

**EDUCATORS' PERCEPTIONS OF THE SELECTION PROCESS
FOR THE SCHOOL MANAGEMENT TEAM AT
MOKOLOKOTOANE PUBLIC SCHOOL**

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ABSTRACT

The Department of Education has in recent years been recognised as one of the most important government departments; yet it is dramatically changing almost on a daily basis. Schools are faced with major challenges, some of which directly impact on the school management as well as on the effectiveness of the school.

The principalship is more often spoken of in terms of joint responsibility of associates (“management team” or “administration team”). The school management team functions effectively in collaborative decision making with the school governing body. Although participating management is not discussed in the literature this concept has captured the interest of many managers in the schools since 1994. Participative decision management teams at schools are necessary for the selection process during which educators are promoted to higher levels of the hierarchy within the school.

One person alone does not promote educators, but the process involves the efforts of all relevant stakeholders. Involvement of stakeholders is regulated by the South African Schools Act (Act 84 of 1996) and the Employment of Educators Act (Act no 79 of 1998). The Department of Education wishes to prevent any flaws in the selection process of SMTs, because such flaws can be expensive. Since this process of selection involves people (educators), everyone has his/her own way of thinking about the process and this can have a long-lasting negative or positive effect on the effectiveness of the school.

The implementation of selection process is not easy and may create dissatisfaction and conflict; therefore this study was undertaken to gain knowledge of the perception of educators on the selection process of the school management team at Mokolokotoane Public.

The following aspects were investigated:

- Effectiveness of the selection processes.
- Composition of the selection panel.
- Judicial requirements for the selection process.

Those aspects, which according to the findings of the research, needed attention, were addressed at the end of the study.

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CHAPTER 1

EDUCATORS' PERCEPTIONS OF THE SELECTION PROCESS FOR THE SCHOOL MANAGEMENT TEAM AT MOKOLOKOTOANE PUBLIC SCHOOL

1.1 ORIENTATION AND PROBLEM STATEMENT

With the ushering in of a democratic government in 1994, the Department of Education, like other government departments, was faced with the challenge of transformation. One of the challenges facing the Education Department was to select personnel for School Management Teams (SMTs) to help create an effective culture of learning and teaching in schools (Karodia, 2000).

It is generally accepted that the effectiveness of the selection process is a decisive factor in the proper functioning of schools. Like the private sector expects good entrepreneurship of their managers, the educators generally expect effective leadership from their School Management Teams (SMTs) (Van der Westhuizen, 1997:4).

In the North-West Province, the Department of Education has introduced a redeployment and rationalisation process in schools in terms of Resolution 6 of 1996. Most educators in public schools feared that they might lose their jobs, or be placed at schools away from their families. As a result many educators applied for managerial posts at other schools, including those advertised at Mokolokotoane Public School. The selection process at Mokolokotoane Public School was implemented according to guidelines set out in the Employment of Educators Act 76 of 1998, Section 3 (a)-3.5.

The redeployment process of the Department of Education revealed that there were seven vacant school management posts to be filled at the Mokolokotoane Public School. These senior positions were advertised and all relevant stakeholders, i.e. district managers, the principal of the school, the parent component, educator component and union members, were involved in the selection process in terms of the South African Schools Act 84 of 1996, Section 20(1)(a).

Personnel selection involves making a choice from among a pool of applicants of the most suitable candidate, who according to the judgment of the selection panel best meets

the relevant job requirements. Underlying this choice is an assumption that the individual will be able to function successfully in the managerial teams of a school. It is important that the selection process is implemented according to specific procedures to secure the success of the process (Cheminais *et al.* 1998:43).

The Management Team of Mokolokotoane Public School is faced with dissatisfaction, conflicting views and seemingly resistance from educators at post level one who, as a result of the selection process, did not form part of the management team. Some of the educators are at present not willing to take instructions from the School Management Team, as they are supposed to do. Their level of productivity is not up to standard and they are not unwilling to perform as a team. Conflict is the order of the day and it affects the quality of learning and teaching.

As a result of the above-mentioned problems the school management is placed under severe strain. Junior educators at Mokolokotoane Public School feel the need to dictate to school management how the school should be managed. They also seem to ignore their duties as stipulated in the Employment of Educators Act 76 of 1998. As a result of this, the School Management Team of the school is uncertain about their legal position and how to address the problem effectively.

This situation, namely the unhappiness of some of the educators with the selection process at the school, gives rise to the following questions:

- How has the South African education system been structured after 1994 with regard to the selection of School Management Teams (SMTs)?
- Do the educators lower down the hierarchy reject the composition of the selection panel responsible for the selection of SMT members?
- Do the educators at lower levels regard the selection process as ineffectively conducted?
- Do the educators regard the selection process to be judicially correct?

1.2 OBJECTIVES

Based on the above research questions, the objectives of this study may be identified as follows:

- To determine how the South African education system has been structured after 1994 regarding the selection of School Management Teams.
- To establish whether the educators lower down the hierarchy reject the compilation of the selection panel responsible for the selection of SMT members.
- To determine whether the educators at lower levels regard the selection process as ineffectively conducted.
- To determine whether the educators at lower levels regard the selection process to be judicially incorrect.

1.3 GENERAL HYPOTHESIS

As a general hypothesis for this research it was assumed that educators at the lower levels of the hierarchy have a negative attitude towards the selection process at Mokolokotoane Public School due to:

- The incorrect composition of the selection panel in general.
- The ineffective implementation of the selection process.
- The fact that the selection process was not conducted according to the correct judicial requirements.

1.4 METHOD OF INVESTIGATION

A literature study and questionnaires were used in conducting the research for this mini-dissertation.

1.4.1 Literature study

Legislation (educational) and other educational material were analysed to form the theoretical foundation of the study. Abundant literature was available to undertake this study. Departmental circulars, Gazettes and other relevant official documents were analysed to conduct the research.

1.4.1.1 Databases

The following databases were consulted for this research:

Catalogue of thesis and dissertation of South African Universities Nexus.

Index of South African Journals.

Catalogue of books: Ferdinand Postma Library (PU for CHE).

1.4.2 Empirical study

Structured questionnaires were issued to 20 educators on post level one at Mokolokotoane Public School to determine the reasons (if any) for their perception of the selection process not being conducted in the proper way.

The method of research is quantitative in nature as deemed appropriate for a study of this kind. In quantitative research a researcher assigns numbers to his/her observations (Brynard & Hanekom, 1997:29). The method used is discussed in more detail in chapter 4.

The empirical study was conducted as follows:

- A survey was conducted to gather information.
- Respondents were all staff members at post level one in the school.
- Respondents for the structured interviews and completion of the questionnaires were all educators on post-level one in the School.
- Questionnaires were the primary instrument used to determine the perceptions of educators about the selection process of the School Management Team.
- A literature study of what selection processes are all about forms the basis of the study.
- The questionnaires were statistically processed.

Descriptive statistics were thus used in interpreting the empirical study. Recommendations were also made to assist the School Management Team to address certain problem areas.

1.5 ORGANISATION OF DISSERTATION

The research will be presented in the following chapters:

- Chapter 1:** Introduction.
- Chapter 2:** School Management Team structures.
- Chapter 3:** The selection process, with special reference to Mokolokotoane Public School.
- Chapter 4:** Educators' Perceptions of the selection process at Mokolokotoane Public School.
- Chapter 5:** Conclusion and recommendations.

CHAPTER 2

SCHOOL MANAGEMENT TEAM STRUCTURES

2.1 INTRODUCTION

Before 1994 the government used education as a tool to create and maintain a racially divided society (Department of Education, 2000(c):1). Under “Bantu Education” black children went to school, but received inferior education. Black schools also did not receive the necessary quality infrastructure to deliver quality education and educators were often not properly trained (Department of Education, 2000(c):1). Very few school administrators, such as principals, had the opportunity to study management, and particularly school management. The government thus designed different school curricula for different racial groups and kept strict control over learning and teaching in black schools. This negative attitude of the previous government resulted in the collapse of the learning environment in many black schools (Department of Education, 2000(c):1).

The management task of the black school principal during this time was characterised by a top-down management approach where strict guidelines were laid down by government on how the educational systems should be implemented. The principal was a token official who was not allowed any initiative or independence. The principal and heads of departments did not provide any instructional leadership; instead their main task was to control teachers and learners. In most schools, principals, heads of departments and teachers only discussed the curriculum at the beginning of the year when they decided who would teach which subjects, and then again at the end of the year when they registered learners’ results (Department of Education 2000(c):1).

During the latter stages of Apartheid most South Africans rejected the Apartheid system, and the education system (and schools) became the sites of the struggle against Apartheid. In most cases the education establishment, which makes a school an institution of teaching and learning, were totally destroyed.

This chapter will concentrate on the participative change and reconstruction of new school management structures, in order to determine what transformation has led to.

If the South African education system wants to be relevant in the world and if it wants to claim that it prepares learners for life, then the new education school structures should be well implemented and managed (Land and Jarman 1992:68; Slattery 1995). When educational changes fail to live up to expectations, changes should be considered (Slabbert, 2001:289).

2.2 TOWARDS A NEW EDUCATION SYSTEM AND STRUCTURES

By the early 1990s resistant groups to Apartheid education showed that certain education practices did not work and that the culture of their opposition had undermined the legitimate role of school system. This had a severe effect on the role of school management and leadership. On the one hand principals were at the receiving end of the top-down management approach of the Apartheid education system and on the other hand they were faced with community criticism for implementing Apartheid education systems. This led to uncertainty, as a result of which the school management structure broke down (Department of Education 2000(b):1).

During this time there were no opportunities for growth, incentives and assessment and principals worked in a hostile environment. There were seldom traces of effective school management structures and systems. The principal and his/her school became a lower-level, ineffective structure and could no longer respond to community needs or government demands (Mosoge, 1993:21). The emergence of militant teacher unions and the concomitant demands by teachers for involvement in school management areas which have hitherto been the prerogative of the Education Departments and school principals, have led to serious conflict. This complicated relations between school management and teachers (Mosoge, 1993:21).

After the democratic elections in 1994, for the first time in the history of South Africa the government had the mandate to plan the development of the education and training system for the benefit of the country as a whole and for all its people. The challenge the government was faced with was to create a new education system with new education structures that would fulfill the vision to open the doors of learning and culture to everybody. During this period the management task of black school principals was characterised by a just and equitable system, which provided good

quality education and training to learners, through effective structures (South Africa 1995).

The new education system emphasised equal accesses and improvement of quality education. The education terminology changed: syllabi became *learning programmes*, standards became *grades*, teachers became *facilitators*, objectives became *outcomes*, pupils became *learners* and subjects were absorbed into *learning areas*. The School Management Committee became the *School Management Team* (Mothata *et al.*, 2000:1).

Managers and leaders will in future be judged by the quality of education their schools deliver. To successfully implement what is expected by the new educational policy, education system has to put effective educational structures in place. Principals and heads of departments are no longer expected to be good managers alone, but they must be assisted by effective educational and school structures (Department of Education, 2000(b):1).

To implement the new education system and structures new legislation has been promulgated.

2.3 LEGISLATIONS RELEVANT TO SCHOOL MANAGEMENT TEAMS

Since the 1994 election the idea of what it means to be a school leader has changed. The National Department of Education has created new policies and laws to redefine the roles of *leading, managing and governing* a school (Department of Education, 2000(b):16). Most of the legislations in education have a serious impact on school management teams. These policies are the operational documents for the daily running of the school. The following legislations have a direct influence on School Management Teams:

The Constitution of the Republic of South Africa, Act No.108 of 1996

(Including Chapter, the Bill Of Rights)



The Labour Relation Act, No.66 of 1995



The National Education Policy Act, No. 27 of 1996



The South African School Act, No. 84 of 1996



The Employment of Educators Act, No. 76 of 1998



Employment Equity Act, No. 55 of 1998



North-West School Education Act No. 3 of 1998



Regulations relating to all the above National and Provincial Acts



Directives from the Department of Education, such as circulars



Constitution of the School Governing Body



Code of Conduct for Learners



School rules

Because of the limited scope of a mini-dissertation such as this, only the more important legislation will be discussed. This will, however, give adequate information on how legislation influences the school system in the country.

2.3.1 The Constitution (Act 108 of 1996)

It is essential that principals and all other educators in schools are familiar with the South African Constitution and the Bill of Rights. This Act has fundamentally changed the daily life of the South African citizen. Educators need to know the rights of every child in school (Department of Education, 2000(a):52). The Constitution is the highest law in the country. Every person who lives in the country must adhere to it. South Africa is now a democratic country, where everyone is treated equally before the law, including the learner. All other laws and policies made by the school

must be in line with the Constitution. No school may develop policies that contradict the Constitution (Department of Education, 2000(a):52).

Chapter 2 of the Constitution is the Bill of Rights. This affects the management of the school and is relevant to all, from the learner to the school principal. A School Management Team has to recognise and respect learners' rights as stipulated in this chapter. If not, the management of a school will be affected: The following aspects are addressed in the Bill of Rights and are all directed towards the realisation of the expectations of the Constitution regarding the educational rights of the learners:

- Privacy.
- Freedom of religion, belief and opinion.
- Freedom of expression.
- Freedom of association.
- Safe Environment.
- Education.
- Language and culture.
- Culture, religious, and linguistic communities.
- Access to information.
- Just administrative actions (Department of Education, 2000(a)(52)).

The Constitution, especially the Bill of Rights, forms the basis for proper management structures of schools in terms of the law. All legislations are formulated in consideration of the Constitution.

2.3.2 The South African Schools Act, No. 84 of 1996

A School Management Team must heed and have an in-depth knowledge and understanding of all chapters in the Schools Act, because these chapters affect the daily running of the school. It has been the Minister's intention to submit to parliament a Bill to provide a uniform system for the organising, governance and funding of schools and to repeal all discriminatory and other laws relating to schools that had been inherited from the Apartheid government and homelands.

The draft South African Schools Bill was published in the Government Gazette of 24 April 1996. A memorandum prepared by the Department of Education on a draft

school finance policy was published simultaneously with the draft South African School Bill for comments and for the consultation that were to follow. This served as the basis on which the minister of Education embarked on nationwide consultation regarding the South African Schools Bill. The process involved the Department of Education in one of the widest and most comprehensive public consultations that the government has ever entered into since 1994.

The Bill was debated and passed by Parliament, signed into law by the State President and published in the Government Gazette on 15 November 1996 as the South African Schools Act, No. 84 of 1996 with effect from 1 January 1997. The most important aspects of the Act are the following:

- Compulsory education to be introduced by requiring that every parent who is responsible for a learner should cause such a learner to attend school from the first day of his/her schooling year or until the learner reaches the age of fifteen or is in grade nine.
- Two categories of schools, public schools and independent schools are to be established.
- Conditions of admission of learners to public schools are prescribed.
- Governance and management of public schools, the election of governing bodies and their functions are described;
- Funding of functions of public schools is described.

The passing of the Act brought clarity to a very uncertain field. The result is a sound and secure basis for the collaborative development of the school education system in the country. The South African Schools Act creates a new national school system, which aims to improve the quality of education for all on an equal basis. An important feature of the Act is that it enables schools to become self-managing organisations. In terms of Section 16 of the Act, responsibilities in the school are shared between a School Governing Body and a School Management Team. School Governing Bodies are responsible for governance (including discipline), financial matters and policy matters. School Management Team (SMT) is primarily responsible for a professional running of the school.

2.3.3 Employment of Educators Act, No. 76 of 1998, and Terms and Conditions of Employment of Educators, No. 222 of 1999

Policies regarding the establishment or promotion of School Management Teams are rooted in the Employment of Educators Act 76 of 1998 and Terms and Conditions of Educators, No. 222 of 1999, which is sometimes called the PAM document (Personal Administration Measures). The Employment of Educators Act 76 of 1998 provides for the following aspects, which directly affect the school management team and educators:

- Conditions of service and educators establishment are described.
- Appointments, promotions and transfers are described (these form the crux of this mini-dissertation).
- Termination of services is described.
- Incapacity and misconduct is described.

The most important aspects of the PAM document that have a direct influence in School Management Teams are found in Chapter A and B under the following:

- Norms and guidelines for the purposes of establishing, determination the provision of educator personnel and post level ratio norm are described.
- Workload of educators (school based) is determined.
- Duties and responsibilities of educators are described.
- Rank designations are determined.
- Relevant Education Qualification Value is determined.
- Appointments in education are determined.
- The appointment and filling of educators' posts (Department of Education, 2000(a):58) are described.

In making any appointment or filling of posts, consideration is given to equality, equity and the other democratic values and principles which are contemplated in section 195(i) of the Constitution of the Republic of South Africa, (Act 108 of 1996), and which include the following factors:

- a) The ability of the candidates; and
- b) The need to redress the imbalances of the past, in order to achieve broad representation.

2.3.4 Employment Equity Act No. 55 of 1998

The Employment Equity Act aims to promote equality in employment, to eliminate unfair discrimination, and to reduce the effect of past employment injustices (Department of Education, 2000(b):18). It is also aiming to totally remove discrimination and to accelerate the training and promotion of historically disadvantaged people. Its purpose is to achieve equity in the workplace by:

- Promoting equal opportunity and fair treatment in employment by completely eliminating unfair discrimination; and
- Putting affirmative action measures into place to ensure that certain groups of people are equitably represented in all forms of employment (Department of Education, 2000(b):18).

The School Management Team cannot be exempted from the Act when dealing with the promotional posts at the school. The Employment Equity Act of 1998 states clearly in terms of Section 6(1) that no person may unfairly discriminate, directly or indirectly, against an employee in any employment policy or practice, on one or more grounds, including race, gender, sex, pregnancy, marital status, family responsibility, ethnic or social origin, colour, sexual orientation, age disability, religion, HIV status, conscience, belief, political opinion, culture language and birth. Chapters 2 and 3 of this Act are particularly important:

- Chapter 2 focuses on unfair discrimination: It forces employers to provide equal opportunities and makes it possible to sue employers if they are guilty of unfair discrimination. It also gives principles regarding medical testing of employees (such as for HIV/AIDS), as well as principles regarding psychological testing of employees.
- Chapter 3 focuses on affirmative action: It forces employers to take steps to achieve employment equity for black people, women, and people with disabilities. For example, an organisation with 1 000 employees must have an equity plan to employ a certain percentage of blacks, women, and disabled persons by a certain date (Department of Education, 2000(a):59).

With the legislation as background it is necessary to determine how school management structures are organised and in what way a school is managed. It is

within such a structure and management system that the selection process in a school is implemented.

2.4 SCHOOL MANAGEMENT THROUGH A SCHOOL MANAGEMENT TEAM

A management team can be described as group specialists who formally under senior members of the team and who, working together as a team, discharge their decision-making responsibility within the organisation. What characterises such a team is the participation of the members in the decision-making process (Gaziel, 1992:153).

In this context a School Management Team can be described as consisting of educators at a school who are by virtue of their qualifications and experiences are promoted to senior posts in order to lead and manage their counter parts. Their appointments into senior posts are done in terms of the Employment of Educators Act, 1998 (Act No 76 of 1998).

The main function of a School Management Team is to manage school activities. Management is concerned with the effective use and coordination of an organisation's (school) resources, such as capital, material and labour to achieve defined objectives with maximum efficiency (Johannesen & Page, 1996:186). According to Tyson (1995:150), management is a phenomenon and a set of power relationships within and between groups in an organisation. Management action is about getting things done; it is a practical set of tasks, which seek to achieve work outcomes.

From the above explanations, management may be defined as the measures to get things done in order to achieve the said objectives, with the most effective use of all resources available.

2.5 MAIN FUNCTIONS OF SCHOOL MANAGEMENT TEAMS

According to De Beer *et al.* (1996:2), most experts in the field of management divide the management functions into four main functions, and six additional functions. He regards planning, organising, leadership, and control as main management functions and coordination, decision making, communication, delegation, motivation and discipline as additional management functions. All managers perform the four management functions (planning, organising, leadership, and control). However, the time spent on each function varies with the level. Studies of the amount of time managers spend on each function are inconclusive, but it is generally agreed that first-line managers spend more time leading and controlling, middle-level managers spend equal time on all four functions, and top management spend more time on planning and organising (Lussier, 2000:18). First-line managers include educators at the entrance level; middle managers are heads of departments and top managers are the School Management Team, the principal and the deputy principal.

De Beer *et al.* (1996:22) offer the following classification of management functions:

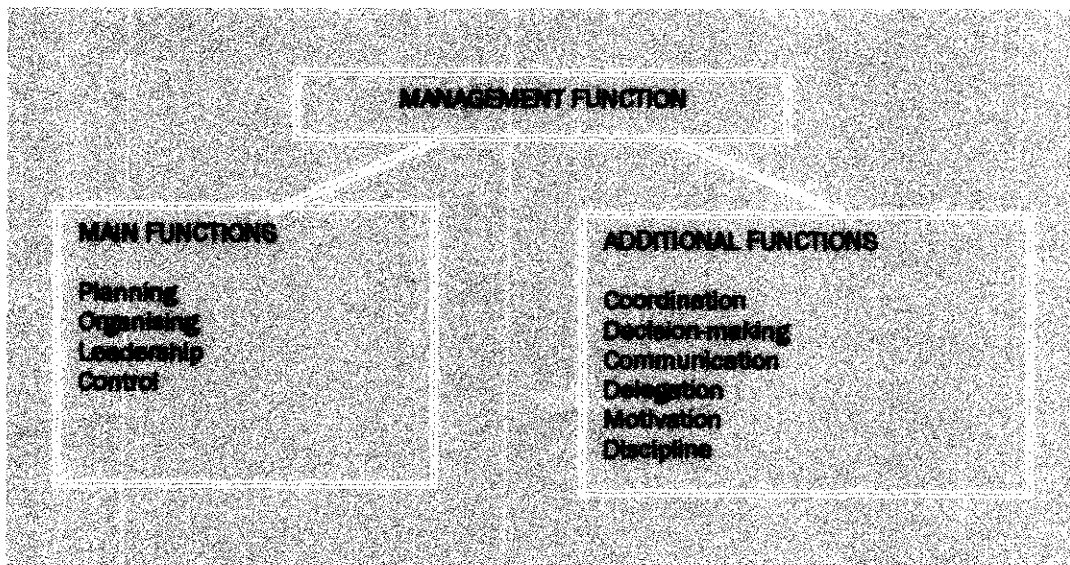


DIAGRAM 2.1 (De Beer *et al.*, 1996:2).

2.5.1 Planning

Lussier (2000:11) describes planning as the process of setting objectives and determining in advance exactly how the objectives will be met. To be successful, an organisation needs a great deal of planning. People in organisations need goals and plans to achieve; this also applies to the School Management Team. The first phase of planning involves a conscious deliberation and visualisation of what the business and its departments should achieve within a particular time in order to be successful, despite the uncertainty of the future. It comprises environmental scanning of the circumstances and the formulation of goals (long term) and objectives (short term) in every area where performance or results are expected Kroon (1995:9).

2.5.2 Organising

According to Smith & Robertson, (1997:16) organising is the allocation of tasks to people so that the goals can be achieved. This determines which tasks need to be performed, who is to perform them, how the tasks are to be grouped, who reports to whom, and where decisions are to be made. It is an orderly process which ensures that a task is carried out as efficiently as possible Alberts & Motlatla (1998:5).

2.5.3 Leadership

According to Lussier (2000:11) leadership is the process of influencing employees to work towards achieving objectives. This includes motivating and directing employees, selecting the most effective communication channels and resolving conflict (Alberts & Motlatla, 1998:5).

2.5.4. Control

By exercising control, a manager ensures that people carry out instructions according to plan. A manager can still exercise control by making necessary correction or adjustments (Le Roux, *et al.*, 1999:109). According to Lussier (2000:12) controlling is the process of establishing and implementing mechanisms to ensure that objectives are achieved. An important part of controlling is measuring progress towards the achievement of the objective and taking corrective action when necessary.

With this in mind, the development of the School Management Team as part of the school structure will be analysed. This analysis will shed light on the activities of the School Management Team and will highlight the role of this team in the selection of personnel. The problems at the Mokolokotoane Public School regarding the selection process are apparently related to this structure.

2.6 DEVELOPMENT OF THE SCHOOL MANAGEMENT TEAM

School management is a concept as old as formal schooling. Schools had school managers even before 1994. The concept *School Management Team*, however, came into usage in the South African education system only after 1994. New policy and legislation have refined the concept of leadership, management and governance in schools. Schools are encouraged to become self-managed and self-reliant. If they are successful in this, they will attain Section 21 status, which will give them the authority to run their own affairs (Department of Education, 2000(b):2).

The new education policy requires school leaders and managers to work in a democratic and participatory way to build relationships and ensure efficient and effective delivery, but many school leaders and managers are struggling to translate policy into practice (Department of Education, 2000(b):2). It is no longer sufficient for the principal to be a good administrator. He or she must be a proactive leader and manager. But, in the new definition of leadership and management, the principal is not expected to carry the leadership and management role alone. He or she is expected to form a School Management Team (SMT) made up of senior level staff to assist him or her. The SMT is responsible for the day-to-day running of the school and for putting the school's policies, as determined by the School Governing Body (SGB), into practice (Department of Education, 2000(b):2). The difference between the SMT and the SGB is discussed in more detail in paragraph 2.9.2 of this chapter.

The parents, teachers and learners act as the School Governing Body to assist and encourage the School Management Team. Mosoge (1993:21), however, describes this interrelationship between the SMT and the SGB as a potential cause of conflict between principals and teachers. Teacher participation on senior level is seen as a panacea for the conflict which currently exists between principals and teachers. Teachers are in effect questioning the managerial responsibilities of school

principals. Principals who attempt to involve all teachers' in every management task that arises often meet with apathy. This may tempt principals to revert to authoritarian practices or to involve only a trusted few. But it is common for teachers to seek inclusion even in matters which lie outside their area of expertise and jurisdiction. If excluded, educators feel frustrated and view decisions as capricious and arbitrary.

The new structure was determined for achieving trust and cooperation among professionals who are entrusted with the delicate work of education for future generations. Implemented correctly, teacher participation in management holds promise for achieving effective schools because people tend to work more effectively in a cooperative, rather than an antagonistic environment (Mosoge, 1993:21).

2.6.1 Nature and the composition of the School Management Team

According to the Department of Education (2000(c):1), the School Management Team is made up of educators at a school, which includes the principal, deputy principal, heads of departments. The members of a School Management Team are instructional leaders and they are responsible for taking the lead in putting their school curriculum into practice and improving it. They should constantly ensure that there is a culture of *learning and teaching* in their school (Department of Education, 2000(c):1).

2.6.1.1 Principal

The principal is sometimes referred to as a *Head Master, School Manager* or *Learning Site Manager*. It is a rank given to the head of the school. He is the highest-ranking professional in the school. In an ordinary public school the principal is placed at either post level 1, 2, 3 or 4, determined in terms of the grading of the institution or school, which is based on the number of learners in that school. He or she is an educational leader of the institution tasked to give effective guidance in all matters regarding the school (Mothata *et al.*, 2002:129).

2.6.1.2 Deputy principal

The deputy principal is a rank given to a person who assists the principal in managing a school and promoting the education of learners in a proper manner. In an ordinary public school the deputy principal is at post level 3. A school may have one or more deputy principals or none at all, depending on the size of the school and the education department. In the absence of the principal the deputy takes charge (Mothata *et al.*, 2002:43). Buchel (1995:89) describes the deputy principal as the most important link between the principal and the teachers.

2.6.1.3 Heads of departments

Heads of departments are referred to as the middle management level of the school. There is no simple definition for middle management within school context. They can be defined as those people whose roles place them between the senior management and educators. They are supervisors of educators at the entrance level post level 1). They are rated as post level 2 educators; deputies and principal are rated on post levels 3 and 4 respectively.

2.6.2 Purpose of establishing a School Management Team

The main purpose of the existence of the School Management Team is to make informed decisions based on consultation with other relevant stakeholders in order to take the school in the direction whereby the mission of the school will be accomplished in the end. The new education system requires the school leaders and managers to work in a democratic and participatory ways to build relationships and ensure efficient and effective delivery. School leaders are in the frontline of the struggle to develop new ways of doing things in a school (Department of Education, 2000(c):2).

The School Management Team is responsible for the strategic planning of the school and its development. The principal within the School Management Team has the ultimate responsibility. He or she carries this responsibility as an employee of the state in terms of Section 3 of the Employment of Educators Act (Act No 76 of 1998). The school principal, as the head of the education institution, acts on behalf of the Head of the Education Department (Department of Education, 200(b):16).

2.7 APPOINTMENT OF SCHOOL MANAGEMENT TEAMS

In order to serve in the School Management Team, educators are interviewed by the school interviewing panel, whereupon they are recommended by the School Governing Body and appointed by the Provincial Department of Education in terms of Section 20 (1)(i) of the South African School Act, 1996. The Provincial Head of the Department makes the appointment for recommended School Management Team member, and a letter of appointment is issued to the relevant appointee. The letter indicates the name of the institution, date of appointment, capacity (e.g. Head of Department, deputy or principal), salary notch per annum, post level (e.g. level 2, 3, or 4) and Relevant Educational Qualification Value (REQV). For example, an educator with M+3 is placed in REQV 13.

2.7.1 Probation period of a School Management Team

In terms of the Employment of Educators Act No.76 of 1998, Section 3(a), an educator shall be appointed on probation for a period of at least 12 months, which may be extended for a further period not exceeding 12 months depending on the progress shown by the educator. In terms of the Employment of Educators Act Section 3 (b) it is indicated that an employer may approve the transfer or promotion of an educator during his or her period of probation, provided that such transfer or promotion will be on probation and such probation may be for a period of less than 12 months if such period, together with the probation served in the former post, shall total at least 12 months. Quarterly reports are completed and filed regarding the progress and work performance of every appointed member. The completing of the report is the responsibility of the supervisors. The report serves as the basis to determine whether the individual's appointment will be confirmed, extended or terminated (Employment of Educators Act 1998).

2.7.2 Terminating the membership of a management team member

In terms of Employment of Educators Act 76 of 1998, Section 9 (1) (a-d), any educator in the service of the Department of Education or any provincial department of education may, with the consent in writing of that educator, be placed at the disposal of:

- Another department of education;

- Another government;
- Any council, institution or body established by or under any law; and
- Any other body or person, for a particular service for a stated period on such conditions, in addition to the conditions prescribed by or under, any law, as may be determined by the Director- General or Head of Department, as the case may be (Employment of Educators Act No.76 of 1998).

2.7.3 Resignation, retirement and discharge of a management team member

In terms of the Employment of Educators Act Section 15(1), an educator may resign by giving 90 days' notice in writing or such shorter notice as the employer may approve at the request of the educator. In terms of the Employment of Educators Act Section 10 (1) (a) subject to the provisions of this section, an educator shall have the right to retire, and shall do so at any age between 55 and 65 years.

The School Management Team member may be discharged under the following situations, as laid down in terms of the Employment of Educators Act Section 11 (1)(a-g):

- On account of continuous ill health;
- On account of the abolition of the educator's post, reduction in the staff, or reorganisation or readjustment of the post establishment of departments, schools, institutions, offices or centres;
- If for other reasons other than the educator's own unfitness or incapacity, the educator's discharge will promote efficiency or economy in the department, school institution office or centre in which the educator is employed, or will otherwise be in the interest of the State;
- On account of misconduct;
- If the appointment in question is on the grounds of a misrepresentation made by the educator relating to any condition of appointment; and
- If in the case of an educator appointed on probation, the educator's appointment is not confirmed.

2.8 JOB DESCRIPTIONS OF THE SCHOOL MANAGEMENT TEAM

The job description of the members of the SMT will be discussed in the sections below.

2.8.1 School principal

In terms of the Employment of Educators Act of 1998, Section 4.2(d), the aims of the position of principal are as follows:

- To ensure that the school is managed satisfactorily in compliance with applicable legislation, regulations and personal administration measures.
- To ensure that the education of learners is promoted in a proper manner and in accordance with approved policies. The administrative functions related to the position are as follows:
 - To be responsible for the professional management of the school.
 - To give proper instructions or guidelines for school timetables, administration and placement of learners.
 - Keeping records of different school accounts and use of funds in consultation with relevant bodies.
 - Keeping the records of important school events.
 - Making regular inspection of the school equipment and buildings.
 - To be responsible for the hostel-related activities, including staff and learners, if the hostel is attached to the school.
 - To ensure that all circulars from the Department received come to the attention all staff members in time and are kept safely.
 - To handle all correspondence received at the school (Employment of Educators Act 1998, 4.2(i)).

The personal functions related to the position are as follows:

- Provide professional leadership within the school.
- Guide and offer professional assistance to teaching staff and non-teaching staff.
- Ensure an equitable distribution of workload among the staff.
- To be responsible for the development of staff training programmes, both school-based, school focused and externally directed, and to assist educators,

particularly new and inexperienced educators, in developing and achieving educational objectives in accordance with the needs of the school.

- Participate in agreed school/educator appraisal processes in order to regularly review their professional practice with the aim of improving teaching, learning and management.
- Ensure that all evaluation/forms of assessment conducted in the school are properly and effectively organised (Employment of Educators Act 1998, Section 4.2(e)(ii)).

The teaching functions related to the position are as follows:

- To be a class teacher if needed.
- To be a class teacher as per the work of the relevant post level and the school needs.
- To assess and record the attainment of the learners taught (Employment of Educators Act 1998, section 4.2 (e)(iii)).

The extra and co-curriculum functions related to the position are as follows:

- To serve on recruitment, promotion, on advisory capacity and be an ex-officio to all other committees.
- To promote extra and co-curricular in the school and to plan mayor school functions and to encourage learners' voluntary participation in sports, educational and cultural activities organised by community bodies (Employment of Educators Act 1998, section 4.2(e)(iv)).

Interactions with stakeholders are as follows:

- To serve in the School Governing Body and promote the functions thereof as outlined in terms of the South African Schools Act (1996).
- To participate in community activities with educational matters and community building (Employment of Educators Act 1998, Section 4.2(e)(v)).

The communication functions related to the position are as follows:

- To co-operate with the staff and school governing body in maintaining an efficient and smooth running of the school.

- To liaise with the Department in matters pertaining to school suppliers, personnel finance, staffing, accounting, purchase of equipment, research and updating of statistics in respect of educators and learners.
- To liaise with other relevant structures regarding school curricula and curriculum development.
- To liaise with other government departments in general, e.g. Department of Social Welfare, Health, Home Affairs, Public Works, and other departments as required.
- To co-operate with universities, colleges and other agencies in relation to learners' records and performance.
- To participate in departmental and professional committees.
- To maintain contacts with sports, social cultural, and community organisations (Employment of Educators Act 1998, Section 4.2(e)(vi)).

2.8.2 School deputy principal

The aims of the position of school deputy principal are as follows:

- To assist the principal in managing the school and promoting the education of the learners in a proper manner.
- To maintain a total awareness of the administration procedures across the total range of school activities and functions (Employment of Educators Act 1998, Section 4.3(d)(i-ii)).

The administrative functions related to the position are as follows:

- To assist and deputies in the absence of the principal.
- To be responsible for among other things the following:
 - Duty roster, arrangements to cover absent staff, internal and external evaluation and assessment, school functions, school calendar, admission of new learners class streaming.
- School finance and maintenance of service and building, e.g. planning and control of expenditure, allocation of funds and resources, general cleanliness and state of repairs of the school and its furniture and equipment, supervising annual stocktaking exercises (Employment of Educators Act 1998, Section 4.3(e)(i)).

The teaching functions related to the position are as follows:

- To engage in class teaching as per workload of the relevant post level and needs of the school.
- To assess and to record the attainment of learners taught (Employment of Educators Act 1998, Section 4.3(e)(ii)).

The extra- and co-curriculum functions related to the position are as follows:

- To be responsible for school curriculum pedagogy e.g. choice of textbooks, co-ordinate the work of subject committees and groups timetables.
- To assist the principal in overseeing counselling and career guidance of learners, discipline, compulsory attendance and the general welfare of all learners.
- To participate in the departmental, professional seminars and courses in order to update one's professional views and standards (Employment of Educators Act 1998, section 4.3(e)(iii)).

The personnel functions related to the position are as follows:

- To guide and supervise the work and performance of staff and where necessary, to discuss and write or countersign reports.
- To participate in agreed educator appraisal process in order to regulate and review their professional practice with the aim of improving teaching, learning and management (Employment of Educators Act 1998, Section 4.3(e)(iv)).

Interactions with stakeholders involve the following:

- To supervise and advice the Learners Representative Council (Employment of Educators Act 1998, Section 4.3(e)(v)).

The communication functions related to the position are as follows:

- To meet with parents concerning learners progress and conduct.
- To liaise on behalf of the principal with relevant government departments.
- To maintain contact with sporting, social, cultural and community organisations.

- To assist the principal in liaison work with all organisation, structures, committees and groups, crucial to the school (Employment of Educators Act 1998, Section 4.3(e)(vi)).

2.8.3 School Heads of Departments

The aims of these positions are as follows:

- To engage in class teaching and be responsible for the effective functioning of the school departments.
- To organise relevant extra-curricular activities so as to ensure that the subject, learning area or phase and the education of the learners is promoted in a proper manner (Employment of Educators Act 1998, Section 4.4(d)).

The teaching duties of the position are as follows:

- To engage in class teaching as per workload of the relevant post level and needs of the school.
- To be a class teacher if required.
- To assess and to record the attainment of learners taught (Employment of Educators Act 1998, Section 4.4(e)(i)).

The teaching duties of the position are as follows:

- To be in charge of a subject learning area or phase.
- To jointly develop the policy for that department.
- To coordinate, evaluate and assess homework, written assignments, of all learning areas in that department.

Persons in this position should provide and co-ordinate guidance:

- On the latest ideas on approaches to the subject, method, techniques, evaluation, teaching aids in their field, and effectively conveying these to the staff members concerned.
- On syllabus, scheme of work, practical work, remedial work, and other related issues, which involves inexperienced staff members.
- On the educational welfare of learners in the department.

They should control:

- The work of educators and learners in the department.
- Reports submitted to the principal as required.
- Mark sheets, test and examination papers as well as memoranda.
- The administrative responsibilities of staff members.

They also have to share the responsibility of organising, conducting extra and co-curricular activities (Employment of Educators Act 1998, Section 4.4(e)(ii)).

The personnel duties associated with the position are as follows:

- To advise the principal regarding the division of work among the staff in the department.
- Participate in agreed educator's appraisal process with an aim of improving teaching, learning and management (Employment of Educators Act 1998, Section 4.4(e)(iii)).

The administrative duties of the position are as follows:

- To assist in the planning and management of:
 - School stock, textbooks and equipment for the department.
 - The budget for the department and deal with subject work schemes.
- To assist with one or more non teaching administrative duties, such as:
 - Secretary to general staff meeting and /or others, fire drill and first aid.
 - Compiling timetables.
 - Collection of fees and other moneys.
 - Staff welfare.
 - Accidents.
- To act on behalf of the principal during his/her absence from school if the school does not qualify for a deputy principal or in the event of both of them being absent (Employment of Educators Act 1998, Section 4.4(e)(iv)).

The communication duties of the position are as follows:

- To cooperate with colleagues in order to maintain a good teaching standard and progress among the learners and to foster administrative efficiency within the department and the school.
- To collaborate with educators of other schools in developing the department and conducting extra-curricular activities.

- To meet parents and discuss with them the progress and conduct of their children.
- Participate in departmental and professional committees, seminars and courses in order to contribute to and/or update one's professional views/standards.
- Cooperate with further and higher education institutions in relation to learner's records and performance and career opportunities.
- To maintain contact with sporting, social, cultural and community and organisations.
- To contact with the public on behalf of the principal, (Employment of Educators Act 1998, Section 4.4(e)(v)).

With the structure of a school management team as background, as discussed above, the difference between School Management Body and a School Governance Body will be discussed below. The difference between a School Management Team and a School Governance Body is specifically discussed at the end of the chapter to give an indication what the role of each body is in the selection process of members of the School Management Team.

2.9 RELATIONSHIPS AND DIFFERENCE BETWEEN SCHOOL MANAGEMENT TEAM AND SCHOOL GOVERNANCE BODY

The relationship between a School Management Team and a School Governance Body will be discussed in the next section starting first with the relationship and ending up with differences.

2.9.1 Relationship between school management and school governance

The School Governing Body has its own role to play in education. Its functions are, among others, to determine the policies and rules, which govern and manage a school. It is responsible to ensure that policies and rules are carried out effectively in terms of the education acts and the schools budget (South African Schools Act, Section 28:2). The Minister of Education in the Education White Paper on Education and Training (SA 1995) announced that the decision-making authority at the public schools and in the public sectors would be shared among the whole parent

community, including teachers and learners. The School Management Team has the responsibility for the day-to-day professional and operational leadership and management of the school. The School Management Team works together with the School Governing Body to ensure that the school becomes a dynamic environment for both learners and educators. The School Management Team has many different responsibilities, tasks and duties, such as planning, making decisions, delegating work and co-coordinating work, solving problems and monitoring. These are concerned with the work of the school governing body.

The South African Schools Act of 1996 makes a distinction between the governance functions of the School Governing Body and the professional functions of educators, but the differences are not always clear. In reality, the SMT and the SGB have to negotiate their different areas of responsibility and it is probably best to work closely together (Department of Education, 2000(b):16). The School Management Team does not have to function haphazardly but guidelines should be derived from the policies, acts and departmental circulars which are in most cases functioning as directives from the authorities.

2.9.2 Difference between school management and school governance

A School governing body decides on matters that affect the *governance* of the school, while the principal and professional staff are responsible for the issues that relate to the day-to-day running of the school. Generally, management of the school refers to the day-day organisation of teaching and learning activities. This is the responsibility of the principal and staff. Governance of the school includes the determination of policies, and this is the responsibility of the governing body (Department of Education, 2000(d):4).

It should not come as a surprise that areas of management and governance overlap. The difference in roles between principals, staff members and governing bodies may be confusing, but a School Governing Body and a School Management Team must work together as a team (Department of Education, 2000(d):4). In reality, the SMT and SGB have to negotiate their different areas of responsibility and it is best to work close together (Department of Education, 2000(b):16). The School Governing Body member is not supposed to address issues that involve staff members and parents.

The matter must be directed to the principal. The School Governing Body can only get involved if the principal fails to resolve the matter satisfactorily. The Governing Body can also not decide alone on what to do. The Governing Body has to discuss the matter with the principal and give him necessary support and advice. The only thing that the Governing Body can do is to provide both the principal and staff members with ideas and opinions on school management and the idea should reflect the views of the community the school is serving. The School Governing Body must make inputs into the school developmental plan. If a School Governing Body feels that the School Management Team is not performing its duties satisfactorily, the Governing Body can submit a report on this to the Head of the Education Department. The Head of the Education Department will then investigate the matter (Department of Education, 2000(d):5).

ROLES AND RESPONSIBILITIES OF SMTs AND SGBs

(As defined by the SA Schools Act)

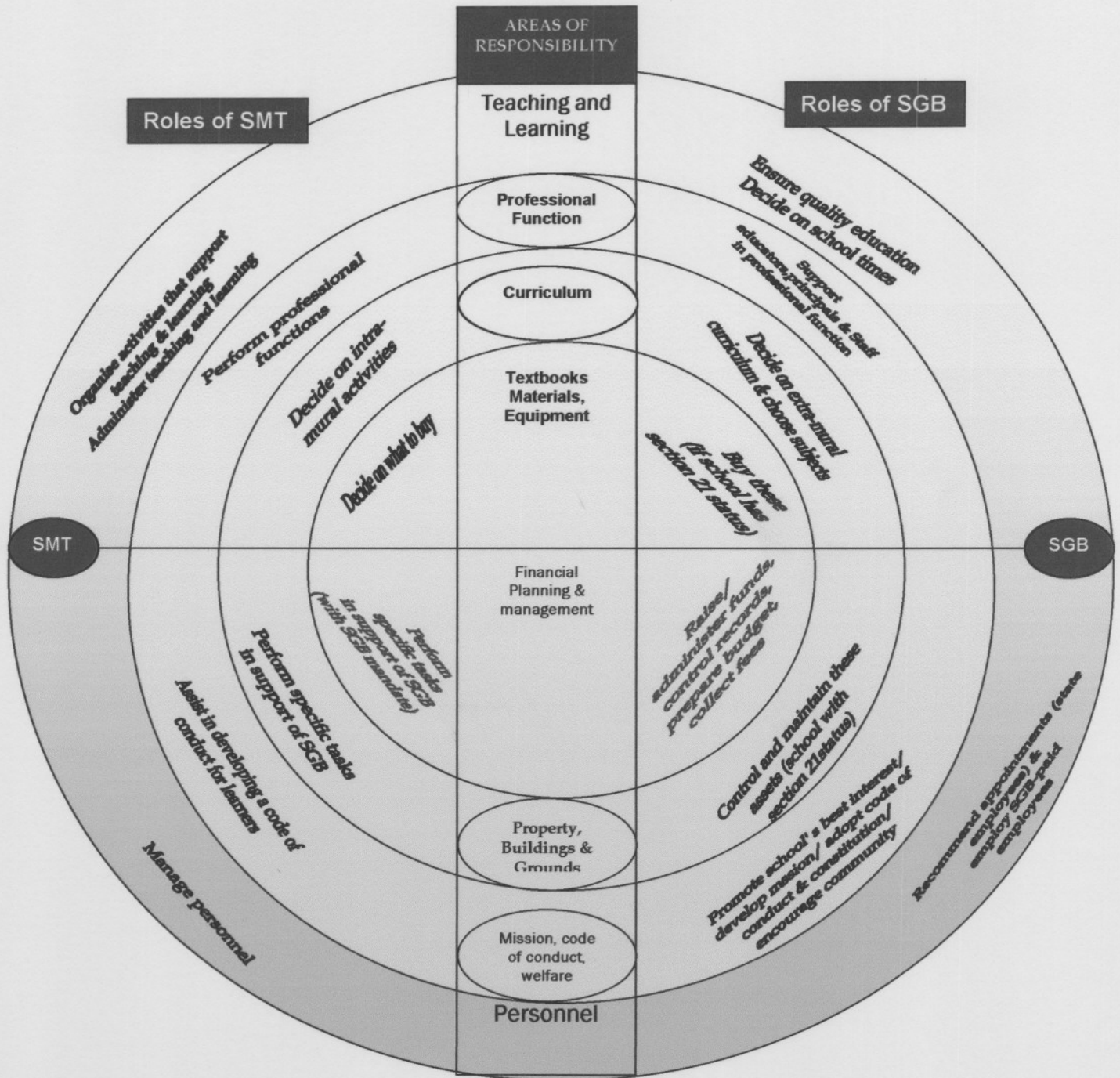


Figure 2.3 (Department of Education, 2000(b):3).

2.10 THE ROLE OF THE PRINCIPAL AND SCHOOL GOVERNING BODY IN THE SELECTION PROCESS

Different stakeholders participate in the selection process of educators into the School Management Team. The task of selecting staff is a very responsible one, and members of the School Governing Body and School Management Team must plan carefully to ensure that the process is fair and transparent (Department of Education, 2002(a)(6)). Although the selection of human resources is an important management task of the principal, it is not his or her exclusive responsibility. In terms of the South African School Act, 1996:17, Section 20 (1)(i), parents have a say in the selection and appointment of teaching staff too. Other relevant role players in the selection are observers who are to report back to their different constituencies. They are union representatives, teacher representatives and departmental officials who do not form part of the School Governing Body. The Departmental representative is responsible to give guidance concerning the departmental policies relevant to selection process.

2.10.1 The role of the principal in the selection process

A principal is legitimately involved in the selection process of educators into the School Management Team. He or she is not allowed to be part of the selection panel if he or she has applied for any post advertised in the same Gazette. The principal must be knowledgeable and adequately equipped to help ensure that this important process is managed correctly (Holman, 1995:65-69); (Place & Kowalski, 1993:291-300), (Johanson & Gips, 1992:12-16). The principal is responsible for the process of needs analysis, recruitment and promotion of staff in terms of the Employment of Educators Act 1998, Section 4.2 (e)(iv), and also for training the members of the School Governing Body after having received his training from the Education Authorities, as required by South African Schools Act (1996 Section 19(1)(a), (b)).

The school principal furthermore is responsible for the safe keeping of all applications directed to the school for shortlisting and interviewing process. He or she formulates the additional criteria and present them to the selection panel for discussion during shortlisting. The Principal may take the recommendation of the School Governing Body under advisement in making his or her decision of whom to hire. It is also possible that due to lack of agreement among School Governing Body members or

disappointment with the interview results the principal can ask for another list of candidates from the superintendent (Lindle & Shrock, 1993:71-76). The school principal is one of the two persons who must be knowledgeable on the domains covered by the posts (North-West, 2002:3).

2.10.2 The role of the School Governing Body in the selection process

Decentralisation, devolution of authority and participation by various partners in education are entrenched in the South African School Act (1996, Section 15-17 and Section 20 and 21). In terms the South African School Act (1996:17 Section 20(1)(i)) parents have a say in the selection and appointment of teaching staff. Parents are involved in schools and care should therefore be taken during selection to ensure that their wishes regarding staff recruitment are taken into account. This will prevent conflict situations from arising Garman & Alkire, (1992:16-19).

The following are the responsibility and roles of the School Governing Body:

The School Governing Body is responsible for convening the interview committee, and to ensure that all relevant persons and organisations are informed at least 5 working days prior to the date, time and venue of the shortlisting, interviews and the drawing up of the preference list. Where the principal is the applicant, the departmental official may assist the School Governing Body. The governing body must ensure that accurate records are kept of the proceedings dealing with interviewing of candidates shortlisted, as well as decisions relating to nomination of suitable candidates. The Governing Body must keep the records of the process as reference for a period of one year. At the conclusion of the interviews, interviewing committee, which is part of the School Governing Body, shall rank the candidates in order of preference, with a brief motivation, and submit this to the School Governing Body for their recommendation to the relevant employing department. The Governing Body must submit their recommendation to the provincial education department in their order of preference.

The above-mentioned roles are clear roles of the School Governing Body but they are carried out in consultation with the principal. If the Governing Body members have been fully involved in the selection process, they must give their honest recommendations to the principal in terms of the South African Schools Act of 1996

(Section 20(1)(i)), subject to the Employment of Educators Act, (1998) and the Labour Relation Act, (1995). It is imperative to note that the interview committee together with the school principal, do not constitute the entire School Governing Body, but their role is to conduct the process and come up with the end product of the selection process.

2.10.3 The shared roles of the Principal and the School Governing Body in the selection process

The principal and the School Governing Body are assigned to ensure that the objectives and principles governing the selection process are realised, which include among others the following:

- To ensure that the filling of posts is completed with the minimum timeframe possible and perceived as objective, just and acceptable.
- To elicit the commitment of all parties to ensure the meaningful and democratic participation of relevant stakeholders.
- To ensure that processes, procedures and mechanisms used should facilitate objectivity.
- To ensure that the entire process is congruent with the agreement reached in the ELRC.
- To ensure that the process constitute fair labour practice.
- To ensure that any body who is an applicant for a post as advertised in the vacancy list may not participate in the shortlisting, interview process or any other aspect with regard to the filling of the posts
- To ensure representivity in the process of selection.
- To ensure that affirmative action measures for designated groups (namely Blacks, which include Indians, Coloureds and Africans, women and disabled educators). (North-West, 2002:1).

Even though there is shared responsibility in the selection process, the principal will always be held accountable for the success and the failure of the whole process.

2.11 SELECTION OF A PRINCIPAL INTO THE SCHOOL MANAGEMENT TEAM

A school under site-based decision making may participate in the selection process of that campus, under certain conditions. While it is appropriate for campuses to participate in the process, there are valid reasons why the central office should be involved in the selecting and promoting of principals. School Districts have the same needs for ethnic and gender diversity and professional skills that their campuses do. Additionally confidential information regarding applicants may require central office participation in the process (Holman, 1995:65). The School Governing Body makes the recommendation after the panel has found the suitable principal. The same procedure is followed, and the principal is treated like every educator. He does not contribute anything to the process until he or she is appointed to the post applied for.

2.12 THE SELECTION OF EDUCATORS INTO THE SCHOOL MANAGEMENT TEAM STRUCTURE

In the selection process of staff members to the School Management Team, School Governing Bodies together with the Principal share the responsibility, make decisions and the Governing Body does recommendations (South African Schools Act, 1996). Depending on the way in which the selection process is managed, selection can be a traumatic experience for the applicant. A problem that often surfaces is the behaviour of laymen in the field of education who participate in the selection process. Unprofessional treatment of any of the candidates, but especially of unsuccessful candidates, can do serious damage to the image of the school concerned. Such people feel aggrieved simply because their applications were unsuccessful and then look for reasons to criticise the particular school (Southworth, 1990:2-6). Care should be taken to ensure that the selection of candidates is managed efficiently and in the best interest of the candidates as well as of the school.

Only the principals from the School Management Team take part in the selection process of educators to the School Management Team. The legislation is not clear regarding the participation of deputy principal in the selection process of head of departments in the whole process. A principal is the only member of staff involved in the selection process of all members of the staff into the School Management Team.

2.13 SUMMARY

The South African School Act of 1996 encourages schools to become self-managed and self-reliant, through striving for section 21 status. Self-managed and self-reliant schools create new challenges for those responsible for leading and managing them. The Principal is ultimately responsible for the day-to-day profession and operational leadership and management of the school. He or she carries this responsibility, as an employee of the state in terms of the Employment of Educators Act (No 76 of 1998). The Principal acts on behalf of the provincial head of the education department. Fortunately, a school principal is no longer expected to carry this responsibility alone. Responsibilities should be shared with other relevant stakeholders including members of the school governing body, teachers, parents and learners. Each of these stakeholder groups has an interest in making sure that the school functions well.

The policy encourages the principals to form School Management Teams. In large schools, the School Management Team is made up of the school principal, two deputies and the heads of department. It is the task of the School Management Team to work together to ensure that the school becomes a dynamic and flourishing milieu for both educators and learners. The School Management Team has extensive responsibilities; duties and tasks such as planning, decision making, delegating work and coordinating work, solving problems, which involves different stakeholders. Although the school principal is working with the members of the School Management Team he or she is the last person to make a final decision accountably, but in the selection process he does not have a final say. The School Governing Body has a final say.

The main challenge brought by transformation in relation to selection process is the involvement of all relevant stakeholders. The educators, parents unions and Department of Education need to be responsible for the success of the selection processes at different schools. They have to take initiative in becoming fundamentally transformed into new human beings, with a personal vision and purpose. Only this transformation will ensure their proper perception as facilitators of learning to achieve the educational aim. Without such personal involvement, as essential part and parcel of education of the future, failure will haunt all noble attempts for paradigmatic change.

In the next chapter the focus will be on the selection process of the School Management Team, as outlined by the North-West Department of Education, with special reference to Mokolokotoane Public School.

CHAPTER 3

THE SELECTION PROCESS WITH SPECIAL REFERENCE TO MOKOLOKOTOANE PUBLIC SCHOOL

3.1 INTRODUCTION

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

In view of the large numbers of vacancies for school management teams that are created by educational change, it has become increasingly important that staff promotion is done in a responsible manner. The principals and the school governing bodies are faced with a strong challenge of managing the selection process of their different schools. Recruiting and selecting teachers may be the most important task administrators perform. Mistakes made in personnel selection are costly and have long-term effects (Jensen, 1998:5). Although it is the responsibility of the education authorities (SA Schools Act of 1996, section 19), principals, as managers of schools, have to display initiative themselves in order to ensure that the training and preparation of selectors receive the necessary attention in their schools. In fact, the unique needs of the schools in this regard necessitate principals to devote continuous attention to this type of training themselves (Heyns, 1998:123). The quality of any school depends on performance and ability of their best-promoted educators with managerial expertise or knowledge. Cherrington (1995:225) advocates that selection of a candidate for a post does not only influence the post concerned or the department within which such a post falls, but also the staff, learners, and parents community, in other words the school as a whole.

3.2 MOKOLOKOTOANE PUBLIC SCHOOL

The school was established in 1973 (Tau, 2003). Educators who started teaching in that year, were recruited from the nearby schools and they were all predominantly Southern Sotho-speaking. There were 7 male educators and 10 female educators including the principal Mrs. M. Maletle. The next principal was Mr. MM. Seobi, who was recruited from a nearby Tswana-speaking school. However, he was Southern Sotho-speaking. Mr. Seobi retired in 1996 and the principal's post was for the first time formally advertised. Posts of heads of department and those of the deputy principals were also formally advertised between 1997 and 2002.

Mokolokotoane is a black school with 1005 learners. It has 24 classrooms, with a principal's office, a strong room, clerk's office, two sick rooms, a staff room with toilets for female and male staff, a library, a storeroom, and separate toilets for both female and male learners.

The school currently has 27 educators, including the principal, two deputy principals and four heads of Department. The educator-learner ratio is 1:37, which is normal for a school of this magnitude. The vision of the school is "To improve, uphold, maintain standard, provide quality education to make our school a model and strive for Excellency". In order to achieve the said vision, the school determined the following mission: "We need to strive for a commitment of all relevant stakeholders in education, to share, develop, guide and assist each other towards the realisation of quality education that will benefit the people of our country." (Mokolokotoane Public School, 2002:1).

The school had to select seven persons to be in the School Management Team. It was expected from these members to understand the roles that educators, learners, and parent have to play in the effective running of a school. The educators in the school closely monitored the selection of the seven members of staff who were promoted into the SMT. There were expectations from a large number of educators in the school to be selected as part of the management team. The outcome of the filling of the seven positions of School Management Team form the basis of this study in that the selection process was, inter alia, criticised by the teachers.

The selection process in schools is a well-developed process, which is extensively described in legislation. The environment in which the selection of educators occurs is, however, influenced by certain factors, which will be highlighted in the next section.

3.3 FACTORS THAT INFLUENCE THE SELECTION PROCESS AT SCHOOLS

Educational and administrative factors do have an influence on the post establishment and filling of vacancies in schools. Schools are affected each year by a post-provisioning model that promotes the possibility of selection of new educators on all post levels. This model helps to provide statistics based on the number of educators that the Department of Education could afford to pay.

3.3.1 Internal factors

The following are factors within the school that the Department of Education considers to influence the provisioning of staff members per school in the North-West Province (North-West, 2002(b):2).

- The maximum ideal class size applicable to a specific learning area or phase.
- Period load of educators.
- Need to promote a learning area.
- The size of the school.
- Number of grades.
- More than one language medium of instruction.
- Disabilities of learners.
- Access to curriculum.

3.3.2 Ad Hoc factors

Certain factors that are not considered above, such as an unexpected growth in number of learners may exist at a particular school and that justify the allocation of additional posts to such a school.

3.3.3. External factors

The following are factors outside the school that contribute and have an influence in the posts that the Department of Education within the North-West Province is willing to establish.

3.3.3.1 School community

According to (Heyns, 1998:123) the nature and composition of school communities have certain likes and dislikes that should definitely be taken into account during the selection of staff. The community may look among other things the educators' general background and what is the anticipated positive contribution towards the school community.

3.3.3.2 Regional education authorities

Regional education authorities possess a reasonable measure of autonomy and it may happen that the selection requirements are influenced by this fact (Heyns, 1998:125).

3.3.3.3 Teachers' unions

The teachers' unions keep watch over the interests of their members and they do have a greater influence coupled with their union ideology in trying to secure posts for their members. According to Gerber *et al.* (1996:163) promotion is an area of management where trade unions can actively promote the interests of their members. They now have the backing of the new Labour Relations Act N 55 of 1995 to ensure that the employer follows fair promotion procedures.

As Nel *et al.* (2001:161) explain, selection and promotion are closely intertwined, especially if the organisation follows a policy of filling vacancies from within, where possible. Workers representatives have an interest in such promotion of employees:

- Unions may prefer seniority as the criterion for promotion rather than performance, since this furthers the interests of their long-term members.
- Unions can insist that employees be promoted from within the organisation before outsiders are hired.

- Unions can press for the promotion of a specific individual, subject to the grievance procedure.
- Unions can put pressure on employers to start applying broad banding to job evaluation for remuneration purposes, to give employees upward movement in their jobs, which is tantamount to a promotion (Nel *et al.*, 2001:161).

3.3.3.4 National and Provincial policies

These policies influence affirmative action, the teacher-pupil ratio and more than one medium of instruction at a particular learning institution (Heyns, 1998:125).

3.3.4 Restrictions based on requirements for posts

Restrictions based on requirements for the post is referring to qualifications of a person and his or her number of years of teaching experience without a break of service. Qualifications considered are referred to those relevant to teaching (North-West, 2002:2)

3.3.4.1 Qualification requirements

All persons (candidates) must have at least three years qualifications (REQV 13), which must include appropriate training as a teacher (North-West, 2002(a):2).

3.3.4.2 Experience requirements

Candidates applying for promotional posts (Post level 2 to 4) are required to satisfy the following minimum years of experience in terms of the Employment of Educators Act of 1998:

Post level	Minimum years of experience
2	3
3	5
4	7
5	8
6	9

Educators' actual as well as appropriate experience must be taken into account for purposes of appointment at post level 2 and higher (Employment of Educators Act of 1998 Section 2.2 (b)(ii)).

Experience is important in relation to the post one may wish to apply for. It also goes along with knowledge gained during the practical involvement with stakeholders. In most cases the criteria set out for promotion of educators limits the chances for favouritism.

3.3 5 Appointment requirements for persons not currently employed in a state education department

Some educators retire prematurely and at some stage wish to return to the system, while some have taken pension earlier. The Department of Education has a room for them to return to the system (Employment of Educators, 1998, Section 2.3).

3.3.5.1 Retired and pensioned

Every reappointment of an educator who has retired or has been retired on pension before reaching his/her retirement age shall be approved by the head of education or the person to whom he/she has delegated such authority (Employment of Educators Act, 1998, Section 4).

The selection process is influenced by many factors as indicated above. It is imperative to consider these factors seriously, because they form the basis on which the relevant candidate can be appointed. They also serve to guide the Department of Education to determine the needs analysis of every school. Qualifications and experience serve as an instrument to reduce the number of applicants when additional criteria are made. These factors are fundamental building blocks from which the Department of Education decides to make advertisements and appointments.

In the next section consideration will be based on guidelines for selection process as prescribed by the Department of Education in the North-West Province.

3.4 SELECTION PROCESS AS OUTLINED BY THE NORTH-WEST DEPARTMENT OF EDUCATION

The following definition explains the concept selection as propounded by different authors:

- Selection is a complex procedure that comprises the following: the collection of information, coding, interpretation, retrieval and interaction of information and decision making (Place & Kowalski, 1993:291).
- Cascio (1995:130) explains that selection is any method used to select or promote applicants based on a keen, meaningful forecast of job performance. An understanding of just what a worker is expected to do on the job, as reflected in job-related interviews or test questions, is necessary for such a meaningful forecast.
- Lundy and Cowling (1996:205) describe selection as a process through which decisions are taken regarding entry and induction and subsequent movements, such as promotion and transfer within the organisation.

The selection process in the North-West Department of Education is governed by among other things, specific objectives, principles and procedures. These objectives, principles and procedures will be discussed next.

3.4.1 Objectives of the Department of Education for selection

The objectives of the Department of Education concerning the selection process at all schools are the same. The following are the main objectives of the North-West Department of Education:

- To ensure that the filling of the posts is completed within minimum possible timeframe and is perceived as objective, just and acceptable.
- To elicit the commitment of all the parties.
- To ensure a meaningful and democratic participation of all relevant stakeholders in selection process (North-West, 2002(a):1).

3.4.2 Principles of selection

The principles governing the process of selection are important and their relevancy to the selection process cannot be underestimated. If they are observed, they limit the unnecessary problems and they serve as a guide for the success of the process. Those principles are the following:

- The process, procedure and mechanisms used should facilitate objectivity.
- The entire process must constitute fair labour practices.
- The process must be in line with agreements reached in the Education Labour Relation Council.
- Any person who is an applicant for the post advertised in the vacancy list *may not* participate in the short-listing, interview process or any other aspect with regard to the filling of the posts.

In the filling of educators posts (SMT) the Department is guided by the following:

- Affirmative action measures for designated groups (namely Blacks which include Indians, Coloureds and Africans), women, disabled educators and representivity.
- All appointments are subject to no disputes being lodged and the North-West Education Department reserves the right to cancel any appointments or nominations should it be found that the selection process was procedurally flawed (North-West, 2002(a):1).

3.4.3 Procedure

Everything has to be done in a certain way. The same applies to the selection process. A certain procedure has to be followed to the latter in order to complete the process without difficulties. The following steps have to be followed:

3.4.3.1 Initial roles of the District Level for the selection process

Selection starts at the District Level and is called sifting. This process takes place in accordance with the Employment of Educators Act of 1998 and it is further coupled with the conditions set out in the Departmental Circulars.

The applications are directed or handed to the District Offices and the District starts the whole procedure after the closing date and the process is as follows:

- The District Office acknowledges receipt of applications in writing and handles the initial sifting process to eliminate applications of those candidates who do not comply with the requirements of the posts as stated in the advertisement.
- The letter of acknowledgement clearly indicates whether the application is complete or not, and whether the application meets the minimum requirements for the post and that such application has been referred to the institution concerned.
- All the applications that meet the minimum requirements as advertised are forwarded to the institution's governance structure.
- Applications which do not meet the minimum requirement as advertised are also forwarded to the institution's governance structures.
- Employees' organisations which are parties to the Council, are to be given a full report on the educators who meet the minimum requirements for the post/s in terms of the advertisement and educators who do not meet the minimum requirements and other relevant information that is reasonably incidental thereto (North-West, 2002(a):1).

3.4.3.2 Screening interview

Screening is the initial stage of the selection process. It is a process that serves the purpose of rejecting the obviously unsuitable candidates. Preliminary screening can be done by conducting a brief interview or by careful consideration of the information provided by the applicant, in order to ascertain whether the candidate meets the job requirements (Kroon, 1996:308). In the Department of Education, this process is known as *sifting* and it is done at the District level. It expedites the departure of the unqualified applicants to minimise the total cost of the selection process.

3.4.3.3 Instrument used for screening process

The District uses questions to sift applications. Examples of questions used to sift applications are:

- Is each application complete?

- Are certified copies attached?
- Does the applicant have recognised qualifications for the level of the post, which includes appropriate training as a teacher? If not, the application is rejected.
- Does the applicant have appropriate experience?
- Has the applicant taken a voluntary severance package? If so, the application is rejected (Department of Education, 2000(a):5).

When doing this sifting, the Department sorts all the applications according to each vacancy advertised in the Gazette. The Department then sends the applications (attached documents) to the appropriate schools. (Department of Education 2000:5(a)). Applications of both the qualified applications for the next round of short-listing and unqualified ones, bearing the reasons for their rejection, are sent to schools.

3.4.3.4 Short-listing and interviews

In terms of the Employment of Educators Act No 76 of 1998, the following procedures of short-listing and interviewing are applied:

Interview committees should be established at educational institutions where there are advertised vacancies. The Interview committee shall comprise of:

- One Departmental representative (who may be the school principal), as an observer and resource person.
- The principal of the school (if he or she is not the departmental representative) except in the case where he or she is an applicant.
- Members of the governing body, excluding the educators who are applicants to the advertised post/s.
- One union representative per union that is party to the Provincial Chamber of the Educator's Labour Relation Council. The union representative serves as an observer to the process of short-listing, interviews and the drawing up of a preference list.
- Each Interview Committee appoints from among its members a chairperson and a secretary.

- The School Governing Body is responsible for the convening of the Interview Committee and they must ensure that all relevant persons are informed at least 5 working days prior to the date, time, and venue of the short-listing, interviews and the drawing up of the preference list (Employment of Educators Act 76 of 1998, Section 3.3 (b-e)).

3.4.3.5 General short-listing guidelines for the Interviewing Committee

The Interview Committee conducts short-listing subject to the following guidelines:

- The criteria used must be fair, non discriminatory and keeping in line with the Constitution of the country.
- The curriculum needs of the school.
- The subject or post requirements.
- The list of the short-listed candidates should not exceed five candidates per post.
- The interview is conducted according to the agreed guidelines.
- These guidelines are to be jointly agreed upon by the parties to the Provincial Chamber.
- All interviewees must receive similar treatment during the interviews (North-West, 2002(a):3).

At the conclusion of the interviews, the Interviewing Committee ranks the candidates in order of preference, together with a brief motivation and submits this to the School Governing Body for recommendation in terms of the South African School Act (Act 84 of 1996, Section 20 (1)(I)).

Lastly, the information is being directed to the relevant employing department.

If for some reason the School Governing Body is unable to select and recommend a person to be appointed, the Department has the right to make an appointment in terms of the (Education Laws Amendment Act, No. 53. 2000, Section 6(3)(e)).

3.4.3.6 Criteria for short-listing applicants

- Short-listing must be conducted by a team of at least three persons;
- A list of appropriate weighted indicators should be arrived at using information provided in the advertisement (as well as duties, skills and qualities that are relevant to the post) as a basis.

- Data contained in the application submitted (the curriculum vitae and prescribed forms as per advertisement) should serve as the source of information for each applicant.
- Short-listing must be a manageable endeavour and candidates should not be less than three and not exceed five for each post.
- Relevant employee organisations must be granted the opportunities to observe the process of short-listing to satisfy them that the criteria are supplied correctly.
- If the employee organisations are invited for both short-listing and the interviews and could not turn up, and the proof for invitation is there, their absence cannot delay the process in any way. The process goes on in their absence (North-West, 2002(a):3).
- Fair criteria, non-discriminatory and keep to the constitutional principles of the country.
- The curricular needs of the school and
- The subjects or post requirements.
- All candidates short-listed must be called for an interview (North-West, 2002:3).

3.4.3.7 Interviews

The following are the set procedures for interviewing (North-West, 2002(a):3):

- Each interview panel should appoint amongst its members a chairperson and a secretary.
- The School Governing Body must receive, consider and rectify the recommendation of the interview panel.
- Interview must be conducted by panel, which must include at least two persons who are knowledgeable on the domain covered by the post.
- Short-listed candidates should be given seven (7) working days' notification of the time, date and venue of the interview.
- Same treatment should be given to the interviewees although questions will not be precisely the same.
- The interview should be structured to address salient indicators attached to the post under consideration.

- Acknowledging that no interviewing process is flawless: it is accepted that the candidate with the highest score may not necessarily emerge as the recommended candidate. However, the recommended candidate must be one of the top three.
- The interviewing panel must rank the candidates in order of their preference, giving a brief motivation for their choice.
- Signatures must be attached on the relevant forms after the decisions on the ranking of candidates have been made.
- The School Governing Body must ensure that accurate records are kept of proceedings dealing with the interviewing of candidates short-listed, as well as decisions relating to the nomination of suitable candidates.
- A distinction should be drawn between teachers in their capacity as the members of the school's governing structure and teachers in their capacity as representatives of the employee organisations.
- Whilst not infringing on the right of the institution's governance structure to constitute sub-committee according to their own constitutional procedures, they are advised to include at least one teacher who is not part of the institution's governance structure as an observer.
- The interview panel at the institution should remain unaltered until all interviews are completed.
- Each and every panel member and observer should append his /her signature on the score sheet (North-West, 2002(a):5).

3.4 3.8 Recommendations to the Department of Education

Once the interview committee has concluded and made its ranking list of the first, second, third, fourth and fifth choice, the list is referred to the entire School Governing Body. The list is accompanied by motivations for the ranking and motivation is only made if the highest scored candidate cannot be regarded as the first choice. It is important to know that only the first three highest scored candidates can be regarded as the committee's choice for appointment to the post. The School Governing Body calls a special meeting to discuss the outcome of the interview with an aim of approving and making recommendations as stipulated in term of the South African Schools Act (Act 84 of 1996), Section 20 Subsection (1) (I).

3.4.3.9 Establishment and composition of a District Review Panel

The Departmental District Review Panel is composed of the following:

- The Superintendent, who will act as the chairperson of the review panel.
- The affected Circuit Manager.
- Assistant Director: Administration at the District Office who will be the recording secretary.
- One representative from each of the employee organisations who are recognised members of the ELRC (North-West, 2002:5).

3.4.3.10 Functions of the District Review Panel

The following functions are associated with the District Review Panel:

- The review panel coordinates and monitors the process as a whole to ensure that the deadlines/time tables are met at all times.
- The panel ensures that all disputes are lodged within seven days after the interview process.
- The review panel deals with and tries to solve all disputes.
- The review panel satisfy itself and certify in writing that the procedures outlined are followed for each post and that there are no disputes from any of the parties involved before referring the final recommendations to the District Manager who will forward them to Head Office for approval. If there is any proof of unfair labour practice the District Manager should be informed accordingly and can declare the interview null and void.
- Where the interviewing panel cannot reach reasonable consensus, it should attempt to settle the matter and make recommendations to the District Manager (North-West, 2002(a):5).

3.4.3.11 Provincial Education Labour Relation Council (PELRC) review panel

The review panel at Head-Office level is responsible for handling disputes referred to it by the District Manager.

The composition of the PELRC review panel is as follows:

- two Departmental officials, one from HRM and another from District Management;
- one representative Human Resource Management from each of the employee organisations who are recognised members of the ELRC; and
- the secretary of the PELRC (North-West, 2002(a):6).

3.4.3.12. Record keeping

In terms of the Employment of Educators Act 76 of 1998 (Section 3.5) the employer must ensure that accurate records are kept of proceedings dealing with the interviews, decisions and motivations relating to the preference list submitted by the school governing bodies and other structures. Keeping of the records should at least not be less than one full year. In view of the Labour Relation Act it has become necessary for companies to keep a complete set of records pertaining to the recruitment and selection of staff. This is especially important should a school have to prove that they did not discriminate against an individual (Carell, *et al.*, 1998:164).

3.5 TECHNIQUES/METHODS OF GATHERING PERSONAL INFORMATION IN THE SELECTION PROCESS

Techniques are working methods. The following paragraphs will indicate how selection is done through different techniques.

3.5.1 Reference check and its importance in the selection process

Grobler *et al.* (2002:190) explain that there are several methods of checking references. The first method involves that the specialist personally visits previous employers or friends of the applicant and a second method is to check references by mail. These methods have the following disadvantages (Grobler *et al.*, 2002:190):

- They require several days to respond.
- They lack the depth of information that a phone can provide.
- Most employers are increasingly wary of putting their perceptions of former employees in writing.

A third method is the telephone call. This method is a time-efficient, accurate means of getting complete information on applicants. A final method for checking reference involves the use of an outside service, which can help to investigate the background of applicants.

3.5.2 Personal reference

According to Carrell *et al.* (1998:192) speaking of personal reference explains that many employers continue to request that applicants list the names, occupation and addresses of three or more individuals who are not previous employers or relatives, but who can attest to the applicants' suitability. In reality, almost all applicants list individuals who will say something very positive about them and give good recommendation. Nel *et al.* (2001:250) point out that there are two key reasons for conducting pre-employment background investigations: to verify the accuracy of factual information previously provided by the applicant, and to uncover any **damaging background information**, such as a criminal record or a suspended driver's license.

3.5.2.1 Previous employers

The most important reference checks involve the previous employer, co-workers and supervisor. Because many employers have become concerned over possible lawsuits they will only provide a former employee's date of employment and job title. This has made the process of checking by previous employer difficult for the human resource specialist. Unfortunately, good job applicants can be hurt by their previous employer's reluctance when they cannot prove their previous work records (Carrell, 1998:193).

3.5.2.2 Questions formulated for referees

According to Department of Education, (2000(b):10) questions directed to referees should be as follows:

- Do you know the applicant? How long did you know him or her?
- Can you confirm the applicant's history, as you know him or her?
- Would you please comment on the applicant's personality?

- Do you think the applicant will perform well in this job?
- Is there any additional information you would like to provide pertaining to the applicant?

3.5.3 TECHNIQUES OF INTERVIEWS

The interview has three essential divisions (Golding, 1985:93):

- (a) **Opening:** it is an introduction and a brief outline of the interview, and activity that encourages the candidate to relax.
- (b) **Body of the interview:** it is the main part where details of the job and applicant's background are discussed as "fact finding" part of the interview.
- (c) **Closure:** terminating the interview.

3.5.4 FORM OF INTERVIEWS

According to Gerber *et al.* (1996:141) the employment interview can take three forms:

- Structured interview.
- Semi-structured interview.
- Unstructured interview.

3.5.4.1 Structured (directive or patterned) interview

According to Haralambos and Holborn (1994:734) the structured interview is simply a questionnaire administered by an interviewer who is not allowed to deviate in any way from the questions provided. During this interview, the interviewer asks previously compiled list of questions, to obtain certain information from the applicant. The interviewer asks question in a certain order, recorded or valued to a certain extent and rating is given. Gerber *at al.* (1996:141) indicate that structured interview leaves little room for adaptation to the interview situation as the applicant is afforded little opportunity to expand on answers.

3.5.4.2 Features of the structured interview

Grobler *et al* (2002:189) explain that the structured interview can greatly increase the reliability and accuracy of the traditional informal or non-structured interview. A structured interview usually has shows the following features:

- **Questions:** The interviewer asks questions exclusively concerned with the job duties and requirements critical to the job.
- **Score response.** The interviewer is provided with typical answers to questions and a five point rating scale is used.
- **Interview Committee:** responses are discussed and rated by more than one person to minimise bias.

Consistency: All applicants for the post are asked the same questions and evaluated by the same people.

3.5.4.3. Semi-structured interview

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

3.5.4.4 Unstructured (non-directive) interview

Gerber *et al.* (1996:142) identify the unstructured interview as a free interview whereby the interviewer is free to adapt to questions during the course of the interview. The interview requires little or no preparation. Care must be taken; however, that the unstructured interview does not deviate so far that the interviewer no longer succeeds in collecting facts on which an objective evaluation of the various candidates can be based. On the other hand, the unstructured interview can enable the

interviewer to ask those questions that may help to make a delicate distinction between candidates of almost the same quality.

3.5.4.5 Main problem areas in an interview

According to Golding (1985:99) some of the main problem areas or interviews which affect the validity of an interview and which need to be avoided are:

- **Stereotyping:** basing judgment on predetermined notion and prejudices, such as age, race or sex;
- **“Halo effect”:** rating according to personal like or dislike and exaggerating different aspects;
- **Self-identification:** where the interviewer tends to favour people of similar value to himself; and
- **Basing decision on negative data:** many interview assessments concentrate on reasons why applicants are not suitable, instead of looking for positive signs.

3.5.4.6 Guidelines for a successful interview

The Department of Education (2000(a):15) provide the following guidelines for a successful interview:

- The room should be quiet, comfortable and well ventilated.
- The applicant deserves greetings and friendly welcome.
- It is important to explain to the candidate how much time will be used for the interview.
- The applicant should be given time to talk freely.
- The requirements of the job should be clearly outlined to the applicant, including benefits and promotional opportunities.
- No deviation from main questions should be made.
- Applicants should be thanked for having come to the interview and answering questions.

3.6 SELECTION DECISION MAKING

Having discussed the steps in the selection process, it is pertinent that attention is turned to the issue of who should make the final decision in choosing a new employee into a vacant post.

Grobler *et al.* (2002:192) postulate that deciding which applicant should be offered the position may be accomplished by one or two processes: compensatory selection or multiple hurdle selection.

In the compensatory selection process, all applicants who pass the initial screening complete the application blank and are tested. Each applicant is interviewed before the final choice is made. The applicants are then compared on the basis of all selection information. The multiple hurdle selection process requires the applicant to pass each hurdle: initial screening, application blank, testing, interviewing, reference check and departmental interview Grobler *et al.* (2002:192).

Nel *et al.* (2001:252) argue that in many organisations, the human resource department routine makes staffing decisions, particularly for entry-level jobs. There are two good reasons for this. Firstly, the organisation must ensure that its employment practices comply with legal requirements. Secondly, it makes good sense to allow the human resource department to follow through the entire selection process from start to finish.

Participatory decision making by various partners in education regarding selection process is encouraged. Although selection of human resources is an important managerial task of the principal, it is nevertheless not his exclusive responsibility. In terms of the South African Schools Act, (Act 84 of 1996) Section 20 Subsection (1)(I), parents have a say in the selection and appointment of teaching staff. Consequently principals must be knowledgeable and adequately equipped to help ensure that this process is managed correctly (Holman, 1995:65; Johansen and Gips, 1992:12).

3.7 APPOINTMENTS

If the candidate makes it all the way through the above-mentioned stages, he or she has a chance to be appointed in a post applied for. It is a common trend that appointments are made in a form of a letter and also the rejected candidate be notified in the same way.

3.8 SELECTION PROCESS AT MOKOLOKOTOANE PUBLIC SCHOOL

Mokolokotoane public school, like any other school, has its own autonomy concerning selection of educators. Whatever process of selection other schools were to embark on; the same was applicable to Mokolokotoane. Detailed information concerning selection at this school follows next.

3.8.1 Aims of selection process at Mokolokotoane Public School

Every school has the autonomy to recruit, advertise, interview and select its own staff. Irrespective of whatever autonomy the school has, it does not have a choice not to implement guidelines based on the principles, procedures and objectives stipulated by the Provincial Department of Education in which it is situated. Mokolokotoane is no exception. It is therefore important to note that Mokolokotoane had the following objectives to fulfil:

- To select suitable persons that will fill the vacant posts as advertised from different Gazettes as published by the Department of Education from time to time. This was only possible after the human resource manager, i.e. the principal, had met with the relevant stakeholders to determine the needs of the school.
- To select any educator within the North-West Department of Education, that could the minimum requirements as stated in the departmental Gazette.
- The selection processes was to be in a correct procedure with no disputes.

Gerber *et al.* (1996:130) maintain that the main aim of selection is to fill vacancies in the most appropriate manner. This implies that from among all the available applications for the vacant post, candidates who best meet criteria for the posts must be considered and interviewed. The school's aim of selection could only be realised if the selection process was in such a way that it proceeded in a well-ordered and systematic way. To carry out the aims of selection, it was imperative to observe that certain aspects of the selection were recognised, such as: procedure, principles and guidelines.

3.8.2 Essential characteristics of the selection process at Mokolokotoane Public School

The selection of *staff members* at Mokolokotoane Public School into the School Management Team was much more than a single event. It started at the point where the principal made the *recruitment* and lasted until the point where the appointment was made and a *final decision* was implemented. It was a series of preliminary decision-making processes and amount to the school's aim regarding selection. Induction and evaluation joined as unbroken processes: induction starts during the selection and appointment phase, while evaluation of the extent to which the applicant meets the requirements and criteria of the posts occurs on the continuous basis (Heyns, 1998:12).

3.8.3 Selection policy for staff appointments at Mokolokotoane Public School

Mokolokotoane Public School does not have a written policy for the recruitment and selection of the educators. What the school did was to follow the departmental regulations and policies as they appear in terms of Employment of Educators Act No.76 of 1998, Section 3.1-3.5. The important and undocumented rule for appointments of the staff was that the principal had to consult before embarking in any recruitment or selection.

3.8.4 Preparation for the selection process at Mokolokotoane Public School

The task of preparation was very important and members of the School Governing Body and the principal planed carefully to ensure that the process was fair and transparent. Two most important questions that were asked in order to make preparation for selections were the following:

- Who should be in the selection committee?
- How can confidentiality be ensured?

3.8.5 Establishment of a selection panel at Mokolokotoane Public School

The composition and procedure followed by the selection panels at Mokolokotoane Public School were as follows:

The principal of Mokolokotoane Public School did not include the School Management Team and the School Governing Body to determine how to ensure confidentiality and the composition of the selection committee. He requested educators to choose whom they wanted to represent them in the selection panels and he did the same with the School Governing Body. The unions and the Department of Education sent their representative, as requested by the principal. In the case of the principal's post, the Circuit Manager represented the Department of Education and principals from other schools were invited to serve as the second persons that knew the job description of the posts.

The committee remained the same throughout the process until the selection was completed. For posts below that of the principal's post, the principal became a committee member. The Interview Committee was comprised of three to four people, excluding the observers. This was done with an aim of avoiding a complicated situation where a large number of committee members could cause the applicant to feel overwhelmed Department of Education 2000(a):6).

3.8.6 Treatment of confidentiality at Mokolokotoane Public School

Confidentiality is the backbone of the process of the selection. Each member of the selection committee, including the observers, has to sign the declaration of confidentiality. Smith and Robertson (1993:11) point out that the principle of confidentiality involves more than safeguarding the information given by candidates it also involves the issue of what information can be requested. The candidates' right to privacy means that they should not be asked to divulge information irrelevant to the selection decision. This principle of confidentiality is also enshrined in the Constitution of South African, Act 108 of 1996 Section 14 (d). It states that everyone has the right to privacy, which includes the right not to have the privacy of their communications infringed.

3.8.7 Declaration of confidentiality at Mokolokotoane Public School

Below is a transcript of the declaration of confidentiality used at the school for purposes of interviewing job applicants:

Declaration of Confidentiality for the Selection and Interview process at Mokolokotoane Public School	
1. I _____ (name of a person) do hereby agree to keep the information based on the selection and interview process at Mokolokotoane Public School as confidential as possible.	
2. I agree that I do not have any vested interest in the post and I will recuse (withdraw) myself when a family or a close companion is being discussed.	
3. I also agree to be charged with whatever disciplinary measure may be applicable to the misconduct I shall have committed.	
4. I will also remain the member of the panel until the last point unless a written and a valid apology is submitted to the panel and accepted.	
Signature: _____	Witness 1. _____
Date _____	2. _____
Time _____	
Venue _____	

Example 3.1 Mokolokotoane Public School (School Document)

3.8 8 Short-listing process at Mokolokotoane Public School

The selection committee made arrangements for a short-listing date after receiving application forms from the Department. The first step that the committee embarks on was to check whether the application forms sent to the school were correctly directed and whether they correspond to the number provided on the schedule that accompanied the applications. The short-listing at Mokolokotoane was in all respects relevant to the Departmental guidelines. Five candidates were always short-listed for

every post. The principal always presented the additional criteria for the short-listing and it was discussed with the whole panel.

3.8.9 Reference checks at Mokolokotoane Public School

Recommendations and reference checks were commonly used to screen outside job applicants. They provide information about a job applicant's (1) education and employment history, (2) character and interpersonal competence, (3) ability to perform the job and (4) the willingness of the past or current employer to rehire the applicant (Cascio, 1995:199). The duty to make a reference check was entrusted to the principal and when the appointment of the principal was to be made, the Circuit Manager did the reference check. Both the principal and the Circuit Manager were given time to report back to the committee at its next meeting. All the reference checks were made telephonically.

3.8.10 Composition of the interview committee at Mokolokotoane Public School

The following form the composition of the interview committee at Mokolokotoane Public School:

- The principal of Mokolokotoane (in case the post was not that of the principal).
- A representative from the Department of Education.
- A principal from another school in all promotional posts (as a second person who was knowledgeable about the requirements of the posts).
- One union representative per union that was party to the Provincial chamber of the Educator's Labour Relation Council.
- Three members of the School Governing Body (parents being in the majority).
- One teacher from Mokolokotoane who did not applied for any post as advertised in any current Gazette in relation to school based posts.

3.8.11 Preparations for the interviews at Mokolokotoane Public School

The interview Committee at Mokolokotoane Public School consisted of four people, including the principal or the Circuit Manager, and excluding observers. This was done with the aim of avoiding a complicated situation and a large committee that might have caused the applicants to feel overwhelmed. The applicants short-listed

and the union representative (observer) was given seven working days' notice of the short-listing meeting as well as interview dates and times. Candidates were called to the interview at different times, to avoid wasting the time of other applicants. Both the principal of Mokolokotoane and the Circuit Manager directed all the invitations to the representative to attend the sessions at the times as arranged with the individuals.

3.8.12 Interviewing of applicants

The aim at the interview session was to get a brief impression about a person, which includes personal qualities, competence in the work and performance in their personal jobs. Relying on the impressions gained during the interview, it was possible to predict how each person would perform once in the job at the school. Although an interview sometimes provides wrong impressions, it remains one of the most important parts of the selection process (Department of Education, 2000(a):11).

3.8.13 Schedules for interviews

The interview committee decided on the date and times that suited them. The candidates were all called in on the same days. Each candidate was given thirty to forty-five minutes. During those minutes the candidates were discussed and rated. Time was strictly observed. The ratings were made and decisions were taken after all the candidates have been interviewed.

3.8.14 Questions for the interview process at Mokolokotoane Public School

The principal or the person who had the authority to lead the panel prepared questions. The interview committee decided who were to ask questions, and those questions were discussed beforehand. The same questions were asked to all interviewees and they were asked in the same order. The observers were not taking part in questioning activity. For all posts at Mokolokotoane Public School, questions were classified under the following headings:

- Teaching duties;
- Extra- and co-curriculum duties;
- Managerial duties;
- Governance;

- Interaction with stakeholders and relationships;
- Current educational issues; and
- Policies.

Questions were issued to the panel members and suggested answers were provided, but served only as guidelines.

3.8.15 Interviewing of each candidate

A short report of the interviewee is compiled as soon as possible after the interviewee has left. This is done while everything about the session is still fresh in the minds of the interviewers. It is also a chance to briefly discuss the applicant's strengths and weaknesses. After the discussion, every member works privately to fill in a scoring form. This process is known as rating the applicant. Rating is like scoring: the applicant receives a score for each criterion (Department of Education 2000b: 16).

3.8.16 Post-interview stage

The candidates were rated in the presence of all observers and conclusions were then made as to which candidates were rated first, second and third. Thereafter all participants appended their signature on the score sheets and on the schedules. The authorised person returned those schedules to the District Office. In each instance the selection teams provided all stakeholders with the dates for presentation of the results to the entire School Governing Body to make final choice. The entire School Governing Body made recommendation on the said dates and forwarded their recommendations to the Head of the Department.

3.8.17 Appointments

Appointments were made as follows:

- (a) The employing department made the final decision, subject to:
- Satisfying itself that agreed procedures are followed.
 - That the decision is was in compliance with the Employment of Educators Act of 1998, the South African School Act, 1996 and Labour Relation Act, 1995.

(b) The employer informed all unsuccessful candidates in writing within eight weeks of an appointment being made (Employment of Educators Act, 1998 Section 3.4(a)(i-ii).

3.9 SUMMARY

This chapter provided clarity on what the selection process in South Africa schools entails, by illustrating that the selection process is composed of many intertwined activities, such as sifting, short-listing, interviews, recommendation and appointment. It was also indicated which parties are involved in the selection, namely a principal, e union representatives, School Governing Body, Departmental representative, and educator representatives who have shown no interest in any post as advertised in the Gazette. If disputes were experienced in the processes, they were referred to the District review panel.

The next chapter will focus on the empirical research based on educators' perception on the selection of the School Management Team at Mokolokotoane Public School.

CHAPTER 4

EDUCATORS' PERCEPTIONS OF THE SELECTION PROCESS AT MOKOLOKOTOANE PUBLIC SCHOOL

4.1. INTRODUCTION

The most time-consuming part of research is the collection of data to broaden the researcher's understanding of a problem. The gathering and analysis of data will give the researcher a better understanding of the causes of a problem and will give him/her a better understanding of the unknown. Research methodology is the how of collecting data and the processing thereof within the framework of the research process (Brynard & Hanekom, 1997:27).

The initial part of this chapter deals with the study which was undertaken and gives further explanation of the reasons behind the methodology employed. It also encompasses areas such as the research design, data collection through questionnaires and analysis of information.

The empirical study, research and findings will be dealt with in the second part of this chapter. These will be covered under biographic information of the respondents (section A); respondents' view on the compilation of the selection panel at the school (section B), whether the respondents regard the selection process to be ineffectively implemented (section C) and to determine whether the respondents regard the selection process to be judicially correct or incorrect (section D).

4.2 RESEARCH METHODOLOGY

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

This study makes use of the quantitative method of research. Quantitative research is associated with analytical research and its purpose is to arrive at a universal statement. In quantitative methodology a researcher assigns numbers to observations. This form of research is also underpinned by a distinctive theory as to what should pass as knowledge. Data is produced by measuring things, or objectives. In this form of methodology questionnaires play an important role (Brynard & Hanekom, 1997:29). Questionnaires form thus the basis of collecting data to do this research on the selection process at Mokolokotoane Public School and will be discussed in the next section.

4.3 UTILISATION OF QUESTIONNAIRES

A questionnaire is one of the most commonly and reliable instruments to collect data. A *questionnaire* refers to a self-report instrument where the respondent writes his or her answers in response to printed questions on a document. A well-designed questionnaire should be easy for the respondent to fill in and it should be easy for the researcher to administer and to analyse the data obtained from the questionnaires (Brink, 1999:116).

4.3.1 Types of questionnaires

Questionnaires basically come in the form of closed-ended or open-ended questions. Questions in this study were based on both types of questions. Results gained from open-ended questions will, however, only serve to explain problem areas discovered regarding the selection process. The reason for this approach is that it is difficult to incorporate lengthy discussions in the limited scope of a mini-dissertation such as this.

Whereas close-ended questions are structured and do not allow the respondent any possibilities to elaborate on the question asked, open-ended questionnaires allow the respondent to present his/her views or to elaborate on the specific question. This may be more likely to provide valid data since respondents can say what they mean in their own words (Brink, 1999:155).

Open-ended questions are not based on preconceived answers and they are therefore appropriate for qualitative analysis of data. These questions are also easier to construct. They do, however, take more time for the respondents to complete and the diversity of the answers makes them more difficult for the researcher to code and analyse (Brink, 1999:155).

Meadows (2003:562) is of the opinion that constructing and wording the questionnaire are not a simple task. It requires skills and understanding of the key issues of the subject matter, as well as time to develop a questionnaire that is appropriate to meet the objectives of the study.

Designing questionnaire also requires an element of decision making. Cormark (2000:303) proposes the following when decisions are to be made concerning the questions asked in questionnaires:

- How the questions should be formulated.
- Whether to use open or closed-ended questions.
- The amount of data required to addresses the problem.
- What questions are to be asked.
- Why specific questions should be asked.

When planning a questionnaire, the following guidelines are useful (Mc Coll *et al.*, 2001:271):

- The question should relate to the ability of the respondents to answer.
- Questions should not be blocked by topic.
- Whenever possible questions should be arranged from easy to difficult in the questionnaire.
- Relevant and salient questions should be placed close to the front of the questionnaire. Sensitive questions should thus not be among the first questions.
- Specific questions should follow general questions.

The advantages of using questionnaires to get information include the following (Brynard & Hanekom, 1997:38-39):

- Respondents have time to think about answers to the questions.
- The respondent is normally not known to the researcher.
- A large number of respondents distributed over a large geographical area can be reached.

Care should thus be taken when constructing or developing a questionnaire and certain aspects, as discussed above, were taken into account when the questionnaire for this study was developed.

4.4 DEVELOPING THE QUESTIONNAIRE FOR THIS STUDY

Questionnaires should be based on the objective of the study and literature review. In this regard the theory as presented in chapters two and three played an important role. The main purpose of the questionnaire is, as mentioned, to gather information from the respondent on a specific topic. In the case of this study it is to ask questions to determine the perceptions of the educators on the selection process at the Mokolokotoane Public School.

The questionnaire for this study was divided into the following relevant sections:

Section A: Question 1-4

Section B: Question 1-9

Section C: Question 1-9

Section D: Question 1-10

Section A (biographic information): This section covers the profile of the respondents with regard to sex, capacity of employment, level of education and teaching experience. Section B concentrates on the rejection or acceptance of the compilation of the selection panel responsible for the selection process at the school. Section C concentrates on the issue of whether the selection process was regarded as ineffectively administered. Section D examines the judicial requirements employed in the selection processes and whether the process adhered to correct judicial requirements. The questionnaire is attached as Annexure A.

4.4.1 Pre-testing the questionnaire

A pre-testing study was conducted with the aim of establishing the relevance of questions to the topic of the study. Another aim of the pre-testing was to streamline the process and to eliminate unexpected problems. Eight educators from different primary and secondary schools in Jouberton were chosen at random for this purpose.

The results of the testing were taken into account when the final questionnaire was compiled.

4.4.2 Population and sampling

A sample, by definition, is a part or fraction of a whole, or a subject of a larger set, selected by the researcher to participate in a research project. A sample consists of a selected group of respondents or units from a defined population. In sampling the researcher selects a sample to represent the whole population (Brink, 1999:133). In this study, however, the total population of 20 educators was taken from post level 1. Every educator at post level 1 constituted the population sample. The population was considered to be of manageable size and it means the results of the findings are more reliable.

4.4.3 Data collection

Questionnaires were issued to the individual respondents in an envelope marked "Questionnaire". The researcher explained how the questions should be answered and confidentiality was emphasised. Questionnaires were returned during a staff meeting, two weeks after the date of their issuing. All questionnaires issued to the respondents were returned. There were no administrative problems encountered, and members of the staff (the population) were cooperative.

4.4.4 Data analysis

Statistics were developed from the respondents' answers. No computerised mechanism was employed. With this discussion as background, the results of the empirical study will be discussed and analysed in the next sections.

4.5 EMPIRICAL STUDY AND FINDINGS ON THE EDUCATORS' PERCEPTIONS ON THE SELECTION PROCESS

The analysis and discussion of the empirical study will concentrate on the objectives of the study throughout the discussion, as formulated in chapter 1.

4.5.1 SECTION A: (Questions A1-4): Biographical information of the respondents

Section A of the questionnaire focused on the biographical information of the respondents, so as to establish the compilation of the research group. This group consisted of the post level 1 educators teaching at Mokolokotoane Public School.

Question 1. Gender of the respondents

Male	45%
Female	55%

Question 2. Status of employment

Permanent	100%
Temporary	0%

Question 3. Level of education

M+3	40%
Above M+3	60%
Below M+3	0%

Question 4. Teaching experience

0-5 years	0%
6-10 years	50%
11 years and above	50%

Interpretation of biographical information (Questions A1-4)

Question A1: The statistics denote that 45% of the respondents who took part in the study were males and 55% were females. This is not an unusual situation at a primary school, as there are normally fewer males than females in primary schools. This is, however, not the case in secondary schools. The division of 45%/55% is thus not significant and it will have no effect on the outcome of this study. Should the difference between male and female be 10%/90%, for instance, the implication of that ratio should have been taken into account in the final analysis.

Question A2: The status of employment indicates that 100% of the respondents are permanently employed by the Department of Education. This indicates that all

respondents have satisfied the requirements for permanent appointment and stand a chance for promotion into the SMT in this regard.

Question A3: The response shows that 100% of educators at the school have matric plus 3 years or higher qualifications. These statistics are an indication that all the respondents were suited for promotion.

Question A4: 100% of the respondents indicated that they have six years and more teaching experience. It is thus evident that all the educators at the school are qualified to serve in the SMT regarding their teaching experience.

4.5.2 SECTION B (Questions B1-9): Rejection/Acceptance of the composition of the selection process

The results on the findings regarding the composition of the selection process will be discussed in this section. The questions in this section coincide with the second objective of the study, namely to determine whether educators at the lower level of the hierarchy reject or accept the composition of the selection process at Mokolokotoane Public School. (The first objective of the study was addressed in chapters two and three.) The results of these questions will thus give an indication of whether the selection process was indeed not accepted by the respondents, as the hypothesis suggests.

Question B1: Necessity of the selection processes

The purpose of this question is to determine whether the educators at lower levels regard the selection process as necessary. This question will, to some extent, give an indication of whether educators accept the selection process or not (objective two).

Question 1. The selection process for the School Management Team is necessary

Strongly disagree	0%
Disagree	5%
Neither agree nor disagree	0%
Agree	25%
Strongly agree	70%

Interpretation of the necessity of the selection process (Question B1)

Question B1: 25% of the respondents agree with the statement, with 70% of respondents strongly agreeing that the selection process is necessary, while 5% of the respondents disagree.

It is clear that there is to a large extent agreement among the respondents that it is necessary to appoint a School Management Team through a selection process. This question, however, did not directly measure the perception of the respondents regarding the compilation of the selection team, but it tested whether the educators were positive or negative towards the selection process per se. The following questions concentrate on the rejection (or acceptance) of the selection process.

Question B2-5 Acceptance of the composition of the selection panel in general

The reason for asking these questions was to determine whether the perception was that selection panels were satisfactorily composed. The responses to these questions would give an indication of whether the respondents were satisfied with the composition of the selection panels, as suggested, or whether the process were accepted by the educators. Questions were thus compiled to further pursue the second objective of this study.

Question B2. The composition of the selection panels for the School Management Team was correct.

Strongly disagree	5%
Disagree	5%
Neither agree nor disagree	5%
Agree	60%
Strongly agree	25%

Question 3. The teacher component from the SGB in the selection panels was adequate.

Strongly disagree	5%
Disagree	0%
Neither agree nor disagree	5%
Agree	60%
Strongly agree	30%

Question 4. The involvement of a staff member who was not part of the SGB was acceptable.

Strongly disagree	10%
Disagree	10%
Neither agree nor disagree	0%
Agree	30%
Strongly agree	50%

Question 5. The participation of union representatives as observers in the panel was satisfactory.

Strongly disagree	10%
Disagree	0%
Neither agree nor disagree	5%
Agree	35%
Strongly agree	50%

Interpretation of the acceptance of the composition of the selection panels (Questions B 2-5)

Question B2: It is noteworthy that 85% of the respondents believe that the composition of the panels for the selection of the School Management Team was correct, while 5% of the respondents neither agree nor disagree and 10 % disagree. It is thus clear that the composition of the panels was to a large extent acceptable to the respondents.

Question B3: The majority of the respondents (90%) believe that the teacher component from the school SGB in the panel was adequate, while 5% of the

respondents neither agree nor disagree and 5% of the respondents strongly feel that the educator component was not adequate. It may thus be concluded that the teacher representation from the SGB was regarded as adequate and acceptable for the majority of the respondents.

Question B4: In response to an enquiry about the involvement of one staff member who was not an SGB member, 80% of the respondents agreed that the involvement of a staff member who is not an SGB member was acceptable and 20% did not agree with the involvement of the staff member. The statistics thus indicate that the majority do not oppose the inclusion of a staff member who is not in the SGB and that the selection process was acceptable in this regard.

Question B5: It is noteworthy to indicate that 85% of the respondents agree that the participation of union members as observers in the panel was satisfactory, while 5% of the respondents neither agree nor disagree and 10% strongly disagree. It is thus also clear that the majority of the respondents are satisfied with the participation of the union representatives as observers in the process.

According to the statistics and contrary to the hypothesis, respondents are to a large extent satisfied that the composition of the selection panel was acceptable for Mokolokotoane Public School.

Questions B6-7: Involvement of the parents in the School Governing Body (SGB) in the selection process.

The purpose of questions 6 and 7 was to determine whether respondents considered parents in the School Governing Body as being competent enough to be part of the selection panel – in other words, whether the respondents accepted the composition of the selection panel, and particularly the parents representing the SGB on the panel.

Question B6: The School Governing Body (parent component) was literate enough to participate in the selection process.

Strongly disagree	15%
Disagree	35%
Neither agree nor disagree	20%
Agree	25%
Strongly agree	5%

Question B7: The School Governing Body and parents gave an honest recommendation to the principal regarding the selection of the educators into the SMT.

Strongly disagree	5%
Disagree	5%
Neither agree nor disagree	25%
Agree	50%
Strongly agree	15%

Interpretation of the involvement of the parents into the School Governing Body (Question B6 and 7)

Question B6: There is concern regarding the level of literacy of parents in the School Governing Body who participated in the selection process at Mokolokotoane Public School. 50% of the respondents disagreed, thus indicating that they felt the School Governing Body members (parents) were not literate enough to have participated in the process of selection, while 20% of the respondents neither agree nor disagree and only 30% of the respondents agree and were thus satisfied with the literacy level of the SGB members. This is an indication that the situation needs to be looked into. The following open-ended responses will highlight the situation.

Results of the open-ended questions regarding question B6. (The parents in SGB)

The following information has been provided by the respondents in writing in response to the open-ended questions and may shed light on the concern regarding the level of literacy of parents in the selection panel.

- ❖ The SGB cannot set additional criteria for the selection process of the school. This is an indication that the SGB applied the ultra vires doctrine only.
- ❖ Usage of terminology during the selection process was not adequate. This is an indication that some of the SGB members were not adequately trained to act as members of the selection panel.
- ❖ The procedure had too many technicalities for ordinary parents on the SGB. This is an indication that these parents have no understanding of a selection process and do not have the necessary skills to act on a selection panel.
- ❖ The SGB (parent component) does not know the broader curriculum aspects of the school.
- ❖ The SGB (parent component) does not know the legal aspects regarding a selection process. This can cause the Department of Education problems, such as legal action against it.

Question B7: Responses to questions about the honesty of recommendations made by the SGB showed that 65% of the educators agree that the recommendations were honestly made, while 25% of the respondents neither agree nor disagree and only 10% of the respondents disagree. These figures give an indication that the inputs of the SGB (and parents) were in general acceptable to the respondents.

Question B8-9 Outcomes of the selection interviews

The purpose of these questions was to establish the degree of acceptance or rejection on the outcomes of the selection results. Indirectly this question refers to the composition of the selection panel.

Question B8. The educators accepted the results of the selection interviews

Strongly disagree	10%
Disagree	10%
Neither agree nor disagree	20%
Agree	50%
Strongly agree	10%

Question B9. The settlement or outcomes of the disputes were satisfactory to all.

Strongly disagree	10%
Disagree	5%
Neither agree nor disagree	20%
Agree	35%
Strongly agree	30%

Interpretation of the outcomes and in the selection interviews and disputes (Questions B8-9)

Question B8: It is evident to state that 60% of the respondents accept the results of the interviews while 20% of the respondents could neither agree nor disagree and 20% of the respondents did not accept the results.

Question B9: The majority of the respondents, 65%, denote that the outcomes of the disputes lodged were satisfactory to all while 20% of the respondents neither agree nor disagree and 15% disagree with the outcome of the disputes.

According to these statistics it is evident that there is to an extend satisfaction and acceptance of the outcomes of the interviews, including the disputes.

The results of questions 2-9 indicated that only question B6 was negatively responded to. Seven questions (B2, B3, B4, B5, B7, B8 and B9) elicited a positive response from the respondents, which is an indication that the educators at lower level of the hierarchy, were in general positive to the composition of the selection panel.

4.5.3 SECTION C (Questions C1-9): Effectiveness of the selection process

The purpose of these questions is to determine the extent to which the respondents regarded the selection process as effective.

Question C1. The members of the selection panel did an effective job in the selection processes of the School Management Team.

Strongly disagree	0%
Disagree	15%
Neither agree nor disagree	10%
Agree	45%
Strongly agree	30%

Question C2. Members of the selection panels knew their roles in the selection processes.

Strongly disagree	0%
Disagree	5%
Neither agree nor disagree	35%
Agree	50%
Strongly agree	10%

Question C3. The selection teams have done adequate preparations for the selection processes.

Strongly disagree	0%
Disagree	15%
Neither agree nor disagree	10%
Agree	45%
Strongly agree	30%

Interpretation of the effectiveness of the selection process (Questions C 1-3)

Question C1: It is noteworthy that 45% of the respondents agree that the members of the selection panel did an effective job in the selection process of the School Management Team. Thirty percent (30%) strongly agree that the panel, with its members, did an effective job during the selection process. This is a clear indication that the effectiveness of the panel (75%) was to a large extent not in question by the respondents.

Question C2: The majority of respondents, namely 60%, accept that the members of the selection panels (excluding the parents) knew their roles in the selection process. 35% of the respondents were however uncertain.

Question C3: 75% of the respondents agree (of which 30% strongly agree) that the selection panel has done adequate preparations for the selection processes.

Question C4-5 The principal and SGBs influence on effective decision making

The purpose of asking these questions was to find out whether, according to the respondents, the principal had an influence on the effectiveness of the selection processes or not. According to the theory, as discussed in Chapter 3, the principal must give guidance to the selection process of SMT members. His/her influence on the selection process can be detrimental to the effectiveness of the process.

C4. The principal had a positive influence in the decision-making processes of the School Governing Body.

Strongly disagree	5%
Disagree	0%
Neither agree nor disagree	35%
Agree	50%
Strongly agree	10%

C5. The SGB members and the principal's decisions did not conflict with each other in the selection process.

Strongly disagree	0%
Disagree	0%
Neither agree nor disagree	25%
Agree	60%
Strongly agree	15%

Interpretation of the principal's influence on the effectiveness of the selection process (Questions C4-5)

Question C4: 50% of the respondents agreed that the principal had a positive and effective influence on the decision-making process and 10% of the respondents strongly agreed that the principal's influence was positive. This means that 60% of the respondents were satisfied with the leading and decision-making role of the principal during the selection process. Only 5% of the respondents were not satisfied with the role of the principal.

Question C5: Most respondents, 75%, indicated that the SGB and the principal's decisions did not conflict with each other in the selection process. This means that the majority of respondents were satisfied with how the SGB and principal conducted the selection process. 25 percent of the respondents were uncertain.

Question C6-7 Element of trust in the selection panel

The purpose of these questions was to establish whether the selection panel was trustworthy and whether the panel conduct was free and fair. Answers to these questions will also give an indication of the effectiveness of the selection panel during the selection process.

C6. Favours were made to some educators to be in the School Management Team for some reasons only known to the selection team.

Strongly disagree	15%
Disagree	30%
Neither agree nor disagree	40%
Agree	15%
Strongly agree	0%

C7. The selection panels at the school were always trustworthy.

Strongly disagree	5%
Disagree	10%
Neither agree nor disagree	30%
Agree	45%
Strongly agree	10%

Interpretation of trust in the selection panel (Questions C6-7)

Question C6: 45% of the respondents were of the opinion that applicants did not receive favours from the panel during the selection process. 40% were uncertain and 15% of the respondents were of the opinion that applicants did receive favours in some form from the panel. The question can be asked why only 45% of the respondents trust the bona fides of the selection panel and why 40% were neither positive nor negative. This aspect has to be examined in-depth to provide an explanation for this phenomenon. The open-ended question did, however, reveal some reasons for this, but it should be verified through another study. From the 20 respondents, 3 made the following comments:

- ❖ People were promoted not because of their potential but because of who they are and whom they know.
- ❖ Some educators were promoted without any experience on SMT matters, while others with experience were rejected.
- ❖ Educators closest to the principal were promoted.
- ❖ So-called “good boys and girls” were promoted. These persons are normally not prepared to stand up for what is right.
- ❖ Additional criteria were formulated in order to benefit certain educators.

Question C7: 55% of the respondents were of the opinion that the selection panel was trustworthy. There is an indication that 15% of the respondents are saying the selection panel was not trustworthy and 30% of the respondents neither agree nor disagree.

Question C8 Effective record keeping of the selection processes

The purpose of asking this question was to determine whether the administering of the selection process was effectively conducted. This will also give an indication of the effectiveness of the process, one of the objectives of the study.

C8 Record keeping regarding the selection processes was satisfactory.

Strongly disagree	0%
Disagree-	0%
Neither agree nor disagree	30%
Agree	55%
Strongly agree	15%

Interpretation of effective record keeping (Question C8)

Question 8: 70% of the respondents indicated that records were well kept and were well administered. 30% was uncertain. The respondents were thus to a large extent satisfied with the administrative handling of the selection process and that it was conducted in an effective manner.

Question 9 Correctness of the selection interview process

The purpose of the question was to determine whether the selection interviews were correctly conducted or not. This will also give an indication of whether the selection process was effectively administered.

C9 Interviews were conducted correctly.

Strongly disagree	0%
Disagree	5%
Neither agree nor disagree	20%
Agree	60%
Strongly agree	15%

Interpretation of the of how the interviews were conducted (Question C9)

Question C9: In responding to the question, 75% of respondents believe that the interviews were correctly handled, while 20% of the respondents indicate that they neither agree nor disagree. Generally the educators are thus not sceptic about the process.

The results of questions C1-9 indicated that only question C6 received somewhat of a negative response. The other questions (C1, C2, C3, C4, C5, C7, C8 and C9) received a positive response, which is an indication that the educators at lower level of the hierarchy were positive regarding the effectiveness of the implementation of the selection process.

4.5.4 SECTION D (Questions D1-10): Judicial requirements and the selection process

It is important to establish whether there was procedural fairness in the selection process for appointment of the Management Team at Mokolokotoane Public School. Did the process for instance adhere to judicial requirements and did the educators regard it as such? The answers in this regard will give knowledge regarding objective four, namely to establish whether the selection process was conducted according to the correct judicially requirements.

Question D1: Understanding of judicial requirements

The purpose of this question was to establish whether the educators did understand the judicial requirements of the selection process or not.

D1. I understand the judicial requirements pertaining to the educators' selection process.

Yes	75%
No	0%
Uncertain	25%

Interpretation of this question (Question D1)

Question D1: 75% of the respondents indicated that they understood the judicial requirements pertaining to the educators' selection process and 25% of the respondents indicated that they were uncertain about what the judicial requirements were. It thus seems that most of the respondents understood the guidelines for the selection of SMT members.

Question D2 Legitimacy of the appointments of SGB members

The purpose of asking this question was to establish the legitimacy of the appointments of the SGB members on the selection panel, as seen by the respondents.

D2. The current School Management Team members were legitimately appointed in the selection process.

Yes	60%
No	10%
Uncertain	30%

Interpretation of legitimate appointments of SGB members (Question D2)

Question D2: The majority of the respondents, namely 60%, indicated that the current School Management Team members were legitimately, appointed while only 10% say the appointments of SGB members were not legitimate. 30% were uncertain.

Question D3. Correctness of the selection procedures for SMT members

The purpose of asking this question was to evaluate the response of the educators regarding the extent at which the selection procedures were correct or incorrect when appointing SMT members.

D3. The correct procedures were followed for the appointments of current School Management Team members.

Yes	70%
No	5%
Uncertain	25%

D5 The selection processes constituted fair labour practices.

Yes	70%
No	10%
Uncertain	20%

**Interpretation of the fairness of labour practices during the selection process
(Question D5)**

Question D5: 70% of the respondents indicated that the selection process constituted fair labour practices, while 10% of the respondents indicated that fair labour practices were not followed. 20% of the respondents were uncertain.

Question D6: Whether the selection process was in line with the guidelines set by the Education Labour Relation Council (ELRC)

The aim of asking this question was to ascertain whether the selection process was in line with the agreements or guidelines set by the ELRC or not, which also form part of the judicial requirements.

D6. The selection processes were in line with the agreement reached in the Education Labour Relation Council.

Yes	70%
No	5%
Uncertain	25%

**Interpretation of the question on the judicial guidelines as set by the ELRC
(Question D6)**

Question D6: There is a clear indication that 70% of the respondents showed that the processes were in line with the agreement reached in the Education Labour Relation Council, whereas 5% indicate that the processes were not in line with the agreement. 25% of the educators indicated that they were uncertain.

Question D7: The selection process and affirmative action

The aim of this question was to ascertain whether the selection process of the educators adheres to the judicial guidelines on affirmative action.

D7. During the selection process, affirmative action measures for designated group (namely Blacks, Indians and Coloureds) were taken into account.

Yes	40%
No	20%
Uncertain	40%

Interpretation of selection processes and affirmative action (Question D7)

Question D7: The study shows that 40% of the respondents appeared to believe that affirmative action measures for the designated groups were taken into account. 40% of the respondents were uncertain and 20% of the respondents indicated that affirmative action was not taken into account. The reasons for this phenomenon could be found in the answers given by the respondents through the open-ended question in this regard. From the total of 20 respondents, 4 responded in the following way:

- ❖ More males were promoted than females. The panel thus did not consider the affirmative action (gender representivity).
- ❖ People of other race groups were not promoted. Only blacks were considered.

The first response can be considered as the main reason for the statistical results of this question. At this point in time black people form the teacher component at the school and it is thus not likely to appoint white teachers on the SMT.

Question D8-9: Principal's inputs in the process

The purpose of these questions was to establish the contribution of the principal in terms of applying his knowledge and consultation capabilities in the selection process.

Question D8: The principal was knowledgeable to ensure that the processes of selection were managed correctly.

Yes	80%
No	0%
Uncertain	20%

Question D9: The principal consulted with the School Governing Body regarding selection of the SMT members.

Yes	50%
No	0%
Uncertain	50%

Interpretation of the principal's input into the selection process (Questions D8-9)

Question D8: 80% of the respondents believe that the principal was sufficiently knowledgeable to ensure that the processes were managed correctly, while 20% of the respondents denoted that they were uncertain.

Question D9: 50% of the respondents believed that the principal consulted with the School Governing Body and 50% were uncertain. This is an aspect that the principal should take notice of for future selection processes.

Question D10: Availability of information on the process

The purpose of this question was to establish whether the staff was given enough information as part of their democratic rights.

D10. All staff members were given enough information regarding the selection process at the school.

Yes	75%
No	10%
Uncertain	15%

Interpretation of the question on information (Question D10)

Question D10: Most respondents, namely 75%, believed that enough information was cascaded to the educators concerning the selection process at the school, while 15% of the respondents doubted that the information was enough.

The results of questions 1-10 indicated that only questions D7 and D9 received somewhat of a negative response. The other eight questions presented in general a positive response from the respondents, which is an indication that the educators at the lower level of the hierarchy were positive about the judicial requirements of the selection panel.

The analysis of the results of the empirical study, as discussed in this chapter, will be contextualised in the next chapter.

4.6 SUMMARY

The initial part of this chapter dealt with the study undertaken and further explains the reasons behind the methodology employed and the route in which the study was undertaken. It also encompassed areas such as research design, methodology, questionnaires, advantages and disadvantages of questionnaires, pre-testing of the questionnaire, population sampling, data collection and analysis thereof.

A questionnaire was used as an instrument to gather data from respondents. The chapter was concluded with the results obtained from the data that was collected during the research. The tables given are presenting the response related percentage with regard to various aspects.

In chapter 5, a summary of the chapters already treated will be presented. Thereafter, the conclusion and recommendations based on the literature study and the results of empirical research will be provided.

CHAPTER 5

CONCLUSION AND RECOMMENDATIONS

5.1 INTRODUCTION

In this chapter, a summary of the research is given. The chapter identifies the major challenges of the study and the general implications of the findings. This is followed by the conclusion, which is based on both the literature study and the empirical research. General recommendations derived from the problems anticipated the from educators' perception on the School Management Team selection process at Mokolokotoane Public School will also be presented.

5.2 SUMMARY OF THE STUDY

Chapter one served as an orientation to the study and outlined the statement of the problem. The objectives of the research were also outlined. The hypothesis and method of investigation was presented and the work was demarcated.

Chapter two dealt with the school management system and its transition since 1994. It further discussed present legislation that is relevant to the educational system. It included school management hierarchical structures, such as School Management Teams and School Governing Bodies and their functions and purposes for existence. Job descriptions of the School Management Team was highlighted and discussed according to the Employment of Educators Act, No 79 of 1998. Relationships and differences between School Management Teams and School Governing Bodies were also made clear in this chapter. The chapter was concluded with the roles of the school principal and the School Governing Body in relation to the selection process of members for the School Management Team.

Chapter three mainly dealt with factors that have an influence on the educator selection process in schools. These factors were derived from the Employment of Educators Act, No 79 of 1998. Other aspects that formed part of chapter 3 were the principles related to the selection process, as stipulated by the North-West Department of Education. These aspects include the requirements, principles, procedures and processes to be followed when dealing with the selection of educators. Included in this chapter is a discussion of

the selection process at the Mokolokotoane Public School. The main features of the selection process were discussed, which includes the aims, essential characteristics of selection and selection policies of the School. The preparations and establishing of selection panels were also discussed.

Chapter two and three concentrated on the first objective of the study, namely to determine how the education system is structured after 1994 regarding the selection process of School Management Teams.

In chapter four the logic behind the research methodology that was employed in this study was addressed. Questionnaires and the advantages and disadvantages of the application of questionnaires as a research tool were explained. The results of the empirical research were secondly presented. Attention was paid to:

- The rejection or acceptance of the compilation of the selection panel at Mokolokotoane public school (objective two of the study).
- Whether the selection process was conducted in an effective manner (objective three of the study).
- Whether the selection process adheres to judiciary requirements (objective four).

Chapter five summarises the study and discusses the results of the empirical study. From the interpretations of the results the hypothesis could be tested as true or false.

5.3 CONCLUSION

In conclusion it will be indicated whether the objectives of the study have been reached and whether the hypothesis that were formulated in chapter one were proved to be right or wrong. An analysis of the objectives will also be undertaken to indicate whether the study was successfully conducted.

Objective one was formulated as follows: *To determine how the South African Education System has been structured after 1994 regarding the selection process of School Management Team.* This objective was reached by making an analysis of the new educational system in chapters two and three of the study.

Objective two was formulated as follows: *To determine whether educators at lower level of the hierarchy reject the compilation of the selection panel responsible for the*

selection of SMT-members. Section B of the questionnaire tested this objective. Nine questions have been asked to the respondents to find answers to this objective:

1. Necessity of the selection process to the respondents: 95% of the respondents indicated that they regarded the selection process as necessary.
2. Whether the compilation of the selection panel was regarded as correct by the respondents: 85% of the respondents indicated that they regarded the compilation of the selection panel as correct.
3. Whether the teacher component in the SGB was adequately presented: 90% of the respondents were of the opinion that the teacher component was adequately represented in the SGB.
4. Whether the involvement of staff members who were not part of the SMT, but part of the selection panel, was acceptable: 80% of the respondents indicated that they were satisfied with the involvement of staff members who were not part of the SGB.
5. Whether the participation of the union representatives as observers in the selection panel was acceptable: 85% of the respondents indicated that the participation of the union members was acceptable.
6. Whether the School Governing Body (parent component) was literate enough to participate in the selection process: Only 30% of the respondents were of the opinion that the parents on the SGB were literate enough to form part of the selection panel. This aspect needs further investigation.
7. Whether the School Governing Body gave an honest recommendation to the principal regarding the selection of the educators into the SMT: 65% of the respondents indicated that the recommendations made to the principal were honest.
8. Whether the educators accepted the results of the interviews: 60% of the respondents accepted the results of the interviews.
9. Whether the outcomes of disputes were satisfactory to all: 65% of the respondents indicated that the outcomes of disputes were satisfactory.

The results of questions 2-9 indicated that only question (B6) received a negative response. The seven questions (B2, B3, B4, B5, B7, B8 and B9) presented a positive response from the respondents, which is an indication that the educators at the lower

level of the hierarchy were positive about the composition of the selection panel and not negative as predicted.

The general hypothesis in this regard was formulated as follows: *Educators at the lower levels of the hierarchy have a negative attitude toward the selection process at the school due to the incorrect composition of the selection panel in general.*

The statistics gained from the empirical study proved this statement to be wrong, with the respondents actually indicating that they accepted the composition of the selection panel and are positive towards the selection process (see chapter 4). Only responses question B6 supported the hypothesis to the same degree.

Objective three was formulated as follows: *To determine whether the educators at lower level regard the selection process as ineffectively conducted.* Section C of the questionnaire tested this objective. The nine questions that have been asked to the respondents to find answers to this objective were the following:

1. Whether the members of the selection panel did an effective job: 75% of the respondents indicated that the selection panel did an effective job.
2. Whether members of the selection panel knew their roles: 60% of the respondents accepted that the members of the selection panel knew their roles.
3. Whether the selection panel has done adequate preparations for the selection process: 75% of the respondents indicated that the selection panel had done adequate preparation for the selection process.
4. Whether the principal had a positive effect on decision making during the selection process: 60% of the respondents were of the opinion that the principal had a positive effect on the selection process.
5. Whether the decisions of members of the SGB and of the principal were in conflict with each other in the selection process: 75% of the respondents indicated that the SGB and the principal did not contradict each other.
6. Whether some educators received favours to be in the SMT for some reason or the other: 45% of the respondents were of the opinion that no educators received favours become members of the SMT. This perception must be brought to the attention of the school management.

7. Whether the selection panel was always trustworthy: 55% of the respondents were of the opinion that the selection panel was always trustworthy.
8. Whether record keeping was satisfactory: 70% of the respondents were satisfied regarding the manner records was kept.
9. Whether interviews were conducted correctly: 75% of the respondents were satisfied with the way interviews were conducted.

The results of questions C1-9 indicated that only question C6 received a somewhat negative response. The other eight questions (C1, C2, C3, C4, C5, C7, C8, and C9) elicited a positive response from the respondents, which is an indication that the educators at lower level of the hierarchy were positive regarding the effectiveness of the implementation of the selection process.

The general hypothesis in this regard was formulated as follows: *Educators at the lower level of the hierarchy have a negative attitude toward the selection process at the school due to the ineffective implementation of the selection process.*

The statistics gained from the empirical study proved this statement to be wrong and showed that the respondents in general indicated that they regarded the selection process as having been implemented effectively (see chapter 4).

Objective four was formulated as follows: *To determine whether the educators regard the selection process to be judicially incorrect.* Section D of the questionnaire tested this objective. The following ten questions in this regard were asked to the respondents:

1. Whether the educators understood the judicial requirements of the selection process: 75% of the respondents understood the judicial requirements regarding the selection process.
2. Whether the current SMT members were legitimately appointed in the selection process: 60% of the respondents were of the opinion that the current SMT members were legitimately appointed in the selection process.
3. Whether the correct procedures were followed for the appointments of the SMT members: 70% of the respondents were positive that the correct procedures were followed.
4. Whether the selection of the SMT members was objective: 70% of the respondents were of the opinion that the selection process was objective.

5. Whether the selection process constitutes fair labour practices: 70% of the respondents were positive regarding this question.
6. Whether the selection processes were in line with the agreement reached with the Education Labour Related Body: 70% of the respondents indicated that the selection processes were in line with the agreement reached with the Education Labour Related Body.
7. Whether affirmative action was implemented during the selection process: 40% of the respondents were of the opinion that affirmative action was implemented during the selection process.
8. Whether the principal was knowledgeable to ensure that the process of selection was managed correctly: 80% of the respondents believe that the principal was knowledgeable to ensure that the selection process was managed correctly.
9. Whether the principal consulted with the SGB regarding the selection of SMT members: 50% of the respondents were of the opinion that the principal was in consultation with the SGB.
10. Whether all staff members were given enough information regarding the selection process: 75% of the respondents were of the opinion that all staff members were given enough information on the selection process.

The results of questions 1-10 indicated that only questions D7 and D9 elicited somewhat negative responses. The other eight questions presented a positive response from the respondents, which is an indication that the educators at the lower level of the hierarchy were positive about the judicial requirements of the selection panel.

The general hypothesis in this regard was formulated as follows: *Educators at the lower level of the hierarchy have a negative attitude toward the selection process at the school due to the fact that the selection process was not conducted according to the correct judicial requirements.*

The statistics gained from the empirical study (see chapter 4) proved this statement to be wrong, with the respondents in general indicating that they regarded the selection process to be judicially correct.

In the recommendations only questions of which the responses supported all general hypotheses, will receive attention.

5.4 RECOMMENDATIONS

The recommendations that are made in this chapter are based on an empirical study which forms part of chapter four of this mini-dissertation. Suggestions for addressing the concerns envisaged in this research are based on the following:

Firstly, the empirical study has shown that there is an element of illiteracy on the part of the SGB (parents) that took part in the selection process. It is therefore recommended that the Department of Education and the school principal should thoroughly train School Governing Body (parent) concerning the process and procedures of selection. The training should be conducted when appointments of educators are imminent, and the kind of training should be over a longer period than the one day which is currently devoted to it. The school must employ the services of human resource recruitment specialists to train the School Governing Body for the purpose of selection and this must be done in consultation with the Department of Education. In this way, skill and developmental programmes will be utilised optimally. Workshops should be used as strategies for trainings. The principal should keep the SGB updated on matters that concern the school, taking into account matters that are closely linked to the selection process taking into account the curriculum needs of the school.

Secondly, 55% of the respondents were positive, with 40% being uncertain and 15% negative. There is thus an indication that some respondents were uncertain about favours being presented to other educators to be in the SMT. It is therefore recommended that transparency should prevail to avoid some doubts in the minds of the educators. Educators should also be promoted with consideration of their potential and the contribution they make in relation to the realisation of the vision of the school. Every educator should be considered for promotion not only those nearer to the principal.

Thirdly, affirmative action was a concern for the majority of educators, but ignorance about this issue was also detected. When addressing the issue of affirmative action it is important to remember that it should be in line with gender proportional representation in the managerial capacity. It is thus important to balance the number of males and females in the management of the school or have the women in majority. It is therefore recommended that in all promotional posts, demographic factors which may include race, culture, religion, language, gender and educators' experience in relation to prior placement, be taken to account.

Fourthly, a small number of educators (3) were negative about the selection process and there seems to be a need for the communication of information based on the selection process. Three respondents indicated that educators were negative about the element of trust. It is therefore recommended that educators who are in the School Governing Body should hold meetings with the entire staff in order to give feedback about the discussion from entire the School Governing Body meetings. Information, which this feedback must deal with, includes aspects of the selection process. Educators should be encouraged to actively participate in matters of mutual interest without any fear, so as to build trust among staff members.

Lastly, the School Management and the Governing Body must not lose sight of the fact that educators at the school need development, guidance in order to be committed to work. Negative and positive perceptions of the promotion of educators can influence the performance of educators at school.

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ANNEXURE: A

Researcher: S.L Nkoe (Master of Development and Management) North-West University, Potchefstroom Campus

QUESTIONNAIRE: EDUCATORS' PERCEPTIONS OF THE SELECTION PROCESSES FOR THE SCHOOL MANAGEMENT TEAM AT MOKOLOKOTOANE PUBLIC SCHOOL

This questionnaire has to be completed by educators.

SECTION A: BIOGRAPHICAL INFORMATION

Indicate your choice by making an (x) in the appropriate box.

1. Are you a male or female?

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

2. Are you permanently or temporarily employed?

Permanent	<input type="checkbox"/>
Temporary	<input type="checkbox"/>

3. What is your level of education?

M+3	<input type="checkbox"/>
Above M+3	<input type="checkbox"/>
Below M+3	<input type="checkbox"/>

4. What teaching experience do you have?

3 – 5 years	<input type="checkbox"/>
6 – 10 years	<input type="checkbox"/>
11 years & Above	<input type="checkbox"/>

SECTION B: REJECTION / ACCEPTANCE OF THE COMPOSITION OF THE SELECTION PROCESS / PANEL AT MOKOLOKOTOANE PUBLIC SCHOOL

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

1 = Strongly disagree

2 = Disagree

3 = Neither agree or non disagree

4 = Agree

5 = Strongly agree

1. The selection process for the School Management Team is necessary.

1	2	3	4	5
---	---	---	---	---

2. The composition of the selection panel for the school management selection processes was correct.

1	2	3	4	5
---	---	---	---	---

3. The teacher component from the SGB in the selection panels was adequate.

1	2	3	4	5
---	---	---	---	---

4. The involvement of one staff member who is not an SGB member in the panels was acceptable.

1	2	3	4	5
---	---	---	---	---

5. The participation of union representatives as observers in the panel was satisfactory.

1	2	3	4	5
---	---	---	---	---

6. The School Governing Body members (parent component) at your school were literate enough to participate in the selection processes.

1	2	3	4	5
---	---	---	---	---

7. The School Governing Body gave an honest recommendation to the principal regarding the selection of the educators into the SMT.

1	2	3	4	5
---	---	---	---	---

8. The educators accepted the results of the selection interviews.

1	2	3	4	5
---	---	---	---	---

9. The outcomes or settlements of the disputes were correct.

1	2	3	4	5
---	---	---	---	---

10. What is your opinion on the selection process at the School?

SECTION C: EFFECTIVENESS OF THE SELECTION PROCESS

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

1=Strongly disagree

2=Disagree

3=Neither agree nor disagree

4=Agree

5=Strongly agree

1. The members of the selection panels did an effective job in the selection processes of the School Management Team.

1	2	3	4	5
---	---	---	---	---

2. Members of the selection panels knew their roles in the selection processes.

1	2	3	4	5
---	---	---	---	---

3. The selection teams have done adequate preparations for the selection processes.

1	2	3	4	5
---	---	---	---	---

4. The principal had a positive influence on the decision-making processes of the School Governing Body.

1	2	3	4	5
---	---	---	---	---

5. The SGB and the principal's decisions did not conflict with each other in the selection process.

1	2	3	4	5
---	---	---	---	---

6. Favours were made to some educators to be in the School Management Team for some reasons only known to the selection teams.

1	2	3	4	5
---	---	---	---	---

7. The selection panels at the school were always trustworthy.

1	2	3	4	5
---	---	---	---	---

8. Record keeping regarding the selection processes was satisfactory.

1	2	3	4	5
---	---	---	---	---

9. Interviews were conducted correctly.

1	2	3	4	5
---	---	---	---	---

10. Are the educators at the lower level satisfied with the selection processes at the school? Please motivate your answer:

SECTION D: THE SELECTION PROCESS JUDICIAL REQUIREMENTS

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

1. I understand the judicial requirements pertaining to the educator selection process.

Yes	<input type="checkbox"/>
Uncertain	<input type="checkbox"/>
No	<input type="checkbox"/>

2. The current School Management Team members were legitimately appointed during the selection process.

Yes	<input type="checkbox"/>
Uncertain	<input type="checkbox"/>
No	<input type="checkbox"/>

3. The correct procedures were followed for the appointments of the current School Management Team.

Yes	<input type="checkbox"/>
Uncertain	<input type="checkbox"/>
No	<input type="checkbox"/>

4. The selection process of educators in managerial posts at Mokolokotoane was objective.

Yes	<input type="checkbox"/>
Uncertain	<input type="checkbox"/>
No	<input type="checkbox"/>

5. The selection processes constitute fair labour practice.

Yes	<input type="checkbox"/>
Uncertain	<input type="checkbox"/>
No	<input type="checkbox"/>

6. The selection process was in line with the agreement reached in the Education Labour Relation Council.

Yes	
Uncertain	
No	

7. During the process of selection, affirmative action measures for designated group (namely Blacks, Indians and Coloured) were taken into account.

Yes	
Uncertain	
No	

8. The principal was knowledgeable to ensure that the process of selection was managed correctly.

Yes	
Uncertain	
No	

9. The principal consulted with the School Governing Body regarding the selection of SMT members.

Yes	
Uncertain	
No	

10. All staff members are given enough information regarding the selection process at the school.

Yes	
Uncertain	
No	

SECTION E: GENERAL

Give any other information that you deem important regarding the selection processes at Mokolokotoane Public School:

Thank you for your inputs.