IMPACT OF HUMAN RESOURCE PRACTICES ON LEARNER PERFORMANCE IN THE DITSOBOTLA AREA OF NGAKA MODIRI MOLEMA DISTRICT IN THE NORTH WEST PROVINCE
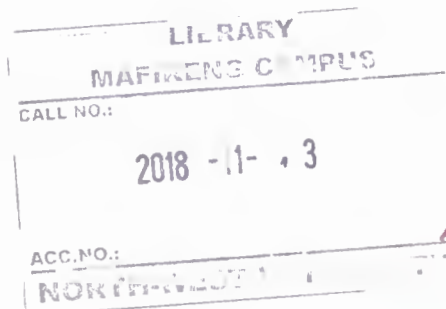
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CHAPTER 1

INTRODUCTION

1.   INTRODUCTION

Swanepoel, Erasmus, Van Wyk and Schenk (2008) asserted that organisations exist tofulfil the needs and wants of society through utilisation of resources. In line with that argument, schools serve as an example of an organisation that exists with the motive offulfillingneeds for superiorlearning. They do so by providing competitive skills for the job market and wisdom to succeed in life through the utilisation of both physical and human resources towards the realisation of their goals (Zokufa, 2007).In addition, other sources (ILO, 2012;Charles, Kimutai & Zachariah, 2012) emphasised that the quality and success of the schooling system depends to a large extent on the capability, commitment and motivation of the teachers as its human resources. This leads the researcher to use a conceptual framework for Human Resource Management (HRM) for the purpose of this study. Ehlers (2007) posited that HRMcan be seenasperformance of a set of activities that are aimed at ensuring that the human resources of an organisation are available, competent, motivated, healthy, diverse, organised, focused and satisfied at specific levels, at times and places in order to facilitate the efficient achievement of the organisational goals. In the case of schools, the organisational goal is to enhance learner performance.

1.1   Background to the study

Schools, like any other organisation, produce knowledge, skills, and values through the inputs of infrastructure. Teachers and teaching, learning materials and learners are considered customers of the school's products, who desire to acquire adequate knowledge to enable them to pass examinations, acquire competitive skills for the job market and wisdom to succeed in life (Charles et al., 2012). Charles et al. (2012) further posited that, like any other organisation, the process needs leaders if they are to stay in the educationindustry. The quality and success of the education system depend to a large extent on the effective functioning of its human resources referred to as educators. Understanding the significance of human resource practices in the process of recruiting,deployment, professionally supporting and providing the proper working environment for sufficient numbers of teachers that meet the needs and expectations of

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quality education, for all are of paramount importance in attaining maximum success (ILO, 2012).

The quality of output in schools depends directly on the commitment and motivation of the teachers. All these three aspects were negatively influencedin 2011/12 by the recruitment and deployment policies and practices and failure to construct a favourable environment for schoolings and this led to impeded performance on learners at schools. In this study, the impact of human resource practices on teachers is investigated, and this is placed at the centre of HRM. Zokufa (2007) explained that effective HRM relies on the ability of managers to empower (through human resource development), motivate and retain highly qualified staff within the institution. Contrary to this, HRM policies, practices, and a poor working environment almost threaten teachers of their job satisfaction and promote turnover which negatively impacts on learner attainment.

The following table, Table 1.1 is a synopsis of 2010, 2011 and 2012 learner statistical performance wherein 15 schools labelled A to O were identified from the researched area and their performance records tabulated based on information gathered from the official website of the Department of Education (DoE, 2016)).The synopsis is followed by a graphic presentation in Figure 1.1 which analyses the trend in performance for each school and an overall explanation of the analysis.

Table 1.1:   The synopses of grade 12 learner output in the Ditsobotla area of

Schools	2010		2011		2012	
	No. wrote	% pass	No. wrote	% pass	No. wrote	% pass
A	58	67	59	91.5	47	85
B	22	100	12	100	18	78
C	40	68	10	100	14	100
D	16	75	13	54	21	81
E	94	79	102	74	140	85
F	76	74	45	71	72	93
G	36	81	33	91	39	69
H	24	50	24	54	16	94
I	195	100	192	100	193	98
J	103	75	62	76	12	100
K			34	91	40	98
L	156	65	60	93	152	77
M	73	67	81	96	122	72
N	79	85	81	87	91	66
O					10	100

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area of Ngaka Modiri Molema District over a three-year period
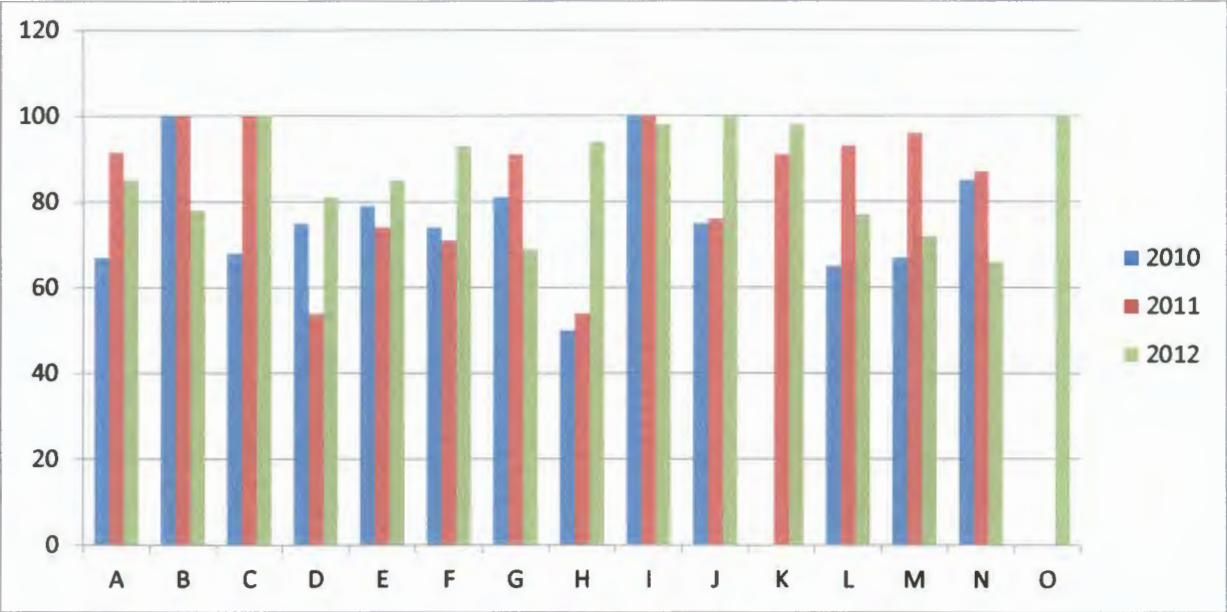
Figure 1.1: Graphic representation of learner performance for 2010, 2011 and 2012

Figure 1.1 represents the learners' performance in schools in the Ditsobotla area of Ngaka Modiri Molema District. Although the result indicated that most schools attained above 80% of the period 2010–2012; this result had not been consistent with individual schools which reflected a "yo-yo" pattern. Schools, in which learners attain high marks in a particular year or two, had no guarantee that they will sustain or perform beyond the same high level within the third year.

Section 16A of the South African School Act 84 of 1996 (SA, 1996) stipulates the obligation by the school managers to report on an annual basis to the Provincial Head of Department known as Superintendent General (SG)of the academic performance of learners and the use of resources (SA, 1996). Managers of schools are required by the district sector of the department to account for the results obtained at the school and to develop strategies for improvement. The SG is provided with a detailed report to support strategies as planned and presented by the school managers (DoE, 2012). The researcher is a member of the South African Democratic Teachers Union (SADTU) and is aware of the teachers' forums where various challenges they encounter about their working environment are discussed. Also, informal discussions were held with school managers who complained about the value of such accountability sessions when they are not in charge or control of the staff with which they are working. Such complaints triggered a study of this nature.

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Teachers play a pivotal role in achieving educational goals. Their roles are clearly articulated in the Personnel Administrative Measures (PAM) as entailed in the Employment of Educators Act (76 of 1998)(SA, 1998). It is evident that the management of teachers is done through various levels of the Department of Education ranging from national, provincial, districts, area offices and ultimately the schools where teachers are directly placed. While the national department deals with the determination of teacher salaries and wages, the provincial department focuses on teacher distribution to schools through post establishments, districts, Area Project Offices (APO) and clusters that support schools in their immediate resource needs. Principals are the immediate accounting officer for teacher output (DoE,2011). Teacher management and support for quality education systems involve the rights of teachers about systems of appointment, deployment, promotions, and remuneration as well as working conditions of services (Mulkeen & Chen, 2008).

According to the Issue Brief (SA, 2008) and Wetungu (2008), learners become disappointed when they find themselves in classes without a teacher, or if they fail to familiarize themselves with a teacher's teaching strategies, or if the teacher leaves them before the completion of a particular schooling year. The teacher could leave to teach at another school or opportunities outside of teaching. Such disappointmentsbecome exacerbated by delays in replacement teachers. All these factors lead to poor learner achievement; a shortage of teachers hampers the schoolings to achieve education for all (EFA) (Pitsoe, 2013).

Ingersoll (2001) and Wetungu (2008) noted that while the focus on policies is geared towards increasing teacher numbers through recruitment practices, teacher turnover within schools, both voluntary and non-voluntary, continuously destabilise learner performance. Continual shortage of teachers becomes highly evident and it seems recruitment alone, without regard to retention cannot solve staffing and performance problems of individual schools.

Inefficient and ineffective human resource management would lead to a failure in the achievement of organisational goals and therefore become difficult for the department of education and school managers through its recruitment, to attract and retain quality teachers in schools for learners to benefit from the investment already made in them (SA 2008). The high exit rate of teachers and the high reliance of schools on temporary teachers, unqualified teachers and the country's supply of teachers from other countries

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could be a direct reflection that the country's teacher maintenance is rifewith challenges (Mampane, 2012).

1.2   Statement of the problem

Accounting for poor performance and strategising on how to improve results by all levels of school management in the DoE is the business of the day. The influence of human resource (HR) practices on the success of learner performance is a factor that is often overlooked.

Studies that link the poor academic performance of learners in schools to poor human resource management practices have concluded that high qualifications and experiencedsatisfiedteachers will always yield high achievements on learners (Loeb & Myung, 2010; ILO, 2012; Kayuni & Tambulasi,2007; Mampane, 2012; Chisholm, 2011).

School managers play a pivotal role in mediating with all role-players towards the attainment of goals at schools. Thus they liaise and coordinate activities of the teaching and non-teaching staff, school governing bodies, parents, learners and all involved role-players towards success in schools. However, Mampane (2012) noted that some school managers lack vibrant direction as far as motivating teachers and as such directly influence the effectiveness of the teachers and the achievements of the learners. This research study seeks to examine the impact of human resource practices on learner attainment in schools around Ditsobotla area of Ngaka Modiri Molema District of the North West Department of Education. The study addressed specific questions on the nature and characteristics of recruitment and working conditions of teachers in schools, the challenges of recruitment of new teachers and retention of already serving teachers the relationship between challenges in recruitment and retention practices to learner performance were established. The aim is to recommend strategies to improve human resource practices.

1.3   Studyquestions

This studyfocuses on investigating how human resource practices impact on learner performance. In this regard, the study intended to address the following research questions:

1.3.1   What are the nature and characteristics of human resource practices in schools?

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1.3.2   Are there challenges of human resource practices in schools?

1.3.3   How do HR practices influence learner performance?

1.3.4   What are the strategies to improve human resource practices in schools?

1.4   Significance of the study

The result of the study will add to the limited information on the current theory of relationships between human resource practices and learner performance in South Africa. It will provide information for human resource practitioners in education and create awareness among educational managers on the factors which hinder and promote recruitment and retention of teachers. Policy makers would also profit from the outcomes of this study in the sense that the information provided would support decision-making processes and enhance learner performance. The assumptions on the consequences of this research study are tomotivate other academics to explore additional parts unenclosed in this study.

1.5   Ethical issues

The researcher adhered to the principles described in Neuman's (2003) guidelines. The approval in undertaking this research is grantedby the District Director in charge of schools under which the study falls together with school authorities, that is, the school governing bodies and school managers. Permission to participate in the study was required from each respondent. Participants were informed about the research in which interviews wouldbe used. They were assured that their privacy and sensitivity wouldbe protected. They were also assured that the information will be used solely for the research purposes and would be destroyed after use. It was also revealed to the respondents that information used would be treated as highly confidential.

1.6   Trustworthiness of the report

This report complied with the suggestion advocated by Maree (2012) that multiple methods of data collection such as interviews, observation, and document analysis should be used for confirming trustworthiness. Also, involving several investigators and peer researchers to assist with the interpretation of the data also enhance trustworthiness. That is, to test the extent to which the study measured whatever it measured consistently (Best & Khan, 2003); categories of the frequency occurring data were identified and checked. Since the main issue of reliability is dependability

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(Neuman, 2003), data was established by capturing all interviews on a digital tape recorder and transcribed in writing. During the transcription exercise, only irrelevant information was omitted from the transcription, and all attempts were made to reproduce the interview scripts as accurately as possible. Interviews were unbiased, and the researcher avoided asking leading questions in her interviews.

1.7 Delimitations of the study

The study remained restricted to school managers, chairpersons of School Governing Bodies (SGB) and teachers in the Ngaka Modiri Molema District. The study did not exceed the stated number of schools because the intention was to conduct an in-depth investigation on the impact of human resource practices to learner performance. The number of schools chosen was, therefore, appropriate for such purpose, especially because of the limited amount of time at the researcher's disposal. Schools chosen were information rich with regard to the problem under investigation as they displayed an inconsistent performance during the cycle.

1.8 Limitations of the study

These are barriers which would impose restrictions that the researcher encounters. The researcher could not cover all the schools in the Ngaka Modiri Molema district let alone schools in the Ditsobotla area. The study was piloted in the four selected schools in the Ditsobotla area. Hence the consequences are limited towards such schools. The researcher is a full-time worker, and thus it was not possible to extend the time allocated for the research and have a broader sample. Moreover, the participants were also busy with their work to the extent that at times it was not even possible to honour the agreed appointments. The problem was further complicated by the fact that, participants had a right to withdraw at any time and any stage, thus causing a delay on the part of a researcher who was to start over again looking for a replacement. Another issue was that of financial constraints since the researcher did not have any funding except paying from her pocket. Furthermore, people were cautious when giving information to an "outsider". In other words, participants were not willing to give information, especially if such information portrayed bad images about their schools. However, considering the measures taken to enhance the validity and reliability of the study, including the issue of triangulation, and pilot study, the results of the findings could be extrapolated to the target population.

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There was also a foreseen problem of bias when participants gave the researcher the information they thought she wanted, especially when she was known to them. In order to eliminate such problem, the researcher outlined the objective of interviews, piloted the research instruments and clarified any ambiguities before the final interviews were administered

1.9 Definition of concepts

Most frequently used terms would derive definitions from different sources, but for the purpose of this study, the following operational definitions are applied.

1.9.1 Human Resource Management (HRM)

HRM is the performance of a set of activities that are aimed at ensuring that the human resourcesof anorganisationare available, competent, motivated, healthy, diverse, organised, focused and satisfied at specific levels, times and places to facilitate efficient organisational goal achievement (Ehlers, 2007).

1.9.2 Human Resource Practices

For this particular study,human resource practices refer to policies and practices in the process of recruiting, retaining, professionally supporting and providing the proper working environment for sufficient numbers of teachers that meet the needs and expectations of quality education for all.

1.9.3 Learner performance

The study adoptedthe definition of learner performance provided by Jansen (2014)as a measure of learner test outputs. The Grade 12 outputs of learners within a three-year-period (2010–2012) cycle were considered.

1.9.4 Teacher Recruitment

Teacher recruitment refers to activities that are undertaken to solicit job applications from people who have the necessary potential, knowledge, skills, and abilities to fill positions as employees to assist the organisations in achieving its objective (Swanepoel et al., 2008).

1.9.5 Redeployment

Redeployment means the transfer of teachers from over-staffed schools to under-staffed schools. It is done with the purpose of bringing equity in education as far as staff provisioning is concerned (Zokufa, 2007).

1.9.6 Job satisfaction

Job satisfaction is the feelings or state-of-mind of a personconcerning the nature of their work which can be subjective to a variety of aspects, like remuneration,the association of employees with their superiors, the value of the atmosphere in which they work (Mudor & Tooksoon, 2011).

1.9.7 Motivation

According to Steyn (2002), motivation refers to an individual's state of mind and includes energising, directing, maintaining and supporting human behaviour to carry out a particular action.

1.9.8 Turnover

Mudor and Tooksoon (2011) agreed with Mampane (2012) that turnover refers to the characteristic of a given company or industry, about therate at which an employer gains and looses staff. For example, if an employer is said to have a high turnover, it means that employees of that company have a shorter tenure than those of other companies in that same industry. However, Croasmum, Hampton and Hermann (2002) described turnover as the movement of employees out of the organisation or any permanent departure beyond organisational boundaries.

1.10 SUMMARY

This chapter presented the introduction, a background of the study under which the problem statement was formulated, the study significance and the guiding research questions. Major concepts used in this study were defined. Limitations and delimitations of this study were identified, and lastly, the ethical issues were considered. The following chapter presents an in-depth literature review of the problem statement.

CHAPTER 2

LITERATURE REVIEW

2. INTRODUCTION

This chapter provides an account of the literature reviewed on the relationship between human resource practices and learner performance. The purpose of the literature review is to outline how teacher recruitment deployment, professional support, and working conditions contribute towards the academic performances of learners at schools by seeking answers to the research questions formulated in Section 1.3 of Chapter 1.

There is an increasing consensus amongst scholars and teachers that the solitary most significant aspect in determining learners' performance is the excellence of their teachers. Consequently, if the nationwideaim of providing an equitable education to children across the nation is to be met, it is critical that energies be focused on increasing and retaining good teachers in all communities and at all grade levels(Loeb & Myung, 2010; ILO, 2012; Kayumi & Tambulasi,2007; Mampane, 2012; and Chisholm, 2011).

2.1 Theoretical framework

This study can be placed within the conceptual framework of HRM and Hertzberg's (1959) two-factor theory and distributional leadership as advocated by Spillane (2006),are of critical importance in education. Charles et al. (2012) agreed with Van Deventer and Kruger (2003) that educational management is an interactive, interrelated process which requires educational leadership to bring about learning and teaching in schools. Mafora and Phorabatho (2013) concluded that all school management teams (SMT) inclusive of Principals should have knowledge of the curriculum taking place to enhance school effectiveness. The resources accessible to them include human resources (teachers and learners), physical resources and financial resources (Zokufa, 2007). Above other resources posited that the quality and success of the education system depend to a large extent on the commitment and motivation of the teachers as its human resources (ILO, 2012).

Commitment and motivation of teachers are negatively influenced by the human resource practices through the process of recruitment, deployment, lack of professional

support and failure to construct an atmospherefavourable for teaching and learning in South Africa (Salifu & Agbenyega, 2013). It is highly important to know the impact of human resource practices in the process of recruiting, deploying, professionally supporting and to provide a proper working environment for adequate numbers of teachers that meet the needs and expectations of quality education for all in order toachieve maximum success. In this study, the impact of human resource practices of teachers is investigated, and this is placed at the centre of HRM.

According to Zokufa (2007), effective HRM relies on the ability of managers to empower (through human resource development), motivate and retain highly qualified staff within the institution. Contrary to this, HRM practices on recruitment, deployment, professional support and theworking environment almost threaten teachers of their job satisfaction and promote turnover which negatively impacts on learner attainment. This study investigated the impact of school level HR practices on learner performance in the Ditsobotla area.

2.1.1 Hertzberg (1959) two-factor theory

Bassett-Jones and Lloyd (2005) derived their theory from Maslow's hierarchy of needs and postulated that the impact of the level of teacher job satisfaction on turnover rates and level of motivation to higher commitment and productivity couldbe assessed. Based on Maslow's postulations on the hierarchy of human needs that must be met for enhancing performance, a significant submission is that if the lower level needs continue to be unmet, the upper-level needs can also not be fulfilled. Maslow's theory is mainly appropriate to teachers because meeting the basic survival needs for food and shelter as well as security in conflict situations are the major daily challenges for teachers in many countries. One of the famed points of Maslow's hierarchy of needs theory refers to the inextricable relationship between high and low order needs. According to Bennel and Akyempong (2007), this means that as much as employees can achieve self-actualization, it is equally important that low order needs relating to remuneration, job satisfaction be satisfactorily addressed.

Hertzberg's (1959) (in Hertzberg, Mausner & Snyderman, 1959), motivation hygiene theory related motivation to job fulfilment and hygienic factors to job discontent. In education settings, Hertzberg's hygienic factors include personal concerns such as salary, living conditions, meeting standards expected by the school, and conditions of

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work such as quantity and quality of teaching resources, teaching loads, teacher-learner ratios, length of class periods all of which impacting on job satisfaction. While motivational factors are related to factors intrinsic to the organisation and about the job itself such as attainment, appreciation, advancement, effort itself, the possibility of development and accountability is impacting on the level of motivation expressed by an employee.

Herzberg et al. (1959) contended that removing the grounds for discontent through ensuring a conducive working environment would bring stability on retention and turnover in organisations while intrinsically motivating employees, on the other hand, would enhance their performance. Following this theory as a guide to HR practices will also work best for teachers' school's HR.

Herzberg et al. (1959), consider work itself to be one of the motivating factors and concluded that managers should restructure jobs to accommodate employees by increasing challenges and responsibilities while nurturing chances of personal development and acknowledgment. Supervisors at work should nevertheless advance proper working conditions for the maintenance of health and peace within the working environment in their organisations as most of the workforce strikes are due to poor working conditions and wage disputes. If all aspects mentioned above can be considered, teachers will enjoy working and resignations will be lessened. Despite disapprovals associated with this philosophy, its valuable influence on work contentment cannot be taken for granted. School managers will enjoy the legacy of this model in motivating their teachers intrinsically. Teacher labour representatives can also use this as a weapon to synergise labour relationships between teachers and their managers as what bothers their members will be addressed.

2.1.2 Distributional leadership

As advocated by Spillane (2006), distributed leadership is about "engaging the many rather than the few in leadership activity within the school and actively distributing leadership practice, it involves people interactions and sharing of ideas among many actors rather than relying on the actions of an individual leader" (Spillane, 2006). This idea is broadly supported by Spillane (2006) who further argued that distributed leadership implies a social distribution pattern of leadership where the leadership

functions are stretched over the work of a number of individuals and where the leadership tasks are accomplished through the interaction of multiple leaders. In simple terms it refers to a situation of interdependency rather than dependency, embracing the ways in which leaders of various kinds and in various roles share responsibility. In applying this at various levels at school, the stakeholders would feel empowered, recognized and valued. As a result, they will feel asense of ownership and belonging.

Spillane's (2006), distributional leadership theory postulates that leadership functions should be engaged and shared within different structures rather than relying on a sole leader to avoid overburdening one person, to empower various stakeholders, to share ideas and have a sense of ownership and belonging in achieving the best of the organisational goals. Based on this theory, leadership functions are shared amongst School Governing Bodies (SGB), School Management Team (SMT), teachers and the principal (school manager) as the accounting officer for the activities of all stakeholders.

According to Dehaloo (2008),school managers are assigned numerous accountabilities every day and the way they manage their daily encounters impact on the level of performance in their schools. He further stresses empowerment and delegation of authority amongst educators as leading to a sense of ownership and commitment which may ultimatelybe transferred to the learners which will enhance performance in schools. In line with the above argument, Protheroe (2006) related school cultures as determined by school managers themselves, to performance in schools. It is clear from the above author elaborations that empowerment and supervision positive school culture, and conducive working environment (Mamabolo, 2002).This study investigated the HR practices on learner achievement.

2.2 Relationship between HR Practices and Learner performance

The relationship between HR practices and learner performance can best be explained by seeking answers to the research questions as formulated in Section 1.3 of Chapter 1.

2.2.1 Nature and characteristics of HR practices

The HR practice in schools is characterised by the hygienic and extrinsic factors to the organisation as postulated in Herzberg's (1959) two-factor theory which includes organisational policies and administration,supervision, relationships with peers,

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supervisors, and subordinates, job security, personal life, working conditions and status, all impacting on job satisfaction. On the other hand, distributional leadership as advocated by Spillane (2006) is strategically implemented to enhance collaborative decision-making and productivity. In this study, hygiene factor in HR practices is carried out in terms of the Constitution of the country, acts, policies, resolutions as agreed to by labourorganisations, and the employer through bargaining chambers and circulars. This section outlines some important legislative framework and role-players in teacher recruitment, followed by the description of educator morale, job satisfaction, and motivation. Finally, the relationship between school leadership and performance with tasks descriptions and relationship with various role-players are highlighted.

a) Legislative framework

Important legislative framework relevant to this study includes National Education Policy Act (NEPA) 27 of 1996,Norms and standards for Educators 2000,Employment of Educators Act (76 of 1998), and the South African Schools Act (SASA).However, resolutions with particular reference to Resolution 2 of 2003, Circular36 of 2013 and Circular 46 of 2013 are of critical importance to this study (SA, 2003; SA, 2013; SA, 1996, SA, 1998).

i. National Education Policy Act

NEPA 27 of 1996 emphasizes the need to uphold every person's fundamental rights and serve as a frame of reference for subsequent education legislature. In terms of this Act, the Minister of Education not only has the right to determine national legislation for the planning, provision, financing, coordination,management, governance, programmes, monitoring, evaluation and well-being of the education system, but also to override provincial legislation should it conflict with national legislation (Section 3(3)).In addition, the Minister may devolve his/her authority to others, if and when required.

ii. The norms and standards for educators (DoE 2000)

The term "Educators" is often used synonymously and interchangeably with "teachers". The norms and standards for educators, according totheEmployment of Educators Act (76 of 1998), prescribethe conditions needed for educators to be hired that they must have acqured a three-year qualification (REQV 13), which includes appropriate training as teacher and further specifies the minimum qualifications for teacher entry into the profession in terms of specialisations in particular phases and subjects (SA, 1998).

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iii. Employment of Educators Act 76 of 1998

The Employment of Educators Act (76 of 1998) makes provision for Personnel Administrative Measures (PAM) that outlines issues on educator post establishment, appointment, promotion and transfers, termination of services and educator workloads and duties and responsibilities of educators.

- *Educator post establishments*

  The Employment of Educators Act (76 of 1998) stipulates that the educator establishment of any public school under the control of the provincial department of education shall, subject to the norm prescribed for the provisioning of posts, consist of posts allocated to the said school. However, the post distribution model for allocation of posts to schools is based on the principle that available posts are distributed among schools, proportionally to their number of weighted learners and that the concept of weighted rather than the actual learner, is used to enable schools to compete on an equal footing for posts. As some learners and some learning areas require more favourable posts allocations than others, each learner is given a certain weighting that reflects his/her relative need in respect of post provisioning. Other factors like size of the school, the need to redistribute resources and the need to ensure equal access to the curriculum may require that additionally weighted learners be allocated to some schools. A weighted learner enrolment for each school is determined, which, about the total learner enrolment of the province, reflects its relative claim to the total pool available posts in the province (SA, 1998, ELRC, 2005).

- *Appointments, promotion, and transfers*

  Subject to the provision of Chapter 2 of the Employment of Educators Act (76 of 1998), the Labour Relations Act or any collective agreement concluded by the Education Labour Relations Council (ELRC), appointments in and promotions or transfers to, posts on any educator establishment under this act shall be made in accordance with such procedure, and such requirements as the Minister may determine.

  Employment of Educators Act (76 of 1998), any appointment, promotion or transfer to any post on the educator establishment of a public school may only be made on the recommendation of the governing body of a public school. It further states that if

there is education in the provincial department of education concerned who are in excess of the educator establishment of a public school or further education and training due to operational requirements, that recommendation may only be made for candidates identified by the Head of Department (HOD), who are so in excess and suitable for the post concerned.

However, with regard to transfers, provision is given to the Director General to transfer any educator in the service of the relevant department to any post or position in any other state department with the prior approval of the person in that other department or state having to appoint or transfer and with the consent of the educator (Employment of Educators Act, 76 of 1998).

- *Termination of services*

According to the Employment of Educators Act (76 of 1998), teachers' services may be terminated on the grounds of retirement, discharge or resignations. On retirement an educator shall have the right to retire and shall be so retired at the age of 65, however, provision is made to grant the right to retire at the age of 55 years if it is to the advantage of the state, and also Educators employed, before the 1st of May 1996, for 10 years without service interruption, shall also have the right to retire at 50 years of age.

On the basis of dischargethe Employment of Educators Act (76 of 1998), makes provision for termination of service on account of ill health, abolition of the educator post or any reduction or reorganisation or readjustment of post establishments, unfitness or incapacity, misconduct on part of the educator, misrepresentation of the educator relating any condition of appointment and non-confirmation of appointment if the educator is appointed on probation.

Resignation options are provided at the request of an educator with a serving notice of 90 days(Employment of Educators Act, 76 of 1998).

- *Workload, roles, and duties of educators*

Each post level within the school has different duties and responsibilities, encompassing the core duties outlined in the paragraph below, but with varying degree. However, there should be an equitable distribution of workload among the

various post levels and within a post level, to ensure that one or two levels or an educator are not overburdened (ELRC, 2005).

The duties and responsibilities of educators, inclusive of SMT members differ according to specific post level workload as prescribed in the Employment of Educators Act (76 of 1998). All other duties are specified and allocated by the principal after consultation with the educator staff. Educators will be expected to perform the core duties, both within and outside the formal school day, and with the understanding that none of these may diminish the overall amount of scheduled teaching time or negatively impacting upon the curriculum (ELRC, 2005).

Scheduled teaching time during the formal school day will be specified with time allocation per post level. The allocation of subjects, time table and resultant scheduled teaching time are determined by the principal in consultation with the educator staff.

The time allocated for teaching in respect of different post levels will differ according to the size of the school. In smaller schools,principals and their deputies are required to do more teaching than in large schools with bigger staff establishments. The actual hours must, therefore,beestablishedin relation to the curriculum needs of the school, the timetable and the staff establishment.

The allocation of scheduled teaching time should be done in such a manner that it maximises the individual abilities of all educators;optimises teaching and learning at the institutional level.

According to policy, general duties and responsibilities that include management of teachers in the delivery of the curriculum,relations, and associations to allinvestors in the school are in thehandsof school managers (ELRC, 2005).

Besides school managers, schools are capacitated with other levels of management being deputy school managers and school based education specialists, interchangeably referred to as Heads of Departments (HoDs) and teacherswho must carry the following duties in ensuring quality delivery of teaching and learning by the school.

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- o The deputy managers of schools

  Their main focus is school backing school managers in the school operations and automatically becomes the school manager if he/she is absent from work. They enact the running of the school and act as school managers in their absence (Employment of Educators Act, 76 of 1998) and the school managers have delegatory powers to offload some administrative work to these deputies according to the school needs.

- o School based Heads of Departments (HoDs)

  According to the Employment of Educators Act (76 of 1998), school-based HoDs should:

  - Teach according to their prescribed workload;
  - Provide guidance, development and support teachers on the delivery of curriculum related aspects;
  - Oversee by controlling and supporting learners on their work;
  - Carry out all administration related aspect in the subjects they are heading;
  - Provide help to school managers on other administrative related aspects as may be tasked by school managers.

Of interest to this study is how the overseeing role of guidance, controlling and supporting by School managers and their HoDs collectively known as the School Management Team (SMT) is impacting on learner performance in schools (SASA, Act 84 of 1996).

According totheDoE (1996), SASA defines the legal status of public schools in South Africa and stipulates what such schools may and may not do. This policy is responsible for the creation of a uniform system for the organisation, governance, and funding of public schools by making provisions for SGBs to form to govern schools.

Critical to SASA is its emphasis on the selection and appointment of teachers at public schools in the setting of uniform standards for and the promotion of partnerships between the state and school communities in school governance. SASA [Sec 16(1)] clearly places every public school governance programme in the hands of its SGBs and also states that the professional management of public schools is the responsibility of

the school managers, who will perform this function under the authority of the relevant SGB.

Of particular importance to the current study are the provisions contained in Shedule16a that the main role of the school managers is to annually report to the Provincial SG on the use of resources and on academic performance of the learners and Schedule 20 that the governing bodies of all schools have the right to make recommendations to the relevant Provincial SG regarding the appointment of educators to the school subject to certain stipulations in other relevant legislation (Employment of Educators Act, 76 of 1998), and the Labour Relations Act, 66 of 1995).However, the SG has powers to drop candidates as recommended by the SGBs if:

(i)   There are evidence of flaws in carrying the agreed procedures;

(ii)   The selected candidates do not match the agreed requirements;

(iii)   The selected candidate lacks authorisation by the South African Council of Educators (SACE);

(iv)   There is enough evidence to prove that recommendations of School Governing Bodies on the preferred candidate are based on an unjustified power.

(v)   Democratic values and principles in concluding recommendations for the candidate to fill in the post were not considered.

The Provincial SG may, having determined that a SGB has ceased to perform functions allocated to it in terms of this Act, or has failed to perform one or more such functions, appoint sufficient persons to perform such functions for a stipulated period, ensure that a new governing body is elected, and/or see to it that the necessary capacity is built into the non-performing governing body so that it will be able to perform its governance functions as required (ELCR, 2005).

Besides teacher recruitment, another insertion of critical importance to this study in SASA (Act 84 of 1996), is the insertion of the laws that call for the establishment of norms in regulating the equal allocation of non-teaching staff by the Provincial Governments.

Section 5(A) of SASA empowers the Minister of Basic Education to set legally binding minimum norms and standards for school infrastructure and resources. These include but are not limited to classrooms, electricity, water, sanitation, libraries, and laboratories. It additionallyspecifiesroles of SGBs as inclusiveofthe upkeep,upgrading,

and purchasing of school assets inclusive of textbooks and other related teaching materials, deciding on subjects to be taught in line with policies governing the curriculum in the province, additionalprograms to be followed in schools and finally ensuring that services offered are paid (DoE, 1996).

In collaborating with the SGB, SASA (1996 Act 84) automatically appointed the school principals to act as an official of DoE within SGBs of their schools. These sections simply imply that the principal is the immediate employer in SGB structures and should account for the failures and successes of such structures.

iv. Resolutions and Circulars

Subsequent to the appointment and transfer of educators and critical to this study is the existence of collective agreement of Resolution 2 of 2003 which allows for schools to take stock of their teachers on an annual basis, to synergise teacher establishment based on teacher learner ratio, and to declare teachers in addition to the school, whom should be transferred to other schools where learner enrolment and post establishments require the services of additional teachers (DoE, 2003); Resolution 1 of 2009 (DoE 2009) which resolved that educators can be absorbed permanently into the system after completion of 24 months unbroken services on vacant substantive posts (DoE, 2009).

Critical circulars relevant to the appointment and transfer of educators is Circular 36 of 2013 which centralises the appointment of foreign nationals and principals to the province and Circular 49 of 2013 which also centralise the transfer of educators to the provincial head and further stipulates that request for transfer can be filled in September and can only be effected after approval by the provincial head in January of the following year.

- *Role-players in teacher hiring*

  It is the prerogative of the SGBs to establish the interviewing committee which should be responsible for short listing and assessing teacher candidates and make recommendations for appointments in conjunction with the legislative framework and the curricular needs of the schoolduring teacher hiring process (ELRC, 2005).

b) Levels of education management and accountability

The DoE (2012) clearly defines an education district office as the sub-structure of a Provincial Education Department immediately below the provincial head office. The Education district receives devolved management authority from a Provincial Education Department (PED) in the form of delegations and is accountable to the PED for the execution of its functions. It delivers services to the educational institutions for which it is responsible in its area.

The main roles as described in the DoE (2012) include curriculum support to teachers, leadership support to school managers and providing an enabling environment for education institutions within a district area to do their work in line with education law and policy.

i. School leadership and performance

The South African Schools Act (No. 84 of 1996as amended in 2009) stresses the main role of the school principal as to annually report to the provincial SG on the use of resources and academic performance of the learners. For the school principal to execute such role explicitly, there is a need for proper collaboration between the school principal and SGB on the administration of resources and among the school managers and his/her SMT members on curriculum issues. The use of resources entails financial, physical and human aspects, while academic performance should be followed by improvement strategies required by the district (DoE, 2012). It is due to this contractual obligation that poor learner academic performance is viewed as an element of poor utilisation of financial, physical and human resources and should be accounted for by the school principals. With such responsibilities, it is upon the school managers to ensure distributional leadership and accounting is carried through various structures of SMT in overseeing the work of teachers, and SGB in ensuring supply and management of resources. Teachers and learners should be motivated to excel in teaching and learning. Quality control, support, and assurance should be carried throughout. The extent to which school managers relate to parents is also crucial for the attainment of school goals.

Leadership provision by the school principal, SMT and SGB can influence recruitment and retention of teachers and ultimately performance at schools. Mampane (2012, cited Jacobs, 1970) on leadership, power, and processes of influence, providing the

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theoretical basis for understanding the leadership process in formal organisations. Mampane (2012) posited that the success of any institution, or any group within an institution, depends largely on the quality of its leadership in relation to positively influencing towards the achievement of goals for the success of the institution. Due to the leading roles, school managers become the driversofexcellent learner attainment in schools. The extent of their relationship with the Department, SGB, SMT, teachers, and learners automatically concludes on the attainment of learners at schools.

Huber (2004),successfullyassociateschools with competent and sound school leadership while unsuccessful ones always suffer due to inadequacy in school leadership and further advocated the following characteristics in line with distributional leadership that:

- The principal should not instruct but rather lead. By so doing, principals would be engaging their supporting staff and as such their status will be determined by howthey lead and motivate their team of educators.
- The decision-making hierarchy should becomeflatterto reduce challenges in a hierarchical system as the flatter, more open and more participative structures would enhance the flow of information and create an atmosphere where all members experience a sense of privilege.
- There should be a sharing of responsibilities by developing teams as in that case principals cannot be blamed because the team will be working together to solve problems.
- Leadership should be about empowering participants wherein people in senior management positions should endow others to make decisions about the operation of the school rather than controlling them. By so doing,a supportive environment would be developed, and a culture of commitment created.
- Systems, structures, and the process of staff development should be created to develop expertise.
- School leadership should be about commanding respect through stature and not status through modelling to other educators and learners in getting things done by leaders first.
- Commitment to constant, unceasing development which involves everybody in the school should oe practiced to bring school effectiveress and not only efficiency.

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- There should be a creation of a culture of learning rather than controlling behaviour. The leadership style influences learner performance as discussed and this study investigated the relationship.

ii. Main management tasks

School managers, clearly noting that he/she has delegator authority to SMT in all tasks but through supervision, should mentor, guide, motivate and support teachers and learners throughout their respective subjects in ensuring positive learner attainment records (DoE, 2005).

The school managers are considered occupying both management and leadership positions at their schools. As pointed out by Whitaker and Vogel (2006), both management and leadership for man equally significant role by school managers. Whitaker and Vogel (2006) continued by explaining management as a characterrunningthe school byensuringdaily tasks are carried out, and work is completed, outcomes are monitored and efficiency organised while leadership becomes a character about aspirations of an organisation in the future that focusses on missions and visions which may call for change and development in order to improve school performance.Mamabolo (2002), views the entire management in schools as relating to the management of staff, parents, learners, and finances. However,Dehaloo (2008), describes schoolmanagers' four main tasks as to plan, organise, lead and control which eventually calls for managers to engage in other aspects such as to delegate, motivate and coordinate.

- *Planning*

  Van der Westhuizen (1991),thatthis is a managerial task in which strategies on how to achieve organisational objectives by matching resources with involved activities are devised. In this study, the focus is in human resource planning describing how HR needs analysis is done to reflect on teacher quality demands.

- *Organising*

  Through organising, the school manager delegates and assimilates some decision-making the process to those at the lower structures and expects them to account to his/her office in turn (Dehaloo, 2008).

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Allocation of the subject to teachers as per agreed workload is stipulated in the Norms and Standards for educators in ELRC (2005) and timetabling reflect on the organising skills of a school manager (Dehaloo, 2008).

- *Leading*

As an instructional leader, the school managers are eventually accountable for directing the advance and execution of the school's mission and vision. As stated by Portin (2004), leadership within school managers should possess instructional, managerial and resource characters. Thus, through instruction, School Managers are responsible for the instructional quality, which should be evident in leading by example, supervision of the curriculum and efficient and effective utilisation of resources. A managerial charactershould be seen in supervisory procedures of the school evident in budgeting, scheduling, facilities, safety and security, and transport while on the other hand as HR managers should develop, empower and capacitate all stakeholders in the leadership and professional prospects at the school which should be evident inthe legitimate recruitment and retention practices of all staff members.

- *Controlling*

Through controlling, school managers scrutinise and ascertain completion of work by all other structures at school. The school manager is responsible for the control of staff to develop and upgrade and ensuring learners attain better academic performance. The finances of the school remain the important task the school manager should control.

- *Supervision*

According to Mudor and Tooksoon (2011),it is the management task to supervise work within the organisation and as such supervisors are regarded as personnel that have extensive knowledge of job requirements that serve an adequate opportunity to observe their employee. It is upon this critical task that the organisation can experience a loss or a benefit in production and all the compliments and the blames are laid to managers like the one in charge of the execution of the task within an organisation.

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At the school level, Osagie and Okafor (2012), concluded that supervision of instruction is a task of the principal or any other official appointed to interact with teachers and students in the classroom who regularly monitor the teaching and learning processwith the aim of supporting them to enhance good learner performance. In this regard, the SMT is all supervisors at their various levels and takes the responsibility of monitoring and evaluating all staff activities and programmes within the school with the major reason to ensure dutiful compliance of all staff with established laws and declared goals through quality assurance, maintenance of standards and quality control.

However, it is the prerogative of all SMT members at any level, inclusive of the deputy school managers and heads of departments (HODS) within schools to supervise all important curriculum tasks are effectively and efficiently carried out in ensuring the attainment of the very best academic attainment by learners in schools.

Mudor and Tooksoon (2011, citedThobega 2007), using observation, pre-observation conferencing, post-observation conferencing, supervisor support, and supervisor guidance as selected components of supervision to determine the relationship between job satisfaction and intention to remain in the teaching profession experienced by agricultural education teachers in Lowa and concluded that positive provision of supervision positively correlated with job satisfaction.This study, therefore, explored the influence of HR practices on learner performance.

iii. How School Managers relate to various stakeholders

As an accounting officer, the school manager should have a proper relationship with all stakeholders to ensure collaborative and distributional leadership is carried to fulfilorganisational goals.

- *How the school managers relate to educators*

The school managers, all SMT included in this case are responsible for ensuring a smooth transition of knowledge from the educators to the learners through supervisory, controlling and mentorship positions they hold above the teachers (Kallaway, 2007). This meansthat the main duty of SMTs is on quality assurance for learners to enjoy maximum benefits in classrooms. On the other hand, Eade (2004), associates the extent to which SMT portray their roles to link with quality of results to be attained in learner academic performance, teacher job satisfaction and turnover in a particular school. SMT components are a chain of command of evaluation and the

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development process of educators and as such have a central authority in schools. However, together with Wright (2003), Smout (2002). Eade(2004) share the sentiments that educators sometimes feel their SMT as using coercive powers to tell them what to do and expect them to comply without engaging them, which necessarily defeat the democratic principles that should at all times be followed. In line with this argument, Soman (2006), discourages a coercive approach by school managers and claims that it leads to educator resentment and further motivate engagements with educators on quality assurance issues to earn a sense of ownership and participation inthe agreed decisions.

As much work of educational managers as leaders is geared towards the teachers than towards the learners specifically, Dehaloo (2008), further dishonours authoritarian leadership, by way of comparison to teacher centred leadership as it does not give way to teacher self-esteern but stress the position of school managers.

It is also the prerogative of school managers to ensure the environment for teaching and learning is conducive for teachers to be able to impart knowledge to learners. Karp (2007), however, found that the majority of public schools are still not accommodative as there are still challenges due totoimproper infrastructure andhygiene.Poor learner discipline, lack of support from parents inensuring homework is given to their children are carried out and attacks towards teachers who are perceived to bring order in schools by learners themselves.In support of the findings, Davids and Makwabe (2007), and Guttman (2007) further identified overpopulation of schoolrooms, unsupported teachers, less personnel and teaching aids, and disparities amongst wealthy and poor schools regarding resources while constantly being compared regarding their academic performance.

Other studies which were conducted by Ferguson and Roux (2003), Roper (2007),Makwabe (2007), and Kallaway (2007) also declaredthat challenges in the teaching environment school managers could expect a range from to deal with a serious deficiency intextbooks and teaching utilities like chalkboards and workout books, to issues such asoverpopulation in other schoolrooms,inadequatetimeperiods to finish the wholeteaching plan, unwellor incompetently skillededucators,andagreat rate of non-attendance and absenteeismof teachers. Abserteeism is mainly rampant because of dissatisfaction, a lack of morale and poor motivation levels.

- *How the school managers relate to learners*

According to Protheroe (2006), in schools where school managers motivate and boost the morale of their educators, their learners, in turn, enjoy the benefits and perform academically. She advocated that school managers should attempt to lead by example by removing all stressors to appreciate and support their educators. In support of the above statement, Kelehear (2004) calls for school managers to uplift the working environment as he maintained that learners are always shaped by the environment in which they study and turn to become victims under stressful environments endured by their teachers.

Dehaloo (2008) preserved that improved learner attainment ultimately rests on changing classroom practices and hold that educators are to remain central to improving teaching, while SMTs have to devise strategies for professional development. However, Dehaloo, (2008), highlighted that in some schools, disruptive learner conduct in itself is the cause for the SMT and the educators, by being afraid to be victimised based on overwhelming encounters.

- *How the school managers relate to non-teaching personnel in schools*

These are personnel in schools that assist in administration, upkeep, and cleaning of the schools. However, there are disparities in schools on the employment of such personnel based on the school level of financial support as "haves" will always employ more than the "have not's" who will depend on allocation from the department. SASAspecifies that there should be the establishment of standards to ensure and equal distribution and control ontheprovision of such personnel which is the prerogative of the department within the provinces (DoE 1996). However, KZN DoE (2007) confirmed that accountability on the appraisal of such personnel lies with school managers who report to the Directorate: Performance Management.

Understanding, competency, flexibility, and accountability are the main characteristics required amongst the administrative staff as they are part of transactions of planning, organising, leading and managing the day-to-day operations of the school. School managers should ensure that all personnel inclusive of teaching and non-teaching collaborate, synergise and perform to agreeable standards for the ultimate performance of the school. However, positive school performance would only be achieved if together with the SGBs safety and upkeep of the school is of the highest priority (KZN DoE, 2007).

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- *How the school managers/ SMT relate to the SGB*

SASA advocates for the inclusion of SGB in schools based on democratic principles for parents as major investors to have an influence in ensuring excellence in their children's schooling through governance and as such elected representatives (SGB) if this should be possible (DoE, 1996).Nevertheless, SASA further specifies that they are entrusted with balancing power in schools. While SMT runs the professional errands of the school, according to Hayward (2003), schools must motivate SGBs to fight and engage probable community members for the enhancement in the conditions of service of educators on behalf of the DoE's failure to provide. School development plan (SDP) monitoring and action plans, financial performance, policy implementation, all fallinto the hands of the SGB to enhance performance at schools. However, Adams and Waghid (2005),discovered roles conflicting scenarios in schools between the SGBs and the SMTs of which Karllson (2002), has related to DoE(1996), and stressed school managers to be accountable for ensuring all stakeholder perform their prescribed tasks(DoE, 1996).

Robinson and Ward (2005), advocated for a friendly rapport being essential amongst SGBs and the SMTs to achieve adequate school performance.

- *How the school managers relate to the parents, the community, and other role-players.*

According to Hayward (2003), in schools, parents are to collaborate with educators for the upbringing of their children. However, avertedly realised the impact of children's conduct on the attitudes of parents towards their mandatory roles.

Dehaloo (2002),upheld that if the local community is involved and taking part in school affairs a sense of connection is planted which in turn, enhance the performance in schools. In support of the above statement, Clark and Dorris (2006), confirmed through research a weighty stimulus that parents had to impact on their children successes at school. Authors further pointed on the need for collaborations amongst schools and the communities they serve to achieve performance and urge school managers to engage the community in the running of the school. Furthermore, they should assist parents to build their advocacy skills and present them with chances to practice such abilities. This study, therefore, outlined the nature and characteristics of human resource practices in schools.

2.2.2 Challenges in human resource practices

Studies experience teacher human resource practices in South Africa as overwhelmed by, new systems of providing teachers to schools, teacher movement through redeployment and the overwhelming majority of temporary positions rather than being permanent. On the other hand, colleges of education had been rationalised, a new curriculum introduced despite provision for enough training and adjustment, dissatisfaction of educators and poor environment under which they work as the lesseningcharm of the teaching profession and leading to high rate levels of resignations (Moutton et al., 2013;DoE, 2005; ELRC, 2005and DoE, 2011). It is also acknowledged that principals play a critical role in focusing decisions and instilling a culture of learning at schools (Moutton et al., 2013). However, in this study challenges in the human resource are divided into those associated with teacher recruitment, and deployment and those associated with the working conditions.

a)   Teacher recruitment and deployment

Mpokosa and Ndaruhutse (2008) concluded on weak education systems in 12 developing countries under his survey where head teachers do not have the responsibility for recruitment and deployment of teachers and weak management systems for the recruitment and deployment of teachers and administrators.

i.   Challenges on teacher recruitment and appointment practice

Clarke (2005) maintained that "recruitment and appointment of state-paid employees to public schools In South Africa, is a more complex and time consuming task due to the fact that the process does not only end up with the school that needs to be employed but involves negotiations with unions who always want to protect the interests of their members, efforts made by the state of staffing equity across schools to ensure that racial profile of the teaching corps is aligned with the demographic profile of the student-body and the community and lastly the challenge of the infrequent publication of the provincial vacancy lists in which teaching posts must be advertised if a school wishes to make permanent appointment to a post.On the other hand, Blackmore et al.(2006), identified malpractices prevalent in the implementation of policies and procedures in school human resourcing associated with the following:

- *Experience and potential*

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The authors maintained that using the experience as a criterion for hiring is unjust as it gives privileges to employees who enjoyed prior acting to positions under scrutiny because they will always have privileged information to the schools than others.

- *Preferential in applicants*

Blackmore etal. (2006), concurred with Adams and Waghid (2005) that there is a direct breach of the non-discriminatory Act by the SGB leading to programmed succession to an elevation of posts that excludes other potential applicants, despite their higher qualifications and capability from having a realistic opportunity. This emanates from the fact that SGB favours applicants from their schools either than candidates from elsewhere and as such applicants who already worked with the community and school enjoys the noticeable status, as compared to those who did not. Thisweakens and destabilises employment procedures because interviewees are not fairly judged.

Another preferential tendency is revealed by Adams and Waghid, (2005) and Zengele (2013)against SADTU with a tendency to favour their members over deserving ordinary teachers. Adams and Waghid (2005), observed grievances being lodged and unnecessary lawsuits over the posts and note the negative impact on teacher morale and learner performance based on such malpractices.

- *Panel competency*

The Organisation for Economic Co-operation and Development, 2008), noted a concern on the role played by SGBs in the teacher appointment procedures as they may not be well equipped. In the same breath, Blackmore et al. (2006) observed that despite the fact that they are undergoing training before the process, panels could not account for their allocated scores and as such inconsistent decisions persist whereby panelists eventually recommend applicants based on judgements outside agreed principles.

- *Disadvantages of relying on interviews as a judgement tool*

Blackmore et al. (2006) established that candidates who can express themselves are more likely to be appointed than real competent teachers indeed.

In line with the malpractices arguments, Pattillo (2012) concluded that currently schools are headed at management level by the head of departments who did notspecialise in a particular subject and as such cannot guide their subordinates. Furthermore, Bush (2008), noted gaps in leadership and management skills of most school managers due to the current decentralisation system and complexity of school contexts and recommended that school managers undergo induction and special training associated with current demands of their work.

The OECD (2008), identified lack of information records on training received by the educators, shortages in subjects, movement and retention forms which impact on the determination of quantity and quality of supply needed as an ongoing challenge when it comes to policy development for teachers.

While expected for SGBs to bring democracy to the hiring process, the goals seemed not to be reached and as such the OECD (2008), recommended further training to guard against unjust practices.

- *Disparity amongst schools attaining best teachers*

SA (2005), observed school learner attainment level being used as a criterion for appointment preference by well-qualified teachers and as such noted increasing rate of qualified teachers in schools that are already performing as opposed to those that are not. Mpokosa and Ndaruhutse (2008), add that quality teachers prefer well-resourced schools located in urban areas rather than poor resourced rural schools and blame the current decentralisation of teacher recruitment to schools by schools themselves as the one that led to a disparity in schools attaining best teachers.

i. New post provisioning system

After 1994, the unequal, racially hierarchical provision of educators in the former apartheid education departments had to be corrected, and the employment of educators was brought under a single Act of Parliament, with collective bargaining procedures overseen by the ELRC. A new post-provisioning system was negotiated, based on standard learner-educator ratios related to curriculum requirements (OECD, 2008). Post distribution model for allocation of posts to schools is based on the principle that available posts are distributed among schools, proportionally to their number of weighted learners and that the concept of weighted rather than the actual learner, is used to enable schools to compete on an equal footing for posts. As some learners and

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some learning areas require more favourable posts allocations than others, each learner is given a certain weighting that reflects its relative need in respect of post provisioning (ELRC, 2005). OECD (2008) further maintained that the new post provisioning model yielded unfriendly practices associated with rationalisation, retrenchment and "redeployment "of personnel throughout the late 1990s.

ii. Replacement/substitute teachers

According to ILO (2012), when regular teachers are absent from work due to illness, study leave or CPD, or for other reasons, they need to be temporarily replaced. Unavailability of already source of replacement or substitute teachers (also known as supply teachers), or where the financial means to pay them are not available, school programmes and students' education are often disruptedand/or other teachers will have to teach the classes in addition to their own.ILO (2012), further noted such difficulties valid particularly in remote and rural areas where there may be a shortage of teachers.

iii. Non-absorption of temporary teachers into permanent position

Referring to DoE 2009 PERSAL data, the DoE (2011), noted that the schooling system in South Africa is faced with unsustainable quality teachers wherein the majority of teachers remained in temporary position for a long time in vacant substantive posts and are not yet absorbed, while a permanent teaching force is on the decline. It should be noted that these teachers do not enjoy the same benefits as permanent teachers as stipulated in the basic conditions of Employment of Educators Act (53 of 2000) and yet expected to perform (SA, 2000). Such teachers lack ascertainment of job security as their contracts can be terminated at any time.

Wethungu (2008) studied the relationship between HR practices and perceived teacher performance in Kampala city council and Wakiso district where he described job security as a need to accompany the first signal a clear message that jobs are secured, the employees believing that it is true, will feel confident and commit them to expend extra effort for organisational benefit. Further, a company that has learned that job security contributes to its performance will invest again in job security.

iv Teacher utilisation and deployment

DoE (2011) consolidated research reports from DoE 2009 and CHEC 2009 that provided information relating to teacher utilisation and deployment based on the time

pace for absorption and utilisation of new skills and competencies brought by teachers who are newly qualified, including beneficiaries of Funza Lushaka bursaries to schools. The report highlighted deliberate limits, lateness in teacher absorption even though the post long existed and continued the appointment of personnel who are not qualified,withthe lack of planning and monitoring as overwhelming schooling in South Africa.

- *Artificial restrictions and inappropriate satisfaction on teacher demand*

A survey conducted by DoE (2009) concluded that despite long-standing policy regulations and agreements such on the Terms and Conditions of Employment of teachers, continuous appointment of unqualified teachers and artificial restrictions as practiced due to lack of budget and provinces' inability to absorb new teachers is to be blamed for performances in schools (DoE, 2009).

DoE (2011) reported teachers to be unqualified about phases, learning areas and subject specifics they teach. The report further identified some educators with scarce subjects not always teaching those subjects, while others taught many learning areas. About mathematics and science, the DoE (2011) concluded on the need for secondary teachers to be trained as they were under-supplied.

Justifications on employing unqualified educators were illogically based on lacking unfilled teaching posts, and addressing the challenges associated with difficulties in recruiting educators in rural schools and deficiencies in rare subjects. A case in point by Limpopo Education Department as cited by DoE (2011), reflected on incorrect grade placing of teachers and justified that it is done as above (DoE, 2011).

Survey results from the Western Cape advocated for the inadequate chances for non-experienced educators to schools because they do not open space for new entrants as trying to save their unqualified teachers (DoE, 2011).

- *Poor planning and monitoring as overwhelming in schools*

DoE (2011) referred to CHEC (2009) and found that the process of hiring, transferring, moving and declaring educators are, in addition to being relaxed and awkward, an effective process of linking Funza Lushaka bursaries to training in the priority subjects of mathematics, the sciences, languages, and technology. Bursary beneficiaries' immediate absorption to the schools were dragged. There was also a

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lack of a provincial database on a number of bursars and the subjects they specialisedin and on the number and kind of vacancies which at times were inadequately or tardily distributed by provincial offices.

However, DoE (2011) reflected on some provinces giving preferences to their existing bursary beneficiaries and foreign nationals before the Funza Lushaka, as was witnessed in Gauteng some schools wanted to retain their temporary incumbents or excess educators and declined placements of the Funza beneficiaries by the department claiming they did not fit their curriculum requirements (DoE, 2011).

However, it was foundthat some bursars themselves resisted placements in rural and remote areas to the extent that they even opted to repay back the sponsors.

Doe (2010), identified a loophole that gives authority to SGs in the provinces to hire educators on SGBs recommendations as could be used to fast track the hiring of Funza Lushaka beneficiaries.

Parties to the provincial education labour relations council(PELRC) agreed in 2009, on the absorption of temporary posts to the permanent position before declaring any posts vacant (Eastern Cape Education Department, cited by DoE, 2010).

Educators were given the liberty to remain in schools where their qualifications do not match curriculum needs irrespective of their declared in addition status which leads to pointless expenditure accrued through hiring of temporary educators in schools with shortages and some educators to be overloaded with highly populated teaching rooms while those who refused deployment enjoyed a lesser teaching load (DoE, 2009).

- *Imbalances in teacher deployment mechanism*

Mpokosa and Ndaruhutse (2008) found imbalances in teacher deployment mechanisms where specific issues outlined are rural-urban disparities with a shortage of teachers in rural areas found in Lesotho, Malawi and Sierra Leone disparities in class sizes, which are a particular problem in Mozambique, Cameroon, the Congo, and Chad, as well as in urban primary schools in Ethiopia and Pakistan; gender imbalances with shortages of female teachers in Chad, Togo, Benin, Guinea Bissau, Afghanistan, Nepal and Pakistan; and shortages of male teachers in Sri Lanka, Botswana, Guyana, the Philippines, Mongolia, Kyrgyzstan and Kazakhstan

and discrimination against teachers with disabilities in Cambodia. Arnst, Draga& Andrews. (2013) observed that in South Africa, often situated far away from education district offices, many rural schools suffer from a lack of oversight, resources, and properly qualified teachers. Arnstetal. (2013) challenged the NDP's virtual silence on addressing the unique conditions of rural schools that the plan has missed an opportunity for suggesting practical measures aimed specifically at realising the rights of rural residents to access quality education which is the NDP's description of the unique situation of rural schools as the only functioning public institution in many rural communities that can provide access to opportunities and a better future for young people.

v   Teacher redeployment process

Redeployment means the process of rearranging teachers in schools to effect equity and justice in their distribution. This means that teachers were moved to obtain fairness. To make a job function successfully, redeployment is an equitable arrangement to make a teacher work efficiently under the guidance of his authority that is his/her principal (Zokufa 2007). Unfortunately, through the redeployment process, many of the best qualified and most experienced educators left the profession, and the schools most in remote rural areas faced rejection as most teachers rejected working in the poorest, often remote areas. The redeployment and re-allocation of educators nevertheless inadvertently favoured schools with more diverse curricula, or with established mathematics, science and technology programmes, in both cases usually former white schools. The governing bodies in these schools, which often catered for more affluent communities, were also able to use their fee charging capability to employ additional educators and thereby maintain low learner educator ratios. However, some remained unplaced, and due to continuous change in learner enrolments, the listing of educators in excess becomes a continuous cycle (OECD, 2008).

vi.   Teacher promotions

Teacher growth wherein qualified and competent teachers serve more than years, without being promoted to another level to head a department or a school lowers the morale of teachers and leads to the low performance of a school. Diko and Letseka (2009) contend that there are sufficient teachers with Honours, Masters and Doctoral degrees that are overlooked when promotions are made.

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c) Supply of resources

The working conditions under which teachers sometimes find themselves in leave much to be desired. Chisholm et al. (2005) noted that teachers are still working under conditions of poor, unmaintained infrastructure which pose security and health risks and that schools still do not have basic resources like laboratories and libraries and in some cases textbooks are not well supplied of which becomes difficult for a teacher to give quality work to the learners under such conditions.Also,Bolowana (2005), Guttman (2007), Davids and Makwabe (2007) and Karp (2007) noted the lackof clean water and proper sanitation as hindering factors towards environment proper for teaching and learning to be imparted.

Arnstetal. (2013) referred to the latest National Education Infrastructure Management System (NEIMS) report of 2011, which indicated that nearly 20% of South African schools have either unreliable or no water supplies; half have no toilets or only pit latrines; and over 90% have neither a stocked, functioning library nor laboratories (Department of Basic Education, 2011) and prompts the question of whether or not an inadequately equipped school can provide access to a basic education, as required by the Constitution.This is a revelation that the draft version of the NDP operated based on the assumptionthatleast possible norms and standards for school infrastructure already exist, which is untrue (Arnst etal., 2013).

d) Curriculum Change and Training

Mouton et al. (2013) discovered the new curriculum (CAPS) underway with a sad repetition of OBE of insufficient training of teachers.Fundamental changes for assessment as proposed by OBE contributes substantially to teachers' negative reaction and resistance as they found it difficult to maintain abalance between assessment and time and that a lack of sustained professional development was a serious shortcoming.

e) Learner discipline and parental support

Bolowana (2005);Guttman (2007); Davids and Makwabe (2007) and Karp (2007) concluded onthemajority of teachers in public schools the inability to execute their teaching dutiesdue to the poor discipline by the learners, lack of support in terms of controlling and supervising learners' work by their parents and the alarming rate of

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violence, intimidations and scandalousattacks on teachers who are observed as applying 'excessiveforce to ensure completion of tasks by learners'.

f) Teacher workload and overcrowding in classes

Osagieand Okafor (2012) conducted a study in Nigeria and found teacher workload to be a challenging HRM issue wherein there was a discrepancy in policy implementation and unequal distribution of workload amongst teachers that impede their performance.

In South Africa, the recent study titled "Educator workload as conducted through HSRC for the ELRC", about three to four teachers felt that their workload had increased drastically since 2000. In addition to that, Morrow et al. (2005) feared that teacher workload might increase in future. Chisholm et al. (2005) also noted high workload prevalent among educators as against the policy recommendations as another issue of concern and the fact that over and above parental support to teachers in enhancing their children's performance is minimal and teachers are left on their own to deal with learning challenges that even when learners are given homework and is not done or any matter related to discipline is left in the hands of teachers (Chisholm et al., 2005).

The fact that not all schools appoint all of the non-teaching staff personnel (SASA Act 84 of 1996a:9), place a great strain on teachers to supervise learners on ground duty.

However, the HSRC (2005) discovered that educators waste most of their teaching time performing the general tasks that they were not trained for and can instead be performed by some other non-teaching staff which derail their focus on teaching and suggest that the department should hire specialists in schools to relieve teachers of their encountered pressures for them to maximise their potentials in order to improve learner attainment. (DoE, 2006).

Bolowana (2005), Guttman (2007), Davids and Makwabe (2007) and Karp (2007) are all disturbed by the fact that poorly resourced schools are continuously compared on equal basis with well-resourcedschoolsin terms of learner academic performance besides unequal distribution of educator support, personnel, and materials that hinder learner performance.

Mudor and Tooksoon (2011) related pay practice to the HRM practice which normally refers to pay, wage, salary, and benefits, for example. They concluded that firstly, a high level of pay and/or benefits about that of competitors could ensure that the

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company attracts and retains high-quality employees, but this might have a negative impact on the company's overall labour costs. Secondly, by tying pay to performance, the company can elicit specific activities and level of performance from the employee. Generally, pay practice is very significant for the organisations and can attract employees to apply for the job as recruitment. Mudor and Tooksoon (2011), asserted that pay could strongly determine applicants for a job. Moreover, his work explained the effects of two different types of pay practices on job satisfaction; satisfaction with pay itself, and satisfaction with financial prospects in the future. There is a longstanding interest of two approaches which are correlated with job satisfaction.

Mpokosa and Ndaruhutse (2008) investigated inadequate teacher terms and conditions and found that teachers were particularly poorly paid in The Gambia, Kenya, Lesotho, Uganda, Tanzania, and Zambia. This finding was shared by stakeholders and teachers in the 13 countries VSO has researched and 12 case-study countries researched by Bennell and Akyeampong (2007). Also, Mpokosa and Ndaruhutse (2008) identified wide documentation of problems with the administration of payments whereby teachers receive salaries late in countries like Pakistan, Nepal, and Nigeria.

Diko and Letseka (2009) argued that the recruitment and quality of recruited teachers are "basically driven by competition for salary packages and that teachers prefer to leave for promotion posts in non-teaching areas within the education sector, while others leave the education sector altogether for private sector of which allude teacher shortages more to attrition rather than turnover. Armstrong (2009) concurred by adding an example of great wage disparities between teachers and non-teachers of the same qualifications and of the same years of experience, which contribute to teacher attrition. This confirms the fact that there is no guarantee that learner owns a teacher in their whole lifetime of study. However, Leithwood et al. (2004) stated that although few school managers have a direct influence on teacher compensation, they may have a more subtle but no less important influence on teacher motivation through their influence on working conditions, instructional vision, and school culture. Milanowski and Kimball(2010) acknowledged the effectiveness of school leaders in carrying out their functions as human capital managers to influence the effectiveness of a school's faculty.

It was also concluded that attracting and retaining sufficient numbers of graduates into the teaching profession is a serious problem confronting many countries across the

world where these graduates are in demand and are better paid in the private sector and other occupations. South Africa is no exception when it comes to the problem of undersupply of qualified teachers (SACE, 2010).

Other challenges in HR practices include teacher utilisation and deployment, loopholes in recruitment and appointment practices and lack of school governance (SACE, 2010).

g) Inadequate school governance

A serious concern is the lack of needed knowledge and skills for financial management and the lack of collaboration between the principal and the members of the SGBs. On the other hand, educators blame the low level of education of SGB members as a reason for low performance. This means that members of the SGBs are unable to execute their roles and responsibilities with disastrous consequences for the schools where they have to provide governance and oversight. They are also easily manipulated (thus subject to corruption and participation in nepotistic practices), unable to participate in decision making and are continually absent from meetings and workshops. This tendency is, inevitably, more visible in historically disadvantaged schools (Xaba, 2011). This study, therefore, investigated the challenges in HR practices.

2.2.3 Influence of HR practices on learner performance

Moreover, the productivity of a teacher is being viewed through learner performance; studies concluded on low job satisfaction negatively affecting teacher morale/motivation, commitment, productivity and turnover rates (Mudor &Tooksoon, 2011; Bassett-Jones & Lloyd, 2005; Moutton et al., 2013). However, Dehaloo (2008) and Kelehear (2004) stressed that leadership has an influence on the well-being of teachers providing a probable working environment and motivation to influence their productivity. Mudor and Tooksoon (2011) relate attracting and selecting the right employees to increase employee productivity.

a) The relationship between job satisfaction, motivation/morale commitment, productivity and turnover

Bennel and Akyempong (2007), who are related the Association of Job Satisfaction, comment on productivity by stating that as much as employees would like to achieve self-actualization, it is equally pertinent that their lower-order needs, such as

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remuneration or job satisfaction, should also be satisfactorily addressed. A one size fits approach to address employee needs will invariable bear the effect of demotivated and demoralised employees. This then leads to decreased productivity levels (Robbins, Odendaal & Roodt, 2003). Dehaloo (2008) agreed with Black (2001) that schools' management and leadership have a bearing on teacher motivation, job satisfaction, and morale. Black (2001) declared that school managers spearhead their school's climate and culture and assert that school managers should clearly outline their school's mission and vision through effective and efficient management of their school's instructional programmes, promotion of a positive learning environment by engaging teachers to collaborate on important decision-making processesin order to boost their teachers' morale and motivation.

Hayward (2003) and Steyn (2002) made references to extrinsic motivation that the inter-relationships between all stakeholders involved in schooling are essential in creating a positive climate for teaching and learning.

Mudor and Tooksoon (2011) proposed a conceptual framework consisting of three HRM practices (supervision, job training, and pay practices), job satisfaction, and turnover, and to explain the relationships among these variables and concluded that job satisfaction played an important role in employees' turnover because it would lead employees to resign when their job satisfaction is low. The results indicate HRM practice is positively and significantly correlated with job satisfaction. On the other hand, HRM practice and job satisfaction are negatively and significantly correlated withturnover. However, the results of HRM practice and job satisfaction are strong predictors of turnover.

b.   **Influence of teacher motivation and job satisfaction on learner performance**

Mouton et al. (2013) found the morale of the teachers in the schooling system of South Africa to have an impact on the poor performance and the standard of education due to challenges teachers encounter. Inline with that argument Kelehear (2004) blames a stressful environment affecting teachers impacting on learners as they ultimately become victims of the circumstances.

Mcreover, higher job satisfaction is believed to be associated with increased productivity, lower absenteeism, and lower employee turnover. Mudor and Tooksoon

(2011) further affirmed that low teachers' job satisfaction tend to have a low level of commitment and productivity.

c)   Teacher turnover and attrition on learner performance

Mouton et al. (2013) indicated that the majority of teachers are uncertain about their futures in education as well as their future per se in South Africa. Mpokosa and Ndaruhutse (2008) concluded that teacher migration, attrition, and teacher absenteeism reduce attainment and learning outcomes. These all have significant financial and quality cost implications to the education system that are negative and are at the expense of the quality of education being delivered. Sutherland (2004) identified certain indirect costs associated with employee turnover as inclusive of the information, abilities, customer reliability and acquaintances leaving workers taken out of the establishment which negatively impacts on performance. However, SA (2005) responded to the exit of teachers from the profession and the movement of teachers to better schools as costly phenomena, both for the students, who lose the value of being taught by an experienced teacher and to the schools and districts, which must recruit and train their replacements.

Mudor and Tooksoon (2011) affirmed that low teacher job satisfaction tends to lead to a high level of staff turnover rates. Moreover, teachers respond prepared to leave teaching if a job alternative of offering a higher salary became available. In other words, a low level of teacher job satisfaction predicts that teachers' have a higher intention to leave the teaching profession.

ILO (2012),discovered teacher shortages in the regions of the world and projected a worldwide need to recruit teachers to achieve Universal Primary Education by 2015 to fill additional posts, replace teachers who leave the teaching force and make up for years of under-recruitment in many countries.

Mpokosa and Ndaruhutse (2008) reported on lessons from research reports undertaken by the VSO in 13 developing countries concerning the human resource aspects of quality education and in particular the role of teachers and concluded that poor teacher management is likely to have major effects on high levels of teacher attrition where levels of turnover among teachers in rural areas were found to be a particular problem in Malawi, Nepal, Sierra Leone, Tanzania and Zambia and more generallly in Sudan.

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Sub-Saharan Africa's estimations amount to with more than half of the additional teachers needed to add to the existing teaching force, while, in South Africa high retirement rate of aged 55+ years due to ageing and resignations amongst 25 to 34 years of age due to other opportunities emerging outside teaching(ELRC 2005; DoE 2005). The majority of educators, 46% of the sampled, by then remained indecisive on whether to stay in or leave the profession.

The recent statistics show appalling figures, almost 2 000 000 pupils in 30 000 schools and 350 000 teachers in 70 districts of the 9 provinces of South Africa for 2011, with a teacher attrition rate of 5% and claim the need for 25 000 teachers to be produced annually in South Africa, of which,statisticsshow non-compliance to targets in teacher production (Monama, 2011).

In 2005, the DoE reported low dissatisfaction with the working environment inclusive of lack of growth, lack of appreciation and poor discipline among learners, as factors that lead to the majority of educators in the technology, natural sciences, economics and management fields losing more teachers on resignations. Other reasons cited were the unavailability of teaching resources, overpopulation of teaching rooms, insufficient rewards, and lack of involvement of parents, work overload, role conflicts, favouritism and nepotism (OECD, 2008).

d)   Influence of school leadership and support on learner performance

According to Kelehear (2004), high tension and low emotional support lead to low teacher morale and the sufferings in the entire culture of the school. On the contrary, if given significant accountabilities coupled with care and support in the running of the school, they turn to become more positive towards their learnerneeds and perform better. Dehaloo (2008) maintains that if changes in classroom practices can be effected, it will ultimately lead to improvement in learner academic performance. This will be possible if teachers focus on improving instruction and SMT devising strategies for staff development. On the other hand, Osagie and Okafor (2012) determined that staff workload had a negative correlation with students' performance while human resources planning, staff supervision, and staff evaluation had a positive correlation to students' academic performance.

e)   Influence of teacher recruitment and deployment

Mudor and Tooksoon (2011) examined the HR practices in high-performance companies and found that attracting and selecting the right employees to increase the employee productivity, boost organisation performance and contribute to reducing turnover. In congruence, Paul and Anantharaman (2003), pointed out that an effective hiring process ensures the presence of employees with the right qualifications leading to the production of quality products and consequently in an increase of economic performance. However, Michie and Sheehan-Quinn (2011) proposed that a possible indirect link between selective hiring and organisational performance can be the forging of internal bonds between managers and employees that create a culture for productivity growth. The study explored the impact of HR practices on learner performance.

2.2.4 Strategies to improve Human Resource Practices

Mpokosa and Ndaruhutse (2008) concluded from studies in 12 developing countries that improvements to teacher management systems are central to the achievement of the education for all goals wherein good management by effective school leaders has been shown to improve teaching and learning outcomes for children indirectly and most powerfully through its influence on staff motivation, performance and working conditions variables.Conferring to Herzberg (1959), managers should effect basic changes like jobs to make it challenging, advance chances for growth and development and appreciate employees to attain peace and satisfaction and avoid negative turnover for good performance in their schools.

Loeb and Myung (2010), advocated for DoE efforts to be concentrated on developing and retaining high-quality teachers in every community at every grade level.

The DoE applied many strategies to counteract challenges experienced. However, the extent of their successes and failures can best be evaluated on the ground to probe for strengthening, implementation, improvements or review where needs arise.

In situations of high attrition rates, as is the case currently in South Africa, the governments are urged to develop costed education strategic plans, including projections of the number of teachers to be trained and recruited each year based on current and projected student populations and factors such as current and projected teacher attrition and retirement rates, demographic trends, current and planned pupil-

teacher ratios (PTR) and the impact of increased primary school enrolment on future demand for secondary school places (ILO, 2012).

The Department of Education strategies through various forms of bursary funding including National Student Financial Aid Scheme (NSFAS) and recently Funza Lushaka to attract potential education students to counteract the declining attractiveness of teaching as a profession. However, Paterson (2008) noted the decline in the number of education students receiving funding during 1996 and 2004relating to teacher shortages.

The NPFTED suggested the introduction of the Funza Lushaka Bursary Scheme which was presented in 2007 and as such inspired increases in the teaching force. The scheme emerged with intentions to boost teaching force Foundation Phase, mathematics, science, language, and technology and targeted equipping rural schools with educators. DoE (2011), noted that of all Funza Lushaka bursaries awarded in 2009, 91.0% went to B Ed students (including 30.5% of first-year B. Ed students), 6.5% to PGCE students, and 2.5% to students in other undergraduate bachelor degrees. In comparison with 14.0% in 2008, 18.7% of bursaries went to students able to teach in the Foundation Phase, while 54.2% went to students able to teach at the FET level (DoE, 2011).

If Funza Lushaka was meant to address teacher shortages, why is their utilisation a challenging factor?

In order to improve rural education, Arnst etal (2013) recommended that it is only by changing the wage-incentive structure in a manner that sufficiently incentivises teachers to take up rural posts that quality teachers will be willing to teach in rural schools. The NDPs only reference to attracting teachers into these schools is its recommendation that the wage structure should recognise qualifications, experience, and scarcity of skills in specific subjects or geographic areas. These context-specific challenges require targeted measures, including an investigation into an incentive structure for teachers that make provision for accommodation and travel allowance. What is needed is an education policy document and the effective implementation thereof set at a national level, sensitive to the needs and challenges faced by rural learners and aimed at achieving quality education in rural schools.

The DoE (2011) acknowledged the quest from various researchers that the department should improve on improving qualifications of teachers, level of subject, learning area and phase and to speed up and streamlining the process of redeploying excess teachers and filling vacancies making distinctions between permanent (caused by natural attrition), temporary (caused by maternity leave or long-term sick leave), and establishment of adjusting and new growth vacancies (due to an increase in learner numbers) and finally reducing and ultimately eliminating the employment of unqualified persons as teachers or, where such employment is deemed necessary, such persons should not be called 'teachers' and should also be trained or replaced (DoE, 2011). However, the extent of the implementation process is known to the users at school levels.

a) **Improving the working condition**

Mpokosa and Ndaruhutse (2008) recommended governments to develop and use effective Education Management Information Systems (EMIS) at central, local and school levels to enable better planning and management in the training, recruitment, deployment, and CPD of teachers. The Government should work to reduce pupil-teacher ratios to the UNESCO recommended level of 40:1 and avoid double and triple shifting unless different teachers are used for different shifts and address gender and inclusion in teacher management and training systems to ensure that there are a representative number of positive role-models for girls, boys, children with disabilities and those from other excluded groups; so that teachers enjoy equal pay and conditions; and so that girls and so-called 'hard to reach' children have a better chance of improved learning outcomes (Mpokosa & Ndaruhutse, 2008).

On the other hand, Arnstetal. (2013) advocated the implementation of National Development Plans (NDP) in improving South Africa's education system wherein essential services that district municipalities are required to deliver ought to include ensuring the implementation of school action plans and school improvement plans, regularly scheduled visits to schools, and the tracking of curriculum coverage, teacher absenteeism, textbook deliveries and infrastructure conditions at schools. Districts should ensure regular dispatch of curriculum advisors to schools to improve teacher performance.

The Department of Basic Education should ensure that teaching and learning support materials, as well as departmental curriculum documentation, reach schools in time.

Schools should be provided with examples of learning programmes, work schedules, lesson plans and assessment instruments such as rubrics, matrices, checklists observation sheets, test and examination papers, and memoranda. High-quality training which is less theoretical and more focussed on practical implementation must be provided. It should also be more frequent and ongoing based on the model of Continuous Professional Teacher Development (CPTD) that is followed in other professions. By accumulating CPD points, the teacher could be rewardedusing bonuses or other incentives (Arnst etal., 2013).However, schools must develop school-based assessment policies, give continuing guidance and support to teachers and educate parents about OBE and assessment practices (Mouton, 2013).

b) Enhancing teacher morale, motivation and job satisfaction

Mudor and Tooksoon (2011) derived the conceptual framework on the relationship between human resource management practices, job satisfaction, and turnover, and concluded that the strongly positive relationship between HRM practice and job satisfaction provide a wisdom way on how an organisation can motivate an employee to work efficiently while the negative relationship between HRM practice and turnover is clearly enlightened the importance of providing a good supervision, training, and pay practice in order to reduce turnover rates of employees. The organisation needs to take consideration about job satisfaction and apply HRM practices in the workplace to reduce turnover and gain the organisation goals.

Michael (2008) deemed it significant for management to understand why workers, especially those who are performing exceptionally well leave their working stations by conducting exit interviews to provide feedback and enable them to review their strategies on retention.

Teachers should accept the challenge of being the primary facilitators to ensure that all teaching, learning, and assessment activities are meaningful and focused on the desired outcomes of success for the learners. They should also have a clear understanding of the purposes of assessment and should not assess for the sake of assessment or purposes of window-dressing. This will include timely, meaningful and constructive feedback to learners and parents. Tertiary institutions should liaise closely with education departments about teacher training programmes and the curricula. They should also continuously focus their research on OBE related issues and share their findings and recommendations with the DₒE, schools, teachers, and unions (Mouton,

2013). This study therefore investigated strategies for improving HR practices that would enhance learner performance.

2.3 SUMMARY

The chapter highlighted strategic HR practices geared towards the attainment of quality instruction and understanding to improve learner performance. It became evident that proper HR practice that would yield positive learner performance requires an integration of quality teachers, good working environment, and leadership support. The following chapter will explain methods used in data collection that evaluated the status quo of HR practices in the research area.

CHAPTER 3

RESEARCH DESIGN AND METHODOLOGY

3. INTRODUCTION

This study investigated the impact of HR practices on learner performance. This chapter addresses study's research methodologies. Firstly, the chapter outlines the research design. Secondly, it describes the respondents and the reasons for their selection. Thirdly, it examines the data collection methods. Finally, it explains data collection as well as data analysis procedures.

3.1 Qualitative research design/method

The study examined the perception of school managers, teachers, and school governing bodies' on the impact of HR practices on learner performance at schools. The study was located in the class of qualitative research approach as it looks at the events in their natural setting and the meanings people attach to them (Hennik etal., 2011).This entails that there is no social reality, but different interpretations held by individuals and groups. The qualitative researchers, therefore, are concerned with the interpretive understanding of human experiences of the phenomena (Denzin& Lincoln, 2008). Denzin and Lincoln (2008) added that qualitative research typically investigates behaviour as it occurs naturally in non-contrived situations. Thus there is no manipulation of conditions or experiences.

The research study is focused on the qualitative research method and an in-depth investigation of four schools in the form of a case study was used. This method has been used by many academic researchers, in social science, and in the circular world to understand a context (Greener, 2008). The method chosen is set to be appropriate as it will be addressing the impacts of HR practices on learner academic performance. In the sense that, through observation, analysis and interviewing various school managers, educators and SGBs on their experiences about HR practices in their schools, an understanding of the meanings and interpretations they give to learner performance at schools will be achieved.

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3.2 Population

Johnson and Christenson (2008) defined population as all constituents, any clearly described group of people, objects or items, which are the focus of the investigation. The school managers' importance of clearly defining the population is to keep focusedon the study and the target population. In the research report, a broader input was obtained from a functional structure and other stakeholders groups of the school as the units of observation. There are 15 schools among the Ditsobotla area office.

3.2.1 The structure of school teaching and non-teaching staff

Table 3.2.1: The structure of school teaching and non-teaching staff

	SMT			T					
S	SM	D	SES	T	TOT	AA	GAO	GAS	TOT
	Teaching Staff					Non- teaching staff			
A	1	2	4	19	26	1	1	0	2
B	1	1	3	16	21	1	1	1	3
C	1	2	4	20	27	1	1	1	3
D	1	0	2	7	10	1	0	0	1
TOT	4	5	13	62	84	4	3	2	9

Key: S=school, SMT= (School Management Team), SM (School Manager/Principal), D=deputy principal, SES=school based education specialist, T=teachers, AA=administrative assistants, GAO=General assistant for offices, GAS=general assistant for school yard and TOT=total

The target population for this study includes school managers as heads of schools, SGB members, and educators from Ditsobotla Area Office in the Ngaka Modiri Molema region in the North West Province.

Table 3.2.2: Population

	Population
Schools	15
School Managers	15
SGB chairpersons	15
Teachers	269
Total population	314

3.3   Sampling

According to Maxwell (2004), whenever one has a choice about when and where to observe, whom to talk to or what information sources to focus on, one is faced with a sampling decision. Johnson and Christenson (2008) define a sample as a finite part of the population whose properties are studied to gain information about the whole population. Results gained from the sample ought to be representative of the whole population. The representativeness of the sample is important in that it enables the researcher to get a true reflection of the population under study.

The purpose of sampling is to obtain data about the population since a sample is only a portion of the entire population. This enables one to study a portion rather than the entire population. Sampling, therefore, saves time, money and many other efforts.

3.3.1   Sampled participants

The following table illustrates sampled participants.

Table 3.3.1: Sampled participants

	Population	Sample
Schools	15	4
School Managers	15	4
SGB chairpersons	15	4
Teachers	269	8
Total	**314**	**16**

3.3.2 Sampling procedure

The sampling procedure is where the population that is being studiedis representatively chosen so that a manageable section of that population is selected for use in the study. The idea behind sampling is to remain with manageable respondents who will be easy to work with yet still representing the wider population. Hennik etal. (2011) advocate a small number of respondents in qualitative research so that issues can be explored in depth. This necessitates recruitment of participants with specific characteristics that can best inform the research topic.

Maxwell (2004) affirm that there is a strategy in which particular settings, persons, or events are deliberately selected for the important information they can provide that cannot be gotten from other choices. They cited several important uses for purposeful sampling, namely that:

Firstly, it can be used to achieve representativeness or typicality of the settings, individuals, or activities selected. A small sample that has been systematically selected for typicality and relative homogeneity provides far more confidence than the conclusions adequately represent the average members of the population than does a sample of the same size that incorporates substantial random or accidental variation.

Secondly, purposeful sampling can be used to capture the heterogeneity adequately in the population. The goal is to ensure that the conclusions adequately represent the entire range of variation rather than only the typical members or some subset of this range.

Thirdly, a sample can be purposefully selected to allow for the examination of cases that are critical for the theories that the study began with or that have subsequently been developed.

Finally, purposeful sampling can be used to establish particular comparisons to illuminate the reasons for differences between settings or individuals, a common strategy in multicase qualitative studies.

However, Silverman (2011) stressed that sampling procedure must be considerate of the rapport between the interviewee and the interviewer, possibility to gather information and scrutinise it and the soundness of information gathered and as to whether it is valuable to the achievement of the aims of the study. Also, Silverman

(2011) further highlighted that when choosing the control group, the researcher should have enough information on the background of the study area in order to be able to modify it to provide the required information.

The researcher in this study opted for a purposeful sampling procedure because it is said to be based on elements selected due to the fact that they achieve representativeness of the typical settings, capture the heterogeneity adequately in the population and the fact that the researcher have enough information on the background of the study area in order to be able to modify it to provide the required information.

From a total of 16 schools, four schools with highest inconsistencies and fluctuating learner performance in which four school managers; eight teachers; four SGB chairpersons participated. Through informal discussions and SADTU teachers' forums, participants reported challenges about HR practices that impact on the performance of their learners at schools. Moreover, schools were selected by that they were information rich in the sense that these were the schools whose managers, teachers and SGB the researcher conversed with and learned of the problems.

School managers are at the forefront of accountability to the provincial SG according to SASA Act 84 of 1998: 16A, while sec58B charge the SGB with school governance and resource management and maintenance, including teacher recruitment. Teachers are responsible for day to day interaction and teaching of learners. Hence the sampling criterion of school managers SGB and teachers was used in this study.

3.4   Procedures for gathering data

Data were obtained through three methods, namely semi-structured interviews, observations and analysis of documents. The use of different data collection methods in the same study is referred to as methodological triangulation. Cohen, Manion, and Morrison (2011) maintained that 'triangulation involves the use of more than one method in the pursuit of a given objective.'This improved the validity of the measures of the same objective by using the semi-structured interviews, observation and documentation analysis.

3.4.1 Interviews

In this process, exchange in opinions amongst two or more people on a common interesting topic is taking place (Cohen et al., 2011)

Barnard (2011) referred to interviews as covering a lot of ground from totally unstructured interactions, through semi-structured situations to highly formal interactions with respondents.

Data were obtained through face-to-face interviews with all its advantages and disadvantages considered as follows:

a) Advantages of the interview

The use of an interview to collect data as used in this study has the following advantages:

- It is more appropriate for studying complex and sensitive areas as the interviewer can prepare a respondent before asking sensitive questions and to explain complex questions to the respondents in person.
- It is useful for collecting in-depth information as it allows the interviewer to probe further.
- The interviewer can supplement information obtained from responses with those gained from observation of non-verbal reactions.
- It is less likely that a question will be misunderstood as the interviewer can either repeat a question or rephrase so that it is understood by the respondent.
- Interviewing has a wide application as it can be used with almost any type of population; children, the illiterate or the very old and in this study the SGB benefitted.

b) Disadvantage of the interview

Despite the merits of the interview as highlighted above, the following could be identified as the shortcomings. Kajornboon (2005) summarizes them as follows:

- Interviewing could be time-consuming and expensive, particularly when potential respondents are scattered over a wide geographical area.
- The quality of the data depends upon the quality of the interaction, in an interview the quality of the interaction between interviewer and an interviewee is likely to affect the quality of the information obtained. It should also be borne in mind that the interaction in each interview is unique therefore the quality of the responses obtained from different interviews may vary significantly.

- The quality of data depends on the quality of the interviewer; in an interview situation, the quality of data generated is affected by the experience, skill, and commitment of an interviewer.
- There is also a possibility of the researcher being biased in framing of questions and his/her interpretation of responses which may affect the quality of data generated (Kajornboon, 2005; Oates, 2006; Barnard, 2011)

Opting for interviews as the relevant instrument was guided by the fact that issues in HR practices may be sensitive and that in-depth information is needed in this regard. Some supplementary information attained from observations and documentations may be needed to guide responses which can best be done through direct interaction. The fact that the population under survey varied to include elders also posed a high demand for an interview instrument.

In suppressing challenges associated with time in conducting interviews, the researcher designed an interview schedule stating the venue and time slots in agreement with the participants and maintained constant contacts with respondents before the interview. The interviewwas arranged such that they took 30 minutes at the most so as not to keep participants very long and becoming bored.

Enhancing data quality and eliminating biasness a guarantee was given to the participants that the gathered data would not be used for any other purpose other than the study itself. Participants had the rights to decline from the process anytime if they so wish without being prejudiced. A prepared semi structured interview instrument was used. Although Individual response determined the sequencing of questions,the same questions were asked with some probing to all respondents to gain clarity. This enhanced relationship amongst the interviewer and the interviewee and a better insight was gained. Questions were in the preferred language of the respondents so as to secure their good understanding.

Interviews were tape recorded. However this was explained beforehand, and the consent of the interviewee was first sought.

c) Semi-structured interviews

Barnard (2011) explained that in semi-structured interviews, an interview guide is developed with a list of questions that need to be followed in a particular order and that the interviewer maintains discretion to follow leads. In this study, a total of fifteen

leading questions, consisting of four categories to gather information were based on the research questions formulated in Section 1.3 of Chapter 1.

- What is the nature and characteristics of human resource practices?
- Are there challenges of human resource practices?
- How do HR practices influence on learner performance?
- What are the strategies to improve human resource practices?

Refer to the Appendix C on the interview instrument.

3.4.2   Observation

SGB meetings, in each of the selected schools, would be observed. The purpose is to obtain a deeper understanding of how members and school managers relate to one another on issues related to appointments, recruitment, and promotion in official governance meetings. This process entails judgement based on the face and voice reactions, body languages and other non-voiced interaction. According to Cohen et al. (2011) observation allows the investigator to see things that might otherwise be unconsciously missed or discover things that the participant may not freely talk about in an interview situation. Denscombe (2010) corroborated this viewpoint when arguing that observation draws on the direct evidence of the eye to witness events first hand; rather than rely on what people say they do; or what they say they think. Denscombe (2010) confirmed the need for observation in obtaining first-hand information. She maintained that:

It is through participant observation that the researcher can gain people's real views and feelings as expressed in their actions; thoughts and beliefs. Similarly then, by observing school governing body meetings, the investigator will obtain practical experiences which the words of mouth could not express, about how the SGB members and the school managers engage on human resources.

3.4.3 Document review

The researcher supplemented interviewing and participant observations by reviewing documented information. According to Cohen etal. (2011), the documented information could be in the form of reports, meeting minutes, logs, and policy statements useful in developing an understanding of the setting or group studied. In this study, a three-year learner academic performance and school staffing were perused to validate the

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response of participants on the relationship between human resource practices and performance. Document review was chosen as a secondary data collection instrument to supplement interviews, as an attempt to ensure triangulation.

3.5   Procedures used to gather information

Prior permission was sought from the DoE, school authorities like SGBs and school managers as well as the participants themselves to gather information on the specified study. Data collection was done after school hours between January 2014 and February 2014.Before the meeting, the researcher found out from the participants the most convenient place for the interviews. This is to ensure that the researcher respects their feelings and sensitivities. The choice could be their schools, home or any other suitable venue.

The four semi-structured interview questions were issued to each participant one day ahead of the interview, for each to reflect upon before the scheduled meeting the next day.

On the scheduled day of interview, the researcher arrived one hour earlier to the scheduled time and spent a few minutes to greet other staff or students and familiarise with the person to be interviewed and also ensure that venue and other logistics (such as note books and pens, digital audio recorder all provided by the researcher) was in place.

Interviews were used for data gathering and were tape recorded. However this was explained beforehand, and the consent of the interviewee was obtained. Brief notes were also taken during the interviews. About observation and document analysis, the researcher requested the permission from the school authorities (SGBs and school managers) to undertake such activities. When the permission was granted, the researcher personally drove to the sites to do observation and documents analysis.

The researcher personally conducted the semi-structured interviews with school managers, teachers, and SGB chairpersons. The actual interview will begin by usual pleasantries, followed by the semi-structured interview questions, including those already given to the interviewee in advance. Some questions and answers will be probed further for clarification and concise information when necessary. The digital audio recorder will run throughout. Interviews were directed by the prepared semi-structured interview schedules. Schools were referred to in symbols, and no names

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were usedabout any responses. The interviews were prepared to last for only 30 minutes to avoid boredom which might be associated with keeping them long. All participants were asked the same questions with probing techniques used throughout. Although, the sequence of questioning depended on the individual responses developed, which provoked further probing and prompting to theirs.

Interviews were conducted using language participants were comfortable with to gain better insights. Meeting time and place were well arranged with consensus amongst the researcher and the respondent. Before the interview, the researcher continuously contacted participants telephonically to ascertain appointments. Before interviewing process, participants were guaranteed that the information gathered will not be used for anything other than the research itself. The participants were given rights to decline their participation anytime they felt so without any form of prejudice.

3.6   Data analysis

A deductive approach in data analysis was used and the researcher used the research questions to group the data and then look for similarities and differences as time and resources was limited and due to the fact that the research was a smaller component of a larger quantitative study.

Data were grouped according to the four focus themes as follows:

a) Nature and characteristics of human resource practices
b) Challenges to human resource practices
c) Impact of human resource practices on learner performance
d) Strategies to enhance learner performance.

Participants' views were analysed according to the prescribed themes. The point of focus was the primary message content, the evaluative attitude of the speaker towards the message as to whether the content of the message was meant to represent individual or group shared ideas and the degree to which the speaker was representing actual versus hypothetical experience.

Data analysis was a continual process since collection started until its end. Participants were promised accessibility of the research results when requested.

Data were analysed using an analytical descriptive approach which aimed at providing an analytical description of human resource practices especially issues related to

recruitment retention, professional support and working environment of teachers in Ditsobotla Area Office (Mouton, 2006). In this context the steps followed in analysing data were as follows: transcribing raw data; organising and preparing data for further analysis; reading through all data; coding the data to form themes and categories which ultimately enable the researcher to interpret the meaning of themes.

3.7 Validity and reliability

According to Cohen et al. (2011), both validity and reliability are tools used in research studies to establish the truthfulness and the extent to which the research process address the purpose of the study. Cohen et al. (2011) indicated that validity means that the observation, interviews, or content analysis contain the information that the researcher thought they contain while Mays and Pope (2000), affirm the quality in qualitative research can be assessed with the same broad concepts of validity and relevance used for quantitative research, but these need to be implemented differently to take into account the distinctive goals of thequalitative research.

Hatch (2002) claimed that reliability means that the data collection process is not self-contradictory. The data collection is both consistent and stable. In a more detailed and similar dimension, Cohen et al.(2011) viewed reliability regarding whether the process of the study is consistent, reasonably stable over time and across researchers and methods.

External reliability to facilitate explicability of the study was assured by describing the methods and procedures of the study explicitly and in detail. The process of data collection, processing, condensing and drawing conclusions was discussedin-depth and raw data was transcribed as it was.

Verbal interviews were transcribed, and respondents requested to verify transcribed interviews. The strategy implemented in data analysis was reflected and an external decoder used to decode interviews. A comparative literature study was undertaken. Vockell and Asher (1995)referred to the types of reliability relevant to qualitative research as synchronic and diachronic where synchronic reliability is the similarity of observations made within the same period and diachronic reliability the stability of an observation over time This is related to this research, because similar data were given by participating teachers, principals and SGB chairpersons from different schools.

Response to interviews gave similar results, such as they experienced hurt, trauma, they were bitter and even felt threatened at times.

Regarding instrumentation, Cohen et al. (2011) noted "with human observers or judges; errors can result from changes in their skills and levels of concentration over the course of the experiment". To reduce this problem and to ensure internal validity of the independent decoders will be used for data analysis.

Furthermore, in enhancing validity and reliability of this study the interview schedule was reviewed for content validity using a panel of experts dealing with human resource strategy course and research methodology course in the same institution the research is published. The study was also pilot tested to establish its reliability using responses received from 4 interviewees drawn from the same population other than those selected for interviews.

The use of triangulation and the multiple data collection strategies in the form of interviews, direct observation and document analysis reinforced the validation and reliability of the study.

3.9   Ethical consideration

According to Allmark et al. (2009) and Neumann (2003), a researcher should take into account privacy, confidentiality, consent, honesty, respect, harm, and anonymity. About privacy, the interviewer may attempt to discover information by asking questions that interviewees may want to keep private. The participant's involvement should be kept private by the researcher (Leedy &Ormrod, 2010). In confidentiality, the participant may be vulnerable regarding the researcher exposing the information given in the interview. In some interviews, sensitive issues may be dealt with which may harm the interviewee. Consent is also an important ethical issue; it is important that the information that a researcher acquires has been gained with written consent from the participant to participate and to be informed of the nature of the study (Leedy &Ormrod, 2010).

3.9.1 Permission

The permission to conduct research was requested from the DoE and the school authorities that is, the SGBs and school managers. More also, the permission to participate in the study was required from each respondent. Participants were informed about the research in which interviews will be used. They were assured that their

privacy and sensitivity wouldbe protected. They were also assured that the information will be used solely for the research purposes and would be destroyed after use. It was also revealed to the respondents that information used would be treated highly confidential. Permission to conduct this research study was acquired from the NWU and also from the DoE. Refer to Appendices A and B.

3.9.2 Informed consent

No participant was coerced to be part of this study.

3.9.3 Respect and trust

Respect and trust were achieved largely through assuring all respondents of the confidentiality of the information they gave. Refer to Appendix D.

3.9.4 Anonymity

The questions did not require any identification of region, political affiliation or name of a person to be disclosed (Neuman, 2003). The respondents were given identifiers as indicated in the table below, to represent their names in ensuring they remain anonymous.

School	Principal	SGB	Teachers
School A	P_A	$S_{G1}, S_{G2}, S_{G3}, S_{G4}$	$T_{A1}, T_{A2}, T_{A3}, T_{A4}$
School B	P_B	$S_{G1}, S_{G2}, S_{G3}, S_{G4}$	$T_{B1}, T_{B2}, T_{B3}, T_{B4}$
School C	P_C	$S_{G1}, S_{G2}, S_{G3}, S_{G4}$	$T_{C1}, T_{C2}, T_{C3}, T_{C4}$
School D	P_D	$S_{G1}, S_{G2}, S_{G3}, S_{G4}$	$T_{D1}, T_{D2}, T_{D3}, T_{D4}$

They were assured that the information gathered would not be used for personal gain, as that would amount to exploitation of the respondents' innocence.

3.9.5 Covering letter

Through the covering letter, the respondents were also reassured, through the letter, of the confidentiality of the information they provided. Refer to Appendix D.

3.9.6 Privacy

Privacy and trust were maintained by holding closed door interviews, and there was no disclosure of information to any other person except people involved in the study (Neuman, 2003).

3.9.7 Voluntary participation

 All the respondents participated voluntarily. Refer to Appendix D.

CHAPTER 4

ANALYSIS AND INTERPRETATION OF DATA

Language editor's note: Since the direct quotations from the interviews are the respondents' own words the mistakes were not corrected.

4. INTRODUCTION

This chapter analyses and interprets data collected through semi-structured interviews in which principals, teachers and SGB chairpersons of four selected secondary schools participated. Observation of relevant stakeholders meeting and analysis of official documents were used during the gathering process which assisted in arising at the conclusions.

Principals, teachers, and SGB responded to a set of questions about the impact of human resource practices on learner performance. The following themes formed the basis for data collection and analysis.

1. Nature and characteristics of human resource practices.
2. Challenges in human resource practices.
3. Influence of human resource practices on learner performance.
4. Human resource strategies to enhance learner performance.

4.1 Nature and characteristics of human resource

This section presents the structure of the teaching force. Of crucial importance to the structure is the unequal allocation of SMT members and non-teaching staff as revealed through HR documentary analysis. In school D there is no deputy principal and allocation of subject specialists differs from one school to another.

A documentary analysis for schools A, B, C and D, in line with principal's responses from participating schools, revealed that the social science and language subject groups have the most permanent teaching staff, while mathematics and science subject groups are overwhelmed with temporary teachers.

4.1.1 Demographic profile

The following figures and tables illustrate the demographic profile of schools under review. Figure 4.1.1a illustrates the outcome from all four schools.

4.1.1c Qualification profile of temporary teachers

Table 4.1.1c: The professional qualifications of temporary teachers

School	Temporary Total	QUALIFICATIONS	
		Qualified	Unqualified
A	4	4	0
B	2	1	1
C	3	1	2
D	2	1	1
TOT	11	7	4

Table 4.1.1c illustrates the analysis of participating schools (A, B, C and D) regarding the qualification profile of permanent and temporary teachers. The result reflected that out of 11 temporary teachers recruited, 7 (62.6%) are qualified, meaning they are in possession of matric certificate plus three year training which includes teaching methodologies while 4 (37.4%) are unqualified with matric plus other trainings which does not include teaching methodologies. Document analysis reflected on some of the new teachers of Funza Lushaka bursary graduates were lacking tertiary qualifications and still furthering their studies in attaining PGD and that two temporary teachers did not study education, but social sciences. However, they decided to divert to teaching, and are currently registered for PGD at the university of the North west.

4.1.1d Gender profile of all teachers

Face-to-face interviews with principals and documentary analysis proved that there are no vast disparities regarding males and females in secondary schools teaching force. However, thedisparity is noted regarding levels wherein a majority of females are at post level one and of males in promotional posts.

Table 4.1.1e: Age characteristics of teachers (inclusive of temporary)

School	<35yrs	36-45yrs	46-55yrs	56+
A	2(temporary)	2(temporary)	20	2
B	2(1 temporary)	2(1temporary)	17	
C	3(2 temporary)	6(1temporary)	18	
D	1(temporary)	1(1temporary)	7	1
TOT	8(6 temporary)	11(5temporary)	62	3

The documentary analysis reflects on temporary teachers being at the entry and middle ages. Thus, out 19 teachers aged <35 to 45 yrs., 11 are temporary which is equivalent to 58%. The majority of permanent teachers are in the age group nearing exit which is 46-55 years.

4.1.2 The nature of teaching staff recruitment

Principals were asked to describe the nature of teaching staff recruitment. Interview responses revealed that principals understand appointment process as a policy matter with SGB relegated authority for recommendation to the provincial SG, whom may overrule the decision of the SGB and appoint a different candidate.

On this P_A stated that:

"The appointment of teachers is done regardinglegislature. Thus department cascade for absorption of teachers on the access list first, if it is expedited and a suitable candidateis not found, Funza Lushaka teachers are given preferences before the school can recruit openly, and if they so do, SGB is took on board to recommend on their forms."

Principals' responses are in line with policy imperatives that appointment is done with directives from the provincial SG and in collaboration with SGB) (DoE, 1998).

4.1.3 Level of Authority in appointment and termination of teachers

On this P_A stated that:

"The governing body convenes and elects members of the interview committee which deals with the short listing and interview process."

However, P_C stressed:

"As principals, we only act as a resource person during interviews, while the SGB has the power to recommend".

An examination of SGB meetings in schools A, B and C schools showed that indeed schools did indeed form interview committees.

The above responses reflect on principals understanding their position regarding authority and control over appointments of teachers.

The same SGB's unanimously declared they have no authority to either appoint or terminate teachers, but to recommend an appointment to the HOD who may overturn their recommendations.

This is what S_{G1} has to say: "*We are only involved in developing panels for interviews which will interview and we just recommend. Regarding termination of teachers, we are not involved.*"

S_{G2}: "*Regarding the law we should have authority to recommend for appointment, but sometimes union representatives manipulate the process to squeeze in their recommended members.*"

SGBs have legal authority to recommend appointment not to appoint. However, the system is lured with manipulations from teacher unions. Regarding termination of teachers, SGBs do not have any say.

This reveals that neither the principal nor the SGB has total control or authority as the outcomes are manipulated and influenced by a power struggle between teacher union representatives and the employer.

4.1.4 School recruitment and promotion of teachers

SGBs were asked to comment on the practice by the DoE in recruitment and promotion of teachers, and the following findings were revealed.

S_{G1} commented:

"*We depend on our selected panellist to score our bargained teacher amongst the top three and then recommend, but sometimes, if we recommend any other than position one obtained, it becomes very difficult to emerge with our own candidate. In my experience in one school where I was an SGB chairperson before elected in this current school, we recommended a candidate who was not ultimately appointed, and no explanation was issued to us.*"

Also, S_{G2} commented:

"*After we recommended, sometimes we wait a long period before the teacher resume duty*".

This comment reveals that firstly, SGB bargain on who should be appointed and secondly, there is a conflict of interest between the SGB and the DoE. However, other matters arising were complaints by SGB that the department is aggressively taking over recruitment powers from the SGB. Thus S_{G3} had this to say:

"*The current passing of resolutions and circulars by the department has taken over our level of authority prescribed in SASA, and we just recognise the flocking of teachers, including foreign nationals in schools without our involvement*".

Principals revealed that they do not have authority to terminate teachers work. However, the only authority they have is to declare teachers also when the post establishment has dropped and Resolution 2 of 2003 (DoE 2003), dictates, or to instigate charges to the presiding officers regarding misconduct cases of which at that higher level may qualify dismissals.

This is the response of P_A:

"*If I want to get rid of a teacher, the only chance I have is through implementation of Resolution 2 of 2003(DoE, 2003), but still, some teachers refuse to leave and stay in the school, which does not give me any other alternative, but to work with the teacher and await the department's response to motivate the teacher to other schools*"

P_C:

"*Only in serious misconduct cases as enshrined in Section 18, can the teacher be terminated, but not by myself as a principal because I just prosecute to the presiding officer during hearings when I instigated a charge*".

The responses revealed that the only time principals take charge is through the declaration of teachers also which is not terminating services but transferring to other schools. P_C highlighted misconduct charges, which still reflect on the principal not in charge of dismissal, but as referring prosecution personnel.

4.1.5 Recruitment of temporary teachers

In the interview conducted at school C, where principal C was asked about how their school recruits temporary teachers. P_C reflected that while awaiting the HR department
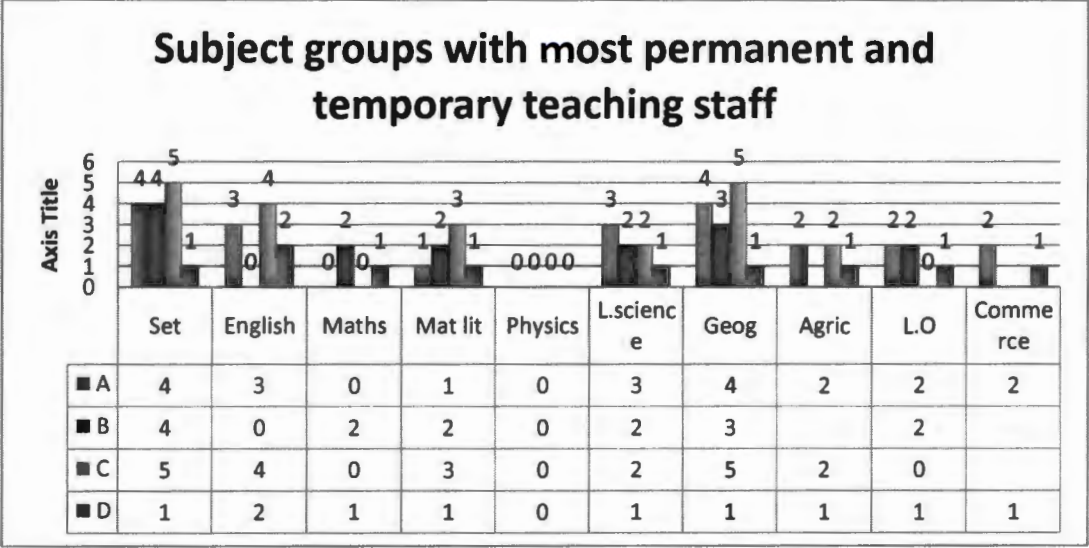
Figure 4.2.1a: Subject groups with most permanent and temporary teaching staff

An analysis of the temporary teachers in the four participating schools reflected in Table 4.1.1b

Table 4.1.1b: Number of temporary teachers in participating schools

School	Total no. of all teachers inclusive of temporary	Temporary total
A	26	4
B	21	2
C	27	3
D	10	2
TOT	84	11

Table 4.1.1b signifies that in school A, the total number of 22 teachers were permanent teachers, while the temporary teachers were 4 in total. In School B, 19 were permanent teachers, and only 2 were temporary teachers. School C has the highest number of 27 teachers inclusive with temporary of 3. School D has the lowest number of teachers of 10 when only 2 are temporary teachers. Therefore, the analysis reflects that 11 out of 84 teachers from school A, B, C, and D, are temporary which is equivalent to 13%. This implies that permanent teachers are dominating the educational systems.

to place teachers who are in excess from another school to fill in the vacant posts through redeployment of teachers.

This is what P_C had to say:

"We were given latitude by the circuit manager that we should seek for temporary employment of teachers in the existing posts, while the department is still searching for willing replacements by teachers in excess to other schools, or new recruits from Funza Lushaka bursary pool to fill the gap".

The response does not reflect an attempt by the government to place a teacher nor the hostility of school principals to accept the placement of teachers in their schools. It is simply a matter of awaiting the transfers or placement system to unfold.

4.1.7 Conversion of temporary teachers to permanent

However, principals when asked how long it takes for temporary teachers to become permanent revealed the following in their responses:

P_A:

"We do not have influence in converting temporary teachers to permanent and just wait for the Human Resource department to issue letters declaring temporary teachers permanent."

P_B:

"Actually it should be two years of consecutive service rendered, but that is not the case with most of our temporary teachers as they are already in their third year of unbroken service, but still temporary."

P_C:

"The department and labour negotiate on their conversion to permanent status and tell us at a later stage. However, there are some delays".

Also, P_D states:

"Always when teachers embark on strikes, absorption of temporary teachers is on top of labour demands. Later we just receive letters from Human resources and cannot tell how long it does take for their conversion to permanent status."

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The above responses revealed that indeed principals know about Resolution 1 of 2009 (DoE, 2009). However, the practice is not carried out as expected and the department takes their own time in converting temporary teachers to permanent, to the extent of labour strikes, and when the implementationis effected, teachers just receive letters without principals taken on board.

4.1.8 Recruitment of foreign educators

All principals of participating schools and human resource document analysis revealed the availability of foreign teachers. However, when asked to respond as to how they were recruited, participating principals declared a shortage of qualified local teachers in mathematics and science subjects, hence the employment of foreign educators.

In line with the argument, P_A responded:

"There was a need by Dinaledi Project to hire more mathematics and science teachers and shortages of mathematics and science teachers in the country."

On the same track, P_C stated:

"There were no teachers in South Africa to teach mathematics and science and as such I ended recruiting other three foreign teachers in addition to the two that already existed".

Regarding length of foreign teacher services, school HR document analysis and word of mouth from principals revealed most foreign teachers have 2–5 years' experience in participating schools. However, there are two with more than 20 years of experience in school A and B.

4.1.9 Teacher workload

Principals were asked to describe the workload difference between temporary teachers and permanent teachers and their responses revealed that temporary teachers in two schools are allocated more workload than permanent teachers.

P_B stated:

"We try by all means to give them the same workload. However, highly experienced, permanent teachers, display some hostility and benchmark on lesser workload than temporary ones".

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So thus, P_C justified:

"*In my school, temporary teachers are given more workload than permanent teachers as far as teaching is concerned so as to spare permanent teachers for administrative work either than teaching.*"

It became clear that temporary teachers are given more workload due to the hostile attitude of permanent teachers and to spare permanent teachers to perform administrative duties. However, this is against policy as it is not based on ensuring other educators are not overburdened.

Document analysis on school time tables in school D in which the principal denied, C and D reflected on the unequal distribution of workloads with permanent teachers' being allocated less than temporary teachers.

However, when teachers were asked to comment on their workload distribution, an element of discrimination between temporary and permanent teachers was not mentioned, but responses revealed discrepancies in workload distribution about SMT and teachers and subject groupings.

Thus the response of T_{A1}:

"*SMT members allocate themselves fewer periods to teach, stating that they have more administrative duties beyond the classroom to perform.*"

This statement concurred with T_{B2} when stating:

"*Principals are not teaching while policy expects them to do so.*"

Time tabling for extra and co-curricular activities in schools A and B revealed educators included with more activities than SMT members. However, T_{B1} viewed overloading in the following sense:

"*Mathematics and science teachers are allocated less number of classes with less number of learners than the social science and languages teachers of more learners in their classes*".

Based on the above submission, there seems to be a discrepancy in the distribution of teachers between different subjects. T_{A2} has this to comment:

"The administrative assistants are not conversant with School Administration Management System (SAMS), which foster us to do double administration of records as a backup against SAMS failures and this is an extra load on our part."

On a new version, teachers in school D complained about the non-hiring of general assistants for the classrooms offices and surroundings as adding an extra workload for supervising teachers, while they have to attend to more subjects in many grades.

Howeverabout more subjects and many grades, the fact is that it is a small school and learner weighting does not cater. T_{B2} commented:

"To me, workload is more because it seems they do not count in marking as part of workload and only focus on a number of periods per teachers. We mark more pieces in languages and always have to carry work home."

T_{C1}:

"We can't celebrate for our current workload because when teachers take long leave like prolonged ill health or maternity there are no substitute teachers recruited, and we are obliged to share that teacher's load."

An analysis of school time tables reflected that though the majority of teachers are complaining about being overloaded, they have not yet reached the maximum teaching load according to policy. However, the allocation of duties in the timetable highlighted more extra and co-curriculum duties beyond the classroom. In two out of four schools, SMT indeed has far less allocation than the average benefit from the real load, in one school it was found that the principal does not have any period to teach.

It was also revealed through document analysis of school D that in mathematics classes learners were few. However, with few teachers allocated to schools as against the total number of teachers except for Dinaledi schools.

Document analysis in schools A and C also revealed that principals were not teaching.

4.1.10 Provision of additional teachers to the existing post establishment

It became evident from the principal's responses that in most instances, the department of education motivates principals to stick to their allocated posts hence the following response efficiently:

P_A:

"*It is only in this year 2014 due to the rationalisation process that the department allowed us to use two extra teachers on top of the post provisioning norm.*"

P_B:

"*Our circuit manager stresses that we stick to the posts allocated to our schools and ensure that no learner is left without a teacher, so we struggle and bargain internally with our teachers to teach even subjects out of their specialisations.*"

P_C:

"*We always stick to our post establishments and no extra teachers are provided to the school. Sometimes even when teachers are declared in addition to our schools, we are pushed to release them immediately, without enjoying their services at least to complete such a particular year.*"

P_D:

"*It is two years currently that my school survived with an additional teacher loaned by the circuit manager from another school on our behalf.*"

Based on the principals submissions, the department has authority to loan teachers from one school to others as done in Schools A and D. In schools that are not so well supported, like school B, there emerged other challenges of teachers not teaching the subjects they specialised in, while teachers declared, in addition, they are coerced to leave schools to which they are currently attached.

4.1.11 General overcrowding of learners in classes in schools

Teachers were asked to respond to overcrowding, and T_{A2} and T_{B1} commented on mathematics and sciences with fewer learners as compared to social sciences and language groups' classes. T_{D1} and T_{D2} commented that classes in which mathematical literacy is amongst the subjects are highly overcrowded with learners.

Document analysis of class lists in school B, C and D, authenticated the findings, which is accommodated in policy that the weighting for subjects differs.

4.2 Challenges in human resource practices

Participants were to respond to challenges on themes as prescribed in the interview instrument and furnish the researcher with additional challenges experienced beyond those pre-empted. The data revealed the following responses from principals. They described the challenges as follows:

P_C:

"*Textbook supply is a challenge. Last year we spent the whole of the first term with a shortage of grade 11 Physical Science textbooks. Learners failed Physics but progressed to grade 12 because of other subjects. They are currently in grade 12, and yet we have to account for those learners performance because they struggled with basic contents from grade 11.*"

Agreeing on the shortage of textbooks, P_B added:

"The current rationalisation process was not well planned as the grade 8 and 9 did not bring along their textbooks from their previous schools."

P_D:

"*Geography as a subject was provided by the department with a data projector, but no laptop to connect.*"

Thus, general challenges are textbook provision and computers as in school D.

4.2.1 Compliancy of teaching staff

When asked as to whether schools are in full complement of all teachers principals declared full complement of teachers as according to prescribed post establishment.

However, P_B has this to say:

"*I have a case of one teacher who is on sick leave for more than six weeks, but is not replaced because the post establishment dictates that we are beyond the expected number of teachers.*"

In congruence with the above response, P_C responded:

"*I have two teachers on maternity leave not substituted because I still have to identify two teachers who are also.*"

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Moreover in school D is the opposite situation as P_D stated:

"*I enjoy the services of extra additional teacher loaned from the other school.*"

It became evident that schools are in full complement of teachers. However, anomalies in the form of non-substitution of teachers on sick and maternity leave which cause a shortage of teachers for a particular period, and an oversupply of teachers to be declared also prevails. Teacher loaning between schools is also evident.

When asked about their level of satisfaction about the current post establishment in meeting the needs of teachers at schools, principals and SGB's complained about the current post establishment not meeting the needs of teachers at schools. Thus the following responses bear testimony to the derived conclusion.

P_C:

"*The number of learners and the number of grades increased, but the post allocated to our school is reduced. Teachers have to cope with new grades and subjects out of their specialisation*".

P_D had this to say:

"*With ten teachers, inclusive of all SMT members and eight classes of five different grades, 14 subjects to offer, the post establishment is not meeting the needs of my teachers. They are overloaded with many preparations and even teach subjects out of their specialisation.*"

SGBs of school A and D perceived that teachers are not enough in quantity at their schools by stating the following reasons:

S_{G4}:

"*Several times during open days we heard parents complaining about some classes were not taught, and the principal justified that other teachers are assisting during their free periods. Due to the non-allocation of general assistants to our schools, teachers teaching contact time is wasted by supervising cleaning.*"

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"*There are many extra curriculum activities taking teachers out of the school and learners are left untaught. There are no teacher assistants to assist learners when teachers are engaged in such activities.*"

Principals' responses reflect that the current post establishment does not meet the needs of teachers because it did not take into account small schools and multi grades. It also became evident that through the inception of new grades (rationalisation), schools did not benefit from increasing post establishment, but increased loads of teachers and teaching out of specialised subjects. The situation as viewed from the SGB' site is perpetuated by extra duty carried by teachers in schools where non-teaching staff is lacking and teachers engaging in extracurricular activities.

4.2.2 Administration of foreign teachers

Principals encounter challenges as cited by the principal of School A that:

"*We are stacked with foreign teachers whom every year are not paid for the first three months as the department need verification that indeed Funza Lushaka teachers are not available.This year is worse as they worked from January and February, but were only paid from mid-February, meaning they were robbed of their January salary.*"

The above comment implies there are challenges in the administration of foreign teacher hiring and no wonder principals would do to motivate those teachers to work hard despite being robbed of their earnings.

4.2.3 Absorption of temporary teachers to permanent positions

P_B complained:

"*There is a temporary teacher who is at my school for more than four years of continuous service and hardworking, but not absorbed by the department. The teacher is demoralised and is very difficult for me to restore the motivation.*"

4.2.4 Teacher transfers

"*Most of my teachers take transfers to work near their home area and those who cannot be allowed to transfer immediately, or put on hold by the Department, opt for resignations.*"

Also, P_D indicated:

"There is a high turnover rate amongst newly recruited teachers."

Thus from the responses of principals in school C and D, the centralisation of teachers transfers has eminent repercussions on the practical school environment.

In general, challenges encountered by principals in teacher hiring are associated with foreign teachers, unavailability of Funza Lushaka teachers, long serving temporary teachers, high teacher turnover due to resignations and transfers and high turnover among newly recruited teachers.

4.2.4 Non-involvement of principals in the hiring of teachers in schools

Principals are not satisfied with their level of involvement in the teacher hiring citing the following reasons:

P_A:

"Most of my SMT members are the product of redeployment from other schools and as such do not meet the entire needs of the school. They are difficult to be controlled as they are used to the system. Some even do not have specialisations of all subjects' requirements for the post."

P_B:

"The overruling of HOD to the recommendation of appointment by the SGB leaves us with no control because even if we managed to bargain and influenced recommendation decision, we have no power over the HOD decision."

P_C:

"My teachers are denied opportunities to be promoted within the school and are not motivated. Once a promotion is won by someone outside our school, it becomes very difficult for such teacher to be accepted and those who are inside and feel they qualified, becomes difficult to control and end up with the psychological illness."

P_D:

"I have to rely on bargaining with the SGB and union representatives to recruit the teacher I want to work with and can influence."

From the above responses, Resolution 2 of 2003 (DoE, 2003), on redeployment process, the overruling of SGB recommended candidates by the HOD. Bargaining with teacher unions and SGB overwhelm the system and as such principals neither have control nor are satisfied.

4.2.6 Funza Lushaka bursary graduates

When asked to comment on the difficulties in filling up new posts with Funza Lushaka beneficiaries, Principal B commented:

"I only heard of the list of teachers from Funza Lushaka being available, but it was never availed to my school. I am stacked with temporary unqualified teachers who diverted from social sciences and lack teaching methodologies."

The above comment proves provincial office as ineffective and tardy in disseminating information about Funza Lushaka graduates.

Another comment as posed by the principal of school A was that:

"Funza Lushaka teachers want to teach near towns or universities to further their studies. Our schools are far from universities and cannot access their services."

The comment indicated that for personal reasons, or for want of accommodation or transport, some bursars resist being placed in non-urban areas; others decline posts offered to them and that placements may not sufficiently benefit the poorest schools. It is clearly reflected that Funza Lushaka teachers are invisible to assist in teacher shortages in schools located in remote areas and that the department is not doing enough to assist schools in accessing their services.

4.2.7 General learner discipline problems

The only general discipline problems experienced by participating schools identified learners are coming late to school.

Also, S_{G1} and S_{G4} responded that:

"Drug abuse cases, stealing, bullying and gangsters seldom occur in our schools."

While S_{G4} added:

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"Lack of parental involvement in their children's education when invited to meetings, they do not respond positively because they are also coming from a far distance."

Thus coming to school late, poor learner attendance, drug abuse, stealing, bullying, gangsters and parental involvement are general problems experienced in line with theory, which disrupt a suitable learning environment at schools.

4.2.8 Supply and maintenance of physical resources

Teachers from school A, B and C complained about learners having to share textbooks and the lack of library facilities for research and a laboratory to perform experiments. Laboratory and library shortage was witnessed through observation by the researcher as indeed not available. Also, teachers in school A complained about photocopying machines not being operational and cited:

T_{A1}:

"There will be no paper to photocopy, and the principal always responded that the school is awaiting funds which are only allocated in October and April."

T_{A2}:

"We are always told to improvise and to write on the chalkboard is time consuming not all learners have textbooks."

However in School D teachers complained about the lack of computers for teachers to integrate teaching neither with technology nor for typing of assessment and recording of marks.

Also T_{D2} complained:

"Our school is very far from town and in remote rural area, but we are not receiving any rural allowance for is a hard to teach area."

Despite the authority of SGB in resource allocation, basic maintenance of photocopying machines is negative.

When asked to comment on the support on infrastructural supply and maintenance of the school by the government, the SGB has this to say:

"*The 10% funds allocated to deal with maintenance is not enough or the whole school and items listed for more than three years on school improvement plans cannot be carried.*"

The above response clarifies that the SGB experience a contextual factor of fewer funds allocation in delivering their maintenance duty. The document analysis on three year School Improvement Plans (SIP) reflected no progress made. Schools, however, made some strides to request assistance from the department of education but in vain as captured in SGBDs comment:

"*Since we requested for major renovation as our school is old and dilapidated, they kept on telling us we are on the waiting list for three years now.*"

The observer noted the state of dilapidation while in the said school. As it was raining, it was also difficult to move around the school yard due to the muddy surface condition.

4.2.9 Other challenges, besides teacher workloads

Teaching and learning in participating schools are faced with a myriad of challenges. When asked to describe other challenges, besides workload, teachers complained about the following:

a) Curriculum changes

The changing curriculum within a short space of time and lack of maximum time allocated in the preparation of teachers during their workshops makes them struggle with such new curriculum emerged, which becomes a challenge.

T_{B2} also commented:

"*I have 25 years of service and already went through five curriculum changes. That is too much change required from our side as teachers and we are not coping.*"

In line with the above response, T_{C2} commented:

"*The amount of time dedicated for that workshop is only three days for content to be thought the whole year and they expect us to deliver. That is microwaving.*"

b)   Rationalisation of schools

Teachers from Schools A and B complained about the rationalisation process in schools wherein their schools which originally served only grade 10, 11 to 12 had to extend and admit grade 8 and 9. Teachers viewed the process as a challenge and are fearful as to whether they will cope. They also claim they were not consulted during the planning of the rationalisation process.

Thus, T_{A2} commented:

"*We, teachers were not trained on the new curriculum taught in such lower grades and expected to teach such learners. They did not bring along their former teachers in all subjects because they are at least experienced*".

T_{B2}:

"*Grade extension means lesson plans for five grades. It is a workload increase minding the fact that those lower grades learners cannot read and write and as such will demand more individual attention. I foresee teacher burnout.*"

Responses reveal a lack of consultation with teachers on the implementation of the process, lack of commitment on the part of the teacher and improper planning of resources to accommodate the new change and hence the resulting frustrations.

d) **Lack of subject specialisation amongst Head of departments and teachers and placing of teachers**

The participating schools suffer a lack of specialisation amongst HODs as reflected by both principals and teachers and lack of specialisation on teachers in their responses.

Principals and teachers are complaining that not all HODs are in their specialised subjects within their department nor are teachers teaching the subjects they specialised in during their training. Based on this challenge, P_D had this to say:

"*In my school, there are many subjects with only two HODs, and as such, they have to supervise all, even beyond their area of specialisation.*"

Concurring with the above response, P_A commented:

"*I have a case where one of my HODs is supervising five subjects from different subject groupings, having specialised with only one of the subjects*".

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In congruence with principal's responses, teachers in School D and A complained that HODs should be school based specialists, but they do not have content knowledge of the subjects they are heading, and as such, they cannot be assisted with content related methodologies.

T_{D1} commented:

"How can they be referred to as subject specialist whereas they supervise subjects they do not know? I applied for the post, but was not given the opportunity."

The non-specialisation of HODs as school based education specialists is a challenging factor in schools, which raise eyebrows on the lack of promotions amongst competent and qualified teachers. Document analysis based on reports from external monitors in Schools A and D revealed unsatisfactory monitoring and support by school based subject specialists. Teachers are working in hard to teach areas, and there are no incentives availed to such teachers. Also, systemic issues like rationalisation of schools and curriculum changes are not well handled by the department and as such, enormously impact on teachers.

It is highly imperative to caution how the HOD mentioned above provide guidance, appraisal, supervision and controlling of the work of both learners and teachers if it is clear from the above submission that they do lack the inherent content knowledge for subjects as such teacher support is compromised.

Teachers are mostly teaching the subjects and grade they specialised in. However, P_D commented negatively:

"In my school specialisation does not matter because teachers are few and subjects are more. There are teachers who specialised with mathematics and science, but because classes are few, they are fostered to teach Setswana and Life orientation offered in the whole school."

Principals whose schools are undergoing a rationalisation process shared their comment as P_A stated:

"Technology and Arts and Culture are new subject offered and are taught by non-specialised teachers. With social sciences combining history and geography is a challenge to teachers who specialised with one and not the two."

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Responses revealed that there are teachers teaching out of their specialised areas. Document analysis on teacher audit profiles revealed that in School A, also revealed there were two teachers with primary qualifications, but having taught in secondary school since they start teaching.

4.2.10 Teacher perception on whether to stay or leave teaching

When asked to give their opinion as to whether they will remain in their current schools or not, mixed feelings on teachers as to whether to stay or leave as teachers in school A and C would stay while teachers in schools B and D would leave based on the following reasons. T_{A1} stated:

"Despite all bad conditions, I enjoy a good working relationship amongst teachers and management which makes me cope."

T_{A2}:

"I am used to the culture of my school and will find it difficult to cope somewhere."

Teachers in School C stated they enjoyed being next to home and town.

As such, T_{C1} commented:

"The nicest thing about my school is that it is next to home and town so I can go home or shop as and when I like. Even if I am not promoted, I will stay in this school."

T_{B1}:

"I can't teach learners of lower grades, nor had to be content with many curriculum changes."

T_{B2}:

"I do not see the value of why I studied teaching; I rather take my package and leave. I will plan along the way where to go."

Teachers in School D complained about the distance from home on a daily basis and wanted to be transferred next to their homes or else take their packages.

It is clear from the submission that despite all odds, a good relationship and culture has a positive influence on teacher retention, while the distance from home negatively

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influences teacher retention. Rationalisation and curriculum change are the strong push factors for teacher exit.

4.3   Impacts of HR practices on learner performance

When participants were asked to respond to the influence of HR practices on learner performance, the following influences were revealed:

- Principal's response to the level of confidence on quality assurance provided by SMT members revealed the following as cited by P_A that:

"I have strong confidence in those SMT whom I was involved in their recruitment process, not for those who were transferred to my school through redeployment process. Quality supervision is a disaster on their part."

The above response revealed that the principal does not have confidence on SMT who were parachuted to their schools. The school logbook and monitoring reports revealed dissatisfaction raised by external supervisors in specific subjects.

- SGB were asked to echo their perception on the impact of recruitment and retention practices on the level of learner performance. Hence S_{G1} commented that:

"Hence the department took our roles of recommending teachers for appointment through their redeployment and transfer powers; they should account for the poor performance brought by such new educators to our schools."

The response is based on resolution 2 of 2003 which redeploy teachers to other schools. S_{G4} commented that:

"The allocation of funds to improve school condition is minimal hence is based on learner enrolment, and it is difficult to retain teachers in our school condition."

Thus, SGB viewed teachers transferred to their schools as not performing and blamed the recruitment practices.

Teachers were askedabout their experience impacting on the quality of learner achievement since their appointment at the school.

T_{A1}:

"Despite all odds, I continuously work hard and go the extra mile for learners and produce better results because I believe if I continuously produce better results, one day I will be promoted."

T_{A2} commented:

"I have been teaching grade 12 in my previous school and producing bad results. In the current school, I am improving."

T_{B1}:

"I am demoralised and demotivated, and as such, I just go to school to buy time till opportunities emerge somewhere outside teaching or I take my package and leave. "

T_{D1}:

"It is very difficult for us to produce better results on our learners based on the working conditions we find ourselves in".

T_{D2}:

"We can hardly be promoted to higher positions because they usually give reference to the result of the school one is teaching at, not because we are from poor working conditions".

Thus, a mixed perception of being optimistic or pessimistic depended on the relationship with school managers and the culture prevailing.

Teachers perceive the grouping of subject streams not to be bysubject relationship and T_{A1} commented:

"HOD post advertisements should be grouped according to subject relationships and not just haphazard as it becomes difficult to find some subject combinations within different streams."

Teachers commented on the need for proper training of SMT on how to support them at the school level.

T_{B1}:

"The SMT should accompany us to teacher forums for them to know what is expected of us and provide relevant support."

T_{A1}:

"School based head of department should be mentored on how to develop policies, plans, and monitoring tools that will reflect on what exactly they expect from us. They should also give us feedback."

4.4 Strategies to enhance human resource practices

All participants to the study were requested to give their opinion on how they think Human resource management practices can be improved and lists were presented, mostly about their challenges encountered. A snapshot on responses linked to recruitment practices include:

S_{G1}:

"The HOD must not appoint contrary to our recommendations without informing us first."

While, on the other hand, S_{G2} commented:

"Teacher unions must be reminded that their roles are to observe and not to influence decisions."

The recommendations were based on the challenges raised that sometimes their recommendations are overruled by the HOD, which is a policy matter, but here they are requesting that they are informed of which is a correction on the procedure. On teacher unions' reminder of roles, the recommendation needs to be thoroughly investigated on the extent of their influence to decisions and recommendations should be based on the findings.

However, P_C viewed recruitment practices in this way:

"Policy on teacher recruitment should be reviewed to include us as principals because we are the one working with teachers and responsible for boosting teacher morale and accounting on performance."

On redeployment of teachers P_A recommends:

"Schools should be allowed a maximum of only one redeployed SMT, and the rest should be new recruits by the school itself. Educators who are transferred according to resolution 2 of 2003 should be re interviewed before absorbing them to the schools."

The response reveals the emotional status to a particular school in which the majority of SMT members are the product of redeployment and not working for the principal's strategy for improvement. In the response, the principal is not against absorption of redeployed SMT members, but request a quota in management structure and that the initial procedure of short listing excess teachers is followedfor a competitive choice. On the appointment of foreign nationals P_A recommended:

"The appointment of foreign nationals should be speeded up as it is difficult to expect a teacher who is not paid for three months and even when paid, robbed of some salary to perform well. Supply of textbooks and computers to aid teaching and learning should be improved."

The aforementioned comments quest for the appointment of foreign nationals to receive immediate attention and the robbing of payment need to be thoroughly clarified. On the absorption of temporary teachers P_C commented:

"Temporary teachers should be appointed as resolved, without further discussions because resolution prevails."

The temporary teacher absorption stems to caution the department on non-delivery of agreed resolutions and needs to speed up the process.

About post establishment, P_C recommended:

"Pool posts should be made available for substitute educators irrespective of the PPN of the school."

The recommendation on substitute teachers was well supported by the SGB of the same school who commented:

"Substitute teachers should be availed to schools when teachers are on leave, no matter there are teachers also or not because those teachers are not teaching the same subjects."

The above recommendation provokes the department to account for lost contact time when teachers are on leave as the policy caters for such.

P_D responded:

"PPM" should be reviewed to favour the small and multi-grade schools."

Teachers in the same school echoed the same recommendation with their principal in resolving that the Post Provisioning Norm should be reviewed to allow small schools and multi-grades.

P_D added:

"*General assistants should be allocated to all schools irrespective of the learner enrolment because cleaning is cleaning.*"

P_D further recommended:

There is synergy on the principal and SGB of the same school's recommendation as reflected in SGBs comment:

"*All schools should be provided with general assistants to off-load teachers on extra workload due to cleaning supervision.*"

However, T_{A1} recommended administrative assistance to reduce teacher workload:

"*Administrative Assistants should be trained on School Administration Management System (SAMS) operations to offload teachers on their administrative workload.*"

This is in line with the complaints that teachers are overburdened by supervising cleaning due to non-hiring of general assistants and recording of marks due to the non-competency of Administrative assistance. P_D further recommended on the recruitment of Funza Lushaka teachers that:

"*The province should develop a database and data queries of all Funza Lushaka graduates, make it accessible and locate them to schools, not schools to headhunt them.*"

On the non-subject specialisation by HOD at schools T_{A1} recommended:

"*The grouping of subjects should be influenced at teacher training institutions as commerce, languages, social sciences and natural sciences, while advertisements of HOD post in schools should follow such groupings.*"

On the same note for non-specialisation, but contradicting the recommendation, T_{C2} added:

"*In secondary schools, every subject should have its own subject head, not to be headed under the grouping of subjects as the department by the departmental head.*"

The submission of T_{C2} was also carried by P_C who also recommended:

"*The process of rationalisation should be taken slowly until the schooling environment, and all resources, including teachers and textbooks, are budgeted for. The process should also give teachers an opportunity to choose for themselves the phase they want to teach, not to be fostered by the department to teach phases they are not comfortable in.*"

The solution will enhance productivity on teachers who were not trained on the new curriculum and never taught in such lower grades by providing textbooks and allowing them to choose their comfortable grades.

T_{B1}:

"*We should be offered a three year course to deal with curriculum changes, not just three days.*"

A three-year course will allow that more knowledge is imparting than a three-day microwave workshop as highlighted by teachers.

Another solution as posed by T_{C1}:

"*The transfer of teachers should not be controlled from the provincial office as it delays us. They must just let us go as long as we can swop with other teachers of the same post requirements. There should be substitute teachers hired for when teachers are on leave.*"

The response will solve the challenge of high turnover rates amongst teachers who are not allowed immediate transfers that if they allow them to swop at the grassroots level, the situation may be better.

4.5 Summary

The chapter interpreted and analysed data as was provided through observations, document analysis and face-to-face interviews with teachers, principals and SGB chairpersons of participating schools. The following chapter providesa summary and discuss findings and finally provide recommendations for future research.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5. INTRODUCTION

This chapter discusses the findings of data collected through observation, analysis of the official document and semi structured interviews in which principals, teachers and SGB chairpersons of selected secondary schools participated and emerged with the following themes.

5.1 Summary of the study report

The purpose of the study was to investigate the impact of HR practices on learner attainment in secondary schools in the Ditsobotla area of Ngaka Modiri Molema District of the North-West DoE. The study would address the nature and HR recruitment and working conditions of educators in schools, the challenges of HRP and retention of already serving educators. Further, it reflects on the appearance of the associated factors and impact on learners' performance and providing strategic ways of enhancing HRP.

Chapter one dealt with introducing the research study, providing the overview of the study, including the purposes for undertaking the study as well as research design and methods.

Chapter two was dedicated to the literature review related to HRP. This chapter presents the description and an in-depth understanding of HRP challenges in schools. It further suggested the application of Herzberg's (1959) extrinsic and intrinsic theories towards the attainment of quality instruction to boost the performance of learners.

Chapter three describes the research design and methodology used for the study. It defines the type of data that was chosen to be collected, the semi-structured interview as a chosen method to collect the data, and the targeted population and sample.

Chapter four presented the data analysis using the qualitative method and interpretation of the results from which the recommendations were made.

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5.2 Summary of findings

The findings from the research study are presented in this section about the four research questions. It became evident that for proper HRP to yield a positive learners' performance will require an intensive integration of qualified educators, good working environment, and leadership support.

5.2.1 Nature and characteristics of human resources

The findings revealed that educator's recruitment practices are being manipulated by union members who want to protect the interest of their members. This was in affirmation to (Zengele, 2013; Mampane, 2012) on Cadre deployment in the literature. It remains a policy matter that the provincial SG has the power and authority to overrule recommendation decisions by the SGB if such were based on procedural flaws. However, in such cases, further investigation need to be sought as to whether they are constantly being informedof the diverse ruling by the provincial SG.

The finding signifies that schools are constantly hiring unqualified temporary educators and more also, foreign educators are denied of their first month's salaries. Despite the policy on educator learner ratio, the high workload is still prevalent as revealed in subject differences. Thus, responses generally highlighted classes in which mathematical literacy are amongst the subjects highly overcrowded with learners than those pure learning mathematics. This should not be viewed as contradictory to policy since policy allows more favourable post allocations than others for some learners and some learning areas. Each learner is given a certain weighting that reflects its relative need in respect of post provisioning (ELRC, 2005).

The prevalent practice of allocating more workload to temporary educators as depicted in data analysis is against the policy of theEmployment of Educators Act (Act 76 of 1998) which outlines the workload amongst different post levels and cascade that workload should beequally distributed amongst all teachers according to their levels, for one educator not to suffer overloading and its consequences of poor performance due to late completion of tasks (ELRC, 2005).

While literature posited that the non-teaching staff at schools generally should include the administrative staff, educator assistants, school care-takers, and cleaners, it was found that not all school appoint all of the above-mentioned personnel and that the competency of those appointed is questionable and as such educators had to fill the

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gap in performing tasks belonging to such personnel. Critical to such findings, literature holds it that the school's administrative staffs are responsible for the efficient daily operations of the school. According to the KZN DoE (2007), the non-educator staff, in their interaction with the SMT and the professional (teaching) staff, needs to have good understanding of their jobs, and skills; be capable, flexible, and accountable, and take the inventiveness in dealing with daily operations; be able to plan, organise and lead; manage both financial and HR; and work as a team. The findings outlined the nature and characteristics of HRP in schools.

5.2.2 Challenges in HRP

Schools are operating under irregularities in the form of non-substitution of educators who are on sick and maternity leave that lead to a shortage of educators for a particular period. This becomes challenges that learners are faced with, and yet they are expected to perform. This confirms (Mpokosa & Ndaruhutse, 2008; Wetungu, 2008) articulation on learner's disappointment during the absence of an educator. Also (ILO, 2012), noted the disruption on school programmes following unavailability of educators.

Furthermore, the current post establishment does not meet the needs of educators because it did not take into account small schools and multi grades and stick to one size fits all approach when distributing educators to schools. Findings show that educators are still overloaded and teaching out of specialised fields, this is found to be common in small and multi grade schools. There is a lack of specialisations amongst HODs and reports from external monitors are revealing unsatisfactory monitoring and support by school based subject specialist. It is highly imperative to caution how the above-mentioned line managers provide guidance, appraisal, supervision and control of the work of both learners and educators if they do lack the inherent content knowledge for subjects under their supervision The non-specialisation of school based education specialist is a challenging factor in schools, which raise eyebrows on lack of promotions amongst competent and qualified educators as concluded by Diko and Letseka (2009).

The difficulties experienced by educators in attaining transfers to their desired working environment lead to high resignation rates amongst educators in great numbers. It seems Resolution 2 of 2013 (DoE, 2013), which dictates for transfer of educators between schools on operational requirements and Circular 49 of 2013 (DoE, 2013), which centralise the transfer of educators to the provincial has much to be blamed.

The DoE takes a long time in converting temporary educators to permanent. Such educators would not have confidence and commitment to expend extra effort for the organisational benefit if there is no job security as postulated by Wetungu (2008) in the literature. However, it is expected of school principals to account for learners to perform under such conditions.

It is clearly reflected that Funza Lushaka educators are invisible to assist in educator shortages in schools located in remote areas and that the department is not doing enough to assist schools in accessing their services. This finding concurs with Arnst, Dragga and Andrews (2013), the observation that many rural areas in South Africa which are situated far away from education district offices suffer from a lack of properly qualified educators.

It was found that the changing curriculum within a short period and lack of enough time allocated to their workshops in preparing educators to contend with such new curriculum emerged as a challenge. The challenge contends with Mouton et al. (2013) who discovered the new Curriculum and Assessment Policy Statement (CAPS) underway with a sad repetition of Outcome Based Education (OBE) of insufficient training of educators. Lack of consultation with educators on the implementation of the rationalisation of school process, lack of commitment on the part of the educator and improper planning of resources to accommodate the new change led to educator's frustrations. These are HRP challenges encountered in schools as revealed in this study.

5.2.3 The impact of HRP on learners' performance

There is a positive correlation between educator perception and school culture on whether to stay or leave their current schools. It is clear from the submission that despite all odds, a good relationship between educators and the school managers, and culture has a positive influence on educator retention, while the distance from home negatively influences educator retention. This wasechoed by Kelehear (2004), who concluded that leadership affects a school's sense of well-being and efficacy.

According to Mudor and Tooksoon (2011) who concluded that Job satisfaction played an important role in employees' turnover because it would lead employee resigned when their job satisfaction is low. The results indicate HRM practice is a positively and significantly correlated with job satisfaction while on the other hand HRM practice and

job satisfaction are negatively and significantly correlated with turnover. However, the results of HRM practice and job satisfaction are strong predictors of turnover. Michie and Quinn (2011) proposed that a possible indirect link between selective hiring and learner performance can be the forging of internal bonds between managers and employees that create a culture for productivity growth. However, findings in this regard reflected on the principal not having confidence on SMT who were redeployed to their schools. The impacts of HRP were revealed in this particular study.

5.2.4 Strategies to improve human resource practices in schools

The findings also indicated that the supply and delivery of textbooks and computers to aid teaching and learning should be accelerated and expand to all levels of the grades. Schools should be allowed a maximum of only one redeployed SMT, and the rest should be new recruits by the school itself. Substitute teachers should be availed to schools when teachers are on leave, no matter whether there are teachers also or not because those teachers are not teaching the same subjects.

All schools should be provided with general assistants to offload teachers on extra workload due to cleaning supervision. However, T_{A1} made recommendations of administrative assistance towards reducing teacher workload.

Administrative assistants should be trained on School Administration Management System (SAMS) operations to offload teachers on their administrative workload." The province should develop a database and data queries of all Funza Lushaka graduates, make it accessible and locate them to schools, not schools to headhunt them". Another strategy is to decentralise the powers of appointment and transfer of to the district and area offices. There should be substitute teachers hired for when teachers are on leave."

The study findings also suggested that the policy on teacher recruitment should be reviewed to include principals that work directly with teachers and who areresponsible for boosting teacher morale and accounting on performance. Loeb and Myung (2010) argued that the government should focus on probing for strengthening, implementation, improvements or review with respect to developing and retaining high-quality teachers in every community at every grade level. Herzberg, Mausner and Snyderman (2010) argued that removing causes of discontentment would not cleanse but just counterbalance working conditions and furthermore encourage the use of basic inherent motivational variables in enhancing retention and performance.

Issues about appointment and payment of foreign nationals should be speeded up as it is difficult to expect a teacher who is not paid for three months and even when paid, robbed of some salary to perform well. The ILO (2012)proposed that the government should in situations of high attrition rates, as is the case currently in South Africa, be urged to develop costed education strategic plans, including projections of the number of teachers to be trained and recruited each year based on current and projected student populations and factors such as current and projected teacher attrition and retirement rates, demographic trends, current and planned Pupil-Teacher Ratios (PTR) and the impact of increased primary school enrolment on future demand for secondary school places.

5.4   Conclusion

The study was focused on investigating the impact of human resource practices on learner attainment in secondary schools in the Ditsobotla area of Ngaka Modiri Molema District of the North-West DoE. The study investigated the nature and characteristics of recruitment and working conditions of educators in schools, the challenges of recruitment of new educators and retention of already serving educators. It further perused the linking factors in recruitment and retention practices to learner performance and device strategies to help improve HRP in schools.

HR practice and learner performance are associated with school achievement. The recruitment of non-appropriate educators and poor working conditions are at the risk of losing valuable educators and performing poorly. The good mixture and maintenance of educators are needed for the maintenance of good performance of learners.

Moreover, it is also the legal duty of a school principal at the school level to report to the provincial Head of Department on the academic performance of the learners and the use of resources, including human resources. Therefore improper human resource practices associated with poor recruitment, failure to provide the appropriate working environment, the lack of supervision of educators, and lack of discipline on the part of the learners, defeats the goals of learner performance, and ultimately quality education for all.

5.5 Recommendations

The study, therefore, suggests the following recommendations for HRP in schools around Ditsobotla that could address foster staffing, working conditions, and leadership and academic performances of learners at schools.

Staff recruitment

More studies should be conducted which includes more respondents from other provinces to provide a more general application.

The DoE needs to ensure that all schools in its jurisdiction are well-resourced with teachers, taking into consideration small schools and multi grade. Pool posts should be readily available while the matter is discussed and awaiting policy reviews.

Resolution 1 of 2009 on the absorption of temporary teachers should jealously be guarded and be implemented with immediate effect.

The DoE should ensure that no learner is left without a teacher from the beginning of the year and remunerate the foreign teachers for the work performed accordingly.

Working conditions

More studies should be conducted which includes more respondents from other provinces to provide a more general application.

Leadership

Effective management workshops for principals and SMT members should frequently be held to help improve management and discipline in schools, and finally

Academic performance

Educators should adopt various strategies to motivate and encourage learners to learn by making the learning content interesting so that learners will want to learn.

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