaching and learning time should be respected because unions’ activities in schools violate the policy and legislation regarding teaching and learning. Literature from policies is never silent on the rights of children and teachers partaking in strikes. This refers to the RSA Constitution, Act No. 108 of 1996, Chapter 2, Section 23(2) (a) – (c) for teachers’ labour relations and Section 28(2) and 29(1)(a). This study found out that this challenge needs to be done after school hours because it violates the rights of children in schools for receiving education. As comrade educators, we also need to be careful as teachers that we do not infringe with the rights of children in schools as stipulated in the country’s constitution, Chapter 2, Sections 28(2) and 29 respectively, as earlier expanded in the aforementioned chapters.

Having strictly observed the afore-stated stipulations of the constitution, I realised that the role of teachers’ trade unions in COLT might be enhanced. And that would help create a marvellous co-existent and harmonious relationship in schools. Through interviews in schools and discussions with participants, it emerged that the emancipatory paradigm that this study is supporting might be violated if teachers are continually impinging on COLT because that is unlikely to emancipate children from the degree of being uneducated to educated. Therefore, this study is suggesting that teachers need to use the collective bargaining approach when fighting for their rights and benefits at work, rather than encroaching on COLT.

5.2.1.7 Some teachers’ trade union members refuse to sign a “Time –Off Register” (Principal 1)

While interacting with participants regarding this challenge in schools, it emerged that some members do refuse to sign the Time-Off as per the stipulation from the RSA, EEA 76 of 1998 (PAM Document). Participants felt bewildered by this finding because they don’t

believe that this is true. This utterance has emanated from the school register administrator, who has evidence of that claim (see Paragraph 2.4.1.2.7). Perhaps teachers' trade union members forget to sign the time-off register, not that they refuse, per se. Nevertheless, those refusing to sign this document are violating the policy as mentioned above and this study commends teachers who continually sign the time-off register. At analysis levels, it appeared that refusal to abide by the legislation as stipulated above is insupportable and must come to an end.

In the sessions too, that I have had around this challenge in schools, negative responses were heard from the participants – hence the word refusal! Some teachers do not even see the need to sign the time-off register, saying it is a useless and time-wasting exercise in schools because adults do not need this kind of monitoring. Paradoxically, they (participants) did not specify which kind of monitoring do adults need in schools, regarding the signing off, of time-off register. As a result, the School Register Administrator battles to come to terms with some members of unions in a school. Literature is not silent on this matter regarding time-off in schools... “the strict application of the rules regarding the management of time-off would be very helpful as stipulated by the PAM document (1999).” Signing time-off in schools is law and is not optional, in other words, it is not negotiable.

But again, five considerations regarding signing the time-off register (as policy-stipulated) should be thoroughly explained to all teachers in a meeting, so that unnecessary conflict relating to this matter may be alleviated. Literature too, states that the good “conduct between the educator and the community is that an educator recognises that an educational institution serves the community and must not show disrespect to the values, customs and norms of the community (SACE, Paragraph 5.5 pp. E – 18).” Teachers need to respect the values of the community in which they work in every respect. Refusal to sign a time-off register, which in the school of the community shows some disrespect towards the community. Because the community values so much its educational institution. Also EEA (1998), Paragraph 2.2.3 does state that “it is the responsibility of managers identified by the provincial education departments to keep separate registers...”

Therefore, this study affirms with legislation that registers in place need to be adhered to because they are the official management tools in schools. Alleviating the refusal to sign

the time-off register of the teachers' trade union members by the officers in the Department of Education might help enhance the role of teachers' trade unions in COLT. Utterances from the participants during sessions do confirm that members do not want to sign a Time-Off Register, yet it is the law in schools. It also emerged that the refusal is because of ignorance of the law regarding education policy in schools. Conclusively, signing a time-off register is policy/law in schools, therefore for the smooth running of the school, this study recommends that teachers' trade unions' members need to abide by the requirement because that might help enhance the role of teachers' trade unions in COLT in schools.

Emancipatory paradigm does indicate that teachers need to transform the society in which they serve, but they seem untransformed themselves if they refuse to abide by the ordinary policy matter in schools. Teachers' trade union members' minds need to be emancipated from the attitude that they had pre-1994 in the Republic of South Africa, as indicated by literature from Chapter 2. Even the approaches that they use when communicating/involving themselves with the employer should indicate a degree of professionalism in their approach. That is why the Instructional leader (Principal) is concerned because he knows the law/policy relating to time-off register in schools.

5.2.1.8 Professionalism disappears from some teachers at work

While collecting data from the participants during interviews, it emerged that even the definition of the word professionalism needs to be brought to the attention of teachers' trade union members – reminding them as to what it really means. As defined in Chapter 4, Paragraph 4.2.8, it is strange that colleagues forget it, yet in teacher-training schools/universities, such a concept is taught to teachers. At all levels of analysis, it emerged that teachers' trade union members should always behave professionally because they are professionals, anyway. This study commends all teachers who, without fail – display professionalism when in schools, especially relating to union matters. Literature too provides more information as confirmed by Creasy (2015:23-24) and Myles Ellis, et al. (2013). You can also refer to Chapter 2, Paragraph 2.4.3.

Emanating from the discussions during sessions with participants, it emerged that professionalism applies only on academic matters not on union matters because they are unrelated as cited by literature in Chapter 2. This creates unbecoming behaviours in

schools, especially regarding teachers' trade unions. Yet literature from Myles Ellis et al. (2013) confirms that "policy decisions need to be informed by teachers' professional knowledge and expertise instead of being informed by those with little or no background in public education." Professional knowledge and expertise holds water in schools because those teachers who are professional reap fruits of satisfaction at work. As defined previously, professionalism at workplace simply means an individual who shows consideration and respect for others.

During interviews, utterances from participants seemed suggesting that the unprofessional behaviour from some of the teachers' trade union members in schools is undesirable and must come to an end. Teachers need to show respect for others in schools, especially children and the officials from the department of education. For revival and better understanding of the concept 'professionalism', teachers are also referred to Creasy's article (2015:23-24). Such an article has a lot of information that might be of assistance in transforming the attitude of teachers' trade union members in schools. During interviews with participants, this study has found that this challenge of a disappearing professionalism needs our urgent attention because our career too is dubbed a profession.

I can therefore confirm that if professionalism is displayed by teachers' trade union members in schools regarding their union matters, assuredly that would enhance their role in COLT thus benefiting the child. Finally, with professionalism brought back, in other words not disappearing from some teachers – as stated above, and revived in schools, the role of teachers' trade unions in COLT might be enhanced.

5.3 FINDINGS ON COMPONENTS OF THE STRATEGY THAT ARE NECESSARY FOR THE SUCCESSFUL ENHANCEMENT OF THE TEACHERS' TRADE UNIONS' ROLE IN COLT.

This subsection discusses the findings on the important components of the strategy that have been analysed and the solutions to the challenges discussed in the previous subsection.

5.3.1 Compulsory class attendance by all

As clearly indicated in the expressions by children, they are worried that they are left unattended in schools by the aforesaid professionals. At all three levels of analysis, it emerged that even the general society in and around school (community) does not accept that their children are not attended and taught as per contractual obligation with the employer. It also emerged that some teachers' trade union members do not know the education law and policy regarding COLT in schools – where class attendance is compulsory for all, hence their deliberate and unremitting violation.

A plethora of literature too, was not silent about compulsory attendance of classes by all (as indicated in Chapter 2, Paragraph 2.3.1.2.1) because that also goes in line with the emancipatory paradigm that this study is undergirded, as well as the research approach. Children's lives need to be transformed and emancipated from the shackles of ignorance through education which is available in classrooms and in schools. Therefore, this study is suggesting that the component of class attendance by all (teachers and children) must be compulsory, as it is now and that education law and policies be strictly adhered to because that might help enhance the role of teachers' trade unions in COLT. And the recommendations by some scholars from literature suggested that the most effective way of reducing the teachers' absenteeism was to apply a policy requiring that the teachers need to contact the Principal directly when they are sick, absenteeism records kept on daily basis and reward those teachers that are incessantly present at school.

Participatory Research also emphasises social justice for all. Young children in schools deserve to be protected by well-versed teachers in schools regarding their justice. Social justice simply refers to the concepts of human rights and equality (Dictionary.Com) [Access:14 June 2020]. Therefore, practising social justice in schools, benefits children to the maximum.

5.3.2 Continuous teaching and learning should take place even during teachers' trade unions' activities

The RSA Education system is planned and methodology implemented in such a way that teaching and learning should be continuous in approach. Therefore, this component emphasises that approach, because knowledge in the mind of a child should not be ensnared in any way whatsoever. While interacting and discussing findings with

participants on this component of the study, it emerged that teachers' trade unions' activities taking place in schools are infringing with the children's legitimate right to receive education as stipulated in the RSA Constitution, Act No. 108 of 1996. Strangely, most teachers are regarded as learned, enlightened, grown-up and experienced in their field of education specialization therefore, continuous teaching and learning should take place even during teachers' trade unions' activities in schools. Emerging from the utterances, a child in a school is shocked regarding their plight of being neglected in schools, the other principal too is worried regarding the reason for teachers leaving children alone for unions' activities.

Seemingly, this Principal's assessment regarding this plight is that teachers value their unions' activities more than the children's right to receive education in schools, even mentioning that such meddling might heighten the social ills manifesting themselves among our young children. At all three levels of analysis of the participants' utterances, it became clear that the general society is unhappy if children are not attended to/taught because it is a contractual obligation that teachers must teach and children learn. From education policy point of view, nowhere indicating that it is fine to carry on attending to unions' activities at the expense of children's rights to receive education in schools. Literature too, is clear in indicating that teachers must abide by the constitutional stipulations regarding children's rights – remembering too that their rights are limited when infringing with the children's right in schools.

In actual fact, this study is suggesting that teachers' trade unions' activities are never meant to take place during teaching and learning time, instead continuous teaching and learning should take place as per policy and the RSA Constitution, Act No. 108 of 1996, thus benefitting the child in schools. Emancipatory paradigm that this study is undergird, is really disturbed if continuous teaching and learning does not take place in schools. Utterances from participants are explicit in saying that COLT should be continuous and teachers' trade unions' activities should take place **only** after the official school day is over. Through interviews and discussions, it really emerged that transforming lives of the children in schools may take place if COLT takes place on a continuous basis and that would emancipate them from the manacles of illiteracy, which sticks its ugly head in the social ills manifesting themselves in the youth's life of South Africa.

5.3.3 Teachers' trade union activities should not be taking place during teaching day

This is one of the components of the strategy that has prompted me to embark on the massive education research regarding the teachers' trade unions' activities taking place during the official teaching day. I love order, rather than disorder taking place in our schools because children are the most sufferers if disorder becomes the norm in our schools. I have observed in some schools – including mine that children do suffer the consequences if teachers' trade union members attend to their unions' activities during teaching and learning time in schools. Sadly, even during the Covid 19 pandemic in 2020 – teachers are evidently seen forsaking classrooms to participate in the national strikes, scheduled by the mother union, COSATU (discontinue ping attacks on collective bargaining; gender-based violence and femicide; and the neoliberal onslaught on the national democratic revolution). Honestly, the afore-mentioned demands are unquestionably genuine, but timing to convey them to the authorities is erroneous in relation to education law and policies in schools. I remembered the South African Schools Act, education policies and the RSA Constitution, Act No. 108 of 1996, which I studied and nowhere I found that such activities can take place during the official teaching and learning time, instead the policy states that they can take place outside school time or during vacations, strangely, the opposite takes place in schools and that is sad, indeed.

Emerging from the utterances of the two School Principals that I interviewed, one School Principal uses a powerful language in dejecting teachers' trade unions' activities taking place during teaching day – he used: "foul-tasting." Trying to emphasize that it is obnoxious in schools for such activities to take place during teaching day. Another School Principal also said that some teachers' trade union members are refusing to sign time-off register because that is law. So many activities taking place in schools that are policy and law-resistant, and they are all definitely impermissible. At all three levels of analysis of the utterances, these School Principals are expressing their dismay that the society is let down by teachers' trade union members engaging in their unions' activities at the expense of the children's legitimate right to receive education in schools. Participants were unambiguous in dejecting such behaviours in schools during the teaching and learning time. They boldly rejected such behaviours and suggesting that such activities may take place after official

school day or during school vacations. The latter statement is education policy-linked and it is a correct suggestion/finding.

Literature too was not hushed in dejecting the attitude of teachers' trade unions' activities taking place during teaching and learning time in schools. Education law and policies are clear and straightforward regarding the COLT to be uninterrupted in schools. It actually stresses that it is something that you cannot live without it, if the COLT is interrupted in schools. Therefore, this study is emphatically suggesting that as learned, experienced, enlightened, professional, policy and education law abiding teachers, we need to ensure that our trade unions' activities are not in any way meddling with the COLT in schools instead, our role should enhance COLT for the child to benefit maximally in schools.

Using the emancipatory paradigm approach in this condition, it is clear that such activities will never transform the society from the shackles of ignorance for being illiterate and children will remain chained by being uneducated, yet teachers are supposedly and knowingly aware that a child needs to be educated as once was stressed by the first black South African President who said: "Education is the most powerful weapon you can use to change the world." What the latter President meant was "that education is the key to eliminating gender inequality, to reducing poverty, to creating a sustainable planet, to preventing needless deaths and illness and to fostering peace (Google.com) [Accessed: 01 June 2020]." With that in place in schools, this component may help transform children's lives to the extent of enhancing the role of teachers' trade unions in schools.

5.3.4 Exercising constitutional rights during COLT is impermissible (SS No.1)

Professional, experienced, learned and enlightened teachers exercising their constitutional rights during teaching and learning time really concerns this study, extremely. Reason being that teachers are professedly well-versed in education law, policy, leadership and management. Seemingly, such teachers don't understand that their constitutional rights are limited by the very RSA Constitution, Act No. 108 of 1996, – they are not non-derogable, just like some children's rights. While engaging with participants in interviews regarding this component, it emerged that they need to abide by the existing legislation while exercising their constitutional right at work. One Provincial Leader (Chairperson) indicated that as members of teachers' trade unions, they need to consider children first before embarking

on strikes or into any unions'-related activities in schools. Policies in place suggest that teachers' trade unions' activities may take place outside the official teaching time or during school vacations because that would ensure that the need for the teaching and learning process in schools was uninterrupted.

Through all three levels of analysis (textual analysis, discursive practice and social practice) as per Critical Discourse Analysis (CDA) technique, it emerged that the society never applauds when teachers partake in exercising their constitutional rights in schools while infringing children's rights to receive education, no wonder one core searcher once said: "it is foul-tasting." Such a condition in schools tells us that teachers don't know their exact time (during the official teaching day) for practicing their rights. Despite teachers misunderstanding their exact time to exercise their constitutional rights, RSA Constitution too is mum concerning the **EXACT TIME** relating to their constitutional rights practicing in schools. This study would love to see the RSA Constitution being straightforward in this component because that could help alleviate the propensity of teachers' trade unions in impinging on children's rights in schools, while exercising their constitutional rights.

Literature was and still is not mum on exercising constitutional rights during COLT, actually literature rejects that activity because it meddles with the children's rights in receiving education as stipulated by the RSA Constitution, Act No. 108 of 1996, as previously indicated in other Chapters of this study. I have been saying more than once that as much as it is the teachers' right to engage in unions' activities but meddling with the children's rights to receive education is indecorous and must discontinue. We seem to miss the point here regarding exercising our constitutional rights. Therefore, this study concurs with this component that exercising constitutional rights during COLT is definitely impermissible because it impinges with the children's rights to receive education as postulated in the RSA Constitution.

5.3.5 Teachers may not be sent to workshops during teaching and learning time in schools. (SS No. 2)

Since the beginning of this study, the researcher has been witnessing that on twelve-monthly basis especially at the beginning of the year – teachers are incessantly sent to Support and Orientation Workshops, causing children to be left unattended in schools. In

Chapter 2, I have attached a documentary evidence to that effect and it is sad to me that the Department of Education as the employer is behind sending teachers to workshops during teaching and learning time in schools, yet the policy is clear on this matter as indicated in Chapter 4, Paragraph 4.3.5. No wonder the Site Steward No.2 unequivocally mentions that it is not only teachers' trade unions that send teachers to their union matters but the Department of Education too, is doing that – in other words, it is shamefaced.

Utterances from the aforementioned participants during interviews suggest that all stakeholders in schools need to respect policies in place because that condition might help enhance the role of teachers' trade unions in COLT in schools. There is also Annexure 3 – Action Plan, which is a textual evidence that the Department of Education sends teachers to workshops during teaching and learning time which this study says, that is indecorous. Emanating from literature cited in Chapter 4, it is evident that the Departmental officials don't realise what the policies stipulate, as such they send out communiques which are contradicting the policies. Again, that is sad because officials are supposedly *au fait* with such policies of the Department of Education.

Throughout the three levels of analysis from CDA, it became clear that the officials are ashamedly putting the Department of Education into disrepute and disgrace as the employer. The general expectation from teachers regarding the employer is that officials were a level-higher than the ordinary teachers and were more policy-knowledgeable than the rest. But the opposite is the norm because officials seem to see no mistake in violating the policies regarding sending teachers to workshops during teaching and learning time. The very officials were scolding some management and leadership teachers as to why some schools are dysfunctional, yet they too are the source of the dysfunctionality. Therefore, even if it is the employer doing it, this component is truthful in suggesting that teachers many not be sent to workshops during teaching and learning time in schools, reason being it is existing policy-revolting and RSA Constitution-repellent causing children to be left unattended and infringing their constitutional right to receive education in schools.

5.3.6 Collective bargaining with the employer

As I pointed out and explained in Chapter 2, Paragraph 2.2.21, my understanding of collective bargaining with the employer is that it is the “relationship between the teachers’

trade union and the employer in the Department of Education” which must be aromatic (although hard words may be exchanged on the way) reaching agreement without resorting to force, so that the COLT may be enhanced thus benefitting the child. Through experience with teachers’ trade unions, I have deduced that collective bargaining is the best method of communication with the employer regarding benefits and work conditions regarding union members. While interviewing participants regarding this important component, utterances suggest that ordinary union members do understand and support this component of collective bargaining with the employer. Thus far, there is no conflict between stakeholders regarding this component.

Throughout the three levels of analysis (CDA), emphasis is on the smooth running of this process, so that meddling with COLT in schools might be limited. Participants speak in one voice that collective bargaining is an acceptable activity in the school society, but it needs preparation so that the process of teaching and learning will not be interrupted. Literature too was not silent on this component that it should be properly planned so as to not intrude on children’s rights to receive education. Therefore, this study encourages that collective bargaining with the employer must be upheld but properly planned so that COLT will not be encroached on schools.

5.3.7 Time –Off Register is not negotiable (Principal 1)

Through experience, I have discovered that the arrangement and implementation of time-off register in some schools is not understood as per RSA, EEA 76 of 1998, that is why some teachers’ trade union members don’t see the reason for this management tool to be signed, citing that they are adults, so they can behave properly – without it, unfortunately the “behave properly” is untrue, factoring in the previous experiences from the evidence provided by the School’s Register Administrator and the Instructional Leader (Principal No.1). This is indeed a sad state of affairs when professional teachers utter such statements that confirm their obliviousness regarding the importance of this policy in schools.

While engaging in interviewing participants, it emerged that this tool is optional, yet it is the law and policy that must be adhered to when leaving the school and attend to union matters on that particular day/s. One Principal is also shocked that teachers’ trade union members

don't see the need to abide by this tool. Generally speaking, some South Africans do claim that they are law abiding, yet the aforesaid utterances and behaviours in schools seem to suggest the opposite. It is therefore safe to suggest that professional teachers need to respect law and policy in place so that the relationship in schools among all stakeholders might be enhanced.

At all three levels of analysis, it emerged that schools are where this tool needs to be signed and records properly kept since this is policy. And the community in which teachers work are supportive of this policy, saying it is a lawful practice. It also emerged that community regards teachers as good models in showing what is good and acceptable behaviour. So children may behave appropriately if their mentors are. Analysis, too, showed that good behaviours by teachers in schools show that they are reasonable and sensible towards the policy in place. Therefore, this is one of the components of the strategy which might help enhance the role of teachers' trade unions in COLT, thus benefitting the child.

Literature too mentioned that signing time-off will ensure that there is order in schools. "The process of teaching and learning should not be interrupted, the importance of high productivity levels in schools because teachers were teaching, children's rights were catered for, the need for order in the education system and the efficiency and effectiveness in services rendered to the general public." The amount of time off should at all times be reasonable and fair. The latter statements are crucial in ensuring that the time-off tool is not abused in schools. Therefore, this study concurs with this component that time-off register should remain as not negotiable because it is a valid policy which every stakeholder agreed to abide by it in schools. The emancipatory paradigm that this study is undergird also plays a role in ensuring that the lives of children are at all levels in schools, transformed for the betterment of their lives. That done, the emancipation of the child from the manacles of ignorance regarding knowledge might be loosened.

5.3.8 High standard of professionalism must be maintained by teachers

Informed by vast experience in the teaching profession, to me professionalism that must be displayed by teachers in schools is not negotiable because our teaching career is indeed a profession itself. From my understanding, reminding teachers about professionalism is being stropky because that is what they should display in their daily life at work. Confirmed

by utterances from the participants (see Paragraphs 2.4.1.2.8 and 4.3.8), professionalism is emphasised by their utterances at interview level that it should be maintained by all teachers. Confirmed by interviews, it emerged that teachers who don't manifest professionalism in their behaviour in schools are a shame in the teaching profession. And studying and revising existing knowledge about professionalism might help enhance the role of teachers' trade unions in COLT. It also emerged that some teachers' trade union members brag that their union is always displaying professionalism when dealing with the employer.

That is commended because professionalism is crucial to maintaining harmonious coexistent relationship in schools. Therefore, such a component might help so many teachers in helping other teachers' trade unions' activities improve. While analysing data on professionalism at all three levels of CDA, teachers seem cooperating with the employer and other stakeholders in schools, thus enhancing the role of teachers' trade unions in COLT. At all three levels of analysis, it emerged that professionalism must be displayed by all teachers in schools without compromised. Society too accepts and appreciate if teachers show signs of professionalism when they are in schools. Therefore, this is one of the components of the strategy which might help enhance the role for teachers' trade unions in COLT.

Professional teachers' approach is always applauded by this study because stakeholders in schools need to see that professional people behave and handle matters differently, showing that they are enlightened. Literature too, from Chapter 2 has confirmed that some teachers' trade union members don't care about being professional in schools which is sad indeed, therefore this study recommends that teachers will need to revive themselves in this component because implementing it properly in schools will help enhance the role of teachers' trade unions in COLT. Using the emancipatory paradigm in undergirding my study, teachers buying in to the concept/principle of professionalism might help transform children's life immensely because children can copy good behaviours displayed by teachers in schools thus emancipating them from the manacles of ignorance which are killing our youth badly in the country.

5.4 FINDINGS ON CONDITIONS THAT ARE NECESSARY FOR THE ENHANCEMENT OF TEACHERS' TRADE UNIONS' ROLE IN COLT.

The following sub-section of the study reports on the findings of the conditions necessary for the enhancement of teachers' trade unions' role COLT.

5.4.1 Education law is not negotiable

Throughout the interactions with participants regarding education law, it emerged that education law should be made a priority and not negotiable in schools, particularly at the beginning of the year, to acclimatise and revive union teachers thereon. And also, this study noted that some schools are already applying this condition, as such, their schools are hardly meddling with the culture of learning and teaching. To me, knowledge of education law by all teachers is the lifeblood of the smooth running of a school, successfully – thus not negotiable. While interviewing participants, it came out that the emphasis of education law being encouraged to teachers as part of upgrading their academic qualifications to a postgraduate level was vital, preferably Master's degree.

That would inculcate the knowledge of education law in the minds of teachers, as well as knowing how to implement it appropriately without meddling with the COLT in schools. This study also commends the work done by the different universities in the latter finding because the very researcher is a product of that initiative. Therefore, the researcher affirms that this condition works. As confirmed by the utterances from the SS1 (see Paragraphs 2.4.1.3.1 and 4.4.1), knowledge of the law makes teachers behave appropriately towards the education system in and outside schools, thus enhancing their role as members of trade in COLT. At all analysis levels, emphasis on education law must be done in schools where teachers apply their trade in teaching and managing the process of teaching and learning. It came out clearly too that the society accepts the fact that education law should be not negotiable in schools, especially in management and leadership positions. Knowing education law might even help enhance good relationship between stakeholders, thus improving the harmonious coexistence in schools.

Emancipatory paradigm which undergirds this study does demand that what is happening in schools should transform children from poverty to a good sustainable life when finishing

school. Therefore, a good knowledge of the education law by teachers might help enhance this condition in schools. Emancipatory research which this study also supports says that children need to be emancipated by the good education which they receive in schools. Therefore, the knowledge of the education law might be handy in helping to emancipate children here.

5.4.2 Workshopping teachers' trade union members in union-related matters

While interacting with the participants regarding this condition, it emerged that some teachers concur with this condition because it makes them more knowledgeable about union-related matters at school. They felt that workshops might be motivational and reviving in their understanding of union-related matters in schools. And that would also help teachers understand better of what Section 23(2) of the RSA Constitution, Act No. 108 of 1996, stipulates regarding their rights as teachers in union matters, including Sections 28(2) and 29, respectively. And Section 36 – limitation of rights. It emerged that there are quite a number of policy-related matters which can be handled during these workshops, thus empowering teachers' trade union members in schools. Participants even mentioned the Constitutions and Codes of Conduct from different teachers' trade unions, which might also be tackled in these workshops. Therefore, it can be deduced that providing teachers with such opportunities in schools might help deepen their understanding in union-related matters, thus lessening the propensity of meddling with the COLT in schools.

The utterances from the Instructional Leader (Paragraph 4.4.1) (IL), the Principal confirmed that workshops or inductions at the beginning of the year are helpful. Therefore, this study has found out that such workshops or inductions need to be continually held in schools, not only at the beginning but throughout the year, because they might help deepen the understanding of union-related matters in schools thus enhancing their role in COLT. At all analysis levels, it came out clearly from participants that unionism needs to be understood properly by all teachers in schools because that might help teachers alleviate their meddling with the COLT in schools. Participants agreed that such a stance might even be appreciated by the society in which they work in, and the Emancipatory paradigm, which this study supports, does emphasize the transformation of children's lives for the better in their careers after schooling. Emancipatory research approach also emphasizes that

emancipation must take place in the lives of children. Therefore, that condition could help enhance the role of teachers' trade unions in COLT.

Literature too, was not silent on the importance of understanding the union matters in schools. Much reference was made to the RSA Constitution, Act No. 108 of 1996, Chapter 2, Bill of Rights, Section 23(2)(a) - (c) and Section 36, respectively. And scholarly literature did emphasize that some teachers' trade unions are disruptive in schools, hence the recommendation that they should not be allowed to take place in schools. A standing policy concurring with the latter sentence confirming that the official school day is only 7 – hours, therefore there is no time allocated for union matters to take place during COLT. A scathing criticism of low productivity from union members in schools was also factored in. Therefore, it is safe to suggest that workshopping teachers' trade union members in union-related matters in schools, after hours, might help enhance COLT in schools.

Central to the emancipatory paradigm of this study, social justice and transformation in schools might benefit children whose rights are infringed directly by teachers' trade union members.

5.4.3 Children's transport arrangement in schools

During engagements with participants, especially children from both schools, it clearly and strongly emerged that they are unhappy with the condition of finding themselves unattended regarding transport to take them back home (see Paragraph 2.4.1.3.3 and 4.4.3). Even children who were walking home, they said at that time of the day, it is dangerous and accidents are rife on the road back home. Literature too was never silent on this matter where it emerged that bad things, social ills, take place that endanger children while waiting outside a school for their transport or even walking home. Therefore, paying attention to children's transport might help children to be safe while attaining education, which might help change their adult world later in their lives. In addition, our RSA Constitution, Act No. 108 of 1996, Chapter 2, Bill of Rights, Section 28(1)(f)(ii) does state that "every child has the right not to be required or permitted to perform work or provide services that place at risk the child's well-being, education, physical or mental health or spiritual, moral or social development." Evidently, the child's well-being is put at risk if the transport facilities are not in place in good time, therefore, the child's right is violated.

It is therefore suggested that for the strategy to enhance the role of teachers' trade unions in COLT, to function properly – children's transport will also need to be considered by organisers of teachers' trade unions so that children will not be left destitute transport-wise. At all analysis levels, it became clear that children's transport must be arranged properly in schools so that they will not be exposed to unnecessary dangers while walking home alone at that time of the day. Therefore, the enlightened professionals need to guard against negligence practice on this condition because they might be charged on grounds of negligence regarding children under their care in schools. Leaders of teachers' trade unions need to be extremely careful regarding this condition of children's transport in schools.

Emancipatory research also emphasized that children's life matter to the extent that their safety is crucial in schools because that could trigger their emancipation when receiving education in schools. Therefore, it is safe to suggest that children's transport in schools needs to receive the first priority from teachers' trade unions' leadership, thus making children's education a priority. Such a condition might even help enhance the role of teachers' trade unions in schools because there was no negligent approach to children's transport and education while attending to union matters in schools.

5.4.4 Proper planning in continuous communication

The creation of a good relationship with participants while collecting data for this study made it possible for this condition to be realistic. Starting from inviting them to the sessions and discussing this study's aims and objectives, proper planning in continuous communication was crucial, as confirmed by the Provincial Leader (Chairperson). Therefore, it emerged that using current technology tools in communicating with teachers' trade union members is not wanted but needed to help enhance the role of teachers' trade unions in COLT (see Paragraphs 2.4.1.3.4 and 4.4.4).

Literature on communication (Joubert et al., 2013:219) states that... "the Labour Relations Act fosters collective communication between a single employer, or any combination of one or more employers and/or an employers' organization, and employees who have organised themselves into union. Parties communicate by means of bargaining in a bargaining council." This literature confirms that this condition of communication between teachers and the employer should be continuous and collective in a bargaining council. Therefore, this

study has this finding that teachers' trade unions don't need to interfere with the COLT in schools because there is a council that helps communicate with the employer while they are in class teaching and children learning. Therefore, proper planning in continuous communication is another finding for this study to help enhance the role of teachers' trade unions in COLT. Lastly, this condition might help reduce the confrontation between teachers' trade union members with the employer.

At all analysis levels, continuous and proper communication was focal because it formed a good condition where a harmonious relationship is established in schools, thus benefitting the child. Emancipatory paradigm that this study is undergird also emphasizes that the lives of children in schools need to transform through activities that aren't Constitution or policy-resistant, per se. Emancipatory research approach does confirm that children need to be emancipated from the manacles of illiteracy and poverty in every respect. Therefore, a good condition where there is a proper planning in continuous communication in school might intensify emancipation, thus benefitting the child. Therefore, this condition needs to be closely looked at by the teachers' trade union leaders in schools so that it does not meddle with the culture of learning and teaching.

5.4.5 Harmonious relationship between stakeholders

It emerged during discussions with the participants that pleasing-sounding relationship amongst stakeholders are not negotiable (see Paragraphs 2.4.1.3.5 and 4.4.5). In other words, this condition plays a crucial role in enhancing the role of teachers' trade unions in COLT. It was also mentioned that a close-working relationship amongst stakeholders in schools is also not navigable because that is where harmony builds up and the relationship grows to benefit the child in the classroom. This subsection of this study focused on the condition which would help improve relationship between stakeholders in schools. At all analysis levels, it became clear that stakeholders need one another and need to relate harmoniously with one another because if we drift away from sound policies in this matter; we are directly saying law does not matter in schools. The latter therefore meddles with COLT, thus defeating the entire purpose of schooling.

Literature was emphasizing that harmony in schools is crucial because it heightens the COLT and maintains good condition where the child's constitutional rights are respected.

Therefore, teachers' trade union members need to abide by such condition for them also to have peace with the employer and all other stakeholders. Emancipatory paradigm does emphasize that children's lives need to transform immensely through education in schools. Emancipatory research method also emphasizes that children need to be emancipated from the manacles of illiteracy and poverty through education. During the Critical Discourse Analysis at three levels, it emerged quite strongly that harmonious relationship amongst stakeholders in schools are fundamental. The society in which we work would appreciate the good relationship amongst stakeholders in schools.

Following the dictates of an emancipatory paradigm, it therefore stands to reason that teachers' trade unions in schools need to change their militant approach in schools and start creating a harmonious relationship with other stakeholders. Reason being, stakeholders need one another to benefit the child and the education system, as well. Besides, the critical theory emphasizes the emancipation of the previously disadvantaged societies – therefore, the schools need to be managed and led in such a way that freedom reigns in all aspects. Ceremonial rhetoric does dictate that “celebrate what is noble and to condemn what is shameful.” It is therefore also fair for this study to commend those teachers' trade unions that are continually adhering to the noble cause of the teachers' profession. They are contributing to the uplifting of the education system's values, thus benefiting the child. With that, harmonious relationship among stakeholders in schools prevails.

5.5 SUMMARY OF FINDINGS

From quite a plethora of findings that I discussed in this chapter and the preceding one (Chapter 4), they revealed that:

- a) Throughout interaction with participants, it emerged that children too, needed to be listened to when taking decisions regarding COLT (*hence the saying: “nothing for or about us without us.”*) because they are partners in education, as stipulated by the RSA Code of Conduct. As it has been, this study commends all good practices by some union members in schools – including the Department of Education.
- b) This study also established that some teachers' trade union members are more political rather than educationally professional in communicating with the employer – which

conceivably stifles the good working relationship in-between. That approach destroys the good and professional human relations that must exist in schools among all stakeholders. As such, literature from scholars was abuzz about some teachers' trade union members in RSA Gauteng schools regarding this finding.

- c) In addition, this study revealed that as much as, it is teachers' constitutional right to partake in strikes, as law-abiding professionals, they need to respect the rights of other people especially in schools – they need to know that their rights are not “non-derogable” and are limited in the RSA Constitution, Act No. 108 of 1996, Chapter 2, Bill of Rights, Section 36– some children's rights are!
- d) Continually studying and referring to it, this study discovered that there is also a horrifying conflict and inconsistency in the RSA Constitution Act No. 108 of 1996, regarding the children's rights to receive education from Section 29(1)(a) and the RSA Labour Relations Act, Section 23(2)(a) – (c). The million-dollar question to ask is: At what time of the official school day should teachers' trade union members participate in their union activities and programmes thereof in schools, including striking? Reason being, the RSA, Employment of Educators Act, 1998, Section 3.2(a), does state that: “All educators should be at school during the formal school day, which should not be less than 7 hours per day.” That, to me, is explicit regarding the formal school day, not the formal union day!
- e) The time-off Policy from the RSA, EEA 76 of 1998, Chapter G, 1.1.4 (a) – (e) as stated in Chapter 2, is conflicting with the Labour Relations Act, Section 23(2)(a) – (c) as stated above. Some teachers' trade unions don't abide by the recommendations from this policy, before embarking on exercising their constitutional right in schools, regarding time-off.
- f) Transformation paradigm which this study has employed is noticeably ignored too, because some teachers' trade union members do show the element of: “Only the employer must transform for them to have an upper arm in every school.” That's why in some union corridors, you will evidently hear the following utterance: “All promotional posts are SADTU's or NATU's” despite the appointment on merit and suitability of the candidate to that particular promotional post. Through vast experience in the education sector, I have realised that the latter arrogance from the teachers' trade unions

members, kills COLT to the core in schools and deliberately violates the procedure manual, which is mandatory to follow.

5.6 HOW THE STRATEGY CAN BE IMPLEMENTED

This section is clearly indicated below where recommendations are discussed at length and that is how a strategy to enhance the role of teachers' trade unions in the culture of teaching and learning can be implemented.

5.7 RECOMMENDATIONS

- a) Officials from the Department of Education should familiarise themselves with the policy regarding the teachers' trade unions in schools from the Personnel Administrative Measures (PAM) document (EEA 76 Of 1998) because managing and leading that component in schools is below expectation.
- b) Teachers' trade unions' constitutions need to be inducted to new members and continually revived and reviewed to old members because some findings from the participants' utterances, suggest that some political and militant teachers' trade union members don't know their organizations' constitutions – hence their unbecoming behaviour in schools, regarding COLT.
- c) There should be a complimentary relationship between the RSA Constitution, Act No. 108 of 1996, and the other policies, especially those referring to the children and teachers in schools to enhance the enabling environment. Act No. 108 of 1996, Chapter 2, Bill of Rights, Section 28(1)(f)(ii) which states that “every child has the right not to be required or permitted to perform work or provide services that place at risk the child's well-being, education, physical or mental health or spiritual, moral or social development.” As much as the child does not perform work or provide services but evidently, the child's well-being, education, physical or mental health or spiritual, moral or social development are all compromised and exposed to unnecessary social ills if left unattended in schools and without a proper transport arranged for them in good time.
- d) Children's Act 38 of 2005, Chapter 2, Section 9 stipulates that “in all matters concerning the care, protection and well-being of a child the standard that the child's best interest

is of paramount importance, must be applied.” Teachers’ trade unions, evidently, do not care, protect and safeguard the well-being of the child in schools, especially when they leave them alone and attend to their union matters during the official teaching and learning time. And the latter behaviour violates the Children’s Act 38 of 2005, dearly – as mentioned earlier.

- e) Teachers’ trade unions do not respect schools as legitimate educational structures and they behave as if schools are their “autonomous zones”. For their information, schools are specifically existent for one purpose, and that is to educate and nurture children as they grow up.
- f) It is also recommended that one-day, teaching was methodologyed as an essential service in terms of Section 71 of the RSA Labour Relations Act. The latter is inveterate by the most recent HRM Circular No. 38 of 2021 in the KwaZulu-Natal province, dated 25 August 2021. And that would mean that if an essential service is disrupted, it endangers the life, personal safety or health of the whole or any part of the nation, e.g. nursing – thus fulfilling the educational rights of children in schools as stipulated in the RSA Constitution Act No. 108 of 1996, Chapters 28(2) and 29(1)(a), respectively.

5.7 LIMITATIONS OF THE STUDY.

This study was undertaken in two schools (one urban and one rural) where my sample was amassed, which was unintentional to generalise the findings but where possible – researchers and readers might find similarities or differences in their contexts of education. Participants did not all contribute to the utterances during interviews, especially children, when they had to engage in the presence of their teachers and other unfamiliar individuals, especially union leaders from the branch and provincial offices. Some teachers’ trade union members were not cooperative during data collection stage, posing a risk of data being unavailable. Attending data collection sessions was difficult for some participants.

As much as the findings of the study emerged from the sample and a qualitative approach were used, but they can apply to any school where there are teachers’ trade union members aiming at enhancing their role COLT during the official 7-hour day in schools. As a researcher, I am concerned about the refusal attitude of some fellow comrades towards

providing data regarding teachers' trade unions for analysis purposes. Literature specifically related to educational law and policy towards teachers' trade unions was limited, save the general literature on trade unions, world-wide.

Lastly, in my view the qualitative research approach was effective, yet its findings cannot be extended to wider populations with the same degree of certainty that quantitative analyses can (Atieno, 2009:17), but using a Mixed Method Research (MMR) approach would have given this study, more balanced findings and recommendations which would have been both quantitative and qualitative in nature.

5.8 ASPECTS FOR FURTHER RESEARCH.

Prefatory, I stated in Chapter 1, Paragraph 1.8 – more studies and on more schools (rather than on two) need to be done on the existing knowledge regarding teachers' education law and policy, specifically relating to teachers' trade unions' activities in schools so as to add new knowledge about my research topic, because they are unlawful.

5.9 CONCLUSION

The central aim of the study was to enhance the role of teachers' trade unions in COLT, which was and still is evidently meddling therewith in some schools. Relating to the topic, empirical data was properly collected from the participants' interviews and other documents, including literature, to broaden my research topic as mentioned above. Through the process described above, the study achieved to propose a strategy. The findings indicated that teachers need to have a good understanding of what unionism entails because that would allow them to behave appropriately in schools without meddling with COLT.

In addition, it arose that teachers need to understand the timing of exercising their constitutional rights while respecting children's in schools because, in my view, teachers' trade unions' rights end when the children's, begin. Departmental Officials too, needed to have a good understanding of the policies relating to teachers' trade unions in schools and implement them without fear or favour. Lastly, it emerged that a good, harmonious

coexistent relationship in schools must be created, improved and maintained for the benefit of the child, the employer, teachers' trade union members and COLT thus "improving the quality of life for all citizens and free the potential of each person as stipulated in the RSA Constitution, Act No. 108 of 1996, PREAMBLE" thus fulfilling the best interests of justice in the country.

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+++++THE END+++++

APPENDIX A



GENERAL/HUMAN RESEARCH ETHICS COMMITTEE (GHREC)

28-Jun-2019

Dear Mr Kubheka, Enoch ESB

Application Approved

Research Project Title:

Enhancing the role of teachers' trade unions in the culture of teaching and learning

Ethical Clearance number:

UFS-HSD2018/0893/2806

We are pleased to inform you that your application for ethical clearance has been approved. Your ethical clearance is valid for twelve (12) months from the date of issue. We request that any changes that may take place during the course of your study/research project be submitted to the ethics office to ensure ethical transparency. Furthermore, you are requested to submit the final report of your study/research project to the ethics office. Should you require more time to complete this research, please apply for an extension. Thank you for submitting your proposal for ethical clearance; we wish you the best of luck and success with your research.

Yours sincerely

Prof Derek Litthauer
Chairperson: General/Human Research Ethics Committee

Digitally signed
by Derek
Litthauer
Date: 2019.06.30
21:15:35 +02'00'

205 Nelson Mandela Drive/Rytlaan
Park West/Parkwes
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F: +27(0)51 401 3752
ghrec@ufs.ac.za
www.ufs.ac.za



APPENDIX B

PO Box 21

STEADVILLE

3373

09 July 2019

Dear Sir/ Madam

Re: REQUEST TO PARTICIPATE IN RESEARCH (as Site Steward No. 1.).

I am currently doing the research with the University of the Free State (UFS) on, “Enhancing the role of teachers’ trade unions in COLT.” I humbly request you to participate in this study. Your role as a **SITE STEWARD** was to provide oral information regarding the role of teachers’ trade unions in COLT. This study process is scheduled as follows:

DATE	: 18 July 2019
TIME	: 14H30
VENUE	: Phakamani Primary School (Office)
DURATION	: + - 30 Minutes

Your participation is not compulsory and you are free to withdraw your participation at any time when you feel like. The issues such as confidentiality, anonymity and other legal issues was discussed with you as it is important for you to understand the nature and the purpose of this study.

This study complies with the rules and regulations of conducting the research. If you would like any additional information, you are allowed to contact me on the contact details provided, hereunder.

Yours faithfully

ESB KUBHEKA (MR) Cell: 082 314 6155 **email:**babamikubheka1@gmail.com

Details of my supervisor in this study are as follows:

NAME : Dr Tsotetsi CT
TEL. NO. : 0587185002
E-MAIL : tsotetsict@ufs.ac.za

Please indicate what is **APPLICABLE/NOT APPLICABLE** to you and sign below and I will collect it myself (*two days before the interview session*) if you would like to participate in this study.

Thank you.

Make a tick [] next to your choice below:

I do <u>AGREE</u> to participate in your study.	<input type="checkbox"/>	I do <u>NOT AGREE</u> to participate in your study.	<input type="checkbox"/>
--	--------------------------	--	--------------------------

Your surname and initials : _____

Your title (Mr/Miss/Dr, etc.): _____

Your signature : _____

Date : _____

Your contact details : _____

APPENDIX C (assent letter)

PO Box 21

STEADVILLE

3373

10 September 2019

Dear Sir/ Madam

Re: REQUEST FOR YOUR CHILD TO PARTICIPATE IN RESEARCH (as a
LEARNER).

I am currently doing the research with the University of the Free State (UFS) on,
“Enhancing the role of teachers’ trade unions in COLT.” I humbly request your child
to participate in this study. Your child’s role as a **LEARNER** was to provide oral
information regarding the role of teachers’ trade unions in COLT. This study process is
scheduled as follows:

DATE : 19 September 2019
TIME : 14H30
VENUE : Phumulani High School (Office)
DURATION : + - 30 Minutes

Your child’s participation is not compulsory and you are free to withdraw your child’s
participation at any time when you feel like. The issues such as confidentiality, anonymity
and other legal issues was discussed with you as it is important for you to understand the
nature and the purpose of this study.

This study complies with the rules and regulations of conducting the research. If you
would like any additional information, you are allowed to contact me on the contact details
provided, hereunder.

Yours faithfully

ESB KUBHEKA (MR) Cell: 082 314 6155 **email:**babamikubheka1@gmail.com

Details of my supervisor in this study are as follows:

NAME : Dr Tsotetsi CT
TEL. NO. : 0587185002
E-MAIL : tsotetsict@ufs.ac.za

Please indicate what is **APPLICABLE/NOT APPLICABLE** to your child and sign below and I will collect it myself (*two days before the interview session*) if you would like your child to participate in this study.

Thank you.

Make a tick [] next to your choice below:

I do <u>AGREE</u> to participate in your study.	<input type="checkbox"/>	I do <u>NOT AGREE</u> to participate in your study.	<input type="checkbox"/>
--	--------------------------	--	--------------------------

Your child's surname and initials : _____

Your child's title (Mr/Miss/Dr, etc.): _____

Your signature (parent) : _____

Date : _____

Your contact details : _____

Your surname and initials : _____

STATEMENT/ITEM	YES	NO
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APPENDIX F

Language editing, confirmation letter

18 October 2021

TO WHOM IT MAY CONCERN

I hereby submit this letter confirm that I have edited the following dissertation for the Research Dissertation submitted to the School of Education Studies at the University of the Free State in partial empowerment of the requirements for the degree Magister Educationis (M.Ed.)

ENHANCING THE ROLE OF TEACHERS' TRADE UNIONS IN THE CULTURE OF TEACHING AND LEARNING.

By

Enoch Sihle Banana Kubheka

****Note:** It is the author's responsibility to make the changes suggested and to attend to any queries. It is also the student's responsibility to go through all references and ensure no plagiarism occurs in the proposal submitted after editing has been done.

My LinkedIn page provides information on my personal profile.

Marcel Koortzen

Independent Language Consultant (Proofreader and Copy Editor)

Certified Editor and Proofreader – College of Media and Publishing, (United Kingdom)

Member of the Southern African Freelancers' Association

Member of the South African Translators' Institute


<https://www.linkedin.com/in/marcel-koortzen-60574093/>

Email: marcel@marcelkoortzenwords.com

Mobile: +27 903 709

Appendix G

Grades 4 – 9 Teachers Orientation Workshop – 2020


education
 Department:
 Education
PROVINCE OF KWAZULU-NATAL

Enquiries: ~~031 261 1111~~ Reference: 2020 Orientation Schedule Date: 24 / 01 / 2020
 Telephone No.: ~~031 261 1111~~

Grades 4 – 6 Teachers Orientation Workshops – 2020
Starting Time – 08:30

Dates	Venues			
	Bergville CMC [Bergville CMC]	Estcourt CMC [Forderville P]	Mnambithi (East) [Idamu P]	Mnambithi (West) [Egerton P]
03/02/2020	IsiZulu Gr 4-6	Maths Gr 4-6	SS Gr 4-6	LS Gr 4-6
04/02/2020	SS Gr 4-6	NSTech Gr 4-6		Maths G 4-6
05/02/2020	Maths Gr 4-6	IsiZulu Gr 4-6	NSTech Gr 4-6	SS Gr 4-6
06/02/2020	LS Gr 4-6		IsiZulu Gr 4-6	NSTech Gr 4-6
07/02/2020	NSTech Gr 4-6	SS Gr 4-6	LS Gr 4-6	English Gr 4-6
10/02/2020	English Gr 4-6	LS Gr 4-6	Maths Gr 4-6	IsiZulu Gr 4-6
24/02/2020			English Gr 4-6	
25/02/2020		English Gr 4-6		

Grades 7 – 9 Teachers Orientation Workshops – 2020
Starting Time – 08:30

Dates	Venues			
	Bergville CMC [Bergville CMC]	Estcourt CMC [Forderville P]	Mnambithi (East) [Idamu P]	Mnambithi (West) [ML Sultan P]
11/02/2020	LO Gr 7-9	English Gr 7-9	NS Gr 7-9	CA Gr 7-9
12/02/2020	CA Gr 7-9	Maths Gr 7-9	EMS Gr 7-9	NS Gr 7-9
13/02/2020	IsiZulu Gr 7-9	LO Gr 7-9	SS Gr 7-9	English Gr 7-9
14/02/2020	EMS Gr 7-9	NS Gr 7-9	IsiZulu Gr 7-9	
17/02/2020	Maths Gr 7-9	IsiZulu Gr 7-9	LO Gr 7-9	SS Gr 7-9
18/02/2020	Tech Gr 7-9	EMS Gr 7-9	English Gr 7-9	IsiZulu Gr 7-9
19/02/2020	NS Gr 7-9	SS Gr 7-9	Tech Gr 7-9	Maths Gr 7-9
20/02/2020	English Gr 7-9	Tech Gr 7-9	CA Gr 7-9	EMS Gr 7-9
21/02/2020	SS Gr 7-9	CA Gr 7-9	Maths Gr 7-9	Tech Gr 7-9
24/02/2020				LO Gr 7-9