

**AN INVESTIGATION INTO
THE SELECTION AND
APPOINTMENT OF
EDUCATORS TO THE
POSITION OF HEAD OF
DEPARTMENT IN THREE
PRIMARY SCHOOLS IN THE
KWANDENGEZI CIRCUIT OF
THE KWAZULU-NATAL
DEPARTMENT OF
EDUCATION AND CULTURE**

by

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ABSTRACT

The appointment and selection of the Head of Department (HOD) is the most important task that the KwaZulu-Natal Department of Education and Culture (KZNEDC) and the School Governing Body (SGB) must undertake. It is the task of the KZNEDC to encourage the best people to apply for the HOD post from whom the SGB can select the best candidate for the job. Yet, from time to time, the newspapers report on the selection of HODs that has been disputed.

The main purpose of this study was to investigate the selection and appointment of educators to the position of Head of Department in three primary schools in the KwaNdengezi Circuit of the KwaZulu-Natal Department of Education and Culture. The main focus was to explore the views of the principals and educators in these primary schools. The study probes the opinions of the primary school principals and educators regarding the selection procedures used in primary schools. It also seeks their opinions why the process was disputed in some instances.

The study starts by analysing the selection procedures for the appointment of educators to the post, Head of Department, in the primary schools in the KwaNdengezi Circuit in KwaZulu-Natal. In finding out the views of the principals and of the educators, a survey was conducted in three primary schools in the KwaNdengezi Circuit. A questionnaire was administered.

The study has found that there are selection procedures provided by the National Department of Education. These selection procedures are not properly followed, thus disputes were declared in some instances.

On the basis of this exploration, suggestions were rendered on how the selection and appointment process could be improved in the future.

STATEMENT BY SUPERVISOR

As the candidate's supervisor I have/have not approved this dissertation for submission.

SIGNED P. E. LONDAL NAME P. E. LONDAL

DATE 19/12/2003

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DECLARATION OF ORIGINALITY

I, Rose Thandiwe Gumede, hereby declare that this dissertation is my original work, unless it is specified to the contrary in the text. This dissertation has not been submitted for a degree at any other university.



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TABLE OF CONTENTS

Abstract.....	ii
Acknowledgements	iv
Declaration of Originality.....	v
Table of Contents	vi
Chapter I: Introduction	1
Background of the Study.....	1
Aim and Purpose of the Study	2
Motivation for the Study.....	3
Research Questions in the Study.....	4
Limitations of the Study.....	4
Structure of the Dissertation.....	5
Conclusion.....	6
Chapter II: Literature Review	7
Introduction.....	7
International Management of Recruitment and the Selection Process.....	7
The Management of Recruitment.....	8
Job Analysis.....	10
Determining the Competencies Needed.....	13
The Management of Selection.....	14
Measuring the Competencies	14
Agreeing on the Procedures for Elimination and Final Decision by the Selectors.....	19
South African Perspective.....	21
Recruitment and Selection Procedures Currently in Place.....	22
Advertising.....	23
Sifting.....	24
Shortlisting.....	25
Interview.....	25
What Might Cause Disputes over Selection and Appointment Decisions?.....	27
Conflict Management and Conflict Resolution.....	29
Conclusion.....	30
Chapter III: Methodology	33
Introduction.....	33
Research Questions in the Study.....	33
A Description and Context of the Actual Sites	34
Rationale	34
Procedures	35
The Research Methods.....	36
Documental Analysis.....	36
Survey.....	36
Research Instruments	39
Data Collected.....	40
Types of questions used in the questionnaires.....	40
Analysis of Data.....	42
The Population.....	42
Survey Sampling.....	43
Assessing the population.....	43

Methodological Constraints.....	44
Sampling Bias and Errors.....	44
Size of the Sample.....	44
Research Bias.....	45
Ethical Consideration.....	45
Conclusion.....	45
Chapter IV: Presentation of Findings	46
Introduction.....	46
Critical Assessment of the Current Selection Procedures.....	47
Questionnaire for the Departmental Official.....	53
Questionnaire for Principals.....	56
Questionnaire for Educators.....	63
Conclusion.....	84
Chapter V: Discussion and Conclusion.....	85
Introduction.....	85
Problem of the Research.....	85
The Results of the Literature Review.....	86
Summary of the Research Findings.....	88
Generalization of the Research Findings.....	98
Discussion and Conclusion.....	99
References.....	101
Appendix A: Application for Acceptance Letter to Durban-South Region.....	108
Appendix B: Acceptance Letter from Durban-South Region.....	109
Appendix C: Questionnaire for Educators.....	110
Appendix D: Questionnaire for Principals.....	122
Appendix E: Interview Schedule for Departmental Official.....	133
Appendix F: Consent Letter.....	142

CHAPTER I

INTRODUCTION TO THE STUDY

1.0 Introduction

This chapter provides an overview of the study. The aim and purpose of the study, the rationale for the study and the limitations of the study will be outlined. It also gives the research questions in the study and the structure of the dissertation.

1.1 Background of the Study

In an attempt to democratise South Africa, a policy for school governance was developed in 1994. Before 1994 powers were decentralized, but the ultimate powers remained with the central government. After the 1994 elections, the new Government of National Unity (GNU) put together the issues related to school governance in the South African Schools Act of 1996 (Motala and Pampallis, 2001). Since 1996, powers and responsibility of school governance shifted to all schools in the South African Schools Act of 1996 (Motala and Pampallis, 2001). In terms of the South African Schools Act (1996), and the Education Laws Amendment Act (1997) and subject to Chapter 3 of the Employment of Educators Act (1998), the selection and recommendation of appointment of educators is the function of the governing bodies of all public schools in South Africa. Section 20(1) of the South African Schools Act, 1996, stipulates that the governing body of the public school must:

“recommend to the Head of the Department the appointment of educators at the school, subject to the Educators Employment Act, 1998, as amended, and the Labour relations Act, 1995” (Department of Education, 2000: 1-2).

*“Given that people are the most important resource in an educational organisation, it is a truism to say that appointing such people is the most important task that managers undertake.
In the task of recruitment and selection, managers may be described as encouraging the best people to apply and then as choosing the best people for the jobs or tasks” (Middlewood, 1997:139).*

According to the Report of the Task Team on Education Management Development making the best use of human resources in education involves:

“Employing people through fair and effective procedures, including those for recruitment, selection, promotion and deployment. Rational appointments procedures, consistently applied, ensure best use of the skills that are available to the system. Quality in selection based on merit and equity, is essential to performance and morale (Department of Education, 1996: 46).

However, Ditshego, a reporter for the Sowetan (1997) reported that promotions are clouded by nepotism and favouritism. His call was “promote those who deserve it.” The Leader reporter (1998) also reported on the teachers’ promotions that were accused of nepotism and bribery. The Daily News Education Reporter (1998) also quoted the department spokesman, Mandla Msibi as saying:

“The promotion of about 700 applicants had not been completed because of the disputes lodged over the selection process” (1998:2).

1.2 Aim and Purpose of the Study

The purpose of this study is to:

- Investigate the selection procedures used in three primary schools in the KwaNdengezi Circuit of the KwaZulu-Natal Department of Education and Culture.
- To survey the opinions of educators regarding the procedures used for selection in these schools.

- To investigate the reasons why the process was disputed in some instances.
- To make recommendations as to how the appointment and selection process could be improved and disputes avoided in the future.

1.3 Motivation for the Study

The researcher, who is a Head of Department in a primary school in the KwaNdengezi Circuit in KwaZulu-Natal, is concerned about the impact of conflict amongst educators that arose as a result of the filling of certain promotional posts. 'The Natal Witness' of 23 May 2001, reporting on promotions within the KwaZulu-Natal Department of Education and Culture, indicated that 2 371 educators had been promoted to the positions of principals, deputy principals and heads of department with effect from 22 May 2001. In addition to those announced promotions, 829 posts remained unfilled as a result of disputes that had been declared by educators (2001). Similarly 'The Post' of 5-7 February 2003 reported that there were schools whose management structures were filled by educators in an acting capacity. This situation was due to the fact that educators who felt that the selection processes were flawed or unfair had declared disputes.

The researcher was of the opinion that teaching and learning might be negatively affected due to dissatisfaction among the staff if promotions were not considered to be fair. The Head of Department appointed after the selection process was disputed, might be unaccepted by her/his work mates and this could possibly lead to friction affecting the learning environment. The researcher's concern as an educator was that when the staff is not happy with the appointment of the Head of Department (HOD), the school climate is

adversely affected. A tense school atmosphere could affect school effectiveness. Heads of Department need to be accepted by the staff with whom they work. Disputes need to be urgently investigated to identify causes and effects. There was an urgent need to find out whether the current selection procedures were not generating conflict.

1.4 Research questions in the study

The following are the research questions:

- 1.4.1 What are the current selection procedures used for the appointment of educators for the post, Head of Department, in the primary schools?
- 1.4.2 What are the opinions of KwaZulu-Natal Departmental Official, principals and educators of the selection procedures used?
- 1.4.3 What disputes emerge in appointments / promotions processes?
- 1.4.4 What reasons were given for the disputes and what has resulted from these disputes?
- 1.4.5 How can the process of making appointments to the position of Head of Department be improved?

1.5 Limitations of the Study

The research focussed on one Circuit, that of KwaNdengezi Circuit. It focussed mainly on those schools, which conducted interviews for Heads of Department. Only three nearby primary schools were selected for research purposes. Very limited literature on the selection of Heads of Department in primary schools was found. The selection procedures used to appoint the senior managers in school are applied in the selection and

appointment of the Head of Department. Moreover, some people might be unwilling to express their true opinions and feelings about causes of disputes.

1.6 Structure of the Dissertation

This dissertation consists of five chapters. In this section a brief summary of each chapter is provided.

- (i) Chapter 1 – Introduction – provides the overview of the study. In this chapter, the aim and purpose of the study, the rationale for the study and the limitations of the study will be outlined.
- (ii) Chapter 2 – Literature Review – The literature dealing with the selection procedures is explored. The major shortcomings related to the selection and appointment procedures are highlighted.
- (iii) Chapter 3 – Methodology – highlights the procedures that were used in the execution of the investigation.
- (iv) Chapter 4 – Results – The results that were found are presented in this chapter. The chapter outlines the interpretation and analysis of the data collected.
- (v) Chapter 5 – Discussion and Conclusion – The findings derived from the data collected are used to comment on what constitutes the best selection and recruitment practice in terms of the literature. This chapter outlines the conclusions derived from the investigation. The recommendations and conclusion regarding how the selection and appointment of Head of Department may be improved are made.

1.7 Conclusion

This chapter gives the aim and purpose of the research. It also outlines the motivation for the study and the structure of the research. The following chapter deals with the literature review.

CHAPTER II

REVIEW OF THE LITERATURE

2.0 Introduction

In this chapter both the international and the South African literature regarding the management of the selection and appointment of Senior Management Team (SMT) is reviewed. The Head of Department (HOD) is part of the Senior Management Team; consequently the procedures for appointing the principals are similar to the selection and appointment procedures applied to Heads of Department. What has been said about the appointment of principals is relevant to the study. The literature dealing with the selection procedures is reviewed in order to compare the South African selection procedures with what is regarded as the best practice in terms of the international literature. Furthermore, the major shortcomings related to the selection and appointment procedures are highlighted.

2.1 International Management of Recruitment and the Selection

Process

There is a shift from personnel management as a narrowly defined personnel function in education, to that of Human Resource Management (HRM), which focuses on elements of leadership and team building (O'Neill et al., 1994). Recruitment and selection procedures had received constant attention in human resource management. Around the issue of selection and appointment is the issue of effective human resource management within each school. Effective human resource management assumes that the school has a set of well-planned strategies, processes and procedures. These processes and procedures are aimed at promoting an optimum level of performance from people. It is these people

who will determine the quality of education offered by each institution. Schools need to be resourced by professional teachers employed in a variety of support roles (Bush and West-Burnham, 1994). Bush and West-Burnham (1994) also state that to promote an optimum level of performance is a management task. Hereunder, the best management of recruitment and selection in terms of the international literature will be discussed. According to Smith et al. (2001), the appointment procedure begins with the establishment of Head of Department post for the school, creating the job description, setting the minimum qualifications and experience, determining remuneration and working conditions, advertising for applicants, sifting, interviewing and appointing the Head of Department.

2.1.1 The management of recruitment

Marlard (1981) states that the success of the school depends on the understanding of the job to be done by the HOD. The HOD is regarded as a member of the Senior Management Team (SMT) by the Department of Education. She/He is thus involved in the overall leadership and planning of the school. Consequently, the HOD requires intellectual, administrative and human relations skills of higher order. HOD assists in the overall leadership of the school and takes part in the planning of the school's overall curriculum, and leads the planning of the curriculum within the Department.

According to Southworth, in Middlewood (1997) the initial steps in the recruitment process are –

- Defining the job to be filled.
- Identifying the skills, knowledge, attitudes and values necessary to do the job.

- Deciding upon what will count as evidence of the possession of those competencies and attributes.

Middlewood and Lumby (1998: 5) stated a premise that:

“Educational organisations depend for their success on the quality, commitment and performance of people who work there”.

This premise emphasizes that effective human resource management is the key to the provision of high quality educational experiences. The quality of staff in schools not only depends on the ability to recruit and select the best person, but also on the ability of the human resource manager to define the vacancy. Defining the vacancy entails describing the job and person specification in order to find the people of required quality who will have the commitment to the school to perform effectively.

According to Smith et al. (2001), in making predictive judgements about the candidates for a Head of Department post, much relevant evidence must be accumulated. The evidence must be used to ensure that the most objective and relevant judgements are made. The use of procedures, which reduce the chances of bias, must be preferred. The systematic collection of evidence and the ways in which this evidence is used to inform decision-making is important. Such procedures are known as systematic or targeted selection procedures. Drawing on the work of Morgan, Hall and Mackay (1984) the basic principles underlying systematic personnel selection are:

- (a) Job analysis
- (b) Determining the competencies needed
- (c) Measuring the competencies - Generating an accumulation of evidence on candidates according to the knowledge and skills to be assessed.
- (d) Agreeing on the procedure for elimination and final decision by the selectors.

A brief overview of the basic principles underlying systematic personnel selection is given below.

2.1.1.1 Job analysis

The job analysis is the foundation of systematic selection procedures. All selectors must have a clear idea about job analysis. According to Cheminais et al. (1998), job analysis is the process of determining pertinent information about the nature of a specific job, a systematic process of determining skills, duties and knowledge required for performing jobs in an organisation. It is used to identify components of a job and the qualifications necessary to execute them. Selectors must agree upon what the job entails and the abilities required in performing the job. That will ensure that the suitability of candidates is systematically assessed. Job analysis must describe both generic aspects (those job elements which are common to all similar posts) and specific aspects (those elements which are situational in relation to the particular post) of the post to be filled. Both generic and specific aspects of a job must be described further in terms of the tasks to be carried out, the roles that are to be performed and the relationships that need to be maintained by the incumbent.

For selection to take place the job requirements must be clearly identified. A job description and job specification are needed to clarify qualifications, experience and attributes expected from a candidate.

(a) Job Description

Emerson and Goddard (1993) state that for recruitment to be effective, it must begin with producing a clear definition of the job. Without a job description, it is impossible for

potential applicants to know whether the job advertised is one for which they wish to apply and for the school to know exactly the qualities the successful applicant will need to carry out the job effectively. A job description is a written report developed from the job analysis. It contains the tasks and duties of the particular job, the environment in which the job is conducted, the procedures related to the job, the equipment and resources required to execute the job, and the responsibilities related to the job (Cheminais et al., 1998). It will enable the applicants to know in advance the responsibilities and duties attached to the post and what is expected of them in carrying out their jobs (Emerson and Goddard, 1993).

O'Neill, Middlewood and Glover (1994: 50) suggested that in order to develop a job description; an exit interview (i.e. interviewing the person who is leaving to create the vacancy) must be conducted. According to them:

“You must focus on the job to be done, not on the person who used to do it, on the needs of the children and the community, and the balance within the teaching staff as a whole – in the light of your educational aims and the school development plan. The discussions that take place at this point will set the scene for the whole selection process”.

(b) Job Specification

A job specification is the minimum qualifications required of a potential candidate, for a specific position. According to Mondy and Noe, in Cheminai et al. (1998:124)

“...the minimum acceptable qualifications a person should possess in order to perform a particular job’ are set out and ...items typically included in the job specification are educational requirement, experience, personality traits and physical abilities”.

Moore, in Cheminais et al. (1998:124) states that

“...position descriptions often list the minimum employee skills, abilities, training, and education necessary to perform the tasks...” (1998: 124).

A person specification will ensure that only applicants who mesh with the school's culture apply for the post. The advertisement and subsequent information must provide an opportunity for unsuitable candidates to deselect themselves. Only eminently suitable candidates who meet the criteria in the job specification will apply for a job (Middlewood, 1997). According to Hinds, in Middlewood (1997) the criteria in the job specification includes; teaching a particular group, taking a wider responsibility, educating, working as part of a team, relating to some other part of the school community, and offering leadership in some other activity. Failure to specify what the job entails might lead the school governing bodies, rather than focusing on job performance, to seek qualities that take more account of external accountability.

According to Middlewood (1997), a vital issue is that of equal opportunities, which must be borne in mind throughout the selection process to ensure that no potential applicants are discriminated on the basis of unlawful and unacceptable criteria. Emerson and Goddard (1993) warn against the use of marital status and ethnic origin when deciding between the candidates of apparently equal merit. Such decision is unlawful and can be challenged.

After analysing the job, the next thing is to determine the competencies needed.

2.1.1.2 Determining the competencies needed

The knowledge and skills required to perform each aspect of the job must be determined once the tasks, roles and relationships of the Head of Department have been identified (Smith, Sturge-Sparkes and Thurlow, 2001).

Middlewood and Lumby (1998) suggested that there are three underlying issues, which need to be addressed in the management of the selection process. These are: an acknowledgement of technical and functional aspects of the roles of the staff, the need for objectivity in a potentially very subjective process, and the issue of equal opportunities. These issues have relevance in the South African context.

In the acknowledgement of technical and functional aspects of the roles of the staff, O'Neill, Middlewood and Glover (1994: 55-56) say:

“An organisation will succeed through the knowledge, abilities and skill of those who work in it (technical aspect) and the degrees of commitment, motivation and effort with which they apply these attributes (functional aspects). The latter are clearly affected by the character and personality of the individual and the culture and structure of the organisation” (O'Neill, Middlewood and Glover 1994: 55).

The technical aspects are abilities, knowledge and skills of people working in school. Functional aspects are degrees of commitment, motivation and effort these people apply these attributes (Middlewood and Lumby, 1998) .

Studies have found that a failure to be objective about technical aspects is related to subjectivity process, e.g. to favour one candidate because she/he has a particular qualification. There are common forms of unconscious intuitive responses noted by Hackett, in O'Neill, Middlewood and Glover (1994: 57-8), which include, the halo effect,

prejudice/bias, stereotypes, and unfavourable information. These elements of subjectivity indicate the critical need for the selection to be managed as objectively as possible.

“ Any process involving human activity can never be completely free from some of the above elements, but they can be recognised as such and nullified as much as possible by an informed management of the process ” (O’Neill, Middlewood and Glover, 1994: 57-8).

In advertising, job description, person specification and equal opportunity needs to be taken into account. Requiring applications to be hand- written might discriminate against certain disabled candidates. There is a need to formulate ways of ensuring equal opportunities throughout the selection management process.

After competencies are identified, they need to be measured. Having looked at the management of recruitment, the next thing is to discuss the management of selection.

2.1.2 The management of selection

Selection involves measuring of competencies and how selectors reach consensus on the procedure for eliminating and final decision.

2.1.2.1 Measuring the competencies

According to Middlewood (1997) measuring competency has to do with how candidates are assessed. It involves the *criteria* (the standard against which candidates are assessed), the *weighting* (the relative importance of the different criteria) and the *instruments* (the methods by which assessment is made) need to be considered.

(a) The criteria

The criteria include biographical data (such as qualification and experience), skills (technical and managerial) and knowledge (current legislation and policy) and others (interests). In education attitudes and values are also crucial to determine whether they fit with values of the organisations.

(b) The weighting

The elements of the job need to be ranked. The job description and the job specification enable the drawing up of a checklist of selection criteria to be used consistently by all selectors. A selection criteria checklist has weightings to guide selectors e.g.

Teaching certificate ----- 2

B. Ed. ----- 5 and so on.

“Whatever criteria are prescribed or determined by the selection committee, it is unlikely that all criteria will be deemed to be of equal significance for the performance of any given job. This requires the committee to determine in advance the relative weighting to be given to each of the criteria” (Middlewood, 1997:147-8).

The weighting is the only way to overcome some of the inconsistencies in scoring marks for different criteria in the selection process. The establishment of weightings of criteria at the outset can ensure that any bias is not disproportionate in the consideration of all the criteria. Middlewood (1997) says that the assessment of the human being by others undoubtedly contains subjectivity. The concern for the managers of selection in education is to bring as much objectivity as possible into the process. There is a need of indicators that predict future good performance and also a view of future demands.

“If the model is very skills based, rather than qualities based, it is likely to reflect the present rather than the future” (Middlewood, 1997: 148).

According to Morgan, Hill and Mackay (1984) there is a need to determine in advance competencies to be looked for from applicants. The knowledge and skills required to perform each aspect of the job must be determined once the tasks, roles and relationships of the Heads of Department have been identified. This will limit a danger of replacing knowledge and skills with personal qualities.

(c) The instruments

According to O'Neill, Middlewood and Glover

" 'Instruments' are those devices or tools used in structuring the selection process" (1994: 61).

The four instruments to be discussed hereunder are assessment centres, interviews, tests and exercises.

(i) Assessment centres

Assessment centre is described by O'Neill, Middlewood & Glover (1994: 63) as

"a variety of testing techniques designed to allow candidates to demonstrate, under standardized conditions, the skills and abilities most essential for success in a given job."

The centres involve individual and group exercises observed by trained assessors. They can improve a selection process for jobs, like teaching, requiring a variety of skills. The production of a report on each shortlisted candidate enables an informed selection decision to be made. This report has an ability to predict job success. (Middlewood, 1997). The weakness is that Assessment Centres are expensive, in terms of money and time.

(ii) Interviews

According to O'Neill, Middlewood and Glover (1994), the most favoured selection technique in South Africa is the interview. During interviewing, one selector may be in favour of one candidate because he or she has a particular qualification or too much weight may be given to academic achievement at the expense of other qualities, which might be more relevant to the effective performance of the job. There is a need to bring objectivity in a potentially very subjective selection management process. This need touches upon the personnel to be involved, training of selectors and skills required. According to Middlewood, 1997) some of the traditional practices, which can distort a selection process, include the following:

- Interviewers might concentrate on physical appearance, consequently, physically attractive candidates might be appointed.
- Most interviewers do not take notes; consequently they cannot match the candidates' responses against the selection criteria.
- An average candidate interviewed after several candidates who performed badly, can be regarded as good.
- Interviewers might reach their decisions about each candidate very early in the interview.
- In most cases interview might be used to justify and explain the decision rather than guide it .

According to Thomson, in O'Neill, Middlewood and Glover (1994: 57), most often noticed shortcomings found in interviews were that:

- *“Interviewers often make up their minds about a candidate within the first five minutes of the interview and - consciously or unconsciously – spend the rest of the interview trying to justify their judgement.*
- *Interviewers’ judgements of candidates can be affected by their appearance, speech, gender and race either positively or negatively; people tend to favour others whom they perceive to be like themselves.*
- *Few interviewers have undertaken any training in interview skills.*
- *Research on memory shows that we remember information we hear at the beginning and end of an interview and, thus, tend to forget vital details and facts given in the middle.*
- *It is impossible for the human brain to concentrate at the same level over a prolonged period; thus if you are interviewing several candidates on the same day, they may not receive the same amounts of your attention.*
- *Finally, the British Psychological Society has found that even well conducted interviews are 25 percent better than choosing someone by sticking a pin in a list of candidates” .*

As a result of the above limitations of the interview, O’Neill, Middlewood and Glover (1994) recommended that the interview should not be the only instrument used to collect evidence of performance.

According to Middlewood and Lumby (1998) the management of interview to be effective requires the following:

- It is important that candidates be given opportunity to relate to their performance to date to the proposed job by being enabled to concentrate during the interview on describing past life and experiences, which is relevant to what is needed for the post available.
- There must be consistency in approach by interviewers- the choice of personnel involved, training of interviewers and a clear organisational policy of selection.
- Interviewing involves specific skills- those of communication.

(iii) Tests

Psychometric tests can be used to assess ability and personality, provided they are relevant to the job. People using them are trained. These are said to be more reliable than interviews. They can be used to assess qualities, which cannot be assessed in an interview. The use of oral presentation is common in middle management selection in education. The consistency and validity of criteria in using oral presentations are by no means clear (Middlewood, 1997).

The final instrument to be discussed is that of the exercises.

(iv) Exercises

In exercises, candidates' abilities are observed in situation, which are similar to those in which they might be required to operate in the job. The various kinds of exercises are written report, in-tray exercise, role-play simulation, oral presentation and leaderless group discussion (O'Neill, Middlewood and Glover, 1994).

2.1.2.2 Agreeing on the procedure for elimination and final decision by the selectors.

Here the candidate who matches best the criteria for the post is selected. The selectors use all the evidence derived from the variety of instruments used. The selectors assess the performance of the candidates through the instruments used. In relation to the assessment of evidence; adequacy, integrity and appropriateness are used. The evidence is assessed whether it is adequate, accurate and appropriate. Decision is not based on interviews alone, but on various instruments employed.

A rational and structured approach developed by Southworth (1990) is regarded as the best method in this regard. It is said to allow decisions to be reached as accurately and objectively as possible. It has a potential of minimizing the influence of selection bias. A systematic approach to analysing evidence offered by Southworth (1990) helps in assessing evidence that has been derived from the instruments. The approach involves: - criteria for selection, guided applications, questions for applicants, initial screening, guided references, analysis of evidence using checklists, cross-checking, focus on relevant evidence, and applying notions of Adequacy, Integrity, Appropriateness to the evidence (O'Neill, Middlewood & Glover, 1994).

At the end of the selection process, the effectiveness of the panels needs to be taken into consideration.

“When the appointment is finally made, the selectors will inevitable feel that the process is complete. However, the satisfaction of a selection panel in reaching an agreed decision is not at all a measure of the success of an appointment” (Middlewood, 1997: 152).

Southworth (1990) regards the final stage of the selection process as ‘aftercare’. Here, the selection committees seek feedback on the effectiveness of their selection process in order to improve.

From the international perspective, it can be concluded that a model of a ‘Fair and Valid Selection Process’ offered by Norris (1993) that emphasizes the importance of the structured interview is regarded as the best practice. This model is divided into:

- **Pre-interview process**, which involves systematic job analysis, behaviourally defined job dimensions (person specification) and shortlisting based on person specification and analysis of candidates attributes.

- **Formal interview**, which involves predetermined interview questions, interview questions asked consistently of all candidates, predetermined rating scales based on range of responses, and candidate rating (O'Neill, Middlewood & Glover, 1994).

Having reviewed the international literature regarding the recruitment and selection process, the next thing is to spell out the process as practiced in South Africa.

2.2 South African Perspective

Before 1994, policy practices relating to the recruitment and selection of educators varied according to various departments under the fragmented and inequitable educational dispensation of the 'apartheid era'. In the former Model C schools, School Governing Bodies (SGB) were responsible for the employment of the educators. In other schools educators were allocated by Education Department (Thurlow, 2001).

Since Democratic Government was elected in 1994, personnel matters in education are regulated through legislation. Section 195 and 197 of the Constitution of the Republic of South Africa of 1996, set out obligation of the state as an employer. The Labour Relation Act of 1995 and the Employment Equity Act of 1998 specify the obligations of employers. According to Sayed and Jansen (2001) the National Education Policy Act (NEPA) of 1996 operationalises the provisions of the Constitution of the Republic of South Africa adopted in 1996. It is through this National Education Policy Act that the Provincial Education Ministries are granted autonomy in deciding educational matter. Powers are decentralised from the National Ministry to the Provincial Ministry.

Provincial Ministries are free to employ educators and utilise educational budget as needed. Hence, in terms of Section 20 (1) of the South African Schools Act of 1996, and Education Act of 1997 and subject to Chapter 3 of the Educators Employment Act of 1998 as amended the School Governing Bodies (SGBs), in South African schools, select and recommend the appointment of educators who will be paid by the Provincial Department.

The SGB may promote from within the school or from outside. According to Gerber, Nel and van Dyk (1999) promoting from outside may damage egos of the educators. Nevertheless, internal promotion can eliminate appointment of new employees with new ideas and innovations to join the school. This, however, leads to a danger of “inbreeding”.

Hereunder the recruitment and selection processes determined by the National Department of Education are discussed. The appointment procedures employed in the selection of the Head of Department in the KwaNdengezi Circuit of the KwaZulu-Natal Department of Education and Culture are also discussed.

2.2.1 Recruitment and Selection Procedures Currently in Place

Staffing the organisation with the employees is the scope of HRM. It involves recruitment, selecting the most suitable person, appointing employees and socializing newly appointed people. The Personnel Administration Measures governing the employment of educators identifies 5 steps in the recruitment and selection process; namely advertising, sifting, shortlisting and interviews, appointments and records

(Republic of South Africa, 1999). Thus the KwaZulu-Natal Department of Education and Culture has designed the selection procedure manuals to guide selectors throughout the selection process. According to the Department of Education (2000), selection and recruitment procedures are advertising, sifting, preparation for selection process, drawing up a shortlist, interviewing applicants, making recommendation to the department, writing letter of appointment to successful applicant, drawing up a contract (including condition of work), drawing up job description, arranging induction into the new job, and keeping basic staff records. When the opening occurs, schools notify the employing department, which will advertise the post.

2.2.1.1 Advertising

According to Chapter B (3) of the Personnel Administration Measures (PAM) (Republic of South Africa, 1999), Provincial Department must advertise all vacant Head of Department posts in a Government Gazette, bulletin or circular. Copies of the Gazette must be forwarded to various schools that will bring the content to the attention of all those who wish to apply. According Joubert & Prinsloo (2001) the existence of a circular must be made public by means of an advertisement in the public media both provincially and nationally. The advert must have detailed job description. Currently the advert indicates the post to be filled, post number, institution name, type of institution or phase, post level and grading. According to Gerber, Nel and van Dyk (1999) a market approach, which determines the need of the school is recommended. Its focus is on accurate job description and the school. It reflects the aim of filling the job.

“Realistic information, provided in the advert, scales down the applicants’ expectations” (Gerber, Nel & van Dyk, 1999: 96).

Honest information by employers can develop staffs' positive attitude towards employers. Employers must provide employees with honest and complete information in adverts.

2.2.1.2. Sifting

The employing department must handle the initial sifting process. It shall eliminate applications from the candidates who do not meet the minimum requirements for the Head of department post. Incomplete applications shall be sifted. All applications must be acknowledged. Applicants must be notified whether the application was complete or not, and whether they met the minimum requirements for the post. Applications that meet the minimum requirement shall be forwarded to the relevant School Governing Body (Republic of South Africa, 1999).

In terms of the Employment of Educators Act 76 of 1998 as contained in the Education Law and Policy Handbook, paragraph 2(2) of PAM (Republic of South Africa, 1999), the minimum requirement for all people is at least a recognised three year qualification (REQV13) which must include appropriate training as a teacher to qualify for promotion or appointment. Minimum experience required for post level 2 (i.e. the appointment to head of department post) is three years minimum teaching experience.

Actual educator experience and appropriate experience are taken into account for the purpose of appointment at post-level 2 and higher. In order to be eligible for promotion an educator must comply with all the minimum requirements in respect of qualifications

and experience applicable to the particular post. In terms of paragraph 1.2 of PAM Chapter B (Republic of South Africa, 1999), requirement in respect of REQV 13 (as the minimum requirement) is Grade 12 plus three years appropriate training.

2.2.1.3 Shortlisting

According to PAM (Republic of South Africa, 1999) the interview Committee must conduct shortlisting. In doing that it must:

- Use criteria that are fair, non-discriminatory and keeping with the Constitution of the country.
- Take into cognisance the curricular needs of the school and the obligation of the employer towards serving educators.
- Shortlist not more than five candidates for the post.

McPherson (2000) reported in his research that the KwaZulu-Natal Department of Education issues a pamphlet prescribing a set of criteria to be employed in the selection process. The guidelines to be used shall be agreed upon by all parties to the provincial chamber (Republic of South Africa, 1999).

According to Joubert and Prinsloo (2001) referees given in the curriculum vitae (CV) must be contacted. According to Gerber, Nel & van Dyk (1999) referees provide information relating to the applicant's previous performance. They warn against biased reference report from the previous employer. The biased report is invaluable and unreliable. They (Gerber, Nel & van Dyk, 1999) suggest that the references be accompanied by a formal job analysis with clear job specification.

2.2.1.4 Interview

In South Africa face-to-face interviews are used in the selection process to provide employers and applicants the opportunity to interact on a person-to-person level with each other. Interviews provide impressions of the applicant's personality, values and attitudes. They are used to get missing information, to learn more about candidates, and to weigh up the candidates against the selection criteria (Joubert & Prinsloo, 2001).

According to Joubert and Prinsloo (2001) the following are guidelines for successful interviewing: -

- Each interviewer must be trained.
- Each candidate must be evaluated according to the selection criteria.
- Interviews must be conducted in a conducive venue. Privacy must be ensured.
- The questions must be formulated.
- The relevant job description must be studied before the interviews.
- The candidate's application form must be studied.
- Objective and unbiased interviewers must be involved.
- The applicant must be put at ease.
- Allow interviewee to speak and listen attentively.
- The interview should neither be too long nor too short.
- The Interview Committee must not dominate the interview. They must direct it.
- Interview must be concluded in a friendly manner.
- Keep scores during interviews or else write notes.
- Similar treatment must be given to all candidates.

According to Chapter B of PAM (Republic of South Africa, 1999) members of the School Governing Body (SGB) and School Management Team (SMT) appoint an interview committee, which is a sub committee of the SGB. The interview committee is responsible for the process of selection. The interview committee must be representative.

It must comprise of:

- *“One departmental representative (who may be the school principal), as an observer and resource person;*
- *The Principal of the school (if s/he is not the departmental representative), except in the case where s/he is an applicant;*
- *Members of the school governing body, excluding educator members who are applicants to the advertised post/s; and*
- *One union representative per union that is a party to the Provincial Chamber of the ELRC” (Republic of South Africa, 1999).*

Although there are these selection processes to be followed in selecting the candidate for the Head of Department post, selection decisions have been disputed. The Daily News Education Reporter quoted the department spokesman, Mandla Msibi as saying

“The promotion of about 700 applicants had not been completed because of the disputes lodged over the selection process.”(1998:2).

2.3 What Might Cause Disputes over Selection and Appointment Decisions?

Schools are competitive environments. Teachers compete for jobs, titles and prestige. Whenever there are selections of educators to the position of Head of Department conflict will not disappear. Conflict is normal in schools (Bennet, Crawford and Cartwright, 2003). According to Bennet, Crawford and Cartwright (2003) the age of reform create higher expectations and increased demands on the principal as school leader.

The principals as school leaders are expected to recommend to the Department the educator for the Head of department post. Such a change arouses emotions (Bennet, Crawford and Cartwright, 2003). According to Gerber, Nel and van Dyk (1999) educators see internal promotion as a reward for their commitment and loyal service. This reward has a positive influence on educator's morale and future performance. It can increase loyalty toward the school as an organisation. But schools need new ideas and innovations. As a result, the vacancy may be filled by the promotion of someone from outside.

"If existing employees apply for promotion and do not succeed, this may have a negative influence on morale if the outsiders are indeed appointed" (Gerber, Nel & van Dyk, 1999: 94).

Grogan (1997) states that the common law and the 1956 Labour Relations Act (LRA) provided employers with the power to decide whom to appoint, subject to statutory qualifications for particular jobs. Employers were at liberty to directly or indirectly exclude candidates on any ground as they pleased. Today applicants are free to challenge their non-selection if they feel they have been unfairly discriminated. Grogan (1997) further states that employees have the right to be treated fairly by their employers.

Conflict always begins when educators feel negatively affected by another person (the principal) or group (the selection committee) (Bennet, Crawford and Cartwright, 2003). The unfair conduct by an employer relating to the promotions is defined as residual unfair labour practice in Schedule 7 of LRA (Grogan, 1997).

The Leader reporter (1998) reported on the teachers' promotions that were accused of nepotism and bribery. McPherson (2000) has conducted a small-scale study on the selection of senior management in KwaZulu-Natal schools. He witnessed the following faults that might result in disputes:

- Too much emphasis is placed on the interview;
- Some selection committee members bias towards certain candidates;
- Very tense atmosphere in the selection interviews makes candidates not to feel at ease;
- The time is too short for candidates to respond to the questions.

To improve the process McPherson (2000) recommended the following:

- Detailed information needs to be provided to candidates in respect of nature of the advertised posts, and the school;
- Selector bias needs to be eliminated;
- An opportunity needs to be granted to candidates to visit the school to become familiar with it;
- Interview procedures need to be improved; and
- Selectors and Superintendents of Education Management themselves need to be trained.

2.4 Conflict Management and Conflict Resolution

According to Cheminais, et al (1998) employees have the right to have their grievances heard irrespective of whether their grievances are valid or not. Grievances should be dealt with promptly and fully. A perceived lack of empathy could have negative impact on individual and group morale. According to Conflict Research Consortium (1998) conflicts often breed distrust, hostility, and violence. They can escalate to the point where they prevent the collaboration opportunity that might exist and undermine pursuit of wise decisions. Conflict is a problem. Thus it should not be ignored.

According to Bennet, Crawford and Cartwright (2003) suppressing conflict leads to its escalation in the long run. Conflict must be handled in a co-operative, problem-solving manner. If handled in this way it is more likely to have positive outcomes. It can generate solutions, promote insight and help individuals grow and strengthen emotionally. If handled in a competitive way, it results in the disputants investing energy in perpetuating the conflict. The constructive conflict strategy is problem-solving that aims to integrate interests of disputants to achieve mutual satisfying outcomes (Bennet, Crawford and Cartwright, 2003).

According to Grogan (2001) the Labour Relation Act (LRA) encourages collective bargaining and settlement of disputes. The Commission for Conciliation, Mediation and Arbitration (CCMA) is in charge with mediatory and arbitral function. All disputes must proceed through it. Disputes not resolved by mediation proceed to arbitration by a commissioner or a bargaining council, or to a Labour Court, depending on the classification of the dispute. In terms of section 21 of HRM Circular No. 4 of 2003, each region has a Regional Grievance Committee (KZNDEC, 2003).

2.5 Conclusion

The importance of making the right appointment is becoming more popular in order to improve schools. This is, however, threatened by the growth of self-governance and the influence of lay personnel in the selection process.

The best appointments are fundamental for school effectiveness and improvement. Recruitment and selection procedures in education are the critical issues in the effective management of schools. Whilst efforts are made to appoint the right person for the post, the influence of the lay personnel still persists. More interest in competences and rational approaches to selection can be used to ensure a more effective approach to management of selection. The **structured approaches** are suggested to increase the validity of selection process and reduce the potentiality for discrimination on the grounds of gender, race and disability. The structured approaches are hoped to guide decisions as accurately and objectively as possible and to reduce the influence of potential bias to a minimum. It is critically important that, if selections are to be managed as objectively as possible, there is a need to be aware of factors, which have the potential to distort objectivity. Good management of the process must limit these as much as possible.

The need for objectivity in the management of selection necessitates the training of those involved in the selection process. Both members of the employing authority officials and of the selection committees need to be trained in the entire selection procedure and the role in the process. In the management of selection process there is also a need to address the issue of equal opportunity. The selection criteria used must be fair, non-discriminatory and in keeping with the Constitution of the country. In the South African context, there is a need to consider the notion of affirmative action to ensure equality of opportunity in the selection and appointment.

Schools are competitive environments. Teachers compete for jobs, titles and prestige. Conflict will always take place in schools. It must not be ignored. Failure to handle it in a co-operative, problem-solving manner might hinder effective teaching and learning.

This chapter has discussed the management of recruitment and the selection process. The possible shortcomings that might generate conflict over selection decisions are identified. Moreover, conflict management and resolution is highlighted. Having looked at what the literature says about the selection and appointment of educators into promotional position, the next chapter will focus on the methods used to collect and to analyse data.

CHAPTER III METHODOLOGY

3.0 Introduction

In this chapter, the procedures that were used to investigate the current selection procedures used in the three primary schools of the KwaNdengezi Circuit will be discussed. The discussion will commence with the statement of the research questions, followed by the approach to the research study. The methods used to collect and to analyse data will be outlined. Finally, the limitations of the research study will be discussed.

3.1 Research questions in the study

The key questions of this study were:

- 3.1.1 What are the current selection procedures used for the appointment of educators for the post, Head of Department, in the primary schools and how do these procedures compare to what would be regarded as, 'best practice' in terms of the literature?
- 3.1.2 What are the opinions of the KwaZulu-Natal Departmental Official, Principals and educators of the selection procedures used?
- 3.1.3 What disputes emerges through the selection process?
- 3.1.4 What reasons were given for the disputes and what has resulted from these disputes?
- 3.1.5 How can the process of making appointments to the position of Head of Department be improved?

3.2 A Description and Context of the Actual Sites

The primary schools under study are at KwaNdengezi Circuit. KwaNdengezi Circuit was at Pinetown District, Durban South Region. Now that Durban South Region has been dismantled, KwaNdengezi, which is now a ward in the City of Durban Circuit, falls under Ethekewini Region (Durban North Region). It is south-west of Durban. The primary schools investigated are in the KwaNdengezi Township and surrounding rural areas. They are well developed with electricity and water. However, one is far away from the main road. There is a gravel road way used to access it. The school has no telephone.

Female principals head the primary schools. They have been at these schools for more than three (03) years. The three primary schools start from Grade 1 up to Grade 7. All three schools are post-level 4 schools with more than 1100 learners. The size of each of the schools is relatively big and challenging. All three schools have staff ranging between 25 and 30 educators. School 1 and 2 have three Heads of Department (HODs) and one Deputy Principal (DP). School 3 has four HODs and three DPs.

3.3 Rationale

A survey's general purpose was 'To investigate the selection and appointment of educators to the position of Head of Department in three primary schools in the KwaNdengezi Circuit of the KwaZulu-Natal Department of Education and Culture'. That purpose was translated into a specific aim 'to obtain the opinions of educators regarding the procedures used in the schools; the reasons why the process was disputed in some

instances and to make recommendations as to how the appointment and selection process could be improved and disputes avoided in the future’.

3.4 Procedures

The procedures proposed for this study were related to the key questions mentioned earlier in this chapter.

The first question; “What are the selection procedures used for the appointment of educators for the post, Head of Department?” was answered by referring to the literature review and analysing critically the KwaZulu-Natal Department of Education and Culture document regarding the selection and appointment of educators to the positions of HOD.

The second question; to get the opinions of educators, all educators in the three nearby primary schools who had three years of teaching experience (those who qualifies for promotions) or more in 2000 were surveyed through the questionnaires.

The third question; regarding the reasons for and the consequences of the disputes, the KwaZulu-Natal Departmental Official from Ethekwini Regional Office, the principals and educators were surveyed through the questionnaires.

The fourth question; regarding the improvement of the process of making appointments to the position of HOD, respondents were requested to suggest ways of improving the procedures. The recommendations were made based on the information gathered for questions one to three.

3.5 The Research Methods

Two methods of collecting data were used in this research, namely, the survey and documentary analysis.

3.5.1 Documentary Analysis

This research required an analysis of documentary evidence. Documentary research was used to collect data from documentary sources such as unpublished papers. Literature was reviewed and the departmental documents – Personnel Administrative Measures (PAM) and HRM Circular 35 of 1999, 70 of 2000, 58 of 2001, and 4 of 2003 - regarding the selection and appointment of personnel to promotional posts was critically analysed in order to compare the KwaZulu-Natal Department of Education and Culture (KZNEDC) selection procedures used for the appointment of educators for the post, Head of Department, with what is regarded as the best practices in terms of the literature. The documents in this research are printed sources. According to Duffy (1987) documents are divided into primary and secondary sources. Duffy regards primary sources as

“those which came into existence in the period under research and secondary sources are interpretations of events of that period based on primary sources” (Duffy, 1987: 53).

The primary sources used in this research were newspaper articles, HRM Circulars and PAM document. The secondary sources were published books.

3.5.2 Survey

The survey was undertaken on a small- scale. Bless & Higson-Smith defined survey as

“the collection of information on a wide range of cases, each case being investigated only on the particular aspect under consideration(1995:45).”

Survey is a descriptive research (Cohen, Manion & Morrison, 2000). According to Cohen, Manion & Morrison (2000: 169) description research is concerned with

“conditions or relationships that exist; practices that prevail; beliefs, points of view, or attitudes that are held; processes that are going on; effects that are being felt; or trends that are developing. At times, descriptive research is concerned with how, what is or what exists is related to some preceding event that has influenced or affected a present condition or event.

According to Cohen, Manion & Morrison (2000) there are various types of descriptive survey research, namely; longitudinal, cross-sectional and trend or prediction studies. These are also known as developmental research because of their ability to describe the present relationships among variables and to account for changes occurring in those relationships. For the purpose of this study, cross-sectional study was found more suitable.

Cross-sectional Study

It is a study that produces a ‘snapshot’ of a population at a particular point of time. This single ‘snapshot’ assists the researcher to gather data for either a retrospective or prospective inquiry (Cohen, Manion & Morrison, 2000). Cross-sectional study was a valuable tool used by the researcher to get a snapshot of opinions and identify relationships. It was used to gain lots of information quickly and with ease. It allowed more data to be collected at once. It was very quick to conduct and cheap to administer. It allowed respondents to participate once (Cohen, Manion & Morrison, 2000). The period within which the respondents were surveyed was 28 July 2003- 8 August 2003.

According to Cohen, Manion & Morrison

“surveys gather data at a particular point of time with the intention of describing the nature of the existing condition, or identifying standard against which existing conditions can be compared, or determining the relationships that exist between specific events” (2000: 169).

A survey was preferred in order to explore peoples' views about the selection procedures for appointing Heads of Department. It attempted to explain the implementation of the current selection procedures in primary schools. It also attempted to elicit from the principals and the educators the causes of disputes. The focus was on the same primary schools in which interviews for Heads of Department were conducted.

Strengths of a survey

A survey was chosen because it:-

- *“Ascertain correlations (e.g. to find out if there is any relationship between disputes and current selection procedures);*
- *Present material which is uncluttered by specific contextual factors;*
- *Captures data from multiple choice, closed questions, tests scores or observation schedules; supports or refutes hypothesis about the target population;*
- *Makes generalizations about, and observes patterns of response in, the targets of focus;*
- *Gathers data on a one-shot basis hence is economical and efficient;*
- *Represents a wide target population;*
- *Provides descriptive, inferential and explanatory information” (Cohen, Manion &*

Morrison, 2000: 171).

Surveys ensured confidentiality and anonymity of respondents when data were reported (Edwards and Talbot, 1988). The data gathering techniques that can be used to collect information in a survey are: self-completion or postal questionnaires, structured or semi-structured interviews, attitude scales and standardized tests of attainment or performance.

3.6 Research Instrument

The researcher aimed to get respondents' views about the selection and appointment of educators to the position of Head of Department. In this research, a questionnaire was used as a research instrument. Self-completion questionnaires were used to collect the required data (Cohen, Manion and Morrison, 2000). The data was located in the questionnaire responses. Goddard and Melville define a questionnaire as

“a printed list that respondents are asked to answer” (Goddard & Melville, 2001:47).”

The questionnaire was used to allow respondents to express their views freely. It is believed to be the most appropriate research instrument with which many participants can be reached with little time and costs (Bless-Higson-Smith, 1995).

Self-completion questionnaires were preferred as they are clear, unambiguous and uniformly workable. They also allowed respondents to answer the questionnaires at the time suitable to them. Respondents were not inhibited in answering sensitive questions. They filled in the questionnaires without indicating their names, thus anonymity was assured. Consequently, the respondents tend to be honest in their answers. Moreover, questionnaires were easy to compile. Questionnaires were preferred as they were the only practical approach to deal with many respondents within two weeks time I had, to conduct the research. A group of participants was surveyed through a questionnaire with little time and costs (Goddard and Melville, 2001).

To increase response rate the researcher attached a covering letter to convince respondents of the relevance of the research (Bless & Higson-Smith, 1995).

3.7 Data Collected

Both primary and secondary data were collected. Primary data is the information gathered directly towards answering the research questions raised by the researcher. Secondary data is the information/ data collected by the investigator in connection with other research problems (Bless & Higson-Smith, 1995). Both the quantitative and qualitative data was collected. The data collected by questionnaires is mostly qualitative. It relies on a nominal scale of measurement (1995).

3.7.1 Types of questions used in the questionnaires

Two types of questions were used in the questionnaire to gather information, namely: open (unstructured) questions and closed (structured) questions.

Closed questions

Factual questions, asking for objective information about the respondents, were placed at the beginning of the educators' questionnaire (Section A presenting personal data) and the principals' questionnaire (Section A & B). They provided respondents an opportunity to choose their answer from a collection of alternatives. Two-point scale was used such as yes/no (Goddard and Melville, 2001). Closed questions were simple to record and score. They allowed for an easy comparison and quantification of results. Their disadvantage is that of being over-restrictive response possibilities and exclusion of

important ones. Because structured questions are easy to answer, they were used at the beginning of the questionnaire for Principals and the questionnaire for educators to reassure participants who recognize that they are able to answer precise, straightforward questions without difficulty (Bless & Higson-Smith, 1995).

Open-ended questions

These are opinion questions. They were placed toward the end of the questionnaire for principals (Part B) and the questionnaire for educators (Part B of Section B). Open-ended questions allowed respondents to answer in their own words (Goddard and Melville, 2001). The researcher formulated them in such a way that makes answers socially acceptable and that respondents express their attitudes without much discomfort. They were not based on already conceived answers. The participants were completely free to express their own answers as they wish. They were free to provide long or short, detailed and complex answers, as they feel appropriate (Bless & Higson-Smith, 1995). The disadvantage is that responses may be complex and not comparable to those of other respondents. Their recording and scoring might be difficult. Open-ended questions were used to relieve the anxiety of the participants of giving 'false' answers since they speak freely (1995).

The two types of questions, discussed above, were used to gain the confidence and cooperation of participants.

3.8 Analysis of Data

The questionnaires were first checked for completeness. Open-ended questions were first classified after all the questionnaires were returned. The data was secured by accurately tabulating all the responses of educators. The researcher preferred to report word-for-word responses to open-ended questions of opinion. For this reason, responses were written out on separate sheets for each question. The responses were then coded. The analysis of the nominal data collected was a matter of totalling the 'yes' and the 'no' to get frequencies (Bell, 1987)

3.9 The Population

The population was all educators from the three primary schools that conducted interviews for the Heads of Department. All educators in the three primary schools who had three years teaching experience (those who qualify / are eligible for promotions) or more in 2000 were surveyed. Population is sometimes called a target population.

“It is a set of elements that the research focuses and to which the results obtained by testing the sample should be generalised (Bless & Higson-Smith: 1995:87).”

Due to factors of expense, time and accessibility, it was not easy to obtain information from the whole population. Consequently, researcher collected the information from a smaller group or subset of the population so that the knowledge collected is a representative of the total population under study. This smaller group or subset used is a sample (Cohen, Manion & Morrison, 2000).

3.9.1 Survey Sampling /Identification of the Population

Sample is a small group or subset of population from whom to collect information. To allow for an accurate generalization of results, samples must best represent a population. The researcher preferred purposive sampling. This method was based on the judgement of a researcher regarding the characteristics of a representative sample. Here a sample was selected based on what the researcher thought to be an average person. The strategy was to select units that were judged to be typical of the population under investigation (Bless & Higson-Smith, 1995 and Wellington, 2002). For instance, a typical educator may be said to be all educators who met the minimum requirement of three years in 2000, who were once involved in the selection of Heads of Departments (HODs), and those who have been interviewed for HOD posts. Consequently, the participants were:

- Three Principals of the three nearby primary schools studied.
- All educators who were once interviewed for Head of Department posts.
- All educators who met the minimum requirement of three years in 2000.
- One Departmental Official to respond on behalf of the KwaZulu-Natal Department of Education and Culture.

3.9.2 Assessing the Population

In order to access the schools where research was to be conducted and to be accepted by respondents, permission for access was requested from the KwaZulu-Natal Department of Education and Culture. The researcher also obtained permission for access from the principals of the schools to ensure that educators are not deluged by questionnaires. That demonstrated that the researcher was worthy and a human being to be accorded facilities

needed to carry out the investigation. Access and acceptance offered the researcher the best opportunity to present her credentials as serious investigator. It convinced the respondents of the researcher's integrity and of the value of the research before deciding whether or not to co-operate. It presented conditions and guarantees (Bell, 1987).

3.10 Methodological Constraints

3.10.1 Sampling Bias and Errors

The population was drawn from the three nearby primary schools. Three primary schools in the KwaNdengezi Circuit in KwaZulu-Natal were selected out of about ten schools that conducted interviews in 2000. The three schools were selected because they were easily accessible to the researcher. The sample was not the representative of the population because of the sample drawn from few schools amongst many which conducted interviews for Heads of Department in the KwaNdengezi Circuit in KwaZulu-Natal. Such a sample was biased as it represented only a specific subgroup of the population, namely educators from three nearby primary schools who had three years or more teaching experience and only three principals. Both the educators and the principals in the KwaNdengezi Circuit were under-represented (Goddard and Melville, 2001).

3.10.2 Size of the Sample

The sample of the population was drawn from only three primary schools out of about twenty primary schools of the KwaNdengezi Circuit.

3.10.3 Researcher Bias

The interviewer might have unconsciously biased the information whilst translating the ideas of the respondents into her words and interpreting the answers according to her own understanding.

3.11 Ethical Consideration

Collecting data from people might raise ethical concerns. The researcher made sure to avoid harming people through maintaining confidentiality and anonymity of responses. The respondents were given the purpose of the research and how the data will be used. The researcher had due regard for their privacy and respecting the respondents as individuals. The respondents had the right to privacy, thus the researcher kept collected data confidential. The subjects could not be identifiable to anyone reading the report. The subjects were treated fairly, with consideration, with appropriate respect and with honesty (Goddard and Melville, 2001 & Bless and Higson-Smith, 1995 & Wellington, 2002). Respondents' privacy was not invaded.

3.12 Conclusion

This chapter discussed the methodology employed to gather answers to the research questions and analysis of research data. The next chapter will present the actual findings that were obtained from the implementation of these methods and procedures.

CHAPTER IV PRESENTATION OF FINDINGS

4.0 Introduction

The purpose of this study is to investigate the selection procedures used in three primary schools in the KwaNdengezi Circuit of the KwaZulu-Natal Department of Education and Culture (KZNDEC). To survey the opinions of educators and school principals in these schools regarding the selection procedures used. To investigate the reasons why the process was disputed in some instances and to make recommendations as to how the appointment and selection process could be improved and disputes avoided in the future. The time period under investigation was from January 2000 to June 2003. A structured questionnaire with both open-ended and closed questions was administered on educators and principals in order to elicit their opinions about the selection and appointment of educators to the position of Head of Department. Ten educators from each of the two schools and six from the third one participated in this research. In addition an official from Durban-North (Ethekwini) Region also responded to the questionnaire. It must be noted that an official was to be interviewed but due to the time constraints, the interview schedule was completed as a questionnaire.

In this chapter the current selection procedures used for appointing personnel to the position of Head of Department in three primary schools in the KwaNdengezi Circuit of the KZNDEC is critically assessed. Data collected from educators, principals and a Departmental Official is presented and analysed to establish their opinions about various aspects of the selection procedures.

4.1 Critical assessment of the current selection procedures for the appointment of educators for the post, Head of Department, in the primary schools in the KwaZulu-Natal Circuit in KwaZulu-Natal .

The selection procedures used for the appointment of educators for the post, Head of Department, in the primary schools are analysed hereunder. According to the KwaZulu-Natal Department of Education and Culture (2000), these procedures include; advertising, sifting, preparation for selection process, drawing up a shortlist, interviewing applicants, making recommendation to the department, writing letter of appointment to successful applicant, drawing up a contract.

- **Advertising**

When a vacancy becomes available, schools notify the Provincial Department. The Provincial Department then advertises all Head of Department posts in a Government gazette, bulletin or circular. The advertisement indicates title of the job; post number, name of institution, and type of institution or phase, and post level. The advertisements conform to Chapter B (3) of the Personnel Administration Measures (PAM) of 1999 (Republic of South Africa, 1999) in that it:

- Indicates minimum requirements.
- Application (EC 1) form and curriculum vitae form to be filled is attached to the bulletin and references are requested.
- The names and telephone numbers of contact persons, the preferred date of appointment, and the closing date for the receipt of applications are provided.
- Bulletins are distributed to all schools within the province.
- Forbids discrimination and guarantees equality and affirmative action (KwaZulu-Natal Department of Education and Culture, 2003: 1-2 & 4-5).

Although the advert identifies qualifications necessary to execute the job, they lack a proper analysis of the job, which according to Morgan, Hall and Mackay (1984) is the

basic principle underlying the systematic personnel selection to guide job description and job specification. According to Cheminais et al (1998), job analysis is the process of determining pertinent information about the nature of a specific job, a systematic process of determining skills, duties and knowledge required for performing jobs in an organisation. In the absence of the job analysis, the job tasks performed by the Head of Department - educational; operations management; leadership and human resource management; and external relations management and accountability (Morgan, Hall and Mackay, 1984) are not reflected in the advertisement. According to Joubert and Prinsloo (2001) the effectiveness and efficiency of the staff depend largely on whether the school succeeds in recruiting the most capable person for each post to be filled. Comprehensive job analyses are a prerequisite in ensuring that recruitment is non-discriminatory. Full job specifications must be written to ensure an accurate match of applicant and post.

The KZNEDC advertisements omit a fuller description of the job to attract the most suitable people for the post. They do not take into account the needs and nature of the particular school. They also do not encourage high quality candidates to apply for the post. They do not discourage candidates whose skills do not match the needs of the school or the post advertised (Emerson and Goddard, 1993). As noted by McPherson (2000) with the principals, it applies with the HOD – advertisements are very brief. They have no detailed job description, for example, the job entails monitoring and controlling teachers' work under your phase.

Advertisements fail to indicate that the applicant must submit a letter of introduction/covering letter. Although it is accessible to all who may qualify for or are interested in applying for such post(s) within the province; the existence of which is not made public by means of an advertisement in the public media both provincially and nationally (Joubert and Prinsloo, 2001).

Advertisements fail to comply with what, according to Southworth, in Middlewood (1997), is regarded as the initial steps –

- Defining the job to be filled.
- Identifying the skills, knowledge, attitudes and values necessary to do the job.
- Deciding upon what will count as evidence of the possession of those competencies and attributes.

According to O'Neill, Middlewood and Glover (1994) in many cases the job description is a set of tasks. In the job description the practicalities of development and support for individual performance within the school are ignored. Rarely, the job description may contain indicators of elements of a personnel specification necessary for the post in question. Consequently, certain adverts do not encourage the best people to apply for the Head of Department post. They omit the job description to attract the most suitable people for the post. Thus the inadequacy in either the job description or personnel specification can lead to both inappropriate appointments and trouble after appointment. McPherson (2000) states that detailed job description must give applicants and selectors the qualities of the person needed for the post. Advertisements for Head of Department

posts attract hundreds of candidates just because they have met the minimum requirement.

South African schools are not fully involved in the recruitment process; as a result they are not requested to provide full information about the post to be advertised. According to Middlewood (1997) it is the task of the principals to identify the skills, knowledge, attitudes and values necessary to do the job. The Department seek qualities, which take more account of external accountabilities rather than focussing solely on job performance.

- **Sifting**

Prior to 2003, the District Offices (DOs) were responsible for sorting applications and sifting all the envelopes that did not bear the post number of the post applied for, and the applicant's personal number, surname and initials of the applicant. All applications bearing the post details on the back of the envelopes were forwarded to the respective schools. The Interview Committee acknowledged receipt of all applications using acknowledgement slips that were on page 3 of the application form (EC1) (HRM Circular No 35 of 1999 & 58 of 2001). Since 2003, in accordance with the National Department of Education, the Provincial Department District Offices handle the initial sifting process. They eliminate applications of those who do not meet the minimum requirements for the post as stated in the advertisement. They acknowledge receipt of all application by:

- “(i) informing all applicants in writing of receipt,*
- (ii) clearly indicating whether the application is complete or not,*
- and*
- (iii) indicating whether the applicant meet the minimum*

requirements for the post and that such applications have been referred to the institutions concerned (KZNEDC, 2000: 5 & 2003: 9).

This is in line with PAM Chapter B (3) (Republic of South Africa, 1999).

- **Preparation of the selection process**

According to KZNEDC HRM Circular No. 35 of 1999, No. 70 of 2000, 58 of 2001 and 4 of 2003 the School Governing Body (SGB) establishes an Interview Committee in accordance with the PAM (Republic of South Africa, 1999). They decide on the chairperson of the committee. One member acts as secretary. The composition of the Interview Committee is in accordance with the PAM (Republic of South Africa, 1999) in that it comprises of one departmental representative, the principal, members of the SGB and one union representative per union that is a party to the Provincial Chamber of the ELRC, to observe the shortlisting, interviews and drawing up of a preference list (KZNEDC, 1999).

- **Drawing up a Shortlist**

The Interview Committee does the shortlisting following the four criteria:-

<i>(a) Leadership: Administrative, management & related experience</i>	<i>14</i>
<i>(b) Organisational Ability & Experience</i>	<i>7</i>
<i>(c) Professional Development /Educational Experience & Insight</i>	<i>14</i>
<i>(d) Leadership: Community Related</i>	<i>7</i>
<i>Total</i>	<i>42</i>

” (KwaZulu-Natal Department of Education and Culture, 1999: 9).

Each criterion has maximum marks that cannot be exceeded. The Interview Committee assess the curriculum vitae scoring out of the marks allocated per criterion e.g. 7/14, 3/7 and so on.

Curriculum vitae (CV) form, which is only two pages long, requests two names of referees. The referees must be contacted to collect evidence of applicants' behaviour as stated in Chapter B (3) of the Personnel Administration Measures (PAM) of 1999 (Joubert and Prinsloo, 2001). The information provided in the CV form is not detailed enough.

- **Interviewing applicants**

The Interview Committee uses the criteria mentioned above for interviews. It must apply approved procedures to interview and assess candidates shortlisted. During the interview, each member of the Interview Committee scores on the prescribed interview assessment form (EC4). At the end of the interviews the Interview Committee rank the candidates in order of preference. The rating scale must be used to determine the suitability of each candidate for the post (KwaZulu-Natal Department of Education and Culture, 1999). In accordance with the PAM Chapter B (3), the Interview Committee submits the recommendations of the post together with a brief motivation to the Provincial Department (KwaZulu-Natal Department of Education and Culture, 1999). It is the Employing Department that makes final decisions, writes the letters of appointment to successful applicants and draws up a contract (including conditions of work). The Department can either accept or decline the recommendations made by the SGB. The Interview Committee failure to follow the procedures and to comply with the Employment of Educators Act of 1998, the South African Schools Act of 1996 and the Labour Relations Act of 1995 will render the recommendations being declined. The Department must inform all unsuccessful candidates in writing. The letters to

unsuccessful applicants must be posted together with their CVs and the copies of certificates (Department of Education, 2000).

Having analysed the KZNEDC guideline document for selection and KZNEDC HRM Circulars, the data collected through the questionnaire will be presented below.

4.2. Questionnaire for the Departmental Official

The Departmental Official consulted by the researcher has been involved in the selection and appointment of the Head of Department (HOD) for more than four years. She agreed that there are selection processes that, according to her, were first implemented in 1998. She gave those processes as: - advertisement, sifting, shortlisting, interviews and writing of letter of appointment. She indicated that these processes do not differ from those used to appoint the principals.

The Departmental Official thinks the selection committees were following the selection procedures effectively to choose the best candidates for the post. According to her the Department of Education and Culture does the recruitment. The selection committees are responsible for conducting interviews. They are involved in the shortlisting and sifting of applicants. They recommend the successful candidate to the Department.

According to the Official selection committees were trained to conduct interviews. They were trained through workshops. She agreed that the selection committees are provided with the guidelines to guide them throughout the selection process. These guidelines are

provided in the form of the circular. She also agreed that there are selection criteria against which the candidates are matched. According to her the selection criteria are:-

- The minimum qualification
- Teaching experience
- Number of years in the phase

According to HRM Circular No. 35 of 1999 and HRM Circular No. 70 of 2000 distributed to schools by the KwaZulu-Natal Department of Education and Culture:-

- The minimum educational requirement is M + 3 which includes a recognised professional teaching qualification.
- The minimum teaching experience to be met in order to qualify for Head of Department post is three years.
- The special requirement for Head of Department posts in primary schools is two years teaching experience in the relevant phase (KwaZulu-Natal Department of Education and Culture, 1999 & 2000).

The above is in accordance with Chapter B (3) of the Personnel Administration Measures (PAM) of 1999 (Joubert and Prinsloo, 2001).

The Officer was of the opinion that the selection committees were using the criteria effectively to select the best candidate for the post. She based her judgement on the fact that all appointed HODs met the requirements mentioned above. She thought the selection committees are looking for skills, knowledge and competences from the candidates. She regarded the three as the most important attributes to determine the best candidates for the job.

Question: Some people feel that the current selection procedures for selecting and appointing the Head of Department are generating conflict. Do you agree or disagree with them?

The Official agreed with the statement. The reason for her answer was that promotions involve money, and whenever there are promotions there will be conflict amongst candidates.

Question: It has been reported in the newspapers that the appointment of Heads of Department could not be finalized due to disputes lodged by educators who felt the process was flawed and unfair. Was that true?

The Departmental Official agreed that the report was true. She thought the reason for disputes was the dissatisfaction of those who assume the promotions were not fair. When asked whether those disputes were resolved or not, the answer was "Yes". According to her there is a disputes' and grievances' committee which resolve disputes. When asked whether those disputes were in the Durban South Region in the KwaZulu-Natal, the answer was "Yes".

Question: How do you perceive the school climate to be, after the Head of Department selection has been disputed?

The response is "The climate is always tense."

When the respondent was asked whether there are any possibilities that the current selection procedures for appointing the Head of Department be improved in the near future, the answer was "Yes". The comment was that "when the need arises, the selection procedures will be improved."

4.3. Questionnaire for Principals

This comprised of two sections, section A: personal details and section B: questions about the selection and appointment of educators to the position of Head of Department.

4.3.1 Presentation of Section A: General Information

The researcher needed information from the respondents pertaining to gender, age, current position, length of service as the principal or as an acting principal, number of schools headed, level of education, size of the school, number of educators in school and educators in the promotional post. All principals from the three case study schools responded to the questionnaire. It was found that all three respondents had more than three (03) years service in the position. All principals were females between 45 and 60 years. They were all postgraduates, which qualified them for the post. They also responded in the following manner:-

Question 1: How many schools have you headed?

According to the findings one principal had headed three schools. Two principals had headed only one school.

Question2: How many learners are there in your school?

All three principals had schools with learners of more than 1100. That means that the principals were in Post Level 4 category. The size of their schools was relatively big and challenging.

Question 3: How many educators are there in your school?

All three principals had the staff ranging between 25 and 30 educators.

Question 4: How many educators are in the promotional posts?

- The two principals had three HODs and one DP (Deputy Principal) in their schools.

- One had four HODs and three DPs.

4.3.2 Presentation of Section B of the principals' questionnaire.

4.3.2.1 First Part: General information

This part seeks to find out, from the principals, the number of selections they have been involved in and their familiarity with the process and whether or not they received any training for their roles as principal in the selection process.

- How many appointments at the level of HOD have been made in your school?
 - Two principals had appointed three HODs.
 - One principal had appointed four HODs.

This means that all respondents had experienced the selection and appointment of an HOD.

- How familiar are you with the current selection procedures used?

Majority of principals were very familiar with the current selection process. All three principals received training on selection. Two had served on several selection panels.

- Have you had any specific training for your role as principal in the selection process?
 - All principal agreed that they received training through workshops.

4.3.2.2 Part B: The opinions of school principals regarding the selection procedures used in the primary schools.

The questions used were mostly open-ended to provide the principals a chance to express their views as they wish. The researcher needed principals' opinions about the selection and appointment of educators to the position of Head of Department (HOD). One out of

three principals had failed to support his/her answers. Only two provided details of their answers.

Question: To what extent have you been involved in advertising of the post?

Two principals said they identify the vacant HOD post that has been created in the school. The one who felt not being involved said the principals do not advertise their post. She suggested that individual schools be given a chance to advertise their vacant post. According to Emerson and Goddard (1993) for recruitment to be effective, it must begin with producing a clear definition of the job. They state that a job description must take into account the needs and nature of the particular school and must be agreed upon by the members of the school staff concerned. A clear picture about the school, well-presented and informative pack of information needs to be provided to give a good impression of the school, and encourage high quality candidates to apply for the post. It will serve to discourage candidates whose skills do not match the needs of the school or of the particular post.

Question: To what extent have you been involved in initial sifting of the applicants?

According to two principals, they were fully involved up until 2002. Since then the district office does the sifting. They felt schools should be involved in this process. According to HRM Circular No.35 of 1999, 70 of 2000 & 58 of 2001 the Interview Committee was responsible for sifting of applications. HRM Circular No. 4 of 2003 states that the powers to sift the applications are allocated to the Department of Education in terms of the PAM document.

Question: To what extent have you been involved in the appointment of the interview panel?

All three principals stated that the School Governing Body (SGB) select members of the selection committee. In terms of the South African Schools Act 84 of 1996 a School Governing Body must establish an Interview Committee from its members/co-opted members (Department of Education and Culture, 2001).

Question: To what extent have you been involved in the shortlisting of applicants?

All principals said they are involved to provide guidance to the selection panel. The principal fulfil a monitoring, advisory and resource role during the selection process in terms of paragraph 4.1 (4) of the KwaZulu-Natal Department of Education and Culture HRM Circular No. 35 of 1999 dated 25 August 1999 in respect to school based promotions. The Interview Committee shortlists applicants to get a manageable number of candidates to be interviewed (KwaZulu-Natal Department of Education Culture, 1999; 2000; 2001 & 2003). Commenting on their involvement, the principals stated that referees provided in the curriculum vitae are not contacted. According to them, it is the time within which to conduct interviews that limit them. These referees need to be contacted to verify the applicant's behaviour and previous work performance (Gerber, Nel & van Dyk, 1999).

Question: To what extent have you been involved in interviews of applicants?

All the principals said they have been involved in the interviews to guide the selection committee. According to O'Neill, Middlewood and Glover (1994), the actual involvement of personnel must be determined through an organisation's selection policy or by the selection procedures normally followed.

Question: To what extent have you been involved in making a final selection?

All the principals said they have been involved as the members of the selection committee and the members of the SGB. As a result, they are involved in making recommendations to the Department of Education and Culture of the candidate to be appointed in the post together with the SGB. The responsibility of finalising promotions lies with the Superintendent-General who approves the promotions.

Question: To what extent have you been involved in informing the successful applicant?

All three principals agreed that they are not involved in informing both successful and unsuccessful applicants. This is done by the Regional Offices. Principals suggest that they together with the applicants need to be informed timeously and should not be kept in suspense.

Question: To what extent have you been involved in writing letter of appointment and drawing of a specific job description?

According to all three principals, they are not involved in this step of the selection process. The Department does this. The principals suggested that schools should draw up the job description that suits the needs of the school.

Question: To what extent have you been involved in inducting the successful applicants?

All the principals agreed that they are involved in this step. One remarked though that they don't have enough time to induct the new appointee.

Question: To what extent have you been involved in keeping of selection panel records?

According to the three principal, individual schools keep selection records. One suggested that these records should be kept for at least a year.

From above, it can be concluded that the principals are not fully involved throughout the selection process. Principals suggested that they must be engaged in the process as they are going to work with the appointed HOD.

4.3.2.3 Part C: Recommendations as to how the appointment and selection process could be improved and disputes avoided in the future.

Most questions used in this section were open-ended in order to provide the respondents a chance to express their views on the questions of causal and effects of disputes, and suggest the ways to improve selection process.

Question 1: Some decisions over selection and appointment of HODs have been disputed in some instances. Do you agree?

All the three principals agreed that some decisions over selection were disputed.

The following reasons were given:

- The procedures were not properly followed.
- Union representatives were bias.

They suggested that thorough training of selectors is essential and that confidentiality must be emphasized. This means that the workshops be replaced by the in-service training courses of more than a week.

Question 2: What might happen as a result of the disputes and to what extent might this affect the school climate?

The respondents stated the following as the results of the disputes:

- Disputes cause hostility amongst educators.
- The school climate is affected because most educators might take the side of the educator they feel s/he was unfairly denied promotion.
- Due to the lengthy process of disputes resolutions, post remain vacant for a long time whilst other HODs are overloaded with work.

According to Hlongwane (2001), a reporter of the Kwana Newspaper, the promotions announced by Mrs Gasa were delayed. The announcement took three months more than the scheduled time. Hlongwane quoted Mrs Gasa as saying,

“the process of the promotions had been marred by an assortment of “unforeseen” problems, hence the delay” (2001:3)

The delayed announcement of promotions might result to the delayed assumption of duty of the recommended appointee; hence the post will remain vacant for a long time without any one to execute the duties.

Question 3: How can the conflict over selection and appointment of HODs be avoided in the future?

According to the majority of principals the conflict over selection and appointment could be avoided by:

- Thoroughly training the selection committees.
- Fairness must prevail throughout the selection process and that there should be no hidden agendas by selectors.
- The expected answers to the interview questions must be discussed in detail.

***How would you rate the current selection process being used?**

All three principals were of the opinion that the current selection procedure is partly open and fair. The following points were mentioned as their reasons:

- Parties / Unions members observing the process come with a particular person in mind.
- Selectors themselves had their favourites among the candidates.
- Unfairness.
- Sometimes good speakers are selected instead of efficient people.

Question 4: How can the current selection procedures for appointing HODs be improved?

Three principals had differing opinions about the improvement of the selection process. Their ideas were that:

- The Department should appoint deserving educators.
- Candidates must pass the interviews.
- Principals should be given an opportunity to select an HOD with whom to work.

Having presented the data collected from the principals, information from educators is presented below.

4.4 Questionnaire for educators

This comprised of two sections, section A: personal details and section B: questions about the selection and appointment of Head of Department. Twenty-six educators responded to the questionnaires.

4.4.1 Presentation of Section A: Personal Data

The researcher aimed to obtain information pertaining to the position occupied by the respondents at the school, the length of service as an educator and years in the phase. Out of the twenty-six questionnaires returned,

- Four participants were males
- Twenty-two were females
- Nineteen participants were between the age of 30-45 years
- Six educators were ranging between 46 – 60 years
- Only one was younger than 30 years.

Table 1: Position held at school

Responses	Total
Educator	19
Head of Department	6
Deputy Principal	1
Total	26

Although the majority of educators who participated in the survey were educators (19) in the post level one category, some respondents (7) were already in the promotional posts. This helped to get balanced views about their perceptions regarding the selection and appointment of Head of Department.

Table 2: Length of service as an educator (i.e. total number of years taught)

Responses	Total
> 3 years	0

3 years	5
< 3 years	21
Total	26

Out of twenty-six respondents, twenty-one educators had more than three years teaching experience and five had three years experience. It is worth noting that the majority of educators (21) who responded to the questionnaire were above three years experience, which is the minimum teaching experience required to be promoted to a Head of Department position. They have been in the teaching field for a considerable time, yet, some had not been promoted to even the Head of Department position (post level 2).

Table 3: Experience in the phase

Responses	Total
> 2 years	0
2 years	11
< 2 years	15
Total	26

The majority of educators (15) had been in their phases for more than two years. The rest had been in their phases for just two years, which qualified them to apply for promotional posts.

4.4.2 Presentation of Section B of the questionnaire

This section covers general questions (Question 1-5) about whether the participants had acted in the promotional posts or not and whether they had ever applied for promotion or not. It also aimed to find out from participants their experience of interviews and their opinions and attitudes towards the process. The researcher had the feeling that

participants' experiences mentioned above could influence their responses to the questions on selection and appointment procedures. Also covered in this section are the questions about the selection and appointment of educators to the position of Head of Department. Part A of Section B covers questions to educators who applied for promotion with the aim to get the opinions based on real experiences. Part B of Section B of the questionnaire composed of questions to give respondents an opportunity to express their ideas on the disputes they might have heard about or witnessed. This section has open-ended and closed questions, as a result open-ended questions allowed respondents to provide more than one responses/ reason.

Question 1-5

Question 1: Have you ever acted in a promotion post?

Table 4: Acting capacity

Responses	Total
YES	8
NO	18
Total	26

From above it is clear that only eight respondents acted in a promotion post. Eight acted as Heads of Department. Most educators (18) had not acted. This means very few educators who might have applied for Head of Department post had real experience of the post.

- How long have you acted?

Table 5: Service in the acting post

Responses	Total
Less than 2 years	3
Two years	4
More than 2 years	1
Total	8

50% respondents acted for two years, 37% for less than two years and 13% for more than two years. According to the Province of KwaZulu-Natal Department of Education and Culture HRM Circular No. 35 of 1999, paragraph 7.2.3

“Any permanent serving educators who has acted for longer than two continuous years in the post must be also included in the shortlist provided that:

- *The educator is currently acting in the post;*
- *The post is part of the post establishment of a historically disadvantaged institution;*
- *The department had approved the appointment;*
- *All the educator's application documents for the post are in order” (KZN Department of Education and Culture, 1999: 10).*

It interesting to know that only one (01) educator was eligible to be shortlisted in accordance with the abovementioned category. The majority could not claim automatic shortlisting, as they did not fall within this category.

Question 2: Have interviews for the position of Head of Department been conducted in your school?

- All respondents (26) indicated that interviews were conducted in their respective schools. This means that their perceptions were based on what happened in their respective schools during interviews.

Question 3: Have you ever been involved in these interviews, either as an observer or as a member of the School Governing Body (SGB)?

Table 6: Involvement in the interviews

Responses	Total
YES	4
NO	22
Total	26

Most respondents (22) who participated in this research have never been involved in the Head of Department interviews. Only four participants have experienced interviews either as an observer or as the member of the SGB. This means most respondents, in responding to the questionnaire relied on the hear says rather than on what they observed.

Question 4: How would you rate the interviews conducted in your school?

Table 7: Rating interviews conducted in the school.

Responses	Total
Open and fair	9
Partly open and fair	16

Flawed and unfair	1
Total	26

The responses were divided into three categories:

4.1. The reasons / opinions of educators who said the interview process was open and fair:

Table 8: The interview process was open and fair

Themes	Frequency
Procedures were followed	8
All invited candidates were present	1

The most prominent reason why the interview was regarded as open and fair was 'procedures were followed'.

4.2. The opinions of the sixteen educators who feel the process was partly open and fair:

Table 9: The interview process was partly open and fair

Themes	Frequency
Candidates to be promoted known by SGBs and principals before interviews are conducted	12
Selection panel not making notes	2
Members of the panel were illiterate	2

According to the majority of respondents (12) bias may have dominated the interview processes. This might lead to selection decision being disputed by those who feel that the selection process was not followed.

4.3. One educator who thinks the interview process was flawed and

unfair gave the following reasons:

- Post was reserved for a male teacher

According to Joubert & Prinsloo (2001) advertising for a man to do a job that a woman can also do is regarded as discrimination against woman for employment.

A woman who wished to apply regards herself as unfairly discrimination.

Discrimination is based on arbitrary reason- gender.

Question 5: Have you ever applied for promotion?

Table 10: Applied for promotion

Responses	Total
YES	15
NO	11
Total	26

The above indicates that fifteen (15) respondents have applied for promotion and eleven (11) have not applied for promotional posts. According to this, most educators who participated in the research study are interested in promotional posts.

4.4.2.1 Part A of Section B

Educators who have applied for promotion completed this part.

(i) Responses from the fifteen educators who have applied for promotion.

- How many times have you applied?

Table 11: Frequency of application

Responses	Total
Once	5
Twice	8
Three times	1
Four times	0
Five times	1
Total	15

Table 11 above shows that eight (08) respondents applied for promotion twice. Five (05) respondents applied once. One candidate applied three times and five times respectively.

- When was the last time you applied?

Table 12: Last year applications were made

Responses	Total
2000	10
2001	3
2002	1
2003	1
Total	15

It is interesting to note that 10 respondents applied for promotion in 2000, whilst 3 respondents applied in 2001 and one respondent applied in 2002 and 2003 respectively. The major focus of this investigation was year 2000.

- What position did you apply for?

Table 13: Position applied for

Responses	Total
Head of Department	14
Deputy Principal	1
Total	15

Out of fifteen (15) educators who applied, fourteen (14) educators applied for a Head of Department (HOD) post. Only one (01) educator applied for the Deputy Principal post. It is worth noting that out of fourteen 14 educators who applied for a HOD post, thirteen (13) applied within their respective schools. All fifteen educators who applied for promotional post met the minimum requirement for the post. Twelve out of fifteen educators were invited to be interviewed for the post.

Educators who were interviewed for Head of Department post provided the following responses to the questions below:

- How were you informed of the interview?

Six educators were telephonically informed.

Two educators received both a telephone call plus a letter.

Two educators only received a letter.

One educator was verbally invited, and

One educator received notice via a telegram.

- What notice period were you given of the interview?

Table 14: Notice of interview

Responses	Total
More than a week	2
A week	6
Few days	0
Less than a day	4
Total	12

50% of educators who were invited for interviews were given one-week notice. 33% of educators were notified within less than a day. 16% of educators were given more than a week's notice.

- Where was the interview conducted?

All were interviewed on the school premises.

- Were you satisfied with the manner in which the interview was conducted?

Nine (09) educators were satisfied.

One (01) educator was partly satisfied.

Two (02) educators were not satisfied.

Most respondents were satisfied with the manner in which the interview was conducted.

The nine (09) educators who were satisfied gave the following reasons:

Table 15: Reasons why satisfied.

Themes	Frequency
Panel was friendly	3
Observers were all present	1
Notes were taken	1

Candidates were given sufficient Time to respond to questions	1
Questions were clearly asked	1
The panel was knowledgeable	1

The two (2) educators who were not satisfied with the interviews that were conducted gave their reasons to be:

Table 16: Reasons why not satisfied

Themes	Frequency
The post was reserved for someone	1
Teachers' Union representatives were absent	1
The environment was tense	1
No notes were taken by the panel	1

One (01) educator who was partly satisfied with the interview process gave the following reasons:

- School Governing Body members had their own person.
- People invited were known and related to the interviewers.

The above reasons confirm selector bias noted by McPherson (2000) and Leader Reporter (1998) that selectors have affiliations to the candidates before the selection process begins. McPherson (2000) found that, that was more particularly with internal candidates (candidates within the school where there is a vacant post) known by the Staff Selection Committee. Leader Reporter (1998: 2) said,

“several applicants were interviewed by family members serving on school governing bodies”.

This means the process was irregular. The school governing bodies had been warned to follow correct procedure during interviews (Maharaj, 2003).

- Was your application successful / were you offered the post?

Table17: Successful applicants

Responses	Total
YES	6
NO	6
Total	12

It is interesting to note that six (06) out of twelve (12) educators who were interviewed for Head of Department post were promoted. Five (05) out of six educators promoted were females. Only one (01) male educator was offered HOD post. It is worth noting that four educators who were offered the HOD post have acted in a Head of Department post for a year and above. Two educators promoted have not acted in the post.

- Do you think the best / most suitable candidate was selected for the post?

Out of twelve educators who have interviewed, seven think the best candidate was selected for the post; four think the best candidate was not selected and one does not know whether or not the appointed applicant was the best candidate. The seven (07) respondents who were of the opinion that the best candidate was appointed gave the following reasons:

Table 18: Supporting that the best candidate was appointed

Themes	Frequency
Candidate who met the minimum requirement for the post was appointed	8

The process was observed	2
Believe that interviewers did their work honestly	1

The four respondents who think the best candidate for the post was not selected gave the following reasons:

Table 19: Supporting that the best candidate was not appointed

Themes	Frequency
Appointed person was known and favoured by the SGB and the principal	4
Some people were issued with interview questions before being interviewed	2
Selection committee was told by the principal who to select	1

According to this, the selection processes were not properly followed.

The educator who did not know whether the appointed candidate was the best, gave the following reason:

Table 20: Supporting why not know whether the best candidate was appointed

Themes	Frequency
The appointed person was the principal's friend	1

Out of six respondents who were offered the post, only two were inducted whilst four respondents were not inducted into the new post.

(iii) Responses from the three educators who have not been interviewed.

- Were you informed that you were not to be interviewed and that your application had been unsuccessful?

Only one respondent out of three was informed that s/he was not to be interviewed

and that her/his application had been unsuccessful.

The following are the reasons given for being unsuccessful:

Application was incomplete.

Minimum requirement was not met.

- Were you given an explanation as to why your application had been unsuccessful?

All three respondents who were unsuccessful in the interview agree that they were not informed why they were not offered a post.

From the above, it is clear that most educators (16) regard interviews conducted in their schools as partly fair and open. They feel the SGBs and the principals can bias the interviews. Nevertheless, most educators interviewed were satisfied with the manner in which the interviews were conducted. This can be that they were interviewed within their respective schools.

4.4.2.2 Presentation of Part B of Section B of the questionnaire

Part B of Section B composed mostly of open-ended questions to give respondents an opportunity to express their ideas on the disputes they might have heard about or witnessed. Some respondents in their responses gave more than one reason/ opinion.

Question 1: sought respondents' comments on the statement - Some decisions over the selection and appointment of HODs were disputed in some instances.

Table21: Some decision over selection were disputed

Responses	Total
YES	22
NO	4

Total	26
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Table 21 shows that twenty-two educators out of twenty-six educators agreed with the statement that some decisions over the selection and appointment of Heads of Department were disputed in some instances. This confirms the statements made by 'The Natal Witness' of 23 May 2001 that there were post that remained unfilled as a result of disputes that had been declared by educators. Out of twenty-two educators who indicated that disputes have been declared twenty-one claim to know the reasons why the selection decisions were disputed. The following were the reasons given for the disputes:

- Favouritism 9
- Nepotism and unfairness 9
- Absence of Teachers' Unions 2
- Teachers' unions had bad influence 2
- Insufficient number of selection panel 2
- Bribery 2
- Involvement of illiterate SGB members 2
- Lack of transparency 2
- Unfair discrimination of women 1
- The use of wrong selection criteria 1

Most prominent reasons given by educators, were that favouritism, nepotism and unfairness caused disputes. It was clear that nepotism and favouritism were still the order of the day as noted by Ditshego (1998). According to him people are rarely appointed on merit. Favouritism, nepotism and unfairness were followed by bribery, involvement of illiterate SGB members in the process, lack of transparency, teachers' unions' bad influence, absence of teachers' unions. Also mentioned was that unfair discrimination of women caused disputes over selection and appointment of Head of Department. It is

worth noting that allegations of nepotism and favouritism still surfaced over the promotions of teachers similar to those reported by Leader Reporter in 1998.

Question 2: What might happen as a result of the disputes and to what extent might this affect the school climate?

Table 22: Result of disputes

Themes	Frequency
Suppression of effective culture of teaching and learning	9
Tense school atmosphere	6
Tension between staff and SMTs	3
Teachers are demotivated	3
Hatred among educators	3
Subcultures are formed	3

- The most prominent theme to emerge was that the disputes suppress effective culture of teaching and learning.
- The second theme is that the disputes might cause tense school atmosphere.
- The third theme is that teachers' demotivation, hatred among educators and formation of subcultures might result from disputes.

Question 3: How can the conflict over selection and appointment of HODs be avoided in the future?

Table 23: How conflict can be avoided

Themes	Frequency
Fairness must prevail	9

Selectors must be thoroughly trained	6
Dedicated, competent educators must be appointed	4
Transparency is needed and selection criteria must be known	3
Selection centres must be used	3
Fair selection criteria that is drawn before the post is advertised be used	3

The majority of respondents (35%) called for 'fairness'. 23% felt that the training of selectors would assist in avoiding disputes. 15% thought that the appointment of dedicated, competent educators will eliminate disputes. 12% were of the opinion that transparency, fair selection criteria drawn before the post is advertised and using selection centres will help.

Question 4: How would you rate the current selection process being used?

Table 24: Rating the current selection process

Responses	Total
Open and fair	2
Partly open and fair	18
Flawed and unfair	4
No comment	2
Total	26

- Most educators (18) who felt the selection process was partly open and fair gave the following reasons / opinions:

Table 25: Why the process was regarded as partly open and fair

Themes	Frequency
Selection procedures were not followed	7
Selectors know before hand the candidate for the post	5
Only active members of teachers' union are promoted	2
Candidate who performed badly is appointed	2
Advert is too vague, it excludes job description	1
The process is not transparent	1
Selection process ignores skills, abilities and knowledge to do the job	1
Selection criteria biased	1
Selection committee composed of candidate's family members, as a result, relative was appointed	1
Selection committee members were illiterate	1
Some interviewees were issued with interview questions before interviews took place	1
Sifting is based on how accurate the application is completed	1
Applicants invited to the interview within a short notice	1
No reasons were given	1

- Some educators (4) who felt that the selection procedures were flawed and not fair based their judgement on the following reasons:

Table 26: Why the process was regarded as flawed and not fair

Themes	Frequency
Relatives conducted interviews	3

Favouritism	2
Selection was biased	1
Selectors made up their minds before the interviews were conducted	1
Favouritism by teachers' union representatives	1
No teachers' union representatives were present	1
Final results contradicted with the score sheets	1

- The two educators, who claimed the selection process was open and fair, failed to support their opinions. Two decided not to respond to the question at all.

Question5: How can the current selection procedures for appointing HODs be improved?

27% gave the following way to improve the selection process:

- Advertisement must have detailed job description.

15% were of the opinion that:

- SGBs and selectors must be trained.

12% felt that the following must be done:

- Each school must advertise its posts.
- Local people must be avoided in the selection panel.

8% suggested the following ways to improve the process:

- Experience in the Phase be increased.
- Interviews must be based on the job to be done.
- All stakeholders must be involved.

4% were of the opinion that the following can improve the selection process:

- People who know selection procedures to observe the process.
- Selection be conducted by the SEMs.
- Outsiders should not be involved.
- Selection centres should be used.
- Only literate people must be involved in the selection panel.
- Interview questions must have all possible answers to guide selectors.
- Referees must be contacted.
- Teaching experience must be more than three years.
- Physical appearance must not be the criteria to determine the best candidate.
- Interviewees who cannot market themselves need not be selected.
- Selectors to check person's experience whether it is relevant to the post to be filled.

The most popular theme that emerged was 'the detailed job description'. Seven (07) respondents said the advertisement must have a detailed job description. The second theme was 'training of SGBs and selectors'. Four (04) respondents said SGBs and selectors must be trained.

The data collected from the participants reveals that the selections and appointments of HODs were disputed in some instances. The major cause given was that bias might have dominated the selection process. Most respondents recommended that the advertisement

of HOD post must have a detailed job description. I think this will provide duties attached to the post and additional requirements expected from the candidates.

4.5 Conclusion

The data collected through a survey research have been presented in this chapter. The findings are discussed in detail in the next chapter.

CHAPTER V

DISCUSSION AND CONCLUSION

5.0 Introduction

This chapter discusses the findings of the research. In doing this the researcher will look at how the current selection procedures compare to what would be regarded as the 'best practice' according to the literature. The opinions of the principals and educators in the three primary schools of the selection procedures used, the reasons given for and the effects of the disputes are also discussed. Finally, recommendations based on the findings are given and a conclusion made. However, it must be borne in mind that, some discussion of what constitutes the best practice was made during the presentation of the literature review - chapter two, and the research findings - chapter four.

5.1 Problem of the research

Generalizability is a problem for the mere fact that the sample of the population was drawn from only three primary schools out of about 15 primary schools of the KwaNdengezi Circuit in the KwaZulu-Natal Department of Education and Culture. The size of the sample is too small. Moreover, it was not easy to find out the reasons for respondents' opinions. The respondents did not advance reasons. It might be because educators and principals regard disputes issues as sensitive. Causal relationships were rarely proven by the survey method and the main emphasis was on fact-finding (Bell, 1987).

5.2 The results of the literature review

The current selection procedures used for the appointment of educators for the post, HOD, has been dealt with in detail in chapter two of the literature review. Only prominent points will be highlighted below.

The study has found that the advertisement of the post includes minimum requirements, application form (EC 1) and curriculum vitae forms and requests references, gives the names and telephone numbers of contact persons and indicates that the state is an affirmative-action employer.

The Bulletin/ HRM Circular (advertisement) fails to indicate that the applicant must submit a letter of introduction. The existence of the bulletin is not made public by means of an advertisement in the public media both provincially and nationally.

As noted by McPherson (2000) with the principals that adverts are generally very brief, it applies with the HOD. No detailed job description is given. The inadequacies in either the job description or personnel specification can lead to both inappropriate appointments and trouble after appointment. According to Joubert and Prinsloo (2001) the effectiveness and efficiency of the staff depend largely on whether the school succeeds in recruiting (locating, identifying and attracting suitable applicants) the most capable person for each post to be filled. Comprehensive job analyses are a prerequisite in ensuring that recruitment is non-discriminatory. Full job specifications (the minimum qualities required of an applicant) must be written to ensure an accurate match of applicant and post. In the

absence of the job analysis, the job tasks of the Head of Department (Morgan, Hall and Mackay, 1984) are not reflected in the advertisement.

According to Middlewood (1997) it is the task of the principals as managers to identify the skills, knowledge, attitudes and values necessary to do the job. Yet, South African schools are not fully involved in the recruitment process; as a result they are not requested to provide information about the post to be advertised. The Department, thereafter, seeks qualities, which take more account of external accountabilities rather than focussing solely on job performance. The Department does not make the terms and expectations explicit. Most employees in schools have job descriptions that are not more than a set of tasks (Middlewood, 1997).

According to O'Neill, Middlewood and Glover (1994) the job description rarely contain indicators of elements of a personnel specification necessary for the post in question. Consequently, certain adverts do not encourage the best people to apply for the Head of Department post. According to Emerson and Goddard (1993) for recruitment to be effective, it must begin with producing a clear definition of the job. They state that a job description must take into account the needs and nature of the particular school and must be agreed upon by the members of the school staff concerned. A clear picture about the school, well-presented and informative pack of information needs to be provided to give a good impression of the school, and encourage high quality candidates to apply for the post. It will serve to discourage candidates whose skills do not match the needs of the school or of the particular post. McPherson (2000) states that detailed job description must give applicants and selectors the qualities of the person needed for the post.

Advertisements for Head of Department posts attract hundreds of candidates just because they have met the minimum requirement.

In schools, interviews are used to get information as to whether the candidate possesses the knowledge, skills, abilities and interests to occupy the position (Eder and Ferris, 1989). But it is rarely said that how the required knowledge and skills are going to be assessed (Morgan, Hall and Mackay, 1984).

The following factors have been found to impact on reliability in employment interviews:

- Interviewer training and selection
- Job analysis
- Interview structure – the manner in which responses were evaluated and the methods used for combining ratings.
- Note taking (Garbharran: 2000).

5.3 Summary of findings

5.3.1 The participants

The respondents were mature and experienced in terms of the years of their services. Educators had adequate experience in teaching and in their phases. Whilst very few educators have experienced interviews, either as an observer or a member of the School Governing Body (SGB), the three principals had experienced selection and appointment of Heads of Department (HOD). Out of 26 educators, 58 % of them have applied for HOD post and most applied in 2000. The decrease in number of educators applying for

the HOD post from ten to one create the impression that educators are no longer interested in applying for promotional posts.

The study has found that the principals are not requested to provide fuller details of the HOD post to be advertised. Nevertheless, the principals are at liberty to participate in the interview process either as a member of the interview panel or as an observer representing the Department. From this, it is clear that principals contribute in making recommendations for the candidate to be appointed.

5.3.2 The Interviews

The study has found that most respondents rated the interviews conducted within their schools as partly fair and open. This shows that they are not completely satisfied with the interviews conducted in the schools. The reasons brought forward were that:

(a) Candidates to be promoted were known by the School Governing Bodies and the principals before interviews were conducted.

Seventeen respondents feel favouritism characterised the interviews. This study has found that selector bias prevailed. This is said to be more common with a candidate at the same school as the Staff Selection Committee. Candidates within the school received priority. McPherson (2000) recommended that all candidates be treated equally. Gold (1998) states that people should not be appointed because of whom they know, because they have a similar background to the rest of the panel, or because they put up least resistance to the running of the team. But because, they have a professional background and experience that could enrich the teams' productivity, and because they could offer qualities which other members lack. Furthermore, according to Maharaj (2003), the School Governing Bodies were warned by the Departmental spoke person to follow

correct procedure during interviews. He reported on Mr Msibi as reiterating that “favouritism and nepotism” practiced by the School Governing Bodies would not be tolerated.

(b) Selectors were not taking notes

Few respondents pointed that the selectors during the interview were not taking notes. The interviewers who were not taking notes relied on their memory. Gratus (1988) states that short-term memory is unreliable; notes must be taken and be kept brief.

(c) Some panel members were illiterate.

Illiterate selectors might have no knowledge of the job to be done by the appointee because they cannot read neither the duties and responsibilities of the HOD as contained in the Personnel Administration Measure document nor the selection criteria. They will rely on what they have been told, thus might use undeclared selection criteria to choose the best candidate for the post (Middlewood, 1997). They will constitute a group of those who leave the decisions to the professionals (1997). The danger is that expert selectors can easily manipulate illiterate selectors. The chances are that ignorant selectors can rely on the candidates' physical appearance rather than seeking qualities related to job performance. According to Gratus (1988) interviewers must be carefully selected. Interviewers who can be easily manipulated by either the principals or the union's representatives or else by the candidates do not make good interviewer. They must be distanced from the interview.

(d)The post was reserved for a male teacher.

This is regarded as selector bias whereby the interviewer favoured men at the expense of women (Eder and Ferris, 1989). According to Joubert and Prinsloo (2001) if an employer discriminates applicants for employment because of their gender, women could complain that they have been unfairly discriminated against.

The study has also found that the selection process fails to gather information from the references to collect evidence of applicants' behaviour and recommendations about the candidate as stated in Chapter B (3) of the PAM (Joubert and Prinsloo, 2001). Most principals confirmed this. This can be the effect of the time frame within which the interviews must be finalised. It can also be that the selectors regard the referees' reports as biased (the previous employer providing unrealistic information about the applicant's behaviour and work performance).

It has been found that the selection process did not involve identification of specific criteria that apply to the post – the characteristics with which the candidates should comply. Consequently, applicants were not matched against the selection criteria. As Emerson and Goddard (1993) mentioned, there was a danger of discarding applicants who might prove satisfactory for the post on offer, if interviewed. To carry out short-listing carefully and systematically, the person specification and the job specification must be used. Failing which, personality will dominate the selection process, displacing knowledge and skills categories (Emerson and Goddard, 1993). Without a job specification, it will be impossible to determine competencies. There is a danger of replacing knowledge and skills with personal qualities. There is neither consistency in the

judgement of personal and personality qualities nor is there predictive validity (Smith, Sturge-Sparkes and Thurlow, 2001).

It was clear from the findings that nine educators who were interviewed within their respective schools and then promoted to the position of HOD were satisfied with the interview process conducted in the schools. They feel their selection panels were friendly. As a result seven educators think the most suitable candidates were selected for the posts. They regarded the most suitable candidate as someone who met the minimum requirement for the post. According to Grogan (2000: 231) the Employment Equity Act states that

“when determining whether an applicant is suitably qualified for the job, the employer must take into account not only formal qualifications but also ‘prior learning’, relevant experience or ‘the capacity to acquire, within a reasonable time, the ability to do the job’. However, when making decision, the employer is not permitted to discriminate against the applicant solely on the ground of his or her lack of relevant experience.”

Internal promotion can eliminate appointment of new employees with new ideas and innovations to join the school. It has a danger of “inbreeding”, promoting what Hunt (1986) termed ‘organizational incent’-an inward-looking culture.

“Organizations need new blood; bringing in outsiders is one way of achieving that” (Hunt, 1986: 211).

According to Middlewood (1997) the principals must also take into consideration the need for external promotion (promoting someone outside the school) to do away with an inward- looking culture, which encourages stereotyped models of men or women staff in schools.

It transpired from the respondents who think the best candidates for the post was not selected that the appointed person was known and favoured by the SGB and the principal and that some people were issued with interview questions before being interviewed. This is regarded as a residual unfair labour practice that includes unfair conduct by the interviewers relating to promotion of employees. It involves candidates being overlooked for promotion on the basis of some unacceptable, irrelevant comparison or not following agreed promotion policies and procedures (Grogan, 2000).

In this study two-third (2/3) of respondents who were not interviewed expressed the view that applicants were not informed that they were not to be interviewed and that their applications had been unsuccessful. Moreover, all those who were unsuccessful in the interviews were not informed why they were not offered a post. According to PAM (Republic of South Africa, 1999) all applicants must be notified whether the application was complete or not, and whether they met the minimum requirements for the post. The employing department must inform the unsuccessful applicants and must return back their (applicants') curriculum vitae and qualification documents.

5.3.3 Respondents views on the disputes they might have heard about.

From the analysis of participants' views on the disputes they might have heard about, the following emerged:

5.3.3.1 The reasons why the selection process was disputed in some instances and the results of disputes.

Twenty-two respondents in this study agreed that the selection process was disputed in some instances. The study has found that the following might cause disputes:

- Favouritism, Nepotism and unfairness were found to be the most prominent cause of disputes.

Eder and Ferris (1989) regards this as selector bias whereby interviewers give preference to relatives and friends and the use of unnecessary job experience requirements e.g. nepotism favouring male relatives; discouraging, lying and misinforming female applicants about the nature and availability of Head of Department positions.

Other reasons given for disputes were:

Absence of teachers' unions, teachers' unions bad influence, insufficient number (quorum) of selection panel, bribery, involvement of illiterate SGB members, lack of transparency, unfair discrimination of women and the use of wrong selection criteria.

Eder and Ferris (1989) also has the following reasons:

- Taboo Interviewer Behaviours – Interviewers behaving in an improper manner to discourage the applicants. Some candidates might be given feedback immediately after the interview as to why they were unsuccessful. In some instances records of interviews notes got lost.

Gratus (1988) gave the following reasons:

- Subjectivity in Evaluation – Unstandardized conditions, rater bias and the lack of objective criteria result to subjective selection.
- Manipulation of selectors by the principals, union members or candidates.

5.3.3.2 Effects of disputes

The study has found that disputes suppress effective culture of teaching and learning. They cause tense school atmosphere and hostility amongst educators. They were found to cause tension between educators and School management Team (SMT). Tense school atmosphere was found to have negative impact on effective culture of teaching and learning. According to Bennet, Crawford and Cartwright (2003) conflict must be handled in a co-operative, problem-solving manner. If handled in this way it is more likely to have positive outcomes. Suppressing it leads to its escalation in the long run. Moreover, Gerber, Nel and van Dyk (1999) has found that honest and complete information provided to educators by their employers can develop staffs' positive attitudes towards employers, hence reducing conflict.

5.3.3.3 How disputes can be avoided in the future

The study has found that most respondents believe the following might limit disputes:

Fairness must prevail,

Selectors must be thoroughly trained,

Dedicated, competent educators must be appointed,

Transparency is needed and selection criteria must be known,

Selection centres must be used,

Fair selection criteria that is drawn before the post is advertised be used.

According to Gerber, Nel and van Dyk (1999) all forms of discrimination in hiring and selection should be eradicated.

5.3.3.4 Educators rated the current selection process partly fair and open

Eighteen educators in this study felt that the selection process was partly fair and open.

They supported their argument with that:

- Selection procedures were not followed,
- Selectors knew before hand the candidate for the post,
- Only active members of teachers' union were promoted,
- Candidate who performed badly is appointed.

According to this the selection procedures were not properly followed. The selectors were bias.

5.3.3.5 How the appointment and selection process could be improved.

It was found that the following might improve the selection process:

- The advertisement must have detailed job description to guide the interviewer. Mansell and Harris (1990) state that the inadequacies in either the job description or personnel specification can result in inappropriate appointments and trouble after appointment.
- SGBs and selectors must be trained.

According to Middlewood (1997), training of interviewers increase validity of selections. It will empower the parents involved on selection panels. Training must be extended to senior managers in education.

- Each school must advertise its posts.
- Local people must be avoided in the selection panel.
- Experience in the Phase must be increased.

- Interviews must be based on the job to be done.
- All stakeholders must be involved.

According to Middlewood (1997), staff interests must be represented in the selection of the HOD. This is said to assist in developing a comprehensive and realistic job description. It is said that the HOD will be part of a team, thus the staff members must be involved.

- Structured interviews are recommended. According to Gratus (1988) in structured interviews all the questions and all possible answers are carefully formulated prior to the interview. The interviewer sticks to the questions formulated. The interviewer is restricted to a choice of answers and cannot deviate from them. Participants cannot develop the subject beyond its given limits. Interviewers are given clear guidelines for evaluating a candidate.

The study has found that principals and educators seem to share common opinion that principals should be given an opportunity to select an HOD with whom to work. They feel that the selection process must be conducted fairly.

Eder and Ferris (1989) added the following recommendations that have been found useful:

- Questions should be job related. This means all applicants should be asked the same questions.
- Monitoring for disparate impact - The applicants must not be unfairly discriminated on the basis of class, gender, race, age, minority and physical ability.

- Management committees must be introduced to review interviewer findings and recommendations to counter subjectivity arguments.
- Information must be recorded to document the job relatedness of the selection procedures. The interviewers must not rely on the memory. The records must be kept for several years to defend any lawsuits, which can arise.
- Review must be introduced. This is, Management Committees must be introduced to review interviewer findings and recommendations to counter subjectivity arguments.
- Interviewers need to be given clear guidelines for evaluating a candidate.
- The interviewers must end the interview in the same friendly manner in which it began no matter what the nature of the interview. They must always try to leave their interviewees with their dignity and self-esteem intact (Gratus, 1988).

5.4 Generalization of the research findings

All components of respondents seem to agree that some selection decisions over the appointment of Heads of department were disputed in some instances. From the data collected it is clear that the current selection and appointment process is clouded by favouritism and nepotism. But at this juncture it cannot be generalized that the current selection procedures are generating conflict.

It is clear that there is a relationship between the current selection procedures and the disputes over selection procedures that were declared in some instances. However, it could not be shown that the current selection procedure is the cause of disputing selection decisions.

5.6 Conclusion

This chapter has summarised the findings and recommendations given by the respondents. Suggestions to the study were made. In short, it transpired from this study that the principals surveyed could appreciate it if they are fully involved in the selection process. I think their full involvement will enable the determination of the comprehensive job description. The job description, which will focus on the needs of the school. The job descriptions that will provide complete and realistic information to scale down the applicants' expectations (Gerber, Nel and van Dyk, 1999).

The study has found that although there were selection guidelines to assist the selectors, dispute were declared in some instances in the KwaNdengezi Circuit of the KwaZulu-Natal Department of Education and Culture. This shows that the selection criteria, provided in the KZN HRM Circular, against which the candidates are matched, are not adequate enough to ensure fairness in selection. I think the selection criteria based on the job description and the involvement of expert and competent selectors will reduce the disputes. If the School Governing Bodies were trained through workshops to conduct the interviews, it goes without saying that workshops were not adequate enough to empower the selectors.

According to the findings the best candidate for the post is the person who meets the minimum requirements for the post. However, the minimum qualification and experience alone cannot guarantee excellent work performance. Efficient staff must characterize effective schools. The efficient staff who, according to Swanepoel et. al. (2000), have the

necessary potential, competencies and traits to fill job needs and to assist the organisation in achieving its objectives. The schools tend to be the sinking organizations just because of the people they select as the best people for the job. Thus competency approach in selection is recommended.

The study revealed that the appointment procedures are dominated by favouritism and nepotism. If this allegations of 'favouritism and nepotism', claimed to be practiced by the selectors, can be investigated in the KwaNdengezi Circuit of the KwaZulu-Natal Department of Education and Culture and confirmed as realistic; how can the schools get good leaders when promotions are based on patronage (Ditshego, 1997). It is suggested that the selection procedures be reviewed. I also support Eder and Ferris' (1989) idea that

"more research is needed to develop interviewing practices that improve job relatedness and reduce subjectivity. A better understanding is needed concerning the process and contextual factors that produce unfair bias, and how interview can be designed to diminish bias" (1989: 72).

As long as conflict over selection decisions are not thoroughly investigated to get the cause and effects, they will always occur.

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APPENDIX A

P.O. Box 23721
Isipingo
4110
3 March 2003

The Regional Chief Director
Durban-South Region
Department of Education and Culture
Private Bag x 54330
Durban
4000

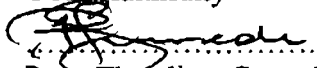
Dear Sir

APPLICATION FOR ACCEPTANCE TO CONDUCT A RESEARCH

I am a M. Ed. Student at the University of Natal doing research methods. I request that I be permitted to conduct research in 5 primary schools of KwaNdengezi Circuit. I also request the permission to communicate with the Pinetown District Office and the Regional Office in this regard.

The research will investigate the selection and appointment of educators to the position of Head of Department in primary schools in the KwaNdengezi Circuit of the KwaZulu Department of Education and Culture.

Yours faithfully


.....
Rose Thandiwe Gumede



Address : Malgate Building
Ikheli: 72 Stanger Street
Adres: Durban
4001

Private Bag : Private Bag X54330
Isikhwama Seposi : Durban
Privaatsak : 4000

Telephone : (031) 3270911
Ucingo :
Telefoon :
Fax : (031) 3270244

Enquiries :
Imibuzo : D.M. Moodley
Navrae : (031) 327-0481/551
Fax : (031) 3686400

Reference :
Inkomba :
Verwysing :

Date :
Usuku :
Datum : 2003-04-04

Rose Thandiwe Gumede
P.O. Box 23721
Isipingo
4110

**PERMISSION TO CONDUCT RESEARCH IN SCHOOLS IN THE
DURBAN SOUTH REGION**

Your letter dated 3 March 2003 in respect of the above matter refers.

Kindly be informed that permission is hereby granted for you to conduct research in schools in the Durban South Region subject to the following:

1. The schools which participate in the project would do so on a voluntary basis.
2. Access to the schools you wish to utilise is negotiated with the principal concerned by yourself.
3. The normal teaching and learning programme is not to be disrupted.
4. The confidentiality of the participants is respected.
5. A copy of the thesis/research is lodged with the Acting Regional Senior Manager through my office on completion of your studies.

I wish you success with your research.

Kind regards.

D.M. MOODLEY
ACTING MANAGER : EDUCATION SUPPORT SERVICES

EDUCATORS' QUESTIONNAIRE**THE SELECTION AND APPOINTMENT OF EDUCATORS TO THE POSITION OF HEAD OF DEPARTMENT IN PRIMARY SCHOOLS.**

Since 1999, Heads of Department were appointed using the current selection and appointment procedures. This questionnaire is intended to find out your opinion about the current selection and appointment processes.

Please be assured that the information gathered will be used for the research study only.

No other person will have access to the data collected.

CONFIDENTIALITY IS ASSURED.

This questionnaire is anonymous; consequently you do not need to fill in your name.

Please make sure that the questionnaire has 9 pages. I would appreciate it if you could answer all the questions as honestly as possible. Complete section A below before you continue with the questionnaire.

Thanks for participating.

R.T.Gumede

SECTION A: PERSONAL DETAILS

Mark with an **X** the chosen response where necessary

1. Gender

Male	<input type="checkbox"/>
Female	<input type="checkbox"/>

2. Age

>30yrs	<input type="checkbox"/>
--------	--------------------------

30-45yrs	<input type="checkbox"/>
----------	--------------------------

<45-60 yrs	<input type="checkbox"/>
------------	--------------------------

3. Position occupied

Educator	<input type="checkbox"/>
Head of Department	<input type="checkbox"/>
Deputy Principal	<input type="checkbox"/>

4. Length of service as an educator (i.e. total number of years taught)

> 3 years	<input type="checkbox"/>
3 years	<input type="checkbox"/>
< 3 years	<input type="checkbox"/>

5. Phase (current)

Foundation	<input type="checkbox"/>
Intermediate	<input type="checkbox"/>
Senior Phase	<input type="checkbox"/>

6. Experience in the phase

> 2 years	
2 years	
< 2 years	

SECTION B: QUESTIONS ABOUT THE SELECTION AND APPOINTMENT OF HEAD OF DEPARTMENT.

1. Have you ever acted in a promotion post?

YES	
NO	

If YES, then:

- What position?
- For how long?
- When?
- Was your appointment formal or informal?
- Did you get compensation?
- How were you selected for the acting position? Give details.

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.....

2. Have interviews for the position of Head of Department been conducted in your school?

YES	<input type="checkbox"/>
NO	<input type="checkbox"/>

3. Have you ever been involved in these interviews, either as an observer or as a member of the School Governing Body (SGB)?

YES	<input type="checkbox"/>
NO	<input type="checkbox"/>

4. How would you rate the interview process?

Open and fair	<input type="checkbox"/>
Partly open and fair	<input type="checkbox"/>
Flawed and unfair	<input type="checkbox"/>

Give your reasons / opinions:

.....

5. Have you ever applied for promotion?

YES	
NO	

If NO then:

- Are there specific reasons why you have not applied? Give details:

.....

.....

.....

.....

.....

In addition to this, complete B (page 8-9) below.

If YES complete A (page 5-8) and B (page 8-9) below.

A To be completed by those who have applied for promotion.

- How many times have you applied?
- When was the last time you applied?
- What position did you apply for?
- Was the position within the school you were teaching in?

YES	
NO	

- Did you meet the minimum requirements for the post?

YES	<input type="checkbox"/>
NO	<input type="checkbox"/>

- Were you invited to be interviewed for the post?

YES	<input type="checkbox"/>
NO	<input type="checkbox"/>

If interviewed: then

- How were you informed of the interview?

Telephonically	<input type="checkbox"/>
Telegram	<input type="checkbox"/>
Letter	<input type="checkbox"/>
Verbally	<input type="checkbox"/>
Other	<input type="checkbox"/>

Explain

.....

.....

- What notice were you given of the interview?

More than a week	
------------------	--

A week	
--------	--

Few days	
----------	--

Less than a day	
-----------------	--

- Where was the interview conducted? Give details

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- Were you satisfied with the manner in which the interview was conducted?

Yes	
Partly	
No	

Give reasons

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.....

- Was your application successful / were you offered the post?

YES	<input type="checkbox"/>
NO	<input type="checkbox"/>

- Do you think the best / most suitable candidate was selected for the post?

Yes	<input type="checkbox"/>
------------	--------------------------

No	<input type="checkbox"/>
-----------	--------------------------

Don't know	<input type="checkbox"/>
-------------------	--------------------------

Give reasons:

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

If you were successful:

- Were you inducted into the new post?

YES	<input type="checkbox"/>
NO	<input type="checkbox"/>

Your opinions:

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If not interviewed:

- Were you informed that you were not to be interviewed and that your application had been unsuccessful?

YES	<input type="checkbox"/>
NO	<input type="checkbox"/>

- Were you given an explanation as to why your application had been unsuccessful?

YES	<input type="checkbox"/>
NO	<input type="checkbox"/>

Give details:

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.....

.....

.....

.....

B. To be completed by both those who have applied and those who have not apply for a Head of Department post.

1. Some decisions over the selection and appointment of HODs were disputed in some instances.

YES
NO

If YES then:

- Do you know the reasons why these disputes have been declared?

Yes	
No	

If YES, what is your understanding of these reasons?

.....

.....

.....

.....

2. What might happened as a result of the disputes and to what extent might this affect the school climate? Give your understanding.

.....

.....

.....

.....

.....

3. How can the conflict over selection and appointment of HODs be avoided in the future?

.....

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4. How would you rate the current selection process being used?

Open and fair	
Partly open and fair	
Flawed and unfair	

Give your reasons / opinions:

.....

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.....

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.....

5. How can the current selection procedures for appointing HODs be improved?

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

Thank you for taking the time to complete this questionnaire.

R.T.Gumede

APPENDIX D

PRINCIPALS' QUESTIONNAIREQUESTIONNAIRE ON THE SELECTION AND APPOINTMENT OF EDUCATORS
TO THE POSITION OF HEAD OF DEPARTMENT (HOD) IN PRIMARY SCHOOLS.

Since 1999, Heads of Department were appointed using the current selection and appointment procedures. This questionnaire is intended to find out your opinion about these selection and appointment processes.

Please be assured that the information gathered will be used for this research study only. No other person will have access to the data collected. CONFIDENTIALITY IS ASSURED. This questionnaire is anonymous; consequently you do not need to fill in your name.

Please make sure that the questionnaire has 9 pages. I would appreciate it if you could answer ALL the questions as honestly as possible. Complete section A below before you continue with the questionnaire.

Thanks for participating.

I.T.Gumede

SECTION A: PERSONAL DETAILS

Complete the section below before you continue with the questionnaire.

Mark with an **X** the chosen response where necessary

1. Gender

Male	<input type="checkbox"/>
Female	<input type="checkbox"/>

2. Age

>30yrs	<input type="checkbox"/>
--------	--------------------------

30-45yrs	<input type="checkbox"/>
----------	--------------------------

45-60 yrs	<input type="checkbox"/>
< 60 yrs	<input type="checkbox"/>

3. Current Position:

4. Length of service in this position

> 3 years	<input type="checkbox"/>
3 years	<input type="checkbox"/>
< 3 years	<input type="checkbox"/>

5. Number of Schools you have headed

6. Level of Education

7. Nature of Your Current School

Primary	<input type="checkbox"/>
Secondary	<input type="checkbox"/>

8. Number of Learners.....

9. Number of Educators.....

10. Number of Educators in Promotional posts.....

Heads of Departments	
Deputy Principals	

SECTION B: QUESTIONS ABOUT THE SELECTION AND APPOINTMENT OF EDUCATORS TO THE POSITION OF HEAD OF DEPARTMENT (HOD).

You are urged to answer ALL the questions honestly.

- How many appointments at the level of HOD have been made in your school since 2000?
- How familiar are you with the current selection procedures used?

Very familiar	
Partly familiar	
Not familiar	

Give details:

.....

.....

.....

- Have you had any specific training for your role as principal in the selection process?

YES	
NO	

Give details:

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.....

The opinions of school principals regarding the selection procedures used in the primary schools.

- To what extent have you been involved in the following aspects of the selection process and what are your opinions of the procedures used?

(a) Advertising of the post.

Involved
Not involved

Your opinions:

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(b) Initial Sifting of the applicants.

Involved

Not
involved

Your opinions:

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(c) Appointment of Interview Panel.

Involved

Not
involved

Your opinions:

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(d) Shortlisting of applicants to be interviewed.

Involved
Not involved

Your opinions:

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(e) Interviews of applicants.

Involved
Not involved

Your opinions:

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(f) Making a Final selection.

Involved
Not involved

Your opinions:

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(g) Informing the successful applicants.

Involved

Not
involved

Your opinions:

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(h) Informing the unsuccessful applicants.

Involved

Not
involved

Your opinions:

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(i) Letter of appointment and drafting of a specific job description.

Involved	
Not involved	

Your opinions:

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(j) Inducting the successful applicants.

Involved	
Not involved	

Your opinions:

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(k) Keeping of selection panel records

Involved

Not
involved

Your opinions:

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Recommendations as to how the appointment and selection process could be improved and disputes avoided in the future.

- Some decisions over the selection and appointment of HODs have been disputed in some instances. Do you agree?

YES	
NO	

If YES then:

- Do you know the reasons why these disputes have been declared?

Yes	
No	

If YES, what is your understanding of these reasons?

.....

.....

.....

.....

- What might happen as a result of the disputes and to what extent might this affect the school climate? Give your understanding.

.....

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- How can the conflict over selection and appointment of HODs be avoided in the future?

.....
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.....

- How would you rate the current selection process being used?

Open and fair	
Partly open and fair	
Flawed and unfair	

Give your reasons / opinions:

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

How can the current selection procedures for appointing HODs be improved?

.....
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Thank you for taking the time to complete this questionnaire.

APPENDIX E

INTERVIEW QUESTIONS FOR DEPARTMENTAL OFFICIAL

THE SELECTION AND APPOINTMENT OF EDUCATORS TO THE POSITIONS OF HEAD OF DEPARTMENT IN PRIMARY SCHOOLS.

1. Are you involved in the selection and appointment of the Heads of Department?

YES	
NO	

- If YES, how long have you been engaged in the selection process for Heads of Department?

Less than 4 years	
More than 4 years	

2. Are there selection and appointment procedures used to appoint the Heads of Department for primary schools?

YES	
NO	

- If YES, what are these selection procedures for appointing Heads of Department?

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3. When were the selection procedures for appointing Heads of Department first implemented?

1998	
1999	
2000	
2001	

4. Do the selection procedures for Heads of Department differ from those used to appoint the principals?

YES	
NO	

- If YES, what differs?

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5. Do you think the Selection Committees are following the selection procedures effectively to choose the best candidate for the post?

YES	
NO	

- Why do you think so?

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6. Who does the recruitment?

.....

7. Are principals involved in the recruitment process?

YES	
NO	

- If YES, how?

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8. What are the responsibilities of the Selection Committees?

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9. Were Selectors trained to conduct interviews?

YES	
NO	

- If YES, how are selectors trained?

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10. Are the Selection Committees provided with the guidelines to guide them throughout the selection procedures?

YES	
NO	

- If YES, how are these guidelines provided?

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11. Are there selection criteria against which the candidates are matched?

YES	
NO	

If YES, What are these selection criteria?

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12. Do you think the Selection Committees are using them efficiently enough to select the best candidate for the post?

YES	
NO	

Support your answer.

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13. What do you think the Selection Committees are looking for from the candidates?

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14. What do you think the selectors do to determine the best candidate for the post?

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15. What do you think should be the most attributes to determine the best candidate for the job?

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16. Some people feel that the current selection procedures for selecting and appointing Heads of Department are generating conflict. Do you agree or disagree with them?

Disagree	
Agree	

Why do you agree or disagree with them?

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17. If you disagree with them, what then generate conflict over the selection decisions for Heads of Department?

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18. It has been reported in the newspapers that the appointment of Heads of Department could not be finalized due to disputes lodged by educators who felt the process was flawed and unfair. Was that true?

TRUE	
FALSE	

- If that was TRUE, what do you think might be some reasons for disputes lodged?

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- Were those disputes resolved?

YES	
NO	

- If they were resolved, how were they resolved?

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- Were those disputes in the Durban South Region in the KwaZulu-Natal?

YES	
NO	
NO COMMENT	

- How do you perceive the school climate can be, after the Head of Department selection has been disputed?

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19. Do you think the staff will accept the Head of Department appointed after the selection decision has been disputed?

YES	
NO	

- If no, how can the situation be corrected?

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20. Are there any possibilities that the current selection procedures for appointing Heads of Department be improved in the near future?

YES	
NO	

- If NO, how will the disputes be eliminated / reduced?

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21. GENERAL REMARKS/COMMENTS

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Thanks for your time

R.T. Gumede

APPENDIX F

P.O. Box 23721
Isipingo
4110
21 July 2003

The Principal

Sir/ Madam

REQUEST TO CONDUCT RESEARCH IN YOUR SCHOOL

I am a M. Ed. Student at the University of Natal presently doing research study. The research focuses on the selection and appointment of educators to the positions of Heads of Departments in primary schools in the KwaNdengezi Circuit of KwaZulu-Natal.

The authority is hereby requested to conduct research in your school on the day and time convenient to you. The researcher will like to make an appointment with the principal and all educators who had three (3) years teaching experience and above in the year 2000. I can appreciate if all educators falling within this category can participate in this research; whether they have applied for a Head of Department post or not.

Please be assured that the information gathered will be used for the research study only. No other person will have access to the data collected. CONFIDENTIALITY IS ASSURED.

The permission to conduct this research has been granted by the KwaZulu-Natal Department of Education and Culture per attached copy of letter dated 4/4/2003.

Your assistance in this matter will highly be appreciated.

Yours truly



Rose Thandiwe Gumede