AN ASSESSMENT OF THE IMPACT OF LABOUR UNIONS ON SCHOOL GOVERNANCE PROCESSES AND SERVICE DELIVERY:

A CASE-STUDY OF THE KING WILLIAM’S TOWN DISTRICT.

BY

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DECLARATION

I, Nositembele Anahopia Ngumbela declare that this dissertation is my original work.

Where references have been made to the work of others it has been appropriately acknowledged.

Signed .......................................................... Date............................................
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Finally, I thank the Almighty God who has been with me through this winding journey
DEDICATION

To three dear people who have been part of my life.

My late father, Dalindyebo Johnson Nyoka, your love and caring made me who I am.

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To my late Son, Ndiphiwe, I love you. This is for you.
Abstract

The demise of apartheid and the ushering in of the New Dispensation in 1994 necessitated the dismantling of the old structures of government which divided the people along racial lines and building a united South Africa based on the principles of the new Constitution.

Chapter 10 of the Constitution No. 108 of the Republic of South Africa gives guidelines and principles on how Public Administration should be governed. Section 195 provides for the basic values and principles which govern public administration.

The Eastern Cape Department of Education is faced with a problem where the basic values and principles which govern public administration in schools had either not been observed or are completely compromised despite the involvement of labour unions. This is evident in the final results of matrics year after year which became a social concern and the national question. The state of affairs is not improving despite the involvement of labour unions and this prompted the National government to intervene through Section 100.

This study will try to explore and mitigate this undesirable state of affairs. The involvement of labour unions is a critical question as to whether their involvement enhances proper governance and policy intentions in schools which will enhance service delivery and increase performance and output results.

The researcher followed a multi-method approach to benefit from the diversity of opinions and understand the problem better.
Table of Contents

DECLARATION_________________________________________________________ I

ACKNOWLEDGEMENT___________________________________________________II

DEDICATION___________________________________________________________ III

ABSTRACT____________________________________________________________ IV

CHAPTER ONE: INTRODUCTION___________________________________________ 1

1.1 Background of the study _____________________________________________ 1

1.2 Objectives of the study ______________________________________________ 2

1.3 Statement of the problem _____________________________________________ 2

1.4 Research questions_________________________________________________ 3

1.5 Clarification of concepts and terms___________________________________ 3

1.6 Chapter Outline_____________________________________________________ 5

1.7 Conclusion_________________________________________________________ 5

CHAPTER 2: LITERATURE REVIEW ______________________________________ 6

2.1 Introduction ________________________________________________________ 6

2.2 Background ________________________________________________________ 6

2.3 ASPECTS AFFECTING THE EASTERN - CAPE DEPARTMENT OF EDUCATION _____________________________________________________________ 7

2.3.1 The socio-economic factors _________________________________________ 7
5.1 Introduction

5.2 Findings

5.2.1 Findings from the review of questionnaires

5.2.2 Findings on implementation of legislative framework

5.3 Recommendations

5.4 Limitations of the study and further research directions

References

ANNEXURE A: LETTER TO DEPARTMENTAL OFFICIAL

ANNEXURE B: QUESTIONNAIRE TO THE DEPARTMENTAL OFFICIAL

ANNEXURE C: LETTER TO THE EDUCATORS

ANNEXURE D: QUESTIONNAIRE TO THE EDUCATORS

ANNEXURE E: LETTER TO UNION OFFICE BEARERS

ANNEXURE F: QUESTIONNAIRE TO THE UNIONS

ANNEXURE G: LETTER TO PRINCIPALS

ANNEXURE H: INTERVIEW QUESTIONNAIRE- PRINCIPALS
CHAPTER ONE: INTRODUCTION

1.1 Background of the study

School management is a critical responsibility and public administration function in the implementation of the education policy in South Africa for improved delivery of the policy intentions. School management functions scientifically designed, and systematic in orientation, hence when implemented with distinction there should be greater outcome in service delivery. Service delivery in this case should be classified as; improved school performance in matric results, improved teacher-learner-parent relationships, and improved school performance. The study is then focusing on the relationship between school management and education unions, and the subsequent impact on service delivery.

In South Africa, the performance of the public schools has become a greater social question that affects the national question. In the Eastern Cape, the state of public education and the performance of learners have been labelled a policy crisis. Studies in the performance of the public schools in South Africa reflect differentiated challenges in the education service delivery.

- The statement by the South African Democratic Teachers Union (SADTU), concluded that the Eastern Cape Department of Education is failing to meet the matric results performance targets due to challenges that include; poor policy funding, human capital capacity challenges and technology gaps (John, 2011).

- The study in the Eastern Cape, by Mestch and others (2008), concluded that for effective results-orientated school governance, the school management team approach should be critical. This includes, in the school governance and management space, teams of interested parties.

The findings of the researches above provide facets about the challenge with regards to the performance of the Eastern Cape Education. This study, however, is of the view that strengthening school governance and management practice will
increase performance at school level. However, questions exist on the role of unions and their subsequent impact in the school governance and management practice. Do educational unions enhance or derail the policy objectives of the educational policy?

The theory framework of the study is identified as the systems approach to management. This approach views the governance and management space as multifaceted space that is in liaison for delivery of results. Senge, (1990) a proponent of the systems theory states that ‘organizations are where people continually expand their capacity to create the results they truly desire, where new and expansive patterns of thinking are nurtured, where collective aspiration is set free, and where people are continually learning to see the whole together’. In light of that the actors in the governance and management ecosystem of school should be morally bound and committed to the rule and administrative principles that enhance the core business of teaching and learning. For Senge (1990), if the relations enter a state of disequilibrium then that is a dysfunction for the desired results will not be achieved.

1.2 Objectives of the study

The objectives of the study are to assess the role of unions in the school governance and management practices and their impact on service delivery. The study will focus on the following critical sub-objectives:

- Identify the school governance and management practices and their impact on service delivery.
- Assess the role of educational labour unions in the governance and management practices.
- Examine service delivery outcomes and the contribution of unions and school governance processes in these outcomes given the relationship between unions and school governance-management practices.

1.3 Statement of the problem

- Does the involvement of unions impede or enhance governance that promotes targeted service delivery of the Eastern Cape schools.
• The educational unions, especially the South African Democratic Teachers Union (SADTU) which is the largest education union, are always at loggerheads with the Department of Education on different issues.

1.4 Research questions

The study has significance and it is topical given the challenges in the performance of public schools in the Eastern Cape. There are questions which arise as to why this is the situation.

• Why is the Eastern Cape Department of Education not meeting the expectations of improved matric results and always finds itself at the bottom two, year on year despite intervention of stakeholders?

• Why is the department always overspending funds, leaving key functions, like pupil transportation and nutrition which would enhance management and performance at schools, unattended?

• What critical role are the education unions playing to safeguard effective and efficient governance and management in schools to minimize or eradicate the enormous challenges that face the department?

• Why are the unions always at loggerheads with the department which results at the compromising of policy intentions and poor governance of public schools?

Linked to the questions above, the study will advance knowledge base in the implementation of educational policy. They will add value in understanding the dynamics of management and governance at the school level which is the point of contact of service delivery. The MGSL (2011) highlighted that the research of education social, economic, and political contexts is critical in order to develop recommendations for improvement of school performance.

1.5 Clarification of concepts and terms

Accountability is to control the abuse and misuse of public authority, to provide assurance in respect of the use of public resources and to promote learning in pursuit of continuous improvement in public management. (Peters 2000)
Co-ordination is the ability of different work units to work together to avoid overlaps and duplication. (Du Toit & others, 1998)

Ethics means referring to that which is related to morals in the treating of moral questions, to morally correct or honourable (Concise Oxford Dictionary, 1995)

Financial Management- The legal and administrative system and procedures put in place to permit government ministries and agencies to conduct their activities so as to ensure correct usage of public funds meeting defined standards of probity, regularity, efficiency and effectiveness. Financial Management includes the revenue, the management and control of public expenditure, financial reporting, reporting, cash management and asset management (Allen and others, 2001)

Governance refers to a means of achieving direction, control and co-ordination of wholly or partially autonomous or organizations on behalf of interests in which they jointly contributed. (Heinrich, 2000)

Leadership is the ability to mobilize and to transform society. It is the ability of one to lead others to achieve certain objectives. (Wikipedia)

Policy is a principle or rule to guide decisions and achieve rational outcomes. A policy is an intent and is implemented as a procedure or protocol. (Wikipedia)

Public Administration is an academic discipline, the science which is the study of various processes and specific functional activities by the institutions that must function within a particular environment to improve the general welfare of society by providing products and services to it. (Du Toit & others, 1997: 47)

Stakeholders are persons/group/organisation/member/ or system who affects or can be affected by an organizations actions. (Wikipedia)

Transparency is the extent in which openness in governance prevails and the extent to which full information on service cost delivery and performance is made to the public. (Abedian & others, 1997)

Trade Unions are regarded as a continuing permanent organization created by the workers to protect themselves and promote their common interest at their workplace. (www.dictionary.com)
1.6 Chapter Outline

Chapter One of this study introduces the study, outlines the study setting, gives an overview of what led to the study being conducted. The chapter further clarifies the concepts used in the study.

Chapter Two of the study will review the literature relevant to the study and examines the department’s strategic documents which inform the problem statement. The literature reviewed also assists in gaining insights into the world in which the problem is identified and the various theories which inform the study.

Chapter Three of the study will deal with the conceptual framework which traces the steps followed by the researcher, the refined problem statement, formulation of the hypothesis, the designing and administration of the data collecting instruments. The population and sampling approach followed are also discussed. Finally, ethical considerations are discussed to safeguard the integrity of the study.

In Chapter Four the researcher presents and interprets data and the findings using, among others, graphical representation to emphasize various points.

In Chapter Five, findings and recommendations are made and direction for future studies proposed.

1.7 Conclusion

The research will be administered to schools of different quartiles in the rural, semi-urban and urban environment so as to elicit opinions from different backgrounds. Trade union officials from different trade unions will also be engaged to assess and investigate where the problem is and in the process also eliminate any form of being biased. Opinions of government officials will also shed light as to how the working relations between the department and the unions can be enhanced to achieve the desired results of positive service delivery which will evidently be revealed by the improvement of school.
CHAPTER 2: LITERATURE REVIEW

2.1 Introduction
The New Dispensation in 1994 inherited a fragmented, racially divided education system, evidently shown by better resourced and less resourced schools. The Eastern Cape department of education inherited the legacy of apartheid in the form of three different departments of education. The mammoth task faced by the department of education was a bureaucratic, administrative and informational one which has to amalgamate all different departments to produce a single education system. This has resulted in significant inequalities in the present education system eighteen years into our democracy.

Semi-urban and rural communities still struggle to create the results they truly desire despite the involvement of all stakeholders including labour unions which are seen as a driving force in realizing the transition to earn inclusive democracy (Education 2006/2007). The present education system advocated an inclusive education system where, not only education officials, but all stakeholders are involved to ensure equally, equitable, effective and efficient education system that would ensure quality education to every learner. The active involvement of educational unions at site level is a strategic objective and a monitoring tool to ensure inclusive decision making and proper governance.

The aim of this chapter is to review literature concerning the impact of labour unions on the school governance processes and service delivery in the King Williams Town district, Eastern Cape.

2.2 Background
In an attempt to reform the education system the government enacted many laws, the Constitution of South Africa, 1996 (Act no. 108 of 1996), the South African Schools Act, to cite but a few and made policies such as the Assessment Policy for implementation. However despite these good Acts and policies, implementation became a critical problem and resulted in poor Grade 12 performance. The poor Grade 12 performance, by which the performance of schools, districts and provinces
are judged, made all stakeholders, the Ministry of Education, parents, learners, unions and employers very concerned (Paterson and others; 2002,12).

Good performance in Grade 12 is an important indicator in measuring effectiveness and efficiency of the South African school system. (Legotlo and others:2002,113). It is imperative therefore, that schools are managed in a way that is going to produce desired results which all so truly desire.

2.3 ASPECTS AFFECTING THE EASTERN - CAPE DEPARTMENT OF EDUCATION

2.3.1 The socio-economic factors

The Eastern Cape is one of the poorest provinces of South Africa. It is also the third most populated province with 6.6 million people (Stats SA, 2012). There is still a wide gap between rich communities and poor communities which are ravaged by the scourge of unemployment, poverty, HIV and AIDS. School management and governance is adversely affected by these factors as schools are characterised by poor attendance and poor performance of learners. The Education sector needs to take cognizance of these factors (Education 2006/7). Hence the formation of the nutrition system to make sure that each learner has a meal per day and the transport system which ferries learners who live far from schools. The two systems did not run smoothly and had to be suspended by the then SG of the Eastern Cape Department of Education, the decision which led to the suffering of many impoverished learners and the unions taking up arms in the form of strikes and protests against the department.

The education system also falls short on a lot of other key issues and it is these issues that forms the basis for on-going struggles for a more equitable education system

2.3.2 The critical Issues facing educators

The current education system has failed to turn around the status quo which was created by apartheid. Despite the availability of a series of acts (the Constitution of South Africa, the South African School Act etc.) on which policies guiding public schools, many rural and semi urban learners continue to produce inadequate
educational results in standardised examinations. Schools are characterised by a lack of learning resources. There is a lower probability of having a full capacity of qualified teachers in all learning areas. Schools have to cater with skeleton staff and employ the services of temporal teachers who are usually refused payment by the department.

The South African problem is the one of failure attributed to the lack of resources, the inadequacy of teacher training, the weak design of implementation strategy and the problems of policy coherence. (Rogers, 2009:219) There is no commitment on implementation of the policies and they are only good on paper.

Surveys suggest that a significant part of the explanation for the distance between policy and practice lies outside of conventional factors attributed to education reform under third world conditions, the lack of capacity within the new state, the large numbers of under-qualified teachers or political resistance within conservative white communities. (Jansen and others, 1996)

The problem and challenge of the state is its preoccupation with settling policy struggles in the political domain rather than on the realm of practice. If only there were more resources between policy (what government officials intend) and practice (what actually happens in classroom), the education reforms in poor countries could expect greater fidelity. (Jansen 2002). Unfortunately it is the learner who is at the receiving end who subsequently suffers the most.

These failures by the government put a lot of pressure and stress on the shoulders of the educators and schools. Educators are challenged from different fronts. They have to deal with an unstable government which is frequently changing its policies to suit those who are in power and at the same time are confronted by the lack of safety, security and protection by the employer against the unruly and undisciplined learners. (South African Journal of Education Volume 32; 2012)

Educators need to be taken through a process of a self-transformation, training and support in order to, once again, operate at an optimal and confident level. (Lawrence and others 2002,150). The panacea to the vast problems facing educators lies within the government which needs to adhere to the application of policies and providing grounds for desirable working conditions. On-going research in the subject
field, collaboration with practitioners and keeping an eye on the political front are some of the pre-requisites and challenges of teaching that is geared towards transforming classroom learning into work-related knowledge. (Sindane, 2011,14).

2.3.4 The Teacher Work Load

In addition to teaching and learning, teachers are asked to perform many tasks that fall outside their job description (Research 2000-2006). Some of these are time consuming and require expertise. The Teacher Well-being research identify work load of the teacher as one of the key factors creating stress among teachers. The work demands far exceeds the time available and capacity of many teachers. Stress, burnout, violence and assault characterize the difficult conditions under which teachers work.

Teacher work load is the relationship between class sizes, instructional time and administration time.

Working on realistic workloads with reduced learner numbers, will assist in mitigating many problems including learner discipline. Teachers will be able to develop deeper understanding of learners and their background to assist them in learning. In effect, they will be able to sharpen their roles in student learning in an enabling environment.

www.sadtu.org.za/docs/educationmatters

2.3.5 Fragmented administrative systems

The administration in the education system in the province has not yet achieved a uniformed, single education system where all schools are characterized by a blanket system. Former Model C schools still enjoy better privileges than the disadvantaged schools. The progressive labour unions are not actively involved in formerly and still advantaged schools, hence the resistance to change and the maintenance of the old order. According to Thompson (1997:607) organizations and managers face change on a continuous basis. Therefore change is necessary if an undesired status quo has to be substituted. It involves challenge, excitement, growth, but also creates stress, tension and conflict. According to Salt (1993: 49) three conditions for the acceptance of change are participation, compensation and training.
Participation and involvement are ways of overcoming resistance to change (Thompson, 1997:706). It is on this background that all stakeholders must be involved to commit to the success of the implementation of change (Salt 1993). South Africa continues restructuring on socio-political, legal and other fronts and education strategies are always seen as integral to the formation of an egalitarian and democratic society. Education therefore should be formulated to revamp the whole societal demands.

According to Block (2009a) concerns about the parlous state of the South African education system were expressed at the ANC Conference in Polokwane in 2007. Tikly, L (2011) echoed that six areas are perceived to hold back education. These include the impact of intergenerational social disadvantage, the role of teachers’ poor subject knowledge, teaching practices, lack of adequate numbers of teachers and of performance evaluation, dysfunctional badly managed and supported schools, a continuous lack of basic resources including libraries and computers, poverty effects including malnutrition and HIV/AIDS, gangs and drugs and a lack of support for schools at provincial and district level.

In a society therefore where the provision and practice of education has been and is still as unequal and inequitable as it is, enormous demands and pressures are being brought to bear on the education sector to change through two key issues, equity and equality. Change is important.

I. Change

Change is the substitution of one thing or situation by another, with the new situation different from the old one. The act or instance of making or becoming different. (The SA English Dictionary.com)

II. Equality

It is the state of being the same in size, number, degree, value (Oxford Advanced Learners Dictionary, 1997). At its most basic and abstract, the idea of equality is a moral idea that people who are similarly situated in relevant ways should be treated equally (De Waal & others, 2001;18). It is the basic human right. .....It enshrines the
rights of people in our country and affirms the democratic values of human dignity, equality and freedom' (Constitution of RSA no 108, chapter 2ss 7(1)

### III. Equity

It is the recourse to principles of justice to correct or supplement law, fairness (Concise Oxford Dictionary, 1995). Equity is connected to the concepts of reasonableness and fairness (Van Huyssteen A, 2005:44)

The question is whether enough change has really taken place in these areas as the disparities of the past are still evident in our communities. The Eastern Cape Department has failed dismally to bridge the gap between the advantaged and disadvantaged schools. The province is still characterised by dilapidated schools and mud schools as against the sprawling former model C schools where mostly white learners and few advantaged blacks who can afford are enjoying privileged circumstances than their rural disadvantaged counterparts. What role are the unions playing to remedy or alleviate the problem?

2.4. School governance and management practices

2.4.1 A legislative framework governing education

The transformation and restructuring of the education system from the old apartheid structures to the new order was necessary to promote and uphold the founding principles of the Constitution and the fundamental rights and freedom of every person. (Van Huyssteen 2005,1)

The Constitution of South Africa No. 108 of 1996 became the supreme law of the country and every Act and policy should meet the requirements of the Constitution. Since the first democratic elections in South Africa, the aim has been to institute a non-discriminatory education system with the primary task of transforming and developing a just and equitable education system that provides high quality education for all. For this reason, educational provision will endeavour to continually obtain a transformative, democratic mission and ethos. (Haasbroek, 2002:4).
2.4.2 The Bill of Rights

Chapter 2 of the Constitution of the Republic of South Africa provides for equality and dignity before the law for every citizen of the Republic. Section 29 provides for the right to education. Section 33 entitles every person to lawful and procedurally fair administrative action. The Promotion of Administrative Justice Act, No 3 of 2000 was promulgated. It is of utmost importance that educators, education managers and governing bodies acquaint themselves with the provisions of this right and the abovementioned act in order to avoid administrative liabilities (Oosthuizen, 2003: 25-26)

The South African Schools Act, 84 of 1996

The purpose and objective of this act is to provide for a uniform system for the organisation, governance and funding of schools.

The South African Council for Educators Act, 31 of 2000

This Act provides for the registration of educators, to promote the professional development of educators and to set, maintain and protect ethical and professional standards for educators. (Van Huyssteen A;2005)

The legislation that deals with sound Labour Relations Policies.


It is a determinant of national policy for education to include the determination of policy on salaries and conditions of employment for educators. It was designed to inscribe in law policies, as well as the legislative and monitoring responsibilities of the Minister of Education, and to formalise relations between national and provincial authorities. It laid the foundation for the establishment of the Council of Education Ministers (CEM), as well as the Heads of Education Departments Committee (HEDCOM), as inter-governmental forums to collaborate in developing a new education system. As such, it provides for the formulation of national policies in general and further education and training for, inter alia, curriculum, assessment,
language policy, as well as quality assurance. NEPA embodies the principle of co-operative governance, elaborated upon in Schedule 3 of the Constitution. The NETF required that a National Education and Training Council (NETC) be established. This Council was established through Regulations dated 9 October 2009. – (DOE annual report 2011/2012)

2.4.3 Defining governance

Governance is a process in which state institutions and departmental structures coordinate government processes and implements public policies by complying with norms and standards set up by the government. Such a process of governance should promote and aim at instilling a culture of providing maximum and optimal service delivery to the public and support good governance in the public service. To support governance, both political and managerial leadership, should display a sense of stewardship at all times to the population and support ethos of democracy crafted in the constitution. (Constitution 108 of 1996)

Governance also comprises the processes and systems by which an organization or society operates and people establish a government to administer such processes and systems (Wikipedia Encyclopaedia, 2005:1).

Governance also conveys the administrative and process-orientated elements of governing (Encyclopaedia 2009:1). This implies that governance is about organizational processes and systems that are used to deliver government policies and programmes.

The concept of governance incorporates how decisions are made, the balance of power and institution, and the ways in which politicians and managers are held accountable. It also refers to public policies and the settings within which public policy is decided and executed (Mantheson, 2002:37).

2.5 Governance in Public schools

Public schools, also as public entities, are governed by the fundamental principles of the constitution. Governance is essential to maintain school objectives, missions, visions, and organizational systems and structures. The quality of leadership,
decision making, ethics, control, accountability and transparency are crucial for the management of schools.

According to Govender (1994:10), true democratic governance in education concerns representation of the broad school community. All stakeholders should have an influence on the governing of the school. Teachers and students have no formal powers in school governance. He argues that attention should be given to the unique needs of different types of school communities.

The Constitution of the Republic of South Africa: No. 108 of 1996, as the supreme law of the country, it must be adhered to. Chapter 2 of the Constitution: ss29, clearly states that everybody has the right to education, taking into account equity, practicability and the need to redress the results of past racially discriminatory laws and practices. It is in the light of the above that schools should be governed and managed in an effective and efficient manner that would produce maximum service delivery.

Section 195 of the Constitution provides for the basic values and principles which govern public administration. Over and above the fact that public administration must be governed by democratic values and principles enshrined in the Constitution, it also includes the principles that:

- A high standard of professional ethics must be promoted and maintained;
- Efficient economic and effective use of resources must be promoted;
- Services must be promoted impartially, fairly, equitable and without bias;
- People’s needs must be responded to, and the public must be encouraged to participate in policy making;
- Public administration must be accountable; and
- Transparency must be fostered;
- Good human resource management and career development practices to maximize human potential; lastly
• Public administration must be broadly representative of the South African people, with employment and personnel management practices based on ability, objectivity, fairness and the need to redress the imbalances of the past. (SA Constitution 1996, ss195).

The Eastern Cape department of Education is having a problem in observing and implementing these principles. The challenge is to remove the tension between the establishing of democratic structures of governance and the ensuring of efficiency and cost.

It is equally important to ensure that the organizational cultures are able to respond to social, economic and political environments so that they can be able to contribute to public sector effectiveness. All stakeholders should continually work together to contribute to the effective running of the institutions.

A particularly South African manifestation of community participation is stakeholder participation. This implies that in educational governance structures, legitimate stakeholders should be granted the right to participate. (Van Huyssteen A: 2005,51)

2.5.1 The unions and governance

Trade unions are, traditionally, defensive organisations. Later with the advent of democracy in industrialised societies, unions were able to use the withdrawal of labour on an organised basis, to influence patterns of wages, hours of work and discipline on the shop floor, and less consistently, social legislation. (Patel E; 1994:2)

The unions, as represented in each and every school and as an important stakeholder, should positively contribute towards good governance and management. (Constitution of SA, Chapter 2 ss. 23)

For service delivery improvement, trade unions were formed in South Africa as a social response to the advent of industrialization and capitalism. The development and promulgation of labour legislation indicated serious attempts by the legislators to protect the interest of employees.

The Labour Relations Act of 1995 defines unions as association of employees whose primary purpose is to regulate relations between employees and employers including employer organizations. Trade unions were always a driving force in
realizing the transition to earn inclusive democratic governance. The Congress of South African Trade Union (COSATU) was formed in 1985 and is the biggest of the three main labour federations. The biggest educational trade union, the South African Democratic Teacher’s Union (SADTU), which was formed on the 6th of October 1990, is an affiliate of COSATU. SADTU, with other smaller educational trade unions must take a greater part in the activities of all planning bodies of institutions in drawing up economic plans and other programmes of production and management.

Section 18 of the Constitution affirms that everyone has the right to freedom of association. Section 17 everyone has the right, peaceful and unarmed, to assemble, to demonstrate, to picket and to present petitions. This means that educators may belong to any union or association of their choice. Section 23 protects the right of every person to fair labour practices which includes the forming and joining of a trade union, the right to strike. Collective bargaining is also provided for (Van Huyssteen, A 2005)

The trade unions have played a vital leadership role in civil society in the past- it should continue to offer resources and leadership, in order to build a strong, confident and well-resourced movement in the communities, schools and among young people and women (Patel E, 1994:28)

Despite the protective legal framework, fundamental rights of the teachers are infringed and their security undermined. Ample evidence exists that educators experience a lack of protection from education authorities. (Smit, 2011:64). Recent years saw a lot of strikes by members of the unions which ranged from one day to several weeks. The effect of this type of prolonged industrial action in the education sector may prove to have severe consequences for the country. (Cohen & others, 2010:2)

Deacon and others 2009:124 suggest that the sporadic strike action in South Africa illustrate the fact that the legal system of the country should regulate employment relations and grievances effectively. It is further pointed out that a struggle for leadership in the ANC and COSATU had a direct influence in the public.
It is a common perception among teachers that the only tool to persuade the employer to consider the needs of the employees is an aggressive industrial action. Organized labour in South Africa is currently characterized by major power struggles between the state and the unions. In recent years the educator strike revolved around salary increases and other socio-economic benefits. (South African Journal of Education, vol.32 May 2012). Strikes are supported by all unions, black and white. Sadtu, the largest progressive union tends to take it further than the other unions. Sadtu is largely dominant in previously disadvantaged communities where the bread and butter and other governance issues are largely felt.

A conviction among educators (Roux S, 2007) is that their rights and the rights of obedient, respectful learners are put second to the rights of unruly learners who are guilty of different forms of serious misconduct including criminal behaviour. This becomes a critical issue as unruly learners always make schools ungovernable as they tend to take over the reign and do as they please.

Caught in the middle of this relentless drive to raise productivity, teachers have often found themselves the victims of unwelcome change in which they have had their professional judgement curtailed, witnessed the increasing managerialism of the educational process, and been subjected to ever more forensic scrutiny of their work by external agencies. (Ball 2003)

In so many instances the Eastern Cape Department of Education has had a hand in hundreds of thousands of learners not realizing their full potential due to the incompetency of officials to deliver on the task at hand. The department has been steadily sliding into a deep hole with disastrous consequences for education as a whole. – dabisho.org.za

On Collective Bargaining, teachers expect their unions to press for more benefits to get more time off, to protect them from administrators, to impose restrictive work rules, and in a host of other ways to promote their job-related interests and none of this is premised on what is best for children. ( Moe, 2006 cited in Jacoby D. 2011:18)
2.5.2 School governing bodies

School governing bodies are important stakeholders for governance and professional management of public schools. The governance of every public school is vested in its governing body (South African Schools Act 1996 ch3 ss16). The governing body of a public school must function in terms of a constitution which complies with minimum requirements determined by the Member of the Executive Council by notice in the Provincial Gazette. (ss 18(1). It stands in a position of trust towards the school. The members of the governing bodies must familiarize themselves with the Acts that are applicable to education, the Educators Employment Act, 1994, the Labour Relations Act, 1995, the Public Service Act, 1994, as they will have to recommend to the Head of Department the appointment of educators and non-educators at schools which contribute to effective and efficient governance.

There must be a meeting of the SGB at least once every school term. (Education Labour Relations Council (ELRC), 1995). The South African Schools Act no. 84 of 1996 (21:1) provides the context for the organization, governance, and funding of public schools. The Act requires that every public school must set up an SGB which includes the principal of the school and representative stakeholders in the school.

The responsibility of the SGB is policy-making and governance in the overall running of the school. The main task of the SGB is to support the principal, educators, and other staff members in carrying out their professional duties. It also ensures the smooth running of schools, to follow a good curriculum, to have enough and qualified teachers, encourages learner attendance, buys books and takes care of school buildings, property and grounds, and controls financial records.

The leadership role of the SGBs is limited, if not non-existent in some schools. Some SGBs provide little or no leadership and strategic direction, and have weak management accountability measures in place. In some schools SGBs have abdicated their leadership role to the school management for instance the school principal. It is important that SGBs provide leadership and strategic direction to
school to ensure that their institutions’ mission and strategic plans are aligned with, and contribute to meeting national policy goals and objectives.

Since majority of SGBs in South Africa do not have the necessary skills to carry out their duties, the DBE may consider running training programs for SGBs to train them about the role and work of the SGBs. These programs need to be adaptable and responsive to local circumstances. They should take into consideration the environment in which the school is operating, based on the challenges faced by the school and the SGB’s cultural and social capital. [www.equaleducation.org.za](http://www.equaleducation.org.za)

### 2.5.3 School management teams

The principals of schools, the deputy principals and heads of departments form school management teams. The role of SMTs is to promote a culture of learning and teaching in schools where most schools are characterized by a high failure rate, early school dropout rate, lack of discipline, low morale, and an anti-academic attitude amongst teachers as well as learners.[uzspace.uzulu.ac.za](http://uzspace.uzulu.ac.za). As educational leaders and union members of different labour unions the enormous task of running professional, progressive and successful schools rest with them to ensure effective and efficient results. An important part of professional management is instructional leadership (DOE, 2010)

### 2.6 Leadership and governance

“We and all who suffer must have a system of governance which not only constructs and repair roads, but also helps repair the broken souls; which help rebuild pride, self esteem and dignity of those damaged by their poor circumstances” (Mbeki T, Budget Speech (2000)

The principal is the leader of the SMT, and as an accounting officer is responsible for the professional management of the school.

Governance is important in the public sector in order to maintain the organisational objectives, mission, vision and organizational systems and structures. Some issues that are crucial to governance are based on the quality of leadership, decision-making, ethics, public expenditure management, accountability and transparency.
These governance matters serve as a cornerstone for an effective way of delivering quality service to the public. (Siswana B, 2007).

Leadership is an important requirement for the success of institutions. Leadership is defined by Heifetz (1996,16) as situationally bound, however it should be interactive as well as transformational. The author argues that leaders should influence followers but in the process they should be influenced as well.

“Strong leadership, this is the dominant force for good governance in general. Leaders in public sector organisations should continually assess the organization’s changing external and internal environment to determine changes, threats and opportunities and to communicate them to staff… SWOT analysis” (Nutt and others, 1992:437 cited in Davids and Mampunye 2005:63).

2.6.1 Financial management

One of the greatest challenges in government is the failure of financial leadership and guidance to spend effectively and efficiently the ascribed budget. There is a challenge of under-spending which is due to managerial cadre to use radical transformational leadership in terms of financial governance and the development of financial responsibility to drive effective and efficient service delivery. Expenditure should be aimed at the delivery of public services to redress the imbalances of the past, while continuity of service delivery to all levels of the society. (The White Paper on Transforming Public Service Delivery, 1997)

The Public Finance Management Act of 1999 clearly states… ‘to ensure that all revenue, expenditure, assets and liabilities of those governments are managed efficiently and effectively; to provide for the responsibilities of persons entrusted with financial management in those governments; and to provide for matters connected therewith.’ Heads of departments and principals of schools, as accounting officers must ensure that that department,… or constitutional institution has and maintains…..” effective, efficient and transparent systems of financial and risk management and internal control…..” (PFMA, Chapter5,ss38a).

In terms of Section 38 and 51, accounting officers/authorities are fully responsible and should be held accountable for any expenditure within their line of responsibility.
Any expenditure incurred should be subject to appropriate regulation or legislation under accounting officers directives and procedures. (Kanyane; 2009)

The principal together with other stakeholders must ensure that finances are managed in an accountable, transparent manner with meaningful consultation with stakeholders, providing full, accurate and clear information which leads to effective and timely actions and stands up to necessary scrutiny.

2.6.2 Human Resource Management

Unions are represented in interviews for Human Resource Acquisition. This acts to safeguard the process against any malpractice. According to Sindane (JOPA, 2011: Vol.3) the promotion of professional ethics and accountability in Public Administration requires that those entrusted with Public Administrative leadership are well prepared to assume that leadership. This practically transform to schools where people selected to positions should be able to adequately and optimally perform their duties. The critical question is whether the unions are doing their desired duty of monitoring that those elected to posts are meeting the desired requirements or are out of loyalty to the union. The latter is posing a threat where our institutions are run by inefficient officials who are unable to transcend to the demands of the institutions.

Unions tend to be influential in the selection process especially in leadership positions. It is arguable whether those selected are chosen because they have desired characteristics or are chosen because of their allegiance to the union. Idealistic candidates are transformational leaders who are characterized by “...vision, planning, communication and creative action... around a set of clear values and beliefs... to achieve a set of measurable goals. (Anderson & others, 1998:111)

The success of an institution depends on the leadership role of its head. Johnson (2001;122) adds charisma, inspirational motivation, as well as stimulation and individual consideration as distinguishing characteristics of transformational leadership. Leadership positions therefore should be filled out of merit and not on allegiance. If leadership is devoid of vision in democratic approaches to management of people, there are greater challenges of dysfunctions within the public sector organizations.
2.6.3 Committees

Different committees, which are composed of educators and learners, are formed for the implementation of different codes within the schools. As a child has to be groomed in totality, academic, cultural, and sporting committees are formed to engage the learners and bring out the best in them. Names of committees differ from one institution to another. Prefects and house captains are formed for discipline and sport. Interact Committee, under the Rotary Club is formed for supporting organizations such as the SPCA and old-age homes to inculcate a culture of caring and empathy. The Junior Child Welfare committee for helping in local Children's homes and supplies disadvantaged learners at schools with basic necessities like books and clothing, Entertainment Committee, Debate and Literal Society for moulding and nurturing of their linguistic skills, etc. All these committees are formed to instil discipline, responsibility and promote a culture of teaching and learning.

2.7 Public Administration approach to Management of Schools

Public Administration is essentially the study of various processes and specific functional activities by the institutions that must function within a particular environment to improve the general welfare of society by providing products and services to it (Du Toit & others, 1997: 47). It further goes to public administration which refers to the work done by officials within government institutions to accomplish goals. Schools should be managed in a way that shows the generic administrative processes of public administration.

There are six generic processes (Du Toit & others, 1997) that need to be adhered to in order to achieve effective and efficient public service:

• Policy making

Policy is a plan of action, statement of aims and ideals, especially one made by the government (Oxford Advanced Learners Dictionary). Du Toit DFP & Van Der Waldt 1997:14 defines policy-making as the umbrella process in terms of which a series of functions is carried out to decide on a plan of action to achieve certain objectives.
Examples of these functions are identifying problems, investigating, gathering information and making decisions.

• **Organizing**

This entails establishing structures (institutions), each responsible for a particular functional area..., and grouping certain functional activities with specific structures. (Du Toit & others 1997:14)

According to Cloete (1991:112) organising is arranging people in an orderly fashion so that everything they do will be aimed at achieving the goals of the institution.

• **Provision of finances**

Funds are required by any institution or government department to run successfully and effectively. An effective system of budgeting and accounting is a basic requirement for any institution. For effective governance legislation is enacted,

- The Constitution of South Africa no.108 of 1996’s Chapter 13 is dedicated to financial administration of the government.
- Public Finance Management Act, 1999 is the financial policy of the government.

• **Personnel provision and utilization.**

The critical question is whether the unions are doing their desired duty of monitoring that those selected to posts are meeting the desired requirements or are out of loyalty to the union. The latter is posing a threat where our institutions are run by inefficient officials who are unable to transcend to the demands of the institutions and the challenges of the day.

Personnel have to be made available to be placed in suitable positions by means of the Acts, the Public Service Act for non-academic staff and the Educators Employment Act which is responsible for the employment of educators. Personnel have also to be developed for maximum effective and efficient service delivery.

• **Work procedures and manuals**
Legislation and regulations have to be documented for public officials to refer. In an individual department, this function involves determining the procedures applicable within a department or division (Du Toit & others, 2008,15)

• **Control**

Control is the power or authority to direct, order, or restrain, to be in command, in charge and working properly (Oxford Advanced Learners Dictionary,1977:188). Control is exercised to ensure that all administrative and functional functions are carried out effectively and efficiently to achieve objectives. Control in an individual government department entails internal controls such as internal audits, reports and inspections. (Du Toit & others 2008,15)

In order to have efficient schools, six public management functions need to be followed. (Cloete, JJN 1989) These are:

• **Planning**

The reason for planning is determining future goals and identifying strategies and measures to achieve them. Strategic planning is necessary for all departments and institutions as it links the present to the future and helps the department to keep up with the changes in the environment within which it operates. It enables the top management to see the department as a whole system in which the objectives of the different functions are reconcilable with one another and with the main goals and objectives of the entire department (Van der Waldt & others, 1997:182)

• **Organizing**

There are structures called departments, which are political structures. Parastatals are extensions of the departments, the universities, Telkom, high schools etc. and they get funding from the government. The aim of the government in organizing is to deliver services to the people, Batho Pele principles. When everything is organised desired outputs are achieved as everybody knows to whom to report and that promotes order and efficiency.
Control

Control is a measure to check if the output matches required goals. Some forms of controls are necessary for check and balances and compliance purposes. Internal forms of control are supervision, checking, reporting, audit, performance management etc.

External forms of control:

The Parliament is the body that controls government departments.

Chapter 9 of the Constitution provides for state institutions supporting constitutional democracy in the Republic and they control what is happening in the country. (Constitution no.108 of 1996)

Leading and motivating

A leader is the one leads, influences and motivates others to achieve objectives. A leadership style of the leader determines the outcomes or output of the organization.

Co-ordination

Co-ordination within the department and between departments helps curb duplication and overlapping.

Policy making

For anything to take place there should be policy. The Constitution became the Supreme law from which all policies are derived. Political party that wins elections turns their manifesto into policies. Political policy ends in court to become a policy. Executive policy is made by ministers to execute the political policy. It further goes to be the administrative policy and operational and technical policy for operational purposes. Many factors influence policies. Policies do not remain static, they are always changing because of circumstances beyond our control. (Cloete, 1989)

Cohesion and coherence of the above processes and principles could lead to the smooth governance that would deliver the desired outcomes of service delivery.
2.8 Rethinking School governance

Good governance should correlate with the ability to manage the affairs of the schools in a manner which is open, transparent, accountable, equitable and responsive to people’s needs. Schools should be governed by democratic values and principles as enshrined in the Constitution, Batho Pele principles for service delivery and the South African Schools Act. Professional ethics, such as, the Code of conduct, policy regulations, etc. should be emphasized. Every endeavour should be taken for economical, efficient and effective service delivery, which in this case, is the improved school performance and improved matric results.

Pandor, (2009:5) argued that the plan to turn around the province’s poor education record should primarily focus on stabilising the province’s management structure. She added that administrative inadequacy caused by constant senior staff changes, poor matching between task and appointee and poor teaching and learning competence have drastically distributed to the failing Eastern Cape Province Education system (Pandor, 2009).

The poor state of education in the Eastern Cape is evident in the Grade 12 final year results for the past five years.

2.9. Conclusion

In this chapter, a great deal has been made to link good governance to good administrative processes, good leadership, and proper application of policy. With the adherence to the above, an efficient, effective and economical public service where the needs of the people are optimally satisfied could be achieved.
CHAPTER 3: RESEARCH METHODOLOGY

3.1. Introduction

This chapter will focus on the methods employed to trace the steps followed in the planning and execution of the study. The research procedure will deal with data collection procedure, data analysis, interpreting and observing facts. The sample and sampling procedure will be presented in detail.

The study aims to come up with recommendations that will help promote proper governance through the involvement of unions at schools to improve matric results. This chapter is based on the questionnaires completed and interviews conducted with principals of schools, head-office officials, union officials and educators.

Hitchcock and others (1995:20) define methodology as a theory or an analysis of how research should operate. Methodology also refers to the way in which general scientific statements or procedures of discipline or perspectives are acted out in research situations.

Kaplan (cited by Manion and others, 1989:39) suggests that the aim of methodology is to help us understand, in the broadest possible terms, not the product of scientific enquiry, but the process itself

3.2 Research design

The research design for the study will include both the qualitative and quantitative designs. Research design is a plan of how one intends to conduct the research.

According to Bless and others (1995: 63) research design is the planning of any scientific research from the first to the last step. They further define the research design as a program to guide the researcher in collecting, analyzing, interpreting and observing facts.

According to Strauss and others (2001: 1) research methodology can be described as a scientific process that seeks to provide answers to questions through a systematic approach with the support of credible data. Integrated qualitative and quantitative approach to research can help yield insights that neither approach can produce on its own.
Creswell (1994:146) claims that qualitative researchers are interested in meaning, how people make sense of their lives, experiences, and their structure of the world. He further says that qualitative research involves fieldwork where the researcher physically goes to the people, setting, site or institution to observe or record behaviour in its natural setting.

Hakim (1987:27) the great strength of qualitative research lies in the validity of the data obtained; individuals are interviewed in sufficient detail for the results to be taken as true, complete and believable reports of their views and experiences.

The researcher sent questionnaires to all interviewees and the data collected from these questionnaires will be analyzed. Interpretation of data will be done quantitatively.

Survey studies of quantitative nature provide a broad overview of a representative sample of a large population…The nature of the unit of analysis dictates one particular choice of technique and rules over the other (Mouton, 2002:39)

Data collected from the questionnaires will be interpreted quantitatively and the findings presented in a way that is easy to interpret.

3.3 Population

According to Mouton (2001:34) a population refers to a collection of objects, events or individuals having some common characteristics that the researcher is interested in studying. Bless & others (1995:87) define a target population as a set of elements that the researcher focuses upon and to which results obtained by testing the sample should be generalized. Therefore, a target population is that group, usually people from which the researchers require to draw conclusions.

The research study will be conducted in the King William’s Town district. The researcher will follow a multi-method approach in conducting the study, the quantitative as well as a qualitative method. The research questionnaires will be administered to assess the views of participants on the successes or failures of governance in schools and how unions are helping to achieve the set targets. Quantitative methods will be followed to analyze established trends and tendencies.
in the respondent’s answers, while qualitative methods will be used to understand and draw conclusions from the explanations given.

Sarantakos (2005) stated that quantitative methods have an advantage of high empiricism and neutralism. The qualitative method of assessment will include open interviews with 5 officials of the Department of Education, 8 managers of schools, 10 Educators and 5 education trade union officials. All the teachers in the education sector are unionized although in different unions, the prominent ones being Sadtu and Naptosa. Most principals in the rural and semi-urban schools are former Sadtu executive members.

3.4 Sample and sampling method

The method of sampling procedure will be used. De Vos (2000: 191) defines a sample as a small portion of the total set of objects, events or persons which together comprise of the subject of the study. He writes that closed-ended questions enable the respondents to understand the meaning of the questions better, questions are answered within the same framework and responses can consequently be compared with one another.

Kumar (2005: 144) also asserts that sampling is a process of selecting a few cases from a bigger group to become the basis for estimating or predicting the prevalence of an unknown situation or outcome regarding the bigger group, in other words, a sub-group of the population in which the researcher is interested in. Sampling enables the researcher to study a relatively small section of the population and still be able to gather small data representative of the whole. Gathering data on a sample is less time consuming and less costly, hence it may produce more accurate data economically.

Creswell (2000:194) agrees with the above ideas and further says that in purposeful sampling, the researcher intentionally selects individuals. The standard used in choosing the individuals and site depends on whether they are ‘information rich’. The researcher randomly selected sites and cases but from different settings to understand different experiences and opinions.

Five Department of Education official (Senior officials of different sections within the department), 8 managers of schools, 10 educators from rural, semi urban and urban
schools to make sure that all levels of the population studied are represented and 5 union executive members will be given questionnaires to fill.

3.5 Data Collection

3.5.1 Interviews

The researcher will conduct face-to-face interviews with 5 government officials from the Department of Education, 10 school managers, 10 school teachers and 5 union officials. Face to face interviews are the most common methods of collecting survey data in South Africa. The researcher asks questions orally and record respondents' answers. Interviewing is typically done in a face to face encounter or by telephone (Babbie & others, 2001:249). Interviews conducted in person or by telephone are an oral exchange between an interviewer and an individual.

The interviews will be aimed at establishing the role of unions on the governance and management of schools. The content for the interviews will be guided by the research questions. Interviews tend to be responded to better than questionnaires where other questions are not responded to. According to Babbie & others (2001:25), a properly designed and executed interview survey ought to achieve a completion rate of at least 80 to 85% which is a higher percentage than that of mailed questionnaires. Another advantage for an interview is that the interviewer is able to give clarity to confusing questions. Again the researcher is able to probe deeper for underlying factors or relationships that may be too elusive for a structured survey. The interviews are required to come up with innovative ways on how best these stakeholders can work together for the effective and efficient governance of schools. The challenge is how best both the government and the unions can work together in managing this association. The researcher will make use of structured interviews with planned and detailed questions. According to Brink (1996: 158-159) structured interviews are formalized so that all respondents hear the same questions in the same order and in the same manner. Appointments for the interviews will be arranged.
3.5.2 Questionnaires

According to Kumar (2005) a questionnaire is a method used for collecting data by means of written questions which calls for responses on the part of the respondent. Structured self-administered questionnaires will be designed by the researcher to be completed by the targeted respondents. The questionnaires will consist of both open-ended and closed-ended questions. Open ended questions will enable respondents to fully express their views freely and to give detailed and precise information whereas closed ended questions enable the respondents to understand the meaning of the questions better, questions are answered within the same framework and responses can consequently be compared with one another. (De Vos et al.205:175). The researcher will follow a pen and paper self gathering approach where the respondents will be given the questionnaires to fill them on their own, giving them full control of the information provided in the responses. The questionnaires are short and the questions clear to encourage the respondents to answer them quickly. Very long questions used in a study are believed to discourage respondents which result in poor response (Roth 1998 and others)

3.6 Ethical Considerations

Ethical issues of moral respect of the participants should be observed by the researcher. The respondents could participate voluntarily to the study without any pressure. The principle of confidentiality should be observed. The information is for academic purposes only and therefore would not be made public. According to Bak (2004: 28) any research that involves people must show an awareness of the ethical considerations and an agreement to conduct the research in accordance with ethical procedures. Ethical guidelines serve as standards and as basis on which the researcher ought to evaluate her own conduct

Permission will be asked from the authorities in the Department of Education before conducting the research to safeguard relation.
3.7 Conclusion

The research methodology provided a roadmap on how the research is going to be conducted. It provides for a plan and how it is going to be implemented. The research design, population, sample and sampling method are discussed. Data gathering methods, the interview and the questionnaires, qualitative and quantitative methods of gathering information are discussed. In the next chapter much attention will be given on the presentation and interpretation of data gathered.
CHAPTER 4: PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

4.1 Introduction

The data has been collected in the previous chapter in the form of questionnaires and interviews. In this chapter the researcher presents the data, analyses and interprets it. A desktop exercise will be implemented to peruse and analyze the documents.

The information is collected manually and in cases where the respondents are not available telephonic interviews are conducted using the structured questionnaire questions. The respondents were able to provide answers both qualitatively and quantitatively and relevant answers to the questions were given. Four questionnaires were administered, to the departmental officials, the principal, to the union officials and to educators.

4.2 Analysis of departmental officials’ questionnaires

Five departmental officials were engaged. They were drawn from different sections of the department, Infrastructure and Administration, finance, Supply Chain Management (SCM), Human Resource and Examinations. The sampling approach was applied as only one official from each section was given the questionnaire and interviewed. The sampling approach in this case is convenient as those selected are taken from a bigger group to become the basis for estimation and predicting the outcome of the bigger group (Kumar 2005:144) and because of time and financial constraints. The sampling approach is also convenient as the responses of the respondents would influence the final question which initiated this study, the impact of unions on school governance processes and service delivery. Asking from different directorates will give a general insight to the study and how gross these directorates are affected.

4.2.1 Years in position

The respondents were requested to provide information on how long they have been in their positions. The experience of the respondents will give an insight in the in-depth knowledge of issues researched.
5 Respondents interviewed: Years in position

- 3-5 years
- 5-10 years
- 10 and above

The respondents are experienced officials who have vast knowledge of their different directorates and have insight on the issues affecting the department and schools. They are well vested with information and issues that affect proper management and governance in the Department and therefore their responses will be valuable to this study.

Item one of the questionnaires is a general question which seeks to know how vast the King Williams Town District is. It is a big district with 484 schools which encompasses the rural, semi urban and urban areas.

4.2.2 Analysis

In this section the researcher analyses items in the questionnaire. The descriptive trends are observed and explained and seeks to understand the explanations on responses. The diagram below illustrates the unacceptable results the Eastern Cape Department of Education has produced over the last 4 years.

<table>
<thead>
<tr>
<th>PROVINCE</th>
<th>YEAR</th>
<th>NUMBER WHO WROTE</th>
<th>TOTAL WHO PASSED</th>
<th>%</th>
<th>PASSED WITH BACHELORS</th>
</tr>
</thead>
<tbody>
<tr>
<td>EASTERN CAPE</td>
<td>2008</td>
<td>60 294</td>
<td>30 511</td>
<td>50.6</td>
<td>8673</td>
</tr>
<tr>
<td></td>
<td>2009</td>
<td>68 129</td>
<td>34 731</td>
<td>51</td>
<td>9492</td>
</tr>
<tr>
<td></td>
<td>2010</td>
<td>64 090</td>
<td>37 345</td>
<td>58.3</td>
<td>10 225</td>
</tr>
<tr>
<td></td>
<td>2011</td>
<td>65 359</td>
<td>37 997</td>
<td>58.1</td>
<td>10 291</td>
</tr>
</tbody>
</table>

Figure 4.2.2 Eastern Cape analysis of matric results 2008 – 2011.
All the respondents cited the issue of the Eastern Cape matric results as an indication of the poor state of affairs in the province. The King Williams Town district is also experiencing the low matric performance despite the involvement of unions and interventions by the department. The governance issues experienced by the Eastern Cape government, both at head-office and at schools are clearly visible at the output which is the attainment of good matric results. Although there is a slight marginally increase year after year, the department’s performance fails to meet the required targets.

Item 4 of the Questionnaire seeks to check in which area we get better performing schools. Generally the better performing schools are still found in urban areas (former Model C schools and independent schools) while the rural and semi-urban schools are struggling to meet the 60% target. Many schools end up MIP schools, which means that they are unable to achieve more than 50% in the matric final examinations.

Items 6 and 8 of the questionnaire seek to understand the involvement of the department to enhance governance that promotes service delivery in the Eastern Cape. The respondents agree that the department is having good policies on monitoring and intervention especially to schools where the core business of teaching and learning must be encouraged. However, officials waste a lot of time on strategic meetings which are never really applied. The department does not have enough human resource to tackle the challenges of this vast district.

The involvement of unions is having both the positive and negative impact. Its visibility and monitoring ability helps the department to strive to adhere to policies and proper procedures. However, at times the unions go beyond their calling. As monitors of adherence to policy, they flout the policy to advance their agendas. This is evident in the hiring of the ousted Superintendent General of Education who was hand-picked by the union without following the proper channels for Human Resource Acquisition. Again when they wanted to remove him made the department ungovernable, compromising governance that would yield required results.

Item 9 of the questionnaire tries to check what could be the reasons for the schools to perform below the standard. The trends in the respondents’ responses cite a variety of reasons for the poor performance of schools. They cited the poor
instructional support system where subject advisors are unavailable to provide professional support. Respondents argue that lack of communication between schools and districts pose a problem. Education suffers from poor management procedures and unclear distribution of resources at various levels.

4.3 ANALYSIS OF QUESTIONNAIRES TO UNION OFFICIALS

4.3.1 Educators’ right to strike and Learners’ right to basic education

Section 23 of the Constitution guarantees to every worker the right to strike. The Labour Relation Act2 was enacted in order to give effect to section 23 of the Constitution. The rights in the Bill of Rights may be limited in terms of section 36 of the Constitution.

Section 29 of the Constitution guarantees the right to basic education, including adult basic education to everyone and section 28 of the Constitution provides that “A child’s best interests are of paramount importance in every matter concerning the child”. The right to fair labour practice which includes the right of every worker to strike and the right to basic education are said to be competing to one other.

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The questionnaires provide a section for personal information where the respondents have to provide the name, the union in which one belongs to and the position held. The reason for personal information is to have background knowledge on the respondents so as to understand the respondents’ opinions.

With the background discussion of the legislative framework governing unions the respondents were asked to respond to structured questions.

4.3.2 ANALYSIS OF THE QUESTIONNAIRES

In this section the researcher again analyses each item in the questionnaire, observes and explains trends and tendencies. The failing of the Department of Education to deliver effective and efficient services and its inability to exponentially raise matric results prompted this study in which union officials are engaged.

The researcher is going to isolate critical items for analysis and interpretation.
Item 1 sought to understand if the education personnel are unionised and which is union the dominating union.

The respondents conceded that Sadtu is the dominant union at schools and in the department. It enjoys a large following and has a muscle in the Education Labour Relations Council. The graph below shows the breakdown percentages of constituencies of different unions in South Africa.

![Unions in South Africa Graph]

Item 2 of the questionnaire seeks to know if the unions are adequately represented in the education department and institutions around the province. At Schools there are Site Committees led by Site Stewards. At Provincial there is a site led by Site Stewards and at district there are branches engaged in bilateral. The respondents agreed that as far as the Education Labour Relations Council (ELRC) is concerned the unions are represented but it is not always the case when it comes to task teams.

Item 3 sought the respondents to indicate how are the unions involved in the planning bodies and programmes of production and management of the institutions. The responses are that unions are represented as site stewards are part of the SMTs and SGBs at school level but in many instances their status as social partners is being undermined if not taken for granted. Thus, there are looming tensions between the employer and the unions which leads to conflicts. In many instances these conflicts lead to strike action which has a devastating effect on governance and service delivery.
Item 4 wants the respondents to respond on how unions contribute towards good governance.

One respondent was of the view that the government and the department must craft policies that are progressive and totally inclusive of the unions. The general knowledge is that South Africa has the best Acts and policies that are world class, the problem is implementation. The unions make sure that the policies and resolution are implemented. The Site Steward and the Site Committee have the ELRC resolutions at their disposal and make sure that they are implemented. They argued that the unions always look at maintaining conducive working relations between the employer and employee. Some strategies include capacity building and human resource management. These strategies are aimed at safeguarding the welfare of the members of the unions rather than solving the enormous challenges that face governance.

Item no 5 tries to isolate the area of excellence where the unions effectively and efficiently contribute. The respondents felt that the unions do not compromise governance at any point in time. They claim that the unions always ensure effectiveness and efficiency at all times. As a stakeholder in the SGBS, the governors of schools, the site stewards look at the policies, constitution and resolutions taken by the SGB and make sure they do not contravene the SASA and other policies.

The question is what happens to governance processes when all the members of unions forsake their lines of duty to take to the streets for better salaries and better working conditions. What about the rights of learners.

Item no 6 wants to establish from the respondents if the involvement of unions enhance or impede educational service delivery goals.

The respondents felt that the involvement of unions is supposed to enhance education service delivery goals as they are always promoting the better image of education but in essence it is not always yielding to that because more often than not both parties do not negotiate in good faith. Thus our province is the last in service delivery achievements. The department is always at loggerheads with the union on a number of issues like the retrenchment of more than 4000 temporal educators,
leaving schools without educators in key and critical posts and late delivery of the LTSM. Schools in disadvantaged communities do not have the financial muscle to employ teachers out of their coffers as the only revenue they have is the Section 21 budget from the department.

The department of Education has still a lot to do to try to eradicate the Eastern Cape of the backlog in service delivery expectations. The department still has to do a lot in

- Infrastructure backlogs- still have a lot of dilapidated and mud school.
- Finance Management - to take finances where they are most needed and curb corruption.
- Supply chain and procurement management
- Reneging on signed Collective Agreements (CA)
- Non implementation of Resolutions etc.

4.4 QUESTIONNAIRE TO PRINCIPALS

Eight schools are targeted for the research. The schools targeted are from different backgrounds to try to get the vast diverse information which could help to advance this research. Key critical questions will be isolated from the questionnaire and the responses of the respondents analysed and interpreted.

The questionnaire consists of open-ended questions and closed-ended questions. The first part deals with general questions which ask the geographical allocation of the school, the average enrolment and the factors that contribute to it and the matric pass rate of the school. The matric pass rate is important as it acts as a yardstick to check if governance processes at that particular school are in place. Governance always correlates with the pass rate. The input determines the output.

The responded are of the view that the department is not doing enough to help formerly disadvantaged schools to get resources and interventions that would help them to be in the same standing as the former Model C schools. The disparities remain the same 18 years into our democracy. The Section 21 schools are given money without proper training on how to handle finances.
The researcher sought to check the relationship between the management and the union. The respondents’ view is that the relationship between the two is not good as the management of the school and the unions are always at loggerheads on a number of issues. The shocking part is that most of the principals of rural and semi-urban schools are former active members of Sadtu. Some principals were selected because of their active membership and were members of the executive which put them at an advantage in interviews. When they get into power they are always suspicious of other members and this causes tension and conflict. In the process service delivery is compromised because whatever is suggested has to be opposed not because it is not good but to frustrate another party.

In former Model C schools there are few members of Sadtu. Many teachers belong to Naptosa and apartheid era unions like the Suid Afrikaanse Onderwyser Unie and the things are done according to the old order.

On the case of the active involvement of unions in management, respondents agree that the unions are active to a certain extent.

- Monitoring - They are active members of the SGB and therefore have to be consulted in all matters pertaining governance and management.

- Selection for Management posts - They act as observers to make sure selection is done according to the legislative requirements.

- Safeguarding the well-being of members - They are very active in this field as they make sure that their members are not victimized.
2011 Matric results from eight pilot schools

Comparative analyses of responses of 2 respondents, whose schools are from the same area, King Williams Town (the town and not the district). The schools are about 3 kilometres apart.

King William's Town is an urban area which has a few numbers of schools. The focus is on two schools which are characterised by polar disparities in the allocation of resources and management. Respondent A’s school is a former Model C school with superior infrastructure and privileged students who predominantly come from Middle and High Class households. Respondent B’s school has relatively poor infrastructure, with the main building having six offices, three of which are used as classrooms and the remainder used for administration purposes. Respondent B’s school is in the third quintile according to the poverty ranking system prepared by the National Treasury. The majority of the learners come from poor socio-economic backgrounds, many of which live in the nearby townships.

Respondent A’s school has managed to attain a 100% matric pass rate for a consecutive 17 years whilst Respondent B’s school barely scrapes by, just last year in 2011 they achieved a disappointing and abysmal 9% pass rate. This dissimilarity in results illustrates and is evidence that the lack of resources, proper infrastructure and good management has an effect on the performance of the students.
Respondent A’s school has a relatively low participation in union mobility where things are still done according to the old status quo. Respondent B, like all other respondents, has a higher union mobility where teachers are progressive members who actively engage in the activities and requests of the union, the effects of which seem to be negative. Planned strike actions such as go-slows, teachers being absent from school and lack of productivity impacts negatively on the overall morale and learning processes. The curriculum is already crammed into a couple of months of the year in which the teachers must use all the available time possible to complete it and make sure that the students are ready for the examinations and these outside factors hit hard on the learner.

The respondents unanimously agree that the strike actions which are often organized by the labour unions usually have a lasting and devastating effect, especially on Grade 12 learners.

4.4.1 Analysis of questionnaires to educators

Educators are the most important stakeholders in education as they are the ones who are in constant contact with the learners. They have to deal with all the problems on the ground, the undisciplined and unruly learners on the other hand and the ever changing curriculum demands of the government on the other.

Only 3 last items are going to be analysed and interpreted as they are the ones that are critical to our study.

Item no 6 the researcher wants to know the reasons for the poor performance in matric results and the respondents are clear on their responses. They cited the unruly and undisciplined behaviour of learners. They are unable to cope with the demands of the curriculum as they are either absent from school or do as they please without taking instruction from anyone including the principal. The department is not delivering on the requirements of both the curriculum and resource management. Teachers have to teach without textbooks and most schools still have no laboratories and libraries. Teaching and learning is an enormous task.

On item no 7 the relationship between the government and the union the respondents argue that the association could be used effectively if they could
tolerate one another as social partners and the unions play an advisory role instead of looking at one another with suspicion.

Item no 8 wants to check where are the unions and the government failing to acquire the required results and how could those failures be avoided. The respondents cited the lack of the government to deliver on promises. The departmental officials are doing everything for compliance purposes and not for practical application of governance processes.

The unions as social partners have to take an active role and not only as observers and monitors if any inroads are to be made to effectively and efficiently deliver on services.

4.5 CONCLUSION

In this chapter the researcher dealt with the presentation of the research findings. The questionnaires were analysed and interpreted and graphical presentations were used to analyse the discussion further. Interviews were conducted to get the in depth understanding of the responses.
CHAPTER 5: FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

The purpose of this study was to assess the impact of labour unions on the school governance processes and service delivery in the King William’s Town district. The researcher selected eight schools with vast different geographical locations and in different quintiles. The study was conducted by revealing literature on school governance practices and the impact of unions on school governance. An investigation was conducted by sending questionnaires to departmental officials, principals of selected schools, union officials and educators. To try to have an in depth understanding of the question the researcher conducted interviews. The purpose of this chapter is to discuss findings and conclusions and make recommendations.

5.2 Findings

5.2.1 Findings from the review of questionnaires

Numerous findings were presented from the opinions gathered from questionnaires and from the interviews.

The respondents were of the view that the department of education has not managed to turn around the status quo of the apartheid era. This is evident in the disparities experienced by different communities. As alluded in the analysis of the two schools from King William’s Town above, where one school is privileged and the department is maintaining that status and the other is so impoverished it is difficult to conduct an effective teaching and learning. These schools are in close proximity of each other.

The department’s performance in provision of resources, starting from infrastructure provision like school buildings, to making sure that every learner has a textbook is a cause of concern. Schools serving white communities are still better off with big beautiful buildings while black communities are characterized by scarcity of classrooms, others with dilapidated buildings, mud structures and learners taught under trees. It would be difficult, if not impossible, therefore to make a comparative
study of governance and the output of results from these different scenarios. Educators in both circumstances are working very hard to achieve the desired results but the later is challenged with a lot of administrative and governance issues beyond their control.

The unions, although provided for by the constitution, have no real muscle to change the way services are delivered by the department. The slow delivery and the poor performance by the department necessitate intervention on the side of the unions. It is unfortunate that when the intervention finally happens it causes more delays and more governance frustrations as the unions had to embark on devastating strikes which sometimes take longer than anticipated. It is the assertion of the respondents that the unions are taken for granted as social partners by the department. The tension and conflict caused by this always leads to confusion which causes divisions within the department. There can never be effective and efficient service delivery where there is no unity as the officials are bent on undermining one another and in the process aborting good service delivery initiatives.

5.2.2 Findings on implementation of legislative framework

The government has a good legislative framework emanating from the Constitution of the RSA No 108. Chapter 2 affirms the right of every individual to education. The South African Schools Act put guidelines on how education should be managed. These Acts extend to policies which are supposed to govern the smooth running of the department and delivery of services to the people. Senior officials of the department waste a lot of time in meetings for strategic planning, Performance Plans and Annual reports. However all these documents are as good on paper as they are crafted for compliance purposes rather than for implementation purposes. The department is lacking behind in implementation.

The review revealed that the Eastern Cape Department of Education is faced with a host of institutional challenges in meeting its annual service delivery targets

- Non–compliance with legislation and financial regulations
- Major over-spending and under-spending in the department leaving key areas unattended and resulting in poor delivery of services;
• Incompetency of managers’ financial skills;
• Incompetency resulting in poor capacity to carry out own jobs
• Shortage of information technology equipment and non-training of staff.
• Serious understaffing leaving key posts vacant
• Lack of control measures over budgets and expenditure
• Self-selection of audit firms by schools which results in bribery and corruption
• Financial reporting not done timeously to check for rightful expenditure
• Poor performance management
• Indecisiveness on financial matters, unethical conduct and non-adherence to good governance principles
• Good labour relations between the employer and the unions.

The problems above are hindering the department to effective and efficient service delivery.

5.3 Recommendations

The government should take into cognizance the presence of unions as social partners, not for cosmetic purposes but to give them an active role to play to uplift the standard of governance and service delivery issues.

It is dangerous and irresponsible for the department to try to work around the unions, instead it should work with them to improve relations and governance and promote efficient and effective delivery of services to the people, in this case, vulnerable learners who want to get good grades that can open doors for them.

The department should strive to bridge the gap between the haves and have-nots and not maintain the status quo which still leave the marginalized to where they were before democracy. The study revealed a lack of resources and non delivery of important infrastructure and other necessities. The department should make sure that each school has all important facilities such as libraries, science and media
laboratories, information technology centres. This initiative could encourage a lot of learners to do critical subjects like mathematics and science which have a low output at disadvantaged schools.

The study has revealed that we have a good constitution and other legislative pieces that could enhance and accelerate service delivery objectives but the department needs to enforce compliance on the side of officials and hold them responsible for non-compliance. In respect with seculars and other documents that are meant for schools, there is a tendency of late delivery and teachers expected to do miracles to comply with the requirements of the department in a short period of time. Each year should be planned the previous year so that on the first day of the year everybody knows what is expected. Another exacerbating point is the limited support of schools by district officials especially in rural and far-located schools. The departmental officials must be visible and visit all school and not give preferential treatment to urban schools which are already better off. Their visibility could enhance teacher performances as they will know what is expected of them.

There is a need for the Department of Education to establish and implement a strong and independent audit function for credibility and non-interference. The functioning audit system which gives schools the prerogative to select their own audit firms is prone with fraud and corruption.

The government, unions and other stake-holders must meet regularly and discuss in full all the challenges facing Education Department in Eastern Cape. Regular discussions are important. Each stake-holder must play its role and push for effective service delivery.

The Department of Education and the unions must build a strong leadership across the board. All the schools must build strong leadership and management in areas of curriculum, finance, discipline, human resources and safety and security.

The role of SGB’s must be strengthened so that they can govern the schools well. The parents must participate effectively in the education of their children. Parents’ meetings must be organised regularly.

The role of unions must go beyond bargaining for salaries and benefits. The unions must also build strong competences and skills of their members to deliver the
teaching and learning services well. The unions must organise workshops for their members and develop their skills effectively. The educators must know their work well and produce quality learners.

Both the government and the unions must join efforts in promoting quality teaching and quality administration. Quality promotion and assurance must also be implemented by the SGBs. Quality results are important in education.

Universities and FET colleges must be involved with the educational services. Eastern Cape Province has four universities. These universities and FET colleges must be involved with the education, training and development of educators, learners and principals. Extra classes and workshops must be conducted throughout the year.

The business sector must also come on board. They need to be involved in the building of schools. They must also give sponsorships and bursaries to the learners to encourage them. They must sponsor activities like speech competitions, sports awards, Music festivals, academic excellence awards and best teachers’ incentives. Best schools must be given awards as a way of motivating others.

Communities must also organise "education day" where the SGBS report to them.

5.4 Limitations of the study and further research directions

This study was conducted on a small sample drawn from the personnel of the Department of Education, limited number of union officials, principals and a small number of educators. The design of the study was carried out under the unavoidable constraints of cost and time and therefore it should be taken as a pilot project and the findings of the study applied with caution.

The researcher used self-reporting tools to gather information and therefore the opinions of respondents are independent and their validity or truthfulness cannot be guaranteed by the researcher. Further investigation could be conducted on the subject and a larger population used and other forms of data-gathering techniques applied.
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ANNEXURE A: LETTER TO DEPARTMENTAL OFFICIAL

P.O BOX 1698

King William’s Town

5600

The Departmental Official

King William's Town District

King William's Town

5600

Dear Sir/Madam

REQUEST FOR ASSISTANCE IN CONDUCTING RESEARCH ON THE IMPACT OF UNIONS ON SCHOOL GOVERNANCE PROCESSES AND SERVICE DELIVERY.

I am a Master of Public Administration student at the University of Fort Hare, Alice, Eastern Cape. I am conducting a study on governance challenges faced by the Eastern Cape schools in achieving targeted results. Having to deal with a situation in the Eastern Cape Department of Education where the basic values and principles which govern Public Administration in schools are either not observed or are completely compromised. This study attempts to find out whether the involvement of labour unions impede or enhance governance that promotes targeted service delivery of the Eastern Cape schools.

Your input is important in making this study a success. Your identity and information shared will be highly confidential. The information gathered is for academic purposes only and therefore would not be made public.

Yours sincerely

Ngumbela N.A.

CONTACTS: 072 254 737
ANNEXURE B: QUESTIONNAIRE TO THE DEPARTMENTAL OFFICIAL

SECTION A                        : PERSONAL DATA

1. NAME                             : ..................................................................  
   (OPTIONAL)
2. POSITION OR LEVEL   :
3. YEARS IN POSITION    :
4. SECTION IN THE DEPARTMENT:

SECTION B

1. How many high schools does the King William's Town district, Eastern Cape have?

2. How many schools manage to achieve above 60% in the final matric results?
   2008
   2009
   2010
   2011

3. Which schools are more?    i. The best performing schools or
   ii. The less performing schools

4. In which areas do we get a lot of less performing schools?     Urban
   Semi-urban
   Rural

5. What does the department do to encourage schools to achieve better results?
   ..........................................................................................................................
6. What is the role that is played by the unions to realize progressive, democratic and successful governance in the department?

7. Does the involvement of education unions impede or enhance governance that promotes service delivery of the Eastern Cape schools?

EXPLAIN

8. Are the schools properly monitored by the department in the filling of posts especially managers?

9. What could be the reason(s) for the schools to perform below the expected standards?

10. In your opinion what could be done to alleviate or eradicate the situation.
ANNEXURE C: LETTER TO THE EDUCATORS

P.O BOX 1698
King William’s Town
5600

King William's Town District
King William's Town
5600

Dear Sir/Madam

REQUEST FOR ASSISTANCE IN CONDUCTING RESEARCH ON THE IMPACT OF UNIONS ON SCHOOL GOVERNANCE PROCESSES AND SERVICE DELIVERY.

I am a Master of Public Administration student at the University of Fort Hare, Alice, Eastern Cape. I am conducting a study on governance challenges faced by the Eastern Cape schools in achieving targeted results. Having to deal with a situation in the Eastern Cape Department of Education where the basic values and principles which govern Public Administration in schools are either not observed or are completely compromised. This study attempts to find out whether the involvement of labour unions impede or enhance governance that promotes targeted service delivery of the Eastern Cape schools.

Your input is important in making this study a success. Your identity and information shared will be highly confidential. The information gathered is for academic purposes only and therefore would not be made public.

Yours sincerely

Ngumbela N.A.

CONTACTS: 072 254 7370
ANNEXURE D: QUESTIONNAIRE TO THE EDUCATORS

SECTION A : PERSONAL DATA

1. NAME : .......................................................................................... (OPTIONAL)

2. POSITION HELD: ................................................................................

3. YEARS IN THE SYSTEM?
   ..............................................................................................................

4. YEARS IN THE POSITION?
   ..............................................................................................................

5. IN WHICH UNION DO YOU BELONG TO?
   ..............................................................................................................

6. WHY DO YOU BELONG TO THE UNION?
   ..............................................................................................................
SECTION B: OPINION SURVEY DATA

1. How is the relationship between the staff and the management at your school?
   - GOOD
   - FAIR
   - POOR

2. What are the challenges that are faced by the teachers at school?

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

3. Are the unions involved into the management and running of the institution?
   i. If yes, how are they involved?

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

4. Do they play an effective and positive contribution into the running of the institution?

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

5. What could you highlight to support your answer in 3?

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   .............................................................................................................................................
   .............................................................................................................................................
   .............................................................................................................................................
6. In your opinion what could be the reason(s) for the poor performance in matric results of the Eastern Cape Department of education year on year despite the involvement of unions?

7. How could the relationship between the unions and the government be used effectively to ensure efficient and effective service delivery especially improved school performance in matric results?

8. In your opinion where are the unions and the government failing to acquire the required results and how could those failures be avoided?
ANNEXURE E: LETTER TO UNION OFFICE BEARERS

P.O BOX 1698
King William’s Town
5600

The Union Official

King William's Town District

King William's Town

5600

Dear Sir/Madam

REQUEST FOR ASSISTANCE IN CONDUCTING RESEARCH ON THE IMPACT OF UNIONS ON SCHOOL GOVERNANCE PROCESSES AND SERVICE DELIVERY.

I am a Master of Public Administration student at the University of Fort Hare, Alice, Eastern Cape. I am conducting a study on governance challenges faced by the Eastern Cape schools in achieving targeted results. Having to deal with a situation in the Eastern Cape Department of Education where the basic values and principles which govern Public Administration in schools are either not observed or are completely compromised. This study attempts to find out whether the involvement of labour unions impede or enhance governance that promotes targeted service delivery of the Eastern Cape schools.

Your input is important in making this study a success. Your identity and information shared will be highly confidential. The information gathered is for academic purposes only and therefore would not be made public.

Yours sincerely

Ngumbela N.A.

CONTACTS: 072 254 7370
ANNEXURE F: QUESTIONNAIRE TO THE UNIONS

SECTION A : PERSONAL DATA

1. NAME : ........................................................................................................................................ (OPTIONAL)

2. POSITION HELD : ................................................................................................................................

3. YEARS IN THE SYSTEM:
..........................................................................................................................................................

4. YEARS IN THE POSITION:
..........................................................................................................................................................

5. IN WHICH UNION DO YOU BELONG TO?
..........................................................................................................................................................

6. WHY DO YOU BELONG TO THE UNION?
..........................................................................................................................................................
SECTION B: OPINION SURVEY DATA

GOOD

FAIR

POOR

2. What are the challenges that are faced by the teachers at school?

3. Are the unions involved into the management and running of the institution?
   i. If yes, how are they involved?

4. Do they play an effective and positive contribution into the running of the institution?

5. What could you highlight to support your answer in 3?
6. In your opinion what could be the reason(s) for the poor performance in matric results of the Eastern Cape Department of education year on year despite the involvement of unions.

7. How could the relationship between the unions and the government be used effectively to ensure efficient and effective service delivery especially improved school performance in matric results?

8. In your opinion where are the unions and the government failing to acquire the required results and how could those failures be avoided?
ANNEXURE G: LETTER TO PRINCIPALS

P.O BOX 1698

King William’s Town

5600

The Principal

King William’s Town District

King William's Town

5600

Dear Sir/Madam

REQUEST FOR ASSISTANCE IN CONDUCTING RESEARCH ON THE IMPACT OF UNIONS ON SCHOOL GOVERNANCE PROCESSES AND SERVICE DELIVERY.

I am a Master of Public Administration student at the University of Fort Hare, Alice, Eastern Cape. I am conducting a study on governance challenges faced by the Eastern Cape schools in achieving targeted results. Having to deal with a situation in the Eastern Cape Department of Education where the basic values and principles which govern Public Administration in schools are either not observed or are completely compromised. This study attempts to find out whether the involvement of labour unions impede or enhance governance that promotes targeted service delivery of the Eastern Cape schools.

Your input is important in making this study a success. Your identity and information shared will be highly confidential. The information gathered is for academic purposes only and therefore would not be made public.

Yours sincerely

Ngumbela, N.A.

CONTACTS: 072 254 7370
ANNEXURE H: INTERVIEW QUESTIONNAIRE- PRINCIPALS

1. In which area is your school?

Urban

Semi-urban

Rural

2. What is the average roll at the school?

200-300

300-400

400-500

500 and above

3. What are the factors that contribute to these numbers at your school?

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

4. What is the matric pass rate for the past 3 years?

2009

2010

2011

5. Has the roll at your school improved, gone down or remained the same?

.................................................................................................................................
6. What could be the reasons for the results?

7. Is the department helping the school to improve the results?

8. What is the relationship between the management of the school and the unions?

9. What active role do the unions play in the management and governance for better service delivery? Explain in relation to the following.

\textbf{Monitoring}

\textbf{Safeguarding well being of members, etc.}

10. Does the involvement of unions enhance or impede the desired service delivery outputs?
11. In your opinion what could be done to actively involve all stakeholders for the betterment of management and governance in our schools?