

**AN EVALUATION OF HUMAN RESOURCE MANAGEMENT PRACTICES
IN SCHOOLS IN THE MAHIKENG AREA PROJECT OFFICE
(NORTH WEST PROVINCE DEPARTMENT OF EDUCATION)**

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**Dissertation submitted in fulfillment of the requirements
for the degree Master of Commerce
at the Mahikeng Campus of the North-West University**

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"An evaluation of Human Resource Management Practices in schools in the Mahikeng Area Project Office (North West Province Department of Education)"

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IN SCHOOLS IN THE MAHIKENG PROJECT OFFICE (NORTH WEST
PROVINCE DEPARTMENT OF EDUCATION)**

Submitted by

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For the degree of

**MASTER OF COMMERCE
(INDUSTRIAL PSYCHOLOGY)**

In the

**FACULTY OF COMMERCE AND ADMINISTRATION
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DECLARATION

I, Shireen Bootha, hereby declare that this dissertation for the Masters degree in Industrial Psychology in the Faculty of Commerce and Administration at the North West University, Mahikeng Campus, is my own work and has not been submitted by any other person or by me at this or any other university for degree purposes.

I also declare that all references used in this study have been, to the best of my knowledge, duly acknowledged.

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“Glory be to Allah, the exalted.”

ABSTRACT

Key words: Recruitment, selection, performance appraisal, employee relations, training and budget.

The study was undertaken with the aim of gathering data on the status quo of Human Resource Management practices in schools serviced by the Mahikeng Area Project Office.

The main problem is that Human Resource Management practices like recruitment, selection, performance appraisal, employee relations, training and budgeting are carried out by line management, who are not qualified and often not trained to do so effectively.

The quantitative approach was used to conduct the study, together with the descriptive survey method of research.

All 50 schools in the Mahikeng/Mmabatho area were surveyed. A sample of 128 was drawn from a target population of 150. The sample consisted of educators involved in carrying out the Human Resource Management functions in schools (principals, vice-principals, heads of departments and members of the School Governing Bodies).

As only four officials from the Area Project Office is expected to manage the Human Resource Management practices at 50 schools, it has been found that all of the practices are not carried out as effectively as they should be, for example 21,9 percent of the respondents reported that no performance appraisals were conducted at their schools.

Some recommendations, based upon the results of the study, were made, e.g. to the effect that educators and SGB members involved in carrying out the Human Resource Management practices should be trained in order to do so effectively.

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CHAPTER 1 - OVERVIEW OF THE STUDY

1. ORIENTATION AND BACKGROUND

Human Resource Management practices are mainly carried out by school principals and vice-principals, although their main responsibilities lie in line management. Most of them have no Human Resource Management qualifications, and few have had training in Human Resource practices, yet they are expected to carry out these practices in a professional manner.

According to the North West Education Department's (NWED) strategic plan (2003-2005) "human resource management will need to continue to undergo fundamental changes", indicating the realisation that Human Resource Management at schools is not at an acceptable level.

The importance of Human Resource Management at schools is underscored by the expenditure (nationally) on teachers' salaries as a percentage of total expenditure, namely 78,64 percent (www.quandl.com, 2010).

Human Resource Management at schools prove to be problematic in other African states as well, e.g Kanyiri and Wangui (2012) found that public schools in Kenya utilised HRM practices "to a reasonable extent" but that performance appraisal and participation in decision-making have been practiced at an unsatisfactory level. Nakpodia (2010) concurs: "The efficiency of human resource management in Nigerian schools is being called to question ..."

2. THEORETICAL FRAMEWORK FOR THE STUDY

2.1 Introduction

The main purpose of the study was to investigate the status of Human Resource Management practices in schools falling under the Mahikeng Area Project Office.

The main problem that was identified, was that school management, who are not qualified Human Resource Managers, are expected to carry out HRM practices in an effective manner.

Although many sources were consulted including Sabinet, Ebsco, African Journals Online, various search engines, Academia.edu, and the data-base of the NRF, it seems that little research has been carried out on Human Resource Management practices in schools. However, some data were procured through a search conducted by the subject librarians for Economics and Management, as well as Education at the North West University's library.

2.2 Studies on HRM Practices

2.2.1 Selection

In his research on selection practices in North West Province schools, Kekana (2002:52-57) found that:

- No briefing by the chairperson of panel members took place prior to the selection interview.
- In the majority of cases panel members did not take notes during the interview.
- While the SGB members of the panel did not participate at all, union members dominated the proceedings, even though they only enjoyed the status of observers.
- Panel members stuck to the questions prepared by the Department. It was evident that interviewees who attended interviews before, were familiar with these questions, and thus had an advantage.
- It seemed that panel members were unfamiliar with the scoring of interviewees, e.g. SGB members recommended some applicants who received low scores.
- Interview panels did not spend an equal amount of time per interview session.

2.2.2 Performance Appraisal

In a study on teachers' perceptions of the evaluation process by O'Pry and Schumacher (2012:235-350), it was found that:

- The principal influenced the evaluation process.
- Teachers who felt well prepared and well supported by their peers and their principal viewed the experience positively.
- They also placed a higher value on the process when they felt they received meaningful and timeous feedback and/or were provided an opportunity for self-reflection.
- The relationship teachers have with principals was not always a factor in their perception of the appraisal process.

2.2.3 Employee Relations

Rossouw and De Waal (2004:284-288) investigated the rights of educators during the disciplinary process versus the rights of learners. They are of the opinion that:

Not only does the learner's right against maltreatment, neglect, abuse, and degradation impose a duty on private persons as well as on the State to refrain from these forms of treatment, it also requires the State to act positively to prevent abuse, maltreatment, neglect or degradation.

Educators who are guilty of the following acts of serious misconduct should be dismissed:

- Theft, bribery, fraud or corruption.
- Sexual assault.
- Sexual relations with a learner.
- Assault.
- Possession of illegal substances.
- Causing a learner to commit any of the above-mentioned acts of misconduct.

2.2.4 Training

Kekana (2002) found that:

- Chairpersons were not trained to conduct interviews.
- Most panel members were not trained for conducting interviews, including members of the SGBs.

3. STATEMENT OF THE PROBLEM

3.1 Main Problem

Human Resource management practices are not carried out at a satisfactory level at schools in the Mahikeng Area Project Office.

3.2 Sub-Problems

The following HRM practices are carried out in an unsatisfactory manner:

3.2.1 Recruitment

3.2.2 Selection

3.2.3 Performance appraisal

3.2.4 Employee relations

3.2.5 Training

3.2.6 Budgeting

4. RESEARCH QUESTION

Are the following Human Resource Management practices carried out in an unacceptable manner?

- i. Recruitment
- ii. Selection
- iii. Performance appraisal
- iv. Employee relations
- v. Training
- vi. Budgeting

5. OBJECTIVES OF THE STUDY

To find answers to the formulated research question by means of the study.

6. AIM OF THE RESEARCH

The aim of this research was to investigate how Human Resource Management practices are carried out at schools in the Mahikeng Area Project Office, and to determine whether these practices are of a high standard, and if not, what the reasons for poor execution of the functions may be.

The ultimate aim of the study was to make recommendations on how Human Resource Management practices could be carried out in a more satisfactory manner.

7. RESEARCH APPROACH

For the purposes of this study, the **quantitative approach** was preferred.

Babbie and Mouton (2003:49) explain this preference as “The quantitative researcher believes that the best, or only, way of measuring the properties of phenomena (e.g. the attitudes of individuals towards a certain topics) is through assigning numbers to the perceived qualities of things”.

The motivation for opting for quantitative research as the approach of choice is because the most reliable sources of data are the educators directly tasked with carrying out HRM practices at different schools in proximity to each other, and served by the same Area Project Office.

The surveying of the perceptions and experiences of persons directly responsible for HRM practices, and subsequent assigning of percentages to these observations, was considered to be the best approach of determining whether these practices are carried out to an acceptable standard.

8. RESEARCH DESIGN

8.1 Research Method

The descriptive survey method was used for the purposes of this study.

According to McMillan and Schumacher (2006:215) “Descriptive designs are used to summarise the current or past status of something. This type of research simply describes achievement, attitudes, behaviours, or other characteristics of a group of subjects”.

Terre Blanche, Durrheim and Painter (2006:44) are of the opinion that “Descriptive studies aim to describe phenomena”.

8.2 Sources of Data

8.2.1 Primary Data

8.2.1.1 Schools

Fifty schools will be selected which are situated in the Mahikeng Area Project Office of the North West Department of Education (the Mahikeng/Mmabatho area).

8.2.1.2 Staff responsible for HRM Practices

Staff responsible for HRM practices consists of principals, deputy/vice-principals and heads of departments.

8.2.1.3 Chairpersons of the School Governing Body (SGB)

Chairpersons of SGBs, as the representatives of parents play an important role in HRM practices at schools.

8.2.1.4 Officials from the Area Project office

Officials who are tasked with assisting schools with HRM practices will be given questionnaires to determine the extent of their involvement in ensuring that HRM practices are carried out effectively at schools.

8.2.1.5 The Sampling Frame

The sampling frame will consist of principals, vice-principals, heads of departments and chairpersons of the School Governing Body (SGB) from the selected schools, as well as any other persons directly tasked with the Human Resource Management (e.g. officials from the area project office).

8.2.2 Secondary Data

The sources of secondary data are:

- i. The literature, including previous research on HRM practices in schools.
- ii. The North West Education Department's (NWED) Strategic Plan (2003-2005).
- iii. Policy statements.
- iv. Relevant legislation.
- v. Rules and Regulations of the Department of Education.

8.3 Sampling Technique

According to Leedy and Ormrod (2005:206) "In purposive sampling, people or units are chosen, as the name implies, for a particular *purpose*".

The purpose in the case of this study is to collect data on Human Resource management practices at schools from persons with a first-hand knowledge and experience of HRM practices at schools.

Purposive sampling will thus be used to ensure that all respondents have a first-hand knowledge and experience of Human Resource Management in schools.

8.4 The Sample

The envisaged sample will consist of principals, vice-principals, heads of departments, chairpersons of SGBs, as well as any other personnel tasked with Human Resource Management.

The sample size could be between 90 and 150, depending on the number of respondents per school (2-3).

8.5 Data Gathering

Data will be gathered from members of the sample (principals/deputy principals/heads of departments, as well as officials from the Area Project Office) by means of questionnaires.

Forced-choice items, coupled with a 5-point rating scale will be used.

8.6 Data Analysis

According to De Vos *et al.*, (2003:339) "Data analysis is the process of bringing order, structure and meaning to the mass of collected data".

Descriptive statistics (tables showing frequencies, percentages, means and standard deviations) will be used for the purposes of data analysis.

9. ETHICAL STRATEGIES

Permission for interviews with the sample group will be obtained from the North West Department of Education's Mahikeng Area Project Office (see appendix D).

Responses to questionnaire items will be kept confidential, and neither respondent, nor the school will be named.

Respondents will not be coerced in any way to participate in the study.

10. IMPORTANCE OF THE STUDY

Stakeholders (the Department of Education, as well as those tasked with Human Resource Management at schools) could benefit from the results of the study by taking cognizance of both strengths and weaknesses of the application of HRM practices in schools.

Recommendations, based upon the results of the study, could assist in improving upon the different practices, as needed.

11. LIMITATIONS OF THE STUDY

Results cannot be generalised to similar populations, as the modus operandi of different area offices and schools may differ.

All studies utilising questionnaires coupled with a rating scale are subject to the weaknesses inherent in their use (e.g. rating errors and the truthfulness or otherwise of respondents).

12. SCOPE OF THE STUDY

Geographically the study is limited to schools in the Mahikeng area.

The target population and sample consisted of educators, members of the School Governing Bodies, and officials of the Area office who were directly responsible to carry out the identified Human Resource Management functions.

Although there proved to be a scarcity of research/literature on Human Resource Management in South African schools, some useful and informative literature were found in the form of relevant legislation, policy statements and the web sites of bodies such as the Department of Education, the Public Service Commission, and the Council for Conciliation, Mediation and Arbitration.

13. CONCLUSION

The empirical research will be conducted to determine how Human Resource Management practices are currently carried out in schools in the Mahikeng Area Project Office.

The quantitative approach will be used for this investigation. This approach was chosen because it would enable the researcher to gain an in-depth understanding of the phenomenon under investigation from different participant perspectives (Leedy & Ormrod, 2005:134).

The results of the study could be of use to improve upon the current implementation of HRM practices.

In chapter 2 the literature relevant to the topics of the study will be reviewed.

CHAPTER 2 LITERATURE REVIEW

1. INTRODUCTION

In order to cover the various aspects of Human Resource Management practices in schools, the following sources were consulted:

- Textbooks.
- Journal articles.
- Relevant legislation.
- White papers.
- Provincial strategic plans.
- Policy statements.
- Dissertations.
- The Internet.

The key concepts covered were:

- i. Recruitment.
- ii. Selection.
- iii. Performance appraisal.
- iv. Employee Relations, with special reference to grievance handling and discipline.
- v. Training.
- vi. Budgeting for human resources.

2. RECRUITMENT

2.1 Definition

Recruitment can be described as:

Those activities in human resource management which are undertaken in order to attract sufficient job candidates who have the necessary potential, competencies and traits to fill job needs and to assist the organisation in achieving its objectives (Swanepoel *et al.*, 2001:291).

2.2 Matching People and Jobs

In order to match people and jobs, one should be aware of what characteristics, knowledge, skills, qualifications and job experience the job applicant possesses. On the other hand, the requirements of the job should be known – likewise what characteristics, knowledge, skills, qualifications and job experience would it take to perform the job successfully (Casio, 2006:58).

According to Price (2004:377) “In practice it is rarely possible to match perfectly the requirements of an individual job with the skills and abilities of the people available”.

To ensure that the right person is appointed, the requirements of the job should be known. It is thus required to have a job description for each job (Tracy, 2001:12).

Strategies to address mismatches between person and job may be address by:

- i. The “right person approach” – i.e. by selecting the best qualified person for the job.
- ii. The “culture-fit model” – i.e. to change the job characteristics to fit the person’s abilities.
- iii. The “flexible person approach” – i.e. to train a person to meet the requirements of the job.

(Lumby *et al.*, 2003)

2.3 Recruitment Policy

“The recruitment policy stipulates broad guidelines on how an organisation intends to deal with recruitment” (Swanepoel *et al.*, 2001:292).

Policy is important, because it prevents management from taking ad hoc decisions on recruitment regularly, and ensures equal treatment of all concerned.

Swanepoel *et al.* (2001:292) recommend that the following aspects of recruitment should be considered when formalizing policy:

- i. Legal prescriptions, e.g. the Labour Relations Act.
- ii. Clauses of collective agreements with unions.
- iii. Budget limitations.
- iv. Urgency of filling a vacancy.
- v. Planning, e.g. employments of employees' relatives, part time employees and the disabled.
- vi. Person responsible for adherence to the policy.

2.4 Steps in Effective Recruitment

"Staffing decisions are based on individual school demands influenced by factors such as student needs, staff dynamics, and desired expertise and skills"
(<http://www.pen.k12.va.us/Div/Stafford/home.html>).

According to www.freshhr.co.uk/editor/files/Recruitment seven steps should be followed for recruitment to be effective, namely:

2.4.1 Determine job requirements

When determining job requirements it is important to consider:

- The content/tasks of the job.
- The aim of the job.
- Performance outputs required by the employee.
- How and where the job fits into the organisational structure.
- The skills and personality needed to do the job effectively.

2.4.2 Prepare a Person Profile/Specification

Person specifications are based upon a set of competencies necessary to meet job requirements. They include:

- Experience, skills, knowledge and aptitude.
- Qualifications (required by the job).
- Personal characteristics required by the job, e.g. to deal with clients.

The person profile can be used to shortlist applicants.

2.4.3 Find candidates (internally/externally or both)

2.4.3.1 Internal Sources

- Staff referrals.
- Succession plans.
- Secondments.
- Job sharing.

2.4.3.2. External Sources

- Internet/social media recruitment.
- Printed media advertising.
- Networking/headhunting.
- Open days.

2.4.4 Manage the Application Process

2.4.4.1 Application forms

Application forms allow for applicant details to be collected in a consistent manner, thus facilitating compiling a short list.

Care must be taken to avoid discriminatory questions, and to stay within the boundaries of labour law.

2.4.4.2 Curriculum Vitae (CV)

They permit candidates the freedom to “sell” themselves, and not be bound by forced-choice type of questions.

However, they are prone to the provision of irrelevant material, making it difficult to assess consistently.

2.4.5 Selection of Potential Appointees

2.4.5.1 Short Listing

This process is aimed at reducing the number of applicants to those who meet job requirements, and may be taken forward to the next phase of the selection process.

2.4.5.2 Assessment

Typical techniques include:

- General interviewing.
- Competency-based interviewing.

- In-tray exercises.
- Role-play.
- Presentations.

2.4.6 Making an Offer to Appoint

2.4.6.1 Check for the right to work in the country

Before making an offer of appointment, check documentation proving the right to work in the country (work permit, citizenship, etcetera).

2.4.6.2 Contract

Both parties must sign an employment contract, stipulating the conditions of service.

2.4.6.3 References

The recruitment policy should specify what references are required. All references should be checked.

2.4.6.5 Medical Examinations

The employer may ask for the completion of a health questionnaire, and/or a medical examination. Medical requirements must be stated in the recruitment literature, and must be shown to be job-related.

2.4.7 Induction/Orientation

After appointment, employees need to undergo induction training. Such programmes should include:

- Describing/showing where facilities are.
- Showing how the employee fits into a team, and how his role fits in with the organisation's goals.
- Health and safety information.
- The organisation's history, products and services, its culture and values.
- Job/role requirements.

2.5 Evaluating Recruitment

2.5.1 Criteria for Evaluation

According to Raju (www.adroitpeople.co.au) several criteria may be used to evaluate the recruitment process, namely:

2.5.1.1 Cost per applicant appointed

Cost includes expenditure on advertising, consultancy fees, and interviews.

It is a measure of how much an organisation spends on recruitment. It also measures the effectiveness of recruitment, and what recruitment sources yield the best results.

Once costs are known, an organisation is in a position to budget for recruitment.

2.5.1.2 Time to fill a vacancy

The efficiency of the recruitment process is measured by analysing the average time it takes to fill a vacancy.

Vacancies can prove to be costly to the organisation in terms of loss of production, as well as staff dissatisfaction.

2.5.1.3 Quality of appointees

A formula that may be used is:

Average performance score of appointees (within one year of appointment)

Average performance rating of all employees

2.5.1.4 Turnover

The best indicator of whether recruitment strategy is successful is the rate of turnover for newly appointed employees. Turnover may be measured in two ways:

- i. Total voluntary separations of appointees, divided by the total number of new appointees (within one year of appointment).
- ii. Poor quality appointee rates – total separation within less than one year service, divided by the total of new appointees.

2.6 Findings from a Recruitment Audit

In a study by the Public Service Commission (2004) at several government departments, it was found that:

- Many did not have job descriptions.
- Job evaluation was not conducted, resulting in incorrect grading of posts.
- Advertisements were not approved prior to placing them.

2.7 Importance of Evaluation

All Human Resource Management practices should be regularly evaluated. Recruitment of human resources is no exception.

A comprehensive evaluation of recruitment strategy allows organisations to identify internal capability and gaps, employee commitment levels and the corresponding cost effectiveness of that strategy. It provides a basis for improving the recruitment process for future use (www.adroitpeople.com.au).

Evaluation further helps to pinpoint those policies and strategies that fail to lead to successful recruitment.

2.8 Talent management and recruitment

Talent may be defined as: “The outstanding mastery of systematically developed abilities (or skills) and knowledge in at least one field of human activity” (Gagné, 2004:120).

According to Thebyane (2012:42) “one of the challenges in talent management has been accessing talent, and one of the reasons for this is the use of stringent recruitment measures”. The author continues to refer to the trend by organisations to utilise various recruitment sources such as graduate programmes, advertisements posted on websites and the implementation of employee referral programmes.

The Education Labour Relations Act (no. 146 of 1993) requires that:

- Advertisements for vacant educator positions must be clear, and state the minimum requirements for the post.
- All vacancies in educational institutions must be advertised in a Gazette, which must be circulated to all educational institutions in a province.

According to Bush and West-Burnham (1994:208) in order to procure and retain educating staff of a high calibre, four issues need to be borne in mind:

- i. The profile of the pool of educators who are available for recruitment and career progression.
- ii. Policies aimed at encouraging suitable applicants to apply for vacant posts
- iii. The deployment of educators
- iv. Procedures to ensure optimum educator integration

3. SELECTION

“Selecting and appointing the best qualified person for a specific post is one of the important starting points for quality education” (Heystek *et al.*, 2012:100).

Wichenje *et al.* (2012) found that selection, and in particular incompetent selection panels, was one of the main challenges head teachers had to contend with in Kenya.

3.1 Definition

“Selection is the process of choosing from a group of applicants the individual best suited for a position” (Grobler *et al.*, 2002:174).

3.2 Elements of the Selection Process

Novit in Grobler *et al.* (2002:176) identify the following elements of the selection process:

3.2.1 Organisational Goals

The first element to be considered is that of organisational goals.

Selection panels must determine to what extent applicants fit into the general framework of the organisation, and whether they will be able to contribute towards the achievement of organisational goals.

3.2.2. Job Design

Job design is about the duties and responsibilities of the job, and whether the characteristics of the job are motivating or not. According to the Job Characteristics Model five core characteristics of the job lead to motivation, namely task significance, task identity, skill variety, autonomy and feedback (Greenberg & Baron, 2003:214).

3.2.3 Job Success Criteria

In measuring job success, it can be determined which employees are successful, and which not. This serves as an indication of which employees to select.

3.2.4 Job Specification/Person Specification

Job specifications come from job analysis data, and specify what traits, skills, background, qualifications and experience a person must have to meet the requirements of the job.

Policymakers must consider various techniques to determine what job specifications an applicant brings to the table. Some techniques/instruments used for this purpose include various forms of interviewing, testing, assessment centres, presentations, job simulation etc. (Nel *et al.*, 2004:242).

3.2.5 Steps in the Selection Process for Schools

According to Heystek *et al.* (2012:111) schools usually make use of the following process:

- School vision and context.
- Task analysis and job description.
- Recruitment.
- Review applications.
- Short listing/"paper selection".

- Selection (interviewing, etcetera).
- Appointment and orientation.

3.3 The interview

3.3.1 Introduction

Although Heystek *et al.* (2012) advocate the use of various selection techniques, e.g. teaching a class, and “in-basket” activities (principals and head of a department), the interview remains the most popular and widely used method of selection.

“The personal interview is one of the best-known and oldest selection techniques, and is often regarded as the decisive method for final selection” (Heystek *et al.*, 2012).

3.3.2 The Selection Committee

The selection committee is nominated by the School Governing Body (SGB), and include the school’s principal/vice-principal, head of the department, member(s) of the SGB (representing parents), and a representative of the union (observer status). Learners may also serve on the committee (Heystek *et al.*, 2012).

3.3.3 Semi-structured Interviews

According to Nel *et al.* (2004:238) “in the semi-structured interview, only the major questions are prepared in advance. Although these questions are used to guide the interview, the interviewer also can probe into areas that seem to merit further investigation”.

3.4 Findings from a Selection Audit

In an audit conducted by the Public Service Commission (2004) at several government departments, it was found that:

- The sifting process was not structured – only in a few cases were master lists of applicants compiled.
- Short listing criteria were not documented.
- There was no consistency in applying scoring systems.
- Discussions and motivations were not recorded.

- Selection committee members failed to disclose their relationship to applicants.
- Copies of job descriptions, job evaluation data, advertisements and minutes of interviews were not filed.

3.5 Evaluating the Selection Process

The following criteria should be considered when evaluating the selection process (O'Connell, 1999):

- Complexity of administration.
- Complexity of interpreting the results.
- Potential of the applicant vs. existing skills and experience.
- Testing for interpersonal skills, problem solving and work ethic.
- Legal requirements.
- Cost effectiveness.
- Reliability and validity.
- Fairness of tests/assessments used.

4. PERFORMANCE APPRAISAL

4.1 Definition

According to Greenberg and Baron (2003:50) performance appraisal "may be defined as the process of evaluating the work of others on various work-related dimensions".

4.2 Purpose of Performance Appraisal

The purpose of performance appraisal is to establish whether:

- Employees' performance surpassed the requirements of the job.
- They complied with job requirements.
- They failed to comply with job requirements.

(Cronjé *et al.*, 2004:211).

4.3 Uses of Performance Appraisal

Grobler (2001:30-33) states that performance appraisal results may be used for:

- Compensation/performance-based pay.

- HRM planning.
- Promotion.
- Career development.
- Determining training needs.

According to Steyn and van Niekerk (2012:73), as part of the Integrated Quality Management System (IQMS) appraisals are carried out for the following purposes: developmental, performance measuring and whole school evaluation.

4.4 Criteria against which Performance is measured

4.4.1 Failing to use Outcomes-Based Criteria

The criteria management uses to appraise employees' performance will logically influence their behaviour at work.

Robbins *et al.* (2004:361-362) validate this statement by quoting the following examples:

A recruitment and placement agency appraised interviewers on the number of interviews conducted, instead of on the desired outcome of interviews, namely the number of successful placements.

Police officers appraised on the number of kilometres travelled while patrolling, focused on cruising instead of on carrying out police work.

4.4.2 Individual Task Outcomes

Criteria used for the purposes of appraising an employee's performance should be based on desired task outcomes, e.g. a factory manager should be appraised against criteria such as quantity and quality produced, amount of rejected products, and cost per unit of production.

4.4.3 Behaviours

In some cases (like in managerial jobs) it is difficult to identify specific outcomes, especially when outcomes depend upon team effort. In such instances behaviour, instead of direct outcomes, are appraised.

For example criteria relevant to the behaviours of the factory manager may be promptness of submitting production reports or aspects of his leadership style.

4.4.4 Traits

The weakest form of criteria used is that against which specific traits are measured, yet it is still widely used in appraisals. Examples of such criteria are:

- Being dependable.
- Demonstrating a good attitude.
- Showing confidence.

It is doubtful whether such traits are positively correlated with job-related performance (Robbins et al., 2004:362).

4.5 Who should conduct Appraisals?

Cascio (1995:290) is of the opinion that ideally the appraiser should be in a position to observe the employee's performance over a reasonable period of time. According to this statement appraisers other than the employee's immediate supervisor qualify to appraise the employee's performance.

4.5.1 The Immediate Supervisor

Although this is the most popular choice, the supervisor may be too lenient in appraising close employees.

4.5.2 Peers

Peer appraisals offer a different perspective on performance from that of the immediate supervisor. The bias of friendships should however be reckoned with.

4.5.3 Subordinates

This type of appraisal is useful for the purposes of development of the supervisor, as subordinates are in a position to comment on the supervisor's leadership style.

However, this approach is not advisable in cases where a supervisor has only a few subordinates, and their anonymity may be threatened.

4.5.4 Self-appraisal

The advantage of self-appraisal is that of involvement of the employee in the process.

The disadvantages are leniency and less variability. This method is better suited for the purposes of counselling and development.

4.5.5 Customer Appraisals

Both internal, as well as external customers can provide a useful perspective on employee performance.

The results of these appraisals may be used for promotion, transfer and training decisions.

4.5.6 360 Degree Feedback

This is a multi-rater system whereby supervisors, subordinates, peer, customers and employees themselves to questions relating to performance.

This kind of appraisal can be valuable if it complies with the following requirements:

- The questionnaire should be tested for validity and reliability.
- Be user-friendly.
- Clear on skills, competencies and behaviours necessary to carry out the job successfully.
- Provide clear feedback.
- Guaranteed confidentiality to be maintained by the different appraisers.

4.6 Methods of performance appraisal

Robbins *et al.* (2004:364) describe the following techniques of performance appraisal:

4.6.1 Written Essays

The simplest appraisal technique is to write an essay describing an employee's strengths and weaknesses, e.g. past performance, potential, and recommendations for improvement.

4.6.2 Critical Incidents

The appraiser focuses on incidents proving the effectiveness or otherwise of an employee's performance.

A collection of critical incidents provides examples of effective/ineffective behaviours on the job.

4.6.3 Graphic Rating Scales

Performance factors are listed and rated, usually on a 5-point scale from "poor" to "complete mastery", such as:

- Quantity and quality.
- Depth of knowledge.
- Cooperation.
- Loyalty.
- Punctuality.
- Attendance.
- Honesty.
- Initiative.

4.6.4 Behaviourally Anchored Rating Scales (BARS)

This approach combines elements of critical incidents and graphic rating scales.

The elements of performance are examples of actual behaviour on the job (the descriptions are "anchored" in the tasks that make up the job. BARS thus specify clear observable and measurable job behaviour.

Examples of job-related behaviour are provided by employees by referring to effective/ineffective behaviour. These examples are then translated into a set of performance dimensions, each with descriptions of varying levels of performance.

4.6.5 Multi-person Comparisons

This technique compares an employee's performance to that of one or more others.

An example of this approach is that of group order ranking, whereby an employee is placed in the top 10 percent, the next 10 percent, etc.

4.6.6 Electronic Performance Monitoring

Nelson and Quick (2003:196) describe this type of appraisal as "systems using modern electronic technology", and is applied for vehicle operators, computer technicians and customer service operators.

Greenberg and Baron (2003) however caution that research has shown that people performed worse when they are aware that someone is "watching" them.

4.7 Steps towards Successful Performance Appraisals

(www.workforce.com/articles)

4.7.1 Step 1: Preparation

Sit down with the employee, and create objectives for the performance period. If employees are involved in setting their own objectives, they will be more committed in achieving them.

4.7.2 Step 2: Assessment

It is critical to give the employee feedback as soon as possible after assessment.

Continuous assessment and feedback ensure that something can be done about poor performance (as opposed to once a year appraisals).

4.7.3 Reviewing Documents

Before the appraisal interview, the supervisor should review all documentation pertaining to the employee's performance for the appraisal period (e.g. jointly set objectives, notes on meetings with the employee, and any critical incidents).

Only then can the first draft of the appraisal report be written. To keep the employee involved in the process, it is a good idea to ask the employee to do a self-evaluation

4.7.4 Appropriate Setting

For the appraisal interview, try to meet the employee on neutral ground, e.g. the conference room, rather than the supervisor's office.

4.7.5 Communicate the Results of the Appraisal clearly

Both good as well as poor performance should be discussed in a forthright, non-judgmental, and honest manner. The employee should be given the opportunity to participate, and told that he has the right to appeal.

4.7.6 Encouragement

After the performance appraisal meeting, the supervisor should encourage the employee to maintain and develop his strengths, and to improve upon his weaknesses.

The employee should leave the meeting motivated and feeling like a valued member of the team.

4.8 How can management improve performance appraisal?

There are five ways of improving performance appraisals according to Heathfield, (<http://humanresources.about.com/od/performanceappraisal/>):

- i. The supervisor should complete the appraisal form at least quarterly in order to have a record of the employee's performance over the appraisal period.
- ii. Feedback on performance must be given regularly, and not just once per year during appraisal.
- iii. Engage employees regularly in a two-way discussion on their performance.
- iv. Employees must be given the opportunity to do a self-appraisal prior to the actual performance appraisal.
- v. Performance appraisal must focus on jointly set performance objectives. Employees must know what they should achieve, and how to reach their objectives.

Wolfe (<http://toolbox.com/blogs/ira-wolfe/14-tips-to-improve-employee-performance-appraisals-49617>) suggests 14 tips to improve performance appraisals:

- i. Clearly identify objectives.
- ii. Allow the employee to complete a self-assessment.
- iii. Confirm the purpose, duties and responsibilities of the job.
- iv. Communicate priorities.
- v. Establish performance standards.
- vi. Base instructions for improvement on facts (figures, work records).
- vii. Unacceptable conduct must be pointed out using specific examples.
- viii. Agree on a “performance improvement plan”.
- ix. Set ongoing (intermediate) goals.
- x. Give the employee the opportunity to comment on his appraisal.
- xi. Get feedback from the employee on training and developmental needs.
- xii. If performance is unacceptable, agree to have regular discussions on progress made.
- xiii. Before closing the appraisal meeting, ask the employee if there is anything else he wants to discuss.
- xiv. Inform the employee that pay increases/merit bonuses/promotion do not automatically flow from positive appraisal results.

4.9 Key features of effective appraisals

Key features include:

- The communication of a clear purpose
- In accordance with the school’s objectives
- Inclusive of some form of formative assessment
- Clear-cut objectives in performance terms
- The use of multiple sources of appraisal data
- Adaptability of the appraisal system to different contexts, e.g. for purposes of training needs analysis, as a basis for promotions, and as follow-up after disciplinary action

(Davis et al., 2011; Leon *et al.*, 2011; Sanders & Kearney, 2011).

4.10 Criteria used for determining educator effectiveness

Grobler (1993:94-96) suggests that the following criteria be used in appraising educators' performance: pre-operational, including knowledge of subject; contextual, including efficient use of time; process, including teaching actions, and product, including school climate and culture.

5. EMPLOYEE RELATIONS/LABOUR RELATIONS

5.1 Definition

Employee Relations involves the body of work concerned with maintaining employer-employee relationships that contribute to satisfactory productivity, motivation, and morale. Essentially, Employee Relations is concerned with preventing and resolving problems involving individuals, which arise out of or affect work situations (<http://findarticles.com>).

Two important aspects of Employee Relations will be discussed, namely grievance handling and discipline.

5.2 Grievance Handling

5.2.1 Definition of Grievance

"A grievance is an employee's response to a real, perceived, or alleged breach of the terms of the employment contract" (Cronjé *et al.*, 2004:243)

5.2.2 Advantages of an Effective Grievance-Handling Procedure

An effective grievance-handling procedure has the following advantages:

- It acts as a "safety valve" which relieves tension and reduces aggression.
- It facilitates the airing and addressing of grievances without fear of victimization.
- It promotes an open and honest relationship between management and employees.
- It assists management in identifying and dealing with causes of dissatisfaction and conflict.

5.2.3 Steps in the handling of grievances

5.2.3.1 Discipline

The South African Council for Educators

(http://www.sace.org.za/Legal_Affairs_and_Ethics) formulated the following procedures:

i. The Disciplinary Committee

The functions of the disciplinary committee are to:

- Ensure that reported breeches of the disciplinary code are investigated.
- Appoint panels to undertake such investigations.
- Appoint panels to conduct disciplinary hearings.
- Ensure fairness during hearings.
- Report findings and recommend sanctions after feedback from panels.

ii. Investigation of reported misconduct

- Any person may lay a complaint with the Council on the alleged misconduct of an educator.
- The complaint should be in writing, and explain the alleged breach of the disciplinary code.
- The committee may investigate any alleged breach of the code, whether a complaint has been made or not.
- The CEO must as soon as possible after receiving a complaint, refer it to the committee, who will give it to a panel for investigation.
- The panel may call witnesses, interview the accused and notify the educator of the alleged breach.
- Give the accused an opportunity to respond within the time limit shown in such notice.
- The accused must be informed of his rights before the interview.
- The panel must keep a written record of the proceedings.
- The investigating panel, on establishing evidence of a breach, may then refer the case to a disciplinary panel.
- A member of the investigating panel may not serve on the disciplinary panel.

iii. The Disciplinary Hearing

- Once the case has been referred to a disciplinary panel, the committee must issue a summons to the accused.
- The summons must clarify the nature of the breach, the date, time and venue of the hearing, the right to representation, the right to call witnesses and to present evidence in his defence, and the right of appeal against any sanctions.
- The summons must be delivered to the accused address by hand, fax or registered post, noting the date of delivery.
- The summons must be delivered at least 10 days prior to the date of the hearing.
- In cases where the educator may repeat the misdemeanour, or commit a more serious offence, the panel may proceed without proof of delivery of the summons.
- The chairperson may summon anybody to give evidence at the hearing
- Should the accused fail to attend the hearing, the panel may proceed without the educator.
- Any witness who fails to attend, may be given a fine, or be sentenced for a period of six months in jail.

iv. Procedure at the Disciplinary Hearing

- The disciplinary panel may exclude anyone on reasonable grounds, or to ensure orderly conduct.
- The panel may postpone or adjourn a hearing at its discretion, or on request from anyone prior to the date of the hearing.
- The accused is entitled to representation.
- The panel must record the evidence presented at the hearing.
- On starting the hearing, the charge must be put to the accused, and the latter must be asked to plead.
- The parties to the hearing may lead evidence, cross-examine witnesses, and re-examine any witness.
- The panel must make recommendations only after all evidence had been heard.

- If the panel recommends a sanction, the recommendations must be recorded and the accused informed in writing.
- Recommendations of the finding and sanctions must be submitted to the Council.
- If dissatisfied, the educator may make written submissions to the Council within 14 days of the hearing.
- The Council may accept or reject the recommendations/submission, and inform the educator accordingly.
- The Council may impose the following sanctions if an educator is found guilty:
 - a) A warning/reprimand.
 - b) A fine not exceeding one month's salary.
 - c) Removal of the educator's name from the register for a specified period.
 - d) Awaiting the findings of a hearing, the Council may ask for suspension of the educator in the interest of learners.
 - e) The Council's decision is final.

v. Appeals

- Any educator may appeal against findings/sanctions.
- The Council may dismiss or uphold the appeal.
- Members of the Appeals committee may not be members of the disciplinary committee.
- The appeal must give reasons why the recommendations/sanctions are not acceptable.
- A disciplinary finding/sanction comes in force on confirmation by the Council.

5.3 Forms of Discipline

The Council for Conciliation, Mediation and Arbitration (CCMA) list the following sanctions (www.ccma.org.za):

- Verbal warning.
- Written warning.
- Final written warning.
- Suspension without pay.
- Demotion.

- Dismissal.

5.4 Training provider for Employee relations

Apart from providing such services as information and advice, the Employment Relations Institute of South Africa (ERISA), also offers training (www.employmentrelations.co.za).

6. TRAINING

6.1 Definitions

Training is the way in which an organisation uses a systematic process to modify the knowledge, skills and behaviour of employees so that it can achieve its objectives. It is “task oriented” because it focuses on the “work” performed in an enterprise (Erasmus & Van Dyk, 2003:2).

Although the terms “training” and “development” are sometimes used interchangeably, development is more of an umbrella term, encompassing activities other than training as well (e.g. coaching and mentoring and job rotation).

Human Resource Development (HRD) is the framework for helping employees develop their personal and organisational skills, knowledge and abilities. Human Resource Development includes such opportunities as employee training, employee career development, performance management and development, coaching, mentoring, succession planning, key employee identification, tuition assistance, and organisational development (<http://humanresources.about.com/od>).

Teacher education “cannot equip young teachers with classroom skills because the complexities of the classroom change readily and highly skilled practitioners alone, not academics, are competent to do that work” (<https://www.questa.com/library>).

6.2 The Critical Events Model

According to Nadler and Nadler (2012), the training process can be described as a series of “critical events” namely:

6.2.1 Identifying the Needs of the Organisation

If training focuses on bettering job knowledge, skills and behaviours, as per the definition given in 8.1, it follows that training should fulfil the needs of the organisation.

Training design cannot be proceeded with until:

- A problem has been identified.
- Agreement is reached that training is the answer to the problem.
- The training intervention will not be more costly than ignoring the problem.

Individual training needs should not be in conflict with organisational needs. "The needs of both should be met if any performance change is to result that will be helpful to both" (Nadler & Nadler, 2012:19).

Organisational training needs can be determined by examining:

- Production/service.
- Equipment and regulations.
- Output: products and services.
- Outside pressures to train.

(Nadler & Nadler: 2012)

Sometimes training is not the remedy for performance problems. Alternatives to training that may be considered are:

- Replace the employees currently doing the work.
- Replace employees who are in a supporting role.
- Change the workplace.
- Seek alternatives to current contingencies, benefits and rewards.

(Nadler & Nadler, 2012)

6.2.2 Evaluation and Feedback

From the second event onwards, evaluation and feedback need to be carried out for all of the events.

This process can be seen as continuous, formative evaluation

Erasmus and Van Dyk (2003:158) define formative evaluation as “A continuous evaluation is conducted to determine how students are progressing towards achieving the study objectives”.

Nel *et al.* (2004:440) are of the opinion that the aim of formative evaluation is to:

- Determine the extent to which the course content was learned.
- Give feedback to trainees.
- Enable trainees to correct errors and improve upon future performance.

6.2.3 Specify Job Performance

In most models of training design, the first step is to determine individual training needs. However, according to the Critical Events Model (CEM), needs can only be determined when job requirements are known (Nadler & Nadler, 2012).

When carrying out a job analysis in order to determine job requirements, and ultimately job performance, one need to consider inputs (internal, which are under the control of the organisation, and external inputs which are not), as well as outputs. The latter need to be considered in terms of the commonly accepted standards, namely of quantity and quality.

The sources of data on job performance are:

- Output.
- The organisation.
- People (supervisors, subordinates and customers).
- Records and reports.

(Nadler & Nadler, 2012)

The methods/instruments used to gather data are:

- Questionnaires/checklists.
- Interviews.
- Meetings.
- Literature reviews.
- Observation.

- Critical incidents.
- (Nadler & Nadler, 2012)

6.2.4 Identifying Learner Needs

Nadler and Nadler (2012:85) define a need as: “the difference between a goal (or what is expected) and what actually exists”.

The authors go on to identify three types of needs, namely:

- i. Stated needs – Those needs relevant to job performance.
- ii. Implied needs – E.g. the need for training is implied when an employee has been promoted.
- iii. Felt needs – Whenever the employee himself feels the need to learn.

The sources of training needs data are:

- Production/output records.
- Performance appraisals.
- The supervisor.
- The employee.

The methods used to determine training needs are the same as those used for specifying job performance.

6.2.5 Determine Objectives

Nadler and Nadler (2012:105) define an objective as: “the statement of what is to be accomplished by an activity”.

In the process of developing programme objectives, one should consider:

- Priorities in terms of needs, time, availability of personnel to conduct the training, and trainees who may be released for training.
- The processes – in setting objectives, consultation should be carried out as widely as possible with all stakeholders.

Objectives should be set for needs in terms of skills, knowledge and attitudes.

All objectives should be characterized by means of the three basic components of:

- i. Desired performance.
- ii. The conditions under which performance will take place
- iii. The criteria or standards against which performance should be evaluated.

6.2.6 Build Curriculum

Nadler and Nadler (2012:126) define curriculum as: “the listing of content which is to be learned”.

The authors distinguish between four types of content:

- i. Essential for performing the job to the set standards.
- ii. Helpful.
- iii. Peripheral.
- iv. Unrelated.

Sources, which may be consulted in deciding on content, are:

- Internal personnel (Subject matter specialists/experts).
- External people/consultants.

Curriculum content should:

- Meet training objectives.
- Fulfil training needs.
- Once learned, lead to desired performance.
- Once learned, solve identified problems.

There are different options of presenting content to the trainee, namely:

- The general to the specific – the underlying principle being that the trainee should see the whole picture before proceeding with the component parts.
- The specific to the general – i.e. the learner will be taken through detailed steps to reach the end result.
- The concrete to the abstract – starting with indisputable facts and progressing to the abstract.
- The abstract to the concrete – starting with generalisations that lead to more solid ground.

- Spaced learning – the content is presented in separate modules, and the trainee alternates between the learning situation and back on the job.

6.2.7 Select Instructional Strategies

Nadler and Nadler (2012:161) state, “By using the word “strategies” we are reinforcing the proposition that any learning situation involves the use of a combination of methods, techniques, devices, and so forth”.

In selecting appropriate strategies to present the curriculum content, the following factors need to be considered:

- Learning psychology/adult learning.
- Administrative practices, e.g. the available budget.
- Organisational culture.
- The instructor.
- The trainee.

6.2.8 Obtain instructional resources

In order to present the training content effectively, various resources are needed:

- Physical resources, e.g. projectors, computers, etc.
- Financial (budgets)
- Human resources (facilitators, trainees)

6.2.9 Conduct Training

“The main reason for providing the training program is to affect the performance of the participants in order to alleviate or solve a problem” (Nadler & Nadler (2012:209).

To ensure the success of the programme, the following considerations should be borne in mind:

- The trainees should be selected in terms of needs. The supervisor is in the best position to make the selection.
- Trainees should be notified well before commencement of the programme
- Facilities, equipment and materials should be available, and a specific person appointed to be in support.

- The programme should be properly opened - either formally by a senior manager or informally to set the right “climate” for learning to take place.

Apart from formative evaluation continuously during the course of the programme, at the end, summative evaluation should be carried out.

“Summative assessments are used to evaluate student learning, skill acquisition, and academic achievement at the conclusion of a defined instructional period – typically at the end of a project, unit, course, semester, program, or school year (edglossary.org/summative-assessment).

6.3 Transfer of Training

6.3.1 Definition

“Transfer of training is the effective and continuing application, by trainees to their jobs, of the knowledge and skills gained in training – both on and off the job” (Broad & Newstrom, 1997:6).

To ensure transfer of training Broad and Newstrom (1997) recommend the following strategies:

i. Transfer strategies prior to training

- Build transfer of training into supervisors’ performance standards.
- Collect data on pre-training and post-training performance.
- Involve supervisors and subordinates in training needs analysis.
- Brief trainees on the importance of the training and application back on the job.
- Provide supervisory coaching skills.
- Allow time for pre-course assignments.
- Reward new performance behaviours.
- Send co-workers together on training courses.

ii. Transfer strategies during training

- Do not allow interruptions.

- Appoint someone to take over the trainee's tasks while on training.
- Show managerial support for the programme.
- Monitor attendance.
- Conduct transfer action planning.

iii. **Transfer strategies after training**

- Provide opportunities to practice newly learnt skills.
- Reduce workload initially.
- Provide positive reinforcement.
- Provide role models.
- Arrange refresher sessions.
- Conduct evaluation and give feedback.

6.4 Talent development

6.4.1 What is talent development?

According to Heystek et al. (2012:167) "outstanding natural abilities can, through learning, training and practise, be developed into high-level skills".

It is important that the innate ability and aptitude of educators be identified during the selection process, which can then be enhanced through training and development.

Gagné (2004:125) defines talent development as "a process in which natural abilities are changed or transformed into skills that show competence or expertise in a given occupation".

Development should enable employees to perform given tasks efficiently and effectively (Mathekga, 2005:16).

6.4.2 Self-development

Teaching, as is the case with most professions, requires the incumbent to keep abreast of new developments. It is therefore important for educators to actively engage in self-development – "Self-development means that the educator must take the initiative to improve himself or herself" (Heystek et al., 2012:170).

6.4.3 Compulsory professional development

The Department of Education enforces professional development when new policies are introduced, e.g. outcomes-based education.

Regions regularly conduct workshops to assist educators in updating their knowledge and skills. However, educators complained about investing time and effort with little practical return (Lessing & De Witt, 2007:54).

The South African Council of Educators (SACE) sees the professional development of educators as one of its main functions. Yet Mosoge and Taunyane (2006:15) found SACE wanting in this area of development.

7. BUDGETING

“A budget is a plan for controlling the use of funds over a period of time” (Jarrell in Swanepoel et al., 2001:282).

Mestry (2006) investigated the functions of School Governing Bodies (SGBs) in managing school finances and found that:

In spite of the stipulations of the Schools Act that SGBs are responsible for the management of school finances, the school principal acted as the chief accounting officer of the school.

The Gauteng Department of Education showed very little interest in the schools' finances – even when funds were misappropriated.

Most of the participants in the study felt that there was a lack of co-operation between the principal and members of the SGB.

It was further found that an effective school financial policy was non-existent, and in the few cases where it existed, it was not implemented.

The principal and chairperson of the SGB acted on their own, to the exclusion of other stakeholders.

Although the SGB was responsible for financial control through a finance committee, a lack of financial control mechanisms meant that this function was not carried out.

8. HUMAN RESOURCE MANAGEMENT POLICY

8.1 Definitions of policy

“Human resource policies are the formal rules and guidelines that businesses put in place to hire, train, assess, and reward the members of their workforce”
(www.inc.com/encyclopedia/human-resource-policies.html).

Armstrong (2006:47) defines HR policies as: “ continuing guidelines on the approach the organisation intends to adopt in managing its people”.

8.2 The uses of policy

8.2.1 Employees need to know the rules

To avoid misunderstandings in the employment relationship, the employer should have a written policy manual that can be distributed to employees.

8.2.2 To maintain consistency

Employees should be treated fairly and equitably. Exceptions should not become the rule, therefore written policy is a precondition for fair and equal treatment.

8.2.3 To justify negative employment decisions

When all stakeholders (including unions) have agreed to policies, negative decisions e.g. retrenchments are simpler to implement.
(www.esmallooffice.com-policy)

9. BEST HRM PRACTICES

9.1 Introduction

According to Therio and Chatzoglou (2014:536) “best HRM practices” consist of employment security, selective hiring, high levels of team work and decentralisation, compensation and incentives contingent on performance, extensive training, employee involvement, internal career opportunities, broadly defined job descriptions and harmonisation.

From the literature other “best HRM practices” that emerge are:

- i. Knowledge Management (KM)
- ii. Organisational Learning Capability (OLC)
- iii. Strategic Human Resource Management

9.2 Knowledge management

“Knowledge management refers to a set of interdependent activities aimed at developing and properly managing an organisation’s knowledge” (Liao, 2011:494).

The emphasis on knowledge has led to the renewed interest in learning in the work environment (Nielsen & Rasmussen, 2011:60).

The creation, storing and sharing of knowledge led to the successful management of knowledge which develops organisational capabilities (Pemberton & Stonehouse, 2000:184).

9.3 Organisational learning capability (OLC)

Organisational learning capability is defined as: “the set of organisational factors or values that influence the propensity of the company to create and use knowledge” (Sinkula et al., 1997).

The more specific HR practices are carried out in organisations, the more powerful the learning capability of those organisations becomes (Khandekar & Sharma, 2005). HRM practices (e.g. selective hiring, strategic training and appraisal) have the potential to affect people’s attitude towards learning. OLC is thus strongly influenced by “best HRM practices” (Lopez et al., 2006; Kuo, 2011).

9.4 Strategic HRM (SHRM)

Strategic Human Resource Management is the futuristic determination of basic long-term goals and objectives of an organization or an individual and the adoption of courses of action and the allocation of resources necessary for carrying out those goals (Ahunanya et al., 2014).

According to Rasmussen and Nielsen (2011) “careful strategic management of the human resources becomes of principal importance in such processes because they are deeply imbedded in human relations, routines and practices”.

According to Armstrong (2006:13) “Perhaps the most significant feature of HRM is the importance attached to strategic integration”, i.e. getting employees to “buy in to the organisation’s strategy of integrating HR issues strategic plans and to incorporate HRM into management’s decision-making.

10. CONCLUSION

The key variables of the study, namely recruitment, selection, employee relations, performance appraisal and training have been discussed. These discussions serve not only to provide detail on core Human Resource Management practices, but are also indications of “best practice”.

In chapter 3 research design utilized for this study will be discussed.

CHAPTER 3 RESEARCH DESIGN

1. INTRODUCTION

1.1 Description

From the different definitions of research design (De Vos et al., 2003:137-138), it becomes clear that design includes:

- i. **Research methods**, e.g. the descriptive survey (quantitative approach)
- ii. **Planning of the research project**, including the decision of what research approach is the most suitable for the study, selection of the target population, the sampling frame, the sampling technique, the sample, methods of data gathering, as well as data analysis.

1.2 Design versus Method

Some authors use the terms “research design” and “research method/methodology” interchangeably, i.e. as having the same meaning, while others attach different meanings to the two terms, namely that research design include strategies, steps in the process of research, approaches and methods. Method/methodology, on the other hand, refers to methods only, e.g. the survey method, the case study method, and the experimental method.

Bless and Higson-Smith (2000) differentiate between design and research management “which is a plan to guide the researcher through the research process”. They explain design as: “The first steps in constructing a good research design require the researcher to answer several fundamental questions about the research. These relate to the focus, the unit of analysis and the time dimension of the problem at hand”.

Huysamen (2001): “The research design is the plan or blueprint according to which data are to be collected to investigate the research hypothesis or question in the most economical manner. It deals with the proposed operationalisation of variables and the involvement of research participants”.

Leedy (2005): "When we talk about a general strategy for solving a research problem, we are talking about research design. The research design provides the overall structure for the procedures the researcher follows, the data the researcher collects, and the data analyses the researcher conducts. Simply put, research design is *planning*".

Welman and Kruger (2002): "A *research design* is the plan according to which we obtain research participants (subjects) and collect information from them. In it we describe what we are going to do with the participants, with a view to reaching conclusions about the research problem" (research hypothesis or research question).

Babbie (2013:113) is of the opinion that research design consists of the following steps:

i. Conceptualisation

Identify the main variables of the study and define and describe them

ii. Choice of the research method

The choice of research method depends upon; *inter alia*, the research approach most suitable for the study (quantitative/qualitative/a combination of both).

Quantitative studies make use of methods like surveys, experiments and comparative research (Babbie, 2013b:118)

The methodology for qualitative studies included the case study, grounded theory and action research (Garbers, 1996:19, 175, 204, 387).

iii. Operationalisation

Operationalisation entails deciding upon a suitable technique of data collection, viz. questionnaires, interviews, document searches and/or direct observation.

iv. Population and sampling

The population of interest (the target population) consists of people who are the most reliable source of data.

“We’re almost never able to study all the members of the population that interests us, however, and we can never make every possible observation of them. In every case, then, we select a sample from among the data that might be collected and studied” (Babbie, 2013:115).

v. Observations

Observations are made by means of data-collecting techniques and instruments

vi. Data processing

The masses of data need to be re-arranged and presented in a more “digestible” format, e.g. by means of tables and figures.

vii. Analysis

Various statistical techniques may be used to analyse data, namely descriptive as well as inferential statistics (Bless & Kathuria, 1993; Huysamen, 2001).

For the purposes of qualitative studies, content analysis, as well as the identification of themes may be used to analyse the collected data.

viii. Application

The final step of the research process is that of interpretation of the analysed data, and reporting the results of the study.

As there seems to be general consensus among the above authors that design differs from method, the format followed for chapter 3 should be:

1.3 Research Approach

There is basically a choice between two approaches, namely:

- i. The **quantitative** approach, and

- ii. The **qualitative** approach, or
- iii. A **combination** of the two.

A quantitative approach is to be utilised for the purposes of this study.

1.4 Research methods (quantitative research)

1.4.1 The Descriptive Survey (Page & Meyer, 2003:114-115)

- This method is used to study an existing phenomenon by using numbers (quantification) to characterize an individual/group/issue.
- It assesses the nature of existing conditions.
- The technique of gathering data usually is by questionnaires.
- Surveys are typically used to describe, for example, attitudes, beliefs and opinions on issues like systems, management styles and organisational culture.

According to Miller (1991:21) the central characteristics of the descriptive survey are:

- It is concerned with data collected by means of questionnaires/interviews.
- Other sources of data include official reports or statistics.
- Dissertations/theses/previous research may also be consulted.

1.4.2 Triangulation

“Triangulation entails collecting material in as many different ways and from as many diverse sources as possible” (Terre Blanche et al., 2006:287).

In order to augment primary data gathered by means of questionnaires, officials from the project office will be interviewed on the identified Human Resource Management practices.

1.4.3 Unit of Analysis

1.4.3.1 Definitions

“The unit of analysis refers to the **WHAT** of your study: what object, phenomenon, entity, process or event you are interested in investigating” (Babbie & Mouton, 2003:84).

According to Babbie (cited by Terre Blanche et al., 2006:41), units of analysis consist of individuals, groups, organisations, and social artefacts (e.g. newspaper articles, and forms of social interaction like university graduation ceremonies).

1.4.3.2 Unit of analysis for this study

In the case of this study, the unit of analysis is the identified Human Resource Management practices at schools, as well as all persons with first-hand knowledge and experience of Human Resource Management practices at schools.

1.5 Sampling Techniques

1.5.1 Reasons for sampling

According to Page and Meyer (2003:98) the reason for sampling is that “in most cases a population is too large for individual exploration and only a small portion of the population, or sample, can be studied”.

Provided the sample is representative of the population (i.e. very much the same as the population), “the findings from the sample can be safely generalized to the entire population” (Struwig & Stead, 2001:109).

1.5.2 Sampling technique best suited for this study

According to Terre Blanche *et al.* (2006:139):

Probability sampling is touted as the preferred method because it allows generalization to populations. In practice, however, probability samples are expensive and difficult to obtain, and so the vast majority of research in the social sciences – and almost all student work – relies on non-probability samples.

Due to the most reliable sources of primary data consisting of school principals, vice-principals and heads of departments, a non-probability sample was thus considered to be the only option for the purposes of this study.

For the same reason a typical qualitative technique, namely purposive sampling had to be resorted to, and from a very limited target population.

1.6 The Sample

The sample consisted of principals, vice-principals, heads of departments and chairpersons of School Governing Bodies, drawn from 50 schools falling within the area of the project office (in the Mahikeng/Mmabatho area), as well as two officials from this office.

The only precondition of selection was that members of the sample had to be involved in the identified Human Resource Management practices at the schools.

Table 3.1 shows the composition of the sample.

TABLE 3.1 THE SAMPLE AND SAMPLE SIZE

JOB TITLE	FREQUENCY	PERCENTAGE
PRINCIPAL	38	29,7
DEPUTY/VICE-PRINCIPAL	39	30,4
SGB CHAIRPERSON	6	4,7
BUSINESS MANAGER	1	0,8
HEAD OF DEPARTMENT	43	33,6
HEAD TEACHER	1	0,8
TOTAL	128	100

1.7 Data Collection

1.7.1 Sources of data

Written permission was obtained from the project office to distribute questionnaires to principals, vice-principals and chairpersons of the SGBs of the different schools falling under the jurisdiction of the project office. Both primary and secondary schools were surveyed.

Secondary sources consisted of:

- Previous research, including a Masters dissertation.
- Relevant legislation.
- Policy documents.

- Codes of good practice.
- Text books, journals, as well as the Internet.

1.7.2 Data collection methods

- i. **Quantitative research:** the main method was through the distribution of questionnaires containing structured questions (forced choice) and the responses were rated by means of a rating scale (1 = Strongly disagree to 5 = Strongly agree). A second questionnaire was compiled and distributed to officials at the project office who was tasked with overseeing HRM practices at schools falling under their jurisdiction
- ii. **A pilot study** was conducted prior to commencing the main study at three schools in order to ensure that the questionnaire items were clear, and that some important questions were not omitted. Adjustments were made to the rating scale, and one item was added to the questionnaire, based upon the results of the pilot study.

The questionnaire was compiled by making use of a twin-column table in order to ensure that questionnaire items focused on collecting data on the research questions, as well as to adequately cover these questions.

**TABLE 3.2 RESEARCH QUESTIONS AND QUESTIONNAIRE ITEMS
(CONTINUED)**

a. Recruitment

TABLE 3.2 RESEARCH QUESTIONS AND QUESTIONNAIRE ITEMS

RESEARCH QUESTION	QUESTIONNAIRE ITEM
1. Is the recruitment of human resources ineffective?	1. The recruitment of human resources is ineffective. 2. The school has little say in the recruitment of human resources. 3. Redeployed educators seldom meet the school’s specific needs. 4. Recruitment of senior staff is mostly done from external sources (outside the school).

b. Selection

RESEARCH QUESTION	QUESTIONNAIRE ITEM
2. Is the selection of human resources carried out according to best practices	5. The applicants’ CV is thoroughly checked before the interview. 6. A shortlist is compiled of the most suitable applicants. 7. All stakeholders are represented on the interview panel. 8. The school has a say in the final decision to appoint the best applicant.

TABLE 3.2 RESEARCH QUESTIONS AND QUESTIONNAIRE ITEMS
(CONTINUED)

c. Performance appraisal

RESEARCH QUESTION	QUESTIONNAIRE ITEM
3. Is performance appraisal carried out in an acceptable manner?	9. Are performance appraisals carried out at this school? 10. Are the criteria, against which an educator is appraised, job-related? 11. Educators are given the opportunity to discuss the ratings given to them by their superior. 12. To what extent are actions taken based upon appraisal results (e.g. training is arranged to meet training needs; as a basis for promotion)?

d. Employee Relations

RESEARCH QUESTION	QUESTIONNAIRE ITEM
4. Are employee relations neglected?	13. I am freely allowed to air any grievances I have. 14. The disciplinary code is fair. 15. Discipline is handled according to the procedures prescribed in the disciplinary code. 16. Educators behave in a disciplined manner at this school (e.g. attendance; punctuality).

e. Training

RESEARCH QUESTION	QUESTIONNAIRE ITEM
5. Is training conducted to meet established training needs?	17. The school enables me to attend training courses to meet my training needs 18. Training needs are determined by means of performance appraisal ratings 19. Training is evaluated against the degree to which it satisfied training needs

TABLE 3.2 RESEARCH QUESTIONS AND QUESTIONNAIRE ITEMS
(CONTINUED)

f. Budgeting

RESEARCH QUESTION	QUESTIONNAIRE ITEM
6. Is the budget for human resources inadequate?	20. The human resource budget permits the school to appoint an adequate number of staff
	21. The school have a say in the budgeting for human resources for the school
	22. The present formula for determining the human resource budget is satisfactory

2. RELIABILITY OF THE QUESTIONNAIRE

Reliability may be defined as “A characteristic of measurement concerned with accuracy, precision and consistency; a necessary but not sufficient condition for validity (if the measure is not reliable, it cannot be valid, but reliable measures are not necessarily valid)” (Blumberg et al., 2014:494).

“Cronbach’s (1951) coefficient alpha is a measure of the internal consistency of a test. This index shows the degree to which all the items in a test measure the same attribute” (Huysamen, 2001:21).

Table 3.3 shows the coefficient alpha values for the different HRM functions as measured by the questionnaire.

TABLE 3.3 COEFFICIENT ALPHA VALUES

HRM FUNCTION	ITEMS	ALPHA	COMMENT
Recruitment	1, 2, 4**	0,52	Low
Selection	5-8	0,68	Acceptable
Performance appraisal	10-12	0,77	Good
Employee relations	13-16	0,66	Acceptable
Training	17-19	0,65	Acceptable
Budget	20-22	0,66	Acceptable
Mean	1-22	0,66	Acceptable

****Item 3 omitted as it have a negative correlation with the other items.**

There is general consensus that a reliability coefficient of 0,70 or higher is considered to be acceptable in most Social Science research situations (<http://www.ats.ucla.edu/STAT/SPSS/faq/alpha.html>; Terreblanche et al., 2006).

Although the reliability of Recruitment is lower than expected Kline in Field (2009:675) states that in diverse constructs Cronbach's alpha values of below 0,70 can be expected. This construct (Recruitment) will be interpreted with care. All other constructs have an acceptable reliability.

3. VALIDITY OF THE QUESTIONNAIRE

"Validity describes the extent to which a measure accurately represents the concept it claims to measure" (Punch, 1998).

3.1 Construct validity of the questionnaire

Construct validity may be defined as "the extent to which the test may be said to measure a theoretical construct or trait" (Anastasi, 1976:151).

A Confirmatory Factor analysis (CFA) was carried out to confirm the construct validity of the questionnaire by means of AMOS version 22 (2015).

Figure 3.1 gives the hypothesised model for the constructs.

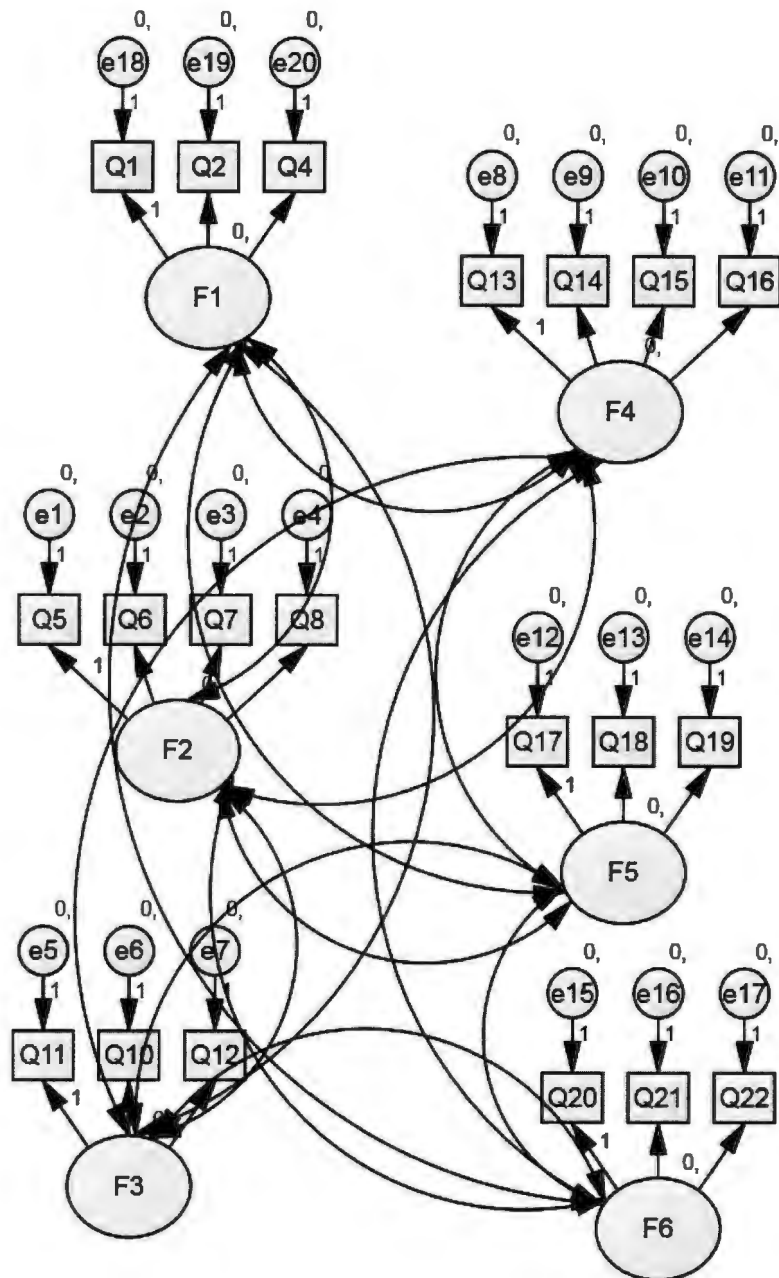


FIGURE 3.1 IDENTIFICATION OF MAIN CONSTRUCTS

Table 3.4 shows that all of the questionnaire items loaded statistically significantly ($p < 0,05$) on all factors, except for Q2 on F1 (Recruitment), which was borderline significant.

TABLE 3.4 REGRESSION WEIGHTS

		Estimate	S.E.	C.R.	P
Q5	<--- F2	1.000			
Q6	<--- F2	.786	.185	4.240	***
Q7	<--- F2	1.422	.291	4.879	***
Q8	<--- F2	1.245	.280	4.442	***
Q11	<--- F3	1.000			
Q10	<--- F3	.658	.116	5.669	***
Q12	<--- F3	.546	.102	5.335	***
Q13	<--- F4	1.000			
Q14	<--- F4	1.294	.219	5.913	***
Q15	<--- F4	.920	.168	5.478	***
Q16	<--- F4	.515	.160	3.219	.001
Q17	<--- F5	1.000			
Q18	<--- F5	.973	.218	4.468	***
Q19	<--- F5	.813	.196	4.153	***
Q20	<--- F6	1.000			
Q21	<--- F6	1.788	.436	4.106	***
Q22	<--- F6	1.837	.458	4.011	***
Q1	<--- F1	1.000			
Q2	<--- F1	2.506	1.308	1.916	.055
Q4	<--- F1	.835	.314	2.658	.008

NOTE:

TABLE 3.5 FACTORS, HRM FUNCTIONS AND QUESTIONNAIRE ITEMS

FACTOR	HRM FUNCTION	QUESTIONNAIRE ITEMS
F1	Recruitment	Q1 - Q4
F2	Selection	Q5 – Q8
F3	Performance appraisal	Q9 – Q12
F4	Employee relations	Q13 – Q16
F5	Training	Q17 – Q19
F6	Budget	Q20 – Q22

TABLE 3.6 CORRELATIONS: (Group number 1 - Default model)

	Estimate	S.E.	C.R.	P	Label
F1 <--> F2	-.084	.040	-.688	.491	
F1 <--> F3	-.036	.065	-.354	.723	
F1 <--> F4	-.126	.043	-.973	.330	
F1 <--> F5	.050	.037	.396	.692	
F1 <--> F6	.055	.032	.483	.629	
F2 <--> F6	.221	.048	1.641	.101	
F2 <--> F5	-.008	.050	-.061	.952	
F2 <--> F4	.408	.063	2.736	.006	
F2 <--> F3	-.031	.089	-.283	.777	
F3 <--> F6	-.001	.074	-.009	.993	
F3 <--> F5	-.108	.086	-.902	.367	
F3 <--> F4	-.066	.089	-.606	.545	
F4 <--> F5	.778	.072	4.112	<0.001	
F5 <--> F6	.154	.044	1.136	.256	
F4 <--> F6	.380	.056	2.462	.014	

From table 3.6, the p-values indicate that F4 correlates statistically significant with F2, F5 and F6. It is not surprising that F4 (Employee relations) should show a strong relationship to F2 (Selection), F5 (Training) and F6 (Budgeting), as HRM functions should show some interdependence. All other factors are uncorrelated with the rest, indicating separate factors.

The measures of fit used were the Chi-square test statistic $p < 0.001$, but because the Chi-square test is viewed as an overly strict indicator of model fit, given its power to detect even trivial deviations from the proposed model (Hancock & Mueller, 2010), Mueller (1996) suggested that the Chi-square test statistic divided by its degrees of freedom should rather be used.

This model yielded a Chi-square/df of 1,44 which can be regarded as a good fit. It is however considered good practice to report multiple fit indices, typically from three broad classes (Hancock & Mueller, 2010). Mueller (1996) described values of above 0,9 as indicative of a good overall fit for a Comparative Fit Index. A relatively acceptable Comparative Fit Index (CFI) of 0,864 was found.

A Root Mean Square Error of Approximation (RMSEA) value of 0.059 with a 95% confidence interval of [0.041; 0.075] was found which indicated a good fit. Blunch (2008) stated that models with RMSEA values of 0.10 and larger should not be accepted.

Based on the statistical evidence, the questionnaire has proven to be valid (it measures the constructs it purported to measure, namely the six HRM functions identified).

3.2 Content validity and face validity

“Content validity is concerned with the relevance and representativeness of items such as individual questions in a questionnaire” (Roberts & Priest, 2006:42).

“Face validity is an estimate of the degree to which a measure is clearly and unambiguously tapping the construct it purports to assess” (Lewis-Beck et al., 2004).

Two principals, two vice-principals and two officials from the Area office were consulted and concurred that the questionnaires satisfied the requirements of both content validity as well as face validity.

4. DATA ANALYSIS

“Data analysis is the process of bringing order, structure and meaning to the mass of collected data” (De Vos et al., 2003:339).

Use was made of **descriptive statistics**, i.e. re-arranging the data in tables, and calculating percentages from the frequencies of responses (Bless & Kathura, 1993).

Analyses were carried out for each of the HRM practices (recruitment, selection, performance appraisal, employee relations, training and budgeting), as well as for the HRM function as a whole.

Qualitative data analysis further “involves data analysis at the research site during data collection” (De Vos et al., 2003:341), and continues away from the site after data collection has been carried out.

Some inferential statistical analyses were applied to biographical data, namely on the effect of length of service and training on ratings.

5. CONCLUSION

The quantitative research approach was the most suitable for this study, because it is useful to:

- Quantify data and generalize results from a sample to the population of interest, namely schools in the Mahikeng/Mmabatho area
- Measure the incidence of various views and opinions from a chosen sample

(www.snapsurveys.com/qualitative-quantitative-research/)

The descriptive survey method was utilized for the purposes of this study. The prospective outcomes of this method are that “a sizable volume of information that can be classified by type, frequency, and central tendency” (Miller, 1991:21).

Although atypical of quantitative studies, a non-probability, purposive sample had to be drawn from the target population, as only school principals, vice-principals, chairpersons of SGBs, heads of departments, and certain officials of the area project office were directly involved in Human Resource Management practices in schools.

In chapter 4, the gathered data will be presented, analysed and interpreted.

CHAPTER 4 PRESENTATION, ANALYSIS AND INTERPRETATION OF THE COLLECTED DATA

1. INTRODUCTION

Data was collected from 50 schools falling under the Area Project Office in the Mahikeng/Mmabatho area.

The respondents consisted of principals, vice-principals, heads of departments, and chairpersons of the School Governing Bodies (see table 3.1).

Of the 150 questionnaires (three per school) distributed, 128 were returned – a return rate of 85 percent. The excellent return rate must be ascribed to the co-operation of the officials of the Area Project Office, as well as to the willingness of the respondents to participate in the survey.

2. RECRUITMENT

Table 4.1 shows the percentage of respondents on each of the ratings (1-5) of the questionnaire items dealing with recruitment.

TABLE 4.1 RECRUITMENT

RATING						TOTAL %
QUESTION	1 SD	2 D	3 U	4 A	5 SA	
1. The recruitment of human resources (teaching and administrative staff) is ineffective.	15,6	25,8	28,1	25,8	4,7	100
2. The school has little say in the recruitment of human resources.	17,2	21,1	9,4	34,4	18,0	100
3. Redeployed educators seldom meet the school’s specific needs.	9,4	20,3	10,9	44,5	14,9	100
4. Recruitment of senior staff is mostly done from external sources (outside the school).	18,0	27,3	9,4	22,7	22,7	100

1 = STRONGLY DISAGREE (SD) 2 = DISAGREE (D) 3 = UNDECIDED (U)
4 = AGREE (A) 5 =STRONGLY AGREE (SA)

Question 1: It seems that respondents are largely undecided on whether recruitment is effective or not, as indicated by the number of respondents across ratings 1-4. The high percentage (28,1) of respondents is a further indication that no clear-cut answer was possible. The problem lies perhaps in the difficulty of subjectively judging the effectiveness of recruitment.

Question 2: Most respondents seem to agree that the school has little say in the recruitment of human resources (A = 34%; SA = 18%). However, there are those who feel that the school does have a say (SD = 17,2%; D = 21,1%)

Question 3: A clear-cut majority is of the opinion that redeployed educators are imposed upon the school without consideration of the school’s specific needs.

Question 4: A slight majority (A = 22,7; SA = 22,7) concurs that recruitment of senior staff is done from external sources. It must be borne in mind though that rural schools may simply not have appropriately qualified staff that is eligible for promotional posts

3. SELECTION

The following table shows respondents' ratings on the questionnaire items dealing with selection.

TABLE 4.2 SELECTION

QUESTION	RATING					TOTAL %
	1 SD	2 D	3 U	4 A	5 SA	
5. The applicants' CV is thoroughly checked before the interview.	1,6	16,4	7,8	41,4	32,8	100
	2,2	10,2	5,5	55,5	26,6	100
6. A shortlist is compiled (from the applications received) of the applicants most suitable for the position.						
7. The applicant who best meets the job requirements is appointed	10,9	15,6	11,8	41,4	20,3	100
8. The school has the final say in the decision to appoint an applicant.	20,3	22,7	9,3	30,5	17,2	100

Question 5: A clear majority agrees that applicants' CVs are checked before the interview takes place (A = 41,4; SA = 32,8). However, of concern is that almost 25 percent of the respondents rated the item from 1-3, indicating that at some schools CVs are not thoroughly checked.

Question 6: From the high percentage of respondents who rated the question 4-5 it seems that short listing is common practice.

Question 7: The majority of respondents agrees that the candidate who best meets job requirements is appointed (a = 41,4%; SA = 20,3%). However, as indicated by ratings 1-3 (SD = 10,9%; D = 15,6%; U = 11,8%) there is reason to believe that this is not always the case.

Question 8: The almost even distribution of the percentages of respondents across the rating scale demonstrates differences of opinion (and perceptions) on the question of whether schools do indeed have the final say in the appointment of staff. This apparent uncertainty may be ascribed to the influence of different role players in the final decision to appoint, e.g. union representatives, SGBs, and the Provincial Education Department to which the names of the recommended candidates is sent (Heystek *et al.*, 2012).

According to Kekana (2006) the best candidate is often not selected due to:

- Sifting of applications being carried out by clerks in the Area Office who are not trained in HRM, nor have a knowledge of the school's needs.
- SGB members, who are untrained and often illiterate, influence the recommendation of applicants.
- Although points are allocated to an applicant's responses during the interview, the applicant scoring the highest is often not recommended.

4. PERFORMANCE APPRAISAL

In table 4.3 the responses to the questionnaire items on performance appraisal are shown.

TABLE 4.3 PERFORMANCE APPRAISAL

9. Are performance appraisals carried out at this school?	YES		NO			
	78,1		21,9			
If “yes”:	1	2	3	4	5	TOTAL
10. The criteria, against which an educator is appraised, are strictly job-related.	25,8	29,7	17,1	21,9	5,5	100
11. Educators are given the opportunity to discuss the ratings given to them by their superior.	25,0	28,1	14,1	24,2	8,6	100
12. Post appraisal actions are based upon appraisal results (e.g. training is arranged to meet training needs; as a basis for promotion).	19,5	33,6	20,3	22,7	3,9	100

Question 9: It is of concern that 21,9 percent of the respondents reported that performance appraisals are not carried out at their schools.

Question 10: The majority of respondents disagreed with this statement (SD = 25,8%; D = 29,7%). The criteria used for the purposes of appraisals are thus not job-related. It must be noted that although 21,9 percent of the respondents stated that no appraisals were conducted at their schools, they still rated this question as well as the next two

Question 11: Although the majority (SD = 25%; D = 28,1%) reported that no post-appraisal interviewing took place, the relatively large percentage of “undecided” (U = 14,1%) seems to support the fact that no appraisals are conducted at some of the schools (cf. question 9)

Question 12: The majority (SD = 19,5%; D = 33,6%) perceived that appraisal results were not considered for the purposes of training and promotions.

The relatively high “uncertain” rating is of concern, and must be seen as a negative response as to whether appraisals serve any useful purpose.

5. EMPLOYEE RELATIONS

The following table shows the percentage responses per rating for the questionnaire items dealing with employee relations.

TABLE 4.4 EMPLOYEE RELATIONS

RATING						
QUESTIONNAIRE ITEM	1	2	3	4	5	TOTAL
13. I am freely allowed to air any grievances I have.	7,0	12,5	7,0	56,3	17,2	100
14. The disciplinary code is fair.	4,7	15,6	17,2	43,0	18,0	98,5*
15. Discipline is handled according to the procedures prescribed in the disciplinary code.	2,3	10,2	7,8	62,5	17,2	100
16. Educators behave in a disciplined manner at this school (e.g. attendance; punctuality).	1,5	14,1	8,6	50,8	25,0	100

*Two respondents failed to rate item 13

**Three respondents failed to rate item 16

Item 13: The majority of respondents feel free to air their grievances (A = 56,3%; SA = 17,2%), but almost 20 percent do not. However, in the case of principals, the positive ratings could be seen as indicative of an open relationship with their superiors in the area office.

Likewise, vice-principals and heads of departments would feel free to discuss grievances with their principals

Item 14: Not surprisingly, the majority agreed with this statement (A =43%; SA =18%), as the respondents consisted mainly of principals and vice-principals who are expected to “own” the disciplinary code, and may very well have been the

architects of it. However, 20,3 percent (SD = 4,7; D = 15,6) is of the opinion that the code is not fair.

Of concern is the high “undecided” rating of 17,2 percent, which may be indicative of ignorance of the code

Item 15: Again, almost 80 percent (A = 62,5%; SA = 17,2%) of the respondents concurred that discipline is properly handled – given that the dispensers of discipline were asked to comment on their own performance in this regard.

Furthermore, authorities meting out discipline are aware of strict labour legislation, as well as employees’ rights, and are therefore obliged to toe the line

Item 16: The vast majority agreed with this statement (A = 50,8%; SA = 25%).

However, if one is to believe parents, learners and newspaper reports the truth may be quite different.

A sensitive statement like this should be verified by collecting data from parents and learners, as well as documents on disciplinary action, as principals and vice-principals may be reluctant to own up to an ill-disciplined educator corps.

6. TRAINING

Table 4.5 shows the percentage responses per rating for the questionnaire items dealing with training.

TABLE 4.5 TRAINING

RATING						
QUESTIONNAIRE ITEM	1	2	3	4	5	TOTAL
17. The school enables me to attend training courses to meet my training needs.	0,8	5,5	7,0	50,8	33,6	97,7**
18. Training needs are determined by means of performance appraisal ratings.	5,5	14,1	14,8	50,0	14,8	99,2*
19. Training is evaluated against the degree to which it satisfied training needs.	3,9	15,6	20,3	50,8	9,4	100

*One respondent failed to rate item 17

**One respondent failed to rate item 19

Item 17: A clear majority (A = 50,8%; SA = 33,6%) agrees to the statement, which is heartening, provided the training offered meets identified training needs.

Item 18: The majority agrees (A = 50%; SA = 14,8%) that appraisal ratings are used to determine training needs. If one cross references to the findings in item 12, there is a clear contradiction.

However, nearly 20 percent of the respondents disagrees that appraisal ratings are indeed used in determining training needs, which supports the finding of item 12.

Item 19: Almost 60 percent (A = 50,8; SA = 9,4%) of the respondents are in agreement with this statement, which is encouraging.

However, almost 20 percent is in disagreement, hinting that training is not always evaluated against the fulfilment of training needs. Of concern also is the relatively high “undecided” rating (U = 20,3), which may indicate that training is not evaluated at all.

7. BUDGET

Table 4.6 shows the percentages of respondents per rating on the question of budgeting.

TABLE 4.6 BUDGET

RATING						TOTAL
QUESTIONNAIRE ITEM	1	2	3	4	5	
20. The human resource budget permits the school to appoint an adequate number of staff.	21,9	32,0	11,7	27,3	6,3	99,2**
21. The school have a say in the budgeting for human resources for the school.	18,8	21,1	12,5	34,4	10,2	97*
22. The present formula for determining the human resource budget is satisfactory.	17,2	28,1	17,2	25,8	9,4	97,7**

*Four respondents failed to rate item 20

**Three respondents fail to rate item 21

Question 20: The majority of respondents disagreed with this statement (SD = 21,9%; D = 32%), in spite of the Ministry of Education’s policy for schools that “schools must be supplied with an adequate number of educator and non-educator personnel” (Government Gazette, 1998)

Question 21: Agreements and disagreements with this statement are virtually in balance (SD = 18,8%; D = 21,1%) versus (A = 34,4%; SA = 10,2%). As the Provincial Department of Education (DPE) provide for the appointment of educators, the school has little say in the matter.

The Employment of Educators Act describes the determination of educators’ salaries (Loock *et al.*, 2013). According to the S A Schools Act 1996 (no. 84 of 1996) the school, through its SGB has discretion over the spending of funds generated externally (e.g. appointment of educators not provided for by the DPE).

Question 22: The majority (SD = 17,2; D = 28,1) feels that the present formula is not satisfactory. The relatively high “undecided” rating is a reflection on the complexity of the funding formula. Apart from the number of learners per school (as well as the learner/educator ratio), other criteria include the curriculum offered, as well as five categories of schools ranging from the poorest 20 percent to the least poor 20 percent (Government Gazette, 1998).

8. DATA COLLECTED FROM EDUCATORS INVOLVED IN HUMAN RESOURCE MANAGEMENT FUNCTIONS IN SCHOOLS

8.1. What is your job title/position at the school?

Table 4.7 shows the frequencies and percentages per job title of the members of the sample.

TABLE 4.7 FREQUENCIES AND PERCENTAGES OF JOB TITLES

JOB TITLE	FREQUENCY	%
Principal	38	29,7
Deputy/vice-principal	39	30,4
SGB chairperson	6	4,7
Business manager	1	0,8
Head of Department	43	33,6
Head teacher/Primary	1	0,8
Total	128	100

It is noticeable that Heads of Departments are as much involved in the carrying out of human resource functions, as are principals and deputy/vice-principals.

The advantage of this is that educators closer to the “coalface”, and who understand the needs of the department have a direct say in the different functions. The disadvantage is that they may not be as well-qualified or trained in Human Resource Management, and do not see the “bigger picture” as well as principals and deputy/vice-principals.

It is disappointing that from the 50 schools surveyed only six chairpersons of the SGBs responded. They were deliberately included in the sample for their unique perspectives as representatives of parents on Human Resource Management functions.

8.2 For how long have you been in this position?

Table 4.8 shows the number of years of respondents' experience in the present position.

TABLE 4.8 RESPONDENTS' WORK EXPERIENCE IN THEIR PRESENT POSITION

YEARS OF WORK EXPERIENCE	RESPONDENTS	
	FREQ	%
1 - 5	59	46,0
6 - 10	28	21,9
11 - 15	25	19,5
16 – 20	8	6,3
21+	8	6,3

Almost 50 percent of the respondents responsible for carrying out the Human Resource Management functions are relatively inexperienced (1-5 years of experience), and emphasizes the need to ensure that they receive training to enable them to do so effectively.

However, more than 50 percent are well experienced, and could be employed as coaches to those less experienced, provided they have been trained to carry out HRM functions.

8.3 What amount is budgeted for human resources in the current year?

Most respondents (62,5%) marked this question as “not applicable”. Evidently their total human resources budget is handled by the PDE.

The budgets ranged from R1500 to R25 million, with a mean of R1,5 million, which is meaningless considering a standard deviation of 5210563 (see appendix C).

8.4 How many educators are employed at this school?

The number of educators employed per school ranged from 2-60, with a mean of 19,79 per school (see appendix C).

8.5 How many administrative staff members are employed?

The number of administrative staff employed per school ranged from 0-15, with a mean of 2,3 per school (see appendix C).

8.6 How many learners are currently enrolled at the school?

The number of learners enrolled per school ranged from 30-1655, with a mean of 603,13 learners per school (see appendix C).

The mean learner per educator ratio thus is $603,13/19,79 = 30,5$ which is very close to the ratio envisaged by the PDE (30).

8.7 What percentage of the school's budget comes from the Department of Education?

The percentage of the schools' budgets ranged from 50-100% with a mean of 92 percent (see appendix C).

8.8 Have you been trained in any of the HRM functions?

Table 4.9 shows the frequencies and percentages of the training (or not) of the respondents.

TABLE 4.9 HRM TRAINING FOR EDUCATORS

QUESTION	YES/NO	FREQUENCY	%
8.1.9 Have you been trained in any of the HRM functions?	YES	29	22,7
	NO	96	75,0
TOTAL	-	125	97,7*

* Three respondents did not answer the question

As Human Resource Management is a specialised field, it is of concern that 75 percent of the respondents have not been trained to carry out human resource functions critical to the well-being of schools.

8.1.10 Do you have any qualifications in Human Resource Management?

As can be expected, very few (12,5%) respondents had a qualification in HRM, and those that do, have done it as a module in a degree/certificate course.

8.1.11 What Human Resource Management functions are you responsible for?

Table 4.9 shows what HRM functions are handled by respondents

TABLE 4.10 RESPONDENTS' HRM RESPONSIBILITIES

YES			NO		TOTAL	
HRM FUNCTION	FREQ	%	FREQ	%	FREQ	%
RECRUITMENT	77	60,2	51	39,8	128	100
SELECTION	75	58,6	53	41,4	128	100
PERFORMANCE APPRAISAL	100	78,1	27	21,1	127*	99,2
GRIEVANCE PROCEDURE	88	68,8	37	28,9	125*	97,7
DISCIPLINE (STAFF)	80	62,5	46	35,9	126*	98,4
TRAINING	85	66,4	43	33,6	128	100
BUDGETING	75	58,6	53	41,4	128	100
OTHER	70	54,7	55	43,0	125*	97,7
MEAN	81,2	63,5	45,6	35,6	126,8	99,1

***Non-responses**

On average, 63,5 percent of the respondents are responsible for carrying out Human Resource Management functions. One must bear in mind that respondents are line managers, and mostly not qualified, nor trained to handle these specialised functions, and are thus reliant on officials from the Area Office to assist them with expert advice.

However, in the Mahikeng/Mmabatho area only four officials are expected to service 50 schools. It was also found that respondents handled three or more of the HRM functions.

Most respondents (78,1%) are responsible for performance appraisals. The 21,1 percent who reported non-involvement supports the finding that 21,9 percent reported not carrying out appraisals at all (question 9; table 3)

Only 58,6 percent of the respondents are involved in budgeting, probably due to the specialized nature of financial management

8.1.12 What HRM practices seem to be the most problematic to apply?

Table 4.11 gives an indication of what practices seem to be the most problematic to apply.

TABLE 4.11 THE MOST PROBLEMATIC HRM PRACTICES

HRM PRACTICE	n	MEAN	STD DEV
Recruitment	128	2,9974	0,96369
Selection	128	3,5703	0,86371
Performance appraisal	128	2,5755	1,02865
Employee relations	128	3,7129	0,73247
Training	128	3,7148	0,73803
Budget	42	2,793	1,02244

The budget (mean 2,793; standard deviation 1,02244) and performance appraisal are the most problematic HRM practices (statements are mostly rated as “strongly disagree” and “disagree”). Also note that responses are more widely spread around the mean as indicated by the relatively high standard deviations.

Training, employee relations and selection are perceived to be well handled.

9. INFERENCE STATISTICAL ANALYSIS AND INTERPRETATION

9.1 The influence of job experience on implementation of the HR functions at schools

According to the Spearman rank order correlations (Table 4.12) there were no statistical significant association with how long the respondents work ($p>0.05$).

It may thus be concluded that length of service had no influence on the perception of effective implementation by educators of the HRM functions at schools.

TABLE 4.12 SPEARMAN RANK ORDER CORRELATIONS WITH EDUCATORS' YEARS OF EXPERIENCE

			How long in this position
	Recruitment	Correlation Coefficient	.032
		Sig. (2-tailed)	.723
		N	128
	Selection	Correlation Coefficient	-.054
		Sig. (2-tailed)	.546
		N	128
	Performance Appraisal	Correlation Coefficient	.021
		Sig. (2-tailed)	.813
		N	128
	Employee Relations	Correlation Coefficient	-.081
		Sig. (2-tailed)	.361
		N	128
	Training	Correlation Coefficient	-.042
		Sig. (2-tailed)	.637
		N	128
	Budget	Correlation Coefficient	-.077
		Sig. (2-tailed)	.388
		N	128

9.2 The effect of training on the implementation of HR functions at schools

An independent t-test with whether respondents have been trained or not and the constructs (Table 4.13) indicated that the respondents who have been trained had a statistically lower score for recruitment than those not trained. Trained educators were thus in a better position to evaluate the effectiveness of recruitment, and reported it to be less satisfactorily implemented than their untrained counterparts.

Further, respondents who had been trained recorded a statistically higher score for employee relations and training than those not trained. This is an indication that training made educators more aware of the status quo of employee relations and training, or were in a better position to be more positive about these functions, as they possessed a superior knowledge about these functions. This finding may further serve as a caution when selecting untrained respondents to complete questionnaires.

**TABLE 4.13 RESULTS OF AN INDEPENDENT t-TEST BETWEEN
RESPONDENTS WHO HAVE BEEN TRAINED/NOT TRAINED**

Trained in this position		N	Mean	Std. Deviation	T-test p-value
Recruitment	Yes	29	2.6782	.93640	.045
	No	96	3.0903	.96334	
Selection	Yes	29	3.5862	.75082	.887
	No	96	3.5625	.88926	
Performance Appraisal	Yes	29	2.8391	1.29902	.185
	No	96	2.4896	.91377	
Employee Relations	Yes	29	3.9828	.71318	.022
	No	96	3.6250	.72093	
Training	Yes	29	3.9770	.73964	.032
	No	96	3.6302	.73278	
Budget	Yes	29	2.8276	1.16026	.864
	No	96	2.7865	.98459	

10. DATA COLLECTED FROM THE AREA PROJECT OFFICE

Seven questionnaires (appendix B) were distributed among officials at the Area Office. Two questionnaires were returned.

This questionnaire was originally intended to be used as an interview schedule, hence the use of open-ended questions. However, since the respondents were unavailable for interviewing, the questionnaire was left with them to complete at their convenience.

The following is a summary of the officials' responses to the open-ended questions.

9.1 What is the role of the National Department of Education regarding the following Human Resource Management practices in schools?

9.1.1 Recruitment of educators

- It provides a national framework for provinces.
- It provides funding.

9.1.2 Selection of Educators

It provides guidelines:

- For post requirements.
- On how selection panels must be constituted.
- On how sifting and short listing should be carried out.
- On questions to be asked during interviewing.
- On affirmative action and employment equity.

9.1.3 Performance appraisal of Educators

- Appraisals must be carried out according to national guidelines
- Continuous monitoring is advocated
- The National Education Department reports to the Education portfolio of parliament

9.1.4 Employee relations (grievance procedure and discipline)

- Advocates that provinces have Labour Relations Units

- Provides frameworks on the maintenance of discipline at schools
- Monitors employee relations activities through reports
- Provides employee relations experts to advise provinces on related matters
- Liaises with organised labour in the handling of disputes

9.1.5 Training of Educators

- Conducts training needs analysis
- Controls the training budget
- Liaises with the Human Resource Development Directorate of provinces
- Monitors and reports upon the effectiveness of training

9.1.6 Budget for recruitment, appointment and remuneration of educators, including the formula for determining the number of educators' posts per school

- Provides guidelines on the learner/educator ratio
- Allows for various post-provisioning options
- It does not engage directly in appointments, but monitors the selection process through statistics and reports submitted by the PDEs

9.1.7 What is the role of the North West Province Department of Education regarding the following Human Resource Management practices in schools?

9.1.7.1 Recruitment of educators

- Advertises vacancies centrally
- Provides guidelines for prioritized posts
- Formulates recruitment policies

9.1.7.2 Selection of educators

- Selection had been delegated to Area Offices
- Provides guidelines on selection
- Liaises with organised labour

9.1.7.3 Who are represented on interview panels?

- Members of the School Governing Body (SGB)
- HR manager/circuit manager from the Area Office
- Two experts on the discipline/subject
- Member(s) of the Union (observer status)

9.1.7.4 Performance appraisal of educators

- Agreed upon by the Provincial Labour Relations Council (PLRC)
- The province monitors the process through the Quality Assurance Directorate
- Performance appraisal results are used as a tool to determine training needs

9.1.7.5 Employee relations (educators' grievance procedure and discipline)

- Manages employee relations through the Directorate of Labour Relations
- Provides training to educators as well as Area Office staff
- Represents the PDE on disciplinary hearings
- Advises the PDE on labour issues
- Intervenes in cases of strained working relationships

9.1.7.6 Training of educators

- Training is managed by the Provincial Human Resource Development Directorate
- Determines training budgets
- Provides guidelines
- Collects data on training needs from appraisal reports and research
- Outsource some training to external experts
- Reports to the National Department of Education

9.1.7.7 Budget for recruitment, appointment and remuneration of educators

- The province is responsible for the budget for selection and employment
- Determines guidelines and budgetary priorities (e.g. the filling of educator vacancies)
- Educators' salary budget cannot be transferred to other budgetary votes

9.2 What policies, legislation, rules and regulations guide you in your support role at schools regarding the execution of HR practices?

9.2.1 Recruitment of educators

- The Labour Relations Act
- The Employment of Educators Act
- Guidelines on the advertising of vacancies
- Budget

9.2.2 Selection of Educators

- Job requirements of the post
- Employment of Educators Act
- Affirmative Action targets
- Guidelines on the selection process

9.2.3 Performance appraisal of educators

- Schedule 1 of the Employment of Educators (Act 76 of 1998)
- Collective agreement 8 of 2003

9.2.4 Employee relations (educators' grievance procedure and discipline)

- Labour Relations Act
- Precedents from previous judgments
- Policy on grievance procedure
- The Constitution
- Collective agreements
- Circulars
- Employment of Educators Act

9.2.5 Training of educators

- Skills Development Act (97 of 1998)
- National Qualifications Framework (NQF) (Act 67 of 2008)
- Labour Relations Act

9.2.6 Budget for recruitment, appointment and remuneration of educators

- The Public Finance Management Act
- Employment of Educators Act
- Code of remuneration

10. CONCLUSION

In the process of collecting data, it was endeavoured to follow the triangulation approach by utilizing diverse sources of data, namely

- Educators at schools who are responsible for Human Resource Management activities
- Officials of the Area Office
- Relevant literature, including pertinent legislation

In chapter 5 recommendations are made, based upon the findings of this study.

CHAPTER 5 SUMMARY OF RESULTS, RECOMMENDATIONS AND CONCLUSION

1. INTRODUCTION

A sizable sample was drawn from the target population consisting of educators directly involved in carrying out the six main Human Resource Management functions identified for the purposes of this study.

An excellent return rate of 85,3 percent was obtained for the questionnaires distributed. However, the return of questionnaires distributed to Area Office officials was poor.

Relevant data was also collected from officials of the Area Office.

The collected data was analysed by the Statistics Department of the North West University's Potchefstroom campus. The analysed data was processed into means, standard deviations, totals, minima and maxima and percentages.

Some inferential statistical analyses were carried out on biographical data (pp.75-76).

2. SUMMARY OF RESULTS

2.1 Recruitment

On the question of whether the recruitment process was effective, respondents were largely undecided. The probable reason being that recruitment is centrally handled, and without hard facts, it is difficult to judge the effectiveness or not of recruitment.

Respondents agreed that the school has little say in the recruitment of educators. An area of concern was that redeployed educators are imposed upon the school, without due consideration to the school's specific needs.

Trained educators rated the implementation of recruitment lower than untrained educators.

2.2 Selection

Although the majority of respondents reported that CVs of applicants are checked, 25 percent disagreed, casting doubt on whether this is consistently done.

It was agreed that sifting and short listing were carried out, but as Kekana (2006) found, these actions often leave much to be desired.

Most respondents agreed that the best candidate for the post was selected, but some doubt exists that this was not the case all the time.

On the question of whether the school indeed has the final say in the appointment of the best candidate, again there is doubt due to the (undue) influence of the different role players, e.g. members of the SGBs and Union representatives.

2.3 Performance appraisal

It is of concern that it was found that:

- In 21,9 percent of the cases, no appraisals were conducted.
- Appraisal criteria were not job-related.
- Post-appraisal interviewing did not take place.
- Appraisal results were not taken into account for the purposes of promotions, nor in the determination of training needs.

2.4 Employee relations

On face value, there seems to be little concern with employee relations.

The airing of grievances, the fairness of the disciplinary code, and the question of whether educators behaved in a disciplined manner though showed 20 percent disagreement, indicating that there is room for improvement. As the drivers of discipline, the members of this sample are maybe not the most reliable source.

To reach a final conclusion, all educators, as well as records on disciplinary action/grievances should be consulted.

Trained educators rated the implementation of Employee Relations higher than their untrained counterparts.

2.5 Training

Most respondents agreed that they were sent on training programmes to meet their training needs.

However, it is questionable of whether appraisal results were always used in determining training needs.

There is also some doubt of whether training is evaluated against the degree to which it fulfilled training needs.

Respondents who have received training rated the implementation of training higher than those not trained.

2.6 Budget

Respondents agreed that the budget was inadequate to appoint an adequate number of educators

On the question of whether the school had any say in the HR budget, the ratings ended up as a 50/50 split, which is surprising taken into account that the DPE provided more than 90 percent of the budget

Respondents agreed that the present formula of determining the HR budget was not satisfactory.

3. THE FINDINGS OF THE STUDY IN RELATION TO ASPECTS OF THE LITERATURE REVIEW

3.1 Recruitment

Finding:

Respondents were undecided on whether recruiting was effective

Literature:

A comprehensive evaluation of recruitment strategy allows organisations to identify internal capability and gaps, employee commitment levels and the corresponding cost effectiveness of that strategy. It provides a basis for improving the recruitment process for future use (www.adroitpeople.com.au)

3.2 Selection

Findings:

- Sifting and short listing were carried out
- The best candidate for the post was selected

Literature:

- Kekana (2002) found that clerks in the Area office carried out sifting and short listing – an important selection activity for which they are not qualified
- The Public Service Commission (2004) found that sifting was not structured, and did not facilitate short listing
- Short listing criteria were not documented (Public Service Commission, 2004)

3.3 Performance Appraisal

Findings:

- In 21,9 percent of the cases, performance appraisals were not conducted
- Appraisal criteria were not job-related
- Post-appraisal interviewing did not take place

Literature:

Wolfe (<http://toolbox.com/blogs/ira-wolfe/14-tips-to-improve-employee-performance-appraisals-49617>) suggests 14 tips to improve performance appraisals:

- i. Clearly identify objectives

- ii. Allow the employee to complete a self-assessment
- iii. Confirm the purpose, duties and responsibilities of the job
- iv. Communicate priorities
- v. Establish performance standards
- vi. Base instructions for improvement on facts (figures, work records)
- vii. Unacceptable conduct must be pointed out using specific examples
- viii. Agree on a “performance improvement plan”
- ix. Set ongoing (intermediate) goals
- x. Give the employee the opportunity to comment on his appraisal
- xi. Get feedback from the employee on training and developmental needs
- xii. If performance is unacceptable, agree to have regular discussions on progress made
- xiii. Before closing the appraisal meeting, ask the employee if there is anything else he wants to discuss
- xiv. Inform the employee that pay increases/merit bonuses/promotion do not automatically flow from positive appraisal results

3.4 Employee relations

Finding:

The airing of grievances, the fairness of the disciplinary code, and the question of whether educators behaved in a disciplined manner though showed 20 percent disagreement, indicating that there is room for improvement.

Literature:

According to Heystek *et al.* (2012) the action steps of building a culture of discipline are:

- The idea of freedom and responsibility is central
- Select and employ self-disciplined educators
- Distinguish between a culture of discipline and tyrannical discipline

3.5 Training

Findings:

- It is questionable of whether appraisal results were always used in determining training needs

- There is also some doubt of whether training is evaluated against the degree to which it fulfilled training needs

Literature:

“Evaluation is one of the cornerstones of professional development activities. Evaluation and monitoring of the quality of the programme, concerning content, training materials and actual delivery, should be built into any training programme” (Heystek et al., 2012:183)

3.6 Budget

Findings:

- Respondents agreed that the budget was inadequate to appoint an adequate number of educators
- On the question of whether the school had any say in the HR budget, the ratings ended up as a 50/50 split, which is surprising taken into account that the DPE provided more than 90 percent of the budget
- Respondents agreed that the present formula of determining the HR budget was not satisfactory

Literature:

According to the Government Gazette (1998):

Policy targets

24. The Ministry of Education’s personnel policy for schools embodies these key principles:

- (a) Schools must be supplied with an adequate number of educator and non-educator personnel.
- (b) Such staff members must be equitably distributed according to the pedagogical requirements of the schools.
- (c) The cost of personnel establishments must also be sustainable within provincial budgets.

Educator personnel

31. Aside from the above general policy targets, this document does not norm the allocation of educator personnel, either in a province generally, or in teaching posts at or in connection with schools. Such matters, among others, are dealt with in important agreements that were negotiated in 1998 between the Ministry of Education and the national teacher unions.

4. RECOMMENDATIONS

4.1 Recruitment

- a. Schools should be more involved in recruitment by the Area office.
- b. Recruitment should follow the guidelines of the Public Service Commission's Toolkit on recruitment and selection (www.psc.gov.za)
- c. The Area office should evaluate recruitment, and give feedback to schools.

4.2 Selection

- a. Cognizance should be taken of the PSC's investigation into recruitment and selection practices at several government departments.
- b. All the steps in the selection process should be revised, again taking note of the PSC's Toolkit in which the general shortcomings of selection procedures are described.
- c. Kekana's (2002) finding that clerks at the Area Office engage in sifting and short listing is of concern, and should be investigated.
- d. The Area office should evaluate selection, and give feedback to schools.

4.3 Performance appraisal

- a. All schools should carry out performance appraisals.
- b. All the steps required for effective appraisals should be followed, including post-appraisal interviews.
- c. Appraisal forms should be revised to ensure that criteria are job-related and in line with performance indicators.

4.4 Employee relations

- a. Educators should be informed about the disciplinary code, perhaps by means of a refresher workshop.
- b. The self-discipline, and high work ethic evident in SACE's code of conduct should continuously be communicated to educators.

4.5 Training

- a. All educators and SGB members involved in HRM practices should be trained.
- b. Performance appraisal results should be used in determining training needs.
- c. Both formative and summative evaluation of training programmes (in terms of the fulfilment of training needs) should be conducted.

4.6 Budget

- a. Educators involved in HRM practices should be well informed about the budget.
- b. Schools could be more involved in budgeting for human resources.

4.7 Area office staffing

For seven staff members to service 405 schools, and see to their Human Resource Management needs, is a near impossible task. It is thus strongly recommended that the staff complement of this office should be drastically increased.

5. CONCLUSION

The study focused on 50 schools out of 405 falling under the control of the Area office.

No distinction was made between primary schools and secondary schools, although their needs and challenges may be different.

From this it is evident that further research is called for to develop a more complete picture of the application of HRM practices in schools.

The results of the study are dependent upon the reliability of the respondents, and subject to the weaknesses characteristic of questionnaires (e.g. leniency error, strictness error and central tendency).

However, in spite of these limitations, the results of the study, based upon a sizable sample of educators involved in HRM practices in schools in the Mahikeng/Mmabatho area, provide some insight into the application of these practices, and the challenges educators and officials of the Area office face during the course of executing their duties.

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APPENDIX A

HUMAN RESOURCE MANAGEMENT AT SCHOOLS QUESTIONNAIRE

RATINGS:

- 1 = STRONGLY DISAGREE
- 2 = DISAGREE
- 3 = UNDECIDED
- 4 = AGREE
- 5 = STRONGLY AGREE

1. RECRUITMENT

QUESTION	RATING				
	1	2	3	4	5
1. The recruitment of human resources (teaching and administrative staff) is ineffective					
2. The school has little say in the recruitment of human resources					
3. Redeployed educators seldom meet the school's specific needs					
4. Recruitment of senior staff is mostly done from external sources (outside the school)					

2. SELECTION

- 5. The applicants' CV is thoroughly checked before

the interview

6. A shortlist is compiled (from the applications received) of the applicants most suitable for the position

7. The applicant who best meets the job requirements is appointed

8. The school has the final say in the decision to appoint an applicant

HUMAN RESOURCE MANAGEMENT AT SCHOOLS (CONTINUED)
QUESTIONNAIRE

RATINGS:

- 1 = STRONGLY DISAGREE
2 = DISAGREE
3 = UNDECIDED
4 = AGREE
5 = STRONGLY AGREE

3. PERFORMANCE APPRAISAL

Are performance appraisals carried out at this school? YES NO
If "yes":

10. The criteria, against which an educator is appraised, are strictly job-related
11. Educators are given the opportunity to discuss the ratings given to them by their superior
12. Post appraisal actions are based upon appraisal results (e.g. training is arranged to meet training needs; as a basis for promotion)

4. EMPLOYEE RELATIONS

	RATING				
QUESTIONNAIRE ITEM	1	2	3	4	5
13. I am freely allowed to air any grievances I have					
14. The disciplinary code is fair					
15. Discipline is handled according to the procedures prescribed in the disciplinary code					
16. Educators behave in a disciplined manner at this school (e.g. attendance; punctuality)					

HUMAN RESOURCE MANAGEMENT AT SCHOOLS (CONTINUED)
QUESTIONNAIRE

RATINGS:

- 1 = STRONGLY DISAGREE
2 = DISAGREE
3 = UNDECIDED
4 = AGREE
5 = STRONGLY AGREE

5. TRAINING

17. The school enables me to attend training courses to meet my training needs
18. Training needs are determined by means of performance appraisal ratings
19. Training is evaluated against the degree to which it satisfied training needs

6. BUDGET

20. The human resource budget permits the school to appoint an adequate number of staff
21. The school have a say in the budgeting for human resources for the school
22. The present formula for determining the human resource budget is satisfactory

23. What Human Resource Management functions are you responsible for?

HRM FUNCTION	YES/NO	HRM FUNCTION	YES/NO
RECRUITMENT	YES/NO	DISCIPLINE (STAFF)	YES/NO
SELECTION	YES/NO	TRAINING	YES/NO
PERFORMANCE APPRAISAL	YES/NO	BUDGETING	YES/NO
GRIEVANCE PROCEDURE	YES/NO	OTHER	YES/NO

OTHER:

REMARKS:.....
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APPENDIX B

QUESTIONS FOR THE MAHIKENG AREA PROJECT OFFICE (NORTH WEST EDUCATION DEPARTMENT)

1, What is the role of the National Department of Education re. the following Human Resource Management practices in schools?

i. Recruitment of educators

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ii. Selection of educators

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iii. Performance appraisal of educators

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iv. Employee relations (educators grievance procedure and discipline).....

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v. Training of educators

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vi. Budget for recruitment, appointment and remuneration of educators including the formula for determining the number of educator posts per school

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2, What is the role of the North West Department of Education re. the following Human Resource Management practices in schools?

- vii. Recruitment of educators**

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- viii. Selection of educators**

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- ix. Who are represented on the selection (interview) panel?**

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- x. Performance appraisal of educators**

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- xi. Employee relations (educators grievance procedure and discipline).....**

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- xii. Training of educators**

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- xiii. Budget for recruitment, appointment and remuneration of educators**

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3. What policies, legislation, rules and regulations guide you in your support role at schools re. the following Human Resource Management practices?

- xiv. Recruitment of educators**

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- xv. Selection of educators**

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- xvi. Performance appraisal of educators**

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- xvii. Employee relations (educators’ grievance procedure and discipline).....**

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- xviii. Training of educators**

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- xix. Budget for recruitment, appointment and remuneration of educators**

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APPENDIX C

Descriptive					
Notes					
Output Created		25-AUG-2014 12:27:45			
Comments					
Input	Data	Q:\B\Bootha_Shereen_Aug14\BoothaS.sav			
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	Filter	<none>			
	Weight	<none>			
	Split File	<none>			
	N of Rows in Working Data File	128			
Missing Value Handling	Definition of Missing	User defined missing values are treated as missing.			
	Cases Used	All non-missing data are used.			
Syntax		DESCRIPTIVES VARIABLES=B C D E F G Q1 Q2 Q3 Q4 Q5 Q6 Q7 Q8 Q10 Q11 Q12 Q13 Q14 Q15 Q16 Q17 Q18 Q19 Q20 Q21 Q22 /STATISTICS=MEAN STDDEV MIN MAX.			
Resources	Processor Time	00:00:00.02			
	Elapsed Time	00:00:00.02			
Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
B	128	0	36	9.01	6.729
C	48	1500	25000000	1483014.27	5210563.078
D	128	2	60	19.79	11.724
E	127	0	15	2.30	2.392
F	128	30	1655	603.13	339.815
G	123	0	100	91.98	22.005
Q1	128	1	5	2.78	1.136
Q2	128	1	5	3.15	1.398
Q3	127	1	5	3.34	1.223
Q4	126	1	5	3.05	1.474
Q5	127	1	5	3.88	1.096
Q6	128	1	5	3.94	.970

Q7	128	1	5	3.45	1.279
Q8	128	1	5	3.02	1.431
Q10	128	1	5	2.52	1.242
Q11	128	1	5	2.63	1.321
Q12	128	1	5	2.58	1.154
Q13	128	1	5	3.64	1.121
Q14	126	1	5	3.55	1.107
Q15	128	1	5	3.82	.917
Q16	128	1	5	3.84	1.010
Q17	125	1	5	4.14	.836
Q18	127	1	5	3.55	1.082
Q19	128	1	5	3.46	.995
Q20	127	1	5	2.64	1.270
Q21	124	1	5	2.96	1.334
Q22	125	1	5	2.82	1.272
Valid N (listwise)	42				