

AN EVALUATION OF THE MANAGEMENT OF THE SELECTION PROCESS FOR
EDUCATORS AT PRIMARY SCHOOLS IN THE NORTH WEST AREA:
THEORETICAL AND PRACTICAL IMPLICATIONS

NORTH WEST UNIVERSITY



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SUBMITTED IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE
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DECLARATION

I, Armstrong Thabiso Aphane declare that the dissertation for the degree of Masters of Business Administration at the North West University hereby submitted, has not been previously been submitted by me for a degree at any university. That is, it is my own work in design and execution and all material contained herein has been acknowledged.

A handwritten signature in black ink, appearing to read 'Armstrong', is written over a horizontal line.

Armstrong Thabiso Aphane

Acknowledgements

I dedicate this research to my family for giving me strength, love, support and encouragement to finish up my studies. They have been everything to me. I hereby express my gratitude to my relatives and friends who were always supportive and encouraging when I wanted to loose hope, when I started wondering whether I will ever complete this thesis. Mr. Rakumakoe, I need to praise you for the good work that you have done to me during bad and good times for not getting tired of me calling each day and ask how do I do. When I feel sleepy you wake me up, when I am down you make me to be on my feet, when I lost hope you gave me hope, when I am happy you rejoice with me, when I cry you comforted me you always tell me that I must be strong 'road to success is always under construction'. I am still keeping those courted words you always refer me to, for me to be strong for the challenges of life. You never say no in my long journey of study throughout my academic career. Thank you so much.

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Above all let praise be to the Glory...All the Mighty...Jesus Christ for His everlasting love

ABSTRACT

The aim of the research is about the evaluation of the management of the selection for educators at a primary school in the North West, Klerksdorp District and to consider theoretical and practical implications. Questionnaires were used as the main measuring instrument.

The findings of the research revealed that some of the role players lack necessary skills and expertise to be part of the selection process. Policy implications were found to have an effect on the process. Nepotism, poor communication, selection of correct candidates, roles played by different role players, information dissemination during the process, effectiveness of the selection process, lack of preparations before the selection process begin and composition of the selection panel, were found to be present.

The conclusions from the findings indicated that, selection should be considered as a serious process and stakeholders should ensure that they play their roles according to the policy that governs the process. Recommendations included the following: training of the stakeholders should be taken into consideration, nepotism and other unfair practices should be avoided, information distribution and communication should be improved, and effectiveness during the process should be emphasized as well as the composition of the selection panel. Future research should be on further enhancement of the selection process to be effective and efficient taking into consideration the needs of different societies and the nation as a whole.

TABLE OF CONTENTS

No	Contents	Pages
1.	ORIENTATION	1
1.1.	Introduction	1
1.2.	Orientation and problem statement	1
1.3.	Objectives	3
1.4.	Research design	3
1.5.	Literature study	4
1.6.	Empirical study	4
1.7.	Limitations of the study	4
1.8.	Chapter outline	5
1.9.	Conclusion	5
2.	THEORITICAL FOUNDATION	6
2.1.	Introduction	6
2.2.	Factors affecting the HR function	7
2.3.	Human Resource Management in education department	12
2.4.	Functional activities of HR management	16
2.5.	Summary	17
3.	LITERATURE REVIEW	18
3.1.	Introduction	18
3.2.	Selection	19
3.3.	The aim of selection	19
3.4.	The essential characteristics of selection	20
3.4.1.	Selection is a process	20
3.4.2.	Selection entails shared decision-making	21
3.5.	Factors influencing selection	21
3.5.1.	Role-players in the selection	21
3.6.	Education industry	23

3.7.	Procedures to be followed in the filling of post of educators (PL1) as advertised in the open vacancy list of North West Department of Education.	24
3.7.1.	Objectives	24
3.7.2.	Principles during selection process	24
3.7.3.	Sifting	25
3.7.4	Minimum requirements for appointment	25
3.7.5	General principles/ criteria for short listing of applications.	25
3.8	Interviews	26
3.9	Establishment and composition of the regional review panel.	29
3.10	Functions of the regional review panel.	29
3.11	Provincial Education Labour Relations Council (PELRC) Review Panel	30
3.12	General information in regard to selection	30
3.13	Documents used in the selection process	31
3.14	Record keeping	32
3.15	Methods of gathering personal information in the selection process	32
3.15.1	Background checks	32
3.15.2	Personal reference	33
3.15.3	Previous employers	33
3.16	Types of interviews	33
3.17	The selection decision	34
3.18	Communication barriers	35
3.19	Offering the position	36
3.21	Selection process	37
3.21.1	Number of applicants available	38
3.21.2.	Legal considerations	38
3.21.3	Affirmative action	38
3.21.4	Accuracy of information gathered	38
3.21.5	Interpretation of information gathered	39

3.21.6.	Political pressure	39
3.21.7	Nepotism	39
3.218	Community expectations	39
3.22	Selection policy	40
3.21.1	Statement of philosophy	40
3.22.2	Employment of relatives	40
3.22.3	Legal constraints	40
3.22.4	Steps in the selection process	40
3.22.5	Qualification acceptable to the district	41
3.22.6	Techniques used in the selection process	41
3.22.7	Screening applicants	41
3.22.8	Process for making the final recommendation	41
3.23	Candidates information	41
3.24	Checking references	42
3.25	Interviews	45
3.26	Implementing the interview plan	46
3.27	Beyond the interview	48
3.28	Summary	48
4.	PROBLEM STATEMENT AND OBJECTIVES	49
4.1	Introduction	49
4.2	Selection of staff	49
4.3	Problem statement	52
4.4	Objectives	52
4.5	Summary	52
5.	RESEARCH DESIGN AND METHODOLOGY	53
5.1.	Introduction	53
5.2.	Research methodology	53
5.3.	Measuring instruments	53
5.3.1.	Observing	53

5.3.2.	Interviewing individuals	53
5.3.3.	Group interviews	54
5.3.4.	Technical conference	54
5.3.5.	Questionnaires	54
5.3.6.	Diaries	54
5.3.7.	Equipment based methods	54
5.3.8.	In-company records	55
5.3.9.	Reviewing literature	55
5.4.	Utilisation of questionnaires	55
5.4.1.	Advantages of questionnaires	55
5.4.2.	Disadvantages of questionnaires	56
5.4.3.	Questionnaires as research tools	56
5.5.	Developing a questionnaire for this study	57
5.6.	Pilot study	58
5.7.	Population and sampling	58
5.8.	Data collection	59
5.9.	Data analysis	59
5.10.	Conclusion	59
6.	RESEARCH RESULTS	60
6.1.	Introduction	60
6.2.	Sample of respondents	60
6.3.	Biographical data of respondents	60
6.3.1.	Gender	61
6.3.2.	Status of employment	61
6.3.3.	Qualification of respondents	61
6.3.4.	Number of years in teaching (Experience)	61
6.4.	View points of respondents in regard to the selection process	61
6.4.	The effectiveness of the selection process	65
6.6.	SUMMARY	69

7.	CONCLUSIONS, IMPLICATIONS AND RECOMMENDATIONS	71
7.2	Introduction	71
7.2.	Summary	71
7.3.	Findings of the research	72
7.4.	Conclusions and recommendations	73
7.4.1.	Training	74
7.4.2.	Policy implications	74
7.4.3.	Nepotism	74
7.4.4.	Communication	75
7.4.5.	Candidates	75
7.4.6.	Roles	75
7.4.7.	Information	75
7.4.8.	Effectiveness	76
7.4.9.	Preparations before interviews	76
7.4.10.	Composition	76
7.5.	Future research	77
7.6.	Conclusions and implications versus objectives	77
7.7.	Conclusion	77
8.	Bibliography	78

Annexure A: Questionnaires

Annexure B: Permission letter

LIST OF TABLES

6.1.	Biographical data of respondents	81
6.2.	Composition of the selection panel and their roles	82
	Determination of the effectiveness of the selection process	83

CHAPTER 1

ORIENTATION

1.1 Introduction

The main focus of primary and secondary schools is to have committed and aligned educators who are capable of delivery. Therefore, it is important to carefully select educators who have the potential to deliver, but this is not a simple task. Effective tools should be in place that will help role players in education to select the best educators.

Educators are not solely recruited on the qualifications that they have attained, but factors such as how they conduct themselves during the interviews are used to recruit relevant educators. The process of selection has its advantages and disadvantages that are to be carefully considered whenever this process is affected. If the process is not well implemented it can impact very negatively on the school whereby educators who applied may disrupt the smooth running of the school by lodging disputes that may take several months to be resolved. The educator who was not successful in the selection process may be so aggrieved that he or she ends up sabotaging schools. It is therefore logical that the people especially those in the panel, should be cautious when dealing with this matter. The policies can be used and followed properly to avoid unnecessary disruption in different schools. Selection will be dealt with in detail in this research and findings will be made as well as recommendations and conclusion.

1.2 Orientation and problem statement

Human resources is one of the most important and valuable assets of any organisation. This also applies to education in general and to schools in particular. In view of the large number of vacancies for teaching staff that are created due to changes in education, it has become increasingly important that staff should be selected in a responsible manner. There are many problems that confront school principals and school-governing bodies, of which staff selection is one. Several factors that influence staff selection and the importance of role-players in the selection process cannot be over emphasised.

According to Pieters (2000: 151) various selection methods can be used. They can be applied in isolation, but it is recommended that a combination be used because each has its own weaknesses in addition to its strengths.

O'Neill, Middlewood and Glover (1994: 45) put it as follows: "educational organisations depend for their success on a quality commitment and performance of the people who work there, for this reason teaching staff must also be selected in a scientifically accountable manner. The resolution was taken and implemented that addresses the shortage of teaching staff at school level, but there is still a shortage in this regard, especially in management positions (North West, 2002 (a):6)

Schools in the Klerksdorp district have also experienced problems as far as selection is concerned example Atamela Primary School is one of the institutions that have experienced this problem where the educators were dissatisfied on how the process unfolded. Disputes were lodged in many schools in the Klerksdorp area due to discrepancies made by people who were conducting the selection process. The selection processes at some schools were implemented according to the Employment Act 1998 of South Africa but in other schools the selection process was not well implemented, due to that disputes were lodged. All relevant stakeholders were involved in the selection process in terms of the South African School Act 84 of 1996 Section 20(I). The selection panels selected candidates from a pool of applications by carefully considering criteria, which have been set. Most educators at different school in the district are dissatisfied in the manner in which the selection process was made.

The selection of candidates for a post does not only influence the post concerned (and the department within which such post falls) but also the staff, learners, parents and the community: in other words the school as a whole. According to Cherrington (1995: 225) one of the surest ways of guaranteeing quality education is to ensure quality selection of staff. Depending on the way in which the selection process is managed, selection can also be a traumatic experience for the applicant.

Unprofessional treatment of any of the candidates can cause serious damage to the image of the school concerned. According to Southworth (1990: 2-6) such people often feel aggrieved because their applications were unsuccessful and they will look

for reasons to criticize the particular school. Care should be taken to ensure that the selection of candidates is managed efficiently in the best interest of candidates as well as of the school. From the discussion above it can be concluded that the selection of teaching staff is an extremely important matter that has increased in extent and complexity. It has developed into a process for which principals and other participants should be thoroughly prepared. The problem is how the selection process is and should be conducted in different schools in the Klerksdorp District and the consequences of this process, given the previous dissatisfaction mentioned regarding the selection process.

1.3. Objectives

The objectives of the research are the following:

- To determine how principals and other participants evaluate the state of affairs regarding selection in general as well as problems involved.
- Understanding the difficulties involved in managing the selection process (factors that influences the selection process).
- To determine whether the role players are well equipped to manage the selection process.
- To recommend what should be done to address the problems experienced during the selection process.

1.4 Research Design

The research design is a detailed plan of how a research study should be conducted (Grinneld, 1993:94). In this research exploring the shortcomings in the selection process in the Department of Education especially at school level, will be investigated. According to Neumann (1997: 30) gathering data for research is divided into two categories namely, qualitative and quantitative. Qualitative research provides means through which a researcher can judge the effectiveness of particular policies, practices or innovations, like the department is challenged to close gap between policy formulation and implementation.

In order to determine the status quo regarding selection in the schools, in terms of who are the most suitable, who are the most important stakeholders and what contributing factors to the selection process, a structured questionnaire will be used.

According to Grinnell (1993: 94) the research design is a detailed plan of how a research study should be conducted. In this respect the researcher is using an exploratory design, because the subject area has not previously been researched and is unknown. In order to achieve the foresaid objectives the research will focus on a primary school in Klerksdorp South District in the North West Province. The educators of the school will be sampled and 30 educators will be part of the research.

1.5. Literature Study

The main purpose of the literature study is to have a broad orientation of prospective research concerning planned investigation and to have a sound grounding of the relevant literature. Departmental circulars, Gazettes and other relevant official documents were used in gathering information, to successfully achieve the objectives of the research. Educational materials that are relevant in this regard were consulted namely: Index of South African Journals, subject material from libraries was consulted and the Internet were also utilised.

1.6. Empirical Study

In this case the structured questionnaires were distributed to 30 educators within the district to establish how they regard the process of selection, recruitment in the school and whether it is done procedurally and fair. The method of gathering information in this case is quantitative in nature. According to Neuman (1997: 30) gathering data for the research is divided into two categories namely qualitative and quantitative. According to Bynard & Hanekom (1997: 29), in the quantitative approach, a researcher relies on his/her observations.

1.7. Limitations of the study

The researcher recognises that there can be weaknesses in the operational definitions that restrict the abstract generalisation. Due to the limited geographical scope of the research findings must be treated with caution with regard to generalisations. The researcher acknowledges that limitations, which are prevalent, may limit the

credibility of the findings and restrict the population to which the findings can be transferable.

1.8. Chapter Outline

Chapter 1: Orientation

Chapter 2: Theoretical foundation of the study

Chapter 3: Literature review

Chapter 4: Problem statement and objectives

Chapter 5: Research and design

Chapter 6: Results

Chapter 7: Discussion, conclusion and recommendations

1.9. Conclusion

The discussion indicated that the selection of staff for Primary schools may constitute a problem facing all relevant stakeholders in the education fraternity. Due to number of changes over a wide range of spectrum in education it is important that, obstacles should be removed as far as possible, since efficiency and effectiveness in education depend largely on selection. It is important to properly train all role players involved in this process. The roles players in this regard are School Governing Body (SGB), principal, union representatives, teachers' representatives, and departmental officials. Therefore, it is important that a conducive and motivating climate should be created for the Department to be in the position to realise its objectives and goals. In the next chapter the literature will be explored regarding the topic area.

Chapter 2

THEORETICAL FOUNDATION

2.1 Introduction

The history of the civil service and the various schools of management reflect the importance of the human resources field. Human Resource management (HRM) refers to those activities undertaken by an organisation to utilise its resources effectively (Dowling, 2005:4). These activities would include at least the following:

- human resources planning,
- staffing (recruitment, selection, placement),
- performance management,
- training and development,
- compensation (remuneration) and benefits,
- Industrial relations.

School administrators have often preceded their counterparts in business and industry in understanding the importance of positive personnel relations. HRM encompasses a body of knowledge and set of policies and practices that shape the nature of work and regulate the employment relationship. In recent times, HRM has assumed new prominence because of continuing concerns about global competition, the internalisation of technology and productivity of labour (Bratton, 2003:43). In comparative context HRM is best considered as the range of policies, which have strategic significance for the organisation (Brewster and Tyson, 2004) and are typically used to facilitate integration, employee commitment, flexibility and delivery mechanisms (Mendenhall, 2000:43). Education has also provided a forum for initiating changes in personnel management. Stability in the market being served is another advantage for educators, school boards, administrators, teachers, and support staff can always market demand for education. The objectives of this chapter are to evaluate how human resources are being conducted in different schools and in the department of education in general.

2.2 Factors affecting the HR function

HR administrators may view a number of factors as impeding their efforts and teachers unions to have become very powerful in previous years. Previously these organisations were considered professional associations, but their main purpose today relates to improving the conditions of service of their members. Many administrators feel that unions show little concern for the welfare or education of children and when they do, it is only for public relations purposes (Education Labour Relations Act Resolution 13 of 1995). The reform efforts of the early and in mid-1980 necessitated schools to change the way in which education conducted. Some schools have responded to this by adopting the idea of school-based or site-based management, others have explored and are trying out ideas related to teacher empowerment.

Interestingly enough these approaches are not exclusively seen in the schools, but are being used in a number of businesses and industries today. Education in the late 1990s has changed more than it has been since the days of the one-room schoolhouse. All these development, taking place at the same time, will require a change in the way schools are conducting their business, and the HR management function is at the centre of what changes will be adopted, how they take place, who will be involved in them and when they will occur. All these questions must be coordinated and orchestrated so that change efforts are effective. As mentioned, the HR function has a number of responsibilities. How those responsibilities are assigned varies from school district to school district. For a full appreciation of the functioning of the personnel officer in today's schools, an understanding of the events, which shaped and influenced these operations, is necessary. School personnel administration is not an isolated field, but a composite of what has been learned from the state, civil service and from private sector organisations.

(a) Planning

According to Smit and Cronje (2001:11) planning is the management function that determines the organisations mission and goals. It involves identifying goals and the resources needed for the task. It determines the future position of the organisation, and the strategies needed to reach that position. School administrators must be ready to prepare children for a world that is vastly different from the one in which their

teachers grew up. Planning is therefore the basis on which the success of any enterprise rests (Van Schoor, 1994:10).

(b) Recruitment

Recruitment is the process of attracting applicants for the positions needed. This process should be fully integrated with the HR planning process and other HR activities, especially the selection process (Bernardin and Russell, 1998:104). Probably most members of the general population will define the job of a HR administrator as hiring and firing people. Although the job includes many more areas, hiring and firing are critical responsibilities that will continue to be administered by HR managers. The difference is in the increasing number of external controls in recent years. Personnel administrators must have a complete understanding of laws and regulations that dictate the latitude they are allowed and their responsibilities. The general purpose of recruitment is to identify and provide, in a cost-effective manner, a pool of job applicants who are potentially qualified to do the job (Pieters, 2000:125).

(c) Selection

Most selection involves three methods, the submission of an application form or CV, an interview and the use of references, sometimes referred to as the classic trio. These established techniques have been subject to change as attempts are made to improve the quality of the interview. At the same time, other more sophisticated methods have been developed, as seen by the growing use of psychometric tests, work samples and assessment centres (Walley and Smith, 1998:4). Once recruitment activities have been initiated, the selection process begins. Collecting and checking references, conducting interviews, observing laws and regulations regarding hiring procedures, and making final appointments are all part of HR management. As a result, the administrator in charge of this function must have a comprehensive knowledge of laws affecting the selection and employment of staff.

(d) Orientation

The orientation process which forms part of socialisation, and it can be described as the process of introducing the new employee into the organisation (Pieters, 2000:181). How new teachers are introduced to the school system may have a long-term effect on how they feel about their jobs. A structured orientation programme to assist new staff

members in becoming accustomed to their positions, schools, the district and community will result in the teacher easily adjusting in the job itself. These efforts should be well coordinated and involve members from various areas of the school and community. Done correctly, it will help in enhancing staff development efforts and retaining personnel (The Employment of Education Act, No. 84 of 1998).

(e) Staff development

The identification, employment and orientation of new staff members are key procedures in the personnel administration process. However, these are only the start or initiation phase of employment. Staff members should be knowledgeable about trends and changes in their business. In recent years greater attention has been given to the need for development activities for both professional and support staff members in school districts. Not only do such efforts help to keep staff current, but they also provide opportunities for renewal through intellectual stimulation and colleague interaction (Skill Development Act, No. 97 of 1998). Skill variety is required in every organization. According to (Coetse, 2002:160) skill variety is the extent to which the job requires the employee to make use of variety of skills, abilities and talents. Therefore it is important for the organization to select its employees considering the above.

(f) Personnel procedure

Personnel administrators are responsible for following appropriate procedures after hiring takes place. Paper trails to keep track of probationary and tenure periods must be maintained. Proper actions, in terms of time lines as well as status, related to appointment and separation, should take place to avoid potential problems later. The selection procedure must be logical and cost effective (Pieters, 2000:177).

(g) Compensation

Rewards are ever-present and always controversial feature of organizational life. (Kreitner and Kinicki, 1998:264). Methods of paying incentives may differ from time to time, but the trend towards variable compensation remains strong. (Kreitner, 1998: 268). Personnel administrators must have an understanding of pay standards, scales, and arguments for merit pay plans, and merit programmes that will be initiated.

(h) Bargaining and administering a negotiated agreement

A matter of importance to all staff members is the negotiated agreement. Preparation for negotiations is a critical activity in which personnel managers are expected to show leadership. Furthermore, once negotiations have been brought to closure, administrators must know how to interpret what has been agreed upon and put it into practice. In any school district, the personnel administrator is the key person in educating staff about the rights and responsibilities in the negotiated agreement. According to (Bendix, 1997:265-268) the term bargaining structure encompasses also concepts of bargaining units and bargaining levels. A bargaining unit is composed of employees who will be covered by the agreement. The type of bargaining structure established will determine which employees are to be covered by the agreement, especially if such agreements become enforceable by statutes.

(I) Conditions of employment

When educators first met to discuss forming teachers into associations, one of the primary reasons for doing so was to improve the conditions under which teachers were asked to work. While other interests have been added, this overall concern has remained constant, and its administration is a primary responsibility of the HR manager. The Basic of Employment Act is generally applicable to all employees but section (3) of the Act specifically state that the provisions of the Act will not affect any matter regulated by the Labour Relations Act, the Wage Act, the Mines & Works Act or The Manpower Training Act (Bendix, 1997, 138).

(j) Employee data

Data is more than raw material of information systems. Thus you should view data as data resources that must be managed effectively to benefit the organisation (O'Brien, 1999: 46). Because of the rights afforded to staff members, personnel officers are required to maintain updated, accurate information on each employee. Data to be collected and methods for cataloging are important for later decisions regarding issues such as reassignment, education, and staff development.

(k) Support staff

The role of support staff in schools is often understated. This employee group is critical to the daily operation of the school district and influential in shaping the perception of the district in the community. Recognition of members of this group and

support for their ongoing development are significant responsibilities of the personnel administrator.

(l) Empowering teaching staff

According to Coetsee (2002: 33) empowerment is based on a set of principles which is in contrast to what managers usually believe and practice and of which the most important is trusting people vs controlling people. The true meaning of empowerment is to allow people the freedom to decide how to do things. The call for radical change in education has been seen in schools by requests or demands for involvement of teaching staff in decision-making. Pressure to respond to this movement may originate from various channels: from staff, school boards, and even legislature and the state education department. Such changes can have critical effects on how schools operate. Personnel administrators will be required to understand and interpret this concept to members of the school district and in determining what initiatives are most appropriate for the district's participation.

(m) Policy and procedure

Policies are general statements that guide decision making in the organisation. Policies limit an area in which the decisions are made and ensure that the decisions are consistent with the organisation goals. Standard procedures and methods refer to the series of related steps or tasks expressed in chronological order to achieve a specific purpose (Smit, 2000: 123). While the education of staff members most often comes to mind when discussing personnel in schools, the education of the board of education is also critical. The role of the board, to establish policy in schools that will provide guidelines on how selection should be carried out, is an increasing responsibility of the personnel administrator.

(n) Career paths

According to Bernardin (1998: 119) some of the country's largest newspapers now have a job listing service on the Internet. One service in South Africa is known as careerjunction.co.za and provides access to combined classified advertisements. One important form of assistance provided by personnel administrators is the support of those who are interested in moving into other positions within the field of education. Opportunities for support staff exist within the support function. Likewise, many

teachers are interested in considering opportunities that will allow them to accept an increased instructional and support responsibilities without having to leave the classroom entirely. Others may pursue opportunities in administration. The personnel administrator is looked upon as the local expert to provide advice and assistance to those interested in pursuing career changes.

2.3 Human Resource Management in the Education Department

A broad objective of HRM is to optimize the usefulness (i.e. the productivity) of all the workers in the organisation and a special objective of the HR department is to help line managers manage more effectively (Cascio, 1992:44). Human resource management in any organisation (educational or otherwise) is part of the process of management in general but is focused on the people side of management, it is seeking to ensure that the objectives of the organisation, whether factory, hospital, school or college, are met.

Indeed, many see management as the art of getting things done through the key resource-people. Of all the resources at the disposal of a person or organisation, it is only people who can grow and develop and can be motivated to achieve certain desired ends. The attaining of targets for the organisation is in their hands and it is the way people are managed so that maximum performance is matched as closely as possible with satisfaction for the individuals doing the performing, which is at the heart of human resource management and optimum management. Although the control of management focuses mainly on financial and physical resources this does not mean that the performance of one organisation's main resources, namely people, can be exempted from control (Smit, 2001:413).

All managerial activity involves action of various kinds, the making of decisions in a number of areas and applying a variety of techniques to carry out each process effectively. The management of personnel does not involve processes which are different in kind from those of management in general but the focus on people distinguishes it. Human resource management embraces all of the core functions of general management wherever practiced, planning how aims are to be achieved, organizing by analyzing the activities to be carried out and making decisions to meet objectives, commanding through leading, communicating with people, co-

coordinating activities so that targets are achieved, and evaluating the effectiveness of all these managerial activities. Effective management of employees' goals and plans, together with constructive feedback by telling them of the progress made towards their goals, can produce impressive results (Cascio, 1992: 50).

Human resource management still has its so-called operational functions, which include, for example, recruitment and selection, appraisal, and development, but its scope of activities is even wider in that it is involved in helping to improve human performance within an institution and with the longer-term planning and development of human resources. Current management thinking has brought this people focus in the spotlight for various reasons. Increased legislation with respect to fair employment and health and safety at work has been one impetus, another has been the outcome of technological, economic and demographic pressures represented by the highly competitive global economy.

This has been reflected in the United Kingdom in the new ideology, which has marked government thinking in recent years and has put increasing emphasis on economy, and value for money as a resource allocation yardstick. Within this thinking it is argued that it is the effective and efficient use of human resources, which is the key to successful outcomes. The main instrument used to control organisations human resources is performance measurement. This entails evaluating employees and managers in the performance of the organisation (Smit, 2001: 413).

The human resource model takes a broader and more integrated view of the personnel function than that of just maintaining people in their organizations or engaging in specific personnel activities or keeping records up to date without any noticeable impact on the bottom line of achieving results through their contributions. The HRM approach seeks to start from a consideration of what the strategies of an organization might be and then determines how the human resources can help formulate and accomplish those strategies, and what kind of human development and motivation are required to meet these objectives. A strategic approach to HRM also requires that one focus on contributions, which human resource specialists make to the overall success of the institution (Erasmus et al, 2005:94).

HRM clearly covers a wide area of activity. One text on the subject lists manpower planning, recruitment, and selection, appraisal and evaluation, training, wage and salary administration, industrial relations, management development, organisational development, organisational design and welfare by linking the effective functioning of an organisation with three core elements, each of which has a people focus: mission and strategy, or the organization's reason for existence and the policy for carrying out the mission, organisational structure, or the way people are organized to do the necessary tasks to achieve this, the selection, appraisal, and the rewards and development of people for performing these tasks (Ferris and Rowland, 1988).

There are also other factors in HRM that need to be taken into account such as the external context-key issues for HRM, where consideration is given to the implications of the core functions of management in general, and HRM in particular, by certain major changing social trends and values. This is followed by leadership and motivation, which is concerned with the way people influence others and build up trust to carry out a mission, communication and negotiations, or the way strategies are formulated and conveyed, how the vision and mission is communicated and negotiated. Finally, by selection, appraisal and development, or the processes by which competence and performance in an organisation are developed. The objective of HRM is advising management on the human resource policies required to ensure that the organization has a highly motivated and high performing workforce, has people equipped to cope with change and meet its legal employment obligations (Cushway, 1994:15).

HRM in education should be seen as a subject of HRM in management in general, because the core function HRM is not different in kind, but also includes key trends in the external environment for all management whether in a school or a factory, and argues that education cannot set itself apart from macro-technological or social change or the wider world of management thought.

Organisational success depends on motivating staff and that leadership is a vital element in this process. Leadership is central to HRM because it is concerned with motivating and organizing people in certain ways, which might lead to successful outcomes. Leaders are participants in an organisation who influence their followers

more than they are influenced by them. McGoldrick and Stewart (1996 in Bratton and Gold, 2003:319) have identified leadership as a key variable in linking strategy, culture and commitment of employees.

These quality skills include the skills of organizing and orchestrating affairs so that the value and interests of an organisation are promoted and a climate or ethos is created in which these values are embodied. The chapters in this section offer valuable insight for analyzing the effectiveness of leadership in specific educational cases, based on the general contention that sound leadership is vitally important for increasing motivation and reducing stress among people in organizations and involves the exercise of quality decision-making in a satisfactory network of interpersonal relations at all levels, based on clear goals and sound vision. Leadership is defined as a social influence process in which the leader seeks the voluntary participation of subordinates in an effort to reach organisational goals (Kreitner, 1998: 495).

Effective communication is central to establishing interpersonal relationships. It is a process, which may be defined as sorting, selecting, forming and transmitting symbols between people to create meaning. The major hurdles to effective communication are problems of perception, language, organizational structure, networks, and channels, which form the setting for communication. The size of the organisation will generally affect how sophisticated the communication system is. In a small organisation, the system might be informal subject to frequent management intervention. In large organisations, on the other hand, specialists may serve as employee communication managers. Furthermore, communications will be determined by the organisation's business and HR strategy: for example, the more the company's manufacturing and HRM strategies empower people and are knowledgeable and innovative oriented, the more important communications becomes (Bratton, 2003:366-367).

Effective communication takes place in a multiplicity of contexts including interviewing, leading and motivating and in negotiation. Selection, appraisal and development, emphasize the importance of developing a competence and performance as a central concern of HRM. Performance is viewed as the central linking concept to these three personnel activities. Most people would agree that the process of

recruitment and selection are closely linked. Therefore, both form part of the hiring process (Erasmus, 2005:207).

Much more valid and reliable selection methods have been advocated in recent years via the assessment centre approach. While job selection is about predicting performance, appraisal and development are about controlling performance. It deals with fundamental HRM problems which are receiving an increasingly attention in the world of education where the formal appraisal of the teacher is pertinent and where more intensive monitoring of performance is likely to increase.

2.4 Functional activities of HR Management

Fowler (1995: 143-150) identifies the main categories into which personnel activities may be grouped. These approximate what can be described as the various roles of public personnel functionaries on the strategic, tactical and operational level in public organizations.

(a) The advisory or consultative role

The person position in each group can be defined in terms of both role and status. A role consists of the activities people are expected to perform according to the persons around them (Kotler, 2001: 179). This refers to the line manager's view that the public personnel manager performs largely an auxiliary or support function in the organization. It is the public personnel manager's task, for example, to ensure that decisions made on the strategic level take personnel implications into account. Managers on the tactical level acquire advice and guidance from personnel functionaries as internal consultants, and also that operational managers receive assistance on a day-to-day basis for problems in the workplace, which have a personnel implication.

(b) The monitoring role

According to (Brookes, 1995:83) mentoring is more commonly used when developing managers as, unlike coaching, it concentrates on developing the skills required to carry out a particular task. This role includes evaluating the successful application of personnel policies and procedures in the organisation, for example the implementation

of a new performance management system, and the monitoring of a mentorship programme as part of the implementation of an affirmative action strategy.

(c) The informative role.

This is related to the above-mentioned role of the public personnel manager as internal consultant and involves the provision and dissemination of specialist personnel knowledge and information from either an internal source (organizational policy, personnel records) or an external source (labour legislation).

Within the context of the above roles, the functional components of Public personnel management can be summarised as follows:

- The acquisition or provision of public employees for public sector organisation in order to ensure that the right types and numbers of employees are available at the right time.
- The maintenance and administration of public employees to retain a motivated and organised workforce.
- The training and development of public employees, to ensure that the needs of the organisation for competent personnel are met, and those individual employees can develop according to their needs.
- Public labour relations, to ensure that the relationship between the public employee and the state as employer is conducted in a fair and reasonable manner, and to facilitate and enhance communication and dispute resolution between the two parties.

Aligned- commitment is directly dependent on how well information is distributed in the organisation and especially on how well it is understood, and used by the people (Coetsee, 2002: 32).

2.5 Summary:

The chapter focused on the theoretical foundation, and the following were discussed: factors affecting the HRM function in general and how this function is managed in education. Functional activities of HRM in education were also highlighted. The next chapter will focus more on literature review regarding selection.

CHAPTER 3

LITERATURE REVIEW

3.1 Introduction

Human resources is one of the most important and valuable assets of any enterprise. This statement also applies to education in general and schools in particular. O'Neill (1994: 45) states as follows. "Educational organizations depend for their success on the quality, commitment and performance of the people who work there." For this reason teaching staff must also be selected in a scientifically accountable manner. According to (Anderson in Towers, 1992: 170), if mistakes are made, it is very difficult to reverse the process. The selection of staff is therefore a key element in personnel management (Arnold, 1995: 61; Anderson (1992: 167; 168; South-Worth, 1990: 1).

The selection of a candidate for a post does not only influence the position concerned, or the department within which such a post falls, but also the staff, learners, parents and the community. One of the ways of guaranteeing quality education is to ensure quality selection of staff (Cherrington, 1995: 225; O'Neill in Bush & Young, 1992: 177). Depending on the way in which the selection process is managed, selection can also be a traumatic experience for the applicant. A problem that often surfaces is the behaviour of unskilled people in the field of education who participate in the selection process. Unprofessional treatments of any of the candidates, but especially of unsuccessful candidates, seriously harm the image of the school concerned. Such people often feel aggrieved simply because their applications were unsuccessful and then look for reasons to criticize the particular school (South Worth, 1990: 2-6).

Care should therefore be taken to ensure that the selection of candidates is managed efficiently and in the best interest of the candidates as well as of the school. The rationalisation of teaching posts has resulted in parents increasingly paying close attention to the behaviour of teaching staff and accordingly also to the selection and appointment of candidates for vacant posts. New management structures for schools are being created. In South Africa, as in other countries, a much stronger emphasis is placed on participatory decision-making than in the past (Potgieter, Visser, Van der Bank, Mothata & Squelch, 1997: 8, 9, 18, 19, Place & Kowalski, 1993: 291, 299, 300,

Lindle & Schrock, 1993: 71-75). New role players are therefore starting to participate in the selection process.

From the discussion above it can be concluded that the selection of teaching staff is an extremely important matter that has increased in extent and complexity. It has developed into a process for which principals and all other participants should be prepared thoroughly. Unfortunately it is true in practice that very little comes out of it. The same opinion is also held by certain foreign authors (South-Worth, 1990: 11).

3.2 Selection

Certain characteristics and the purpose of selection should be examined in greater detail. Brief attention is first paid to a few definitions of the concept:

- Selection comprises the choosing, from a number of candidates, a person who, in the opinion of the selector, succeeds best in meeting the required standards of performance (Gerber, Nel & Van Dyk 1996: 193).
- Selection is a complex procedure that comprises the following: the collection of information, the coding, interpretation, retrieval and integrations of information, and decision making (Place & Kowalski, 1993: 291).
- Selection involves the evaluation of candidates and the development of system, procedures and methods according to which sound selection decisions can be made, in order to ensure the addition of high-quality personnel to the organization concerned, Anderson and Towers (1992: 169)

3.3 The aim of selection

The main aim of selection is to fill vacancies in the most appropriate manner. This implies that from among all the available applications for the vacant posts those candidates must be selected who best meet the criteria for such posts (Gerber at al, 1996: 130). However, the above merely offers an attenuated representation of the aim of selection. Because of the present drastic changes in education, which have, inter alia, far-reaching financial implications for schools, optimal utilisation of staff is absolutely essential. Consequently, it is important that opportunities for the restructuring of the staff situation at schools should be utilised fully during the selection process. The above-mentioned objectives can be realised if the selection

process is managed in such a way that it proceeds in a well-ordered and systematic manner. For this to materialise, it is necessary that thorough cognizance should be taken of certain characteristics of the selection process.

3.4 The essential characteristics of selection

3.4.1 Selection is a process

The selection of staff is much more than a single event. It is the culmination of a whole series of preliminary decision-making processes and amounts to the school's aim regarding selection. Selection occurs within the framework of the school's recruitment policy, induction already starts during the selection and appointments phase, while evaluation of the extent to which the appointed member of staff meets the requirements and criteria of the post occur on a continuous basis (O'Neill, Middlewood & Glover, 1994: 55). According to Gerber et al. (1996: 194; 195), and Anderson and Towers (1992: 182), selection processes are influenced by factors such as the following:

(a) Internal factors

These include the following:

- The size of the school: Not only the number of posts for which staff must be selected, but also the variety of posts to be filled is influenced by the size of the school.
- The qualification, skills and experience of existing staff: A survey of the qualifications, experience and skills of the existing staff is essential in order to ensure that the candidates who will best fit in with the existing staff and meet the needs of the school is appointed.
- The learner composition of the school: The interests, general level of skills and the ability of learners of a specific school must be taken into account.
- The parent community: Parents are closely involved in schools and care should therefore be taken during selection to ensure that their expectations and needs regarding teaching staff are taken into account. This will prevent conflict situations from arising.

(b) External factors

- The nature of the composition of school communities influence the selection process in the sense that communities have certain likes and dislikes that should definitely be taken into account during the selection process.
- Regional education authorities possess a reasonable measure of autonomy and it may happen that the selection requirements are influenced by this fact. Government regulations and procedures differ from one educational region to the next and candidates may be confused by this fact.
- The organised teaching profession will increasingly keep watch over the interests of teaching staff. Care should be taken to ensure that labour laws and related relations are not contravened or that the rights of applicants are not prejudiced in any way.
- The policy of the Central Government also influences the selection of staff. Matters such as affirmative action, the teacher learner ratio and the policy regarding the medium of instruction, have to be taken into account during selection.

3.4.2 Selection entails shared decision-making

Decentralisation, devolution of authority and participation by various partners in education are entrenched in the South African School Act (Potgieter et al, 1997: 8; 9; S. A. Schools Act 84 of 1996: 15-17. Sect. 20, 21). Although selection of human resources is an important management task of principals, it is however, not their exclusive responsibility. According to the SA Schools Act (1996: 17 sec. 20(1) (1) parents have a say in the selection and appointment of teaching staff. Consequently principals must be knowledgeable and adequately equipped to help ensure that this important process is managed correctly.

3.5 Factors influencing selection

3.5.1 Role-players in selection

The importance of principals, members of governing bodies, representatives of education authorities, representatives of the teachers union and learners as role-players is very significant. The importance of the inputs of the different role-players

who were involved in the selection in general, as well as the selection of regular teaching staff, members of the management team and principals were important.

The fact that principals are regarded as the most important role-players in selection and that governing bodies are placed just below principals in the order of importance, emphasis should be placed on the necessity of these role-players in particular being thoroughly prepared for their functions as selectors and the problems experienced in respect of selection by principals and members of the governing bodies of schools.

It is obvious that there is an urgent need for training of these role-players. Although it is the responsibility of the education authorities (SA Schools Act 1996, sec.19), principals as managers of schools, will have to display initiative themselves in order to ensure that the training and preparation of selectors receive the necessary attention in their schools.

It will take a considerable time for education authorities to provide training for the selectors and for all principals to devote continuous attention to this type of training themselves. Although a lower order of importance is awarded to the influence of other role players such as representatives of the education authorities, unions and learners, the remarks and recommendations regarding training as above also apply to them.

It is important that principals as well as other members of the section panel should be made aware of the new approach that is prescribed by law, namely a strong emphasis on the devolution of authority and responsibilities to governing bodies and schools, as well as a shift of emphasis in the direction of self-managed schools (Potgieter et al.1996: 8-9).

The low order of importance awarded to learners as far as selection is concerned, is understandable. The selection of teaching staff is a specialized process that requires certain skills and levels of maturity and experience that learners do not yet possess. This does not necessarily imply that learner representatives should not be involved in selection at all. They are indeed represented in governing bodies (SA Schools Act 1996; sec 23(3) (a)) and may therefore attend discussions on the recommendations of selection committees.

According to the stipulation of the SA Schools Act (1996: sec 32(2)) learners may, however, not participate in the making of any decision that involves a third person and therefore their members on the governing bodies are automatically excluded from decisions about candidates. In exceptional situations, learners' representatives serving in a governing body could be allowed to provide information on a candidate from the perspective of the learners. Matters such as this must however, be handled with great caution and care.

In the light of the large number of shifts due to changes over a wide perspective in the field of education, it has become absolutely essential that all shortcomings, uncertainties and doubts should be eliminated as far as possible, since the quality of education is largely determined by efficient selection and appointment of suitable teaching staff. Deliberate training of all the role-players involved in selection is therefore absolutely essential.

The emphasis should be placed on the training of selectors and the qualifications, experience and skills of existing staff should also be considered. It would indicate of good planning of the selection process. The relatively low value placed on factors such as affirmative action and pressure by teachers unions, is also indicative of an objective attitude towards selection. Principals, governing bodies and education authorities, in this order, are the most important role players in the selection process. This also indicates sound judgment on the part of principals.

3.6 Education industry

In terms of the South African Schools, Act 84 of 1996 (Section 20(1)(I), selecting staff is one of the new functions of the School Governing Body (SGB). Some schools are, however, uncertain about their legal power regarding the selection process. In some cases, there are disputes about how the decisions are made and who should make the final decisions: the school governing body or the Education Department (Department of Education 2000(b): 2). This has led to a situation in which some teachers who are not appointed feel skeptic about the procedure and the process of selection.

In view of the large numbers for school post level one (vacancies that are created by educational changes) it has become increasingly important that staff selection is done in a responsible manner. The principals and the school governing body are faced with a strong challenge of managing the selection process of their different schools. Recruiting and selecting teachers may be the most important task administrators perform. Mistakes made in personnel selection are costly and have long-term effects (Jansen, 1998: 6). Although it is the responsibility of the education authorities (SA Schools Act of 1996, section 19), principals, as managers of schools, have to display initiative themselves in order to ensure that the training of panels at schools takes. In fact, the unique needs of the schools in this regard necessitate principals to devote continuous attention to this type of training themselves (Heyns, 1998: 123). The quality of any school depends on performance and ability of their best selected educators with skills and knowledge. Cherrington (1995: 225) advocates that selection of a candidate for a post does not influence the post concerned or the department, within which such a post falls, but also the staff, learners, and parents community, in other words the school as a whole.

3.7 Procedures to be followed in the filling of post of educators (PL1) as advertised in the open vacancy of North West Department of Education.

According to North-West Departmental Circular (No 54 of 2005) the selection of educators should take place as follows:

3.7.1 Objectives

- To ensure that the filling of post is completed within the minimum time-frame possible and is perceived as objective, just and acceptable and
- To elicit the commitment of all parties to ensure the meaningful and democratic participation of relevant stakeholders North-West Departmental Circular (No 54 of 2005:1).

3.7.2 Principles during selection process

- The processes, procedures and mechanism used should facilitate objectivity
- The entire process must constitute fair labour practice,
- The process must be congruent with agreements reached in the ELRC with

specific reference to Collective Agreement 2 of 2003,

- Any person who is an applicant for a post as advertised in the vacancy list may not participate in the short-listing, interview process or any other aspect with regard to the filling of the post,
- Even though this is an open vacancy list the filling thereof must as far as possible accommodate educators declared in addition.
- Affirmative action measure for designated groups, (namely Blacks which include Indians, Coloured and Africans), women and disable educators, and
- Be representative

3.7.3 Sifting

The Regional Office shall acknowledge receipt of applications in writing and handle the initial sifting process to eliminate applications of those candidates who do not meet the requirements of the post(s) as stated in the advertisement.

The letter of acknowledgment should clearly indicate whether the application is complete or not, whether the applicant meets the minimum requirements for the post and that such application has been referred to the institution concerned.

Employee organisations which are parties to the council will be given a full report on names of educators who meet the minimum requirements for the post(s) in terms of the advertisement and educators who do not meet the minimum requirements and other relevant information that is reasonably incidental thereto (North-West Departmental Circular, No 54 of 2005:2).

3.7.4 Minimum requirements for appointment

All persons (application) must have at least a recognised three-year qualification (REQV 13), which must include appropriate training as a teacher.

3.7.5 General principles/ criteria for short listing of applications

- Short-listing must be conducted by teams of at least three persons
- The Institution's Governance Structure must short-list the applicants for interview; if not possible a Regional Official (Area Project Manager) should

assist them. Preference should be given to those educators who have been declared in addition.

- The Institution's Governance Structure can formulate additional criteria for short-listing in consultation with relevant employee organisations who are recognised members of the ELRC,
- A list of appropriately weighted indicators should be arrived at using information provided in the advertisement (as well as duties, skills and qualities that are relevant to the post) as basis,
- Data contained in the application submitted (the curriculum vitae and prescribed forms as per advertisement) should serve as the source of information for each application,
- The short-list must be manageable and should not consist of fewer than 3 candidates where possible, but should also not exceed five candidates per post,
- Relevant employee organisations must be granted the opportunity to observe this process to satisfy them that the above-mentioned criteria were applied properly, provided that should any such employee organisation be unable to utilise this opportunity, such inability shall not negatively affect this process. They must be given at least five working days notice in this regard, and
- The Interview Committee must conduct short listing subject to the following guidelines (North-West Departmental Circular ,No 54 of 2005:3):
 - The criteria used must be fair, non-discriminatory and in keeping with the constitution of the country,
 - The curricular needs of the school, and
 - The subject or post requirements.

3.8 Interviews

- The Institution's Governance Structure must establish an Interviewing Committee, which must include a departmental representative (who may be the Principal) as an observer and resource person whose role will be to advise them on departmental policies. Other members of the committee should be principal (if he/she is not the departmental representative) members of the School Governing Structure, excluding educator members who are applicants to the advertised post(s) and one union representative shall be observers to the

process of short-listing, interviews and the drawing up of a preference list.

- Where possible the whole School Governing Body must set up the interview panel.
- Each Interview Committee shall appoint from amongst its members a chairperson and a secretary
- The School Governing Body must receive, consider and rectify the recommendation of the interview panel.
- Interviews must be conducted by panels, which include at least two persons who have appropriate knowledge and or expertise and or involvement in the domain covered by the post.
- Each short-listed candidate must be given seven (7) working days notification of the time date and venue of the interview (unless a shorter period is mutually agreed upon).
- Candidates must be contacted on the basis of information supplied in their application. Various modes of communication are acceptable (in writing, by fax, phone, telegram, personal contact etc). The Institution's Governance Structure must keep proper records (per candidate) of the modes of communication utilised. Every reasonable attempt must be made to contact candidates.
- All interviewees must receive the same treatment during interviews. This does not necessarily mean that all candidates will be asked exactly the same questions.
- The School Governing Structure is responsible for the convening of the Interview Committee and they must ensure that all relevant persons or organisations are informed at least five working days prior to the date, time and venue of the short listing, interviews and the drawing up of the preference list. The non-attendance of duly notified employee organisations as observers should not be rated on the procedure.
- The interview should be structured to address salient indicators attached to the post under consideration.
- Acknowledging that no interviewing process is flawless, it is accepted that the candidate with the highest score may not necessarily emerge as the recommended candidate however, the recommended candidate must be one of

the three.

- The interviewing panel must rank the candidates in order of their preference, giving a brief motivation for the choice. During this process the relevant employee organisation can send observers to sit in. Signatures must be attached on the relevant forms after the final decision on the ranking of candidates have been made.
- The Institution's Governance Structure must ensure that accurate records are kept of proceedings dealing with the interviewing of candidates short-listed, as well as decision relating to the nomination of suitable candidates. These records must be stored by the Governing Structure for reference purposes for a period of one year.
- A distinction should be drawn between teachers in their capacity as members of the Institution's Governing Structure and teachers in their capacity as representatives of the employee organisations.
- Whilst not infringing on the right of Institution's Governance Structure to constitute sub-committees according to their own constitutional procedures, they are advised to include at least one teacher who is not part of the Institution's Governance Structure as an observer.
- The interviewing panel at the institution should remain unaltered until all interviews are completed
- Each and every panel member and observer should append his/her signature on the score sheet.
- In view of the several problems experienced with farm schools without a Governance Structure the interview panel should be composed as follows:
 - The manager/owner of the property.
 - The Area Project Manager who will be the chairperson of the panel,
 - Three parents of the learners at the specific school, and
 - One representative from each employee organisation who is a recognized member of the ELRC.
- In terms of the South Africans School Act (SASA), the vote for parents is 50+1. In the event of disputes between the CS Educators and the parents

(members of the Institution's Governance Structure), the vote of the parents therefore carries more weight than that of the CS Educators. CS Educators and parents serving in the Institution's Governance Structure should declare their vested interest beforehand. Interested parties should declare a conflict of interest. Employees who use legitimate and legal structure like the SGB to advance their personal interest would be dealt with in terms of the existing code of conduct (North-West Departmental Circular, No 54 of 2005:5).

3.9 Establishment and composition of the regional review panel.

The Department shall constitute a Review Panel at each Regional Office.

This panel shall be composed of the following members (North-West Departmental Circular No 54 of 2005:5):

- The Chief Education Specialist who will act as the chairperson of the Review Panel
- The affected Area Project Office Manager
- Assistant Human Resource Manager at the Regional Office who will be the recording secretary, and
- One representative from each of the employee organisations who are recognized members of the ELRC.

3.10 Functions of the regional review panel.

- The Review Panel should co-ordinate and monitor the process as a whole to ensure that the deadlines or time frames are met at all times.
- The disputes should be lodged within 7 working days after the interview process,
- The Review Panel shall deal with and try to solve all disputes,
- The relevant Review Panel must satisfy itself and certify in writing that the procedure as outlined were followed for each post and that there are no dispute from any of the parties involved before referring the final recommendations to the Regional Manager who will forward them to Head Office for approval. If there is any proof of an unfair labour practice the Regional Manager should be informed accordingly and can declare the interview null and void.
- Prior to taking such a the Review Panel must forward the necessary

documentation to the Regional Task Team who must ascertain whether or not a suitable candidate on provincial list of educators declared in addition is available or not and sign the attached declaration accordingly, and

- Where reasonable consensus cannot be reached by the interviewing panel, it should attempt to settle the matter and make recommendation to the Regional Manager,

3.11 Provincial Educational Labour Relations Council (PELRC) Review Panel.

This Review Panel at Head-Office level is responsible for handling of disputes referred to it by the Regional Manager.

The composition of the PELRC Review Panel is as follows (North-West Departmental Circular, No 54 of 2005:6):

- Two Department officials, one from Directorate: HRM (Labour Relations) and another from Regional Management.
- One representative from each of the employee organisations who are recognised members of the ELRC, and
- The secretary of the PELRC

3.12 General information in regard to selection process

- The Institution's Governance Structure must inform the relevant Regional Manager of any problems with regard to the arrangements for acceptable short - listing and or interviewing mechanisms.
- Successful candidates should only assume duty in their new posts after their appointments have been approved and they have received a formal letter of appointment issued by the Department (Head office)
- The Institution's Governance Structure should not inform the successful candidate of its recommendation before the appointment has been approved by the Department.
- The Regional office must notify the unsuccessful applicants of the result and return their applications after the appointment letter of the successful

candidate has been received and this should be within eight weeks of an appointment being made.

- The documentation must be sent to Division HR Administration at the respective Regional Office on a stipulated date, for processing
- The list of applicants per post with the final selection in order of preference for appointment duly completed and signed by the interviewing panel, Chairperson of the Institution's Governing Body, the Area Project Manager, the Review Panel, the Review Panel, the Regional Manager.
- The complete application form, curriculum vitae and letter declaring the educators in addition of the recommended candidate,
- The interview schedules (indicators determined by Institution's Governing Structure) With a brief motivation of their choice, and
- The declaration form duly signed by all members of the Regional Task Team, If a suitable candidate on the Provincial List of educators declared in addition has been identified the duly completed voluntary redeployment form,
- Heads of institutions must ensure that their staff and Governing Structure are fully informed about the advertisements and all steps necessary for the filling of the vacant post.
- All the advertisements are subject to amendment by the Department due to the fact that voluntary redeployment of educators declared in addition is still taking place.
- Incomplete applications which are not accompanied by all the required documents or applications sent to the wrong address or reaching their destination after the closing date will not be considered.
- Educators who have been declared in addition must attach to his or her application for a post, proof of such notification (North-West Departmental Circular, No 54 of 2005:7).

3.13 Documents used in the selection process

The following documents should be used:

- A schedule to be used for the listing of all candidates received per post,
- A drafted letter to invite candidates to the interview,
- Acknowledgment of presence in interviews for educator posts and,

- Declaration form duly signed by all members of the Regional Task Team which must accompany the documentation for the filling of each Educator (PL 1) post as advertised in Gazette No 2 of 2005.

3.14 Record keeping

The Regional Manager must ensure that accurate records are kept of proceedings dealing with the interview, decisions and motivation relating to the preference list submitted by School Governing Bodies and other structures. These records must be made available to the department if and when needed. All role-players are requested to implement thorough planning and control measures before the closing date for application to ensure that the deadlines as indicated in the time schedules are adhered to.

Employee organisations that are recognised members to the ELRC are requested to send the names and telephone numbers of their representatives who will form part of the Review Panel at each of the Regional Offices, to the relevant Regional Manager on a stipulated date.

The Department will make a final decision regarding appointments, subject to satisfying itself that agreed upon procedures were followed and that the decision is in compliance with the Employment of Educators Act of 1998, the South African Schools Act of 1996 and the Labour Relations Act of 1995 (North-West Departmental Circular, No 54 of 2005:8).

3.15 Methods used to gather personal information in the selection process

Methods used to gather information are as follows:

3.15.1 Background Checks

According to Carrell (1999: 191) in recent years, thoroughly checking the backgrounds of prospective employees has become increasingly necessary. Such an investigation, a reference check, can be both an energy saving procedure and cost efficient means of screening out undesirable applicants. Globler et al (2002: 190) explain that there are several methods of checking references. The first method

involves that the specialist personally visits previous employers or friends of the applicant and a second method is to check reference by mail.

A third method is via telephone. This method is time-efficient, and an accurate means of getting complete information on applicants. A final method for checking reference involves the use of an outside service, which can help to investigate the background of applicants. Therefore experienced HR specialists have learned that checking references by telephone provides several advantages (Carrell, 1999:191).

3.15.2 Personal reference

Regarding personal references Carrel et al (1999: 192), explain that many employers continue to request that applicants list the names, occupation and addresses of three or more individuals who are not previous employers or relatives, but who can attest to the applicant's suitability. In reality, almost all applicants list individuals who will say something very positive about them and give a good recommendation Nel et al. (2001: 250) point out that there are two key reasons for conducting pre-employment background investigation: to verify the accuracy of factual information previously provided by the applicant, and to uncover any damaging background information, such as a criminal record or a suspended drivers license.

3.15.3 Previous employers

The most important reference checks involve the previous employer, co-workers and supervisor. Because many employers have become concerned over possible lawsuits, they will only provide a former employer's date of employment and job title. This has made the process of verifying previous employer difficult for the human resource specialist. Unfortunately, good job applicants can be hurt by their previous employer's reluctance when they cannot prove their previous work records (Carrel, 1999: 192).

3.16 Types of interviews

According to Carrell (1999:189) interviews are commonly conducted between the interviewer and the applicants on a one-to-one basis. However, this type of interview can be replaced by a broad or panel interview. The panel interview minimizes individual bias since all panel members score the applicant. The final evaluation for each applicant is an average of several individuals' evaluations and therefore,

balances out one individual's bias. Interviews usually range from unstructured to structured interview.

(a) Unstructured interviews

The unstructured interview refers to the coincidental, poorly organised type of interview where there is no attempt to explore specific areas for information about the applicant. It is usually left to the interviewer to mention topics, which he or she considers to be important. Although it is not necessarily detrimental to concede such freedom to the interviewer, this method can give rise to a lack of validity if the interviewer has no training in conducting interviews. In the hands of untrained and incompetent person, this method might not differentiate accurately between applicants with high or low potential (Erasmus, 2005:250).

(b) Structured interview

A structured interview or patterned interview requires the interviewer to ask series of predetermined job related questions (Carrell, 1999:190). Structured interviews are characterized by two essential features: careful, systematic planning of the interview and exclusive use of technically skilled interviewers. A structured interview provides for more organised approach and more stable basis for assessment of different candidates. The procedure of structured interview provides guidelines for the general framework of the questions (Erasmus, 2005:250).

(c) Semi-structured interview

Nel et al. (2001: 248) explain that in the semi-structured interview, only major questions are prepared in advance. Although there are questions to guide the interview, the interviewer can also probe into areas that seem to merit further investigation. This approach combines equal structure to facilitate the exchange of factual information with adequate freedom to develop insight. Experienced interviewers use this kind of interview with ease.

3.17 The Selection decision

Deciding which applicant should be offered the position may be accomplished by one or two processes: compensatory selection or multiple hurdles selection. The multiple hurdles selection process requires the applicant to pass each hurdle: initial screening, application blank, testing, interview, background checks and departmental interview. In compensatory selection process, all applicants who pass the initial screening complete the application blank and are tested; each applicant is interviewed before the final choice is made. The applicants are then compared on the basis of all the selection information.

In the compensatory selection, an applicant may score low in other area, but that might be offset by a very high mark in another area. This is particularly beneficial to candidates who receive low interview scores because they are nervous and lack self-confidence during interviews but perform very well on aptitude and background checks. The disadvantage of compensatory selection is its cost; larger number candidates must be processed through the complete selection procedure before final decision is made. Primarily due to the cost factor, the multiple hurdles selection technique, in which a candidate can be rejected at any stage of the process, is more common (Carrell, 1999:193)

3.18 Communication barriers

According to Erasmus (1996:53) special attention must be paid to the communication barriers that could have an influence on the interview.

- Semantic barriers

Make sure that the uses of words are understandable to both parties during the interview. Do not use jargon or slang when asking questions or providing answers.

- Physical barriers

Avoid a venue where it is too cold or too hot, or where there is for example too much traffic noise. Constant interruptions such as a telephone ringing or the secretary coming in to talk to the interviewer provide tension and prevent both parties from formulating questions and answers properly.

- Psychological barriers

It is the responsibility of the interviewer to create a relaxed atmosphere in which the interviewee is not intimidated and feels free to express his opinion.

- Intercultural barriers

In a multicultural society like ours, people of many different cultures work together in the same company. It is important to make sure that intercultural barriers do not prevent both parties from communicating successfully.

3.19 Offering the position

According to Erasmus (2005:258) as soon as the final selection has been reached, it is usual practice to discuss a provisional offer with the prospective employee. Initially, a telephone call is made, giving the main details. In principle, a verbal telephonic agreement can be regarded as an employment contract. However, most employees prefer to commit the contract to a full document because it is safer for both parties to do so. In fact, the White Paper on Human Resource Management in the Public Service (Republic of South Africa 1997b:32) stipulates that all employees in the public service should have a written contract. If the candidate wishes to negotiate any details of the employment contract, such negotiations have to start immediately, especially if you need the service of the candidate urgently.

The role of the interviewer

- The interviewer plays a key role during any interview, and he must always be well prepared.
- In the case of a selection or promotion interview, the job description as well as all the documents available about the candidate must be studied. These documents include the application form, CV, certificates, etc.
- The interview room must be prepared.
- Arrangements should be made not to be interrupted at all.

The interviewer should also create a positive climate:

- Make sure that the secretary or receptionist expects the interviewee and knows his or her name. The interviewee must be shown into the interview room.
- Always greet the applicant by name, introduce yourself with a firm hand shake and show the applicant where to take a seat.
- Use a warm tone of voice.
- Put the interview at ease by engaging in “small talk” first. Talk about the weather, ask about the person’s family background, etc.
- Use simple, clear and understandable language.

When conducting the interview the interviewer may keep the following hints in mind:

- Although the interview is a two way communication process, the interviewee must do most of the talking.
- Ask understandable questions.
- Ask questions that lead to further discussion and not only “yes” or “no” answers.
- Always listen carefully to the interviewee.

After the interview, the interviewee must be thanked for taking the time to attend the interview (Erasmus, 1996: 53).

3.20 Selection process

Selection of the right person to fill a position is the focal point of the personnel function. The selection initiates and interrelates with all other personnel activities. For example, successful hiring tests the adequacy of recruitment activities. It begins with the individual programme, puts into motion the employee evaluation system, and performs other related procedures until the departure of the employee from the district. The selection process should identify people who meet the qualifications and standards set by the organisation to operate with maximum success. In addition, the process aims is to ensure that employees possess the skill, competencies, and potential for continued procedure employment. The entire selection process hinges on determining which applicants have the necessary ability and the greatest motivation to be successful (Carrell, 2000:178).

3.20.1 Number of applicants available

In a perfect world, the applicant's pool would be ample to provide a number of qualified candidates. In reality, this is not always the case. Small, rural districts often find themselves searching for good, qualified applicants. As a result, administrators are not always able to find suitable candidates. At times, administrators will select alternatives such as recommending someone as a long-term substitute. By doing so, administrators have an opportunity to observe the individual for a period of time.

If the initial doubts are confirmed, the substitute status allows administrators the time to conduct a further search. Another positive aspect of such a decision is that it allows the substitute to save face. Since the person was not hired in a regular, tenure-line position, (s)he will not have to go through the stress of a formal termination. Applicants who appear to be qualified for the position are screened according to the minimum requirements, as determined by the job specifications (Carrell, 2000:178).

3.20.2 Legal considerations

Often constraints are placed on school districts from sources such as local contracts, state statutes, and court judgments. District personnel must be aware of these constraints and adhere to them. Failure to observe what may appear to be a minor obligation could result in a costly legal procedure against a board of education. With the implementation of the Labour Relations Act, the selection process itself has become of critical importance to the companies in South Africa (Carrell, 2000:175)

3.21.3 Affirmative action

According to (Smit, 1997:13) affirmative action includes any action aimed at removing discrimination previously experienced. Districts that advertise themselves as such create an obligation identify, hire, and support individuals from underrepresented groups. Districts advertising themselves as affirmative action employers may be called upon to prove they have taken these steps.

3.20.4 Accuracy of information gathered

Different countries vary regarding the sensitive question that can be used by the prospective employers. For instance, in some countries it is possible to gather information on individuals who have been convicted of child abuse or molestation. In

some other countries this information is not available. As a result, administrators must thoroughly check all references on potential candidates, including professional contacts that may have not been listed on the application form, such as colleagues, supervisors, and members of the board of education (P.L 100-259, 102 Stat 28 (1998)).

3.20.5 Interpretation of information gathered

Those who are reviewing employment information must have a clear idea of needs and priorities. Candidate should not be allowed to talk excessively about sailing, even if an administrator involved in the interview process, happens to practice the same recreational sports. Unfortunately, such situations are common, and the job-related skills, abilities, and beliefs of candidates may never come out during the interview.

3.20.6 Political pressure

Often referred to but ill-defined, "political pressure" where other circumstances such as that the interviewee is a relative of the board member, or a son of the minister, can put pressure on administrators in the selection process. By using committees in the hiring process, some of this stress can be removed or at least reduced.

3.20.7 Nepotism

Nepotism varies in different countries. Political pressure and nepotism often places those involved in hiring in awkward positions. Nepotism occurs in virtually all types of districts. Rural districts are often the most vulnerable to this problem, since the candidate pool may be limited by geographic location, and the individuals who have the required education and certificates are often from the same family. The best approach to nepotism is a clear board policy. Many employers are revising their policies to allow both spouses to work for the company, as long as an employee does not supervise a relative or participate in decisions concerning the relative's salary, performance or advancement (Carrell, 2000:354)

3.20.9 Community expectations

It is a common belief that people who grew up or live in the school district should automatically be given preference in hiring. In addition, some community members might be against the idea of hiring a member of an underrepresented or nontraditional group, such as a female industrial art instructor. To ensure that children receive the

best education possible, regardless of political pressures, or community concerns, the selection process should be clearly defined and performed in a consistent way by all involved, to ensure that those who merit employment are hired. The steps in the employee selection process should at least contain the following:

- Establishment of a selection policy.
- Examination of all candidates' information.
- Reference checks.
- Interview.

3.21 Selection policy

A board of education should inform applicants, residents, and staff of the employment practices. Regardless of the size of a school district, the selection process should begin with a board-adopted policy for recruitment. The policy should identify the people to be involved in the selection of individuals who will be employed by the district. The selection policy should address at least the following provisions:

3.21.1 Statement of philosophy

A broad statement providing an overview of the purpose and beliefs of the district containing, an outline of the roles of the board, administrating committees, and any other units involved in the implementation of policy should be documented.

3.21.2 Employment of relatives

Clarification as to whether employment of relatives is acceptable, and if so, under what conditions. For instance, requiring greater percentage of those voting in favour of a related candidate can be required, such as two-thirds instead of a simple majority vote, or disallowing relatives on the board from voting.

3.21.3 Legal constraints

It is a statement regarding any laws or regulations affecting the selection process.

3.21.4 Steps in the selection process

An outline showing each step in the process and the order in which they will occur.

3.21.5 Qualification acceptable to the district

Specific criteria for selection can reduce the potential for later misunderstanding of why a particular candidate was chosen.

3.21.6 Techniques used in the selection process

Are statements of the specific tests, interviews, and other techniques can be used in the selection process.

3.21.7 Screening applicants

A statement of how screening will take place, what criteria, if any, will be given special weighting, and the time line that will be followed.

3.21.8 Process for making the final recommendation

An outline of what channels will be followed, for instance.

- a) Screening of applications by principal.
- b) Interviewing committee recommends semifinal to principal.
- c) Principal recommends selected candidates to superintendent.
- d) Superintendent recommend selected candidate to board of educators.

3.22 Candidates information

The first step is to determine the data to be given priority in the final selection decisions. The most useful evidence of future success is past success in a similar position. In addition, attention should be given to appropriate professional characteristics that relate to a candidate's ability to perform the job. The initial phase of the review process is the verification of all information accumulated about a candidate being considered for employment in the district. The application form itself becomes the starting point for collecting information on each interested individual. A well-structured application form provides a uniform method for collecting pertinent data.

Many districts go to the extent of noting in their recruitment requirements that application forms must be completed, even if the information requested is included in a candidates resume and cover letter. It should be stated whether unofficial ones would be sufficient for initial screening. Official transcripts must be provided before

final hiring occurs and should be sent directly from the education institution, not from the candidate. Employers of the candidates should be contacted to verify a candidate's past of performance and professional characteristics, (strengths, weaknesses) and reason for leaving the previous job. If this information is favourable, character references should be verified next. Of interest are the personal and interpersonal behaviours of a potential employee. The length of time known and the relationship of the reference should determine the weight given to this evidence. Finally, academic references should be checked and verified, particularly to ascertain certification and establish salary eligibility. Several key questions should be resolved before collecting information.

- How will data be verified?
(Telephone, mail, or direct personal contact)
- Will all prior employers be verified? Or just the last two, or the last employer and one character reference, or another combination?
- What should be done when the verification process result in conflict testimony? What weight should be given stronger consideration? Who should be informed of these conflicts?
- How should verified data be organized? How should it be reduced to a summary? What should be included and in what format? (Kroon, 1996: 308).

3.23 Checking references

According to (Carrell, 2000:191) Failure to check references thoroughly can create a problem in the selection process. Prior to inviting a candidate for an interview, an exhaustive check of references should be conducted. Unless this is accomplished in a uniform manner, results may be confusing, and inconsistency could result in legal consequences. A number of methods can be used to check references, but a district should include at least the following in its process.

- Development of a format for checking references.
- Reference checks by prospective supervisors.
- Contact with former employers (personal, written, or by telephone).
- Final checks should be made by telephone, especially when district rely heavily on paper references for initial contacts.
- Use of a prepared form to record comments made by each reference

- Informing references of the reason for calls and organization represented.
- Checks of educational credentials to verify institutions attended, graduation dates, major field(s) of study, and certification status.
- Contact with character references made, but given less weight.
- Determination on handling requests by candidates that their present employers not be contacted.

The most important part of the reference check process is the questions the reference. Questions such as the following should be included in checking with present and former employers.

- How does this candidate get along with staff? Students? Parents?
- How does this candidate respond to criticism?
- What are this candidate's strengths?
- What are this candidate's outstanding accomplishments?
- What is the candidate's potential for growth?
- Is the candidate conscientious and responsible?

A person new to the selection process often views it as a simple set of procedures. This is a misconception that has resulted in a number of administrators finding themselves in court. Falsified information has often been provided about matters such as certification status and past legal engagements. For these to become public after an individual has been hired will be embarrassing for the administration and costly to reconcile. There are several methods of checking references (Carrell, 2000:191).

(a) Telephones checks

Candidates for a position in a school district are often local, from the geographic region, or at least the same province. Because of this, telephone calls are the most common form of employment verification. If a candidate is already employed locally, this is a high probability that the administrator interested in hiring will know the administrator is for whom the candidate works. Besides being convenient, the telephone is a good way of getting valuable information on candidates. The large

number of lawsuits against employers has resulted in employers becoming cautious about the written comments they are willing to make about candidates.

(b) Written

Many districts have adopted the use of a printed reference form. A set form makes it possible for employers to survey a broad cross section of references more efficiently. It also provides a clear reason for not hiring an individual if several recommendations are weak. If written recommendations are solicited, they should be followed up with telephone contacts.

(c) Confidentiality

Most recommendations start from universities and colleges, which provide applicants with the option of retaining or forfeiting their right to access in the selection process. Written recommendations are usually strongly positive, as candidates will not ask someone to write a letter if they are not confident that the writer will be positive. Veteran administrators have learned to look for certain factors in reviewing recommendation files. First, does the file contain all the letters that would logically be included? If the file belongs to a teacher who has recently graduated from college, letters from a professor and from a supervising teacher who monitored the candidate's student teaching should be included. Obviously, such letters should be read carefully. Often, the principal of the school where the candidate student taught will also provide a letter.

The above list should be tempered, based on whether candidates are just entering the job market or have been in the profession for a number of years. The items may be weighted depending on whether candidates are applying for a position in their prior experience area or switching to a new one-classroom to administration, custodian to head custodian. Verified data recorded should reveal information related to each of the above questions.

(d) Release from liability

There are no guarantees regarding the protection of management from potential actions involving employment procedures. The best action that any board and

administrative staff can take is to maximize their protection from lawsuits. One method of doing this is by requiring that prospective candidates for a position sign a form releasing that district from liability for actions that occur during employment checks. Such a statement may provide some protection, but there is still no guarantee that an action will be prevented.

(e) Networking

Professional networking is a standard activity for many educators. Networking includes activities such as membership of a professional organization, attending conferences and meetings, and taking courses. Networking is important so that school administrators can locate colleagues with whom they can interact both personally and professionally. On a personal level, it allows for interaction with people who share similar experiences and have empathy with the problem and stresses related to the life style of school administrators. On a professional level, it provides important contacts that can be extremely valuable resources. Networks will also change the way in which expert panel meet (Brannick and Levine, 2002:319).

3.24 Interviews

Most school districts conduct two sets of interviews (preliminary and final). Preliminary interviews are sometimes referred to as “get-acquainted” interviews. They allow candidates an opportunity to see the school and district where the position is and to learn something about the personality and expectations of their potential supervisor. Based on impressions made in the preliminary interview, finalists are invited back for in-depth interviews, usually with the immediate supervisor and central office personnel such as an assistant superintendent or superintendent. Obviously, the size of district plays an important part in the hiring process. In smaller districts, the superintendent may be involved in the hiring process from the start, including the checking of references. In large districts, the superintendent may play no role in the screening and interviews process, leaving such decisions to others. Candidates should be notified who will be attending the interviews. Applicant, interviewer and the situation attributes can potentially bias decision-making and result in erroneous evaluations during interview session (Bernardin and Russell, 1998:157)

3.25 Implementing the interview plan

According to (Bernardin, 1998:157) the information obtained from interview provides a basis for subsequent selection and placement. The district interview plan should be comprehensive and exact. Prior to conducting interviews, a district must address several questions.

(a) Who decide which candidate will be interviewed?

The district policy may answer this question by stating that either the personnel director or individual school principal will have the final word in the identification of the best teacher candidates. The district business administrator might have a formal policy, and leave the choice to the wishes of the district superintendent or board of education. Specification of who makes the decision on job candidates should be included in a board policy and not left vulnerable to change in superintendent or board members. Location of the position, hiring criteria, and authority structure should influence the decision on who selects the candidates to be interviewed.

(b) How many interviews will be conducted?

The number of candidates to be interviewed may be specified in a district policy, but may vary according to the principle of supply and demand and certain political realities. Elementary teaching positions have been popular, so openings for such positions have resulted in a large number of applicants. A larger pool is likely to provide a greater number of strong candidates. In this case the persons deciding who will be interviewed may want to invite as many as eight to ten candidates for preliminary interviews. In job categories that are more difficult to fill, administrators may find that few certified candidates are available.

Law or regulations may specify the number of those to be invited for interviews. Apart from legal constraints, no definite number exists to answer this question, although five in the preliminary interviews seem to be most common. Commonly, two to three finalists are asked to return for final interviews, to go into greater depth and discuss more detailed topics. In some situations, every candidate applying for a position may be given an interview.

(c) What information will be supplied to those being interviewed?

In order to provide all candidates the fairest opportunity, interviews must be conducted in a consistent manner. Prior to the interview process, a determination should be made about what information will be provided to all candidates before their interview. Teacher candidates might wish to see information on curricular programs being used, a copy of the labour contract, or test score data. The information to be provided should be sent to all candidates. If additional information is requested, all candidates or name should be provided with that information.

(d) What information will be supplied to those conducting the interview?

This question can be a sensitive one, especially when a group representing various parts of the school community is involved. With regard to confidentiality, the larger the number of individuals involved in the interview process, the more difficult it is to maintain confidentiality. If a group is going to be involved in the screening and interview process, that fact should be included on the job vacancy announcement and in the application material sent to potential candidates. Since vulnerability to breaching confidentiality and potential lawsuits resulting from inappropriate questioning are increased by the use of a group, the administration should provide training for all members who will be involved in interviewing.

(e) How will conflicting and/or adverse comments gathered during the interview be handled?

If the interview process, including initial screening, is handled properly, every candidate identified will have confidence in the selection panel. Weaknesses identified in the interview does not necessary imply an individual is incompetent or has such poor human relations skills that (s)he would not be able to perform in an acceptable manner. However, a dilemma could easily arise if one candidate has relevant experience that another highly regarded candidate lacks. By determining priorities ahead of time, such dilemmas can be minimized. For instance, mandating certain experiences, skills or accomplishment and making these explicit in the job description may immediately eliminate some potential applicants. Additionally, weighting each of the criteria to be used in the screening and interview process will allow for a numerical rating.

3.26 Beyond the interview

Just as the face-to-face interview is important and should be conducted in an appropriate manner and what takes place immediately afterwards is also important. During this time, summaries and selection discussions are formulated. The interviews should follow a step-by-step plan that includes a selection recommendation. The plan should include at least the following:

- Rewriting of notes taken during the interview, recalling and expanding on key points.
- Comparing notes with the job description the educational and personal qualifications required for the position.
- Comparing completed notes with reference statements.
- Rating each applicant according to the standard developed on the interview rating form.
- Discussing all of the above with members of the interview team and reaching consensus on the ranking of candidates.

3.27 Summary

HRM planning is important in every organization. It facilitates the organization's ability to pursue a given number of strategic objectives successfully and gain a competitive advantage. Strategic HRM planning can also assist with the selection of strategic alternatives and thereby reducing uncertainty. This is also true in education and schools in particular. Therefore selection of staff is the key element in personnel management, and is important because it enables the school to get educators who are capable of meeting the goals and objectives of the institution and it also assists in selecting people who will add value to the department as a whole.

CHAPTER 4

PROBLEM STATEMENT AND OBJECTIVES

4.1 Introduction

The selection of candidates for a post does not only influence the post concerned; or the department within which the post falls, but also the staff, learners, parents and community and the schools in general Cherrington (1995: 225). Depending on the way in which the selection process is managed, selection can also be a traumatic experience for the applicant. A problem that often surfaces is the behaviour of unskilled people in the field of education who participate in the selection process.

Unprofessional treatment of any candidate may cause serious damage to the image of the school concerned. Most of the institutions in the Klerksdorp District are affected by this problem of malpractices with regard to selection. About 20%-30% of the posts advertised result into disputes. Therefore this will impact negatively on the school, particularly the learners, who will not get tuition until the dispute of the post is resolved. This process can take one to three months to be settled.

Most people who lodge disputes may feel aggrieved simply because their applications were unsuccessful and then look for reasons to criticize the particular school (Southworth 1990: 2-6). Therefore it is important to ensure that the selection of the candidates is managed efficiently and in the best interest of the candidates as well as of the school. According to O'Neill (1994: 45) educational organizations depend for their success on the quality commitment and performance of the people who work there. For this reason teaching staff must be selected in a scientific and accountable manner. If mistakes are made it is very difficult to reverse the process (Towers, 1992: 170).

4.2 Selection of staff

The selection of staff is a key element in personnel management (Arnold, 1995: 61). Potgieter et al (1996: 8-9) state that the rationalization of teaching posts has resulted in parents increasingly paying attention to the behaviour of teaching staff and accordingly also to the selection and appointment of candidates for vacant posts. New management structures for schools are being created. Because of the present drastic

changes in education, which have, inter alia, far reaching financial implications for schools, optimal utilization of staff is absolutely essential. Consequently it is important that opportunities of restructuring of the staff situation at schools should be utilized fully during the selection process. Selection should be managed in such a way that it proceeds in a well ordered and systematic manner.

According to Garman and Ackire (1992: 16) selection occurs within the framework of the school's recruitment policy, and induction starts during the selection and appointment phase, while evaluation of the extent to which the appointed member of the staff meets the requirements and criteria of the post, occurs on a continuous basis. According to Gerber et al (1996: 130) the main aim of selection is to fill vacancies in the most appropriate manner. This implies that from among all the available applications for the vacant posts those candidates must be selected who best meet the criteria for such post.

Selection entails shared decision making which comprises decentralisation, devolution of authority and participation by various partners in education as entrenched in South African Schools. According to SASA (1996:17) parents have a say in the selection and appointment of teaching staff. Therefore, it is important that the parents should be capacitated and they should be equipped with the necessary skills and expertise on how to manage selection. Selection comprises the choosing from a number of candidates a person who, in the opinion of the selector succeeds best in meeting the required standards of performance (Gerber, 1992: 193). According to Place (1993: 291) selection is a complex procedure that entails the following: the collection of information, coding, interpretation, retrieval and integration of information and decision-making.

Selection involves the evaluation of candidates and the development of systems, procedures and methods according to which sound selection decision can be made in order to ensure the addition of high quality personnel to the organization concerned. From the abovementioned then selection is a more complex process than it seems to be on the surface. It is assumed that certain role players will have to manage the selection processes, and cognizance must be taken of certain factors that influence selection. All role players should be involved in schools regarding the selection

process. There should be careful consideration in terms of parents and other relevant stakeholders' wishes in regard to teaching staff. Therefore by so doing this will prevent conflict that may arise from the process.

It is important for the school governing bodies (SGB) to maximize the power of their teacher selection process by firstly analysing the gender and ethnic composition of teaching staff which can indicate a need for diversity in either or both of these areas. While all interviews panels should be diverse in nature an identification of needs for ethnical or gender diversity would ensure adequate representation of individuals with these characteristics for consideration in school staffing. Secondly, the SGB should identify needed improvements that are reflecting and examining in present staff, strengths and weaknesses in professional development and practice can identify areas of need within the school.

In selecting employees, it is important not to discriminate on the basis of race, national origin, colour, religion or sex. The Employment Equity Act established guidelines setting out the procedure to be followed for selection. It is wise to keep on file data to show the number of applications received and hired listed by race and minority group. Also one should keep copies of interview sheets to prove that questions asked and answered were directly related to the job and bona fide predictors of job success. Any school must have the right type of people for achieving its goals. Good planning will result in determining the personnel needs.

Informed recruitment and selection procedures are an essential element of specification. What job needs to be done and what type of a person does the school need to carry out that job? O'Neill (1994: 4) argues that people as a basic resource are unique in the sense that the quality of their management support they provide makes a direct and qualitative difference to the level of performance of individual staff and contribution they make to the work of the institution. Managers will need to assess how helpful is the involvement of lay personnel, such as governing bodies. In self-managing schools it is common practice for governors, for example, to be involved in staff selection.

4.3 Problem statement

The problem is to investigate the management of the selection process for educators of the primary schools in Klerksdorp District in North West Province.

There has been number of disputes lodged in this regard. These disputes emanated from those educators who felt that the process was not properly managed, whereby the policies were not being adhered to, and the role players were not capable enough to carry out the task. This has led to a situation where the learners in different schools in the District suffered, because the learners were not getting tuition. Therefore, it is imperative that this matter should be researched and practical solutions be recommended.

4.4 Objectives

The research objectives are as follows:

- To determine how educators and other participants evaluate the selection process.
- To understand the difficulties involved in managing the selection process (factors that influences the section process)
- To determine whether the role players are well equipped to execute the process.
- To recommend what should be done to address the problems experienced during the selection.

4.5. Summary

This chapter dealt with the problem statement and formulation of objectives. The problem statement in this case is how the selection process is conducted in different primary schools around Klerksdorp District. Most of the posts advertised result in a serious dispute that affects the tuition of learners negatively. Therefore, it is imperative that people who constitute the selection panel should be well equipped with the necessary skills and expertise. Any mistake that might be made during this process may result in unbearable behaviour from affected candidates. It is important to consider all aspects that may impact on selection process negatively. In the next chapter the research design and methodology will be discussed.

CHAPTER 5

RESEARCH DESIGN AND METHODOLOGY

5.1 Introduction

This chapter outlines the method of the study; it explains the rationale behind the methodology employed and how the research was conducted.

The gathering and analysis of data will give the researcher a better understanding of the unknown. Research methodology is collecting data and the processing thereof within the framework of the research process (Brynard and Hanekom, 1997: 27). The aim of the study as stated in chapter 1 was the guiding force for the investigation.

5.2 Research methodology

Research methodology or methods of collecting data, necessitates a reflection on the planning, structuring and execution of the research in order to discover the truth regarding a specific problem (Brynard and Hanekom, 1997: 28). Research methodology focuses on the process of research and the decisions, methods and techniques for data collection and data analysis that should be selected to address the problem (Brynard and Hanekom, 1997: 28-29).

5.3 Measuring instruments

The list below covers the methods that can be used to collect data (Brannick 2002:16).

5.3.1. Observing.

Naturalist observation occurs when the researcher's presence has little or no effect on the behaviour of the respondents. This can be achieved by conducting observations over a long period of time that the respondent no longer pays any attention to the researcher. Alternatively, the researcher may observe more actively by asking questions about particular behaviors as they occur. Capturing a representation sample of work activity during periods of observation is critical.

5.3.2. Interviewing individuals

In this method the researcher asks questions about the study under review. The interviews are typically based on what took place during some period of time, such as

the previous day, week, or month. Carefully planned and structured interviews work best.

5.3.3 Group interviews

A group of knowledgeable workers and supervisors may be assembled for discussing a job. Group interviews offer the advantage of being more efficient. Also fewer burdens are placed on the analyst when integrating the information that might be gathered in a series of individual interviews. Interviewers and candidates exhibit various degrees of preparation. Without training or a good grasp of the job and relevant skill requirements, the interviewer's effectiveness is reduced (Walley, 1998:83).

5.3.4. Technical conference.

Technical conference involves meeting one or more experts to better understand the reasons for the existence of the job (Brannick 2002:17).

5.3.5. Questionnaires.

Questionnaires may be considered as self-administered interviews that are typically very carefully structured and presented. Often at items on questionnaire are tasks or activities, and workers are asked to evaluate the tasks on one or more different scales. One such scale might be how difficult each task is to perform (Brannick 2002:17).

5.3.6. Diaries

The diary is a method in which incumbents write down periodically the activities they have been engaged in at a particular time. Diary keeping may require that workers make an entry each time they switch tasks. Still another approach to diary keeping may involve making entries every half hour to indicate what the worker has done over the preceding half hour. Typically, diaries are kept over a 2 to 3 week period (Brannick 2002:17).

5.3.7. Equipment based methods.

Sometime a researcher may collect data about jobs by using certain equipment. Most commonly the equipment might consist of a recording device such as camera, video – tape recorder, or audiotapes recorder. If the nature of the data to be collected bears on

the physical demands on a worker, then measuring devices such as electronic cardiograms might be used (Brannick 2002:17).

5.3.8. In-company records

A researcher will often find a great deal of useful information in company records.

5.3.9. Reviewing literature.

A researcher may consult reports and books produced inside a particular organisation or external. The internal material may include training manuals and training materials. Material external the organisation may include books about the particular occupations, researcher's analysis, studies conducted in other settings that are summarised in the report form, or previous research.

5.4 Utilisation of questionnaires

The main aim of the questionnaire in the study is to gather information about what is to be investigated. A well-designed questionnaire should be easy for the respondent to fill in and it should be easy for the researcher to administer and to analyze the data obtained from the questionnaires (Brink, 1999: 116). In this research the researcher used questionnaires instead of other methods of collecting data due to its advantages.

5.4.2 Advantages of questionnaires

Questionnaires were used because of the following advantages stated below: (Dixon, 1989: 9, Legotho, 1994: 162-163)

- Low unit cost: Traveling and subsistence costs are minimal.
- Homogenous stimuli: Since questionnaires are identical the stimuli are identical.
- Geographical coverage: Large coverage of the population can be realized with little time or costs.
- Anonymity of respondents: The respondents complete the forms without identifying themselves, anonymity is assured and this will help them to give honest answers.
- Speed: Information from respondents can be obtained within a short space of time.

- Easy to process: The questionnaires could be carefully structured and preceded, and few open-ended questions are used.

5.4.4. Disadvantages of questionnaires

Several criticisms have been levelled against the use of questionnaires (Senna, 2000: 64). Bless (1995) and Legotlo (1994) argued that the following are disadvantages of questionnaires:

- The main prerequisite for the use of mail questionnaires is a sufficient level of literacy and familiarity with the language used.
- The response rate for questionnaire tends to be very low.
- Interpersonal relationships cause frustrations to some respondents.
- Negative attitudes to the questionnaire may lead respondents to have negative attitudes about them.
- Availability of addresses of the sample population poses some problems.
- Poorly constructed items.
- Data from different questions are difficult to synthesize.
- It is difficult to check that respondents understood the question.

Despite the limitations of mail questionnaires, Berg (1989: 430) identified a number of factors, which can help in securing a good response rate to questionnaires. The following are the factors:

- The wording of the questionnaires is important, in the sense that it should contain questions which are easy to understand and unambiguous in nature, and stimulate participation.
- Contents of the questionnaires should be arranged in such a way that they will create interest.

Therefore, it is important that the above factors are carefully considered attain that favourable responses.

5.4.4 Questionnaires as research tools

According to Legotlo (1992:28) a questionnaire is a device, which enables respondents to answer questions. The questionnaire enables better communication

between the researcher and the respondents. According to Brink (1999: 116) a well-designed questionnaire should be easy for the respondents to complete and should be easy for the researcher to administer and to analyze the data obtained from questionnaires. In short, personal interviews are time consuming and expensive to administer. Questionnaires were used instead of interviews because they are frequently used and are reliable instruments for data collection.

5.5 Developing the questionnaires for this study

In the construction of a questionnaire, general guidelines can be given, as well as some clues on how to avoid pitfalls. There exists a few specific set of rules on how to proceed. The following are some of the general guidelines on how to construct the questionnaire (Bless and Smith, 1995:115):

The researcher does not have to begin a questionnaire by drafting questions; the following procedures have been followed:

- Firstly, list the specific research issues to be investigated by the questionnaire.
- Secondly analyse what kind of data is needed to study this problems.
- Finally, formulate the specific questions

The researcher has always taken into account the needs, interests and problems of the respondents.

The researcher has given a greater attention to the wording of the questions. Questions should be unambiguous, short and simple.

The researcher structured the questionnaire carefully.

A well-designed questionnaire boosts the reliability and validity of the data to be at acceptable levels.

Questionnaires should be based on the objectives of the study and literature review. The main purpose of the questionnaires is, to gather information from the respondent on a specific topic. In the case of this study it was to elicit questions to determine the

views of educators on the selection process at various primary schools in the Klerksdorp district.

The questionnaires for this study were divided into the following relevant sections: (See Annexure 1)

Section A: Question 1-4

Section B: Question 1-10

Section C: Question 1-10

Section A (biographic information): this section covers the profile of the respondents with regard to sex, type of employment, level of education and teaching experience.

Section B concentrates on the composition of the selection panel responsible for the selection process at the school.

Section C focuses on whether the selection process was regarded as effectively administered.

5.6 Pilot study

A pilot study is characteristic of large-scale research. It forms part of all reputable research projects of both a qualitative and a quantitative nature (Strauss and Myburgh, 2005:83). A pilot study was conducted with the aim of establishing the relevance of questions to the topic of the study. Another aim of the pilot study was to streamline the process and eliminate unexpected problems. Ten educators from different primary schools in Kanana location were chosen at random for this purpose. The results of the testing were taken into account when the final questionnaires were compiled.

5.7 Population and Sampling

Population is the collection of members on which of the investigation will be focused (reachable population). The sample consisted of those involved in the research. A sample is a portion of a population (Strauss, 2005:71).

In this study, a total sample of 30 educators was taken from post level 1 educators population. The population was considered to be of a manageable size and it can indicate that the results of the findings are more reliable. The sample was taken randomly from schools around Klerksdorp District.

5.8 Data Collection

Questionnaires were handed to the individual respondents. The researcher explained the questions and confidentiality was emphasized. All questionnaires issued to the respondent were returned. The researcher collected them personally from various chosen primary schools, there were no problems encountered, and respondents were cooperative.

5.9 Data Analysis

Descriptive statistics were used in analysing the data.

5.10 Conclusion

This chapter outlined how the research is going to unfold. It states what research methodology for the study is to be applied. It captures how questionnaires are used, sampled population and how data collection will be done as well as how analysis of data is going to take place. It also discussed the advantages and disadvantages of certain measuring instruments. In chapter 6 the results of the empirical study will be presented.

CHAPTER 6

RESEARCH RESULTS

6.1 Introduction

This chapter outlines the results of the empirical investigation conducted to determine how the selection process is conducted in the primary schools around Klerksdorp District. The quantitative data collected through the survey was summarized, analyzed and discussed. This will be covered under biographic information of respondents (Section 6.2 and 6.3), respondent's views on the composition of selection panels and the effectiveness of the selection process (Section 6.3).

6.2 Sample of respondents

The total number of respondents was 30, which was sampled randomly around the Klerksdorp District.

6.3 Biographical data of respondents

Table 6.1 presents the biographic characteristics of respondents. This information was obtained to gain insight into the age, experience of respondents, employment status of respondents, the level of education of respondents and gender. Refer to Annexure A

Table 6.1: BIOGRAPHICAL DATA OF RESPONDENTS

Item	Variable	Frequency	%
1. Gender	Males	14	46,7%
	Females	16	53,3%
2. Employment status	Permanent	24	80%
	Temporary	6	20%
3. Qualification of respondents	M + 3	12	40%
	Above (REQV13)	18	60%
	Below REQV13	0	0%
4. Experience in years	0-5 years	10	33,3%
	6-10 years	7	23,3%
	Over 10 years	13	43,3%

6.3.1. Gender

According to the findings the group comprised of 46, 7% males and 53, 3% females.

6.3.2. Status of employment

The respondents who are permanently employed are 80% and those employed in a temporary capacity is 20%. This is an indication that most educators in this District are permanently employed.

6.3.3. Qualification of respondents

The level of education of respondents is as follows: REQV13 educators is 40%, educators with qualifications above REQV13 is 60% and therefore no educators with qualification below REQV13. This suggests that most educators meet the minimum requirements of positions that they presently occupy.

6.3.4. Number of years in teaching (Experience)

Teaching experience of respondents is as follows: 5 years is 33, 3%, 6-10 years is 23,3% and over 10 years is 43,3%. This can suggest that the department has been to a certain extend involved in the selection process in the past 5 years.

6.4 View points of respondents in regard to the selection process:

Table 6.2 illustrates the perception of respondents in regard to composition of selection process. Refer to Annexure A

Table 6.2 COMPOSITION OF THE SELECTION PANEL AND THEIR ROLES.

Items (Questions)	Sd	F	D	F	U	F	A	F	Sa	F
5.1 The selection process for the post level one (PL1) educators is necessary.	10%	3	20%	6	6.7%	2	43.3%	13	20%	6
5.2 The composition of the selection panel for the post level one (PL1) educator selection process was correct.	10%	3	23.3%	7	16.7%	5	33.3%	10	16.7%	5
5.3 The teacher component from the SGB in the selection panels was adequate	16.7%	5	16.7%	5	23.3%	7	20%	6	20%	6
5.4 The involvement of one staff member in the panel was acceptable.	6.7%	2	6.7%	2	20%	6	40%	12	26.7%	8
5.5 The participation of union representatives as observers in the panel was satisfactory.	10%	3	10%	3	20%	6	36.7%	11	23.3%	7
5.6 The School Governing Body members (parent component) at your school were literate enough to participate in the selection process.	13.3%	4	26.7%	8	23.3%	7	16.7%	5	20%	6
5.7 The School Governing Body gave an honest recommendation to the principal regarding the selection of the educator into their posts.	20%	6	20%	6	23.3%	7	26.7%	8	10%	3
5.8 The educator accepted the results of the selection interviews.	16.7%	5	20%	6	16.7%	5	23.3%	7	23.3%	7
5.9 The staff members involved in the selection processes attended proper training.	20%	6	6.7%	2	13.3%	4	30%	9	30%	9
5.10 The interview committee was transparent enough to staff members before the interview.	13.3%	4	13.3%	4	26.7%	8	33.3%	10	13.3%	4

Sd= Strongly disagree, D= Disagree, U= Undecided, A= Agree, Sa= Strongly agree
F= Frequency

6.4.1 Question 5.1: Selection process for the post level one educators (PL1 educators) is necessary.

The question focuses on whether it is necessary to have the selection process at school level.

According to the responses in this section a high percentage 63% reflects that most people agree that the selection process is necessary. There is a small percentage that does not agree that it is necessary to have the process in place 30% of respondents disagreed and 33.3 % agreed and 20% agreed strongly. The result in this case is positive.

6.4.2 Question 5.2: The composition of the selection panel for the PL1 educator selection process was correct.

The questions purpose here is to determine whether there was a full representation of all the stakeholders in the teaching fraternity.

Most people agree that the selection panels are necessary 33,3% agree and 20% strongly agreed, 10% strongly disagreed and 23,3% disagreed. A total percentage of 53/3% are people who perceive the composition of the selection panel as correct.

6.4.3 Question 5.3: The teacher component from the SGB in the selection panels was adequate.

There is a slight difference between those who view the representation of the educator component as adequate (40%) and those who view it as inadequate (33%). The margin difference between those who agreed and those who disagreed is very small, (7%).

6.4.4 Question 5.4: The involvement of one staff member who is not an SGB member, in the panel was acceptable.

According to the results respondents who disagreed with this question is 13, 4% (6, 7% + 6, 7%). Those who are undecided is 20%, those who agreed is 66, 7% (40% + 26, 7%). According to the survey people are satisfied with the representation as it stands.

6.4.5 Question 5.5: The participation of union representatives as observers in the panel was satisfactory.

According to the survey percentage of people who disagreed is 20% (10% strongly disagreed + 10% disagreed). The number of undecided people is 20%, which is equal to the number of people who disagreed. The percentage of those who disagreed is 54% (36,7% agreed + 23,3% strongly agreed). It can be deduced that the results are positive because most people agree with the question. The margin of those undecided can be attributed to respondents who did not know which response to give due to their exposure in the process.

6.4.6 Question 5.6: The School Governing Body members (parent component) at your school are literate enough to participate in the selection process:

According to the responses, the percentage of people who disagreed is 40% (13, 3% + 26, 7%) those unsure are 23, 3% and those who agreed is 36, 7% (16, 7% agreed + 20% strongly agreed). The results indicate that there is a serious need to address this issue.

6.4.7 Question 5.7: The School Governing Body gave honest recommendations to the principal regarding the selection of the educators for the post.

There is the perception that the SGB always makes wrong and dishonest recommendations and this question was included to establish whether is percentage is correct or not.

The percentage of the respondents who agreed is (37%) and those who disagreed is (40%). Although the margin is small it is of great significance and therefore careful attention should be given to this matter.

6.4.8 Question 5.8: The educator accepted the results of the selection interviews.

The main aim of this question is to investigate how results were viewed and whether they were accepted or not.

Based on the statistics given in table 6.2, the indication is that the percentages of people who agreed with the question are 46.6% (23.3% strongly agreed + 23.3% agreed) while 36.7% disagreed. Although the results in this regard are positive the margin is somewhat small and there is same cause for concern as for the previous question.

6.4.9 Question 5.9: The staff member involved in the selection process attended proper training.

The above question investigates the ability of individual staff members involved in this process and whether they were well trained as far as conducting of interviews are concerned.

In this section these seems not to be a serious problem. Most of the educators (60%) agree that the educator attended proper training and that they are well equipped to execute their tasks appropriately. Only 27% did not agree with this statement.

6.4.10 Question 5.10: The information about the selection process and the interview was properly communicated to members of staff before the interview is commenced.

Forty six percent agreed (33% agreed+ strongly agreed 13%) with this statement and 26.6% (13.3 disagreed+ 13.3 strongly disagreed). 26.7 of respondents were undecided this may be due to that the information given to them is not viewed to be sufficient.

6.5 The effectiveness of selection process

Table 6.3 illustrates the effectiveness of the selection process. It indicates whether the goals and objectives of the process were attained. The results will be discussed per question. Refer to Annexure A.

Table 6.3: DETERMINATION OF THE EFFECTIVENESS OF THE SELECTION PROCESS.

Items (Questions)	Sd	F	D	F	U	F	A	F	Sa	F
6.1 The members of the selection panels did an effective job in the selection processes of the post level one educators.	10%	3	10%	3	26.7%	8	26.7%	8	26.7%	8
6.2 Members of the selection panel knew their roles in the selection processes.	3.3%	1	20%	6	23.3%	7	33.3%	8	20%	11
6.3 The selection teams have done adequate preparations for the selection processes.	6.7%	2	16.7%	5	13.3%	4	26.7%	10	36.7%	8
6.4 The principal was involved from day one of the selection processes up to the end.	16.7%	7	10%	3	13.3%	6	33.3%	8	26.7%	6
6.5 The SGB and the principal were in good terms as far as the selection process is concerned.	23.3%	7	10%	3	20%	6	26.7%	8	20%	6
6.6 The secretary of the interviewing committee wrote the minutes in the selection processes.	20%	6	13.3%	4	10%	3	26.7%	8	30%	9
6.7 The selection panels at the school were transparent.	10%	3	26.7%	8	16.7%	5	26.7%	8	20%	6
6.8 Interviews were conducted properly.	10%	3	6.7%	2	20%	6	26.7%	8	36.7%	11
6.9 Nepotism was the order of the day to some educators by the selection teams.	13.3%	4	20%	6	20%	6	26.7%	8	20%	6

Sd= Strongly disagree, D= Disagree, U= Undecided, A= Agree, Sa= Strongly agree
F= Frequency

6.5.1 Question 6.1: The members of the selection panels did an effective job in the selection processes of post level one educators.

According to the responses 20% of the respondents disagreed (10% strongly disagreed + 10% disagreed) 26.7% were undecided and 53.4% agree (26.7% strongly agreed + 26.7% agreed) which is positive when compared to the 20% who disagreed.

6.5.2 Question 6.2: Members of the selection panels know their roles in the selection process.

This question investigates the level of understanding of the members of the panel in terms of their roles.

Percentage of people who disagreed with the above question is 23.3% (3.3% strongly disagreed + 20% disagreed), those undecided 23.3% and those who agreed is 53.3% (33.3% agree + 20% strongly agree). Although the percentage in agreement is more than 50% there is an indication that there is still more work to be done in this regard taking into consideration the number of those undecided.

6.5.3 Question 6.3: The selection teams have done adequate preparations for selection processes.

63.4% agreed. A relatively small percentage of 23.4% disagreed (6.7% strongly disagreed + 16.7% disagreed), which is the indication that the preparations were done properly.

6.5.4 Question 6.4: The principal was involved from day one of the selection process up to the end of the process.

According to the percentages it is clear that most educators believe that the principals were involved in the process with 60% agreed (33.3% agreed + 26.7% strongly agreed), and 26.7% disagreed (16.7% strongly disagreed + 10% disagreed).

6.5.5 Question 6.5: The SGB and the principal worked together as far as the selection process is concerned.

The question investigates the working relationship of both the SGB members and the principals.

Most educators agreed with the statement that the working relationship between the principal and the SGB was healthy. The percentage is 60% agreed (36.7% agreed + 23.3% strongly agreed) while 20% disagreed (10% strongly disagree + 10% disagree). According to the latter group the working relationship between the principal and SGB was not healthy and 20% of educators remained undecided about the matter. The percentage of those who disagreed equals the percentage of those undecided. This may be an indication that something needs to be done about improvement of working relations between SGB and principal.

6.5.6 Question 6.6: The secretary of the interviewing committee wrote the minutes during the selection process.

56.7% agreed (26.7% agreed + 30% strongly agreed) that events were recorded. On the other hand 33.3% disagreed (20% strongly disagreed + 13.3% disagreed). Although the percentage of those in agreement is higher it is still important that something should be done about recording of events during the selection process.

6.5.7 Question 6.7: The selection panels at school were transparent.

In this case 47.4% agreed (26.7 agree + 20.7% strongly agree) with the question that information was made available. On the other hand 36% disagreed (10% strongly disagreed + 26% disagreed). The margin between agree and disagree is relatively small. This therefore indicates that these aspect of the selection process be given further attention.

6.5.8 Question 6.8: Interviews were conducted properly.

This question evaluates how the interviews were conducted and whether the interviews went without any impediments or not.

63.4% agreed (26.7% agreed + 36.7% strongly agreed) and 16.7% disagreed (10% strongly disagreed + 6.7% disagreed) 20% was undecided. Most of the educators believe that interviews were conducted properly.

6.5.9 Question 6.9: Nepotism was prevalent in the process.

According to the responses 33.3% disagreed (13.3 strongly disagreed + 20% disagreed) that nepotism in this regard was not prevalent, while on the other hand 46.7% agreed (26.7% agreed + 20% strongly agreed). The results are relatively negative in this aspect, the percentage of those who agree is less than 50%, and the margin between the two groups is somewhat large it is therefore important to address issues nepotism.

6.5.10 Question 6.10: Are the educators satisfied with the selection process at the school?

Educators were asked to state their opinions. The result on this question indicated that the majority of educators were satisfied with the selection process, while the smaller number believed that the situation is not satisfactory. This is due to the fact that the process is conducted differently in different schools.

6.6 Summary

The findings of this study revealed areas, which should be further investigated in the selection process. This chapter outlined the findings of the empirical investigation conducted to determine how the selection process is perceived by educators.

It is important to note that the results illustrate positive and negative perceptions. A lot of emphasis will be put on those aspects that are negative. It should be noted that the margin between those who agreed and those who disagreed on certain aspects was relatively small. In some cases the category of the undecided was large. All these factors must be borne in mind when conclusions are made.

The findings of the study revealed that parents need training concerning how to manage the selection process, nepotism is a challenge, poor communication was also a serious problem that led to disputes. During the process the policies are not well implemented. Based on the above results recommendations will be made on how to deal with the aforesaid problems and conclusions will be made in the next chapter.

CHAPTER 7

CONCLUSION, IMPLICATIONS AND RECOMMENDATIONS

7.1 Introduction

The chapter presents a brief summary of the study, and identifies the major challenges of the study and implications of the findings. Furthermore the recommendations will be made on how the selection process can be improved. This will be followed by a conclusion, which will be based on the literature study, the empirical study and findings in table 6.2 and table 6.3. The conclusions and recommendations will be made based on the findings on table 6.2 and 6.3 which deals with the effectiveness of the selection process and how panels are composed.

7.2 Summary

In chapter 1 the aims of the study and orientation of the problem was outlined. The main aim of the study was to establish whether the selection process in certain schools in the Klerksdorp District is properly carried out and to establish whether there are any shortcomings in this regard.

Chapter 2 dealt with the theoretical foundation of the study and the following were discussed:

- ❖ Factors affecting the personnel function;
- ❖ Human Resources Management in education;
- ❖ Functional activities of HRM;
- ❖ Candidate's selection.

Chapter 3 outlined the literature review of the study whereby the following were captured:

- ❖ Definition of terms;
- ❖ The aims of selection;
- ❖ Essential characteristics of selection;
- ❖ Factors influencing selection in general;
- ❖ Education Industry;

- ❖ Factors affecting selection process at school level;
- ❖ Selection process as outlined by the North West Department of Education;
- ❖ Techniques or methods of gathering personal information in the selection process.

In chapter 4 the problem statement was adequately described and highlighted and objectives based on the problem statement were formulated.

In chapter 5 the rationale behind the methodology was defended and how the research was conducted in the study. Advantages and disadvantages of questionnaires as a tool were also discussed.

Chapter 6 presented the findings to establish how educators view the process of selection. From this study there were important findings that have implications for effectively and efficient implement the selection process.

7.3 Findings of the research

The objective was to investigate the selection process and roles played by stakeholders

The following main findings were made:

- 7.3.1. 63% of educators agreed that selection is necessary. (See section 6.4.1)
- 7.3.2. 53% agreed that the selection panel for position level one educator was correct. (See section 6.4.2)
- 7.3.3. 40% of respondents agreed that teacher's representation is adequate, which is more than 33% of the respondents who disagreed. (See section 6.4.3)
- 7.3.4. 66.7% agreed that involvement of teachers in the panel well represent the teachers. (See section 6.4.4)
- 7.3.5. 54% agreed that they are well represented by the union representatives. (See section 6.4.5)
- 7.3.6. 40% agreed that most SGB members particularly the parent component, are not literate enough to carry out this task. (See section 6.4.6)

- 7.3.7 40% agreed that the SGB gave honest recommendations to the principal regarding the selection of educators for the posts. (See section 6.4.7)
- 7.3.8. 46.6% agreed that most educators accept the outcome of the interview (See section 6.4.8)
- 7.3.9. 60% agreed that the staff member in the panel (that is the educator representative) is equipped to carry out the function. (See section 6.4.9)
- 7.3.10. 46.6% agreed that the interview panel was transparent to staff members before the interviews proceeded. This percentage is more than those who disagreed. (See section 6.4.10)
- 7.3.11. 53.4% agreed that members of the selection panel did an effective job in the selection process. (See section 6.5.1)
- 7.3.12. 53.3% agreed that members of the selection panel know their roles during the process of selection. (See section 6.5.2)
- 7.3.13. 63.4% agreed that selection teams have done adequate preparation during the process. (See section 6.5.3)
- 7.3.14. 60% agreed that the principal was involved during this whole process. (See section 6.5.4)
- 7.3.15. 60% agreed that the working relationship between the principal and the SGB was healthy. (See section 6.5.5)
- 7.3.16. 56.7% agreed that the secretary of the panel took minutes during the process. (See section 6.5.6)
- 7.3.17. 47.4% agreed that information was made available at all times to the educators and other relevant stakeholders. (See section 6.5.7)
- 7.3.18. 63.4% agreed that the interviews were properly conducted. (See section 6.5.8)
- 7.3.19. 46% disagreed with the statement that nepotism was prevalent during this process. (See section 6.5.9)

7.4 Conclusions and recommendations

Based on the findings in section 7.3.1 to 7.3.19 different categories have been identified and these will be discussed in section 7.4.1 to 7.4.10 to draw conclusions and recommendations.

7.4.1 Training (See section 7.3.6; 7.3.9)

The principals as managers of schools will have to display capability and ensure that training and preparation for role players during the selection process take place. The tasks of training role players in selection, especially the School Governing Body members should be done by Principals in collaboration with the Department of Education.

The training should not be a once-off event but it should be an ongoing process whereby SGB members will be kept up to date with changes within the system as far as the selection process is concerned. The other important finding was trust on the side of SGB. For the parents in the SGB to be able to make honest recommendations to the Principal regarding the best possible candidates, the parents should not be influenced by the principal or any other person of authority. The parents should be well trained and be aware of the needs of the school to be able to make an informed decision concerning selection of the right candidates for the posts. Another finding was that the educators and union representatives lack the necessary expertise and skills to manage the selection process effectively and efficiently.

Training in this regard should take place; and it should also be an ongoing process whereby these role players will be updated on changing operations (legislation and procedures) in the Department of Education

7.4.2 Policy implications (See section 7.3.8)

It is important that policies of the department should be adhered to and that there should be no deviation from the policies governing selection in the Department. Disputes will be minimized and outcomes of the interviews will be accepted.

7.4.3 Nepotism (See section 7.3.19)

Nepotism has been found to be a problem that faces the department. In some instances nepotism was reported. It is important to eliminate this behaviour and those involved in such actions should be dealt with decisively.

7.4.4 Communication (See section 7.3.10)

Transparency should be emphasized in order to reduce doubts from other educators. All the role players in the process should communicate information effectively. The parents' representative in the selection panel should report back to the parents association about the selection process and be willing to listen to their views regarding selection. The educators and the principal should report back to their constituencies about how the process unfolded taking into consideration the confidentiality clause. They should not disclose other issues that are regarded as confidential.

Human relations should be improved in order to enable people to communicate freely and be able to voice their viewpoints regarding matters that are close to their hearts. It is crucial for selection panels to always be aligned and committed to this process.

7.4.5. Candidates (See section 7.3.7)

The qualifications of educators (candidates) together with their experience should be crucial factors to consider when deciding on the candidate for the position. The ability of the candidates to answer the question during interviews and to be convincing is important factors to consider. Sound judgment should be a prerogative of all role players in the interview. Any errors of judgment will have a negative impact on the school. Therefore it is important to be cautious and sensitive during this process.

7.4.6 Roles (See section 7.3.12; 7.3.13; 7.3.16; 7.15)

Based on the above-mentioned sections all stakeholders played their roles effectively. Most of the role players were aware of what was expected of them during the selection process. They all participated and contributed meaningfully during the process. The role players should play their roles as stipulated in the policy that governs selection and no deviation should be allowed.

7.4.7 Information (See section 7.3.17)

Based on the findings in section 6.4.10 information was made available to educators and other relevant stakeholders about the selection process. It is important that feedback to other stakeholders should be given on time to avoid unnecessary complaints.

7.4.8 Effectiveness (See section 7.3.1; 7.3.8; 7.3.11; 7.3.18)

Based on the findings in the sections mentioned above the selection process was effective. The process addressed all aspects pertaining to the selection process. However workshops should be held regularly on how to improve selection process effectiveness. There is still room for improvement.

7.4.9 Preparations (See section 7.3.12)

Based on the findings in section preparations before the interviews were done properly, meetings of different stakeholders were held. This was done according to policies of the department of education. There are however still other schools that are not preparing on time for this process to unfold properly therefore programmes should be in place and no deviations should be allowed.

7.4.10 Composition (See section 7.3.2; 7.3.3; 7.3.4; 7.3.5)

Based on the findings in sections mentioned above the representation of all relevant stakeholders was adequate in the selection process panel. Composition of the selection panels was done according to the policies that govern the selection process. It is important again that all the factors that may influence the selection process should be identified earlier and be eradicated or avoided where possible.

7.5 Future Research

Education is transforming on a continuous basis and therefore any changes can influence some of the processes in education including selection of educators. Continuous research on aspects in the selection process must be done. The improvement of policies that govern the selection process and equipping stakeholders with skills necessary to carry out the task should be researched further.

Future research should focus on how to resolve conflict that may arise due to incorrect implementation of this process and it should focus on how role players can be equipped to play a meaningful role during selection process.

7.6. Conclusions and implications versus objectives

The findings revealed that the educators evaluate the state of affairs regarding selection process in education differently. All relevant stakeholders are well equipped and adhere to policies that govern the selection process.

Nepotism in section 7.4.3 is somewhat a serious challenge that influences the outcome of the selection process though according to the research findings it was not picked up as a major problem. Lack of training in section 7.4.1 on the side of parents was also cited as one of the impeding factors. The documents that were used during the process were not easy to understand particularly by the illiterate parents' representatives therefore it is necessary that the principal or any member of the panel to interpret those documents to them. In section 7.3.4 poor communication was also identified as a factor that affects the selection process negatively.

Information is not made available to members of the staff on time. In section 7.4.6 all the role players were involved during the process. It is important to view selection as an ongoing process, which include recruitment.

7.7 Conclusion.

It is evident from the study that the selection process is very important and continuous improvements should be effected in this process. It is important to note that if the school fails to appoint dedicated and skilled educators; it will fail to achieve its objectives and goals

In conclusion it is important that the selection process be viewed seriously because if this process is not managed effectively it will be difficult for the Department of Education and even, the school to realise their objectives and goals. Training and empowerment should constantly be emphasized. The selection process is an integral part of each organisation and to be fully functional, more resources should be used to ensure that the process is effectively implemented.

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Annexure: A

Questionnaires: Educators View of the Selection Processes for the Post Level One at Primary Schools in Klerksdorp District.

This questionnaire has to be completed by educators.

Section A: Biographic Information

Kindly answer the following by placing an x in the appropriate variables.

Items	Variables	
1. Gender	Are you a male or female?	Male
		Female
2. Status of Employment	Are you permanently or temporarily employed?	Permanent
		Temporary
3. Qualification	What is your level of education?	M + 3
		Above M + 3
		Below M + 3
4. Experience	What teaching experience do you have?	3-5 years
		6-10 years
		Over 10 years

Section B: Composition of selection panel and roles played by these role players.

Express (with an x in the appropriate box) your opinion on the following statements:

1 = Strongly disagree

2 = Disagree

3 = Neither agree or non disagree

4 = Agree

5 = Strongly agree

	1	2	3	4	5
1. The selection process for the educators (PL1) is necessary.					
2. The composition of the selection panel for the PL1 educator selection process was correct					
3. The teacher component from the SGB in the selection panels was adequate.					
4. The involvement of one staff member who is not an SGB member in the panel was acceptable.					
5. The participation of union representatives as observers in the panel was satisfactory.					
6. The School Governing Body members (parent component) at your school were literate enough to participate in the selection process.					
7. The School Governing Body gave honest recommendations to the principal regarding the selection of the educators into their posts.					
8. The educators accepted the results of the selection interviews.					
9. The staff members involved in the selection processes attended proper training.					
10. The interview committee was transparent enough to staff members before the interview commenced.					

Section C: Determination of how effective is the selection process

Express (with an x in the appropriate box) your views on the following statements:

1 = Strongly disagree

2 = Disagree

3 = Neither agree no disagree

4 = Agree

5 = Strongly agree

	1	2	3	4	5
6.1 The members of the selection panels did an effective job in the selection process of post level one educators.					
6.2 Members of the selection panel knew their roles in the selection process.					
6.3 The selection teams have done adequate preparations for the selection process.					
6.4 The principal was involved from day one of the selection processes up to the end.					
6.5 The SGB and the principal were on good terms as far as the selection process was concerned.					
6.6 The secretary of the interviewing committee wrote the minutes in the selection processes.					
6.7 The selection panels at the school were transparent.					
6.8 Interviews were conducted properly.					
6.9 Nepotism was prevalent in the selection process.					

6.10 Are the other educators satisfied with the selection process at the school?

Please motivate your answer:



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Departement van Onderwys

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KLERKSDORP AREA PROJECT OFFICE

TO: MR. A. T. APHANE

FROM: AREA PROJECT OFFICE MANAGER

DATE: 24 April 2008

**SUBJECT: PERMISSION TO CONDUCT RESEARCH KLERKSDORP SCHOOLS
AREA**

Permission to do research in the Klerksdorp schools area is granted on the following conditions:

- ☐ The research activities that you undertake at schools should not compromise learning and teaching.
- ☐ The principals of the schools where you intend engaging in your research should be informed of your impending visit prior to your actual visit.
- ☐ The information gathered through this research should be used solely for research purposes ONLY.

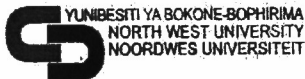
The findings should be shared with the participants and this office in order to afford us the opportunity to improve on whatever shortcomings you might observe as you interact with schools.

I also take this opportunity to wish you all the success in your endeavour to improve yourself academically.

A handwritten signature in black ink, appearing to read 'M.A. Motaung', written over a horizontal line.

M.A. MOTAUNG (MRS.)

KLERKSDORP AREA PROJECT OFFICE



GRADUATE SCHOOL OF BUSINESS & GOVERNMENT LEADERSHIP

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10 April 2006

Department of Education
Area Project Office
Klerksdorp

Permission to conduct research - Mr. A.T.Aphane, student no: 10727825

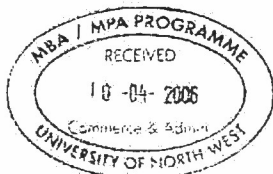
This letter serves to introduce Mr. A.T.Aphane, who is presently a registered student in the MBA programme at the Graduate School in the North West University. He is conducting a research project on, "Evaluating selection process in Klerksdorp district and their consequences", towards a partial requirement of the fulfillment of his Masters Degree in Business Administration.

In this regard, your department is requested to afford him full co-operation to conduct his research in order to complete his study and contribute toward research in this area. In particular, Mr Aphane requires permission to access information, data or even to distribute questionnaires to various branches.

Please forward your response directly to Mr. Aphane, in order to aid him logistical planning.

Your cooperation is highly appreciated.

Dan Setsetse
Programme Director





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TO WHOM IT MAY CONCERN

This is to certify that I have read and edited Mr A. T. Aphane's dissertation titled
An evaluation of the management of the selection process for educators at a
primary school in the North West area: Theoretical and practical implications.

Thank You

M.P. Nage (Lecturer- English Department)