

**EXPLORING TEACHERS' EXPERIENCES IN THE SELECTION
PROCESSES OF SCHOOL LEADERS**

By

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DECLARATION

Submitted in fulfilment of the requirements for the degree of Masters in Education, in the Graduate Programme in the College of Humanities, University of KwaZulu-Natal, Edgewood Campus, South Africa. I, Bongani Malinga, student number 208524969, declare that:

1. The research reported in this thesis, except where otherwise indicated, and is my original research.
2. This thesis has not been submitted for any degree or examination at any other university.
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Student Signature

Date

DECLARATION BY SUPERVISOR

I agree to the submission of this dissertation.

Signed: _____

DEDICATION

I dedicate this thesis to myself, kids who are still schooling in my family, teachers of South Africa, learners in disadvantaged schools and all the people who rendered their support in different categories. This thesis is dedicated to you.

ACKNOWLEDGEMENT

I would like to give glory to God Almighty for leading me through this journey of dissertation especially during the times when I thought of giving up and when I tended to lose hope.

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ABSTRACT

The process of selecting school leaders in South African schools has been marred with controversy for some time. Despite guidelines and policies in place to select school leaders. Selection committee members were not conducting the processes according to the rules and requirements of South African School Act. Teachers and chairperson of School Governing Bodies encountered numerous problems in performing their tasks. The focus of this study was on exploring teachers' experiences in the selection processes of school leaders. The following research questions were addressed in this study:

- What are teachers' experiences in the selection processes of school leaders?
- What factors influence teachers' experiences in the selection processes of school leaders?

The qualitative method underpinned by the interpretivist paradigm was used in this study. Semi-structured interviews were conducted to collect data. Thematic analysis was used to analyse data. The sample of this study consisted of six teachers in four schools who have the experience of representing their fellow colleagues in the selection processes of school leaders. The study was situated in the Pinetown District of the KwaZulu-Natal province in South Africa. Purposive sampling was used to select the teachers engaged in the selection processes of school leaders. The participants were selected based on their previous experiences of involvement as teacher representatives in the selection processes of school leader positions.

The findings of the study revealed that even though there are educational selection policy guidelines that are made available to guide schools on how selection processes should be conducted, schools are still experiencing major challenges with some stakeholders who are not very knowledgeable about the school leader selection process. The selection processes of school leaders in schools is fraught with many problems with teachers experiencing numerous problems in performing their task as members on the panel of selection committee of school leaders. Some of the problems emanated from the nature and the way the selection committee was composed. Union interference and lack of educational knowledge amongst some parents and some members who did not have a conception of what is required from teachers in order to qualify for senior position (school leader), was identified in this study. Subsequently, their ability to conduct interviews and select school leader was questionable. Some selection

committee members are not trained in selection and are not familiar with school leader selection procedures.

The findings of the study further suggested that there are also underlying factors that affected the selection processes of school leaders. These factors ranged from the personal hidden agendas of selection committee members; corruption and favouritism, subjectivity and bias by committee members in the selection process; inapt selection and scoring criteria by selection committee members; and the lack of expertise which led to manipulation of the process by selection committee members. The results of this study may not be generalised to all schools in South Africa. Recommendations proffered included: the training and re-training of selection committee members which should be an ongoing process of training and having the scoring criteria negotiated and decided by the committee members prior to the selection process.

ABBREVIATIONS

CPTD	Continuous Professional Teacher Development
DoE	Department of Education
ELRC	Teachers Labour Relations Council
ERA	Education Reform Act
HOD	Head of Department
IC	Interview Committee
IQMS	Integrated Quality Management System
KZN	KwaZulu-Natal
PMDP	Performance Measurement Development Programme
RSA	Republic of South Africa
SA	South Africa
SASA	South African Schools Act
SCM	Schools Circuit Manager
SGB	School Government Body
SMT	School Management Team
TRA	Tanzanian Relations Act

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CHAPTER ONE: INRODUCTION TO THE STUDY

1.1 Introduction

This introductory chapter begins by outlining the background, purpose, objectives, rationale and the policy background on selection processes of school leaders. This is followed by research questions, rationale, and the salient concepts applicable to this study. Lastly, the brief overview of the structure of the study is outlined.

Since the democratic government, South African Education has undergone many radical changes through a series of policy initiatives (Department of Education, 1999). These include policy pertaining selection processes of school leaders. Currently, all the stakeholders are involved in the selection process of school leaders, which has also triggered a policy shift in selection processes of school leaders (Cele, 2017). This study investigated the experiences of teachers in the selection processes of school leaders.

1.2 Purpose of the study

This study explored teachers' experiences in the selection processes of school leaders, the focus being on teachers who are involved in the selection processes of school leaders in selection committees. The secondary purpose of the study was to seek ways of recommending possible interventions in the procedures of selecting the school leaders within the stipulations of the Employment of Teachers Act 76 of 1998. According to McPherson (1999), the current process of selecting school leaders has resulted in malfunctioning of the schools, and has caused poor performance in matric and other grades.

Competence of school leaders in their roles as principals, deputy principals and Head of Department (HODs) has a significant impact on teachers and school effectiveness (Mulford, 2013). The sometimes negative or positive result has been attributed to the school management teams (SMT) and/or school leaders (Mulford, 2013). The selection process interviews are conducted according to the agreement of the selection committee members, which must set criteria in line with the selection process policy and guidelines. These guidelines are to be jointly agreed upon by parties, as set out in the provincial chamber (Department of Education, 1995).

This study also focused on the whole selection processes; i.e. prior, during and after the process of selecting the school leaders. The decision taken by selection committee should be in

compliance with the Employment of Teachers Act of 1998, the South African Schools Act of 1996, and the Labour Relations Act, 1995. This study might benefit education policy makers and teachers in selection committees contribute to improving the manner in which selection processes of school leaders are planned and conducted.

1.3. Background to the study

Generally, the selection processes of school leaders are regarded a highly competitive process that should consider qualifications, character, commitment to public service, demonstration of leadership in the community and commitment to the mission and vision of the school (Ross, 2013). This study explores teachers' experiences in the selection processes of school leaders that comprise the SMT. The need to explore the challenges facing many schools in the selection of school leaders which are causing conflicts amongst stakeholders, teachers, unions and selection committee is the primary motive behind this study (Ross, 2013). The issues are around what teachers are experiencing in the selection process.

A study by Wills (2015) points out that the selection committees do not follow procedures and guidelines of the Employment of Teachers Act 76/1998. The Department of Education policies have guidelines stating how the selection processes should be conducted. This Act provides that the teacher unions should not be directly involved in the selection process of school leaders, and further outlines the roles of teachers and parents in the selection processes (Republic of South Africa, 1998). The main intention of the Act is to ensure that teachers are discouraged from focusing on promotions for better salaries, which ultimately, could have dire implications for teaching and learning.

Studies by the Resepgroup (2015) reveal the presence of corruption in the processes of selection of school leaders, with allegations of high levels of nepotism, as well as sale of posts for cash, which leads to violence and violent crimes. The gravity of the findings has been acknowledged by the National Department Plan, which agree that they are aware of the allegations (Ross, 2013).

The Minister of Basic Education, Angie Motshekga acknowledges that lack of leadership qualities in schools is the main contribution to poor performance of learners and lack effective leadership in schools (Wills, 2016). It is therefore, important for selection committees to select good leaders in schools, especially when it comes to the position of school. This study aims to

address the selection processes of school leaders by exploring teachers' experiences in the selection processes, which might lead to minimising the problems facing South African schools regarding selection processes of school leaders.

1.4 The policy background on the selection processes of school leaders

This section is intended to discuss the policies regarding selection processes of school leaders. The South African Schools Act, No. 84 of 1996 in this study refers to the Act promulgated by the government making provisions that all public schools should be governed through the establishment of democratic structures such as School Governing Bodies (SGBs) which form the selection committee of school leaders (Department of Education, 1996). The guidelines provided that teachers could be part of the selection processes as representatives of other teachers, as union representations and/or as candidates. In terms of South African Schools Act section 20 (1), the SGB has many duties to perform in a school; one of those duties is to form a selection committee to select the school leaders (SMT) and to make the final recommendation to the Department of Education for the appointment of the selected candidate (Department of Education, 1995).

Legal Mandate/Framework: The selection process of school leaders should be done in terms of the legal framework applicable to South African public service, namely; Employment Equity Act of 1998 and the Labour Relations Act of 1995. They stipulated that the management of the selection process of school leaders shall engage teachers according to the regulatory framework of the South African labour Acts to ensure accountability (KwaZulu-Natal Department of Education, 2016). The main reason to discuss SGB is because their responsibilities tend to overlap with those of the selection committees in the selection of school leaders.

In terms of functions of the selection committee and SGB in the selection process, section 30 (1) b of SASA of 1996 states that SGB may appoint persons who are not members of the SGB (co-opting) to such committees on the grounds of expertise, but a member of SGB (from parent component) must be the chairperson of the selection committee meetings (DoE, 1995).

The challenges faced by poor communities in informal settlement and rural schools is unique. In this context, middle and upper class families enrol their children to well-resourced, former Model C schools. Once their children are accommodated in those schools, the parents tend to disassociate themselves from local poor schools and from partaking in decision making structures like the SGBs. Oftentimes, the need to fill in the void results in co-opting teachers

within the school to be members in the selection processes (Mkhize, 2012). This further complicates the selection process in different ways as teachers may be candidates, union representatives and so on.

The selection committee in this study refers to a sub-committee formally appointed by the SGB and entrusted with the responsibilities of shortlisting, interviewing and recommending the possible candidates to the SGB. The SGB must recommend to the Head of Department of Education, the preferred candidates at the school. The teacher unions are invited to attend the selection processes to observe the proceedings. The composition, functions and roles of the selection committee are discussed in detail in chapter two.

Each country has its own criteria of conducting selection processes for school leaders but South Africa has benchmarked against, and primarily adopted, the British and North American guidelines (Sinjari, Bahramnezhad, Fomani, Shoghi & Cheraghi, 2014). Furthermore, the selection criteria may differ from school to school. The main differences between South Africa and British and American school leaders' selection process is that in South African context, there are no management and leadership qualifications that are required. These may be other contributory factors leading to malfunctioning and lower pass rate in the school. Furthermore, research has shown that emotional intelligence has a positive influence on performance of leaders and has been identified as the crucial element needed for effective leadership (Sinjari et al., 2014).

National Selection Criteria of School Leaders: The Human Resource Management Circular number 28 of 2016. (DoE, 2016), selection processes and short-listing criteria governing selection processes of school leaders require that, to apply for a principal's post, a candidate must possess at least seven years of teaching experience and three-year Relative Educational Qualification Value (REQV) 13. The requirement for Deputy Principal position is five years, while the Head of Department (HOD) requires three years' experience to be considered for the position. Estimations suggest that about 87% of all teachers (excluding principals) meet these existing national criteria. This provides little to no value in sifting weaker candidates (Resepgroup, 2015). This also increases the pool of available candidates, resulting in conflict and animosity.

1.5 Objectives of the Study

- 1.5.1. To explore teachers' experiences in the selection processes of school leaders.
- 1.5.2. To explore the factors influencing teachers' experiences in the selection processes of school leaders.

1.6 Research Questions

- 1.6.2. What are teachers' experiences in the selection processes of school leaders?
- 1.6.2. What factors influence teachers' experiences in the selection processes of school leaders?

1.7 Rationale of the study

The personal motivation for engaging in this study was the researcher's own experiences in the selection processes of school leaders. As a teacher, the researcher has experience in the selection processes as an applicant and candidate. During and after the selection process, the researcher wanted to know what other teachers experienced in the selection processes of school leaders, whether as applicants, candidates, or teacher or union representatives. The study was also driven by media reports regarding teachers' experiences in the selection processes of school leaders (Wills, 2015).

The current leader selection processes in SA seem to be amenable to corruption (Wills, 2016). Conflicts involving one or more stakeholder and grievances are daily occurrences. Bribing in the decision making has been reported, and in some instances, the parties involved have been prosecuted. Competent candidates who have proven themselves with outstanding results have been denied promotion because of suspected unfair practices and reasons. Decision making based on nepotism and favouritism have been reported, proven and some prosecutions effected the Performance Measurement Development Programme (PMDP, 2016). The reasons have initiated an interest in the study for teacher's experiences in the selection processes of school leaders.

1.8 Structure of the thesis

This study consists of five chapters: Chapter one is an introductory chapter, outlining the purpose, the rationale and the background of the study. Chapter two presents the literature review and engages in exploring teachers' experiences in the selection processes of school leaders. The chapter ends with a discussion of the theoretical framework, which is the theory of power.

Chapter three describes the research methodology that the study adopts in trying to answer the research questions. Chapter four present the findings and analysis of data. Chapter five summarises the conclusion and findings, and provides recommendations for future research.

1.9 Conclusion

The purpose of this chapter is to introduce the study. The main focus of the study was introduced in this chapter. Chapter one also focused on the experiences of teachers in the selection processes of school leaders. It presented the background and rationale for the study, objectives of the study, research questions, and structure of the thesis.

The emphasis has been on the teachers' experiences in the selection processes of school leaders. in relation to how the selection processes are conducted in schools' real situations. The next chapter examines SA and other countries' literature based on the teacher's experiences in selection processes of school leaders and theoretical framework.

CHAPTER TWO: LITERATURE REVIEW

2.1 Introduction

Chapter one presented the orientation and background to the study. Chapter two is viewed through various studies on teachers' experiences in the selection processes of school leaders. Embarking on an exercise of this nature assists the researcher in gaining local and global insight into various related aspects.

Teachers are not comfortable to expose the incidents of inappropriate selection processes of school leaders e.g. corruption, favouritism, selling of posts for cash (Resepgroup, 2014). Teachers are afraid of the consequences of public comments, publicity, interrogation, mistreatment by SGBs being side-lined by union leadership or even school principals (Ramokgotswa, 2016).

This chapter looks at the experiences of teachers in the processes of selecting the school leaders. It will also look at how these selection processes are conducted in South African schools and other countries. This is followed by the key role players involved in the selection processes of school leaders and the factors influencing teachers in the selection processes. The last section discusses the theoretical framework; the theory of power.

2.2 Selection processes of school leaders

This section discusses the selection process of school leaders. School leaders in this study refer to the members of SMT namely: school principal, deputy principal and Head of Department (HOD). The selection process is the process of selecting and ensuring that any organisation (school) selects the most competent candidate in a particular position (Toor, 2014). In addition, selection process is used as a tool to identify the best suitable candidate for the job and helps to arrive at the final decision of selecting the best candidate. Furthermore, all procedures that have preceded the choice of candidate, including recruitments, advertisements, short listing and development of appropriate selection criteria should be done correctly (Toor, 2014).

Within any organisation, certain norms and standards apply during the selection processes. If these norms and standards (selection policies, selection criteria, requirements and guidelines) are not followed correctly, the validity of the results and outcomes of the selection processes

may be challenged by teacher unions, teachers as applicants, or a teacher as a candidate; by lodging a dispute and grievance (Zengele, 2013).

Ash, Hodge and Connell (2013) argue that the selection process of school leaders is a collective decision made by a group of people, where the selection committee represents individual preferences. In the South African context, a group of people, who are members of the selection committee, takes a decision (Ash, Hodge & Connell, 2013). Selection process of school leaders can be framed in terms of either choosing the fit candidate, or rejecting the unfit candidate, or choosing from the best five candidates in a school situation (Lievens & Chapman, 2010).

It is argued that, in the selection processes of school leaders, political parties may be indirectly involved, through teacher unions or SGBs. They decide if an individual has the necessary skills and characteristics needed to lead the institution, and fulfil the political needs and indirectly represent certain organisations. This implies that when politics are involved they do not consider the skills which are relevant to the job of leading the institution. They want the skills which will support and promote a particular political organisations (Silvester, 2012).

Selection processes of school leaders involve various aspects in a school, which include the basic ideas in a selection process meant to solicit maximum possible information about the candidate, and to ascertain their suitability for employment. This means selection processes of school leaders involve the scrutiny of applicants (Brock-Utne, 2015). The DoE selection policy also determines the processes that need to be included and followed in the selection process of school leaders (DoE, 1999). The next section revolves around selection processes outside SA.

2.2.1 Selection processes of school leaders outside South Africa

Countries like Britain, United States of America (USA), Australia, Mexico, United Kingdom (UK), Egypt and Kenya are discussed in this study. The reason for the researcher to include other countries' selection processes of school leaders and criteria they used in the selection processes of school leaders, is to compare their selection processes of school leaders with South Africa's. The study also reviewed the manner in which the selection processes of school leaders are conducted in other countries. The following two sections look at similarities and differences of teachers' experience in selecting school leaders in other countries.

There are distinctive selection processes of school leaders in other countries outside SA, and the teachers' experiences with regards these selection processes of school leaders (Kombe,

Anunobi, Tshifugula, Wassenaar, Mwalukore & Ramiandrisoa, 2014). For example, the selection processes of schools in SA emulates those of some other countries' but also differ from those of others. The Australian processes puts greater emphasis on candidate qualifications (Marchington, Wilkinson, Donnelly & Kynighou, 2016). The selection process in Australia is also complicated and differs from that of SA because their selection (appointment) of school leaders is not done by conducting interviews. Instead, the Department of Education chooses a leader, which they think will be suitable to lead the school (Balyer, 2012).

Obvious differences have been also noted in selecting the school leaders in countries like Egypt, United Kingdom (UK) and Kenya. The processes and policies of selecting the school leaders in these countries are totally different from each other and from South Africa, as stated in their policies and selection procedures (Wilson, 2015). In the United Kingdom, different approaches are used. Selection process of school leaders is no longer restricted to a written application and interview but includes a practical component. Selection process is based on what you have done and what you can do, and the candidate should demonstrate that practically. It incorporates a practical component of some kind (Blackmore & Thomson, 2010). A shortlisted applicant may be asked to meet the school staff and conduct a meeting with them, or they may be asked to engage in debate. The process is more open and participatory (Blackmore & Thomson, 2010).

Countries like SA, Britain and Mexico they involved parents in the selection processes (Lindle and Shrock, 2013). However, there is a slight difference between Kentucky Education Act (KEA) in Britain, and SASA. According to KEA, the DoE official provides school councils with a list of shortlisted candidates for senior management posts (Lindle and Shrock, 2013). However, in terms of SASA and KEA, the role of the DoE is to release the bulletin to the schools, and sifting is done at circuit level, and drafting of management plan including the due date for the submission of recommended candidate (Lindle and Shrock, 2013).

A study in Mexico found that there is need to upgrade the current system of selecting the school leaders from a system in which regulations and procedures were promulgated more than 40 years ago (Brock-Utne, 2015). This means that the policy for selecting school leaders was amended and implemented 40 years ago. The findings revealed the need for leadership preparation as a prerequisite for application for deputy headships, headship, and for those who

are already holding a leadership position (Brock-Utne, 2015). This means that teachers were also experiencing outdated policies of selection processes of school leaders.

Furthermore, research conducted in the state of Chihuahua in Mexico, to examine the current process of selecting the school leaders revealed that they have a programme known as the 'Escalafon', a vertical system that assigns leadership position in schools. The programme is based on the accumulation of points, where teachers are awarded points for each activity performed at school (Fels, 2017). Countries like New Zealand and Netherlands also use a system based on accumulation of points. In the European Union, there are several processes to appoint school heads such as National Competitive Exams, public competitions, or selection committees (Fels, 2017). In SA, teachers are also awarded points in Integrated Quality Management System and Continuous Professional Teacher Development but they are only applicable for pay progression and not for promotional purposes.

In the Tanzanian context, various organisations conduct selection tests for employment of teachers in leadership positions, such as TRA and the Michigan Marching Band (MMB); while government ministries and Labor Green Accord (LGA) go through interviews only (Bascia & Osmond, 2012). This means selection processes are conducted by non-government organisations, which is different to SA selection process of school leaders which is only conducted by SGBs and selection committees.

Ramokgotswa (2016) recognises the 'flawed nature of merit selection' as being problematic (means to be promoted smoothly without interview, being recommended). Wilson's (2015) report shows that selection is the most important issue among government teachers in Western Australia. Their school structure ignores the applicants, and strongly support the selection of trusted individuals.

2.2.1.1 Comparisons of the selection processes of school leaders in countries outside South Africa

In South Africa and Australia, selection committees for school leaders consist of parents, teachers and principals, who sometimes, display a strong anti-intellectualism and resistance to 'theory' as opposed to practice. They strongly believe in what the candidates are saying rather than what the candidate is doing practically, 'words speak louder than actions' (Ramokgotswa, 2016). In addition, SA and Australia selection committees do not consider applicants who will respond to the selection process or interviews questions by listing, mentioning and discussing

issues which are above their level of knowledge without considering the qualifications (Marchington, Wilkinson, Donnelly & Kynighou, 2016).

According to Watson (2016), in South Africa and in Britain, after the selection process has been completed, the selection committees of the schools make recommendations for the selected candidate. Then the selection committee forwards the names of recommended candidates to the Head of Department, who will only take the first candidate in a list and send him a letter of appointment. The letter states the details of the candidate, post, school and date of assumption of duty (Watson, 2016).

Teachers, as role players in the selection processes, have similar and different experiences in different countries. The discussion that follows looks at the selection process of school leaders in South Africa, followed by the legal framework governing these selection processes.

2.2.2 Selection processes of school leaders in South Africa

This section briefly discusses the selection processes of school leaders in South Africa. Mkhize (2012) argues that making recommendations for selected candidates is tantamount to a formal selection, as the Head of Department of Education can only question the decision of the selection committee members (SGB) if gross irregularities in terms of protocol and procedures are reported.

Mkhize (2012) further states that SGBs act Ultra-virus (to act beyond the powers given), which raises numerous practical problems in communities where there is lack of capacity to discharge this duty completely and ethically. Resepgroup (2015) revealed allegations of bribery, favouritism, nepotism and corruption around the selection of school leaders. In addition, the inadequate training of selection committees has been noted (Blackmore, Thomson and Berty, 2016).

Teachers who are members of selection committees and teachers who are not, experience some challenges and dissatisfaction regarding the current criteria used to select school leaders which is causing conflicts in schools. Further to that, teachers experience unfair procedures from selection committees who do not follow the correct procedures of selecting the school leaders (Bascia, 2012). The selection processes in SA come from a long way; starting from the way SGBs are elected to the elections of teachers who represent other teachers in the SGBs for selection.

2.2.2.1 Criteria for selecting the school leaders in South Africa

This section discusses the criteria used by selection committees to select the school leaders in South African context. Selection committees' decisions are reached by consensus and other selection criteria, however, the selection committee do not discuss the scores for candidates. The highest score identifies the successful candidate, scores are not discussed or negotiated and there is no voting. According to the Department of Education guidelines, the first preference should be given to the serving teacher in that school where the post is if he/she meets all the requirements for the school leader (Abdou, 2012). The referral document guidelines are provided by National Department of Education (2016) in HRM Circular number 28 of 2016 which further stipulates sifting and short-listing processes according to REQV 13 qualification requirements. Additionally, a teacher should possess supplementary skills like leadership skills, if she/he wants to be selected as a school leader (Abdou,2012).

Alternatively, selection committees should co-opt members from teachers within the school. Co-opting is when the selection committee chooses other members outside the SGB to serve in their selection committee. However, co-opting members with expertise is not always possible in the all schools. Teachers are suspicious of co-opting. For example, if the co-opted member comes with a mandate instead of coming with his/her expertise in selection processes of school leaders (Macu, 2013). Co-opting is another criterion used by selectors in the selection processes.

Teachers frustrations regarding the selection processes guidelines for the position of school leader have been reported (Abdou, 2012). The existing selection process provide little or no value in sifting weaker candidates, which causes frustration to the teachers as they faced with these challenges every year (Abdou, 2012). Teachers have raised their concern regarding the criteria used to select the school leaders to DoE and in union policy conferences (Harris & Muijs, 2012). Harris and Muijs (2012) suggest that other criteria like emotional intelligence should be included as part of the criteria used for selection processes of school leaders.

2.2.2.2 Factors influencing the selection processes of school leaders

Laher and Cockcroft (2017) identify hidden criterion as one of the factors influencing the processes of selecting the school leaders and also influences the members of the selection committee. Laher and Cockcroft (2017) say that there are many different deciding factors which determine the ultimate selection processes of school leaders (principal in particular).

One factor that plays a role in the selection process that impacts on the teachers' experiences is 'son of the soil' or 'local breed' phenomenon. This simply means a local person. The selection committee in this instance does not consider any selection criteria or factors besides the local birth of candidate e.g. with good family historical background. Further than that, other selection committees consider gender, and such factors are regarded as common laws (applicable laws but unwritten). The criterion of 'son of soil' familiarity works to the advantage of an individual candidate who meets the needs of selection committee members, not what is in selection policies for school leaders. The practice or habit is more based in schools located in areas which value the cultural background and traditions (Kombe, Anunobi, Tshifugula, Wassenaar, Njadingwe, Mwalukore & Ramiandrisoa, 2014).

Affirmative action (AA) considerations are evident when the biological variables of age, gender, race, ethnicity, disability status, previously disadvantaged status etc. are legally used for making selection decisions (Republic of South Africa, 1998). Though legal and has good intentions of including previously disadvantaged groups, AA includes bias to a particular group and has the potential of sabotaging other candidates contesting to be selected as school leaders (Kombe et al., 2014). The selection criterion as experienced by teachers in the selection processes of school leaders is currently regarded as an influencing factor on the selection process, which often prejudices Black African women, and physically challenged candidates (Zengele, 2013). Some conducts exhibited by selectors may lead to disputes and grievances being lodged by either teacher (as a candidate) or union representative (Zengele, 2013).

2.2.2.3 Selecting competent leaders in schools

Competence of leaders in schools might be another major challenge experienced by teachers. It is important for selection committees to select the competent leaders in schools (Gibson & Brooks, 2011). Schools and teachers need to be led by competent leaders. When incompetent leaders are selected, it becomes a challenge to subordinates, which is what the teachers are currently experiencing in other schools (Gibson & Brooks, 2011).

The principals' selection criteria in particular, need to state clearly, what school leaders should possess, know, understand and practice in the institutions (Balyer, 2012), what is valued in terms of successful, effective leadership, and therefore, what is to be measured. This will assist selection committee members to assess or be able to identify potential applicant objectively

and make informed judgements on the basis of evidence demonstrated and presented (Balyer, 2012).

Kruidenier (2017) notes that there are many things that need to be done in terms of identifying the competent and effective leaders in schools. Firstly, the school leaders are selected through oral interviews, and there is a huge difference between theory (policy intentions) and practice (reality and actual process). Secondly, parents are given powers to take a decision during the selection processes of any leader in schools though in other areas there is a high level of illiteracy amongst parents. The majority of parents in the selection process have little knowledge about educational issues, especially when it comes to the matters related to school leaders (Kruidenier, 2017). The following section discusses the role players in the selection processes for school leaders in SA.

2.2.3 Key role players involved in the selection processes of school leaders

The key role players involved in the selection processes of school leaders in SA are: SGB, teachers, unions, resource persons either the principal of the school or Department Official Schools Circuit Manager (SCM). Some literature refers role players as stakeholders (Abdou, 2012). Their roles during the processes of selecting the school leaders are stated in policies (KwaZulu-Natal Department of Education, 2016).

2.2.3.1 Role of DoE in the selection processes of school leaders

The DoE is one of the key role players in the selection processes of school leaders. DoE is involved directly and indirectly. Direct involvement is that the DoE is represented in the selection process by either principal or schools circuit inspector, whose role is to be a resource person during the selection process, to guide the selection process. DoE role is to make sure that all members of the selection committee receive training before the process starts, the representative must organise the workshop and provide all selection committee members with necessary information, requirements, guidelines and policies relevant for the selection processes (Grinyer & Thomas, 2012).

Another role of the DoE official is to compile all the documents and minutes starting from the first meeting (elections of selection committee) to the last meeting of (selection process). The DoE official has to fill in all the forms which have the list of all candidates and their scores in order of preference. He/she will let all the members who are present, including union

representative, to sign the document before submitting it to Provincial Head of Department of Education (Lievens & Chapman, 2010).

The involvement of DoE is to verify all the documents submitted for each candidate, focusing on the potential candidates. Once the official is satisfied, he/she will send a letter to the school principal and another letter to the recommended candidate, which states the assumption of duty and has terms and conditions. The candidate, principal and chairperson of selection committee will then sign the letter and send it back to the Head of Department (Lievens & Chapman, 2010).

2.2.3.2 Role of SGB as members of the selection committee in the selection processes

This section discusses the roles of SGB committee members representing the parent component in the selection processes in the selection committee. Karlsson (2010) states that the first role of the SGB is to chair the meetings, and the second is to recommend the best suitable candidate for the position of school leader. Squelch (1999, p. 143) cited by Modisaotsile (2012) clearly states that “A common challenge experienced by many teachers in the School Governing Bodies is the lack of adequate expertise”. She further states that selection committees and SGBs have the good fortune to be served by skilled professionals.

SGB is also responsible for recruiting dedicated members who will render their service in the school voluntarily and recruit future members of SGB, and they can also recruit school leaders and teachers to serve the school. In addition, even if there are professional parents on the SGBs, it does not mean that they are familiar with the complex educational matters (Clifford, 2010). Insufficient investment in training opportunities has not fully prepared teachers, SGB members (parent component) and principals for their new roles and responsibilities. SGBs sometimes co-opt huge number of teachers to conduct the selection process because they believe that it is their field of work, and to avoid direct complaints when an incompetent leader has been selected (Clifford, 2010).

The SGB is also responsible for school governance for having the final decision in recommendation of school leaders. Another role is to formulate the questions of the interview and to draft expected answers. One SGB parent during the day of the interview must call the candidates one at a time. Before the selection process starts, immediately after shortlisting, the chairperson will call the five shortlisted applicants notifying them about the date of the interview. One SGB member should be a time keeper (Sigudla, 2012).

2.2.3.3 Role of teacher unions in the processes of selecting school leaders

A study done by Ramokgswa (2016) notes that teacher unions are invited to attend the selection processes in schools and observe the proceedings. However, the teacher unions tend to take over the process only if they see that the selection committee is not well informed on how to conduct selection processes. The teachers in the selection processes experience the way unions conduct themselves by manipulating the processes. They are biased and do not treat the teachers equally and unions deviate from their observation status (Ramokgswa, 2016). Unions tend to bring in their own additional requirements from their observations status.

The role of teacher unions' representatives in the selection process is to observe that selection policies are not violated, observe that all candidates are treated equally. They should not be directly involved in the process of shortlisting and interviewing (KZN circular No. 58 of 2014). One member should represent each union (DoE, 2016). The term teacher union representative is used in the study to refer to a member of a teacher union, which is party to the KwaZulu-Natal (KZN) provincial chamber of the Education Labour Relations Council (ELRC). Teachers' union representative's other role is to launch a dispute if they see that selection committee members have unfairly allocated points to the candidate (Wills, 2016).

The teacher union representatives must be invited to be observers during the selection process; and as observers they must ensure that the selection process is fair and transparent (Zengele, 2009). The observers also address disputes that may arise and are at liberty to follow up on these disputes with the relevant structures. These are also irregularities experienced by teachers, who felt unfairly treated during the selection processes of school leaders (Zengele, 2013).

Zengele (2009) contends that a union representative's role has a negative effect in selection processes of school leaders. Unions' role is to make sure procedures (policies) are being followed correctly and to ensure that suitable leaders are selected fairly. Nevertheless, in practical situations it is opposite. Furthermore, Zengele claims that there seems to be dissatisfaction from the school principals and SGBs, who accuse teacher unions of negative interference by manipulating selection processes of school leaders and deviating from their duty to observe and not to influence the teacher selection process (Zengele, 2009).

The role of teacher unions is also important in this study because a union is made up of teachers. A union representative in the selection committee is a teacher. The experiences of teachers in

the selection processes also involve teachers who are there on behalf of teacher unions. This means we cannot completely separate teachers from unions. Furthermore, anybody in a teacher union is a teacher. The role players are also connected to one another.

2.2.3.4 Teachers' roles in the selection processes of school leaders

This section discusses the role of teachers in the selection processes. The first role of teachers in the selection committee is to represent other teachers who are members of the staff in a school (Mathonsi, 2011). The involvement of teachers in the selection processes of school leaders provides support to other members who are not familiar with educational issues, which include the compiling of documents, writing of minutes. It has also been noticed that most members of the selection committee in South African schools have a language barrier because procedurally, the interviews are conducted in English. This is problematic to other members, especially parents in rural and informal settlements with the highest number of illiteracy and English language proficiency (Gumede, 2013).

Research conducted by Clifford (2010) does not specify the role of teachers in isolation. Teachers' roles are covered under the structure of SGB or under the selection committee of school leaders. This sometimes leads to the side-lining of teachers in the selection processes. Furthermore, the DoE policies do not have specific areas that specifically say this role can only be performed by teachers. Literature emphasises the role of the selection committee. However, in practical situations, teachers are the only members who understand better the language and terminology used and spoken during the selection processes (Clifford, 2010).

Teachers may also assist in reading of the interview questions. Selection processes of school leaders chaired by a teacher are user friendly to the candidates because they speak about things that they commonly understand e.g. layout of questioning (Mkhize, 2012). In some cases, teachers' role goes beyond to having to interpret for other members and rephrase the questions to the candidates. These are a typical occurrences and practices experienced by teachers in the selection processes of school leaders (Mkhize, 2012).

Despite of the limited literature on teachers' role in the selection processes, Lindle and Shrock (2013) observe that teachers play a vital role in the selection processes and in making professional judgement. It is unfortunate that, in reality, parents have more say than teachers in the selection processes, and they choose the leader to lead the school and teachers. Teachers

do not have powers to choose the best suitable leader who can lead them as teachers in the school (Lindle & Shrock, 2013).

The teacher in the selection of school leaders may serve in any portfolio besides being the chairperson. The teacher as a professional can assist the selection committee to identify the most competent school leader (Gumede, 2013). It was highlighted in the previous section that teacher knowledge of educational issues and level of understanding cannot be compared with the parents' as members of selection committees, especially in schools situated in disadvantaged communities. This means that another role of teachers is to help the illiterate parents in the selection processes (Kruidenier, 2017).

The role of the teacher is also scoring of candidates. Sometimes a teacher becomes the chairperson of the committee but this only happens when other SGB members are declared unfit to chair the selection process of school leaders. In some schools, the teacher's role is to be a time keeper and call for the next candidate during the day of the interview (Gounden, 2013).

Teachers as the role players in the selection committees welcomed to be part of selecting their school leaders. They however, believe that the short selection training programme provided to committee representatives teachers does not prepare them adequately for the selection of school leaders (Kaloo, 2014). In addition, the teacher's role is to clarify the needs and the gaps of the school and also tell the selection committee what is expected from the new leader so that the selection committee will know the kind of leader to be selected (Kaloo, 2014). Teachers have different experiences in the selection processes of school leaders (Abdou, 2012). The next section will discuss the experiences of teachers in the selection processes of school leaders.

2.3 Teachers' experiences in the selection processes of school leaders

In this section, the researcher will look at the experiences of teachers in the selection processes in some practical situations. Teachers' experiences have also been highlighted in previous sections e.g. in the, 'Key role players in the selection processes of school leaders in South Africa'. Teachers' experiences in this study mean what the teachers go through during the processes of selecting the school leaders. Teachers experiences can be prior to the interview, after or even during the whole process of selecting the school leaders. The following discussion puts more emphases on teachers' experiences.

2.3.1 Teachers' experiences as representatives of other teachers in the selection process

Teachers, as representatives of other teachers in the selection processes in a school, have positive and negative experiences like experiencing bias, nepotism, favouritism, manipulation, corruption and side-lining of teachers in the selection processes. Mathonsi (2011) further highlights the positive experiences of teachers in the selection process, as teachers provide a clearer understanding of educational issues, and they have a better knowledge of the school issues and needs, and they are good at writing minutes of the selection process meetings. Furthermore, teachers also note that other selection committee members do not understand the language used during the selection process and to allocate the scores (Buhlungu, 2012).

Studies (Mkhize, 2012; Ramokgotswa, 2016; Wilson, 2015) reveal what was experienced by teachers in the selection processes of school leaders. Mkhize (2012) "Challenges faced by the selection committees during the selection process and recommendations of the appointment of teachers particular to promotional positions has many challenges" Teachers' main experience in the selection processes is the non-recognition, unfair treatment, and being used by principal and SGBs as window dressing by other members of the selection committee during the selection processes of school leaders (Mkhize, 2012).

In addition, Wilson (2015) observes that corruption is another major factor that influences the selection committees in the selection processes. This is what teachers are experiencing during the selection process. Teachers who are representing other teachers in the SGB within the selection committee are pressurised by their members to be shortlisted. The statistics of number of applicants in one post and number of disputes' and grievances lodged immediately after the selection processes has been conducted are also reported in March annual meetings held by SADTU at the regional conferences. Teachers experience exclusion in selection processes, especially when it comes to the recommendation and making final selection of the candidate (Marchington et al., 2016).

Teachers also experience the divisions amongst the selection committee members. There is one group of teachers who are not members of selection committee which relies on their representatives to represent them professionally. Teachers experience the challenge of working with the other members of selection committee who have hidden agendas, or are not well trained in how selection should be conducted. Such members demonstrate little knowledge about educational matters (Mathonsi, 2013). The irony is that they are the ones who have to

take the final decision e.g. choosing the best candidate to lead the teachers. In support of the above viewpoint, Gounden (2013) notes that a common problem facing many School Governing bodies is the lack of adequate expertise. This shows that not all SGBs have the good fortune to be served by skilled professionals. In addition, even if there are professional parents on the SGBs, it does not mean that they are familiar with the complex educational matters. Insufficient investment in training opportunities has not fully prepared teachers, SGB members (parent component) and principals for their roles and responsibilities (Wills, 2015).

According to Lievens and Chapman (2010) parents on the selection committees fall into one of three categories:

- Those who leave the decisions to the experts and professionals;
- Hypnotised (influenced) selection committee members, that is members who have been persuaded and convinced about how and who must get the school leadership position (a group that has their minds made up beforehand) and do not come clean about hidden agendas; and
- Finally, the minority who are trained in the selection processes or who are open about the process and stay with the assessment criteria along (Lievens & Chapman, 2010).

The last minority group are perceived as the well trained selection committee members who know what is expected from them. Usually, these members are not given a chance to be in the selection processes.

2.3.2 Teachers as a union representative in the selection processes of school leaders

The following argument is about how teacher union behaviour in the selection processes of school leaders is experienced by teachers in the selection committees. It is slightly different to the previous argument which was discussing the role of teacher unions in the selection processes. The arguments are related to each other because the researcher is looking at what is legalised by policies and what the unions are currently doing which is not stipulated in the SASA.

Partillo (2012) notes that teachers are experiencing the influences of teacher unions in the selection processes of school leaders. He continues to say that teacher unions have a powerful influence over the other members of the selection committee. Teacher unions are shifting from their initial role of being observers during the processes of selecting the school leaders. The

power of unions is also political. A teacher who represents a union in the selection process received a mandate from the union of what should be done in a particular selection process, and is indirectly forced to manipulate the process one way or the other (Silvester, 2012).

An interesting study that is relevant to my research was conducted in Pretoria University on “the role of teacher unions in the appointment and promotion of teachers in public schools” by (Ramokgotswa, 2016). Teachers may engage themselves in teaching if the profession is attractive to them, and if they feel they belong and believe they are contributing to the success of their schools and students. A competent leadership improves students’ outcomes, and this is also applicable in Australia (Miner, 2015).

Teachers who are representing unions also experience the way selection processes are conducted in other schools and there are various irregularities noted (Ramakgotswa, 2016).

2.3.3 Teachers experiences as applicants for school leadership positions

Gibson and Brooks (2011) say the experiences of teachers in the selection processes come from a long way. The process starts from the teachers as applicants for school leadership positions. The study included this section with the purpose of finding out what is experienced by teachers in the selection processes by looking at the causes of positive and negative experiences. Teachers in the selection processes experienced that members of the selection committee sometimes do not read the applicants’ application forms. They just pick and choose the applications of certain individuals. They do not follow the criteria of shortlisting and there is no clear indication how they reach to the top five applications out of + or – sixty applications. The teachers as applicants experience the probability of selection committee leaving out the competent school leaders in the selection process (Gibson and Brooks, 2011).

The experiences of teachers who are applicants is that they are not shortlisted and those who are shortlisted either do not make it to the selection process while they think that they meet all requirements and deserve the job (Gibson and Brooks, 2011). Teachers engage themselves in the processes of selecting the school leaders with the aim of placing themselves in good chances to be shortlisted (Laher and Cockcroft, 2017).

2.4 Factors influencing teachers in the selection processes of school leaders

The purpose of this section is to find out factors influencing selection processes of school leaders. This study reviewed the disagreements, debates, arguments and opinions of researchers, but maintains that selection committees do not work as a single entity when selection processes are conducted (Wills, 2015). Department officials, resource persons and different teacher unions are involved, as is external political influence (Cummings & Holmberg, 2012). This means that all stakeholders are involved in the selection process.

The policies are manipulated to suit individual needs and interests, and the DoE blames teacher unions as having a negative impact on selection processes of school leaders and unions blame principals, DoE and selection committees (Atefi et al., 2014). These allegations still need to be researched further.

2.4.1 Corruption: nepotism, favouritism amongst the selection members

Corruption has already been indirectly discussed in this study, but in this sub-section, the researcher looks at different factors that influence selection processes. Buhlungu (2012) uses “favouritism” to describe the political role of teacher unions in educational issues. The interference of teacher unions is one of the factors influencing the selection processes of school leaders. The claims made by other investigators about teacher unions’ influence during the process of appointing and selecting school leaders is not yet proven. The present study seeks to research the claims by looking at the selection processes of school leaders.

Zengele (2013) and Buhlungu (2012) believe that corruption, nepotism and favouritism by members of selection committees and teacher unions, as shown by interests in candidates during the processes of selecting and promoting school leaders, indirectly affect the schools’ functions and ability to meet learners’ needs. Wang, Woo, Quek, Yang and Liu (2012) state that during the selection processes of school leaders there is a danger that selectors can easily manipulate the laws and policies to suits their personal interests when the selection committee consists of members who are not well trained.

Another factor which is also experienced by teachers is the issue of corruption in the selection processes (the gap also identified) which is suspected is happening in many schools, to which the Department of Education is silent about. Some authors have written about corruption in the processes of selecting school leaders, which has affected the smooth running of the schools

(Pattillo, 2012). Corruption is a factor because it affects teachers and the schools, and is one of the major issues experienced by teachers in the selection of school leaders. Many schools are victims of corruption, which leads to poor leadership in schools, and resultantly poor performance of learners, and ineffective teaching and learning. Dysfunctionality of the schools is also caused by unfair procedures of selecting school leaders (PMDP, 2016). High levels of nepotism in the selection processes of senior management are evident at school level (Pattillo, 2012).

The interim report of the PMDP (2016) confirms that there has been widespread manipulation and corruption in the selection process of school leaders and posts are being sold for cash or favours, and arrest are imminent. The gravity of the finding has been acknowledged by the National Department of Education as they note weaknesses in the system and the need to freeze new appointments until improvement to the processes of selecting the school leaders has been implemented. It is the fact, which is not yet proven that most teachers who are victims of corruption are leaving the system. DoE dismiss others if they are found guilty of corruption in the selection processes of school leaders (Pattillo, 2012).

Corruption in this study is defined as breach of trust, which arises from the misuse or abuse of public power for personal interest (Wilson, 2015). Exposing corruption may jeopardise the social, economic, and political positions of those involved (Wilson, 2015). Pattillo (2012) observes that corruption mostly starts in the selection processes. Lack of a certain distinctive behaviours are still missing.

Furthermore, how selection is managed, is important for maintaining an equality of education opportunities (Cummings & Holmberg, 2012). There are two key types of corruption in selection processes of school leaders identified internationally and nationally: non-pecuniary (does not involve a bribe, favours are reciprocated instead and no money exchange in hands and pecuniary forms of educational corruption (bribery is involved by individual or group) (Pattillo, 2012).

2.4.2 Political interferences in the selection processes of school leaders

The political interference of teacher unions also influences the selection processes of school leaders. Teacher unions engage themselves with politics in the community, thereby aligning themselves in better positions to be selected as a school leader. Community political leaders dictate how schools should function, and once they are involved, they influence the selection

processes/members to select a member from their organisation. Teachers experience the interference of politics in the schools' selection processes, because political involvement is a factor which influences the selection committees' decisions in the selection processes. It influences the processes by forming a relationship with unions in their outside gathering. They also want to deploy their members as school leaders, and they start by deploying the political activists in the SGBs for election to the selection committee (Bascia and Osmond, 2012).

Ramokgotswa (2016) states that the increase of power of teacher unions who seek to protect and promote teachers' interest has brought a dramatic change in the system of education. The power of the unions is also supported by politics in the community. Candidates themselves are not innocent as they involve themselves with union politics. They think that if a teacher is on the right side of union politics, it will put him/her in better chances to be selected as a school leader. They engage in bribery of selection committee members and teacher unions' representatives (Ramokgotswa, 2016).

Partillo (2012) notes that teacher unions, combined with politics, have a powerful influence over which teachers are selected for leadership position. the Selection members in schools believe that the selection process requires their time and money, as well as making personal sacrifices to their own daily activities that can bring food on the table. SGB members also complain that time is wasted for something which does not have personal benefits (selectors are not remunerated at all for execution of this mammoth task) (Pillay, 2014).

2.4.3 Inadequate training of the selection committee members

Despite the existence of the guidelines, policies, training and workshops that were put into place to empower the selection committee members in running the selection processes of school leaders correctly, lack a certain distinctive behaviours are still missing. A study by Ramakgotswa (2016) revealed that all members of the selection committee need to be blamed for the improper selection processes, and the challenge lay with all the stakeholders involved in the selection process.

Selection committee's members do sometimes enter into an agreement amongst each other including unions to commit illegal acts during the selection processes of school leaders. The selection committee engage in illegal deals and agreements because they are not well trained on how to behave or conduct themselves as members of the selection committee. If this is how

selection processes work, then all stakeholders are at fault and perhaps decisions are made because the different stakeholders have interest in their own candidate (Ramakgotswa, 2016).

Alvarez (2017) describes the incompetence of SGB (selection committee-parent component) as the reason why teacher unions are allegedly taking over the duties of SGB. This is perceived as the one of the factors influencing selection processes of school leaders. If members of selection committee are not well capacitated about how selection processes should be conducted, other officials take advantage of that and manipulate the whole process of selecting the school leaders (Alvarez, 2017).

2.5 Theoretical Framework

Theoretical framework in this study mean the system of concepts, assumptions, expectations, beliefs and themes that support and inform the research (Robinson, 2014). Jacobs, Van Witteloostuijn & Christe-Zeyse (2013) say a theoretical framework is used to illustrate what a researcher expects to find through research, including how the variables are related to each other.

2.5.1 The theory of Power

Theory is the way humans think, the idea or system of ideas that are intended to explain a certain event(s). Theory can be developed by one person or group of people, tested and verified as a general proposition. Most theories are based on hypotheses and supported by evidence (Shafritz, Ott & Jang, 2015).

Foucault (1991) refers to power as something which is everywhere. He says it is what makes us what we are, operating on a quite different levels from other theories. The discussion of this study revolves on power related to the selection process of school leaders. The study looks at how power is understood, played out and negotiated by the selection committee members in the selection process of school leaders. More importantly, this study looks at how teachers experience the use of power to control the selection processes of school leaders, and identifies the members in the selection process who have the powers in the selection processes.

Bennett and Harris (2017) say 'Power' is the ability to influence or outrightly control the behaviour of people, and the term 'authority' is often used as the replacement of power perceived as legitimate by social structure. Power changes those in the position of power and those who are targets (teachers) of power used in the selection processes (Castells, 2011).

The theory that frames this study is Foucault's (1991) theory of power, and guides the data collection and analysis process. The theory is rooted in the realisation that teachers experience power used in the processes of selecting the school leaders (Fels, 2017). The theory of power was initially developed by Clegg in 1969. The theory of Power was re-developed by Foucault, Clegg, Kornberger & Pitsis (Clegg, Kornberger & Pitsis, 2015). The concept of power is so elusive and removed from the agency. Structure discourse can be a site (place) of both power and resistance (Gaventa, 2003). Teachers experience the manipulation of power in the selection processes by selection committee members.

Foucault's (1991) theory of power recognises power as something that is not just negative, coercive or repressive, Foucault's approach to power is that it transcends politics and sees power as an everyday, socialised and embodied phenomena. There is power struggle in the selection processes of selecting school leaders, where five candidates will be contesting for one position of being a school leader. The selection committee members use their powers to manoeuvre the selection processes (Bowleg, 2017).

The aim of this study was to understand teachers' experiences in the selection processes of school leaders, and how power influenced the selection processes by selection committee members. The researcher looked at the role of committee members involved in the selection processes through the collected data of selection processes. The researcher was able to understand that power was used during the selection of school leaders. The relevance of the theory of power was identified when the literature revealed that teachers experience serious misuse of power (Jones, 2010). Some members of the selection committees manipulate the processes to suit their individual needs and interests. The model shows that the different groups may co-operate with each other, but at other times they differ due to conflict of interest (Fels, 2017). Different motives from selection committee members may clash because each stakeholder has their own interest (Frye and Hemmer, 2012).

The theory looks at power relations between different stakeholders and possible motivation or interest amongst these stakeholders. The relevance of the theory of power to this study is driven by powers possessed by other members of the selection committee. The members of the selection committee have different powers in the selection process, which may be positive or negative. Their powers can be effective if they are used by selectors because in selection processes if you apply power you also need the support of other selection committee members. More power one has, the less one takes on the perspective of others whereas powerful people

are more focused on the goals appropriate in a given situation, they make the first move lead to negotiations. They take risk, inappropriate or unethical decisions and after overstep their boundaries (Simpson, Clegg & Freeder, 2013).

The theory of power was supported by the fact that the constructs of theory of power are composed through the analysis of the situation, that teachers are experiencing the use of power by the members of the selection committee before, during and after the processes of selecting the school leaders. The teachers express what they see, experience and what they believe from their perspectives, rather than what others may see objectively (Simpson et al., 2013). This premise is important in the selection processes of school leaders (Clegg, 2013). The theory of power is used in this study to identify what powers the selection committees have to influence the whole selection process.

2.6 Conclusion

This chapter has outlined the literature review of this study. An explanation of what the teacher's emotions are and the emotions that teachers experience in the selection processes of school leaders was made. A brief explanation of selection processes in South African context and other countries, followed by role players in the selection processes of school leaders, and factors influencing teachers in these processes of selecting the school leaders, was made. Lastly, the theoretical framework employed to analyse the data was presented.

Mkhize (2012) highlights that bad practices are traceable during the selection process of school leaders. This means that, despite the inadequate training of the selection committees in many schools the high rate of illiteracy and lack of expertise amongst the members is problematic in the selection processes of school leaders. The selection processes are also affected by a number of underlying factors. In support of this viewpoint, Ngcobo and Ngwenya (2005, p.188) categorically state that, "due to conflict of interests, selection processes can become power struggles" This means power during the selection processes will be used as it stands as a powerful weapon used to manipulate the process.

Furthermore, the chapter explored international and South African literature on teachers' experiences in the selection process of school leaders. Also discussed was the engagement of teachers in the processes. Some teachers are involved in the process as union observers, co-opted members, applicants and also candidates, but they all fall under one sector; teachers. The following chapter discusses the research design and methodology utilised in this study

CHAPTER THREE: RESEARCH METHODOLOGY

3.1 Introduction

Chapter three discusses the research design and methodology employed in this study. The chapter starts by a brief description of research design and methodology, followed by a discussion on the research approach, research paradigm, and research instruments that were utilised in this research project. The last aspects of the methodology address the research questions, followed by data collection methods, data analysis and purposive sampling. Ethical considerations, limitations of the study and trustworthiness will also be considered in this chapter. These discussions will assist to validate and ensure reliability of the outcomes of this study (Denzel & Lincoln, 2011).

3.2 Interpretivist Paradigm

This research study used the interpretivist paradigm within the qualitative approach by using semi-structure interviews. The research was conducted to gain in-depth knowledge of the selection processes of school leaders. This study was located in the interpretivist paradigm. Denscombe (2014) argues that the interpretivist paradigm focuses on understanding and accounting for the meaning of teachers' experiences and actions. Cohen, Manion and Morrison (2011) state that knowledge is constructed by descriptions of teachers meaning of self-understanding. The study attempted to interpret the meaning of teachers' experiences in the selection processes of school leaders. This is keeping with what Bryman (2015) defines as the interpretive approach, a systematic analysis of social meaning action through the direct detailed observation and demonstration of people in neutral setting in order to arrive at the common understanding of how humans create and maintain their social worlds.

The interpretivist paradigm challenges idea of the current system used by selection committee members to select school leaders. It also sees social reality as something that is subjectively constructed by human thoughts and actions. This means social researchers cannot be totally objective (Denscombe, 2014). The aim of the researcher was to gain insights into teachers' experiences regarding the selection processes of school leaders.

The intepretivists believe that knowledge is communally developed and is bound by time (Denscombe, 2014). Cohen, Manion and Morrison (2011) further posit that the world is changeable and it is possible to understand how humans make sense of their context. This also enables the researcher to work directly with those teachers and learn from their experiences in

different portfolios in the selection committees. With the aim to understand how selection processes of school leaders are conducted. This will be directed and done in accordance with participants' responses. Ultimately, the primary purpose of this research undertaking is to reconstruct the practices of selection processes of school leaders in schools.

The interpretivist paradigm concerns itself with the individual teacher's experiences on issues around the institution e.g. selection processes of school leaders. The central endeavour in the context of the interpretive paradigm "is to understand the subjective world of people's experiences" (Cohen et al., 2011, p. 21). As an interpretivist researcher, understanding teachers' experiences was central to this research study as its concern was how teachers' experiences made sense of their subjective teaching world.

3.3 Methodology

The following paragraphs briefly outline the research design and methodology as concepts that are part of this study. A research design is defined as a plan that researcher draws upon to determine the way in which she/he will go about conducting a research (Maxwell, 2012). Creswell (2012) describes a research design as a plan that describes how, when and where data are to be collected and analysed. The main concern of this research was to explore teachers' experiences in the selection process of school leaders within different school settings.

This study was conducted using a qualitative research design. Qualitative method was chosen because it would allow for exploring teachers' experiences in the selection process of school leaders. The focus of the study was exploring teachers' experiences in the processes of selecting school leaders. In this study, the researcher explored, analysed and interpreted the processes of selecting the school leaders as experienced by teachers in the selection processes (Creswell, 2012).

3.3.1 Research approach

The researcher used the narrative research approach that tells the sequences of events (Clandinin, Pushor & Orr, 2013). The researcher's challenge was to examine and understand how participants' experiences were related to the social context in which they occurred (Maree, 2012). In addition, the researcher also wanted to understand why selection processes of school leaders were conducted the way they were. In narratives there is a unit of analysis, analysing the findings which provides the means of doing the selection processes. The nature of the truth

was narrated (Maree, 2012). The participants provided data of their experiences in the selection processes of school leaders. The reason for using the narrative approach was driven by the nature of the research that warranted narrative participants. Teachers are individually, narrative workers and socially storied, hence and teachers are well known as good storytellers (Clandinin et al., 2013). The participants did storytelling of their experiences in the selection processes of school leaders.

The researcher collected information from the teachers (participants) using semi-structured interviews. Narrative approach was more suitable because the participants were asked questions to which they narrated a series of events regarding their experiences in the selection processes of school leaders. The researcher also looked at the environment, socio-economic and cultural context of the four schools in the research to understand teachers' experiences, actions, thoughts, behaviour and reflection (Moen, 2006).

3.3.2 Qualitative research approach

The qualitative research approach allowed the researcher as an interpretivist to present a detailed account of how the participants constructed and gave meaning of their experiences in the selection processes of school leaders (Abduo, 2012). Qualitative research study involves studying people in their own natural setting in order to make sense of phenomenon in terms of the meanings people bring to them (Denzin & Lincoln, 2011).

According to Taylor, Bogdan and De Vault (2015), qualitative research tries to understand situations in their uniqueness as part of a particular context – what the world looks like in that particular setting, and to be able to communicate that honestly to others. This understanding, that is central to qualitative research, is consistent with an interpretivist epistemology that guided the research design of this study.

Creswell and Poth (2017) states that qualitative research as a situated activity locates the observer in the world. It consists of a variety of interpretivist sets namely: field notes, interviews, conversations, photographs and recordings. This study only focused on recorded semi-structured interviews. Qualitative research studies things in their own natural setting, so that it will make sense and interpret phenomenon in terms of the meanings people bring to them (Denzil & Lincoln, 2011).

Qualitative approach allows the researcher to probe the participants deeper into their perception of the selection processes of school leaders, and to develop close relationship with the participants by conducting in-depth semi-structured interviews (Irvine, Orew & Sainstur, 2013). This assisted the researcher to obtain a unique perspective of selection processes of school leaders, which were experienced by teachers first-hand. Furthermore, a qualitative approach was considered appropriate for this particular study because during data collection process, there was a greater interaction between both parties (researcher and participants), which in turn created trustworthiness (Seidman, 2013).

3.4 Purposive sampling

Sampling refers to the process of selecting a group of people to be used as a representative sample from a population (Palinkas, Horwitz, Gree, Wisdom, Duan & Hoagwood, 2015). Denzil and Lincoln (2011) explains that sampling can be either random or non-random. In non-random sampling, also referred to as purposive sampling, certain researchers from the wider community are deliberately chosen while others are excluded (Cohen, Marison & Manion, 2013).

Purposive sampling strategies which are non-random do not represent the wider population (Etikan, Musa & Alkassim, 2016). There was a simple criterion for the purposive selection of the participants. Teachers who were directly involved in selection processes of school leaders were chosen. Teachers with a minimum of three years teaching experience were also used as criteria for selecting the participants. The researcher selected four schools in this study and six teachers. The researcher selected the schools which were amongst those which were on the spotlight in the district e.g. having a history of poor performance and challenges regarding the school functionality. All the participants chosen had served in the selection committees of school leaders as a union observer or as SGB teachers' representatives. Once the teachers were selected, their respective schools became the site of research (Robinson, 2014). The researcher specifically knew the qualities that were wanted for the study e.g. teachers with vast experience in the selection processes of school leaders. The sample was chosen based on the prior theoretical understanding of phenomenon. The researcher needed certain skills and categories of individual (teachers) who had unique experience on the phenomenon (Palinkas et al., 2015).

The researcher explored the teachers in these schools about their experiences regarding the selection processes of school leaders. Semi-structured interviews were done with six teachers,

all had experience experience(s) in the selection processes of school leaders in various ways. One of the participants was an ex-principal who is currently working as a post level one teacher, the other two participants had been involved in the processes as a union observer, the other three served on the SGB as a teacher representative. All the participants chosen had served in the selection committee of school leaders more than three times in different portfolios.

In addition, the study did not take on a statistical generalisation process (the study was based on one-on-one interviews or face to face interviews where participants responded according to their experiences in the selection processes of school leaders), as the subjective experiences of teachers were the focus of the study (Robinson, 2014). Hence, purposive sampling was deemed most suitable for this study. Information-rich and specific participants who could reflect deeply on their selection process experiences were chosen for the study. The selection of participants was therefore, in line with what purposive sampling was about.

The researcher chose purposive sampling to identify participants in this study, which specifically explored the experiences of teachers in the selection processes of school leaders. The reason for choosing these sites and sampling of the schools was influenced by recent outcomes of selection processes of school leaders (results of the selected candidates) (Robinson, 2014). Dissatisfaction among the candidates who have been part of these processes and were not selected is normal.

3.5 Research questions

Research questions provide an explicit statement of what the researcher wants to find in a study (Bryman, 2015). In fact, Bryman (2015) reiterates the importance of research question in arguing that lack of clear or poorly formulated research questions leads to poorly planned research. This study has two research questions:-

- What are the teachers' experiences in the selection process of school leaders?
- What are the factors influencing the selection processes of school leaders?

3.6 Research instrument: Semi-structured interviews

In this study, the researcher used in-depth semi-structured interviews in order to collect data. Interviews were conducted with teachers as participants who were directly involved and had experiences in serving the selection committees of school leaders (Grinyer & Thomas, 2012). The interviews were guided by a prepared interview schedule. The interview questions were

open-ended to help the interviewer to obtain in-depth information of teachers' experiences in the selection processes of school leaders. This methodology was chosen in terms of its appropriateness for qualitative paradigm of this study. Semi-structured interviews allowed for a level of flexibility, while maintaining structure (Irvin, Drew & Sainsbury, 2013).

Through semi-structured interviews, an effort was made to get inside the context (Galletta, 2013). Understanding from within the context of this study meant that interviewed teachers as individuals and the responses they provided allowed for interpretation of their subjective world of selection process of school leaders. Semi-structured interviews were appropriate for this research study as they allowed the researcher to ask the same questions to all participants. It allowed for probing questions so that the researcher could get an in-depth understanding of the data (Cohen et al., 2011). The in-depth interview using open-ended questions provided a comprehensive overview of the outlook of the participants. Since this study aimed at generating experiences and the reality of the teachers, this type of interview was relevant as it allowed participants to honestly articulate their experiences, opinions, perceptions and views (Cohen et al., 2011). The participants answered the questions directly although they requested the researcher to re-phrase certain questions for better understanding.

The researcher interviewed the participants in a quiet, non-intimidating, relaxed setting so that they felt comfortable and relaxed when answering the questions. Each interview was done on one occasion and was audio-recorded to allow for constant engagement with the data after the interview process (Irvine, Drew & Sainsbury, 2013). The semi-structured interviews were appropriate for the study because they also allowed the researcher to interact with the participants and to touch on controversial and crucial issues experienced by teachers in the selection processes of school leaders (Galletta, 2013).

The researcher again used probing questions to get elaboration on what would have been said before by participants. The researcher asked for clarity where there was need. In a case where the participants answered yes or no, follow up questions were asked. The interviews were crucial in addressing the researcher's questions (Seidman, 2013). This method offered insight into individual experiences in selection processes of school leaders. This enabled the researcher to explore participants' narrative experiences and views of unfair procedures (Galletta, 2013). The interview questions were structured to allow open-ended questions towards more theoretical driven questions.

3.7 Data analysis

The data were analysed by identifying themes that formed sub-themes supported by direct quotations, the literature and the researcher's analysis. When reading the data, it showed thematic patterns, reflecting ideas that emerged, and offered a meaningful response to the research questions. As the interviews were recorded, data analysis involved transferring the information from the recorded face to face interviews into written form (transcripts), noting down detailed descriptions about humans, places, and events of the study and this again provided rich, in depth descriptions of experiences and perceptions (Irvin et al., 2013).

Data analysis is a stage that incorporates many elements at the most clear level (Johnson & Christensen, 2012). Data analysis involved coding, categorising and interpreting data to provide explanations of a single phenomenon of interest, based on the research questions discussed (Johnson & Christensen, 2012). The form of analysis used to scrutinize the data was thematic coding. Coding refers to finding labels or words to summarise the message content (Maree, 2012). This involves inserting text into themes (Macu, 2013).

The interview questions were formulated in a way that research questions were addressed systematically as data were analysed, participants' experiences were further refined. Once the interviews were transcribed verbatim, the researcher conducted a thematic analysis of the data collected. Each transcript was coded, data was also examined to extract themes and sub-themes that could be distinguished both between and within transcripts (Corti, Van den Eynden, Bishop & Woollard, 2014). The themes were analysed using the literature and theory of community of practice, and understanding of the use of thoughts in pedagogic practice, which formed the lens through which the data was analysed (Mairs et al., 2015).

3.8 Ethical considerations

Ethics is defined as the attitude and act of being sensitive to the rights of others, and it highlights the importance of getting to the reality of the truth, and in that process of getting to the truth, ethical considerations also remind researchers to ensure that respect for human dignity is central to their research processes and outcomes (Cohen et al., 2013).

With regard to the present study, the researcher followed the ethical requirements set out by the University of KwaZulu-Natal. The researcher requested written permission to conduct the research from the Head of the KwaZulu-Natal Department of Education. After permission was

granted, the researcher telephonically contacted all the school principals and the participants to ask for permission to conduct the study and to engage with the participants. Thereafter venues, dates and times for conducting the interviews were negotiated.

Before the commencement of the interviews, the participants were informed about their rights, and they were issued with informed consent letters which indicated their agreement to be interviewed. The researcher also explained briefly the nature and purpose of the study. All participants were informed verbally and in writing about their right to anonymity and confidentiality, their voluntary participation, and their right to withdraw at any stage of the study if they wanted to do so (Gibson & Brooks, 2011). As regards their rights to privacy, the participants were told that pseudonyms would be used in the study in order to ensure their anonymity (Grinyer & Thomas, 2012).

The researcher informed the participants that the data obtained would only be used in the study and not for other purposes. These steps were aimed at promoting openness on the part of the participants. The researcher also asked for permission for audio-recording of the interviews and all the participants willingly consented. Flexibility about the times and venues for the interviews and other interactions was allowed for all the participants since it was not easy to find the appropriate times for appointments.

Participants were also informed that no questions of a provocative or harmful nature were included in the interview schedule (Johnson & Christensen, 2012). The researcher personally conducted all the interviews to ascertain that all questions, probing and areas which needed clarity were attended to. Once the data had been transcribed, summarised and analysed; the participants were given an opportunity to check whether the information was accurately recorded and understood (Cohen et al., 2013).

3.9 Trustworthiness

Trustworthiness in qualitative research namely; credibility, transferability, dependability and confirmability was ensured (Varathaiah, 2010). Transferability was allowed by providing sufficient detail of the context of the fieldwork e.g. details of participant's nature of their experiences and the working details of the researcher during the interviewing processes of the participants. This allowed the reader to be able to decide whether the findings can be justifiably applied to the other settings (Ross, 2013). To address credibility, transcriptions were given to

the participants to ensure the accuracy of the transcriptions. The use of the recorder to record all the interviews and notes taken in all sessions to ensure dependability (Elo et al., 2014).

The trustworthiness of data in research is accomplished by making every aspect visible and available to the research audience, including “what decisions have been taken, why certain procedures have been followed and how certain interpretations have been reached” (Varathaiah, 2010). In this regard, the researcher provided detailed description of the data collection methods i.e. the use of semi-structured interviews. This increased reliability, a feature of research known as triangulation.

According to Cohen, Manion, and Morrison (2011), triangulation refers to using different kinds of sources that can provide insights about the same phenomenon. Accordingly, the data obtained through the use of one tool employed in the present study was compared with multiple sources and different participants, and was checked against the information obtained from the other tools e.g. literature. In this manner, the consistency of the information was measured (Cohen et al., 2011).

The transcribed text was sent to participants for self-checking and to verify the reliability and the trustworthiness of the data (Ndemuweda, 2011). Ensuring the trustworthiness and dependability of a study also requires a great deal of openness and trust between the researcher and the participants (Macu, 2013). A caring relationship between the researcher and participants must be fostered to facilitate maximum cooperation in storytelling, retelling and reliving of individual, personal experiences. This was achieved in the present research by contacting participants telephonically, sending messages and using email for further clarities and communication. The researcher has ensured that the data gathered is kept in a safe place and is readily available for verification this has further increased the validity and reliability of the data (Descombe, 2014). Transcripts were checked entirely for accuracy by researcher (Corti et al., 2014).

3.10 Limitations of the study

There were a number of limitations in the study, pertaining to the literature related to the position and to the methodology and identity of the researcher himself. The literature was contextually bias. The bulk of the literature reviewed was from national and international context. Methodological limitations were also noted, both in the literature reviewed for this study, and in the methodology employed by the study presented itself (Cele, 2017).

Most participants did not feel comfortable and safe about their privacy. To allay the fears, anonymity was guaranteed. Researcher has considered implications or practice and limitations of this research (Wang et al., 2012). Furthermore, the limitation of this study was that the research was to be conducted in one district, namely: Pinetown District in the province of KwaZulu-Natal in South Africa. The study was also limited to four schools and six participants. The interview questions regulated not to ask any questions that are intrusive or sensitive which may violate the rights of individuals and institutions. No research should be conducted without prior consent from DoE (gatekeepers) and UKZN ethical clearance research committee (Ndebele, Wassenaar, Benatar, Fleischer, Kruger, Adebamowo, & Meslin, 2014). The participants of my study are teachers involved in the selection committees of school leaders, and their consent and voluntary participation was established.

Being a researcher can be perceived as being in a position of power, which can prove to be an obstacle in the data collection. The participants in my study may have withheld sharing some of their experiences, which they may have perceived as having the potential to be used against them (Pillay, 2014). The researcher was in contact with the teachers during departmental workshops and meeting because he served under the same district as the participants, so the researcher had to be careful not to be biased or relate any personal experience to theirs. The researcher had to keep his opinions and prejudices aside when analysing and interpreting the data (Pillay, 2014).

3.11 Conclusion

This chapter focused on the research methodology and design of the study. The choice of the interpretive paradigm and the qualitative approach to the study was explained and justified. The data collection techniques, including semi-structured interviews and the rationale behind the choice, were also discussed. In addition, the sampling procedure for the participants and the schools, as well as the data analysis, was clarified. Finally, trustworthiness and ethical issues pertaining to this study, as well as the limitations of the research, were elucidated. In the next chapter (chapter four), the data and findings of the study are presented and interpreted.

CHAPTER FOUR: DATA PRESENTATION AND DATA ANALYSIS

4.1 Introduction

In the previous chapter, a qualitative interview-based research design was presented in order to explore the research questions of my study as outlined in chapter one. In addition, the chapter presented a detailed discussion of the data generation method, data analysis, ethical issues and limitations of the study. This chapter analyses and interprets the data elicited from the participants. The responses of the participants' attempts to answer the two research questions of the study namely:

- What are teachers' experiences in the selection processes of school leaders?
- What are the factors influencing teachers' experiences in the selection processes of school leaders?

The researcher used pseudonyms for anonymity of the participants and schools. In this study the researcher coded the schools; School A, School B, School C and School D. Amos was from School A, Thokozile and Frank were from School B, Phumlani from School C, and Sphume and Baza were from School D. The table below provides a brief summary of the profile of the participants and years of experience as teachers in the selection process of school leaders. The challenging part of this study was that some quotations in different themes and sub-themes are overlapping. This implies that there is a correlation between the themes and there is a link in the responses of the participant. Data from semi-structured interview is presented using verbatim quotes. These are presented in italics and inverted commas.

Table 4.1: Profile of participants

Participants	Classification of schools	Years' experience as teacher rep. / union observer in the selection processes of school leaders	Gender
Amos	School A	7 years / 10 years	Male
Thokozile	School B	1 year / 3 years	Female
Frank	School B	3 years / 1 year	Male
Phumlani	School C	5 years / none	Male
Sphume	School D	6 years / none	Female
Baza	School D	1 year / none	Female

The following section is responding to research question one:

4.2 Teachers' experiences in the selection processes of school leaders

The participants' responses demonstrated diverse experiences in the selection processes of school leaders. This section discusses the experiences of participants in the selection processes of school leaders under the following sub-headings: bias and inconsistencies in the selection processes of school leaders; corruption and bribery in the selection processes of school leaders; manipulation of the selection processes by selection committee members; continuous interference by teacher unions in the selection processes; teachers' feeling side-lined during the processes of selecting the school leaders; lack of competency amongst selection committee members; and feelings of intimidation, violence and fear.

4.2.1 Bias in the selection processes of school leaders.

Teachers identified issues of bias in the selection processes of school leaders. Bias in the selection process is evident when selection is based on a certain, non-formalised personal criteria that is against the standing guidelines. Amos stated that "*selection committees know the candidate who will be selected for leadership position before the interviews commence*" so they conduct the selection processes just to formalise the proceedings. Selectors discuss and choose the candidate of their choice privately. Moorosi (2010) contends that other promotional selections of school leaders are bias in terms of gender, ethnic group and race, and this sabotages other candidates in the selection processes.

Since this theme formed the core of the study, the participants had diverse interesting experiences about bias in the selection processes of school leaders.. The researcher also noted that there was a slight difference in terms of the positions contested. What was common was that they were all experiencing the bias in the selection processes of school leaders, Amos from school A stated this about bias: "*The current system of selecting the school leaders needs to come to an end, because it allows bias. Selection committee members come with a candidate in hand before the interview commence.*" Selection committee members' selection outcomes are based on the cultural beliefs and gender (Laher & Cockcroft, 2017). Amos referred to the way the DoE selection process of school leaders' policy was implemented as grossly biased.

Thokozile from school B further said: *“I noted that other interview committee members have an interest in one of the candidates because their questions seems as if they were discussed before the actual interview.”* This indicated that the selection committees do not really conduct selection processes with the purpose of selecting the school leader. Seemingly, the decision would have been taken already. Frank from school B noted what might be similar to what was said by Amos and Thokozile. As a member of the selection committee representing other teachers, Frank stated:

.... But there are moments where you see or notice that observer and selection committee have personal interest in one of the candidates e.g. the layout of questions, the scoring is questionable. Usually, if the observer has a personal interest, he/she challenges the scoring; like asking the scorers to support why they scored a particular candidate the highest or lowest scores (Frank).

Buhlungu (2012) describes bias as the political role used by selection committee members in selection of school leaders. The members of selection committees are also involved in biased decisions. The participants demonstrated that they did whatever it takes to make the selection process favour the candidate of their choice.

4.2.2 Inconsistencies in the selection processes of school leaders

The participants also experienced inconsistencies in the selection processes. According to the researcher, inconsistencies in the processes is evident when failure to consistently follow the official standing selection process guidelines by one or more members of the selection committee is observed. For example, Sphume from school D stated that:

we as selection committee discussed privately that we are going to take the teacher within the school. She continued to say: usually principal takes the lead. Then to avoid loopholes, we will train the teacher how is he/she going to tackle/answer the questions. In short we give him questions and answers as well (prior the interview in a private place) (Sphume).

The above statement by Sphume implies that such behaviour was inconsistent with the official selection process because selection procedures were not followed appropriately. The responses from participants were also supported by what was revealed in literature that there were

allegations of favouritism and nepotism around selection processes of school leaders (Blackmore, Thompson and Berry, 2016). This shows that in many cases, members of the selection committees applied inconsistent procedure in the selection processes of school leaders.

Phumlani added the following scenario as an example of another irregularity that happens in the selection process he attended: *“The chairperson told us as interview committee (IC) how should we do the scoring e.g. he was exactly telling us how many points must we allocated for each candidate.”* Selection Committees of school leaders did not follow the correct procedures of selecting the school leaders (Bascia, 2012). The selection committee members’ behaviour discussed in this theme was commonly supported by the power of the school principal who was a department official. He or she had powers in the selection processes, and over the chairperson and also the scorers. Under no circumstances was any member of selection committee supposed to instruct other members to score whatever number of points for each candidate.

Bascia (2012) views the selection committee members as a committee which did not do what they were supposed to do in a policy when selection processes were conducted e.g. Thokozile said, *“The selection processes are a major cause of conflict in our school”*. Frank further confirmed the irregularities in the selection processes, *“...but in my previous school, leaders where selected only if they paid the money either union representative, SGB or both”*. The teachers in different portfolios had common experiences regarding inconsistencies from the selection committee members.

4.2.3 Corruption in the selection process

The participants noted that selection processes were tainted by corruption. Teachers who were members of the selection committee and those who were not were experiencing corruption in the selection processes of school leaders. Corruption in the selection processes refers to the misuse of entrusted public power by elected selection committee members for private gain (Wilson, 2015). Corruption could also be seen as an act of illicit, dishonest agreement between the candidate teacher/s and one or more selection committee member/s, culminating in exchange of material things for a reward (leadership position), to motivate and influence decision-making which is not justifying the decision (Sgudla, 2012). The decision makers in

this case are selection committee members. Decisions are then taken by selectors based on the incentives and not based on the skills and knowledge required by the position of leadership in school (Sgudla, 2012).

Phumlani had this to say about corruption: *“I was asked by district official to pay certain amount of money if I want to be selected as a school leader in his district”*. Also, Frank said, *“...in my previous school, leaders where selected only if they paid the money either to union rep. or SGB or both.....”* Baza had this to say about corruption in the selection processes of school leaders, *“speculations says the positions were on sale so they just pay the money to be elected.”* This also confirms that corruption is taking place in the selection process of school leaders as noted in the two parties paying money in exchange for position of school leader. These observations confirmed that corruption is taking place in the selection processes of school leaders as noted in the three parties paying or asked to pay in exchange of school leader.

Amos stated that: *“other members of the selection committee come to an interview with a caucus plan...DoE must form an independent panel, not from the district or circuit managers because they are also part of the corruption”*. Teachers are afraid to expose the incidents of inappropriate selection processes of school leaders e.g. corruption and selling of post for cash (Resepgroup, 2014). Corruption usually involves money exchange whilst nepotism is basically done on basis of friendship, personal relationships, political associations and returning of favours which does not involve the money as in the ‘you scratch my back I will scratch yours’ agreement (Wilson, 2015). Teachers as victims of corruption are experiencing corruption amongst selection committee members in the selection processes of school leaders through bribery for leadership position.

4.2.4 Manipulation of the selection processes by selection committee members

The participants identified the manipulation of selection processes by selection committee members. For example, Frank indicated that *“Schools are just doing the selection process in their own way like giving interview questions to the candidate beforehand which allowing them to prepare their responses beforehand.”* This means that selection committee members change the prescribed selection policies, requirements and regulations to suit their interests.

Manipulation is an act of twisting events and making them look like a correct thing, the state of being manipulated (Kaloo, 2014). In school leader selection process, manipulation is an exercise done by selectors to influence the selection process and influence the selection committee through distortion and emotional exploitation, with the intention to seize the power. (Atefi et al., 2014). Corruption, discussed in section 4.2.2, is another form of manipulating the selection processes. Frank said,

In one of the schools where I was a co-opted as a member of the selection committee, the principal taught us how we were going to score each candidate the reason for us to prepare the scoring was to make sure that the unions observers should not notice that we have planned that before the actual selection process. He also instructed the teacher rep. to make it a point that his candidate of interest will be interviewed last (Frank).

This is one of the many typical practical situations of manipulating the selection processes of school leaders. The principal used this form of manipulation to avoid a dispute and to close any loopholes that can allow union observers to lodge a grievance. The above direct quotation by Frank reveals the process by the principal as a resource person. He had all the powers to manipulate the process. He instructed some selection committee members what to do and not to do. This was a huge challenge when the person who is in the highest position practised inappropriate procedures.

Teachers also experienced the manipulation of selection processes of the school leaders by selection committee, when the selection committees changed the policy stipulated for the selection processes. Manipulation can be done by any member(s) of the selection committees (Atefi et al., 2014). Participants articulated various experiences they felt because selection committees were manipulating the processes. As Thokozile commented, *“to mislead and manipulate the process, you should pretend as if you are guiding them while you are leading them to do what you want.”*

Furthermore, the system was also manipulated by union representatives and the other members of selection committee, especially the resource person, did nothing about the manipulation. This also happens when other members of the selection committee are working together to manipulate the process. Research by Zengele (2009) indicated that union representatives have

negative impact in the selection processes of school leaders, as well as in education system as a whole.

Phumlani responded as follows: *“my first experience was in township school; it was an HOD selection process. The principal of that school told us (interview committee) how we should do the scoring e.g. he was exactly telling us how many points must we give each candidate.”* This also happened in another school attended by Phumlani as an observer but this time they were instructed by the principal. Frank and Phumlani had similar experiences in terms of who was controlling the selection process of school leaders. Phumlani experienced the principal of the school controlling the whole selection process, and the other members of the selection committee were there as window dressers, they were there just to formalise the process and append their signatures confirming that the process was free and fair when it was actually not.

The researcher asked Sphume about how school leaders were selected in her school. She said, *“we conduct the interviews just to formalise the process and comply with the selection procedures as stated in SASA.”* They would have already known which candidate must be given the highest score. This means that selection was discussed before the selection process commence. In response to the same question, Baza responded as follows:

In my school, the principal was selected to serve the demands of chairperson and secretary of SGB. The selection committee was told to score the highest points for the school leader candidate who was their favourite. He took over or beat the other teacher who was an acting principal. Same procedure was used to select the Deputy Principal (Baza).

The above except indicate that teachers come to the selection process knowing clearly which candidate should take the position as discussed before the selection process starts. However, Phumlani further supported that: *“teachers are the ones who get affected when they are being unfairly treated during the selection process. This leads to inappropriate teaching and learning which affects mostly the learners.”* Phumlani further explained that:

the teachers who are in the next level felt that the position should be taken by the teacher who is next to that level e.g. principals position to be taken by deputies (s) not HOD or

level one teacher. Common conflicts are experienced by many teachers when the highest position is given to the teacher from another school (Phumlani).

Phumlani and Sphume had similar experiences regarding the composition of the selection committee. In both processes, teachers were not involved. Sphume said, *“in another interview, all key members were principals from other schools, only chairperson was from parent component. Resource person was circuit manager.”* In this case, teachers were not represented by union and teacher representative from staff members. Other members of the selection committee they do not like the involvement of teacher in the selection committee because they usually break the confidentiality.

The combination of inadequately trained individuals on the selection committee conducting the selection process of school leaders may lead to manipulation of the process. When there is a manipulation or third force in the selection processes teachers as candidates, members of selection committees, applicants, or ordinary teachers in a school are affected directly or indirectly (Alvarez-Gil, 2017). The policies are manipulated to suit individual needs and interests (Atefi et al., 2014).

4.2.5 Continuous interference by teacher unions in the selection processes

The participants indicated that the interference of teacher unions could be positive or negative depending on how the union representative raised the point of order. The point of order is supposed to start by pointing out which act is violated by selection committee members, especially the chairperson. The teacher unions interfere in the processes in different ways either to correct the selection procedures or manipulate the whole process (Mathonsi, 2011). Previous sections have also noted indirectly how teacher unions interfered in the selection processes of school leaders. This section only discusses the direct interference of teacher unions. As Thokozile indicated,

I was mandated by union upper structure to make sure in principal selection process that our comrade gets the principal's position. Our union usually grooms the candidate of interest before the interview, tells him/her possible questions and how to respond to those questions etc. (Thokozile).

Participants revealed in different ways, that teacher unions deviated from their duties and directly interfered in the selection processes of school leaders. It was also articulated that from the participants' responses, neither selection committee members nor department of education challenged the unions' interference. As Frank commented:

There are moments where you notice that observer and selection committee have personal interest in one of the candidates e.g. questioning style, the scoring is questionable. Usually, the observer challenges the scoring if it is not in his favour. He continued saying that, there was a set up amongst other SGB members who were working or supporting each other with Union branch secretary ... Unions have their own forces to make sure that their deployment meets the mandate (Frank).

From the above except, the positive aspect is to educate and familiarise all teachers about selection processes, to avoid the twisting of the system and mandate given to observer. The term 'observer' means the teacher who is representing other teachers in the selection committee on behalf of the union (Mathonsi, 2011). The term 'Comrade' also refers to the teachers who belong to a certain union mostly used by certain group of union members who are in power (Mathonsi, 2011). The term often used 'unions' it also means 'teachers' in this study. This also means that teachers have experiences as the members of selection committee or union representative in the selection processes, but they are still the teachers.

According to the South Africans Schools Act (DoE 1995), teacher unions are there to observe the processes to see whether the processes are conducted procedurally and fairly, and also to observe that all the teachers are receiving the same and equal treatment during the selection process (Ramokgotswa, 2016). This means that they are not supposed to be directly involved in the selection process. However, the above law does not allow them to raise a point of order, but have a right to lodge a grievance or dispute if the selection process has been inappropriately conducted (Ramakgotswa, 2016). Zengele (2013) points out the inappropriate involvement and interference of unions by ignoring their observer's status, lead to the infringement of teachers' rights to be represented.

The participants' responses showed that interference of teacher unions had both negative and positive impact. The interference of teacher unions had a major impact in the processes of selecting the school leaders. The main job of the teacher unions was to represent the teachers

who belonged to their organisation, hence, teachers' experience of misrepresentation by unions (Pattillo, 2012). This is what was noted by participants during the selection process of school leaders.

4.2.6 Teachers felt side-lined during the processes of selecting the school leaders

Initially, when teachers were included as members of the selection committee, they felt privileged and honoured. This is because *“previously, teachers were not part of the selection committee in fact school leaders were selected by DoE, selection committees were formulated teachers, parents, unions were included.”* (Amos).

The teachers in the selection processes were however, now not recognised, and felt powerless and useless in the selection processes (Modisaotsile, 2012). Because other selectors who had powers in the processes took control at every stage of the process, resulting in teachers taking the instruction from the principal as they were (Modisaotsile, 2012). In this study, teachers experienced being side-lined in two ways; as an applicant who is not shortlisted, and as members of the selection committee who were not involved in the selection process.

Teachers who were not shortlisted to compete in the selection processes, tend to withdraw from work, engage in go slow, exhibit high rate of absenteeism, regular early leave taken. and become rebellious always negative with the management plan (Sphume).

Frank confirmed such feelings of teachers being side-lined. The researcher asked the following question: 'Are you aware if these selection processes differ from school to school? Can you explain in what way?'

Yes, I am aware. One of the schools the selection process was conducted in the absence of teacher representative and she wasn't informed, but at the end the principal called the teacher to sign the documentation as if he was the part of the proceedings. In another school, the principal doesn't even consider the existence of teachers in the selection committee. They continue with the process without teachers' representative (Frank).

The behaviour of teachers demonstrates the anger and the feeling of non-recognition towards members of the selection committee. Once they engage in go slow, the stakeholders will give them attention. When teachers are part of the selection committee but are voiceless, usually they select the teacher to a weaker position e.g. minutes writing. The determining position is for the members who are doing the scoring (Clifford, 2010).

In my current school, I was not part of the selection committee, but in my previous school, leaders were selected only if they paid the bribery money either to union rep., SGB or both. But for them in order to succeed, they need to work together to elect their leader of their choice (Frank).

The acts of side-lining the teachers in the selection processes are reported to all staff members by teacher representative's. Teacher representative's resolutions are taken e.g. "engagement of work to rule struggle" which affects the smooth running of the school. Other teachers also felt side-lined by their own union.

4.2.7 Lack of competency amongst selection committee members

The incompetency of the selection committee is when the committee conducting the selection process acts inappropriately and do not follow the selection process guidelines outlined by the Department of Education correctly. Inadequate training of selection committee members may cause the incompetence (Mkhize, 2012). Other selection committee members are well trained but they still do wrong things on purpose. Other factor maybe a language barrier or illiteracy (Mkhize, 2012).

Thokozile stated this about lack of competency, "*other members of the selection committee they show an interest in one particular candidate.*" Incompetence evidence in this kind of favouritism when some committee member fails to take into consideration the objective guidelines but judge the candidate on subjective criteria like attractiveness. The committee is not supposed to show openly the preferred candidate. "*Observers take over the process if they see that selection committee is not well trained*". This should not happen in front of the unions, teachers' representative and resource person. Any member of the selection committee who notices that there is lack of competency within other members uses that opportunity to his/her advantage (Modisaotsile, 2012).

Thokozile further stated that, “*leaders in my school were appointed correctly. Policies were followed as they are. That was a positive aspect demonstrated by selection committee, although the selected leader from outside of our school leaves much to be desired*”. She explained that although correct procedures were followed, the selected leader demonstrated a high level of incompetence.

In my school, they did not discuss the criteria that will be used to conduct the selection process e.g. scoring criteria because the policy allows the members to discuss the scoring criteria. They also co-opted without valid reason. To co-opt needs also to be discussed and agreed upon it by stating various valid reason why do they need other members from outside SGB. one teacher was involved in the process instead of two teachers. One SGB member did not meet the requirements of serving SGB because she didn't have a child at school, the law says 'you cannot be a member of the SGB if you don't have a child in that school (Phumlani).

The selection committee in this particular instance demonstrated lack of competency. Sphume responded to the question of how school leaders were selected in her school.

I was taking minutes of the selection process. The post was for DP, question was set in such a way that anybody can answer them easily. There were three scorers all of them from parent component one of them did not understand English at all while the interviews were conducted in English, the other two members their highest qualification was grade ten (Sphume).

The lack of competence amongst selection committee members was also a major factor contributing to the selection of incompetent leaders. Incompetent leaders caused conflicts in the schools (Gibson & Brooks, 2011). When teachers are led by incompetent leaders, they tend to produce poor results (Wang et al., 2012). In many schools, teachers are frustrated because they experience consequences caused by incompetent selectors. When the incompetent leader is selected, other teachers use that as an opportunity and advantage to do whatever they wish to do (Wang et al., 2012). The inadequate training of selection committee members has been noted and the dysfunctionality in school which causes the poor performances of learners

(Blackmore, Thomson and Berty, 2016). Teachers experienced lack of competence in the selection of school leaders by committee members.

The inadequate training of selection members is different from the lack of competence. A selection committee may have a capability of conducting selection processes but if they are not well trained, they can be seen as incompetence; while incompetence may be demonstrated by members even though they have received proper training. However, teachers experienced both lack of competence and the inadequate training of selection committee members in the processes of selecting the school leaders.

4.2.8 Feelings of intimidation, violence and fear

Teachers expressed feelings of intimidations and fear during the selection processes of school leaders. Intimidations in this study refer to teachers who have been victimised outside the processes of selecting the school leaders and intimidators intimidate teachers so that they will fear to apply for the position of leadership at school (Resepgroup, 2015). Teachers experienced intimidation when other teachers spread the rumours that a vacant leadership position is his, even before the post is advertised. Intimidation leads to physical violence, and violence leads to killings (PMDP, 2016).

Thokozile indicated that *“in my school, during the process of selecting the school leader, the principal and the member of the selection committee were verbally and physically attacking each other”*. This was caused by the disagreements about the post. The fight was between the union representative, principal and chairperson of SGB. In this case, the three members of selection committee, each had his own candidate. All of them felt they had power to control the selection processes. Their disagreements ended in physical violence. Thokozile further stated that:

Three years ago, the chairperson of the SGB was shot in cold blood and died on the spot. Speculations say it was related to the politics and his position as a chairperson of SGB. In my neighbouring school, the principal was also shot and died when she was coming from a meeting which was discussing the selection process of school principal as she was the acting principal her deputy principal was sent to jail. Both were fighting for the principal position (Thokozile).

The teachers felt fearful about these shocking events, and also felt intimidated when they were applying for, or got the position of school leader or other positions in the school management team (Wills, 2015). The unpredictable outcomes during the selection processes of school leaders caused the conflicts in the school where there was a post for school leader (Kombe et al., 2014). Frank compared the situation as follows: “*There are two kinds of conflicts win-win situations and lose- win situations.* Phumlani had this experience of violence:

There is trouble in my school as we speak. I am serving as member of the selection committee. teachers are living in fear, intimidated by principal e.g. he wants to charge the teachers for the misconduct because he says they are defying his authority, yes, teachers did engage in ‘work to rule’ because they were not satisfied with the way the principal and the selection committee selected the current school leaders for HOD post and Deputy Principal (Phumlani).

Phumlani quoted what was said by the selected HOD: “*the educator who got the post of HOD didn’t want to take any instruction from the principal because he says: ‘I paid for this position so there is no need for you to tell me when and what to do.’*” These occurrences are stressful to the teachers experiencing these conditions in the workplace, which leads the capable and educated teachers to fear for the positions of leadership in school.

The interference of politics leads to intimidations, violence, corruption etc. Ndemuweda (2011) observes that teachers fear not succeeding at their tasks and not living up to their expectations. Teachers are afraid to expose the incidents of inappropriate selection processes of school leaders like corruption, favouritism, and selling of posts for cash (Resepgroup, 2014). Teachers fear the consequences of public comment or publicity, interrogation, mistreatment by school Governing Body (SGBs) being side-lined by union leadership or even school principals (Ramokgotswa, 2016).

National Department of Education conducted investigations of the way selection processes are conducted in schools and the findings pointed out to allegations of posts sold for cash with ensuring violent crimes lead to killings that has been linked to principals’ appointment (Resepgroup, 2014). During the processes of selecting the school leaders, especially principal

posts, teachers experienced a lot of factors affecting the processes. Further discussion will follow on the factors affecting and influencing selection processes.

The themes discussed under the research question one revealed what teachers were experiencing in the processes of selecting school leaders. Experiences of teachers discussed emanated directly from the participants of the study and how the feeling of intimidation, violence and fear affected the teachers in the school.

The next section was guided by the second research question: What are the factors influencing teachers' experiences in the selection processes of school leaders?

4.3 Factors influencing teacher's experiences in the selection processes

The following section focuses on what participants identified as factors influencing their experiences in the selection process of school leaders, namely; hidden agendas of selection committee members, influences of power and power play amongst selection committee members, and bribery and corruption influences. These are discussed in detail below

4.3.1 Hidden agendas of the selection committee members

Participants revealed that there was a hidden agenda during the processes of selecting the school leaders which means there was an undisclosed plan such as 'personal', 'institutional' and 'political' motives. Personal is when the processes are conducted on personal issues and personal favours. Institutional refers to the selection processes looking at what the institution needs they select the relevant school leader who has the qualities needed by the school, while political motives is based on politics e.g. union affiliations, how active you are in political activities, this is called political appointment.

Hidden agendas also mean when selection committee members wish to implement a particular idea without telling other members, even though other members may be affected. Amos indicated that: "*Other members come to an interview with hidden agendas They come with a candidate in hand before the interview commence*". Participants noted that other selectors had personal agendas in terms of who gets the leadership position and how selection committee members conduct the process to favour them.

I noticed that there were two camps amongst the selection committee members. First camp was pushing and scoring the highest scores for the candidate who was acting in the post, second camp was led by principal and they were supporting the candidate from outside the school, so they challenged the scorers (Frank).

The selection committee's members were displaying unacceptable behaviour like conducting selection processes while they knew exactly which candidate will be given highest score. The acts of selection members are seen as something which is obscured or undisclosed because sometimes they do wrong things on purpose (Wilson, 2015). Therefore, the selection processes of school leaders were influenced by hidden agendas (personal, institutional, political motives) amongst the selection committee members (Taylor, Bogdan & De Vault Anderson, 2015).

Hidden agenda is one of the main factors influencing the experiences of teachers in the selection processes of school leaders like. Hidden agenda can be exercised by an individual or group of people amongst selection committee members (Ramokgotswa, 2016). Participants were asked how the school leaders were selected in their schools. Frank had similar experience about hidden agenda of the selection committee.

Politics are also indirectly involved in the selection processes of school leaders especially if the position is for the principal" ...there was another camp from selection committee which was pushing the teacher who was currently acting in a deputy principal's position.....the resource person has his own person in hand (Frank).

Amos and Frank noticed the mutual agreement between the selection committees when they agreed in most of the discussions before the selection process started. They also scored the same way compared to the other selectors. It was three scorers against two scorers. This confirms that the selection committee was divided into two groups. Thokozile responded to the same question asked to Frank and Amos as follows:

Before the selection process started, we discussed the criteria to be used.....we had some disagreements the kind of questions to be asked and scoring procedure. I noted that other selection members had an interest in one of the candidates because their questions seemed as if they were discussed before the actual interview...The unions often groom their

favourite candidate (teacher) before the interview, they tell their candidate the possible questions of how to answer or respond to the questions (Thokozile).

Other groups in the selection committees were formed according to the political associations. The involvement of teachers in politics also gave them better chances to be selected as school leaders provided the members of the selection committees fell in the same political organisation as the applying teacher. The line up or camp setting process started at the beginning when the SGBs were selected in favour of the same political organisation (Silvester, 2012). The unions are featured in this discussion because they are affiliated to certain political organisations. Sphume describes the hidden agendas in this way:

Selection committee was wrongly selected. It consisted of the principals from neighbouring schools. In our school, our hidden agenda we strictly select a dedicated teacher. A teacher who has a history of producing good results... After receiving the application forms from circuit office we earmarked them (teachers). Principal will declare the teacher he wants or prefer for the position and he must support his/her choice to convince other members of the selection committee, then once we agree about that candidate, other members will have a private interview with him/her in preparation for the real interview. The candidate will be given questions and answers...In our school, we don't consider the candidate from another school we believe in our own product. (Sphume).

The scenario above demonstrates the principal influences to the members of the selection committee. His hidden agenda started when he was formulating the selection committee. Frank confirmed the reality that politics was also involved in the processes of selecting the school leaders. Other members of selection committees were there to fulfil their egos for their political influence and power vested (Wills, 2016): *“Politics is also involved indirectly in the selection processes of school leaders especially if the position is for the principal.”* Thokozile noted that: *“There are no improvements that can be done, because now politics are involved.”*

Laher and Cockcroft (2017) contend that parents in the selection committees fall into one of three categories: those who leave the decision to the professionals, those that have their minds made up beforehand and do not come clean about hidden agendas and those who are hypnotised (influenced by selection committee members). Teachers are also experiencing the interference

of politics in the processes of selecting the school leaders (Wilson, 2015). Hidden agendas contribute to the inappropriate selection of school leaders by teachers at all levels.

4.3.2 Influences of power: Power play amongst selection committee members

Participants suggested that there was a power play between the members of the selection committees during the selection of school leaders. Sphume stated that: *“the principal told the selection committee (scorers) to score the highest marks for a certain candidate because she was serving at the school”*. The principal used her position to exercise power. Foucault (1991) recognises power as something that is not just negative, coercive or repressive that forces us to do; power is everywhere. Power also transcends politics and power is an everyday, socialised and embodied phenomenon (Foucault, 1991). There is also a power struggle in the selection processes. Power in this study refers to the decisions made by selection committee members, based on legality or based on personal vendetta (Morgenthau & Nations, 1948).

Phumlani experienced power play by a DoE official. She said, *“two years ago when I applied for HOD, the district manager called me and requested an amount of R8 000. He said, it’s a procedure in his district that if the teacher is coming from another district he/she must pay R 8 000”*. In this case, the district manager acted Ultra-virus, which means he acted more than the powers given to him. He misused his powers and position to influence the teacher in the selection process.

The role of the principal and chairperson of the selection committee puts him/her in a position to possess power to influence the members to influence the process. Their roles may give them the power to control and direct the selection process towards their personal interests. The portfolios or powers vested in them they tend to be used in a negative way, influencing other members of the selection committee (Kombe et al., 2014).

Thokozile stated: *“as a union rep. I used my power to make the process favour my comrade. I have to gain the trust of selection committee members, pretend as if you are guiding them while you are leading them to do what you want or what will be best for your comrade.”* Frank supported, *“.... In my opinion, the person who got the position did not deserve it. He didn’t have any experience in management and he was coming from post level one and was supported fully by his union and also by other selection committee members”*.

The union representative in the selection committee was a teacher, but a teacher who had extra powers delegated by a teacher union. This explains why union representative as a teacher in the selection process also forms part of my study, and their experiences in the selection process is valued and considered relevant to the research.

Phumlani stated that power was being unlawfully used by members of the selection committee. *“The first experience (in township school), it was an HOD selection process. The chairperson told us as selection committee how should we do the scoring e.g. he was exactly telling us how many points must we give each teacher”*.

In school D, power play was used by the chairperson when he used his power to instruct the selection committee. In school C, the principal also abused his powers when she was forming the selection committee. Such practices are experienced by teachers in the selection processes of school leaders. The irony is that teachers are not doing anything about it. Nobody wants to come forward and report such conduct to the authorities (Mkhize, 2012).

The following quotation reveals that there is a person controlling the selection processes of school leaders, powered to direct the selection committee, and that person is respected and they listen to his/her instructions. Baza observed that *“the selection committee was told about how to score for each candidate.....they implicate the school management. Teachers are supposed to select or elect the right candidate, but they don’t have powers to do so..... unions are crippling the selection processes*”. Powerful people are more focused on the goals appropriate in a given situation. They make the first move to lead negotiations (Gaventa, 2003).

Simpson, Clegg and Freeder (2013) note that the members of the selection committee take the risk of making inappropriate and unethical decisions. The risk they take is that, if processes are not conducted appropriately, the person involved can be charged with serious misconduct which can lead to suspension from any other matters related to selection processes. Ramokgotswa (2016) states that the increase of power from teacher unions who seek to protect and promote teachers’ interest has brought a dramatic change in the education system. The interference of teacher unions as the political affiliates also bring politics in the processes of selecting the school leaders.

This theme influence of power is another key contributing factor experienced by the majority of teachers in the selection processes of school leaders. Power play is difficult to prove in a court of law but you can feel and see the power being used in favour or against the teacher as a candidate (Jones, 2010). The SGB enforces the selection of principals who are members of a political organisation which is dominating in that society. When members of the SGB are selected, they are also selected based on their political affiliations (Foucault, 1991).

Teachers who do not get involved themselves in politics never get selected if they are not openly favouring the dominant political organisation. Most schools nowadays are led by leaders (principals) who have a position in community political structures. Participants observed the abuse of power in the selection processes, especially by the principals and chairpersons of SGBs.

4.3.3 Bribery and Corruption influence's the selection processes

In this section, bribery and corruption are viewed by participants as a factor that influences the selection processes by selection committee members. It refers to candidates paying selection committee members and again selection committee members bribing teachers who are candidates for school leaders position. Phumlani categorically stated that he was asked to pay a bribe in order to be guaranteed for an HOD position. Bribery in the selection processes of school leaders is also a factor which influences the selection of school leaders. Bribery influences the decision to be taken by the committee members in the selection process (Cummings & Holmberg, 2012). This study refers to teachers contesting to be selected as school leaders, which means that teachers experience corruption in the selection processes of school leaders. This also means that, before you become a school leader, you must be an ordinary teacher.

Frank stated this about bribery: *“In my previous school, it was a norm that to be selected as a school leader, you had to pay either union or SGB, regardless of your competence and dedication at work”*. Principal and the teacher representative were the only ones who wanted the post to be taken by a teacher who was competent enough for the position. However, they were the minority in the selection committee *“scorers and union representative were working together so they divided the bribery money amongst themselves”*. This is what teachers were

experiencing and the worst part which frustrated the teachers and the principal when the incompetent leader was selected was that s/he would work with these teachers and the principal. The sad part was that the SGB and union who employed that leader would no longer be at school to monitor and observe performance of their chosen candidate.

A similar situation was experienced by Phumlani indicating that bribery does not only happen in schools, but even DoE officials are suspected of the same despite absence of proof. Nobody is brave enough to come out. Teachers fear of the consequences. Officials are also suspected of having an influence in other schools. They are called as ‘the man behind the scene’ (PMDP, 2016).

It is argued that teachers are also corrupt and are condoning the corruption and bribery by paying bribes or being used inappropriately in the selection processes. Other teachers also promise better service to the SGBs if they get the position, and have powers to control many things. Teachers in the selection processes and teachers in general and those who are victims of the selection committees are experiencing challenges and factors which are discussed in this chapter. Three factors were discussed above, and the last paragraph summarises other factors identified in this study.

There are other factors influencing the selection processes of school leaders, namely; the interest of politicians in schools, the interference of teacher unions, corruption amongst SGB members, favouritism and nepotism (Wilson, 2015). The inadequate training of Selection Committee members is also a factor affecting and influencing the decision of the selection committees. Policies are being manipulated to suit the individuals. (Atefi et al., 2014).

4.4 Foucault’s Theory of Power: Teachers experiences in the selection processes

This section looks at Foucault’s theory of power in relation to teachers’ experiences in the selection process of school leaders. Foucault’s Theory of Power states that since power and politics are everywhere, these inevitably influence the relations between interactions and often times results in the manipulation of less powerful others. This theory is applicable in the processes of selecting the school leaders. The study is related to the theory of power because teachers in the selection processes experienced the manipulation of power by selection committee members. Amos stated that: *“the principals, chairperson of the selection*

committees, and union representatives are using their power to influence the selection processes". They exercised these powers in different ways, whether as a group or as individuals.

In relation to Foucault's theory of power, Frank stated that "*politics are also indirectly involved in the selection processes more often in the position of school principal*" he also stated another power vested by principal *in another local school when I was deployed as an observer, principal did not consider the existence of the teacher representative during the selection process* (Frank).

This is what teachers are experiencing in the selection processes. Positions give perpetrators powers to divert from the requirements and selection policies. There are past experiences of teachers, present and future experiences, thus, one can refer to what teachers experienced in the past, present and predictions of what will happen in future (Morgenthau & Nations, 1948). This section emphasised the incidents where power was exercised by members of the selection committee.

Foucault (2003) argues that modern communities are 'Disciplinary community', meaning that power is there in present, was there in the past and will also be there in future, power is commonly exercised through discipline in various institutions e.g. in schools. Amos stated that "*the schools are given powers by DoE to control the selection processes of school leaders. Principals play a leading role to select the selection committees. Chairperson are given powers to lead the selection processes, then teachers have experiences of the misuse of power by members of the selection committees*". There is a demarcation of power in the schools as an organisation.

The power possessed by members of the selection committee is used to oppress candidates. Phumlani indicated that: "*Selection committee members are using their powers to side-line teachers, treating them unfairly by being biased and not following the procedures of selecting the school leaders*". He also indicated that committee members also used their power against other members of the selection committee who are powerless in a particular selection process (Foucault, 1991). Because participants reveal that power in the selection processes is not always possessed by one person or the same group e.g. powers in the selection processes can

be possessed by DoE official, principal, union representative or chairperson of the selection committee; all these members' success depends on the scorers, who have the power.

The findings of the study indicated that there is also a power resistance. In this regard, power can be good or bad depending on how the person in power uses his/her powers. Other participants see power as a more volatile, unstable element, which can always be contested. Therefore, power relations must be permanently renewed and reaffirmed (Simpson, Clegg & Freeder, 2013).

4.5 Conclusion

This chapter presented the findings and analysis of the data which I collected from six teachers and all the participants involved in the selection processes of school leaders as a teacher representative, union representative or as an applicant and candidate. I attempted to present the information as accurately as possible, using direct quotations from the participants' responses. The next chapter discusses the findings, recommendations and gives a final conclusion of the study.

CHAPTER FIVE: CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

Chapter one provided an introduction and overview of the study with respect to teachers' experiences in the selection processes of school leaders. The policy background regarding selection processes was discussed, and the purpose, objectives, rationale and background of the study, as well as research questions and structure of the dissertation were also discussed.

Chapter two presented a literature review which conceptualised selection processes of school leaders, and experiences of teachers in South Africa and other countries. The chapter also presented Clegg and Foucault's theory of power as the theoretical framework which conceptualised how power is used and manipulated in school selection processes, against those who are powerless.

Chapter three presented the qualitative interpretive research design and methodology aimed at understanding teacher's experiences in the selection of school leaders.

Chapter four provided the presentation, analysis and interpretation of the findings based on the data that had been solicited from six participants through semi-structured interviews in response to the two key research questions:

- What are teachers' experiences in the selection processes of school leaders?
- What factors influence teachers' experiences in the selection processes of school leaders?

This chapter presents a summary of the findings, recommendations and conclusion.

5.2 Summary of the findings

The findings of this study indicated that the selection processes of school leaders as experienced by teachers should be a process of choosing the best suitable candidate, a candidate who has demonstrated leadership skills, and that the final decision should be taken by the majority of selection committee members according to the scores allocated for each candidate but instead is marred by problems. The general understanding of what the selection process of school leaders is, however, conflicts with that of the committee members in the selection process. In responses to the research questions the key themes discussed next emerged:

5.2.1 Bias in the selection processes of school leaders

Teachers act as representative of other teachers in the selection committee, and as representative of teacher unions and SGB, reported bias in the selection processes. Findings also revealed that inappropriate selection processes of school leaders were unfairly conducted, and ineffective learning and teaching and other conflicts emanated from the poor selection processes. Allegations of selection committees knowing the candidate who would be selected for leadership position before the interviews commence were reported. This means that the selection process would be conducted just to formalise the proceedings. Also, findings indicated that selectors sometimes discussed and chose the candidate of their choice privately based on non-agreed upon criteria based on their personal sentiments and choices. Also, promotional selections of school leaders have been shown to be sometimes based on gender, ethnic group and race, and this would sabotage other candidates in the selection processes.

5.2.2 Inconsistencies in the selection processes of school leaders

The results of this study indicated the presence of inconsistencies in the selection process of school leaders by one or more members of the selection committee. This behaviour was inconsistent with the official selection process because selection procedures were not followed appropriately. This this oftentimes compromised school leader selection processes. Also, the results indicated that scoring would be done at the instruction of the principal, compromising the legitimacy and legality of the process. This would oftentimes secure a less deserving member at the expense of the more deserving member.

5.2.3 Manipulation by selection committee members

There were people who liked to manipulate others within the selection committee, undermining the presence of other selection committee members. The principal, the chairperson, parents and union members normally had their own candidates beforehand. That is where the problem started. In most cases, selection processes were manipulated by principals and SGB members from parent component and unions. It is a matter of each camp pointing fingers at each other, for instance, the principals and allies blaming the teacher union representatives accusing the principal of having his favourite candidates. When there is a deviation from the policy, the powerful camp members usually intervene and eventually take whoever they want and control

the selection process. The principal and her/his allies interpret this action to their liking as if the union representatives are fighting for the selection of their members.

5.2.4 Continuous interference by teacher unions in the selection processes

Participants stated that teacher unions are not doing what is expected of them. Instead, they are at the centre of the conflicts as they represent certain individuals while they are supposed to treat and represent all the teachers equally. Participants felt unrepresented in the process as unions influence the decisions made by selection committee, manipulating the process. Teacher unions did not respect their observer status or they intentionally overlooked it, especially where they saw that the resource person and chairperson were not well acquainted with the selection policies.

Although some participants pointed out that teacher unions were not the only people compromising the selection processes. The principal and other members of SGB and DoE officials are also to blame for the inappropriate selection processes. The members involved in the selection processes are pointing fingers at each other regarding unfairness and subjectivity in the selection processes, but they still saw teacher unions as playing a huge role as they also privately held a mandate from community and political influence. Teachers acknowledged that other key role players were equally at fault as teacher unions. The researcher also viewed this ignorance by teacher unions as interference and having a negative impact in the selection processes of school leaders.

5.2.5 Teachers felt side-lined during the processes of selecting the school leaders

Teachers expressed feelings of being side-lined by selection committee members, especially by the principal and chairperson. The study revealed that what SASA advocates does not actually happen in most schools in South Africa as selection members side-line teachers in the selection processes and manipulate the processes to suit their own needs and interests.

Members of the selection committees manipulated the process in some situations, this was evident when participants observed certain candidates given special attention or was awarded a score of which he/she did not deserve. One participant highlighted that there were allegations of candidates bribing the selection committees, showing that even candidates themselves were part of the corruption. Findings also revealed that selection members were bias and subjective

when they were scoring candidates. This was done to ensure the preferred candidates got the highest scores so that they would be recommended for the position as school leader. This finding corroborated previous theory that reported that in many selection processes of school leaders, the principal and chairperson work as a team and form a camp which will fight against union and teachers (Mkhize, 2012).

5.2.6 Lack of competence amongst selection committee members

Participants indicated that there was lack of formal and informal education about how selection processes of school leaders should be conducted. The high number of selection processes in schools ended up in grievances and disputes (DoE, 1999). This alone indicates that selection processes are not conducted according to the policy guidelines and regulations. Some members of selection committees in some schools were conducting selection processes inappropriately purposely. Participants highlighted that there was lack of selection competence amongst selection committee members.

Findings revealed that, in some instances, some members of the selection committee were not well trained on how selection processes should be conducted as seen by the number of grievances and disputes that had been lodged after the selection processes.

5.2.7 Teachers experiencing feelings of intimidation, violence and fear

Participants revealed various kinds of feelings of intimidation, violence and fear arising prior, during and after the selection process of school leaders. The presence of teacher unions intimidates the selection committee members who are not conducting selection processes of school correctly. Teachers as candidates also feared the presence of teacher unions because they did not look favourable towards the candidate who were in their camps. Teachers also feared that principals and chairperson would influence the selection process to suit their candidate of interest.

Research question 2 asked if Teachers in the selection processes also experienced political interference which made them felt intimidated. Political involvement influenced the decision of selectors, and teachers experienced verbal, emotional and physical violence amongst selection committee members. Currently schools are controlled by communities and where communities are involved automatically all the processes will be based on politics, even the

selection of school leaders. Once the politicians have mandated the SGB whom to select to the school leadership position, that should happen one way or other. The data collected also revealed incidents of violence which led to crime and death, sparked by teachers fighting for the position of school leaders.

5.2.8 Hidden agendas influencing the selection committee members

Findings revealed that some members of the selection committee came to the selection process with a candidate in hand and the selection process was just a formality. Other candidates came into the interviews knowing the questions and expected answers given prior to the interview. Hidden agendas influenced the whole process of selecting the school leaders.

Participants indicated that selection committee members deviated from the policies and guidelines for the selection processes as stipulated in SASA, and nobody challenges the unlawful acts. Only the unions were well capacitated to challenge such cases by lodging the disputes and grievances. However, they only do that if the selection processes are not in their favour, if the hidden agendas favoured their candidate, they simply kept quiet.

Most of the time selection committee members do it on purpose and they are part of the plan as an another hidden agenda. The discrepancies range from arbitral scoring to over scoring or underscoring of candidates. It transpired from the selection processes that individual selection committee members were told how to range the scores. The perception of principals is that teacher unions always have hidden agendas and teacher unions see school principals as the manipulators who are always having hidden agendas during the processes of selecting the school leaders.

5.2.9 Influences of power: Power play amongst selection committee members

Studies by Clegg (1969) and Foucault (1991) revealed that power is everywhere, which means many selection processes of school leaders are influenced by power play. Their findings note that institutions are influenced by power from different stakeholders and key role players. In the selection processes of school leaders, selection committee members are aware of the position of power and how to manipulate and abuse their positions and power. Power is determined by knowledge of power (Clegg, 2013). Power is also determined by the position you are holding e.g. being the resource person, chairperson or union representative (Wood, Braeken & Niven, 2013).

Power is viewed as a matter of concern because it affects the processes of choosing the best school leader (Pustovitovskij, 2013). However, power is used to manipulate the process in the selection of school leaders.

5.2.10 Corruption and bribery influencing the selection committee decisions

Teachers in this study indicated that corruption and bribery were key factors influencing their experiences in the process by selection members. Media reported that the position of school leaders were on sale (Resepgroup, 2017). Other participants revealed their experience of bribery within the selection committee. Corruption is not only about exchange of money for the position of school leader, as discussed in previous chapter. Without any temptations of bribery, the decision of the selection committees might be legitimate.

Teachers were regarded as the people who were condoning bribery, because selectors who are corrupt receive bribes from the candidates who want to be school leaders. Sphume, one of the participants, stated that the teachers who were paying for the positions were incompetent and most of them had basic requirements for the position. Teachers who are the victims of corruption feared to report the matter to the authorities, feared interrogation and public comments, and in other situations there would be no tangible evidence.

5.3 Recommendations

The recommendations are based on the findings of this research study and they are not given in any specific order of importance. These recommendations are all vital and contribute to how the selection processes of school leaders should be improved, more importantly to teachers in the selection processes of school leaders.

The DoE must ensure that the training of the selection committees is intensified. For instance, empowerment and capacitation of the SGBs and selection committees should be a continual process done, not only as a once off process. This would ensure that the selectors are abreast with procedures surrounding the selection process. Such training programmes must include a mock selection process to strengthen selectors' abilities to choose the best suitable school leader for their schools

The participants recommended that the department officials should monitor the selection processes, and provide clear guidelines and requirements. It is imperative to mention that, the re-training workshops for capacity building, particularly of selection committee members from parent's component, must be conducted in their mother tongue language which is easier for the majority of the beneficiaries of these workshops to understand. In the case of KZN, IsiZulu language should be used during training sessions so that the majority of parents can be able to understand what is required of them during the selection process. However, the use of IsiZulu might cause a contradiction because selection processes are conducted in English.

The principals, DoE officials, teacher's representatives, co-opted members, parents, as well as teacher union representatives should be equipped with necessary knowledge and skills required for the effective planning and implementation of the selection process of school leaders. The presence of the teacher union representatives in the selection process is recommended only if they are going to serve all teachers equally and defend the rights of candidates. The presence of teacher unions should also be viewed in a positive manner and as a promotion of democratic participation in selection processes and education system as whole.

The selection committee members must be made aware that any deviation from governing policy regarding the selection process is tantamount to a misconduct charge. This means that disciplinary actions would be taken against members of the selection committee for misconduct. Therefore, it is very important to warn selectors that whatever decision made during the selection process should be within the parameters of the legislations governing the selection process of school leaders.

The DoE officials should be fully and actively involved in the selection process of school leaders. The School Circuit Manager must be present at every selection process in his/her circuit or district particularly in promotional posts. Subject advisors must also be allowed to sit in the selection committees in order to give guidance about the subjects' requirements, especially in a position of HOD. Principals should stop to act as resource persons and become ordinary members of the selection committees.

Generally, the selection processes are the only tool used to assess candidates and it should be improved. In most cases, eloquent speakers excel during the interview stage but fail to perform their duties effectively after they have been selected or appointed in leadership position. This

means that when selecting teachers for school leaders position, the selectors should also look at the past work achievement of the teachers who are candidates rather than oral presentation during the selection process, as some teachers are very good in theory but poor in practice. In addition, other instruments to assess candidates during the selection process should be introduced, such as, written reports, accumulation of points and the Australian system where a contestant candidate does a presentation in front of the staff.

5.4 Recommendations for further studies

This section proffers recommendations for further studies that has been articulated or based in this study. Further studies may look at the use of power and position in the selection processes of leaders in education. For these reasons, the researcher proposes future and further research on the following topics:

- The influences of SGB in the selection processes of school leaders.
- Experiences of other selection committee members in the selection processes.
- The role of teacher unions in the selection processes.
- Considering the qualifications of teachers and requirements for school leader.
- The whole management of the selection processes of school leader's experiences in the selection processes.

Further studies should examine the whole system regarding the selection process of school leaders must be starting from how SGBs, selection committees are elected. In addition, further studies should also look at third world countries on how they conduct or elect selection committee members, how selection processes of school leaders are conducted and how school principals and SMT are selected in schools that have produced excellent results. Further studies should also look at ways to simplify the complex nature of the selection processes of school leaders brought about by the different constituencies overlapped in their roles and responsibilities. in such a way that different constituencies overlapped in their roles and responsibilities. All the finding of this study should be further verified using other samples outside the province.

5.5 Conclusion

The findings of the study revealed that there were serious allegations faced by the members of the selection committees during the selection processes of school leaders. Teachers as committee members are generally not happy with both their role in the selection processes of school leaders and adherence to the official procedures in this regard. This has tainted the democratic participation of all stakeholders, compromising the whole process. The problems and challenges in the selection of school leaders indicated that there was a big gap between policies and procedures and implementation of the selection processes of school leaders. This study suggests that there was a difference in terms of school management, school functionality and outcomes of results between the schools led by leaders selected fairly by competent selection committee and those led by unfairly selected school leaders. This has huge consequences for the successful and smooth functionality of the school, learner success and completion rate, school climate and both learner and teacher morale.

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