MANAGING OF UNIONISED AND NON-UNIONISED TEACHERS IN SCHOOLS

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ABSTRACT

This article looked at how schools handle both unionized and non-unionized teachers. Understanding the administration of human resources, which heavily relies on the feelings, actions, and attitudes of principals as managers, was done through the lens of the theory of emotional intelligence. This article's research design was an interpretive case study that was qualitatively analyzed. The interpretivism paradigm is appropriate for the research design used in this work. According to the interpretivist paradigm, social reality is produced by individuals' irrational perceptions of their surroundings. Since focus is placed on hearing the participants' voices, a qualitative method is defined by its capacity to convey the opinions and viewpoints of participants. The qualitative methods of focus groups, observations, and interviews were employed to create this paper. Aside from their primary objective of ensuring that teaching and learning occur effectively at school, one of the key responsibilities of principals is the management of the two categories of teachers who work there: unionized and non-unionized. It is generally known that finding and putting into practice the ideal management techniques for these teachers is a monumental effort for principals. An assessment of current management techniques demonstrates the need for new management techniques to address the issues that administrators are having with managing these teachers. There are several ways to put these new tactics into practice. Among these techniques is building trust between principals and teachers through effective communication and involvement in decision-making.

Keywords**: *management strategies, principals, teacher unions, emotional intelligence*.

1. INTRODUCTION

Consulted studies to date have shown 'representation gaps' where unionised teachers appear to be more vocal with respect not only to their workplace complaints but also regarding their productivity and working life contributions than non-unionist teachers (Masenya, 2013). Although this could be a significant finding, there seems to be no solution to this representation difference. In this article, the identification of suitable strategies for managing the gap is what is important. While a series of managerial options, including joint consultation have been raised, there are still competing groups of professionals in which the SADTU is the most widely represented teacher union in the context of South African secondary schools (Masenya, 2013). However, there are also non-unionised teachers who form a minority group that still needs to be managed.

While many studies have focused more on blaming the principals' managerial incompetencies in handling unionised teachers, there is not much evidence of research on how they manage non-unionised teachers or if there is actually a difference. Secondly, research confirms that knowledge and expertise of management principles and practices are key variables in ensuring organisational effectiveness by a principal (Letseka, Bantwini & McKenzie, 2012). There are, however, few studies that have investigated the management strategies of principals in managing unionised and

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non-unionised teachers in their respective schools. This article provides a provisional conceptual framework for designing innovative management strategies to bridge the gap.

1.1. PURPOSE OF THE PAPER

The study examined how schools treat teachers who are members of unions and those who are not. (1) The significance of managing teachers during school meetings (teachers respect and work with functional principals); (2) The relevance of managing teachers during school meetings; and (3) The contribution of the primary research findings to literature and the body of knowledge. (2) The importance of the relationship between the management strategies of principals and the interpersonal relationship with their teachers, which is defined by the satisfaction of emotional and work needs, and (3) The importance of the theory of Emotional Intelligence in both the personal and professional experience and perceptions of the principals.

1.2. BACKGROUND OF THE STUDY

The study was carried out in schools in the province of Gauteng. Many professionals have provided definitions for the term "management." Many management academics choose the simplest and most well-known definition, which links the following actions together: focusing, planning, controlling, coordinating, organizing, and controlling. Although they added that these actions are intended to achieve organizational goals by using people as resources in addition to other resources like money, Prasad (2020) and Szczepaska-Woszczyna (2020) corroborated this. Making decisions has been listed as another management duty by Van der Mescht and Tyala (2008), specifically with reference to school management.

The limited attention paid to management's elements underscores the significance of the connection between organizational connections and human resources management. The foundation of management development in humans has always been the making of theoretical comparisons. Based on the aforementioned premises, management theories oriented toward improving working relationships have been developed through critical analysis and evaluation of various management theories.

The Bureaucratic Theory of Management by Max Weber (Koorasani & Almasifard, 2017), the Theory of Scientific Management by Frederick Taylor (Peaucelle & Guthrie, 2012), the Administrative Management Theory by Henri Fayol (Peaucelle & Guthrie, 2012), and the Behavioural Theory of Management (Winston & Patterson, 2006; Waring, 2016) have all received heavy criticism for fostering poor interpersonal relationships in various organizations. Modern management techniques were therefore gradually developed in order to deal with this peculiarity. The tactics and procedures used in management were related to organizational behavior. According to research, scientists and academics have shared an interest in studying how organizations function (Griffin, Phillips, Gully, Creed, Gribble & Watson, 2020).

The theories describing organizations have changed along with them. According to Shafritz, Ott, and Jang (2005), these theories can be categorized into nine different "schools" of thought: classical organization theory, neoclassical organization theory, human resource theory, or the organization behavior perspective, modern structural organization theory, organizational economics theory, power and politics organization theory, organizational culture theory, reform through changes in organization culture, and theories of organizations and environments.

2. LITERATURE REVIEW

Organizational Citizenship Behavior (OCB) appears to have the potential to reduce the likelihood of conflicts and increase productivity. As a result, this behavior may indirectly promote favorable outcomes for the schools' educational objectives and social life. Organizational commitment, work happiness, and organizational culture are just a few of the variables that might lead to organizational citizenship behavior (OCB). A fulfilling organizational culture will be developed in the schools if the staff members are committed to the organization and enjoy their jobs. By managing unionized and nonunionized teachers in schools, Madi Odeh, Obeidat, Jaradat,

Masa'deh, & Alshurideh (2023) discovered that organizational culture and leadership are crucial in the forecasting of organizational effectiveness. Leadership is anticipated to help schools transition to strategic leadership, with an emphasis on the value of vision and the role of principals in inspiring and managing teachers through corporate principles and adaptable cultures.

2.1. Management style

Similar definitions of the term "management style" have been offered by numerous researchers. To successfully manage teachers generally, they focus on what the principle or school manager must do, but they do not include how to manage varied teachers in schools. Li, Gupta, Loon, and Casimir (2016) define management style as the approach taken by someone in a position of authority to lead a team or organization. According to traditional definitions, it refers to how much a manager emphasizes or exhibits a particular sort of management skill, which is gauged by the frequency of a particular management behavior or attitude. This implies that another component of this broadened definition is how the principal oversees teachers and their job activities. Management style, as defined by Spillane, Harris, Jones, and Mertz (2015), is the philosophy that guides managers' strategies, skills, and approaches while handling or managing human resources inside an organization. It describes the manager's particular way of dealing with staff members. Schleh (1977) viewed management style as nothing more than an adhesive that ties various individuals, groups, and human beings together. Swanepoel (2008) echoed this when he said that management style is a philosophy or set of principles by which managers capitalize on the abilities of people. He concluded by saying that it is not a step-by-step management process but rather a framework of choices that enables managers to rely on the initiative of their staff.

Researchers have identified three fundamental management styles that are aligned to fulfill the strategic objectives and transformative goals of the delivery of quality education in order to develop and equip principals to manage schools successfully (Badura, Vavrová, Bikár & Kmet'ko, 2017; Kasemsap, 2017). The adoption of a management style attempts to guarantee that school administrators manage human resources efficiently and effectively, especially the teachers, who are tasked with making sure that the ultimate goal of curriculum delivery is met. The most typical categories of management styles are described below:

Transforming management approach: The process of persuading individuals to achieve organizational and personal goals is referred to as the transformational management style. It entails motivating staff to attend to their emotional needs. While acknowledging that using charisma or personal power is essential to success, managers adopt this kind of style to cognitively engage staff (Eatwell, 2006). It was claimed that administrators employing this management approach had succeeded in preparing teachers to be reflective professionals (Bascia & Rottmann, 2011). As teacher unions moved away from their initial goal of representing their members in schools and toward exerting pressure on principals and prescribing how teachers were supposed to be managed, things were getting difficult for principals at schools, particularly with leading and managing teachers (Eatwell, 2006).

Working with teachers in areas especially linked to curriculum and instruction is part of the instructional management style (Cruickshank, 2017). Pont, Nusche, and Moorman (2008) claim that engaging in instructional management, which entails principals getting involved in the work of teachers at schools and keeping high visibility, will generally result in good school administration. According to Martin and Sass (2010), administrators utilize an instructional management style to supervise staff members and encourage them to adopt the proper demeanor in the classroom.

Distributed management style: This is a shared, collaborative, or participatory technique that, according to Spillane et al. (2006), primarily focuses on interactions between administrators or managers and their teachers. In order to encourage teacher engagement and empowerment as well as the development of democratic schools, Harris (2013) claims that the distributed management approach has gained popularity in the school management discourse. According to Harris (2013), administrators have utilized this management strategy in schools to win over teachers, particularly

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the unionized ones who were challenging to lead. He perceived this as a sacrifice made by the principals, which regrettably resulted in the resignation of several of them.

According to Bush and Glover (2014), a distributed management style encompasses numerous sources of influence within the school that will improve school administration. Additionally, they saw this management approach as dangerous since it exposed principals to outside forces like teacher unions. The teacher unions saw it as the ideal chance to impose their own rules on how schools must be conducted. This was a concern since unionized teachers frequently fought when difficult decisions had to be made, sometimes with very disruptive behavior and even violence. As a result, the notion of unions taking control did not help to create a culture of learning and teaching in schools. The goal of distributed management is to strengthen bonds with teachers and provide other managers, like the SMT, the authority to take charge. It has more to do with organizational change (Leithwood, Mascall, and Strauss, 2009), but an unfortunate unintended consequence of this style has been that it has been seen as a chance to usurp power from those who have been duly appointed to leadership positions in schools and to use it as a weapon against authority (Daniels, Hondeghem, and Dochy, 2019).

2.2.Management strategy

The debate in this article is mostly focused on how principals handle both unionized and non-unionized teachers in their respective schools. When compared to management styles, management strategies are defined very differently. According to Spillane (2012), a management strategy is a planned course of action with a specific goal in mind. It outlines how the school intends to carry out its objectives. The management of heterogeneous teachers in the classroom requires principals to be educational strategists (Khumalo, 2018). They are given management and leadership mandates that demand improved performance from their schools, and they must employ strategic plans and activities to bring about change in the way schools are operated. Since the primary goal of the school is to provide effective teaching and learning, management is expected to put in place adequate controls over the influence of outside forces that might compromise those goals (Msila, 2013). Examples of such forces include union politics, which can negatively impact school management if left unchecked. By utilizing a good style alone, the issue of managing unionized teachers at the school cannot be resolved. It is reasonable to expect administrators to employ the appropriate management techniques together with an efficient management approach to guarantee that instructors are managed well regardless of their diversity or affiliation.

The Department of Education was required by the Government Gazette Vol. 433 (Department of Education, 2001) on administration and education at school to be willing or able to invest in initiatives to transform education. The Gazette addressed management concerns in schools under the heading "prevention is the cure." It also claimed that if education was to improve the standard of living and the status of poverty in the nation, education must come first and that the focus should be on giving principals the authority they need to manage a varied staff of teachers at schools. According to the evidence so far, the management approaches favored by the majority of researchers have not produced positive outcomes, particularly when it comes to the supervision of both unionized and non-unionized instructors at schools. If management tactics are used, it is still to be seen how things will alter for school principals.

There is a perception that the external factors in which an organization operates have a significant impact on management strategy. The use of management strategies appears to differ greatly among organizations. According to Suddaby and Foster (2017), organizational variables like the type of manager or principal, the goal of the school or institution, the operating environment, and the effect of external factors like unions, such as management strategies vary. Even though political attempts are frequently made to impose uniform management strategies upon all schools or principals, particularly on the issue of how unionized teachers at school are supposed to be managed, it would seem impossible for all organizations or schools to be managed in the same way given this diversity.

The vast improvements in education over the last few years have had a significant impact on principals' decision-making about management practices. It's critical to determine which management approaches are most suited for a given organization's unique operational environment, in this example, the management of teachers who are both unionized and non-unionized.

In accordance with Grissom and Bartanen (2019), management techniques have an impact on the performance of a single teacher or of their groups, especially if recognition is given to the diversity or affiliation of the instructors, and as a result, have an impact on the school's performance. They also made the point that how individuals interact with one another, collaborate with management, and dedicate themselves to accomplishing organizational goals all play a significant role in how well schools perform. One of the significant elements affecting schools' effectiveness is managers' failure to supervise a variety of teachers. The efficacy of a principle as a manager will be significantly influenced by how well management plan and management style fit. Principals must adopt effective management techniques since teacher unions have become the main voice of opposition to them (Neilsen, 2014). This is especially true because teacher unions are not viewed as a mechanism for effective educational transformation.

2.3. Understanding unionism in the context of the social movement unionism theory

Numerous meanings can be attributed to the word "unionism." Some people consider unionism as political, while others associate it with the area of labor rights and human relations. In the trade sense, unionism is defined as efforts conducted with the intention of upholding and advancing employees' rights inside an organization.

From a sociological perspective, any type of social movement, including unionism, is connected to an organized group of people who work to bring about change in organizations, communities, or society at large when social justice principles are violated (Scipes, 2014). The establishment of human rights standards, fairness in salary determination, and safe working conditions for employees are only a few examples of social justice ideas.

According to research, political and socioeconomic factors are inextricably linked to social movement unionism (Scipes, 2014). To put it another way, social movements are well-organized and structured groups of individuals who band together to pursue similar goals in response to societal and political injustices (Masiya, 2014). Many studies have cited COSATU in South Africa as an excellent example of a social movement trade union with a contemporary perspective that pursues the goals of fair wages in the workplace and conducive working conditions in the context of developing nations (Chun & Williams 2013; Masiya, 2014). Thousands of South African employees are members of the well-known labor group COSATU (Masenya, 2013). This union was established to counter the unjust labor practices from the apartheid era that still exist in all organizations, including those in the public and private sectors (Masenya, 2013). In its capacity as a social movement organization, COSATU made a significant contribution to social change by calling for the end of apartheid and reversing neoliberal economic policies in the post-apartheid era. South Africa has been a major actor in the representation of workers even now. However, COSATU's influence in the post-apartheid era has been hampered by its adherence to alliance politics, use of formal incorporation structures like the National Economic Development and Labour Council (NEDLAC), intra-union disputes, and the abandonment of its historically militant approach, among other difficulties. SADTU is a member of COSATU, the largest labor union, according to Masenya (2013). The South African Communist Party (SACP) and the African National Congress (ANC) are both members of the dominant political tripartite coalition, which also includes COSATU. The majority of public-sector unions are well known for their backing of left-wing political groups worldwide. This is also true of SADTU (Masenya, 2013).

According to other researchers, these social movements were sparked by the conflicting socioeconomic and political divide that was created between colonial exploitative systems of control and the colonized communities. Because of this, social movement unionism has also been described as a highly mobilized form of unionism that typically opposes oppressive political

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regimes and abusive workplaces in newly industrialized developing countries (Chun & Williams 2013; Masiya 2014; Von Holdt 2003).

In addition to South Africa, Brazil is another nation that has active social movements aiming at strengthening democracy at very high levels as a result of government failures, according to numerous scholars (Chun & Williams 2013; Masiya 2014; Von Holdt 2003). Additionally, Novelli (2004) verified that one of the nations having social movement activities focused toward the revival of democracy is the Philippines.

2.4.Education trade unions for the teaching profession

In the context of education, teacher unionism, as practiced by a formal group of linked and united members, aims to defend and support the rights of teachers and other staff members inside a school organization, claims McCollow (2017). The associated members of instructors are there to safeguard and advance the common objectives of educators in general (McCollow, 2017). There are several different teacher unionism models, according to many scholars.

The first one is related to the theoretical philosophy of social unionism, while the second one is connected to selfish interests (McCollow, 2017; Vachon & Ma, 2015). While special interest groups primarily focus on pushing issues that serve their own self-interests, teacher unions of the social movement variety are more concerned in advancing public education as a whole (McCollow, 2017). Three opposing categories of union teachers have always been reflected in the relationship between teacher unions and educational policymakers: one that encourages negotiations and fosters professionalism, and others that are marked by conflict and antagonism (i.e., they are adversarial) (Bascia & Stevenson, 2017; Masenya, 2013). The basic goal of any type of teacher union, whether viewed from a pro or conciliatory standpoint, is to address the shared interests of teachers and to develop and carry out plans for how those interests will be satisfied (Vachon & Ma, 2015). It has been discovered that the majority of negotiations between unions and employers center on unfair labor practices related to pay and other benefits, unfair labor practices related to working conditions, and concerns connected to the execution of policies. However, there have been numerous debates in the context of teacher unions over the degree to which "professional issues" could be recognized as a union-based activity, according to McCollow (2017). Considering that teachers' top concerns are mostly centered on work-life balance, salaries and pay, benefits, and employee rights and privileges at work, the argument is founded on the belief that the professional model as implemented within the context of teacher unionism has never worked. Although teachers are required to participate in professional development programs, a study by Stevenson, Milner, and Winchip (2018) in the European educational system found that there is sufficient evidence that teachers have limited opportunities for professional learning growth due to difficulties associated with adversarial unionism.

Unionism can be classified in the aforementioned categories, although according to some academics, such as McCollow (2017), distinctions like adversarial unionism and professionalism unionism are caused by organizational models that are prevalent in the same organization. In many schools, the bureaucratic organizational paradigms that centralize decision-making and the conventionally accepted scientific management practices are still in use. The creation of antagonistic forms of teacher unionism by school administrators who employ these management strategies has been observed. In these situations, instructors make decisions about the delivery and execution of the curriculum under control and instructions. Resistance to such strong authoritative educational requirements and directives from the top is more likely to lead to conflict between the administration of the school and the instructors than to the advancement of professionalism. Other academics, however, contend that while democratic organizational structures are uncommon in many African nations, including South Africa, they are distinguished by a cooperative and participative management style. This is related to the professional model of teacher unionism, which emphasizes the significance of professional and educational policy issues (Schleicher, 2016), which is connected to the social unionism theory, which focuses on state-teacher relations within the constraints of the current economic and social system (European Commission, 2017). It offers a

solid foundation for teacher union reform that will enable management and educators to work together toward a single objective.

Professional teacher unionism is seen as a component of a larger social advancement movement as opposed to just being concerned with narrow self-interest (Vachon & Ma, 2015). The European Commission (2017) asks for participatory union membership, educational reform to benefit all children, cooperation with community organizations, and attention to larger equity issues. The following picture illustrates a conceptual model created by Masenya (2013) that captures the difficulties associated with the differences between professional unionism and adversarial unionism in South African schools:
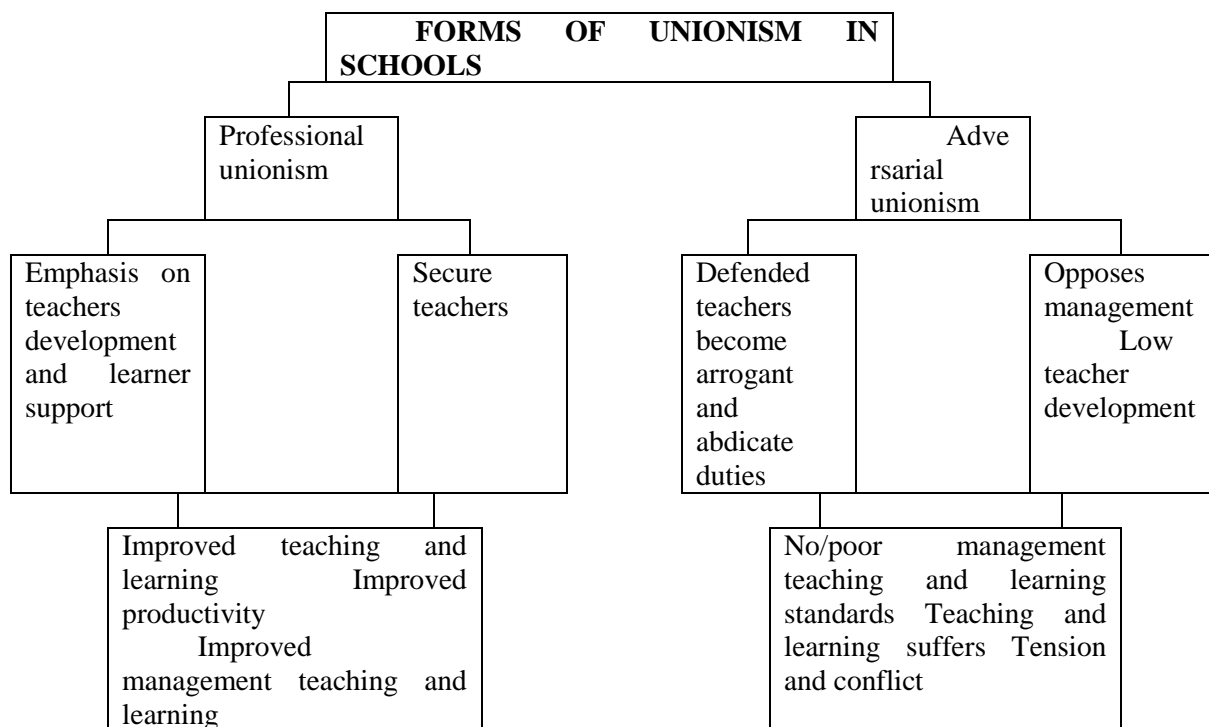

Figure 1: Forms of unionism in schools (Source: Masenya, 2013:21)

Even if Masenya's conceptual framework was developed a while ago, it nevertheless contributes value to this essay by presenting many aspects of unionism in relation to social movement unionism, professional unionism, and antagonistic or protective-defensive unionism.

2.5.Theory of emotional intelligence (EI)

Studies like the one under examination have effectively applied the theory of EI in the past. Theorizing that institutions or organizations are built and maintained through social construction and internal processes of organizational actors, Smircich (1983), who employed the theory of EI in his research on strategic management, made this claim. Thus, we comprehend that teachers are at the core of the educational process and that their activities have an impact on classroom instruction and learning. This article concentrates more on the teacher behavior that needs to be controlled by principals because of this. When teachers' behavior is not properly controlled, it can cause issues for the educational system. Smircich (1983) defined management strategies as a continuous process of strategically managing an institution's human resources. It is a procedure that includes a number of managerial choices and actions that lead to the creation and application of strategies that impact the effectiveness and success of the institution. We inferred two things from Smircich's conversation.

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We applied methods and made decisions, which are two action instruments. If caution is not taken, it may be challenging for principals to properly utilize the appropriate tactics to control the behavior and activities of all teachers at the school because it has not been possible for principals to apply and execute contemporary styles of management in prior years. Teachers are thought to frequently view decisions made by principals regarding how schools should be run as oppressive and not taking their needs into consideration. The success of management and the results of teamwork are thus considered in this essay as being critically dependent on EI.

The performance of the school may be hampered by decisions and methods that principals and managers must make and employ if they are handled improperly or if the message is misunderstood. If implemented appropriately and favorably appreciated by the majority of teachers, these decisions and techniques can help boost the school's performance. The claim made by Smircich (1983) in support of the theory of EI makes it evident that both teachers and principals may successfully apply the theory to learning circumstances. This indicates that actions and emotions are the main focus in the notion of intelligence. Since the essay concentrates on their management, it is possible to state that human resources play a significant role in this theory as well. Teachers who are unionized and non-unionized can be found in a school setting, and while they differ greatly from one another, they are all expected to work for the same objective. The need and pressure to develop a plan to deal with human resources at a school using a combination of management principles and the EI theory gave rise to the application of the idea of emotional intelligence in this article.

There are acts and behaviors that need to be understood and regulated, according to the definitions of EI in this article. These deeds and behaviors are reciprocal. It does not imply that management is solely necessary for the teachers' activities and behaviors. Instead, it suggests that managers must manage their own activities and behavior or self-manage. Managers who exhibit anger or other negative emotions will be unproductive and viewed as unstable by their subordinates, according to Goleman's (1995) interpretation of the theory of EI. The flow diagram in Figure 3.1 below shows how instructors' behavior and actions are controlled and managed and how their interactions are relevant to significant work-related outcomes including individual performance, organizational productivity, and people development.
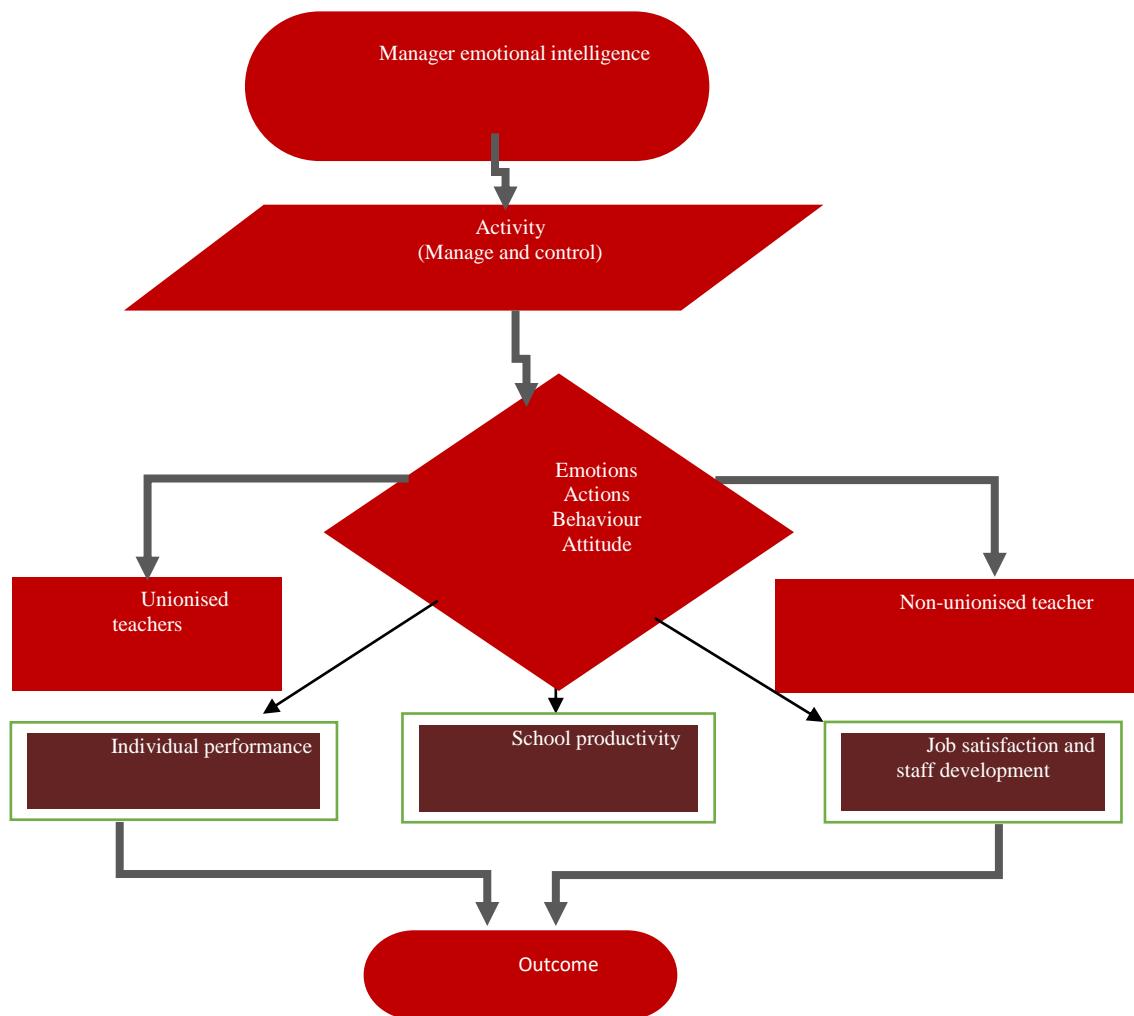
Figure 2: Flowchart of management and control of behaviour and actions

This figure demonstrates how the team is badly impacted by the manager's lack of emotional control, regardless of the underlying cause. The theory does not state that a manager can only manage a school if they have a high Emotional Quotient (EQ) score. According to Goleman (1995), anyone who is charged with leading and managing others in a company or educational setting must first ensure that their emotional capabilities are in order. If they lack self-awareness, the ability to control their distress emotions, empathy for those they lead and manage, and a strong working relationship with their staff, they may not be as effective managers as they could be. Additionally, he claimed that those with high levels of EI are able to perceive other people's emotions and have a deep understanding of themselves. This is pertinent to significant workplace outcomes like employee development, organizational productivity, and individual performance. The implementation of proper management tactics is made possible by the introduction of a new method for managers to comprehend and evaluate the behaviors of others. EI is the desperately needed missing piece that principals have been missing in order to effectively manage schools and teachers. Understanding one's own emotions toward people or events makes it naturally simple to comprehend the emotions or behavior of others.

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3.RESEARCH METHODS

This article's research design was an interpretive case study that was qualitatively analyzed. The interpretivism paradigm is appropriate for the research design used in this work. The interpretivist paradigm, according to Thanh and Thanh (2015), presupposes that social reality is produced by the irrational experiences of individuals in a given setting. A qualitative approach, according to Yin (2011), is differentiated by its capacity to portray the opinions and viewpoints of participants since an emphasis is placed on hearing their voices. I was able to find ways that administrators can employ to manage unionized and non-unionized teachers by using qualitative research in this work, which allowed me to carefully examine the information provided by participants during observations. Data was gathered from teachers and principals at four secondary schools in an effort to better understand how principals handle unionized and non-unionized instructors. Based on the fact that they belonged to a union and had been members for at least a year, teachers were sampled. Additionally, information was gathered from lecturers who did not belong to a union. Principals with five years of experience as secondary school principals were also sampled as participants. The researcher gathered data from 28 participants in all, including 4 principals, 12 teachers who were members of teacher unions, and the remaining 12 instructors who were not. Data was gathered through principal interviews, teacher focus groups, and observation of school management team meetings, daily briefing meetings, and quarterly meetings.

3.1.Sampling procedure

Purposive sampling was used in this study to investigate the knowledge and experiences of teachers and principals who were unionized and nonunionized in schools. Based on the fact that they belonged to a union and had been members for at least a year, teachers were sampled. Additionally, information was gathered from lecturers who did not belong to a union. Principals with five years of experience as secondary school principals were also sampled as participants. The researchers gathered information from 28 participants in all, of whom four were principals, 12 had union affiliations as teachers, and the remaining 12 did not. Data was gathered through principal interviews, teacher focus groups, and observation of school management team meetings, daily briefing meetings, and quarterly meetings.

3.2.Data collection

A variety of techniques were used to collect the data for this investigation. Data was gathered from 28 participants, of which 12 teachers were union members and the remaining 12 were not. Four of the participants were principals. Data was gathered through principal interviews, teacher focus groups, and observation of school management team meetings, daily briefing meetings, and quarterly meetings.

3.3.Data analyses

The interview transcripts were interpreted using thematic analysis. Data was directly copied from voice recordings. The transcriptions were interpreted to give them a meaning that was compatible with the responses of the participants. The recordings were played in short bursts so that the information on the audio tapes could be accurately recorded. All of the meanings were included in the key transcripts for each theme, guaranteeing the accuracy of the information. In order to understand the significance of the data and its interpretation, the researchers read the transcripts numerous times. The clustered categories—categories that were grouped together because their meanings were similar—were then given specific themes to represent them. The themes and sub-themes that were identified using this procedure made up the evidence base from which this article's conclusions were developed.

4.RESULTS AND DISCUSSION

The purpose of this study was to investigate the expertise and experiences of principals in carrying out their instructional responsibilities in secondary schools. The study included 28 participants, including 12 teachers who were members of teacher unions, 12 teachers who were not, four principals, and 12 instructors who were not. There were similarities in the management

techniques and tactics used by the principals, despite some disparities in the four schools' teacher union affiliation and non-affiliation rates. The principals who were the subject of the observation for the SMT sessions displayed really admirable behavior and behaviors. It was important to note that the sampled principals primarily employed the interactive or participatory method to manage the instructors since the management strategies of the school principals are ultimately responsible for the effectiveness of the school.

The interactive or participatory strategy places a strong emphasis on managing human resources, namely controlling teachers in schools before managing teaching and learning. This is thought of as a principal's primary responsibility. Teaching and learning will be harmed if principals are unable to manage their staff, as was made clear in the briefing meetings.

Because the teachers at Schools 1 and 3 were unhappy with the way briefing meetings were conducted, they had trouble arriving to class on time. As a result, certain courses started late and the teaching and learning in those classrooms suffered.

According to the theory of EI that guides this essay, since conflict and power struggles cannot be completely eradicated from the workplace, it is crucial to learn the right management tactics for dealing with them. It is safe to assume that a little power play and conflict may be seen at the two schools based on the observation of the three different sorts of meetings. Every administrator should be proficient in management tactics because it is inevitable that there will be two distinct sorts of instructors at the school, each with their own personality and set of behaviors. The observation included looking at the relationship between the theory of EI and the principals' management tactics, even though the major goal of the observation was to uncover variables that could hinder principals' management strategies for managing teachers. All three sessions' observations were significantly influenced by the notion of EI.

In essence, I came to the conclusion that effective management of teachers generally depended on EI from my observations during these sessions. According to Goleman (2006), many ideas about management and leadership acknowledge the significance of emotions as a foundation for influence. The summary of the observed meetings revealed that managers did indeed exhibit various value-based emotions that were thought to affect the meetings' results and help them manage the teachers. All four of the principals appeared to have employed the interactive and participatory technique extremely effectively to run both the staff meeting and the SMT sessions. Managers and other staff members were allowed to participate in the presentation of the meeting by the principals. Additionally, it was noted that some principals used role rotation to run the managers' meetings. It was discovered that leaders and followers encouraged one another to act morally and with more motivation.

5.IMPLICATIONS FOR RESEARCH, PRACTICE AND/OR SOCIETY

The focus of the school is on teaching and learning, and stakeholders in the school, in particular teachers and managers, work together to ensure effective teaching and learning. Principals must endeavor to build appropriate tactics in managing various types of teachers at the school in order for teachers to work productively to reach the desired performance. Consequently, the following advice is given to the various stakeholders.

• The DBE has to do a better job of giving principals frequent training and workshops on how to run schools and handle different teachers. Both new and seasoned principals keep making mistakes in their managerial duties, which keeps causing a gap between principals and unionized teachers. Teachers are asking the DBE to provide frequent, comprehensive training and for principals to be held accountable for breaking or even failing to execute the lessons learned during the training.

• Teachers, both unionized and non-unionized, accused principals of showing favoritism, and there was a lack of trust that made it difficult for the school to run efficiently. Therefore, it is

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advised that principals adopt and put into practice the interactive and participatory management practices as a matter of policy.

• Unity is necessary for the school to reach its objective. It was discovered that the methods most principals used to manage their staff contributed to hostility among instructors and revealed some issues between the two categories of teachers and principals. Principals must make sure that every member is valued and that their participation matters. • Concepts such as charisma, commitment, transformation, democracy, hard work, and mentoring describe an effective manager's characteristics. Principals are encouraged to seek feedback and work with teachers to change how unionized teachers and principals have been treating one another. These qualities weren't always obvious. In order to demonstrate that it is okay to have power over teachers while still being loving, trustworthy, and having a future vision that can be embraced by all instructors, principals are encouraged to exhibit a flexible behavior and attitude.

• Personal, professional, and emotional intelligence development. Being a principal is a tough job that calls for the demonstration of many crucial qualities. One such crucial competency is for principals to be emotionally savvy and persistently work to advance their careers. It is advised that principals provide proof of their continued professional development. Each instructor must be able to receive the assistance they need from them, and in return, they must be able to receive help from others in their effort to advance in management. The effort is suggested to the principals based on the paper as a potent technique for them to show proactive management of the complexity of human interactions and relationships in schools.

6.CONCLUSION AND SUGGESTIONS
6.1.CONCLUSION

One of the goals of this paper was to collect information on the management techniques principals have been employing to handle unionized and non-unionized teachers at the school because empirical research on effective management techniques to handle the two types of teachers found there is lacking. According to the results, it would seem that the principal participants sampled for this paper have developed their own tactics for managing teachers rather than using the styles and models suggested by earlier studies. The majority of these developed tactics have created a significant gap in how principals communicate with and relate to teachers. Additionally, some of those strategies—old and new—were blended, but this only served to widen the gap because administrators were charged with favoritism when it came to treating non-unionized teachers better than unionized ones. Based on the aforementioned effects, principals continue to have a significant issue controlling both unionized and non-unionized instructors. I saw that some of these principals choose to use interactive and participation tactics during the interactive sessions in meetings between teachers and principals. It can therefore be inferred that the former system of managing teachers was not entirely ineffective as suggested by principle participants, despite the fact that these approaches had previously been recommended for principals to utilize in doing so.

Principals' effects on the schools they direct and oversee are generally acknowledged in the literature review (Mestry, 2017). The importance of the management role and strategies have been recognized globally, where studies have also shown the importance of management practices to be taught at tertiary levels to equip teachers who are planning to become lead teachers (Gurr, Drysdale, Swann & Doherty, 2005; Gentilucci & Muto, 2007; Hallinger & Huber, 2012; Waxman, Boriack, Lee & MacNeil, 2013). Both Sanzo, Sherman, and Clayton (2011) and Bush, Bell, and Middlewood (2019) emphasized the importance of these courses and how they are seen as the key to professional development. This indicates that there is a significant interest on a national and worldwide level in training managers and teachers to reduce the difficulties faced by principals when they resume their managerial responsibilities. The results of this investigation suggested that some of the problems were related to professional and personal development.

It's critical to alter principals' perspectives on managing both unionized and non-unionized teachers, and it's also necessary to alter teachers' perspectives on principals' management responsibilities (Medina, Martinez, & Murakami, 2014). According to Shelden, Angell, Stoner, and Roseland (2010), the perspective of principals and their impact on teacher-manager trust have the biggest bearing on how well teachers are managed.

6.2. SUGGESTIONS

It is advised that partnerships in the education sector should encourage adaptability and responsibility among all parties. Principals of the schools should treat both unionized and nonunionized instructors as professionals. Similar to this, a principal who makes decisions affecting both unionized and nonunionized teachers differently will have little leeway when a crisis arises in the school. There is hope that future principals will have less issues to deal with at schools, particularly with regard to human resources, as a result of the increased interest in establishing and developing tertiary level programmes. Orphanos and Orr (2014) agreed with this sentiment, stating that there must be learning and teachings that greatly improve school leaders and managers; presumably, this would improve the relationship that administrators have with their teachers.

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