

**STAKEHOLDER PERCEPTIONS OF THE SELECTION OF
MANAGEMENT STAFF AT PUBLIC SCHOOLS IN THE
PINETOWN DISTRICT**

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ABSTRACT

There has been a significant number of disputes being declared after every selection process each year since 1998 when School Governing Bodies were given the responsibility of selecting management staff at schools (Thurlow 2003). Also, anecdotal evidence is that there is suspicion amongst educators that unfairness and favoritism in the selection of management staff is rife. Hence, the researcher sought to develop better understanding of how the selection policy is perceived to be problematic in its implementation. With this in mind the researcher examined the perception of stakeholders, namely educators and School Governing Bodies, on the selection of management staff at public schools in a suburb in the Pinetown District.

The research involved all eight schools in the Suburb which comprised two secondary schools and six primary schools. All the teachers and management staff and chairpersons of the Selection Committees of the School Governing Bodies in these schools were targeted for the study. The research instruments used for this study were questionnaires that were administered on educators and interviews conducted with the chairpersons of the Selection Committees of the Schools' Governing Bodies.

The findings revealed that both the educators and School Governing Bodies were disillusioned with the current selection process. While the chairpersons of the Selection Committees expressed their dissatisfaction at the training proffered by the Department of Education, the educators indicated frustration at not being promoted and perceived the selection to be unfair and based on favoritism and nepotism. Educators also felt very

strongly that the Selection Committees were not following procedures as legislated. The findings also revealed that both sets of stakeholders felt that the Department of Education should take sole responsibility for selecting management staff for schools if the perceived shortcomings are to be overcome.

Recommendations emanating from the above include shifting the responsibility for the selection of management staff from that of School Governing Bodies to the Department of Education, co-opting department officials into the Selection Committees for their knowledge and expertise, enhancing training and capacity building programs for Selection Committees and the provisioning of counseling for unsuccessful applicants.

DECLARATION

I declare that this exploration of 'Stakeholder Perceptions of the Selection of Management Staff at Public Schools in a Suburb in the Pinetown District' is my own work and that all sources consulted have been indicated and acknowledged by means of complete references.

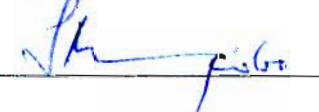
Signed: 

20th December 2006

Krishna Naidoo

Statement by the Supervisor

This dissertation is submitted with/~~without~~ my approval.

Signed: 

Dr T. M. Ngcobo

DEDICATION

This study is dedicated to my wife Pragasi, daughter Kemintha, son Santhan and my mother-in-law Mrs Jagadambal Chetty.

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CHAPTER ONE

INTRODUCTION TO THE STUDY

1.1 Introduction

This study relates to the examination of stakeholder perceptions of the selection of management staff in public schools in a suburb in the Pinetown District. Individuals classified as management staff in this study included heads of department, deputy principals and principals. This chapter comprises the background and purpose, theoretical location, research questions, research methods and the structure of this study.

1.2 Background and Purpose of the Study

The careful selection of management staff in any school is key towards the effectiveness of that school. This is because all members of management have greater responsibilities than teachers within a school environment. Whilst an incompetent teacher can frustrate the learners, weak management staff might frustrate both the teachers and learners and contribute greatly toward school ineffectiveness. Therefore, it is imperative that selection procedures be effective in choosing the most suitable individual for management positions for particular schools.

Prior to 1998, the Department of Education in South Africa was mostly responsible for selecting and appointing schools' management staff. Contrary to this, the post 1994 transformation in the country's education system gave power to School Governing Bodies to recommend to the Department of Education candidates viewed as suitable for promotion into management positions (Thurlow 2003). This participation was to have

made the selection process fair and prevent favouritism. In spite of a more transparent official system of selecting schools' management staff, there seems to be 'short comings in the selection procedures' in practice (Thurlow 2003:60). As a result, there seems to be suspicion that unfairness and favouritism in the selection of management staff is rife. This is fuelled by research findings which indicate that the reforms have 'elicited problems such as nepotism and personal preferences at some schools' (McPherson 1999:21). In the light of this suspicion, the researcher wished to develop better understanding of how the current selection policy is problematic in its implementation.

1.3 Theoretical Location

This study is located in the education management field of Human Resource Management. One of the many activities related to human resource management is staffing, including selection. This study is related to the latter in that it explored stakeholder perceptions on the selection of management staff in public schools in a suburb in the Pinetown District. This involved the examination of the extent to which policy and practice on selection is perceived by educators as being problematic. At concept level this study was framed by a tension that seems to exist between the particularist approach and universalist approach to staff selection. According to Foskett and Lumby (2003) the particularist approach to staff selection is based on personal affiliation between the candidates and selectors while the universalist approach involves the weighing of applications against objective criteria with the intention of selecting the 'best' person for the job.

1.4 Research Questions

The study attempted to address the following questions:

1. How do teachers and management staff in the stated context perceive the current management staff selection process?
2. How do the selection committees of the School Governing Bodies in the stated context perceive the current management staff selection process?
3. What perceived 'impacts' have recent selections of management staff had on unsuccessful candidates and their work?
4. How can the selection of management staff be improved in order to address educator concerns regarding this process?

1.5 Rationale

'The process of management is concerned with the transformation of schools so that ultimately, effective learning may take place' (Thurlow 2003: 34). The school management team is therefore faced with situations in which effective and efficient school management requires new and improved skills, knowledge and attitudes to cope with a wide range of new demands and challenges. These include:

assuming greater financial responsibility, coping with increasing multicultural populations, managing change and conflict, coping with having fewer resources and in general being more accountable to the community they serve (Squelch and Lemmer 1994: 7).

The management staff of a school includes heads of department, deputy principal/s and the principal with each of them responsible for different official functions in a school (Department of Education: Towards Effective School Management 2003). The core

duties and responsibilities of all staff in management positions is teaching, managing extra and co-curricular activities, personnel management, administrative work and interacting and communicating with all stakeholders. The key role of a head of department specifically is to ensure the effective functioning of his/her department by organising extra and co-curricular activities so as to effectively and efficiently promote a subject or learning area and the education of the learners. The deputy principal's role on the other hand is to assist the principal in promoting the education of learners, managing the school and maintaining a total awareness of the administrative procedures involving the whole school's activities and functions. At the 'top' is the principal and whose role is to manage the whole school in compliance with applicable legislation, regulations and personnel administration measures as prescribed by the Department of Education. The principal is expected to promote the education of learners in accordance with approved policies (Education Labour Relations Council 2003: C64). Since the management of education requires the management staff of a school to promote effective teaching and learning, the task of the School Governing Bodies will therefore be to select management staff for their schools who are most suitable for this task.

This study is however about stakeholder perception of the selection of school management staff. The word perception refers to 'a person's mental image of the world', what they think IS (as opposed to "should be") <http://www.analytictech.com/mb021/perception.htm>. This means that although findings in this study may not be actual reality, in terms of practice, their importance will be in terms of the meanings they hold for the participants. The view was that although not necessarily representing actual practice, perceptions relating to staff selection are of importance in that they expose how

effectively those selected as managers are being perceived as executing their core duties and responsibilities well.

1.6 Research Methodology

Discussion in this section focussed on the research approach, targeted population and sampling, research instruments, data analysis, ethical issues, expectations and strengths and limitations.

1.6.1 Research Approach

The study was framed by both the quantitative and qualitative research paradigms, both of which were basically underpinned by the interpretive paradigm. The quantitative aspect involved surveying eight schools within a three kilometre radius with the aid of a questionnaire. In using such a quantitative research design the researcher was able to survey the experiences, opinions and perceptions of educators with regard to the selection of management staff in public schools in the stated context. This was in line with Mouton's (2004: 152) view that surveys 'aim to provide a broad overview of a representative sample of a large population'.

The qualitative research design aspect involved interviews whose purpose was to develop better understanding of the experiences and perceptions of the chairpersons of Selection Committees in relation to findings about teacher perceptions, as emerging from data gathered by means of questionnaires. This consideration was in line with de Vos, Strydom, Fouche and Delpont's (2002: 46) claim that 'qualitative methodology' provides rich "context bound" information leading to patterns or theories that help explain a

all the educators and used to reach a large number of educators in the limited time of the study. Cohen and Manion (1994: 283) contend that questionnaires are 'more economical than the interview in terms of time'. Also of advantage about this data gathering technique was that since there was no face to face interaction between the researcher and the respondents, the respondents were able to provide honest and undisturbed feedback on the rather sensitive issue of staff selection for promotion.

In addition to questionnaires, interviews were conducted with the chairpersons of the Selection Committees of the school governing bodies. The researcher chose to interview this group of stakeholders as opposed to administering questionnaires to them because they were responsible for convening the conducting of the selection process at their schools. Furthermore, their responses could be probed. The purpose was 'to understand the world from the participant's point of view and to unfold the meaning of the individual's experiences' (de Vos et al 2002: 292). To achieve this the researcher had 'a set of predetermined questions on an interview schedule and the interview was guided by the schedule rather than be dictated by it' (de Vos et al 2002 : 302).

1.6.4 Data Analysis

The analytical strategy involved analysing data from interviews and the open-ended questions in the questionnaires by means of a 'descriptive analysis technique' (Tesch 1990: 154). The researcher looked for common patterns and trends regarding stakeholder perceptions of the selection process in relation to school management promotion vacancies. The close-ended questions in the questionnaire were analysed through frequency counts.

1.6.5 Ethical Issues

The researcher gained written permission from the research office of the Department of Education for conducting this study at the eight schools as well as written permission from the participants for the interviews. The researcher also conformed to ethical practices by keeping data in strict confidence and making sure the identity of participants were protected at all times, all of which as indicated in the ethical clearance obtained from the University of KwaZulu-Natal.

1.6.6 Limitations

While the questionnaire is an ideal instrument for respondents to express themselves freely as confidentiality could be maintained, it did not permit the researcher to probe the respondents' answers. Furthermore, since the views of only the chairpersons of the Selection Committees from six out of the eight schools as well as the views of educators from only eight schools from the same suburb were part of this study, the results might be generalisable to this suburb but not to the whole country.

1.7 Structure of the Dissertation

The structuring of discussion of this study whose purpose was to explore the perceptions of stakeholders on the selection of management staff at public schools in a Suburb in the Pinetown District is as follows:

Chapter 1 outlines the background and purpose, theoretical location, research questions, rationale and research methodology framing this study.

Chapter 2 presents literature reviewed in this study in terms of conceptual and theoretical frameworks regarding staff selection.

Chapter 3 provides a discussion on the literature reviewed regarding the selection process in schools that fall under the Department of Education and Culture in KwaZulu-Natal.

The focus is on the context for staff selection in this study.

Chapter 4 focuses on the research design and processes.

Chapter 5 presents and discusses findings on data from the educator questionnaires and interviews with the chairpersons of the Selection Committees of the sample Schools' Governing Bodies.

Chapter 6 provides a summary of the study, the main findings from gathered data, outlines conclusions drawn from the findings and offers recommendations on addressing findings of concerns in this study and for further related studies.

CHAPTER TWO

LITERATURE REVIEW: CONCEPTUAL AND THEORETICAL FRAMEWORKS

2.1 Introduction

Human resource management is a very important aspect of any organisation considering that people are organisations' most important resource. Ideally, amongst other things, people bring creativity, diversity and energy to an organisation. This makes the process of selecting people the most important human function for an organisation. Middlewood (in Thurlow 2003: 58) contends that since 'people are the most important resource in educational organisations, it is a truism to say that appointing people is the most important task that managers take'. In a similar view, Mathis and Jackson (2005: 73) argue that 'Good training will not make up for bad selection.' What this means is that when the right people with suitable potentialities are not selected into management positions organisations experience difficulty later in trying to train those individuals. Furthermore, once an unsuitable individual is selected into a management position, it becomes difficult to relieve him or her of the position. Mathis and Jackson's (2005: 73) advocacy therefore is to 'Hire hard, manage easy'.

The purpose of this chapter is to present literature reviewed in this study on the selection of management staff in schools. The intention of this review was to formulate conceptual and theoretical frameworks for this study. I will first present the conceptualisation of 'Selection' in this study and then present a review of theoretical frameworks

underpinning selection processes with the view of identifying the theoretical framework underpinning this study.

2.2 Conceptual Frameworks

Since my study is centred around the selection of management staff, it was crucial that I conceptualise staff selection by reviewing conceptualisations by different authors. These included those by Swanepoel et al (in Nel, Gerber, van Dyk, Haasbroek, Schultz, Sono and Werner 2002: 241) whose view is that the staff selection concept refers to:

The process of trying to determine which individuals will best match particular jobs in the organisational context, taking into account individual differences, the requirements of the job and the organisation's internal and external environments.

These authors further state that this involves choosing from a group of qualified applicants the individual best suited for a particular position.

Similar to the above, Williams (2003: 530) views selection as a 'process of gathering information about job applicants to decide who should be offered the job'. This implies that the selection process is used to determine which applicants have the best chance of performing well on the job. In line with this, Blandford (1997); Hellriegel, et al (2001) and Waters (1984) maintain that staff selection is a process of choosing the right person for the job.

A review of the above conceptualisations indicates that common to all definitions of staff selection is the notion that the most appropriately qualified applicant must be appointed to the job. The purpose of the staff selection process therefore would then be to identify

and employ the best qualified person for a specific position using a series of screening devices.

2.3 Theoretical Framework

Two approaches to staff selection, namely ‘particularism and universalism’ (Akinnusi in Foskett and Lumby 2003: 70), were identified during the literature review conducted in this study. I will discuss each of these approaches and also identify the approach which seems to underpin the stipulated selection process in the country and the KwaZulu-Natal Department of Education. The purpose is to lay a foundation for investigating the extent to which the identified approach applies both in theory and practice and the degree to which the management of schools being studied appears to be affected.

2.3.1 Particularist Approach

According to Foskett and Lumby (2003: 70) the particularist approach to selecting a candidate for a position is ‘shaped by the personal affiliation of the players, for example kinship, religion, ethnic or political similarities’. ‘The pervasive tendency to act in a particularist manner in selection, promotion, etc. is part of the general malaise of corruption that is very rampant in African society and organisational life’ (Akinnusi 1991: 167).

‘The practice of particularism has given rise to vociferous accusations of ethnicity, favouritism, nepotism and the like in selection’ (Akinnusi 1991: 168). Foskett and Lumby (2003: 70) maintain that this causes people to lose confidence in the selection

system and instead place their reliance on 'fate or curry the favour of bosses'. The use of particularism in the selection of people for jobs means that unsuitable and mediocre candidates are employed, thus sowing the seeds of inefficiency. Akinnusi's (1991: 169) position is that 'the faulty postings tend to breed inefficiency and frustration'.

However, it would appear that the particularist approach to selection is not only confined to African countries, but to some Eastern countries as well. Studies by Budhwar and Adhikari and Muller (in Debrah and Budhwar 2002: 239) indicate that human resource management practices in India and Nepal 'is largely governed by social contacts, based on one's caste, religion, economic status and political affiliation'. In addition, Kahl (in Wendel and Breed 1988) claim that although most selection of administrators is based on interviews, academic credentials and personal preferences, selection is also based on political aspects. For example, 'in China, holding a role within the Communist Party may influence success in promotion' (Foskett and Lumby 2003: 70). A review of the views by Akinnusi; Budhwar, Adhikari and Muller and Foskett and Lumby leads to a conclusion that the use of the particularist approach in Third World countries is quite rife.

2.3.2 Universalist Approach

The universalist approach, on the contrary, is claimed to be the most frequently used approach in western culture (Foskett and Lumby 2003). This approach is assumed to be fair and that it excludes bias and favouritism because it has objective criteria for selection. According to Foskett and Lumby (2003: 71) this approach involves the use of a selection process 'which attempts to match applicants to objective criteria, is the

preferred approach because it is both more fair, and therefore more motivating and also more successful in identifying the best match to the vacant post’.

Although there is an attempt to use objective criteria in this approach, Thurlow (2003: 67) argues that there exists ‘the potential for selection processes and judgements to be influenced by subjective factors’ and different perspectives with respect to the choice of candidates for their schools. Thomas Greenfield (1980) argues that selectors are at the heart of any organisation and that they interpret the events and situations based on their background. For example, parents who serve on the Selection Committees come from different socio-political, economic and ethnic backgrounds (Gokar 1998) and would invariably interpret the selection manual differently. As a result, each parent might want to select a candidate for the post who has similar characteristics and beliefs as his/hers. Merriam (1988: 39) maintains that this is because ‘all observations are filtered through one’s worldviews, values and perspectives. Reality is not an objective entity, rather there are multiple interpretations of reality’. Therefore, choosing management staff for a school may be very subjective since it is a result of how individual selectors interpret applicant’s curriculum vitas, qualifications, personal qualities and the skills needed for performing the job, thus the focus on educator perceptions in a particular context in this study.

In line with the universalist approach, Hannagan (1995) identifies a number of issues that must be considered when selecting a candidate. Firstly, there must be fairness or equity where all information about a post must be made available to all candidates and there

must be no discrimination against any candidate. In South Africa this issue is regulated by legislation in which, as stated by Thurlow (2003: 69),

The equality clause of the Bill of Rights, contained in the Constitution, protects people from being discriminated against for a variety of reasons. These include skin colour, gender, religion, age, marital status, language, sexual orientation, ethnic or social origin, disability, belief, conscience, culture or birth.

Other issues pointed out by Hannagan (1995) are that there must be consistency in the application of the selection process. The same criteria must be used for all candidates. This will prevent candidates from disputing the eventual appointment. Also, a candidate must be selected on merit where the candidate must have the necessary credentials for the job. Further to this, an efficient system must be put in place which uses minimum resources to achieve maximum goals. Finally, there must be social legitimisation with selectors becoming accountable to the public in terms of decisions taken.

The universal approach relies on a variety of instruments. These include, firstly, the job description which outlines the essential tasks and responsibilities of the post, and, person specification which outlines personal characteristics, competencies and experience an applicant will need to carry out the tasks and responsibilities involved in the post (Thurlow 2003).

Secondly, interviews, according to Foskett and Lumby (2003) and Thurlow (2003), are the most universally used method, and also the most influential technique, used for the selection of staff. However, Anderson (1991), Clower (cited in Gorton 1977) and Waters

(1984) argue that the interview process is not regarded by some as highly reliable for choosing the best person for the job since it relies on snap judgements. For example, a major finding in Merritt's study (cited in Gorton 1977) is that an interviewer's attitude can to a great extent influence the evaluation of a candidate. This means that a highly qualified candidate could be rejected if the applicant's interpretation of the questions in the interview is different from that of the selectors or vice versa. Therefore, the reliability becomes questionable if the interview is used as the sole basis for selection. Wendel and Breed (1988) advise that a structured interview conducted by a trained interviewer, with scored responses however has increased reliability. Their view is that selection teams in schools could learn much from business and industry in this respect, where the selection process is more intensive and systematic.

Thirdly, Emerson's and Goddard's (1993) and Thurlow's (2003) views are that since a candidate cannot be summed up in the interview only, other assessment techniques need to be considered so that more evidence could be obtained from candidates before making the final choice. Such other assessment techniques are *in-tray exercises* that require candidates to perform a particular task; *written reports* that require candidates to be given certain information on which they are required to write a report; *short presentations* on a particular topic in education; *observed group discussion* that require selectors to observe candidates in a group discussing a problem or issue on education; *role play simulations* which requires a candidate to enact the job applied for; and *selection tests* where candidates are asked to complete tests that depict their personality, skills, aptitude or general intelligence. Thurlow (2003: 73) points out that these techniques 'are gaining

currency in the educational world as selection instruments' but do not seem to have spread to all parts of the world.

2.4 Conclusion

This chapter sketched the conceptualisation of staff selection framing this study and the theoretical frameworks on the selection process. Two approaches to staff selection, namely the particularist approach and universalist approach, were presented and discussed. The latter approach underpinned my study because it appears to be fair and more successful in identifying the best person to fill a vacant post and also appears to be applying to the South African, including the KwaZulu-Natal provincial, context.

CHAPTER THREE

LITERATURE REVIEW: STAFF SELECTION IN THE SOUTH AFRICAN EDUCATION SYSTEM

3.1 Introduction

In this chapter I will provide a discussion of reviewed literature relating to staff selection in schools that fall under the Department of Education and Culture in KwaZulu-Natal. The focus will be on the selection committees and the selection process. The reason for reviewing this selection system was to develop better understanding regarding its theoretical underpinnings and which then also went onto underpin my study in that it is assumed to be fair and excludes biasness and favouritism. The purpose of this chapter therefore is to provide a basis for measuring perceptions of discrepancies between management staff selection practice and official stipulations, should these exist.

3.2 Staff Selection Committee

The new staff selection and appointment system provides for School Governing Bodies to set up Selection Committees to make recommendations for the appointment of staff, as stipulated in Section 30 of the South African Schools Act of 1996. The Selection Committee 'should ideally not consist of more than five members' (Department of Education KwaZulu-Natal: Towards Effective School Management 2003: 18). According to the stipulations of the Department of Education Human Resource Management Circular No. 36 of 2006 the Staff Selection Committee may co-opt members from outside the School Governing Body to facilitate the process. The co-option must be done on the basis of experience, competency and expertise. Also, when

co-opting members onto the Selection Committee, it is vital that such members be given approval by the entire School Governing Body to ensure that the co-opted members have the same interests and beliefs as the other selectors.

The selection regulation also stipulates that all stakeholders in education, for example, teachers, parents, principals and union representatives be represented on the Selection Committee. However, educator members who are applicants for the advertised post must not be part of the committee. The inclusion of all stakeholders in the selection process is supported by authors such as Holman (1995) whose view is that broad-based participation results in much stronger decisions that would be positively received by the applicants compared to unilateral decisions taken by the School Governing Bodies.

Furthermore, it is stipulated that one departmental representative, who may be the school principal be present to act as an observer, resource person and ensure that the correct procedures are followed. However, where the principal is an applicant the Superintendent of Education Management must attend all selection meetings to provide advice to the members of the School's Governing Body on the appointment of management staff (Department of Education, Human Resource Management Circular No. 36 of 2006). The departmental representative must possess the necessary skills and knowledge of the selection process so that inconsistencies during the process can be corrected immediately. This official must also be acquainted with current labour laws and the Education Employment's Act of 1998 so that the process, the selectors and the

applicants are all protected. It is also stipulated that union officials be present to ensure that correct procedures are being followed.

The composition of the Selection Committee for the KwaZulu-Natal province is stipulated by the KwaZulu-Natal Department of Education. The stipulations are aimed at ensuring that staff selection and recommendations are fair and free of preferential treatment such as nepotism. However, it can only be hoped that members of the Selection Committees are honest about certain close relationships they may have with a candidate/s and recuse themselves from the selection process.

3.3 The Selection Process

The South African Schools Act of 1996, gave School Governing Bodies the responsibility to undertake a number of tasks and duties. One of such tasks relate to selecting and appointing management staff for their schools. Such selection is therefore to take place ‘within a legislative and regulatory framework’ (Thurlow 2003: 58), as will be discussed hereunder.

3.3.1 Sifting

In each region the Superintendents of Education Management, together with administrative staff, assist with the sifting process at the District Offices. Once all the application forms are checked by the officials the forms are then submitted to the respective School Governing Bodies.

3.3.2 Shortlisting

When the Chairperson of the Staff Selection Committee receives all the applications, the number of applicants is verified in the presence of the Principal and Selection Committee members. The Chairperson must then submit the data together with the relevant documents to the Superintendent of Education Management.

The Staff Selection Committee then has the mammoth task of shortlisting applicants based on their curriculum vitae. The stipulation is that the committee should shortlist a maximum of five candidates on merit (Department of Education, Human Resource Management Circular No. 36 of 2006). The shortlisting criteria must be based only on the following aspects: leadership (administrative, management and related experience); organisational ability and experience; professional development/educational experience and insight; and leadership (community related). The shortlisting process must be fair and transparent as the thinking is that ‘unless the shortlisting is carried out carefully and systematically, there is a danger of discarding applicants who may have proved satisfactory’ (Steyn and van Niekerk 2002: 221).

The ensuring of fairness and transparency is regulated by stipulations in the Education Labour Relations Act and Resolution 13 of 1995 (Department of Education: Towards Effective School Management 2003). Part of these stipulations are that teacher organisations have a right to appoint one representative as an observer to the processes of shortlisting, interviews and drawing up of preference lists but that the organisations will not be directly involved in these processes. Their duty will be, as already stated, to note

that approved procedures and practices are adhered to in a fair, consistent and uniform manner.

3.3.3 The Interview

When the shortlisting process is completed candidates are invited to an interview process. The Human Resource Management Circular No 36 of 2006 stipulates that the Selection Committee must ensure that the departmental representatives and union officials are present so that this aspect of the selection process can be validated. Essential aspects such as objectives of the interview process and interview questions must be thoroughly discussed by all selectors before the actual interview process begins. Members of the Staff Selection Committee are also expected to acquaint themselves fully with each candidate's curriculum vitae.

It is also important that scores allocated by selectors during the 'shortlisting process should not influence the outcome of the interview process because each interviewee starts the interview on equal terms' (Department of Education KwaZulu-Natal, Guidelines for Interviews 1997). After all the interviews are completed, members of the Staff Selection Committee are required to complete the rank order of the nominations, taking into consideration the overall impression, experience and expertise of the candidates but use the score only as a guide for selecting the best person. The stipulation is that the interview score should be reached by consensus rather than a vote. Other guidelines are that a candidate with a lower score can be ranked as number one where relevant factors such as gender, affirmative action, ^{and} demography, ~~and so on~~ are taken into consideration.

These factors play a very important role in the selection of management staff and they are an attempt to rectify decades of unfair discrimination. For example, 'the profession of teaching is numerically dominated by women but women are proportionately under-represented in positions of management in education' (Coleman 2003: 165).

3.3.4 Ratification

It is vital when making the final decision in selecting management staff to confirm any doubts by asking questions in respect of the candidate's curriculum vitae. Once the Staff Selection Committee have made their choices, these must be submitted to the School Governing Body whose Chairperson must convene a Special Meeting of the entire governing body to consider the nominations of the Staff Selection Committee (Department of Education KwaZulu-Natal: Towards Effective School Management 2003). The document further states that if there was a "tie" for the post after the candidates have been ranked, then the School Governing Body should listen to the motivation for each candidate by each of the selectors and then have the final decision being taken by the School Governing Body.

3.3.5 Finalisation of the Process

The School Governing Bodies are empowered to submit to the Regional Office of the Department of Education their recommendations, in their order of preference, for the appointment of management staff at their schools (South African Schools Act 84 section 20 of 1996). The Regional Office will after validating the relevant documents from the School Governing Bodies then forward the recommendations to the Human Resource

System and Policies Directorate that will do the placement of candidates (Department of Education, Human Resource Management Circular No. 36 of 2006).

The stipulations are that detailed notes be kept in respect of the various selection processes such as shortlisting, interview decisions and motivations relating to the preference lists (Department of Education, Human Resource Management Circular No 36 of 2006). This is in case this information is required if any queries, disputes or complaints concerning the selection process arise.

3.4 Conclusion

This chapter has shown how the process of selection of management staff is carried out in the KwaZulu-Natal Education Department. An examination of this process reveals that it is underpinned by the universalist approach which is assumed to be fair and that it excludes bias and favouritism since it has objective criteria for selection. The objective criteria include shortlisting of candidates based on leadership, organisational ability and professional development and interviewing the shortlisted candidates.

CHAPTER FOUR

RESEARCH DESIGN AND PROCESS

4.1 Introduction

The purpose of this chapter is to inform on the research design and process relating to this study. Focus is on the research aims, research questions and the research paradigm that framed this study with reference to methods of data collection comprising questionnaires and semi structured interviews, the target population and sampling strategy, data analysis, validity, ethical issues and limitations of the study.

4.2 Research Purpose and Questions

Since the inception of the current staff selection process in 1998, the process seems to be perceived as being riddled with suspicions amongst educators that there is unfairness and favouritism. The researcher sought to develop better understanding of whether and how the selection policy is perceived to be problematic in its implementation by exploring the perceptions of stakeholders in schools in the Pinetown District through the following questions:

1. How do teachers and management staff in the stated context perceive the current management staff selection process?
2. How do the selection committees of the School Governing Bodies in the stated context perceive the current management staff selection process?
3. What perceived 'impacts' have recent selections of management staff had on unsuccessful candidates and their work?

4. How can the selection of management staff be improved in order to address educator concerns regarding this process?

4.3 Research Methodology

4.3.1 Research Approach

In this study both qualitative and quantitative research designs were used to capture the full picture of the stakeholder perceptions of the selection of management staff in the stated context. The quantitative research design was in the form of a questionnaire which was used to survey the experiences, opinions and perceptions of educators on the selection process. To substantiate the use of a survey the researcher referred to Mouton (2004: 152) who argues that ‘surveys aim to provide a broad overview of a representative sample of a large population’.

In using the qualitative research design emphasis was on the interpretive paradigm. The qualitative research aspect incorporated interviews aimed at developing better understanding of the experiences and perceptions of the chairpersons of the Selection Committees in relation to teacher perceptions as emerging from data gathered by means of questionnaires. This was in line with de Vos et, al’s (2002: 46) claim that ‘qualitative methodology provides rich “context bound” information leading to patterns or theories that help explain a phenomenon.’ This is because, qualitative research ‘elicits participant account of meaning, experience or perceptions. It also produces descriptive data in the participant’s own spoken words’ (de Vos et al, 2002: 79). The data collected from the

questionnaire and interviews were triangulated to achieve cross-validation of the perceptions of the stakeholders on the selection process.

4.3.2 Data Collection and Research Instruments

As already indicated, to answer the stated research questions, data was gathered by means of a questionnaire and an in-depth semi structured interviews.

4.3.2.1 The Educator Questionnaire

The nature of this research required widespread information about educators' perception of the management staff selection process. This necessitated collecting information from individual educators from eight schools by means of a questionnaire. The questionnaire provided the opportunity to reach a large number of the educators in a short time. This was as maintained by Cohen and Manion (1994: 283) that the questionnaire 'is more economical than the interview in terms of time'. In addition, McMillan and Schumacher (2001: 257) claim that a questionnaire is not only relatively economical, but also 'has the same questions for all subjects and can ensure anonymity'. In guaranteeing anonymity, where there is no face-to-face interaction between the researcher and the respondents, the respondents are enabled to freely express themselves on issues such as opinions, beliefs and feelings on various issues.

4.3.2.1.1 The Questionnaire Design

The questionnaire (Appendix A) consisted of 4 sections, namely

- Section A which made provision for the collection of participant 'Biographical Data'.
- Section B which was designed to elicit information on educators' 'Unsuccessful Application for Promotion'.
- Section C which was designed to elicit information on 'The successful candidate'.
- Section D which looked at the stakeholder suggestions on 'The Future of the Selection Process'.

Section A included questions on gender, number of years of teaching experience and qualifications and were of a closed type. Questions asked under sections B, C and D were both of a closed and open type. The closed type was 'useful because it is easy to respond, takes little time to fill out, is relatively objective and is fairly easy to tabulate and analyse' (Koul 1993:142). In conjunction with some of the closed type of questions the researcher provided for unanticipated responses by allowing an open type of response through a request for examples or reasons. The open type of questions allowed for greater depth of response. Furthermore, 'the greatest advantage of this type of questions is freedom that is given to the respondent to reveal his opinion and to clarify his responses' (Koul 1993: 144). Hence, the open type of questions gave respondents the freedom to express more deeply their perceptions of the current management staff selection process.

4.3.2.1.2 Piloting the Questionnaire

A pilot study was conducted in two primary schools and two high schools that were not part of the research sample. The respondents comprised two principals, one deputy principal, two heads of department and four teachers. The pilot study was useful for identifying ambiguities in the research questions and instructions. Items that were misinterpreted were then reconstructed and the layout of the questionnaire also altered.

4.3.2.2 Semi-structured interviews

The other method of data collection was that of semi-structured interviews. The interviews were conducted with the chairpersons of the Selection Committees from only six of the eight schools because the chairpersons of the Selection Committees of the other two schools chose not to be interviewed. The questions for the semi-structured interviews were based on the responses obtained from the questionnaire, which created an opportunity to obtain opposing and similar views of the selection process. De Vos et al (2002: 298) define semi-structured interviews as those that are ‘organised around areas of particular interest, while still allowing considerable flexibility in scope and depth’. Cohen and Manion (1994: 272) also state that the semi-structured interview ‘allows for greater depth than is the case with other methods of data collection’. This allowed the participants to give a fuller picture of educator perceptions of the selection process. There was in this method therefore an opportunity to draw better understanding of emerging issues. In addition, ‘the participant shares more closely in the direction the interview takes and he can introduce an issue the researcher had not thought of’ (De Vos et al 2002: 302).

An interview schedule with predetermined questions comprising seven theme questions was put together (Appendix B) for this purpose. The purpose and broad aims of the interview and the research were explained to the respondents at the beginning of the interviews. Simple, non-threatening questions were asked first which were followed by probing and subjective questions. The interviews took, on average, forty five minutes and were conducted with the six respondents on different days. The researcher used a dictaphone to record the interviews which allowed him to concentrate on the respondents' answers and probe when necessary. Furthermore, the use of the dictaphone helped capture all the responses.

The researcher conducted a pilot test of the interview schedule with two members of the Selection Committees from two different schools prior to interviewing the chairpersons of the Selection Committees from the sample schools. The piloting assisted in clarifying the wording of questions and identifying any ambiguities.

4.3.3 Target Population and Sample

The research was conducted amongst two populations. The first being the main target group that consisted of all educators, that is, teachers and management staff from two high schools and six primary schools that are located within a radius of three kilometres in the stated suburb of study. Data was collected from this group by means of the questionnaire. The second group consisted of the chairpersons of each school's Selection Committees. From the eight schools in which the research was conducted, the chairpersons of Selection Committees from only six schools were interviewed. These

chairpersons had been involved in the selection of management staff at some time during their reign as members of the School Governing Body. This meant that their experiences helped inform their perceptions on the current selection process. The reason for including both these groups was to obtain opposing and similar views on the selection process.

4.3.4 Data Analysis

The analytical strategy involved transcribing data from the interviews and analysing this data together with that emerging from the open-ended questions of the questionnaires by using a ‘descriptive analysis technique’ (Tesch 1990: 154). This technique entailed looking for common patterns and trends regarding stakeholder perceptions of staff selection into school management positions. On the other hand, the close-ended questions in the questionnaire were analysed through frequency counts.

4.3.5 Validity

McMillan and Schumacher (2001: 243) state that ‘it is best to gather evidence for validity before the data for a study is collected’. This was one of the major reasons for the piloting of the questionnaire and interview schedules. Also, the interviews were recorded. This method of data capturing, according to McMillan and Schumacher (2001: 410), enhances ‘validity by providing an accurate and relatively complete record’. The validity was further increased when the researcher presented a draft report of gathered data to the interviewees to make sure that the data was rid of incorrect statements, understandings or omissions.

4.3.6 Ethical issues

Before conducting the research written permission was sought from the Department of Education to administer the questionnaire in the eight schools (Appendix C). A letter of consent to conduct this research was obtained from the Department of Education together with a list of terms and conditions for the researcher to abide by (Appendix D). Ethical clearance was also obtained from the University of KwaZulu-Natal (Appendix F). The researcher then proceeded to contact the principals of the sample schools to obtain their permission to continue with the study. The researcher met with each principal and discussed the purpose of the study. Permission was granted by all eight principals to distribute questionnaires to educators on their staff. The respondents for the questionnaires were assured of anonymity and confidentiality. This was made possible by supplying envelopes so that completed questionnaires could be returned to the researcher sealed in envelopes, thus allowing only the researcher to view the completed questionnaire.

The researcher also gained written permission (Appendix E) from each of the interviewees and they were made 'aware that they would be at liberty to withdraw from the investigation at any time' (De Vos et al 2002: 65). The researcher also stressed to the interviewees that their anonymity will be maintained at all times with the hope of eliciting objective and honest responses from them. The interviewees were also assured that the information they provided will be used for research purposes only.

4.3.7 Limitations

The data is limited to only one suburb in the Pinetown District of KwaZulu-Natal. This was about the views of only the chairpersons of the Selection Committees from six of the eight schools in the suburb as well as the views of educators from the eight schools in this suburb. Therefore the findings cannot be generalised throughout the country.

Also, both instruments used to collect data in this study had limitations. Some interviewees who had been part of the selections, for example, were reluctant to divulge all the information pertaining to the selection process that took place at their schools recently as they had filled in forms of confidentiality during the selections. This was so in spite of the researcher assuring them of anonymity and confidentiality. However, the researcher attempted to elicit as much information as possible by constant probing. While the questionnaire was an ideal instrument for respondents to express themselves freely as confidentiality could be maintained, this instrument does not provide opportunities for probing the respondents' answers. However, it is hoped that the 69.5% response rate from the questionnaires provided sufficient information on the educators' perception of the staff selection process.

4.4 Conclusion

Focus in this chapter was on the research methodology in relation to data gathering methods, target population and sample, data analysis, validity, ethical issues and the limitations of the study. The next chapter involves the presentation and discussion of findings in this study.

CHAPTER FIVE

DATA PRESENTATION AND DISCUSSION OF FINDINGS

5.1 Introduction

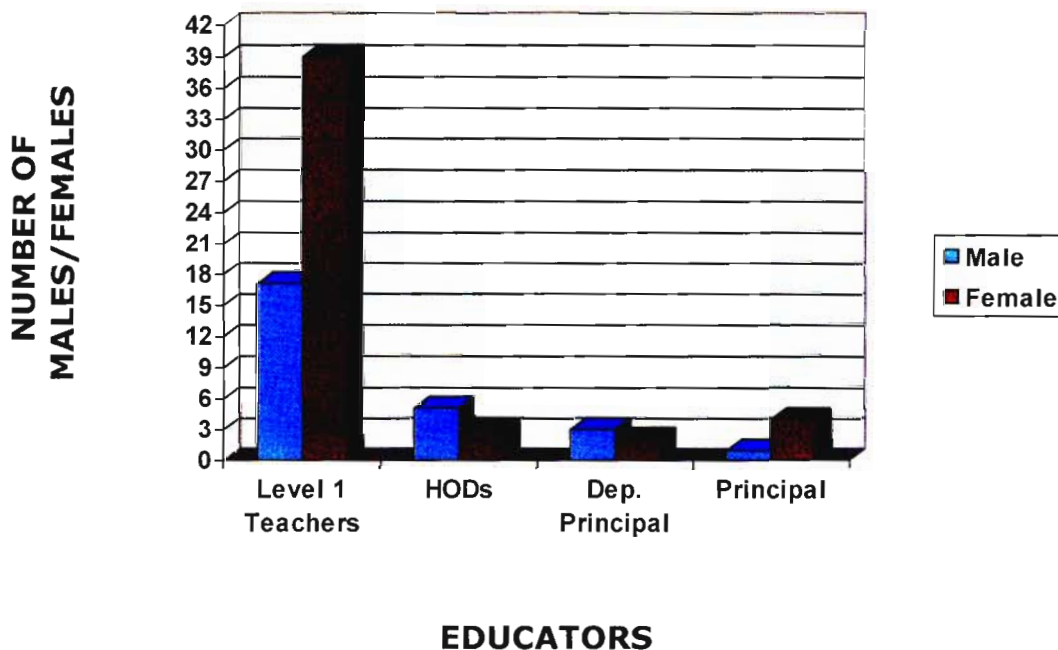
The following discussion begins with findings from the educators' questionnaires (5.2). This is followed by a presentation of findings from the interviews with chairpersons of the Selection Committees of School Governing Bodies (5.3) of the sample schools.

5.2 Findings from Educators' Questionnaires

A total of eight schools comprised the schools' sample for this research. A total of 105 questionnaires were distributed to educators from all the schools, out of which seventy three were returned. Thus there was a 69.5% response rate. Data presentation and findings discussion hereafter follow the order of the questionnaire.

Section A: Biographical Data

5.2.1 Comparison of the number of male and female educator participants.



Graph 1: Comparison of male and female educators.

The graph shows that a total of 25 (34.2%) males and 48 (65.8%) females responded to the questionnaires. The distribution is normal in the Pinetown District, as is evident in the Department of Education's 2002 snap survey, which revealed that 25% of the educators in this District were male while 75% were female (Department of Education: Education Statistics 2004: 16). This implies that the findings are transferable to other schools in the Pinetown District and other Districts of similar contexts. The graph also show that there are fifty six Level One teachers made up of thirty nine females and seventeen males, eight heads of department (HODs) made up of five males and three females, five deputy principals made up of three males and two females and five principals made up of one male and four females. The above figures also indicate that although there are more females than males, the concentration of females are greater at the Level One teacher and principal levels whilst there are more males at middle management level, that is, heads of department and deputy principals. A possible explanation for there being more females as principals, as opposed to average national demographics, could be because there were more primary schools than secondary schools in the sample.

5.2.2 Teaching Experience.

Table 1: Educators' total teaching experience

TEACHING IN YEARS	1-5	6-10	11-15	16-20	21-25	26 +	TOTAL
TEACHER (Level One)	11	4	10	7	12	12	56
HEAD OF DEPT.	0	0	0	0	5	3	8
DEP. PRINCIPAL	0	0	0	0	1	3	4
PRINCIPAL	0	0	0	0	0	5	5
TOTAL	11	4	10	7	18	23	73

Table 2: Educators' teaching experience in their current post

TEACHING IN YEARS	1-5	6-10	11-15	16-20	21-25	26 +	TOTAL
TEACHER (Level One)	11	4	10	7	12	12	56
HEAD OF DEPT.	6	2	0	0	0	0	8
DEP. PRINCIPAL	3	1	0	0	0	0	4
PRINCIPAL	4	1	0	0	0	0	5

Table 1 indicates the total teaching experience of all the respondents in the sample while Table 2 indicates the experience of the respondents only in their current posts. It can be gleaned from Table 1 that forty one (56%) of the total number of seventy three educator participants had more than twenty years experience in the profession. Of this group, twenty four were Level One teachers. All educators, according to Table 2, who were in management posts had less than ten years experience at management level with thirteen of the seventeen educators at this level having under five years experience. The experiences put the participants in a position where their perceptions were mostly informed by experiences of more than five years in the teaching profession.

5.2.3 Educator's professional and academic qualifications.

Table 3: Highest Professional Qualification

QUALIFICATIONS	EDUCATORS				
	TEACHER	HOD	DEP. PRIN.	PRINCIPAL	TOTAL
3 Year Teaching Diploma	12	2	1	1	16
Higher Education Diploma (4 Yr)	7	1	1	0	9
Further Diploma in Education (2 Yr)	1	1	0	0	2
Higher Diploma in Education (1 Year)	5	1	0	1	7
Bachelor of Paedagogics Degree (4Yr)	7	0	0	0	7
Bachelor of Education Degree (Hons)	14	5	2	2	23
Master of Education Degree	3	0	0	1	4
Other:	None	4	0	0	4
	Dip. In Special Ed.	1	0	0	1
TOTAL	54	10	4	5	73

Table 4: Highest Academic Qualifications

QUALIFICATIONS	EDUCATORS				
	TEACHER	HOD	DEP. PRIN.	PRINCIPAL	TOTAL
Matric (Grade 12)	25	0	0	0	25
Bachelor Degrees	25	10	0	4	39
Bachelor Degrees (Honours)	3	2	0	1	6
Masters in Arts	2	0	0	0	2
Ph. D.	1	0	0	0	1
TOTAL	56	12	0	5	73

Table 3 indicates that four (0,05%) of the total sample of teachers did not have any teaching qualifications. The rest of the educators (99.95%) have varied professional qualifications which make them eligible for promotion. Both tables also show that many of the educator participants have very high professional or academic qualifications. This implies that the perceptions were therefore framed by reliable professional grounding.

Section B: Unsuccessful Application for promotion

5.2.4 Respondents' knowledge of persons who had applied for promotion.

A large number (93%) of the educators in the sample indicated that they knew of at least one person who had applied for promotion. What this also meant was that the respondents' perceptions of the selection process of candidates into management were mostly informed by contact with individuals who had undergone this selection process.

5.2.5 Application for promotion to other schools.

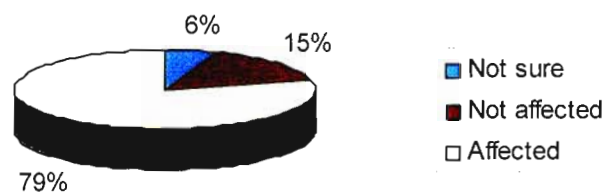
5.2.5.1 Application for promotion after 1998.

From the sample sixty eight respondents identified educators as having applied for promotion. Fifty three (77.9%) respondents identified educators as having applied for promotion to other schools in the KwaZulu-Natal province other than those in which they

taught. Only fifteen (22.1%) respondents identified educators as having applied only to schools in which they taught.

5.2.5.2 Were the educators affected by not being promoted?

Graph 2: Claimed 'effects' on educators who were not promoted



As indicated in the graph, 54 (79%) respondents claimed that the unsuccessful educators have been affected by their unsuccessful attempts to gain promotion. The claimed effects were:

- Frustration since the appointed person was either perceived to be incompetent or younger than the applicants, according to 14.8% of the respondents.
- Loss of or low morale, according to 22.2% of the respondents.
- Disillusionment with the system, according to 24.1% of the respondents.
- Lost interest in the profession, according to 7.4% of the respondents.
- Demotivation, according to 14.8% of the respondents.
- Stressed, according to 3.7% of the respondents.
- Low self esteem, according to 11.1% of the respondents.
- One educator, according to 1.9% of the respondents, who is still in the profession, is said to have been affected psychologically to the extent that he sought medical boarding but was unsuccessful.

5.2.6 Application for promotion to own schools.

5.2.6.1 Application outcomes.

Of the fifty respondents (68.4%) who stated that they knew of educators who had applied for promotion to their own schools, 37% of the respondents knew of educators who had repeatedly applied for posts that had been vacant at their own schools without any success. Of the thirty respondents who are aware of educators who had applied for promotion in their own schools to head of department posts only eight respondents were able to identify successful applicants while none of the educators identified by seventeen of the respondents as having applied for promotion in their own schools for the deputy principals' posts was successful. For seven respondents who knew of applicants that had applied for principals' posts in their own schools only one respondent was able to identify an educator as being successful. The above indicates that, for some reason, individuals that apply for promotion in their own school in this suburb stand a small chance for promotion. A question that arises from this is if this is related to activities during the selection process or some other issues.

5.2.6.2 Filling of the vacant posts.

Table 5: Filling of Vacant Posts as identified by the Respondents

Educators from within the school	18
Educators from another school	36

The table above shows that thirty six (67%) respondents identified posts in the sample schools as having been filled by educators from other schools while eighteen (33%) respondents identified posts as being filled by applicants from within the schools. Of the educators identified as being promoted within the schools nine respondents identified

educators as having competed with other unsuccessful educators for promotion from their own schools.

5.2.6.3 The perceived impact of unsuccessful applications on the candidates:

Findings in relation to perceived impacts of unsuccessful educators were mostly that they were continuing with their lives as normal. These candidates were not affected by not being promoted. Below are the respondents' perception of the impact on the unsuccessful candidates with regard to various aspects of their lives:

(i) Teaching

Responses to the question about the perceived impact on the unsuccessful applicants with regard to their teaching were that these educators were not dedicated anymore, as claimed by 17.8% of the respondents; not motivated to perform duties in class and show little interest, as claimed by 17.8% of the respondents; disillusioned, as claimed by 6.7% of the respondents; frequently absent from school, as claimed by 2.2% of the respondents and less productive, as claimed by 15.6% of the respondents. On the contrary, 40% of the respondents perceived the unsuccessful candidates not to have been affected by the lack of success and were perceived to be continuing to work as hard as they had done prior to the applications.

(ii) Family life

Nine percent (9%) of the respondents claimed that the unsuccessful educators appeared to be grumpy, irritable and moody towards family members. The other unsuccessful educators were perceived by 6.7% of the respondents to be unhappy and took to alcohol;

stressed, as perceived by 6.7% of the respondents while one educator was said to have been embarrassed and demoralised because his wife was promoted ahead of him, as perceived by 2.2% of the respondents. However, 75.4% of the respondents claimed that there appears to have been no change amongst the rest of the unsuccessful educators and their families.

(iii) Social life

Less than half of the respondents (47%) were of the opinion that the social lives of the unsuccessful candidates were affected by the lack of success in the application for promotion. The perceived impact with regard to the unsuccessful educators' social lives, according to 8.9% of the forty five respondents were that the unsuccessful applicants experienced difficulty explaining to friends why they had not been promoted, four (8.9%) of the respondents claimed that the unsuccessful educators felt inadequate and embarrassed, nine (20%) of the respondents claimed that the unsuccessful educators became unsociable and reserved, three (6.7%) of the respondents claimed that the unsuccessful educators were ostracised by some staff members and according to one (2.2%) of the respondents the unsuccessful educators complained a lot to friends about the selection system. On the contrary, 53% of the respondents perceived the unsuccessful applicants to be maintaining a normal social life.

(iv) Attendance

The majority of the responses on this issue indicated that the school attendance of the majority of the unsuccessful applicants was not adversely affected by failure to get the

applied for promotion. For example, only 11.1% of the forty five respondents that knew of individuals that had stated that the unsuccessful applicants attended school irregularly and only 13.3% of the respondents stated that the unsuccessful applicants were often absent from school while the remainder (75.6%) of the respondents stated that the unsuccessful applicants attended school regularly and also maintained a positive attitude.

(v) Health

Health was one other issue for which less than half of the respondents (45%) felt was affected in relation to the unsuccessful applicants. The health of some of the unsuccessful educators was perceived by 22.2% of the respondents to have deteriorated so much that the applicants needed medical help but had recovered while 15.6% of the respondents claimed that some of the applicants became very stressed. In addition some unsuccessful educators were perceived by 4.4% of the respondents as being treated by psychologists for depression and one as having applied for medical boarding as perceived by 2.2% of the respondents. However, majority of the unsuccessful educators were perceived by 55.6% of the respondents as not to having experienced any problems with their health as a result of not being promoted.

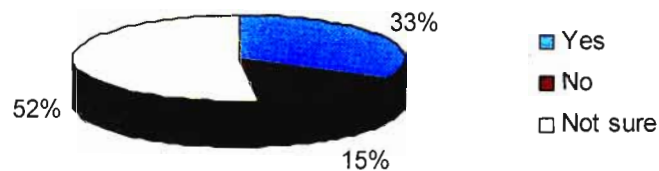
(vi) Participation in extra and co-curricular activities

About a quarter of the respondents (22.2%) perceived some unsuccessful educators as showing very little involvement in the extra and co-curricular activities and participating only when instructed to do so while 11.1% of the respondents perceived the unsuccessful educators as not to be participating in any activity. Some of the unsuccessful educators

were also perceived by 15.6% of the respondents as not being interested or enthusiastic about participating in any activity. A further 6.7% of the respondents indicated that the unsuccessful educators became defiant by either absenting themselves from school or did the activities haphazardly when they were forced to participate in the activities by the principal. However, contrary to the other issues, more than half of the respondents felt that the unsuccessful candidates' performance on this issue was affected as only 44.4% of the respondents perceived the unsuccessful educators to be continuing to participate in all activities organised by their schools.

5.2.6.4 Justification of candidates' negative attitude.

Graph 3: Educators maintaining negative attitudes



From the sample 33% of the respondents indicated that the unsuccessful educators were justified in maintaining such negative attitudes. The following reasons were provided:

- Of these respondents 20.8% claimed that the selection process was biased and open to irregularities with School Governing Bodies being perceived to be abusing their power. The feeling was that certain educators were being promoted on the basis of their personal affiliation to certain selection committee members.

- According to 8.3% of these respondents some of the unsuccessful applicants had a proven record of producing excellent academic results.
- Of these respondents 41.7% claimed that such unsuccessful applicants felt that their hard work and invaluable contributions to their schools were not appreciated.
- There was a perception by 4.2% of these respondents that the selection committees maintained a male bias at their schools and that gender equity was ignored.
- According to 4.2% of these respondents the promotion of an educator from another school will affect the applicant's school's Post Provisioning Norms and thus result in the educator being rationalised and redeployed.
- Younger educators, as claimed by 20.8% of these respondents, with fewer years experience were promoted ahead of the unsuccessful educators.

5.2.6.5 Was the unsuccessful educator given any reasons for not being promoted?

Only thirteen of the respondents were aware of educators who had unsuccessfully applied for promotion and had been given reasons by the School Governing Bodies for not having been promoted in their own schools. The reasons were:

- To fulfil the schools' curriculum needs, according to 38.5% of these respondents.
- A claim by 7.7% of these respondents was that an educator was given the post previously, but the post went into dispute because another educator from the same school was not shortlisted. Hence, the post was not filled. However, on re-

advertising and doing the process again the same educator was given the post as the School Governing Body claimed that the post was rightfully his.

- Seniority in terms of teaching experience was considered, according to 38.5% of these respondents.
- The promoted educators, according to 15.4 % of the respondents, had higher professional and academic qualifications.

However, thirty two respondents were not able to clarify whether any unsuccessful educators requested any reasons for not being promoted or whether they had requested for reasons and were denied. If the unsuccessful educators did request for reasons and were denied, then the respondents may be justified in perceiving the selection process to be underhanded.

5.2.6.6 Did the unsuccessful educator lodge a dispute? If yes, on what grounds was the dispute lodged and how long did it take to be settled?

Only nineteen (26%) of the respondents claimed that unsuccessful applicants lodged disputes on the selection outcomes. The grounds on which disputes were lodged according to the respondents were:

- The post was filled based on the successful educator's previous application and appointment which also went into dispute (5.3% of the nineteen respondents).
- The successful educator had no experience in the subject area (10.5% of the nineteen respondents).
- The unsuccessful educator met all the requirements, but was not shortlisted (21% of the nineteen respondents).

- Procedures were not followed and the selection process was unfair and flawed (52.6% of the nineteen respondents).
- There was a gender imbalance despite having a majority female staff (5.3% of the nineteen respondents).
- The educator acted in the post for three years and was not even shortlisted (5.3% of the nineteen respondents).

Data indicates that more than half (52.6%) of the nineteen respondents claimed that disputes were lodged due to procedures not being followed and that the selection process was unfair and flawed. Six respondents claimed that the disputes were settled immediately after the appointments were made, another six respondents claimed that the disputes were settled between two and three months and one respondent claimed that a dispute was settled after six months. There were claims from three respondents that while the disputes have not been resolved as yet, the posts are still occupied by the promoted educators.

5.2.7 Educators who never applied for promotion.

Fifty three (72.7%) of the respondents claimed to know of qualified educators that also never applied for promotion. The following were the perceived reasons by the respondents for not applying:

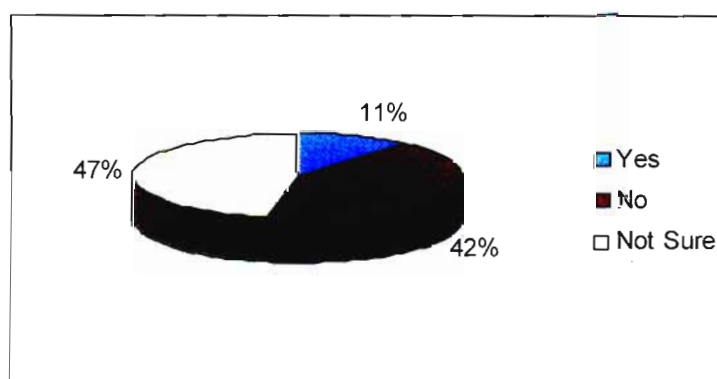
- An outsider will be selected, so there was no need to apply (7.5% of these respondents).
- The educator has a poor relationship with the School Governing Body and won't be selected (11.3% of these respondents).

- Not interested in promotion. Disillusioned with the benefits of being promoted (45.2% of these respondents).
- Considers the process to be unfair based on nepotism (13.2% of these respondents).
- Cannot cope with the stress of sitting for an interview or rejection (11.3% of these respondents).
- No faith in School Governing Bodies handling the selection process (11.3% of these respondents).

Except for twenty four out of the fifty three of the respondents (45.2%) who were not interested in promotion, the above indicates that more than half of the respondents perceived the selection process to be fraught with problems and, as a result, never applied.

5.2.7.1 Would the educators who did not apply for promotion, apply for promotion in the future?

Graph 4: Respondents' intention to apply for promotion in the future



It can be gleaned from the above graph that only 11% of the respondents will definitely apply for promotion in the future while 47% were not sure if they would. However, 42% of the respondents indicated that they will not apply for promotion. It can only be

perceived that the reason for a large number (42%) of respondents for not intending to apply for promotion as well as the 47% of respondents for not being sure about applying for promotion in the future could be based on perceptions of the current selection process as being problematic.

SECTION C: The Successful Candidate

5.2.8 Was the School Governing Body justified in making the appointment?

Twenty six percent of the respondents felt that the School Governing Bodies were justified in making these appointments and their reasons were:

- The successful educator is senior.
- The educator is very efficient and has the necessary expertise and skills.
- The educator was the best candidate.
- The educator is committed and dedicated.
- The school is functioning very well.

However 74% of the respondents felt that the School Governing Bodies were not fair in their selections. They indicated that:

- There were more competent educators from within the school who should have been selected.
- Competent senior educators were not considered.
- The promoted educator is incompetent.
- There was nepotism in the appointment.
- A teacher with no management experience was not competent to be promoted to post of deputy principal.

- The promoted educator did not meet with the needs of the post.
- Seniority does not justify promotion.

A quarter (26%) of the respondents identified competent educators from within the school who they felt should have been promoted ahead of educators from other schools.

5.2.9 A description of the promoted educators' perceived performance in terms of:

5.2.9.1 Administration and organisation.

Some (38.2%) of the respondents perceived the promoted educators to be performing well at their administrative and organisational tasks of which 12.2% of respondents perceived the promoted educators to be very good and 26% of the respondents perceived them to be satisfactory. On the contrary, 21.9% of the respondents perceived the promoted educators to be shirking their responsibilities and were not equipped to handle their posts. However, 39.9% of the respondents did not provide any comments.

5.2.9.2 Management

Many (46.6%) of the respondents claimed that the promoted educators were carrying out their management duties well. Of this 46.6% of the respondents 11% claimed that the promoted educators' management performances were very good and 21.9% claimed that the promoted educators' management performances were satisfactory. A further 13.7% of these respondents claimed that the promoted educators were very efficient in managing their teams. The perceptions of 32.4% of the respondents were that the promoted educators have been weak in performing their management role functions. This implies that the perceptions are that the underperforming promoted educators are either not au fait

with the stipulated role functions for managers as outlined in the Policy Handbook for Educators (ELRC 2003) or are not taking their jobs seriously. However, 21% of the respondents chose not to comment on the promoted educators' performance.

5.2.9.3 Leadership

Educators' responses on the promoted educators' leadership performances indicated that the majority of them were satisfied with the leadership of the promoted candidates. For example, 21.9% perceived them as being very good while 2.7% perceived them as very strong with 15% perceiving their performances as satisfactory. The promoted educators were, however, perceived by 9.6% of the respondents to be lacking appropriate leadership skills and in need of training, while 19.2% of the respondents perceived them as having no leadership qualities and 4.1% of the respondents of being of a view that they were too autocratic and by 5.5% of the respondents of avoiding conflict situations or being impartial in handling difficult situations. The implication for the promoted educators who were perceived as being weak is that it would be difficult for these new managers to get the best performance from their subordinates, given that one of their core duties is to manage personnel in their schools. No comments were provided by 22% of the respondents.

5.2.9.4 Human Relations

The majority of the promoted educators were perceived by 56.2% of the respondents as having positive human relation qualities. For example, perceptions of 24.7% of the respondents were that the promoted educators possessed good human relations while

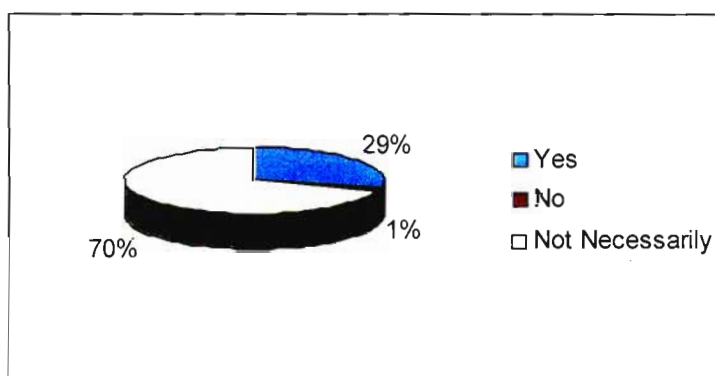
5.5% of the respondents felt that the promoted educators possessed satisfactory human relation qualities. Furthermore, the promoted educators were also perceived as being compassionate, understanding and approachable by 12.3% of the respondents and maintaining good rapport with all educators by 13.7% of the respondents. Contrary to this 24.6% of the respondents perceived the promoted educators to be lacking in human relation qualities and are in need of training. However, 19.2% of the respondents did not provide any comments.

The above perceptions indicate that many respondents are of the opinion that many of the promoted educators are performing well as managers with regard to administration and organisation, management, leadership and human relations.

SECTION D: Educators' suggestions on the future of the selection process

5.2.10 Should management posts be filled by candidates from within a school?

Graph 5: Selection of candidates from within a school



The graph shows that overwhelmingly the perceptions of (70%) the respondents are that vacant posts do not have to necessarily be filled by educators from within a school. The following reasons were given by respondents from the sample:

- The candidate must be capable or worthy of the post.
- The best or most suitable person must get the post.
- Promotion should be based on merit.
- A candidate should be promoted if he/she has management skills.
- Any candidate who meets the criteria set by the school should be promoted.
- The needs of the school should be put first by selecting the best person.
- There maybe educators in other schools with excellent managerial skills who will not be promoted and thus disadvantaged if no vacancies arise in their own schools.
- The school should not miss out on outstanding educators from other schools.

However, 29% of the respondents indicated that management posts should be filled by educators from within a school. These respondents provided the following reasons for their positions:

- These educators have a greater knowledge of their schools' policies, the community in which the school is located or how to continue with the smooth operation of their schools.
- If applicants acted in the post they would have gained the necessary experience to hold the post.
- Due consideration be given to applicants from within a school for their hard work, loyalty and commitment to their schools.
- Applicants from within a school are better known by the School Governing Bodies as they would have worked together at some point in time in taking the school forward.

Only one (1.4%) of the respondents from the sample felt that management posts should not be filled by educators from within a school as new educators should be promoted from other schools for transformation purposes.

5.2.11 Should Level One teachers be promoted to deputy principal or principal?

Of the educator sample, 35.6% indicated that Level One teachers may be promoted to these management posts. Respondents from the sample provided the following reasons for their perceptions:

- There are some Level One teachers who could effectively maintain control, discipline and deliver in the classroom.
- Some Level One teachers are very capable.
- Only if they have the necessary organisation and administration skills as well as leadership qualities.
- If they meet the criteria they should be promoted.
- They may be the best candidate if they acted in the post.

On the contrary, 64.4% of the respondents felt that Level 1 educators should not be considered for either post. Respondents from the sample provided the following reasons:

- Promotion should be achieved in stages, that is from Level 1 to head of department and then to deputy principal or principal. This will allow for the educator to develop and gain the necessary managerial experience.
- They must become managers of departments in a school first and then managers of the school.

- Level One teachers do not have the necessary experience or skills to run a school which is very challenging.

5.2.12 Who should be responsible for selecting candidates to management positions?

Approximately 91% of the respondents felt that the Department of Education should take sole responsibility for the selection of management staff whilst only 3% felt that the School Governing Bodies should be solely responsible for this process. Also, 6% of the educators were of the opinion that the Department of Education together with the School Governing Bodies should conduct the selection process collaboratively. The evidence indicates that the majority of the educators in the sample schools are disillusioned with the way in which the shortlisting and interviews of the current selection process are done.

5.2.13 Educators' perception of the current management staff selection process.

The overwhelming perceptions of (86.3%) the respondents are that the selection process is problematic. These respondents provided the following reasons for their perceptions:

- The members of the selection committee were not qualified to conduct the selection process (15.1% of the respondents).
- The process is open to nepotism and preferential treatment which results in excellent, hardworking and very competent applicants being overlooked (16.4% of the respondents).
- Educators were selected to serve the personal interests of certain individuals on the School Governing Body (8.2% of the respondents).

- If an educator has a strained relationship with the School Governing Body he/she stands a little or no chance of being promoted (1.4% of the respondents)
- It is an unfair process (11% of the respondents).
- The process is too formal which stressed out the shortlisted candidates and made them nervous which led to them performing poorly in the interviews (2.7% of the respondents).
- An articulate person or an excellent talker with no skills or expertise stands a better chance of being promoted than a person who possesses them because too much emphasis is on the interview (2.7% of the respondents).
- Very little about a candidate can be ascertained in a half hour interview (1.4% of the respondents).
- It is very/totally flawed (11% of the respondents).
- Selection committees are insensitive to the rationalising and redeployment process affecting an educator when promoting a person from the outside (2.7% of the respondents).
- It lacks transparency (5.5% of the respondents).
- It needs to improve to be credible (4.1% of the respondents).
- Selections are based on impressive curriculum vitas which do not match the candidates' performance once appointed (1.4% of the respondents).
- They have no confidence in the process (2.7% of the respondents).

The emerging trends from the above are that the Selection Committees are perceived to be lacking the requisite skills necessary to undertake the onerous task of selecting management staff. The perceptions are also that nepotism, personal preference, bias and

corruption are rife amongst selectors and that the interview process advantages candidates who are eloquent although they may be lacking the necessary skills and expertise needed to be a manager and the selection process is perceived to be unfair.

Contrary to the above, 8.2% of the respondents had no problems with the selection process while 5.5% chose not to comment on the process.

5.2.14 Changes that should be implemented in the current selection process.

Data indicated that Educators from the sample perceived the current selection of management staff to be problematic and in need of changes such as the following:

- The selection must be done by a neutral party for the process to be fair (5.5%).
- The Department of Education should handle the selection process as it will put the needs of the school first and also maintain an unbiased stance with (35.6%).
- Representatives from the School Governing Body, school's staff and Department of Education must make up the selection committee (8.2%).
- Officials from the Department of Education together with the School Governing Bodies should participate in the process with the Department Officials being given a greater voting power (11%).
- Input from the staff should be considered as they will be working under these managers (8.2%).
- The minimum qualifications for management posts must include a degree or diploma in school management instead of the minimum being just M + 3 (8.2%).
- Educators must be promoted on merit (4.1%).

- Interviews should be conducted in an informal manner so that interviewees could be more relaxed and less stressed (4.1%).
- In addition to academic or professional qualifications the minimum teaching experience for each level of management should be more than 15 years (8.2%).
- Applicants from other schools must be investigated thoroughly before the interviews and their interviews must be based on pieces of work they have done in their schools together with written references from previous principals or Superintendents of Education Management (6.9%). This is in line with Flood and Gibson's (2002: 27) view that 'the candidate who fits the position the best and who has been given the best references should be selected for the position'.

From the above data the indication is that approximately 41% of the respondents felt that the responsibility of selecting management staff be removed from the School Governing Bodies and be handled by a neutral party or the Department of Education. A further 27.4% of the respondents felt that the Selection Committee should include representatives from the Department of Education, School Governing Body and/or school's staff. Views of the inclusion of all stakeholders in the Selection Committees is supported by Holman (1995) whose view is that broad based participation results in much stronger decisions.

The data also indicates that 20.5% of the respondents felt that the minimum academic and professional qualification and teaching experience requirements be raised. These respondents felt that this may help reduce the number of applicants to a realistic number and thus eliminate the creation of unrealistic expectations by the applicants. In addition,

the feeling was also that this will result in more qualified educators being selected as managers.

5.3 Analysis and Findings from Interviews with School Governing Bodies.

Although a total of eight schools were selected for this research, the researcher was however only able to interview the chairpersons of the Selection Committees of the School Governing Bodies of only six of these schools. The chairpersons of the Selection Committees of the other two schools chose not to be interviewed. This resulted in a 75% interview response rate. The findings were also based on the selections made over the last three years during the period of the current School Governing Bodies' term of office.

5.3.1. Composition of the Selection Committees.

Table 6: Composition of the Selection Committees

School	A	B	C	D	E	F
No. of Members	5	3	5	3	3	3
Composition	<ul style="list-style-type: none"> •University Professor •Ex-principal •Educator •Business-woman •Business-man 	<ul style="list-style-type: none"> •Accountant •Business-man •Educator 	<ul style="list-style-type: none"> •Education Super-Intendent •Ex-principal •Financial Manager •Business-woman •Housewife 	<ul style="list-style-type: none"> •Business-man •Business-man •Educator 	<ul style="list-style-type: none"> •Policeman •Business-man •Educator 	<ul style="list-style-type: none"> •Lecturer •Educator •Housewife
Resource Person	SEM	Principal	SEM	SEM	Principal	Principal

Note: SEM – Superintendent of Education Management.

As stipulated in the Human Resource Management circular number 36 of 2006, all the members for each of the Selection Committees were drawn from the schools' governing

bodies. While some of these committees comprised five members, the others only had three members. The reason given by the committees of schools A and C for having five members were that they had received a large number of applications for principals' positions at their schools. They also felt that the filling of the principal's post was deemed to be the most important post and it therefore required inputs from as many people as possible if the best person was to be selected.

Schools B, D, E and F had only selected candidates to head of department posts and kept their Selection Committees to just three members. They further claimed that a smaller committee was easier to work with. In addition, two (33%) interviewees felt that another advantage of a smaller committee was that it is less intimidating for the applicants. This is in line with the Department of Education KwaZulu-Natal: Towards Effective School Management (2003: 27) statement that 'it is not advisable to have a very large panel to interview applicants, as this could be very intimidating'. Another reason for the smaller composition was that, as one interviewee stated, from his School's Governing Body only three members were interested in the selection process.

All the schools incorporated either the principal or a Superintendent of Education Management as a resource person. The reason for schools A and C for using the Superintendent of Education Management as such a resource person was that they had to fill the post of principal while schools B, E and F used their school's principal as they were to fill in head of department posts. In school D the principal was on sick leave, so

the Selection Committee used the Superintendent of Education Management. Union representatives had monitored the various selection processes in all six schools.

5.3.2. The Selection Committee

(i) Were the School Governing Body members ably equipped to handle matters relating to educators?

Perceptions by five (83%) of the interviewees were that not all the members on their committees were fully equipped to handle the selection of management staff. They provided the following reasons for these perceptions:

- Two (33%) of the interviewees stated that their committee members were selected from the parent component that had no knowledge of education yet they were responsible for selecting education managers.
- Another two (33%) of the interviewees stated that their committee members were not qualified in any way to handle the process and they relied on the resource person to be guided. However, the selection was left solely in their hands, which they found to be very stressful.
- According to three (50%) of the interviewees the presence of an educator in their committees intimidated some non-educator members who did not question the educators inputs, as the educators were perceived to be more knowledgeable about the selection process. Hence, the members accepted the educators' inputs regarding the selections.

The interviewee from school B felt his committee was well equipped as he was an educator and also a union representative who observed many selection processes in other schools and was fully au fait with the selection process. In addition to him capacitating his committee, he also sought help from the Department of Education to workshop them on how to conduct the process.

(ii) Participation of educators from within the staff in the selection process.

All (100%) of the committees included at least one educator. However, the educators were not members of the selecting schools. Five (83%) of the interviewees were of the opinion that an educator who is part of the staff in the selecting school should be allowed to participate in the selection process as their contributions about how the school operates and what the school's needs are, will be vital. These educators would therefore be there to guide the Selection Committee in drawing up additional criteria, to that supplied by the department, for selection. In line with this, Thurlow (2003: 71) states that the selection committee could be extended 'by co-opting expertise from outside the governing body'. This could include, for example, the deputy principal. However, three (50%) interviewees cautioned that educators from within the school should not be involved in the actual selection as they may influence the committee to select certain educators, who may not be suitable for the post, from within the staff.

5.3.3 Training

(i) Training proffered by the promotion section.

All the interviewees were dissatisfied with the training proffered by the Department of Education. They claimed that the training was only through one workshop that lasted for approximately three hours. The participants felt that this was inadequate considering that at the workshop only the Human Resource Management document on promotions was discussed and there were no practical exercises/activities on how to conduct the process. Furthermore, two (33%) of the interviewees claimed that the Superintendent of Education Management who conducted the workshop was incompetent as he did not clarify issues on the selection process put to him by some Selection Committees. Another two (33%) interviewees stated that they were not workshopped on what to look for when scoring candidates during the short listing and interviews. They further stated that they were not given any guidance on how to formulate questions for the interviews. This practice is contrary to recommendations by Karlsson, et al (1996: 4) that it is important for the Department of Education to ensure 'that all role players can acquire the necessary knowledge and skills to perform their functions properly'. The authors recommend that the Department of Education form a partnership with Non-governmental Organisations to organise capacity building workshops, which could take the form of seminars or week long 'bos-beraads' (p75).

(ii) Recommendations to improve the efficiency of Selection Committees.

In relation to improving the efficiency of the Selection Committees the following were recommended:

- According to four (67%) of the interviewees a Department Official, who is au fait with all the necessary documents and procedures, must be present at every stage of the selection process to ensure that correct procedures are followed.
- The other two (33%) interviewees felt that the Department of Education must provide guidelines on what to look for in the applications for the shortlisting process and in the interviews to identify the best person for a post. However, the researcher did bring to the interviewees' attention that the Department of Education did have guidelines on the criteria for shortlisting and interviews that is Resolution 11 of 1997. The interviewees then claimed that they had not heard of them.

5.3.4 Participation

(i) Problems experienced during the shortlisting and selection process.

Responses indicated that only two (33%) of the Selection Committees conducted the selection process without any problems while four (67%) experienced the following problems:

- Certain members in each of the Selection Committees were perceived by three (50%) of the chairpersons to influence the others within the committees to select certain candidates. This is in line with findings from 16.4% of the educators (on p54: 5.2.13) who indicated that they perceived the process to be open to nepotism and preferential treatment, which results in the best candidate being overlooked.
- A union representative at one selection process insisted that the process be stopped and rescheduled because one candidate did not attend the interview.

However, this candidate stated to the committee, in advance verbally, that he would not be attending. After consultation with other Department Officials and the Education Labour Relations Council telephonically the process was allowed to continue. This delay in completing the process within the set time caused much stress and anxiety to the committee.

(ii) Role of the resource person.

All the interviewees indicated that the resource persons in their committees assisted and guided them through the process appropriately. Hence, no violation took place.

5.3.5 Relationships

(i) Promotion of educators from within a school.

All (100%) the interviewees did not see any problems with educators being promoted to vacant posts from within a school. However, they stressed that the educators must be worthy of the post by meeting all set criteria. In addition, two (33%) interviewees were of the opinion that since School Governing Bodies worked closely with some of the educators in their schools they will know them better than educators from other schools. They felt that the internal candidates will, as a result, continue to work harder to serve the school if their diligence is recognised. This is similar to views by educators' responses on this issue. For example, of the twenty one (29%) educators (on p52: 5.2.10) who indicated that management posts should be filled by educators from within a school, twelve (16.4%) educators also felt that the close working relationship between the School

Governing Bodies and the applicants as well as the applicants' valuable contribution to their schools justifies their selection to posts within their own schools.

(ii) Procedures employed by Selection Committees to ascertain whether any of its members are related to any applicant for a post they are filling.

All the interviewees stated that they requested the committee members to recuse themselves if they were related to any of the applicants who may be members of their families or friends. This issue was based on trust and the members' conscience to divulge such information. This is in line with the Human Resource Management circular number 36 of 2006 statement that 'Members of the interview committee or the Governing Body must recuse themselves for the duration of the discussion and decision-making on any issue in which the members have a personal interest.' However, one (17%) interviewee related an experience that involved a member on his committee who did not recuse himself despite having a friend as one of the applicants. The other members on the committee together with the observers were only able to pick this up when this member was biased towards the candidate whilst scoring during the shortlisting and interview. Besides the scores being uniquely high they did not correspond with the scores of the other committee members. Subsequently, the member was replaced and the process had to be redone from the shortlisting stage. This saved the Selection Committee from the embarrassment of concluding a process that would have eventually gone into dispute. This incident was in line with findings in a study by McPherson (in Thurlow 2003: 65) that 'clear bias on the part of some selection committee members towards certain candidates is frequently observed'.

5.3.6 Criteria

(i) Maintaining the criteria for shortlisting, interviews and final selection throughout the selection process.

Table 7: Maintaining the Criteria

YES	5 (83%) Interviewees
NO	1 (17%) Interviewee

It can be gleaned from Table 7 that 83% of the respondents were of the opinion that the criteria for shortlisting, interviews and final selection were maintained throughout the selection process. Only one interviewee stated that his committee experienced difficulty in consistently applying the criteria during the shortlisting. The reason was that they had a very large number of applications for each of the two posts that had existed at his school. Members became tired by reading and listening to the many curriculum vitas late into the evenings, which resulted in the scoring being erratic. This is in line with Thomson's (in Middlewood and Lumby 1998:57) view that 'it is impossible for the human brain to concentrate at the same level over a prolonged period'.

(ii) When are the questions for the interview prepared?

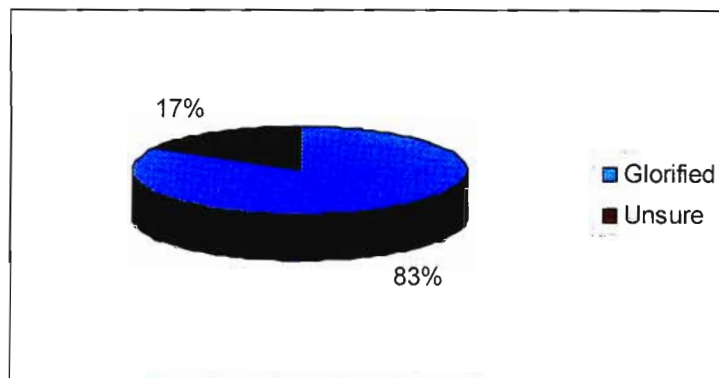
All the Selection Committees prepared the questions for the interviews approximately one hour before the commencement of the interviews. This is done in the presence of the resource person, observers and other committee members. Once the questions are drawn up, communication with outsiders ceases. So there is no way that the shortlisted candidates will know what the questions are.

(iii) How are applicants not discriminated when drawing up the selection criteria?

All the interviewees maintained that all applicants were given an equal opportunity during the shortlisting and interview and their aim was to select the best person for a post irrespective of gender or race. Furthermore, the respondents maintained that they had adhered to the guidelines where ‘the criteria used must be fair, non discriminatory and in keeping with the constitution of the country’ (Human Resource Management circular number 36 of 2006: 7).

(iv) The interview and curriculum vitae as the only mechanisms for selection.

Graph 6: Perception of the Curriculum Vitae



The graph illustrates that some curriculum vitas were perceived by five (83%) of the interviewees as being drawn up by professionals and were glorified. This became evident, according to these interviewees, when candidates with such curriculum vitas did not perform well at the interviews. However, the interviewees did take note of the possibilities of nervousness or inarticulateness in interviews. An educator (1.4%) (on p55: 5.2.13) also perceived that the selections that were based on the impressive curriculum vitas did not match the candidates’ performance once appointed. However,

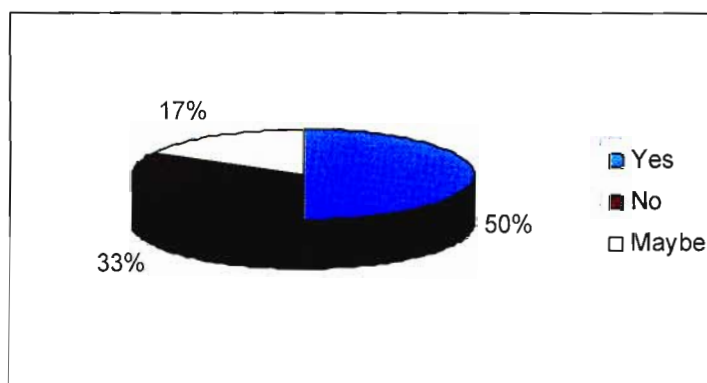
one (17%) interviewee was not sure as to whether these mechanisms were good or bad as he felt that they were the closest things to identifying the best candidate.

Although all the interviewees agreed that the interview stage is important, they felt that it does not convincingly allow for the selection of the best person. They added that it does not do justice to the candidates who are very nervous and the time allocated to answer each question is too short. Hence, candidates are unable to express themselves as intended. Findings in a study by McPherson (1999) similarly indicated that there was too much emphasis placed on the interview process and that the interviews were conducted in a very tense atmosphere. This made the interviewees very uncomfortable. Furthermore, the time allocated for each interview was too short for the interviewee to answer the questions adequately.

5.3.7 The selection process

(i) What caused the disputes?

Graph 7: Lodging of Disputes



The graph illustrates that 50% of the interviewees perceived the disputes to have arisen from Selection Committees not being adequately trained. These respondents felt that lack

of training led to committees making mistakes during the selection process and not following proper procedures. One interviewee stated that Selection Committees were also not well versed with all the necessary documents, especially National Policies. Another interviewee stated that since his committee was not fully equipped to handle the selection process, they had to rely on his school's educators for guidance and this led to the educators being biased towards applicants from their school. These issues are in line with the educators' claim (on p46: 5.2.6.6) that more than half (52.6%) of the disputes were lodged due to procedures not being followed and/or the selection process being unfair and flawed.

The perceptions of 33% of the interviewees were that disputes arose when certain committee members dominated the process and influenced others to select a particular candidate for a post. One interviewee recalled a dispute that was lodged against his committee. The principal of his school had a strained relationship with a particular candidate from within the staff and he influenced the Selection Committee not to shortlist this candidate. However, the candidate lodged a dispute and won. This helped confirm Thurlow's (2003: 60) claim that there are 'widespread perceptions that non-job-related factors had been allowed to influence selection decisions'.

(ii) Opinions of the current selection process.

The perception of five (83%) of the interviewees was that the selection process is a big farce, flawed or chaotic. Their claim was that their recommendations were not well received by the educators and that their hard work was in vain. This was exacerbated by

disputes being lodged and the finalisation and appointments being delayed over long periods, which then required them to spend many additional hours sitting at hearings. However, one (17%) interviewee had no problems with the selection process.

(iii) Suggestions to improve the selection process.

A suggestion by three (50%) of the interviewees was that workshops should be conducted by educators who had practical experience in the selection process as well as by Selection Committees who were successful in implementing the process. People who are fully au fait with the Education Labour Relation Council document, labour relations, arbitration and interview skills should also be present. The other three (50%) interviewees suggested that training should involve all the members in the committees instead of the chairpersons only.

(iv) Should School Governing Bodies or the Department of Education handle the Selection Process?

Table 8: Handling the Selection Process

School Governing Body	1 (17%)
Department of Education	5 (83%)

The table shows that five (83%) of the interviewees felt that the Department of Education should handle the selection process as it was considered to be a nerve racking, painstaking and time consuming job. They claimed that many evenings and days were spent on the process especially when the appointments were not made due to disputes being lodged and where hearings were always being adjourned.

Only one (17%) interviewee felt that the School Governing Bodies should handle the selection process, as she did not trust the Department of Education to select an appropriate person for the posts at her school. She, did however, concede that some School Governing Bodies are ill equipped to successfully conduct the selection process which tends to prejudice applicants.

5.4 Conclusion

This chapter presented the perceptions of educators and the School Governing Bodies on the current selection process involving management staff. Both sets of respondents were very critical of the selection process and considered it to be flawed. Most of the educators claimed that the Selection Committees were incompetent, guilty of nepotism and personal preferences while the majority of the chairpersons of the Selection Committees claimed that they were not adequately trained to effectively execute the selection process. The overwhelming response that the responsibility of handling the selection process be taken away from the School Governing Bodies and be conducted solely by the Department of Education indicates that the selection process was therefore perceived by the respondents to be in need of change.

CHAPTER 6

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

6.1 Introduction

This chapter provides a summary of the study and offers recommendations on improving the selection of management staff in order to address the educators' negative perceptions of the process and also puts forward recommendations for future research on issues related to those raised in this study.

6.2 Summary of the study

The focus of the study was to explore how stakeholders perceive the selection of management staff at public schools in a suburb in the Pinetown District. Based on the researcher's anecdotal assumptions that unfairness and favouritism in the selection of management is rife, he wished to develop better understanding of how the selection policy may be problematic in its implementation. The literature review provided conceptual and theoretical frameworks for this purpose. In addition, the literature provided better understanding of the selection process in the South African education system in issues such as its theoretical underpinning. The study involved both qualitative and quantitative research designs. The sample for this study included eight schools in a suburb in the Pinetown District. Questionnaires and interviews were used as the research instruments. The questionnaires were directed at the educators whilst the interviews were conducted with the chairpersons of the Selection Committees of the School Governing Bodies. The data was analysed through frequency counts and content analysis.

The findings were that the educators and the Selection Committees perceived the current management staff selection process as being flawed. While the educators were highly critical of the role of the Selection Committees and their execution of the selection process, the Selection Committees themselves laid blame on the Department of Education for problems encountered in successfully recommending candidates for promotion.

Educators were of the opinion that there were elements of nepotism, personal preference and bias in the selection of certain candidates. Perception by chairpersons of the Selection Committees on the other hand were that the only way of avoiding nepotism, personal preference or bias in their selections was to request their members to recuse themselves if they were related in any way to the applicants.

Findings were also that educators were dissatisfied with the practice of parents being given the responsibility of selecting candidates for a school management post. The educators contended that, in addition to selectors not having the expertise, skills and knowledge needed to conduct such a task, they did not have any knowledge of educational matters and the role of managers at schools. These perceptions were also echoed by the majority (83%) of the Selection Committees who expressed dissatisfaction with the training proffered by the Department of Education.

The chairpersons of Selection Committees and the educators agreed that while the interview is important, it did not convincingly result in selecting the best person.

Thurlow (2003: 72) contends that ‘the best person appointed may be merely the one who

performs best at the interviews, and not necessarily the person who will perform best in the tasks of the job'. Such selections were perceived to be detrimental to a school.

These are some of the reasons for disputes being lodged. Some of the disputes were settled within a few months while others have taken a few years and some have not been settled at all which frustrated the disputing educators and Selection Committees thus leaving them disillusioned about the selection process. This implies that the selection process is in need of dire change if educators are to have any confidence in it.

6.3 Conclusions

Below are conclusions drawn from findings in this study in relation to the key questions represented in chapter one.

1. How do teachers and management staff in the stated context perceive the current management staff selection process?

Educators were disillusioned with the selection process. This was evident from various responses by participants. Such responses included claims that members of the Selection Committees were not qualified to conduct the selection process, the process was perceived to be open to nepotism and preferential treatment, that educators were selected to serve the personal interests of certain individuals on the School Governing Body, that educators who had strained relationships with the School Governing Bodies stood little or no chance of being promoted and that too much emphasis was placed on the interview which they claimed to be too subjective. Hence, the process was perceived to be unfair, biased, lacking in transparency, open to abuse and flawed. The conclusion therefore is

that the educator participants had no confidence in the selection process and felt that it needs to improve to be credible.

2. How do the Selection Committees of the School Governing Bodies in the stated context perceive the current management staff selection process?

Response by chairpersons of the sample schools' Selection Committees indicated that the majority (83%) were not impressed with the current selection process. They described it as being 'A big farce' or a futile exercise, 'flawed' or 'chaotic'. This stems from the view that they were not adequately trained in conducting the selection process. Their dissatisfaction was exacerbated by the many disputes being lodged by unsuccessful applicants. The conclusion regarding this key question is that the chairpersons, like the educators, perceive the selection of candidates into schools' management positions as being unsatisfactory and in need of improvements.

3. What perceived 'impacts' have recent selections of management staff in this context had on unsuccessful candidates and their work?

Educators whose applications for promotion were unsuccessful, especially in their own schools, were perceived to be negatively affected. These educators' attendance at schools were perceived as having deteriorated where they were seen to be either absent for long periods of time or their attendance as becoming irregular. The unsuccessful candidates were also perceived to be disillusioned and not motivated to perform their duties in class. There was also a perception that these candidates were showing little or no interest in extra or co-curricular activities at school. However, there were many educators who

were perceived to have chosen to put their disappointments behind them and continued to attend school regularly and work hard. The conclusion drawn from these findings therefore was that the perception is that there was an impact on the unsuccessful candidates.

4. How can the Selection of management staff be improved in order to address the teacher perceptions?

Since this question relates to recommendations, it will therefore be answered in that section below.

6.4 Recommendations

6.4.1 Based on findings in this study, I recommend the following:

- i. Based on findings that educators were suspicious of the selections being conducted by School Governing Bodies, I recommend that the responsibility for the selection of management staff be shifted from School Governing Bodies to the Department of Education. At Department level teams specialising solely in selection procedures could be established to conduct the process. Each District will have its own team. This may help obviate any perception of nepotism, preferential treatment or bias on selections and appointments as the members in these teams will be neutral and not have personal interests.
- ii. Regarding the conclusion that the School Governing Body members perceive themselves as not being well equipped for the selections, I recommend that department officials be co-opted into the Selection Committees for their

knowledge and expertise. For example, Subject Advisors would be qualified in advising on the selection of heads of department while Superintendents of Education Management would be qualified in advising on the selection of deputy principals and principals.

- iii. Further to this, I recommend that training and capacity building programmes on how to conduct the process be enhanced. This should be done regularly and include all the members of a Selection Committee and not only the chairpersons. The programme should take the form of workshops with a simulation of the selection process. Officials from the Department who are fully au fait with the Education Labour Relations Council documents, labour relations and arbitration should also be present. Their input and solutions based on experiences from past disputes will strengthen the selectors' abilities to confidently select the best person.
- iv. Based on the conclusion that educators who were unsuccessful at being promoted were perceived to be negatively affected, I recommend that the Department of Education employ trained counsellors to assist these educators in dealing with their unsuccessful attempt at promotion. This should reduce the stress and anxiety experienced by the unsuccessful educators. Hence, they may continue to attend school regularly and work hard.

6.4.2 *Based on the focus of this study I recommend the following for future research:*

- i. Since this study explored educators' perceptions of the selection of management staff irrespective of whether these educators had undergone the selection process

or not, my recommendations are that further research be conducted with the applicants themselves who were directly involved in the selection process.

- ii. Since both the educators and chairpersons of the Selection Committees claimed that the interview did not convincingly result in selecting the best person, I recommend that future research be conducted on the use of psychometric tests and exercises. The psychometric tests could be used to assess qualities of an applicant that may not be possible to extract from an interview while exercises such as written reports, oral presentations, in-tray exercises, etc could also be used to gather more evidence from candidates.
- iii. Since this study was limited to only one suburb in the Pinetown District, I recommend that a study using similar methodology be conducted on other areas in KwaZulu-Natal to see if these will come up with similar findings.

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EDUCATOR QUESTIONNAIRE

The questionnaire is aimed at eliciting information about stakeholder perceptions on the selection of management staff at public schools.

Your assistance in answering this questionnaire would be greatly appreciated. Please be assured of anonymity with regard to your comments and your response will be treated in strictest confidence. This will only be possible if the completed questionnaire is returned, sealed, in the A5 envelope that is provided.

If you wish to expand on any of your answers to the questions, please feel free to do so, on a separate sheet of paper and ensure that the additional comments do correspond with the appropriate question numbers.

Answer all the sections

SECTION A: Biographical Data

1. Gender

Male	
Female	

2. Teaching Experience:

a) Total number of years employed as an educator: _____

b) Current post being held by you in your school

Level 1 Educator	Acting HOD	HOD	Act. Dep. Principal	Deputy Principal	Acting Principal	Principal

c) Number of years in the current post: _____

3. Educators' Qualifications:

a) Highest professional qualification: _____

b) Highest academic qualification: _____

Section B: Unsuccessful Application for Promotion

4. Do you know of any one person who applied for promotion after 1998?

Yes	
No	

5. Application for promotion to other schools:

5.1 Did this person apply for promotion, after 1998, to other schools?

Yes	
No	

5.2 In your opinion was he/she affected in any way by not being promoted?

Yes	
No	

If yes, how? _____

6. Application for promotion by the same person to his/her own school:

6.1 Did he/she apply for promotion in his/her own school?

Yes	
No	

If yes, complete the table:

Management Post Applied for:	Number of Times He/She Applied:	Tick if Successful	Tick if Unsuccessful
Head of Depart.			
Deputy Principal			
Principal			

6.2 The post he/she was unsuccessful in, was filled by a candidate from:

Within the School	
Another School	

6.3 In your opinion how did this appointment impact on the unsuccessful candidate's:

(i) teaching? _____

(ii) family life? _____

(iii) social life? _____

(iv) Attendance: _____

(v) Health: _____

(vi) Participation in extra and co-curricular activities: _____

6.4 Do you feel that he/she is justified in maintaining such an attitude/s?

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

Give a reason/s: _____

6.5 Was the unsuccessful educator given any reasons for not being promoted?

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

If yes, what were they? _____

6.6 Did the unsuccessful educator lodge a dispute on the selection process?

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

a) If yes, on what grounds did he/she lodge the dispute? _____

b) How long is the dispute process expected to take for this issue to be settled?

7. Do you know of any qualified educators who never applied for promotion?

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

In your opinion why did he/she not apply for promotion?

7.1 Would he/she apply for promotion in the future?

Yes	
No	
Unsure	

Section C: The Successful Candidate

This section refers to the post in Question 6.2, where the same post was filled by another person either from within the school or another school.

8. Do you feel that the School Governing Body was justified in making this appointment?

Yes	
No	

Give a reason/s _____

9. How would you describe the performance of the individual who was promoted in terms of:

9.1 Administration and Organisation: _____

9.2 Management: _____

9.3 Leadership: _____

9.4 Human Relations: _____

Section D: The Future of the Selection Process

10. Do you feel that management posts should be filled by candidates from within a School?

Yes	
No	
Not Necessarily	

Give a reason/s _____

11. Should Level 1 educators be promoted to posts of Deputy Principal or Principal?

Yes	
No	

Give a reason/s: _____

12. Who do you think should be responsible for promoting candidates to management positions?

School Governing Bodies	
Department of Education	

13. What is your opinion of the current management staff selection process?

14. What changes do you think should be implemented in the current management staff selection process?

*****Thank you for taking time to answer this questionnaire**

Mr K. Naidoo

Tel: 031 2625823 (A/H)

INTERVIEW SCHEDULE

1. COMPOSITION OF THE SELECTION COMMITTEE

- 1.1 Can you comment on the composition of the Selection Committee.
- 1.2 Do you think SGB members are ably equipped to handle matters relating to educators? Comment.
- 1.3 What is your view on other stakeholder participation in the selection process such as an educator from the staff as he/she is more familiar with education matters?

2. TRAINING RECEIVED

- 2.1 Comment on the training proffered by the SEM's or promotion section with regard to the selection, shortlisting and interviewing of candidates for promotion.
- 2.2 How did the Selection Committee assist a new member to effectively execute his/her duties on the committee?
- 2.3 Do you think that the disputes which arise from the promotion process is due to lack of training? Comment.
- 2.4 What recommendations do you have (proffer) to improve the level of efficiency of the Selection Committees?

3. PARTICIPATION

- 3.1 Did you experience any problems during the shortlisting and selection process?
If yes, what were they?
- 3.2 Did the resource person (SEM or Principal) violate his/her role function?
If yes, how did such a violation take place?

4. RELATIONSHIPS

- 4.1 How do you view educators from within a school being promoted to vacant posts?
- 4.2 How would you describe the SGB's relationship with the unsuccessful applicants from within the school before and after the selection process?
- 4.3 What procedure do SGB's employ in order to ascertain whether family or close friends are applicants for the post which they are selecting?

5. CRITERIA

- 5.1 Is the criteria for the shortlisting and final selection maintained throughout consistently?
- 5.2 When do the SGB members prepare the questions for the interview?
- 5.3 How does the SGB ensure that the applicants are not discriminated when drawing up the selection criteria?
- 5.4 How do you view the interview and curriculum vitae as being the only means of selecting the best candidate?
Do you think the use of any other mechanisms will help in any way? Comment.

6. THE SELECTION PROCESS

- 6.1 What is your opinion of the current selection process?
- 6.2 How can the selection process be improved?
- 6.3 Do you think that SGB's should continue with the selection process or the Department of Education should handle it?

THANK YOU

P. O. Box 65888
Reservoir Hills
4090
21 July 2005

For Attention: Mr E. M. Kganye
District Director: Pinetown District
41 Voortrekker Street
Ashley
Pinetown
3600

Dear Sir

PERMISSION TO CARRY OUT MASTERS IN EDUCATION (EDUCATIONAL
MANAGEMENT) RESEARCH PROJECT

I am currently a Masters in Education student at the University of KwaZulu-Natal (Edgewood).

I hereby seek permission to carry out research in the following schools that fall under the Pinetown District: Dr A. D. Lazarus Secondary, Reservoir Hills Secondary, Resmount Primary, Durwest Primary, Durban Heights Primary, Hillview Primary, Pemory Ridge Primary and R. P. Moodley School for the Disabled. The research will form part of my MEd requirements to fulfill and qualify for a Masters Degree.

My research Topic is:

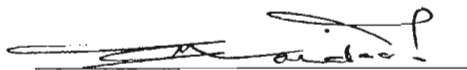
Stakeholder Perceptions on the Selection of Management Staff at public schools in a suburb in the Pinetown District.

The questionnaire will involve all educators, ie Level 1 to Level 4, in the above schools. The responses should not take more than 30 minutes to complete. Furthermore, the normal teaching and learning programme of the schools, in which the research will be conducted, will not be disrupted.

The names of schools and respondents will remain confidential, and only the data extracted from the questionnaires will be used for analysis.

I thank you for your understanding of my request and anticipate a response soon.

Yours faithfully

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

K. Naidoo

EDUCATOR: Dr A. D. Lazarus Secondary School,

Persal Number: 10990780

Fax No.: 031 2626360

Cell No.: 0728337441



PROVINCE OF KWAZULU-NATAL
ISIFUNDAZWE SAKWAZULU-NATALI
PROVINSIE KWAZULU-NATAL

DEPARTMENT OF EDUCATION
UMNYANGO WEMFUNDO
DEPARTEMENT VAN ONDERWYS

Tel: 033 341 8610
Fax: 033 341 8612

Private Bag X9137
Pietermaritzburg
3200

228 Pietermaritz Street
Pietermaritzburg, 3201

INHLOKOHHOVISI

PIETERMARITZBURG

HEAD OFFICE

Enquiries:
Imibuzo: Sibusiso Alwar
Navrae:

Reference:
Inkomba: 0052/05
Verwysing:

Date:
Usuku: 29 August 2005
Datum:

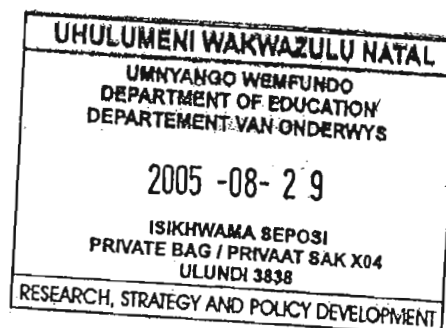
RE: PERMISSION TO CONDUCT RESEARCH

TO WHOM IT MAY CONCERN

This is to serve as a notice that **Mr K Naidoo** has been granted permission to conduct research with the following terms and conditions:

- That as a researcher, he/she must present a copy of the written permission from the Department to the Head of the Institution concerned before any research may be undertaken at a departmental institution.
- Attached is the list of schools she/he has been granted permission to conduct research in. however, it must be noted that the schools are not obligated to participate in the research if it is not a KZNDoE project.
- **Mr K Naidoo** has been granted special permission to conduct his/her research during official contact times, as it is believed that their presence would not interrupt education programmes. Should education programmes be interrupted, he/she must, therefore, conduct his/her research during nonofficial contact times.
- No school is expected to participate in the research during the fourth school term, as this is the critical period for schools to focus on their exams.

B. H. M. Thabulala
SUPERINTENDENT GENERAL
KwaZulu Natal Department of Education





PROVINCE OF KWAZULU-NATAL
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PROVINSIE KWAZULU-NATAL

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PIETERMARITZBURG

HEAD OFFICE

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Reference:
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Verwysing:

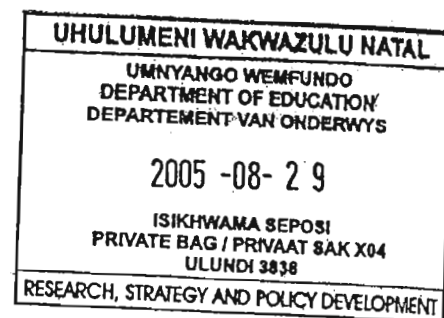
Date:
Usuku: 29 August 2005
Datum:

List of Schools where Research will be conducted:

- 1) Dr A. D. Lazarus Secondary
- 2) Reservoir Hills Secondary
- 3) Resmount Primary
- 4) Durwest Primary
- 5) Durban Heights Primary
- 6) Hillview Primary
- 7) Pema Ridge Primary
- 8) R. P. Moodley School for the Disabled

B. M. Thabane

SUPERINTENDENT GENERAL
KwaZulu Natal Department of Education





PROVINCE OF KWAZULU-NATAL
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Inkomba: 0052/05
Verwysing:

Date:
Usuku: 29 August 2005
Datum:

To: Mr K Naidoo
P. O. Box 65888
Reservoir Hills
4090

RE: APPROVAL TO CONDUCT RESEARCH

Please be informed that your application to conduct research has been approved with the following terms and conditions:

That as a researcher, you must present a copy of the written permission from the Department to the Head of the Institution concerned before any research may be undertaken at a departmental institution bearing in mind that the institution is **not obliged to participate** if the research is not a departmental project.

Research should not be conducted during official contact time, as **education programmes should not be interrupted**, except in exceptional cases with special approval of the KZNDoe.

The research is **not to be conducted during the fourth school term**, except in cases where the KZNDoe deem it necessary to undertake research at schools during that period.

Should you wish to extend the period of research after approval has been granted, an application for extension must be directed to the Director: Research, Strategy Development and EMIS.

The research will be limited to the schools or institutions for which approval has been granted.

A copy of the completed report, dissertation or thesis must be provided to the RSPDE Directorate.

Lastly, you must sign the attached declaration that, you are aware of the procedures and will abide by the same.

B. M. Thabulwa
for SUPERINTENDENT GENERAL
KwaZulu Natal Department of Education

UHULUMENI WAKWAZULU NATAL
UMNYANGO WEMFUNDO DEPARTMENT OF EDUCATION DEPARTEMENT VAN ONDERWYS
2005 -08- 2 9
ISIKHWAMA SEPOBI PRIVATE BAG / PRIVAAT SAK X04 ULUNDI 3838
RESEARCH, STRATEGY AND POLICY DEVELOPMENT

Declaration and Understanding

I the undersigned declare that I acknowledge that I have read and understood the abovementioned terms and conditions and agree to abide by them. The Research, Strategy, Policy Development and EMIS Directorate reserve the right to withdraw my approval should I be found not to abide by the terms and conditions. I undertake to abide myself to the RSPDE directorate, to submit a copy of the completed report, dissertation or thesis as per terms and conditions.

Name (print): _____

Date: _____ Signature of applicant: _____

INFORMED CONSENT

The following information forms the basis of my research:

1. PROJECT TITLE: Stakeholder perception on the selection of management staff at public schools in a Suburb in the Pinetown District.

2. PROJECT'S AIMS: To obtain the views of School Governing Bodies on the current selection process involving management staff at schools.

3. As the researcher my details are:
 - 3.1 NAME: Krishna Naidoo
 - 3.2 AFFILIATION: Student at Edgewood Campus – UKZN.
 - 3.3 ADDRESS: 46 McLarty Road, Reservoir Hills, 4091.
 - 3.4 QUALIFICATIONS: JSED; FDE; BA; BEd (Hon) and MEd (Incomplete).

4. PROJECT SUPERVISOR: Dr T. M. Ngcobo
Lecturer – Dept. of Education Management
Edgewood Campus – UKZN
Tel. (W) 031 2602494

5. As only the chairperson of each School's Governing Body will be interviewed, I contacted each school and obtained each of its Governing Body's chairperson's details. On explaining the reason for the need to contact them, they were given to me.

6. My interview will be conducted personally with the interviewee at a place of the interviewee's convenience. It should last for approximately 45 minutes.

7. The interviewees will not benefit directly from the research in any way. However, any problems found and recommendations made could be used in improving the selection process.

- 8. No financial expenses will be incurred by the interviewees.
- 9. An interview schedule and a tape recorder to record the interviews will be used.
- 10. All data from the interview such as the tapes and written transcripts will be destroyed once my dissertation is accepted.
- 11. The names of the interviewees and details of the schools they belong to will remain confidential at all times. Only the data extracted from the interviews will be used for analysis.
- 12. Participation in the interview is voluntary and the interviewee is free to withdraw at any stage and for any reason.

DECLARATION

I _____ (full name of participant)
hereby confirm that I understand the contents of this document and the nature of the research project, and I consent to participating in the research project.

I understand that I am at liberty to withdraw from the project at any time, should I so desire.

SIGNATURE OF PARTICIPANT

DATE

2007-02-15



UNIVERSITY OF
KWAZULU-NATAL

RESEARCH OFFICE (GOVAN MBEKI CENTRE)
WESTVILLE CAMPUS
TELEPHONE NO.: 031 – 2603587
EMAIL : ximbap@ukzn.ac.za

8 JANUARY 2007

MR. K NAIDOO (202520280)
EDUCATION

Dear Mr. Naidoo

ETHICAL CLEARANCE APPROVAL NUMBER: HSS/05111A

I wish to confirm that ethical clearance has been granted for the following project:

“Stakeholder perceptions on the selection of management staff at public schools in the Pinetown District”

Yours faithfully

A handwritten signature in black ink, appearing to read 'Phumelele Ximba', written over a dotted line.

MS. PHUMELELE XIMBA
RESEARCH OFFICE

cc. Faculty Research Office (Derek Buchler)
cc. Supervisor (Ms. TM Ngcobo)