

# **An analysis of selection processes for the appointment of educators in the Gauteng East district**

by

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# LANGUAGE EDITING CERTIFICATE

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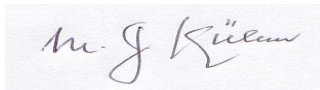
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## TO WHOM IT MAY CONCERN

**This is to certify that the dissertation titled *An Analysis of Selection Processes for the Appointment of Educators in the Gauteng East District* by Darling Guni Sithole was edited for grammar errors by me, Prof. MJ Kühn. The candidate is responsible for implementing the suggested editing.**

Yours faithfully

Prof. MJ Kühn



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### Declaration

1. I understand what plagiarism is and am aware of the University's policy in this regard.
2. I declare that the dissertation, *An analysis of the selection processes for the appointment of educators in the Gauteng East district* is my own original work. Where other people's work has been used, this has been acknowledged and referenced in accordance with departmental requirements.
3. I have not used work previously produced by another student or any other person to hand in as my own.
4. I have not allowed, and will not allow anyone to copy my work with the intention of passing it off as his or her own work.



SIGNATURE STUDENT: .....

SIGNATURE SUPERVISOR: .....

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## ABSTRACT

This research focuses on the analysis of the selection process for the appointment of educators in selected schools in Gauteng East District. The selection process includes advertising the post, shortlisting, interviews, ratification, as well as recommendation and appointment by the HoD. This study confines itself to how the selection processes and procedure for the appointment of educators are followed by the school governing body. The research is also concerned with the ability of the governing body to manage the impact of the selection process. It is essential for them to have the necessary skills and knowledge to manage the selection process. The legislative principles in terms of the selection process were also investigated.

The study focuses on the selection process for the appointment of educators in four township schools, namely two primary and two secondary schools. The researcher used a qualitative approach to gather the information for the research. Semi-structured interviews with open-ended questions were conducted. Interviews were conducted with four principals and four chairpersons of school governing bodies.

Findings of this research emanating both from a literature review and interviews reveal the importance of following the proper selection processes, procedures and the legal principles when appointing educators. The study also reveals the inadequate training of some school governing bodies to carry out the process. The type of training provided by the Department of Education has a negative impact on the outcomes of the selection process. This study also reveals that the legal requirements of the selection process are not considered during the selection process.

The recommendations made are based on the findings of this research. The focus is on the importance of intensive training of school governing bodies to enable them to handle the selection process properly. These bodies have to deal properly with external influences that tend to have an undue influence on the outcome of the selection process. Objectivity has to prevail throughout the process. It is therefore imperative to empower school governing bodies in this regard.

## KEY CONCEPTS

- Capacity – It is the ability to do something or perform a certain function in the position you occupy; ability of the School Governing Body to perform its function in terms of the selection process.
- Capability – It is the quality of being capable, a developed potential, having qualities, abilities, skills and features that can be used to fulfil a certain function.
- Legal principles – What the law requires to be applied to ensure that correct procedures are applied in the recommendation for the appointment of educators.
- Selection process – Refers to all the necessary actions steps and procedures that must be followed in the appointment of educators.
- School governance – “Every public school is a juristic person with legal capacity to perform certain functions” (Smit, 2007:20). School governance is vested with the Governing Body of the school. The School Governing Body has to comply with all applicable legislation in the recommendation for appointment of educators.
- Shortlisting – Selection of candidates who meet the post requirements and are interviewed by the selection committee. Minimum of five candidates are shortlisted.
- Interviews – Is the technique used to gather more detailed information about the candidate’s potential, interest, capability, skills, knowledge and suitability in terms of the advertised post.

- Ratification – Is the process where the recommendation of the selection committee is validated by the school governing body so as to make the final decision about the recommendation.
- Advertisement – A vacant post is published in the government gazette and post requirements are specified as required by law.

## ACRONYMS

DET	Department of Education and Training
DoE	Department of Education
EEA	Employment of Educators Act
ELRC	Education Labour Relations Council
HoD	Head of Department
LRA	Labour Relations Act
PAJA	Promotion of Administrative Justice Act
PAM	Personnel Administrative Measures
SACE	South African Council of Educators
SASA	South African Schools Act
SGB	School Governing Body
SMT	School Management Team

# CHAPTER 1: BACKGROUND TO THE STUDY

## 1.1 Introduction

Prior to the 1994 elections the recruitment and appointment of educators was done by the school principal. The administration of schools for blacks was managed by the Department of Education and Training. Posts were not advertised in the Government Gazette. There was no legislation in place that guided the selection process (Diko, 2008:257). Principals used to head hunt educators who they thought were the best and could deliver quality teaching. Educators were employed through the influence of the principals without involving parents or district officials. Prior to 1994 *recruitment and selection was very relaxed and was the result of decisions taken by the school principal and the individual* (Diko, 2008:257). He further points out that advertisements were communicated through word of mouth and networking:

*Upon identification of a need, the principal will enlist the help of other staff members and colleagues without feeling obliged to involve officials or learner's parents* (Diko, 2008:257).

After the first democratic elections in 1994 the government introduced policies and legislation with the aim of transforming our education system to redress the imbalances and inequalities of the past.

The aim of these policies was to encourage democratic participation in educational matters and to contribute positively to the education of our children. Thus the promulgation of the South African Schools Act 84 of 1996 (hereafter Schools Act) that promoted and enforced parent participation through governing bodies (Smit, 2007:93). Legislation such as the Schools Act, the Employment of Educators Act 76 of 1998 as amended (hereafter EEA), the Labour Relations Act

66 of 1995 (hereafter LRA), and the Promotions of Administrative Justice Act 3 of 2000 (hereafter PAJA) were introduced to regulate and guide the selection process. These acts will be fully discussed in Chapter 2.

*Different Acts perform different functions and give different roles and powers. The Schools Act gives “powers to school governing bodies (hereafter SGB) to put together an interview panel and recommend to the Head of Department (hereafter HoD) the suitable candidate for employment (Diko. 2008:258).*

As a researcher I set out to explore the selection practices in the Gauteng East District as guided by the legislation.

## **1. 2. Background**

After the 1994 democratic elections the government of National Unity implemented changes in our education system. The aim was to transform the education system. One of its goals was to introduce one education system for all South Africans as opposed to the apartheid era, where we had segregated education systems. During the apartheid era we had different education system for racial groups. Education for blacks was regulated by the Department of Education and Training (hereafter DET), which is the focus of my study as my research is based on Ex-DET schools. The government of national unity puts emphasis on equality, non-discrimination and social justice as outlined in the Constitution of the Republic of South Africa.

With the new education system there was promulgation of various acts such as the Schools Act, which focuses on school governance and regulated the functioning



of schools. The EEA of 1998 as amended regulates the appointment of educators. The turbulences of the past education system in the ex-DET schools were such that the Education Department was responsible for issues pertaining to education, including the appointment of educators with minimal parental participation through school boards.

With the introduction of the Schools Act stakeholder participation such as parental involvement became compulsory. According to section 20(1)( i ) of the Schools Act, the SGB plays a significant part in the recommendation for the appointment of educators. The SGB comprises parents, educators, non-teaching staff and learners for high schools. However, learners are excluded from matters pertaining to the appointment of educators.

It is important to note that the SGB does not appoint educators but makes recommendations to the HoD who is responsible for taking the final decision about whom to appoint (Gina, 2006:2). Recommendations made by the SGB have to be in line with the provisions of the EEA 79 of 1998 as amended, and the LRA 66 of 1995 (Rossouw, 2007:107). Provisions in section 6(3)(9) of the EEA 79 of 1998 state that appointments may only be done on the recommendations of the SGB. However, this will only take place after the necessary selection process and procedures have been conducted and completed. This process has to be in line with the provisions of the legislation (Smit, 2007:95). The importance of ensuring that the proper selection process and procedure are implemented cannot be overemphasised as this is an important step towards attaining the set goals (Smit, 2007:100, Prinsloo, 2006:363).

The Collective Agreement 2 of 2005 clearly outlines the recruitment and placement procedure for school-based educators. *The purpose of this agreement is to regulate the selection and appointment procedures.* This also places emphasis on the role of the SGB in the selection process. However, its members have to be conversant with the provisions of relevant acts. Usually the guidelines are outlined in the departmental circulars and collective agreements.

These guidelines give direction to the process and procedure to be followed (Smit, 2007:96). The selection process to be followed includes the following:

- Needs analysis and job description
- Advertising the vacant post
- Sifting of the applications
- Shortlisting process
- Interviews
- Ratification
- Recommendation
- Appointment

The selection process and procedure to be followed are discussed in detail in Chapter 2. It is important for the selection committee established by the governing body to follow the prescribed processes and procedures. They must also have knowledge of the legal requirements regulating the selection process.

Non-implementation of these proper procedures will result in disputes and unnecessary delays in the appointment of educators.

### **1.3 Statement of the problem**

On interacting with colleagues from the labour unit of the Gauteng East District, it was found that grievances brought to their office are based more on the outcome than on the process as required by law and collective agreements. This shows that the aggrieved parties are more concerned about the outcome and not the process. The correct selection process and appointment of employees is an important function that determines the success of any institution in the attainment of its objectives, i.e. the successful recommendation for the appointment of educators (Smit, 2007:101). Due processes have to be followed, i.e. substantive and procedural fairness has to prevail in the whole process. This is important so that in

the event of on any grievance, it can be proven in any court of law that due processes were followed.

Despite the outlined process and legal requirements regulating the selection process grievances are still forwarded to the labour relations unit for intervention and adjudication. Some of the SGBs still opt for section 3.1.3 of Collective Agreement 2 of 2005 where they request the Department to set up an independent panel to do the shortlisting and interviews on their behalf. This is as a result of i) lack of knowledge and/or skills to conduct the process or ii) disagreement among SGB members or iii) trying to avoid any disputes as a result of vested interest displayed by some of SGB members. According to Mncube (2007:129):

*Lack of training results in lack of knowledge of the Acts and roles and responsibilities in the appointment of educators. He further states that some functions of the SGB like appointment of educators tend to produce more heat than light (Mncube, 2007:130).*

This shows that this process has its own challenges.

## **1.4 Rationale for the study**

The selection panel established by the governing body has to be knowledgeable about the prescribed selection process and procedure to be followed before making recommendations for appointment. Criteria for shortlisting and interviewing have to be just and fair. The panel must have thorough knowledge of the legislation they have to make reference to. From my experience I have seen instances where SGBs ask the District officials to conduct the process on their behalf ; in so doing they are giving away their powers to the District officials. In some instances the process is manipulated by those who have experience and

knowledge, such as principals and district officials. This is due to a lack of knowledge and understanding of the process. Thus for me it is important to investigate the practices that are followed by the selection panel during the selection process.

It is important to investigate such a panel's understanding of the legal principles regulating the selection process and how these are to be implemented.

## 1.5 Research questions

The main research question is: *Which practices are followed during the selection process for the appointment of educators in selected schools in the Gauteng East District?*

### *Sub-Questions*

- Which management theories are generic to the selection process for appointment?
- Which legal requirements regulating the appointment of educators apply to the selection process for appointment?
- What is the role of the governing body in the selection process?
- To what extent is the governing body capacitated to fulfil its role in the selection process?
- Which external factors impact negatively on the practice and procedure for the selection of educators in selected schools?

## 1.6 Objectives of the research

- To determine how well the SGB understands its role in the selection process.
- To determine how well capacitated the SGB is to deal with the selection process.
- To determine how well the SGB understands legislation in relation to the selection criteria.
- To determine how external influences impact on the selection process and procedure.

## 1.7 Theoretical framework

A theoretical framework is a well developed explanation of the concepts used during research. It is used to show the stance taken when doing research, i.e. where the research is coming from (Vithal & Jansen, 2001:17). In this research legislation forms the basis of the study. The study explores the selection processes and procedures as guided by legislation and its implementation. It looks into the implications of not following the proper procedures when selecting educators for appointment in public institutions. The researcher looks into the powers, roles and responsibilities as outlined in legislation, process and procedure. This research explores practices from education's legal perspective.

## **1.8 Research Methodology**

For the purpose of this study qualitative methods were used by the researcher. This approach was appropriate as information collected was about the experiences of the SGB and its participation in the selection process. This gave the researcher the opportunity to interact face to face, which is a highly interactive approach with participants.

### **1.8.1 Research approach**

A qualitative approach was used by the researcher to collect data. I opted for this approach as it is a means of collecting data by interacting with participants. The participants' world was explored, discovered and interpreted through this approach (DeVos, 1998:242). A qualitative approach is defined as an enquiry through which the researcher collects data by interacting with participants face to face. Data was collected through interviews, notes and transcripts (Thompson, 1994:14). The reason for using this approach was that the participants outlined their experiences relating to the selection process. They were able to express their thoughts, feelings and beliefs about the process (McMillan & Schumacher, 2001:396).

### **1.8.2 Research Design**

#### **Sampling**

Sampling is the process through which individuals are selected to participate in the research. Sampling comprises elements of a population that will be used for the purpose of a study (De Vos, 1998:191). Sampling is described as the selection

of a small group of people from a bigger group whom you gather information from (Kumar, 1999:148). A sample is a smaller group taken from a total population so that the knowledge gained represents the total population (Cohen, 2005:92). For the purpose of this study purposive sampling and non-probability strategy were used by the researcher. Purposive sampling is described as the judgement used by the researcher to select the participants who can provide the best information to attain the objectives of the research (Kumar, 2005:179). Non-probability is described as being selective as it targets a particular group and not the wider population (Cohen, 2005:102).

The participants in this study included the following eight people:

- Four chairpersons of school governing bodies (Two from primary and two from secondary township schools).
- Four principals (Two from primary and two from secondary township schools).

### **1.8.3 Data Collection**

According to Kumar (1999:105) data collection is the means through which information is gathered by means of responses to questions. This can manifest in the form of interviews, observation, document analysis and questionnaires. For the purpose of this study the researcher conducted interviews and documents were analysed.

Firstly I read, studied and analysed documents relevant to the research question. Legislation and departmental policies were studied, minutes of shortlisting and interviews were read and analysed. These documents helped me to formulate the interview questions and have a proper understanding of the selection process.

After the document analysis interviews were conducted to collect data from participants. Interview is the process of collecting data from participants by interacting with them face to face where open-ended questions are asked (Kumar, 1999:109). Semi-structured interviews were conducted as they give the participant complete freedom of expression. Interviews were recorded and field notes were kept to enhance the quality of the data.

As a researcher I also had the opportunity of observing the selection process in one school where I conducted interviews. This gave me the opportunity of observing the SGB members' understanding of the selection process and I made my own notes.

#### **1.8.4 Data Analysis**

Before I started with the analysis I had the transcripts signed off by the participants interviewed. The main aim of data analysis is to have a clear understanding of various elements of data collected (McMillan & Schumacher, 2001:462). Data is then broken into themes, trends and relationships (Mouton, 2005:108). I read through the transcripts and the notes from interviews, trying to make sense of the data collected.

I then grouped together common responses, thoughts and ideas. Similar topics were coded, categorised and grouped; those that related to one another were grouped into topics (DeVos, 1998:343). The reason for using this data analysis method is that it relates well to the qualitative approach that I have used. This also assists in accurately interpreting the data collected.



## **1.9 Limitations of the study**

This research did not cover a wide range of schools. Although I would have preferred to cover most areas in Gauteng, I confined myself to only four schools in Gauteng East District. The information gathered is from a particular group and not a wide range of people. The following limitations were also encountered:

- The participants could be unwilling to participate, not responding properly to questions or not honouring appointments.
- Instruments used such as the recorder were intimidating to some of the participants so that that they did not agree to be recorded.
- Work commitment was another factor that limited my research.
- Travelling costs and purchasing a recorder.

## **1.10 Significance of the study**

This study assesses the practices followed in the selection process for the appointment of educators. It also assesses the effectiveness of the role of the stakeholders involved in the selection process. Furthermore it aims at determining the SGB's knowledge of law and how effectively it is implemented in the selection process.

## **1.11 Definitions**

Legislation – Is law which has been promulgated by legislature (Dictionary.com).

Selection process – Refers to all the necessary steps and procedures that must be followed in the appointment of educators.

Sifting – It is the elimination of applications that do not meet the minimum requirements of the advertised post (Heystek et al., 2008:117).

Shortlisting – It is the process carried out by the selection committee to select applicants who meet the post requirements (Collective Agreement 2 of 2005).

Interviews – The selection technique used to gather information about a candidate's personality, interest, potential, and to get more clarity about the curriculum vitae and be able to make the final decision (Clarke: 2007:122).

Ratification – The process where the selection processes are validated by the school governing body and recommendation of candidates for appointment is made (Collective Agreement 2 of 2005).

## **1.12 Research outline**

The research is presented as follows:

### **Chapter 1 – Introduction to the study**

This chapter focuses on the overview of the study, introduction and the statement of purpose. It outlines the problem statement, the rationale for the study and the research questions. The purpose of the research as well as the theoretical framework is indicated.

### **Chapter 2 – Literature review**

This chapter provides information about the processes and procedures for selection and appointment. Legislative frameworks are explored and infused into the selection process.

### Chapter – 3 Research methodology

This chapter focuses on the research approach, research design and methods of collecting data.

### Chapter 4 – Research findings

This chapter presents the data gathered, findings and the analysis of findings.

### Chapter 5 – Conclusion and recommendations

This chapter presents the summary of the study, conclusion and concluding remarks. It also provides recommendations for further research.

## **1.13 Conclusion**

This chapter has outlined the background to the study, the problem statement, research questions, research design and significance of the study. In this chapter the researcher has given a clear indication of how the research will unfold. The researcher has also outlined the purpose of this research and the reasons for conducting this research. My particular interest in this study is to investigate the processes and procedures followed by the School Governing Body during the selection process when appointing educators. What has been presented in this chapter is an overview of how the investigation will be conducted to attain the purpose of this research. Chapter 2 of the study presents the literature review.

## **CHAPTER 2: LITERATURE REVIEW**

### **2.1 Introduction**

The focus of this study is on the selection practices for the appointment of educators. As indicated in Chapter 1, *recruitment begins when the principal identifies the need for a teacher and ends when a suitable candidate fills the vacancy* (Diko, 2008:28). The selection process includes advertising the vacant post, sifting, shortlisting, interviews, selection, ratification, recommendation and appointment (Smit, 2007:96-99). However, the selection process and procedure have to be in compliance with relevant legislation (Collective agreement 2 of 2005:3). Knowledge of legislation serves as a guideline on following the proper selection process and procedure. The process must ensure that the recommendation is not obtained through undue influence on the members of the governing body (Circular 34/2007:3). It is important for the selection committee to ensure that the recruitment and placement procedure for institution-based educators as outlined in the collective agreement 2 of 2005 is clearly followed and implemented. This ensures that the process complies with the principles of representivity, equity and redress (Smit, 2007:100). Legislation will be briefly explained to underscore its importance in the formulation of the selection criteria. The principles outlined in these acts form the basis for the selection criteria as well as the understanding of the whole selection process.

### **2.2 Legislation**

A very important aspect of the whole debate is the knowledge of which act deals with what issue and how to apply the law in terms of recruitment and the selection process.

## **Labour Relations Act 66 of 1995**

Labour Relations Act 66 of 1995 deals specifically with issues relating to unfair discrimination against potential candidates during the selection process. Criteria set for shortlisting and interviews must not unfairly discriminate against candidates on the basis of gender, race or disability. This is in keeping with the provisions of the Act. If the post is not advertised in the official vacancy list, the employer is subjecting the institution to unfair labour practice. Should the criteria not focus on the requirements of the post as outlined in the advert, this will be contrary to the provisions of the Labour Relations Act. During the interviews all candidates should be asked the same questions. Any process contrary to the Labour Relations Act will lead to grievances and disputes.

## **Promotion of the Administrative Justice Act, Act 3 of 2000**

The purpose of the Promotion of Administrative Justice Act, Act 3 of 2000 is to regulate the manner in which administrative bodies behave. The aim is to promote justice and fairness in decision-making. Administrative action has to be procedurally fair as reasons have to be given for decisions taken. Government departments are obliged to abide by the rules of administrative fairness that include openness, transparency, lack of bias, obligation to avoid nepotism and a duty to take decisions that are rational and fair. Thus the selection process has to be fair, transparent and not biased. The selection process has to be procedural and substantively fair so that in the event of any dispute it can be proven in any court of law that the due process was followed. Thus it is important that the proceedings of shortlisting, interviews and ratification are accurately recorded. This serves as evidence that the process is fair and procedurally correct in the event of any dispute.

## **Employment of Educators Act, Act 76 of 1998**

Section 6(3)(a) of the Employment of Educators Act 76 of 1998 as amended (hereafter EEA) states that the appointment, transfer or promotion of any educator in the provincial department of education shall be made by the Head of Department on the recommendation of the school governing body. This includes actions relating to educators in excess. Section 6(3)(b) further states that the governing body in its recommendation must ensure that principles of redress, equity and representivity are complied with. It is therefore important for the shortlisting and interview panel to take those principles into consideration when conducting the selection process as these principles play a very significant role. The governing body is obliged to adhere to these principles as this will ensure that the recommendation is not *obtained through the undue influence of the governing body* (section 6(3)(b)(v) of EEA).

The governing body must then submit three names in order of preference as indicated in section 6(3)(c)(i). However, despite the order of preference the HoD may appoint any suitable candidate on the list. The HoD can make such an appointment having satisfied himself that the governing body has made the recommendation based on the principle of redress of past imbalances, equity and representivity.

According to section 7(1) of this act, when making any appointments due regard should be given to the following:

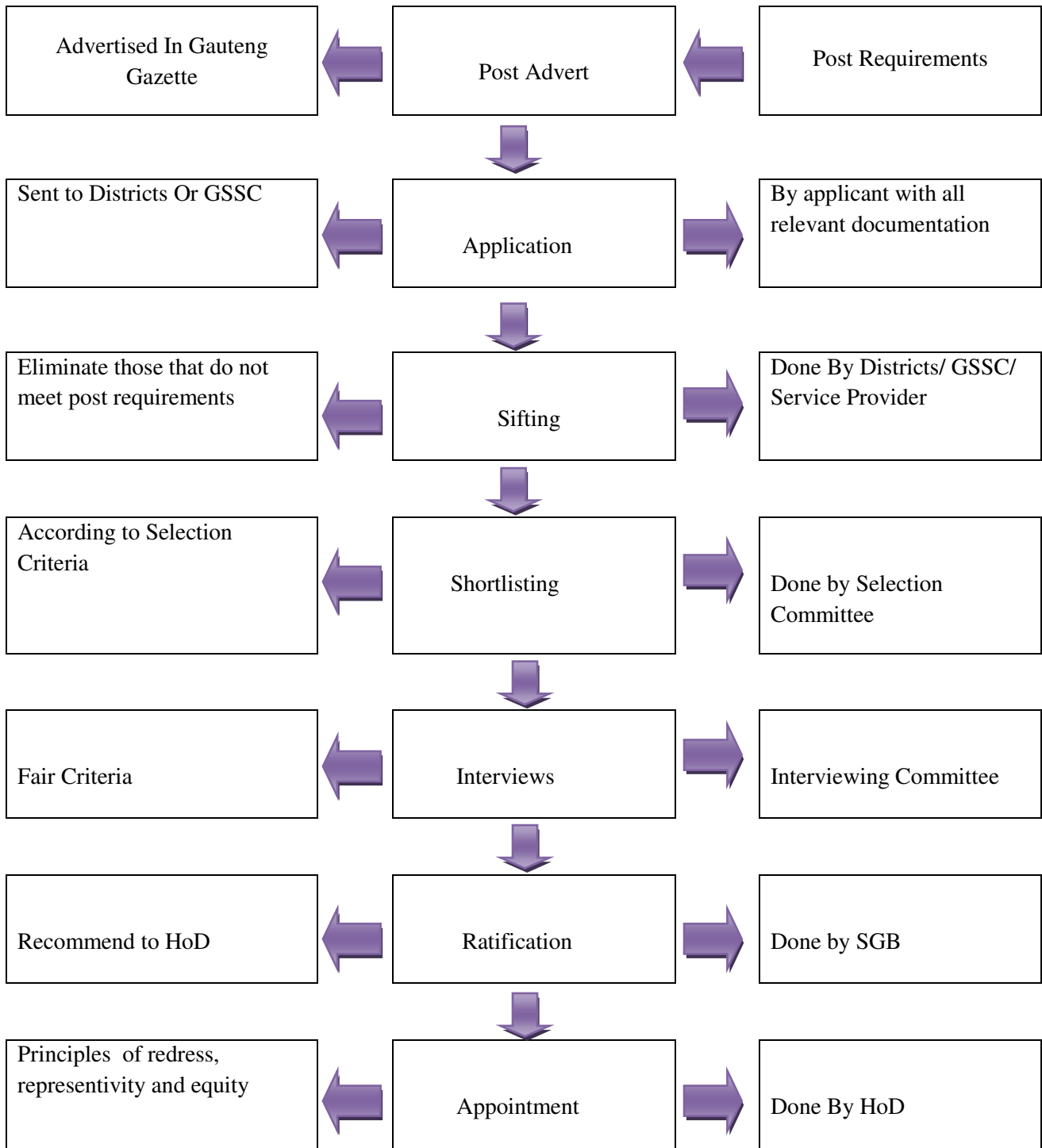
- Equity and equality

Democratic values and principles are contemplated in section 195(1) of the Constitution of the Republic of South Africa (Act 108 of 1996) that includes the ability of the candidate and the need to redress the past imbalances. It is therefore imperative for the governing body to apply these principles in the selection process.

## **South African Schools Act 84 of 1996**

According to section 20 (1) (i) of this act, the governing body has been given delegated powers to recommend to the HoD the appointment of educators subject to provisions of EEA and LRA. This is done in the best interest of the learners.

The selection process then becomes the voice through which the parents determine and recommend the *best qualified, motivated and committed educator suitable to teach their children* (Prinsloo, 2006:363). The governing body has a duty to recommend the appointment of educators; however, EEA 76 of 1998 stipulates that the recommendation must be made within two months from the date on which the governing body was requested to make such recommendation. If the governing body fails to make the recommendation within the stipulated time, the HoD will make an appointment without such recommendation.



**Figure 2.1 Summary of selection process**



## 2.3 Selection Process

### 2.3.1 Post Advert

The process and procedure to be followed are outlined in the Personnel Administrative Measures (PAM) document. Vacancies that exist in any public school must be advertised in the government gazette. Usually the guidelines are outlined in the departmental circulars that give direction to the procedure to be followed (Smit, 2007:96). The process starts by identifying the vacant post that will be informed by the needs and operational requirements of the school. It is the responsibility of the public institution and the Head of Department (hereafter HoD) to identify the needs as per vacant post (Diko, 2008: 28). They do the needs analysis according to the curriculum of the school; they look at aspects such as teaching-load, learning area, administrative work, extra-curricular activities as well as co-curricular activities of the school (Heystek et al., 2008: 112). This will then inform the type of post to be advertised.

All stakeholders must be involved when determining post requirements. This is supported by Beckman and Prinsloo (2009:8) when they state the following:

*Involvement of parents is important in the advertising of teaching posts, searching for good candidates and identifying the right person for the post.*

However, from my experience principals are the ones who compile the requirements while disregarding other stakeholders. The principal will then complete Form GDE79 (used by Gauteng Schools). The minimum requirements then include the following:

- Additional Requirements

- Learning area details
- Language of learning and teaching
- Administrative functions

(Clarke, 2007:116)

This is then forwarded to the District to facilitate the placement of the advert in the government gazette. The advert should specify qualifications, knowledge, minimum qualifications, job purpose, job title and experience needed (Alrichs, 2000: 71). According to Heystek et al. (2008:116) advertisement is the most important and crucial part of the selection process. It provides potential candidates with the most vital information needed when applying for the post. The public will be informed through a notice in a newspaper that will also be available on the Gauteng Department of Education website. Should the employer not advertise the post in an official vacancy list, it will be subjecting the institution to unfair labour practice.

### **2.3.2 Sifting**

Sifting is done by the District Office or the GSSC or appointed service provider. After applications have been received, the initial stage is the sifting of applications. The purpose of this stage is to eliminate those applications that do not meet the specified minimum requirements of the advertised post (Heystek et al., 2008:117) Sifting is done according to the requirements, documentation required, and completion of the application form. The applications that meet the post requirements are then handed to the SGB of the particular school. Even those that do not meet the requirements are handed to the SGB for their information (Smit, 2007: 97). This should be recorded in the minutes.

According to Circular 19/2010 applications that do not meet the criteria will be eliminated; the following is relevant:

- Incorrect application form used
- No original signature, unsigned form or photocopied signature
- Incorrectly filled in post number
- Minimum teaching experience required not met
- Late submission of application

### 2.3.3 Shortlisting

According to collective agreement 2 of 2005 shortlisting is defined as the process carried out by a school governing body to select the applicants that meet the post requirement of the advertised post. Shortlisting is done with the view to interviewing the selected applicants. According to Smit (2007:97) shortlists are the lists of best candidates selected from the information contained in the application form and curriculum vitae of the applicants.

Shortlisting is done by the selection committee appointed by the SGB in the SGB meeting. The committee consists of the following people:

- The principal/deputy principal of the school except in instances where he or she is an applicant; then the Institutional Development Support Officer (IDSO) forms part of the panel.
- SGB members but educators who have vested interest in the post must be excluded from the panel.
- One union representative that is a party to provincial chamber of ELRC must be invited to the process as observer. One department representative such as IDSO must be present as observer and resource person. If the IDSO is not present this does not invalidate the process.

According to Collective Agreement 2 of 2005 the governing body has three alternatives for establishing a selections committee:

- Governing body shall establish a sub-committee.

- SGB may co-opt persons to facilitate the shortlisting and interviews subject to ratification.
- SGB may request the department to set up an independent panel.

The SGB has been given various options when setting up a committee; however, these options seem not to be explored by the SGB. Instead it always opts to establish its own committee.

The committee has to meet and agree on selection criteria before the package is opened. The criteria should include the following:

- Be fair and non-discriminatory
- Be in line with the provisions of the Constitution of the Republic of South Africa.
- Base the selection on curricular needs of the school
- Job specification
- Experience
- Be in line with the requirements as specified in the advertisements

This is a very crucial part of the process. The criteria set by the committee must be fair, non-discriminatory and address the imbalances of the past. In other words, criteria have to be in line with the stipulations of the Constitution of the Republic of South Africa. Issues of gender, disability and representivity must also be taken into consideration. These must be included over and above those mentioned. Failure to comply with the stipulations of the Act will break the law and the process will be deemed invalid; then the HoD will not make any recommendations.

### **2.3.4 Interviews**

The complexity of the interview is determined by the job profile. The interview gives you an opportunity to learn more about the applicant's attitude, personality,

interests, beliefs, opportunities and provides a general overall impression. This will help the panel to select the best qualified person for the job (Gerber et al., 1985:115). According to Heystek et al. (2008:120) *the personal interview is one of the best known and oldest selection techniques, often regarded as the decisive method for final selection.* The purpose of the interview is to gather more information and clarify some issues as indicated in the curriculum vitae. The school also gets the opportunity to determine who will be the best candidate for the post. Interviews give candidates an opportunity showcase their knowledge, skills, potential and expertise. Interviews supplement what is in the curriculum vitae (Gerber et al, 2008:120). Interviews are conducted after the shortlisting process. The panel must consist of the principal of the school, members of the SGB, a departmental representative as a resource person and an observer and union representative as observers. It is recommended that the same panel that does the shortlisting conduct the interviews (Guidelines vacant posts).

According to Smit (2007:97) interviews must include at least two people with expertise and appropriate knowledge in the field that the incumbent will be working in. This will ensure that the process achieves the desired results. Thereafter the panel must select a chairperson who will preside over all proceedings and a secretary who will record all proceedings, decisions and minutes that should be kept for at least a year (Smit, 2007:97). Accurate recording of how the process unfolded is of utmost importance as the SGB must be able to show that all necessary procedures were followed as stipulated in the Collective Agreement 2 of 2005. According to the guidelines that deal with the applications for a vacant post, interview questions should focus on job content, description, duties and responsibilities of the said post. Candidates must be given five working days notification of date, time and venue of the interview (Clarke, 2007:121)

During the interview the candidates must be given the same treatment and there must be consistency. Clarke (2007:122) underscores this:

*ELRC guidelines for interviews stipulate that all interviewees must receive equitable treatment during interviews.*

Three candidates are then recommended in order of preference. The HoD does the final appointment of the suitable candidate after ensuring the guidelines and principles for selection have been properly followed. Any three of the recommended candidates may be appointed. An interview process is complex and problematic as applicants tend to declare disputes, especially those who are not shortlisted for promotional posts (Clarke, 2008:116). For all recommendations there must be a brief motivation.

However, the legality of the interviewing and the selection process has been questioned in a number of court decisions concerning the appointment of educators. This is evident from the number of court cases and disputes. These disputes, according to the labour relations officer in Gauteng East District are mostly about the outcome and not about the selection process. People seem to be more concerned about whom they want to see appointed than following the fair procedure for appointment. This often causes delays in the appointments and wasting of time when attending court cases. This costs the Department much money as most of the time relief is granted with costs. This also causes unnecessary emotional and psychological stress to the candidates. Most of learners' interests are compromised as well; quality and effective teaching is also affected. Thus it is important to make sure that fair appointment procedures are properly followed by the selection committee.

### **2.3.5 Elements of fair appointment procedure**

The elements of fair appointment procedure are important both to the employer and the governing body as this will ensure that fairness prevails in the selection process. The training manual on legal compliance in appointments and promotions (p. 81) clearly outlines the elements of fair appointment:

- Fair procedure
- Non-discrimination
- Appointments must not be grossly unreasonable
- Determining selection criteria

## **Fair procedure**

An employer must follow fair procedure; this includes following a collectively agreed upon procedure. Procedural issues include the following:

- Advertising
- Sifting
- Shortlisting
- Interviews
- Governing body recommendation
- Head of department's appointment

The HoD, before making any appointment, must ensure that the governing body has been properly constituted, proper procedures were followed concerning issues such as recusal, correctly convening meetings, keeping minutes and the signing of confidentiality.

## **Non-discrimination**

No one has to be discriminated against on the basis of race, disability or gender. This is in line with Constitution of the Republic of South Africa. It is important for the SGB and the selection panel to take serious note of this during the selection process. If this is ignored it might result in unnecessary grievances.

## **Appointments must not be grossly unreasonable**

In any selection process objectivity must prevail at all times. In a case where it may be established that the appointment was grossly unreasonable, the process may be seen by an outside observer as subjective and done in bad faith.

That is why it is important for the selection process not to be biased and there must be no favouritism.

## **Determining the selection criteria**

The selection criteria must include the following elements:

- Requirements of the post as indicated in the job description
- Current staff profile
- Equity targets
- Skills pool
- Need to maintain standards of efficiency

The above elements of fair appointment must be properly followed to ensure that the selection process is fair.

## **Selection criteria**

The selection criterion has to be in line with section 6(b) of EEA and the guidelines as determined by the Minister of Education. The interviewing committee must adhere to the following criteria:

- Educators must be registered with the South African Council of Educators (SACE) and have the relevant teaching qualification with no previous conviction record.



- It must be fair, non-discriminatory and be in line with the Constitution of the Republic of South Africa. Gender, sexual orientation, age or marital status may not influence the selection process.
- The panel has to consider the principles of equity, redress of the past, values and democratic principles as outlined in section 195(1) of the Constitution of the Republic of South Africa.

Section 20(8) of the Schools Act states that the staff has to be employed in compliance with the principles referred to in section 195 of the Constitution; the principles to be taken into account are:

- The ability of the candidate
- Principle of equity
- The need to redress past injustices
- The need for representivity

After the interviews have been completed, three candidates are selected in order of preference. The SGB then convenes a ratification meeting where *any decision made by selection committee needs to be formally ratified, approved and minuted by the governing body* (Clarke, 2007:123). The SGB then makes the recommendation to the HoD for appointment. The SGB then completes all necessary documents and forwards them to the district office. Some of the schools where interviews are conducted do not do any ratification; those that do ratification often table incomplete minutes.

### **2.3.6 Role of the HoD**

The HoD will then make the appointment. However, the HoD may decline the appointment if the following provisions in section 6(3)(b)(1) EEA are not adhered to:

- Any procedure collectively agreed upon or determined by the Minister for the appointment, promotion or transfer has not been followed.
- The candidate does not comply with any requirement collectively agreed upon or determined by the Minister for the appointment, promotion or transfer.
- The candidate is not registered, or does not qualify for registration, as an educator with South African Council for Educators.
- Sufficient proof exists that the recommendation of the said governing body was based on undue influence.

In the case of *Kimberly Girls High School and another v Head of Department of Education, Northern Cape Province and others [2005]1 all SA 360 (NC)* it was clear that the governing body in its recommendation did not adhere to collectively agreed upon processes and principles, thus the application was dismissed with cost. The HoD rejected the recommendation of the governing body of Kimberly Girls High because of non-application of legal principles as outlined in the Employment Act. According to employment Act, section 6(3)(a) the appointment of the educator may be done after the recommendation of the governing body. Section 6(3)(b) of the employment act stipulates that the HoD may decline the recommendation of the governing body if the procedure collectively agreed upon, such as giving preference to previously disadvantaged and redress of past imbalances, was not considered. Thus in the case of Kimberly Girls High the HoD declined to appoint as per governing body's recommendation based on the following:

- Only three white females were shortlisted.
- One of the shortlisted candidates was Afrikaans speaking and the post was for an English educator.
- Three applicants who were previously disadvantaged, whose ability was clearly outlined in the application and curriculum vitae were not shortlisted and not given an opportunity to take part in the interviews.

- The governing body's recommendation did not make any effort to redress past imbalances.
- There was no equitable and equal treatment afforded to all candidates.

The school followed all the procedures in terms of filling in the vacant post as prescribed:

- Advertising the post
- Sifting of candidates
- Shortlisting
- Interviewing shortlisted candidates
- Ratification by the SGB and making recommendations to the HoD

Having followed all required selection processes and procedure, the governing body failed to *adhere to the collectively agreed processes in terms of values, principles and injustices of the past*. Thus the application was dismissed with cost. This case shows that it is very important for the governing body and the selected panel to ensure that proper selection processes and procedures are followed to avoid any grievances and unnecessary court proceedings from taking place. Justice and fairness must prevail at all times.

It is also important for the HoD to make recommendations within reasonable time. However, in the case of *Douglas High and others v Premier, Northern Cape 1999 (4) SA 1131*, where the post of the principal was advertised, the HoD forwarded names of candidates to the SGB of the school. Out of all these candidates, N was the only one who met the minimum requirements and N's name was forwarded as recommended. However, the Department wanted to appoint another person who had not even applied for the post and neglected to appoint N. The judge held that the HoD failed to make the appointment within the reasonable time and this is unjustifiable prejudice against the applicant.

## 2.4 The role of the Unions

According to collective agreement 2 Of 2005 *one representative per union that is party to the provincial chamber of Education Labour Relations Council (ELRC) is to be part of the selection process. According to Heystek et al. (2008:118) unions must receive a written notice of five working days. They are given observer status during shortlisting, interviews and compiling a preference list. Their role is to ensure that proper procedures are followed during the selection process. They have to ensure that there is no unfair discrimination of candidates. They also have to ensure that the procedure followed is according to collective agreement.*

Heystek (2008:118) further states that unions may not prescribe the criteria to be used. They may raise objection against the criteria if not satisfied with them. *They can then lodge an official complaint after the process. According to Smit (2007:99) teacher unions play a supervising role by observing the compliance with legal prescriptions. Thus it is important to make unions aware of the candidates that do not meet the minimum requirements and provide them with names of those that have met the minimum requirements. Their role is not to influence the shortlisting, interviews, selection and recommendations. Their role is to bring any irregularities that may have taken place during the process to the attention of the HoD. This has to be done before the appointment is finalised by the HoD.*

## 2.5 In conclusion

The literature review has been outlined in this chapter. The researcher has discussed the processes and procedures to be followed during the selection process. The importance of laws applicable to the selection process as well as the impact of not following proper selection processes and procedure and not relating it to law was also outlined. Chapter 3 outlines the research methodology used to conduct the research.

## CHAPTER 3: RESEARCH METHODOLOGY

### 3.1 Introduction

The purpose of this chapter is to outline the research design that enabled the researcher to achieve the purpose of the study. The purpose of the research is to investigate the practices in the selection process for the appointment of educators in selected township schools in the Gauteng East District. This chapter also describes the research methods used to gather information, how participants were selected, the instruments used to gather information and how the data was analysed to validate the research findings. I used a qualitative approach to conduct these investigations and to answer the following questions:

- Which management theories are generic to the selection process for the appointment of educators?
- Which legal requirements regulating the appointment of educators apply to the selection process for appointment?
- What is the role of the governing body in the selection process?
- To what extent is the governing body capacitated to fulfil its role in the selection process?
- Which external factors have a negative impact on the practice and procedure for the selection of educators to be appointed in selected schools?

## 3.2 Research Design

The selection of a suitable research design is of utmost importance as it determines the success of the research purpose. According to Bordens and Bruce *choosing the appropriate research design is critically important to the success of your project* (2002:96). According to Yin (1994:19) research design is:

*An action plan for getting from here to there, where here may be defined as initial set of questions to be answered and there is some set of conclusions (answers) about these questions.*

Research design helps one as the researcher to collect, analyse and interpret the data collected. Thus the researcher depends *on the views of participants, asks broad general questions, collects data consisting of words from participants, describes and analyses data* (Creswell (2005:39).

## 3.3 Research Approach

For the purpose of this study the researcher used a qualitative approach as it allowed her to gather information from the life experiences of the respondents by interacting with participants (De Vos, 1998:242). The participants' world is explored and interpreted through a qualitative approach (McMillan & Schumacher, 2001:369). A qualitative approach is described as an approach that is used to collect data. McMillan and Schumacher (2001:396) describe a qualitative approach as an inquiry through which the researcher collects data.

To be able to gather information, the researcher relied on verbal, visual and auditory data and these are presented in the form of transcripts, notes, written

records and recordings (Thompson, 1994:14). To gather information the researcher needed to interact face to face with participants. This gave the researcher the opportunity to describe and analyse their individual and collective social actions, beliefs and thoughts as well as perceptions.

A qualitative approach is appropriate for this study as information collected is that of the experiences of the selection process of SGB members and their role in the recommendation of educators for employment and practices followed. This approach enabled the researcher to interact face to face with the principals and SGB chairpersons to gather information about their understanding of the selection process as well as the role of the SGB in the process. They were able to express their thoughts, experiences, beliefs and their views about the selection process (McMillan & Schumacher, 2001:396).

### **3.4 Sampling**

To be able to collect data for this research the researcher had to select participants from selected schools as it is not possible to work with all schools. Sampling was based on a small group chosen from a larger group to gather information (Kumar, 1999:148). A sample is described by Cohen et al. (2005:92) as a smaller group taken from a total population so that knowledge gathered represents the total population. Four schools from ex-DET schools were chosen. Both primary and secondary schools were selected as they follow the same appointment procedure and learners are excluded in the selection process. They have also recently conducted selection processes in their schools.

Schools were selected from the following areas of Gauteng East District:

- Etwatwa
- Daveyton

- Duduza
- Tsakane

The researcher used a non-probability strategy. Cohen et al. (2005:102) describe non-probability as selective as it targets a particular group and not the wider population.

The particular group targeted in this study are principals and SGB chairpersons. The type of sampling technique used is purposive sampling. The researcher used her judgement to determine who the best people were to provide information to attain the purpose of the study. The researcher chose principals and SGB chairpersons for the following reasons:

- They are part of SGB and most of the time form part of the process when possible.
- They have knowledge of the selection process.
- It is easier to convince them to participate.
- They are more accessible and hands-on as they deal with governance issues most of the time and they work very closely together.
- They are willing to share the information on the selection process and willing to participate.
- They are the people normally invited to the training process for selection whenever there are vacant posts in particular institutions.

According to McMillan and Schumacher (2001:175) *the researcher selects particular elements that will be informative about the topic of interest and selects subjects to provide the best information to address the purpose of the research.*

The downside of this study is the following:



- It does not represent the wider community and representation and can be biased.
- It is difficult to generalise.

On the positive side it is less costly and not time consuming. There was a high rate of participation and it was easy to manage. Information needed was obtained.

## **3.5 Ethics and gaining access to schools**

### **3.5.1 Ethical clearance**

Before I started with the field work I had to obtain ethical clearance from the Ethics Committee of the University of Pretoria. I completed all required documentation for their consent and compliance for ethical consideration. In these documents I assured them that the names of the selected schools and participants would remain anonymous and confidential. I also assured them that the participant's rights would be respected and none of the information gathered would be used without their consent. A letter of consents was signed by all participants authorising their participation in the research.

### **3.5.2 Gaining access to schools**

According to Cohen et al. (2005:53) the first stage of doing research is to get official permission to do research in those selected schools. Permission had to be sought in writing, contacting the participants and getting their consent. Firstly I approached different schools from different areas of Gauteng East District to ask for their permission to conduct the research. Permission was granted without any difficulty. I then sought permission in writing from my immediate senior CES: IDS to conduct research at selected schools and permission was granted. I then

asked for permission from the Department of Education to conduct research and permission was granted.

I visited schools individually, explained the purpose of my research, assured them of confidentiality and also explained the benefit of my research to schools. After being given permission to conduct the research, I had difficulty in other schools as they kept on postponing appointments but finally all interviews were conducted.

### **3.6 Data collection**

Method of collecting data *depends on the purpose of study, skills and resources* (Kumar, 2005: 119). According to Kumar (1999: 105) data collection is the means through which information is gathered by means of responses to questions. This can be in the form of literature review, interviews and document analysis to gather information on how individuals make sense of and experience the world or space around them. For the purpose of this research the following forms of data collection were used:

- Literature review
- Document analysis
- Semi-structured interviews

#### **3.6 1 Literature review**

A literature review is *the process of locating, obtaining, reading and evaluating rich literature in your area of interest* (Bordens & Bruce, 2002:63). It is important as it creates the link between what the literature says and the proposed study and the accumulated knowledge. A literature review expands your knowledge as researcher so that you are able to get answers to the research questions.

According to Bordens and Bruce (2002:63) reasons for reviewing literature are the following:

- It keeps the researcher up to date in that particular area of research.
- The researcher is familiar with what is known and unknown about the topic and then tries to fill the gap.
- It provides a rich source for addressing the important design questions.
- It may reveal other questions.
- It helps with research design and appropriate choice of methodology.

The focus of this study is on the selection processes and procedures in the recommendation of educators for employment. I also read and studied legislation such as the South African Schools Act 84 of 1996, Employment of Educators Act 76 of 1998 as amended, Labour Relations Act 66 of 1995. I studied the Collective Agreement 2 of 2005. Departmental policies, Government Gazettes and circulars on the selection process and procedure were also consulted (Kumar, 2005:126).

The information on these acts empowered me to determine which stipulations of these acts must be followed in the selection process. It also helped to determine the criteria to be used during shortlisting and interviews. The stipulations of these acts form the basis for the questions to be asked during the interviews. Collective Agreement 2 of 2005 provides guidelines on the selection process and how to choose the panel, as well as its composition.

This assisted me in determining how the SGB selected the panel and what informed them. I looked at the composition of the panel to determine whether it was in line with the guidelines. I also needed to know what the Act says about the role of the governing body in terms of making recommendations to the HoD for the appointment of educators and how this relates to the provisions of the EEA. I read and analysed the minutes of each school in terms of the selection process.

### 3.6.2 Document analysis

I analysed minutes starting from the selection of the panel, shortlisting, interviews and ratification. This enabled me to analyse how the important aspects were captured and recorded. Accuracy when recording minutes is of the utmost importance as these minutes are used in the event of a dispute. These minutes serve as evidence as to how the whole selection process unfolded from beginning to end. This helped me understand how the process was followed and how the recommendation was made. I analysed how the panel was selected, how shortlisting was done and how interview scoring was done. I checked if declaration of confidentiality was observed and the register signed. However, in some schools, minutes were not accurately and properly captured so that vital information was missing.

### 3.6.3 Interviews

Interviews are a method of collecting data or information from people by interacting with them through face to face interviews where open-ended questions are asked. Participants may respond in whatever way they choose. The researcher can use structured or semi structured interviews.

#### **Structured interviews**

According to Heystek et al. (2007:120) in structured interviews, *schedule is compiled prior to the interviews*. When questions are asked in the questionnaire, the respondent has to respond to those questions in the form provided. *Some questions in the questionnaire are forced choices* and the respondent has to respond by giving specific answers. The participants are not expected to deviate from the questions asked.

## **Semi-structured interviews**

In semi-structured interviews the researcher plans the questions beforehand. The most important questions to be asked are planned for. The researcher starts by asking the main question and a follow-up question can be asked where more clarity is sought.

For the purpose of this research the researcher opted for semi-structured interviews as she was able to make follow-up questions for more clarity and more details about the question asked. This gave participants complete freedom and I was able to raise other issues based on their response. I took down notes relating to the responses while listening carefully at the same time. The down side of conducting interviews is that it may be time consuming as one may have to do it again. According to Merriam (1998:81) when conducting interviews it is best to record the interview. This will ensure that everything is kept for analysis. For the purpose of this research individual interviews were conducted and a recorder was used to record the interviews; then transcripts were made (Kumar, 1999:109).

The researcher may be subjective and select only what suits her. This may be costly as it may require a lot of travelling and a recorder will have to be purchased. The participants may be unwilling to participate. In depth individual interviews enabled individuals to express *lived experiences in their own words in a repeated interaction* (Kumar 2005: 124).

Firstly, before I started with the interview, I introduced myself to the participants and also explained the purpose of my research. Participants were assured of confidentiality and were made aware that they could withdraw at anytime in the event they felt uncomfortable. English was a barrier as most parents were not fluent in English; thus they were allowed to express themselves in the language they were comfortable with so that they might not feel intimidated. Since I speak vernacular, the barrier was overcome and did not pose a problem. All the participants who participated in this research did it out of their free will.

I conducted face to face interviews with the principals and chairpersons of the SGB of both primary and secondary schools respectively. Open-ended questions were asked to allow the participants to respond in whatever way they chose. Participants were given complete freedom to respond to questions in a more comfortable way. Participants were allowed to express their lived experiences of the selection process (Kumar 2005: 124). Probing questions were included. Open-ended questions gave participants the opportunity to express themselves freely and follow-up questions were asked.

The focus of the questions was on their understanding and knowledge of legislation, their role in selection processes, criteria used and the recommendations for the appointment of educators. Questions were guided by legislation and circulars as well as collective agreement. It was not easy at first to get the SGB chairpersons to open up and express their views and knowledge about the process. I had to allow them to express themselves in a language they were comfortable with. I had to assure them of confidentiality, anonymity and gained their trust by again explaining the purpose of the research.

### **3.7 Data Analysis**

Data analysis is defined as the systematic process of gathering information where information is selected, categorised, compared and synthesised. It is the interpretation of data collected (McMillan & Schumacher, 2001:462). The main aim of data analysis is to have a clear understanding of various elements of collected data. The data is broken into themes, trends and relationship (Mouton, 2005, 108). Data in qualitative analysis takes the form of transcripts, notes from interviews and field notes. Before starting with analysis and coding I had the transcripts signed off by the participants interviewed. I then listened to the tapes and made transcripts. I then compared the transcript with the field notes that I had

made. I tried to make sense of the individual's responses and their understanding of the selection process and legislation.

Tesche's approach was utilised to do the analysis. I read through the transcripts to get a sense of the thoughts and ideas of the participants. I compared and made list of all topics; similar topics were then grouped together, arranged into major, unique topics and leftovers. Topics were then coded and put into categories; subcategories then grouped together those that related to one another. Interpretation of data only followed then (De Vos, 1998: 343).

The reason for using this data analysis method is that it relates well to the qualitative approach that was used. After data has been gathered, it has to be analysed and interpreted to find meaning in the data. Principals' and SGB chairperson's responses to interview questions were analysed. Data was then categorised in terms of the following:

- Understanding the role of the governing body
- Composition of the panel
- Capacity of the SGB
- Formulation of selection criteria
- Ratification and recommendation for appointment
- Principles as outlined in the legislation
- Influence of external factors

With the information from the document analysis and the information from interviews I was able to analyse and interpret the information gathered.

### 3.8 Anticipated presentation of findings

Data was collected through interviews and document analysis. Findings are presented in descriptive form and quotations from participants. Trustworthiness is the most important aspect of qualitative research. It helps to check consistency and this can be done by allowing another coder to do a consistency check to verify the results (Maree, 2007:113). The strategies can be used to ensure trustworthiness are credibility, transferability and dependability.

Trustworthiness was obtained by allowing participants to sign the transcripts before the analysis was done. Documents, legislation and literature were reviewed and principals and SGB chairpersons were interviewed to ensure that trustworthiness was maintained. Data collected was recorded; transcripts were made and notes were taken. The participants were asked to verify whether the information had been well captured. After verification they signed off the transcript to validate the information. This is what is called member checking. According to Bassey (1999:76) it is important to *have raw data adequately checked with the participants as the information*. This is to ensure that information is accurate.

Peer debriefing as referred to by Lincoln and Guba was done. I allowed my colleagues who are IDSO's and who from time to time are involved in the selection process to critique and make comments on the data collected. This assisted to ensure that the information was credible and trustworthy. *This is invaluable in strengthening a research project* (Bassey, 1999:76)

### 3.9 In conclusion

Research methodology enabled the researcher to collect data to attain the purpose of the research. It helped to collect data that assisted the researcher to answer the research questions. The results of the data analysis are discussed and clearly outlined in Chapter 4.



## **CHAPTER 4: PRESENTATION OF DATA COLLECTED**

### **4.1 Introduction**

The purpose of this research is to determine how the selection process for appointing educators is followed by the school governing body and to determine how legislation impacts on the process. This research is also aimed at determining whether the governing bodies are well capacitated to deal with issues of selection processes and procedures. To gather information on the aspects mentioned I had to apply various strategies such as studying sections of legislation to understand what the law says about the selection process and procedure. I studied the minutes of the schools where I conducted research to determine how the selection process was actually captured and how the process unfolded.

I conducted one-on-one interviews with the principals and chairpersons of governing bodies of selected schools in Gauteng East District. Semi-structured interviews were conducted and this helped me to gather information that would give answers to my research questions. Interviews were recorded, notes taken and transcripts made. This chapter presents the findings of my research based on the information gathered from participants.

The approach and methodology used in analysing the data for this chapter is discussed in full in paragraph 3.7 in the preceding chapter.

### **4.2 Data collected from principals**

Four principals, two from primary and two from secondary schools, were interviewed. They are all township, ex-DET schools as this is the focus of my study. Two principals interviewed were females, one from a primary and one from

a secondary school. The other two were males, one from a primary and one from a secondary school. They are all from different areas of the Gauteng East District, with varying years of experience as principals. According to the SA Schools Act section 23(1)(b) the principal is a member of school governing body in his or her official capacity. To maintain schools' anonymity they were labelled school A, B, C and D. For the sake of anonymity I use the pronoun *he* for both sexes.

#### **4.2.1 Experience in SGB and the selection process**

The principal of school A has been a principal for the past five years. He has been involved in the selection process for more than ten years as an observer for his union. He was capacitated even before being appointed as a principal. He has vast experience of the selection process and procedures for the appointment of educators.

The principal of school B has eight years experience as a principal. In this time he has been a principal of two different schools. He has been involved in the selection process for the past eight years.

The principal of school C has the least experience. He has been the acting principal for the past two years. However, he has been involved in the selection process for the past five years as an observer representing his union.

The principal of school D is the only one with more experience than the others. He has been a principal for the past fourteen years and has been involved in the selection process for the past eleven years.

All the principals have varying years of experience as principals and SGB members. Their experience differs in terms of their involvement and roles in selection processes and procedures.

## 4.2.2 Role in Governing Body

All four principals had a clear understanding of their role in the governing body and in the selection process and what the law says about their role. According to them in the event of a vacant post, they should inform the governing body.

The governing body has to ensure that the post is advertised, shortlisting is done and interviews conducted; after ratification the governing body makes a recommendation to the Head of Department for appointment. This is in line with the stipulations of the Schools Act, section 20(1)(i) as well as specifications of Collective Agreement no. 2 of 2005. It is also in line with the provisions of the Employment of Educators Act 76 of 1998, section 6(3)(a) that states that appointment can only be done on the recommendation of the school governing body. What is of concern is that the law is not fully implemented.

The principal of School B is the only one who involves the parents when identifying the needs of the school and post requirements in terms of the vacant post. The other three principals just inform the SGB that there is a vacant post. Their involvement starts only when the post has been advertised. The reason cited was that they are the people who understand the professional and curricular issues as this is the area of their expertise. They understand curricular issues better than parents as parents have little or no knowledge of curricular issues. They all underscored the importance of having parents participating in the selection process as they have to have a say in the educational matters of their children as required by law. It is important for the parents to have a say in who should teach their children.

### **4.2.3 Selection and constitution/composition of the selection panel**

All principals indicated that for the composition of the selection panel a school governing body meeting is convened. Candidates are nominated and the proceedings of the meeting are recorded in the form of minutes. These minutes are then kept as they may serve as evidence in the event of a dispute. The process is guided by the Circular and Collective Agreement 2 of 2005. According to Collective Agreement 2 of 2005 the SGB has to decide:

- i) if they will conduct the process on their own;
- ii) to co-opt people with expertise to assist them in forming a semi-independent panel;
- iii) on an independent panel.

This decision has to be indicated in the minutes. Only school B captured how they decided on the panel by following Collective Agreement 2 of 2005. Their minutes clearly indicate how they deliberated on the issue and how they made their decision. The minutes of other schools are silent on how they deliberate on the issue of deciding on their panel. Of the two secondary schools only school B involves the learners in deciding on the panel, allowing them to make a contribution on who should be on the panel but excludes them from the selection process. The following people constitute the selection committee:

- i) Principal
- ii) Educator
- iii) PS staff member
- iv) Two parents

#### 4.2.4 Knowledge of legislation

All principals are well aware that legislation forms an important aspect of the selection process although it is hardly used. They focus on collective agreement and circulars given during training only. They are quite aware of the content of the legislation but sometimes find it difficult to implement it as they have a feeling that it tends to confuse parents. The principal of school A said, *Knowledge of legislation is there but problematic to implement in terms of gender and disability*. The other principals did not say much about this aspect. This raised a concern and I began to question their understanding of legislation in terms of the selection process. They did not respond as naturally as I expected regarding this aspect.

#### 4.2.5 Shortlisting criteria

According to the principal of school A their selection criteria are informed by the operational requirements of the school. The principal always takes the lead as parents are not conversant with curricular issues.

According to the principal of school B the criteria they follow during shortlisting are the following:

- Completion of the form
- Experience
- Needs of the school
- Knowledge of the subject matter
- Original signature
- Certified documents of less than six months

- Correct name of the school
- Correct post number

According to the principal of school C their criteria are based on the following:

- REQV 13
- Qualifications
- Educators additional to post establishment (those in excess)
- Operational needs of the school
- Post requirements as advertised

According to the principal in school D their criteria are based on the following:

- Qualifications
- Learning area
- Experience
- Knowledge
- Post requirements

All principals mentioned common criteria but none of them made reference to legislation. Legislation should be guiding the shortlisting criteria. None made mention of issues of gender, equity and representivity but the emphasis was on the operational requirements of the school.

#### **4.2.6 Interviews**

The principal in school A said the following:

*The interview process is overwhelming, especially to the parents as they are not experts in the field of education. In terms of scores allocated to each candidate as per their response are not validated by knowledge and understanding of education sector. It is easily manipulated; thus it must be handled by people with expertise.*

This principal has to formulate the interview questions; this is a burden for principals who could be accused of manipulating parents. He suggests that the Department consider utilising placements agencies or develop its own placement agency. Nothing was said about the dimensions, scoring and weighting that also form important aspects of the interview process; this is reason for concern.

The principal of school B indicated that their interviews focus on the needs of the school; gender is considered at the end of the interview. A scoring sheet with weighting and scores is used.

The score sheet indicates the dimensions on which the questions are based. These dimensions include the following:

- Leadership
- Management in terms of a managerial post
- Conflict management
- Finance
- Knowledge of policies
- Knowledge of curriculum

Questions are formulated by all panel members on the day of the interview and members are guided regarding the responses expected from candidates. The SGB

of the school decided to handle this selection process on its own. Guidelines were properly followed by the SGB.

The principal of school C mentioned the following dimensions they use in interviews:

- Knowledge of curriculum
- Conflict management
- Finances
- Roles and responsibilities
- Staff development

He did not elaborate on how the score sheet or weighting is utilised.

The principal of school D indicated that they use a score sheet with scores and weighting. They also use the following dimensions in asking questions:

- Knowledge of the learning area
- Conflict management
- Human relations
- Knowledge of IQMS/Staff development
- Finances

The questions are formulated by the principal and he has to guide the panel in terms of answers expected from candidates. For most of the parents sitting for the interview process it was their first experience of this nature.



#### 4.2.7 Capacity of the School Governing Body

All principals indicated that the district office provided them with training to empower them. Every time there is a recruitment process the district provides them with a two- to three-hour training session. The nature of their job is such that they deal with issues of the selection process; consequently they feel more empowered. The principals of school A and C feel more empowered because of their involvement in union activities. Their concern is about the training provided to parents. The principal of School A said the following:

*The type of training given to parents is microwave training as this training lacks a succession plan. To them it is once off training and is difficult for them to follow it as some of them are illiterate and do not have understanding of professional matters.*

According to the principal of School B training is provided but not detailed and not according to expectations:

*We are expected to write minutes according to their standards but we are never trained on how to do this; no guidelines are provided.*

Most of the time the principal provides training for all SGB members so that most of these governing body members are empowered. In School D the principal is fully empowered by his experience and involvement in SGB matters. The chairperson is the only parent who has attended training and the rest of the parent component never attended any training. Empowerment of parents in terms of the selection process is a matter of concern that needs to be addressed seriously by the Department.

#### 4.2.8 External influences

All principals except the principal of school C agree that there is much external interference in the selection process. Unions tend to interfere and want to be part of the proceedings instead of maintaining their observer status. District officials sometimes want to influence the process by suggesting who should be appointed. Their other concern is that the SGB conducts the process, makes recommendations and the HoD sometimes appoints a person least favoured by the SGB. This tends to limit the powers of the SGB.

The principal of school A said the following:

*The process is manipulated by interest groups, silent partners as they push their own agendas. Unions can be manipulative as they want to ensure that their members are appointed. We also have district officials who sometimes influence the process.*

The same sentiments were shared by the principal of School D:

*Some of the unions tend to manipulate the process as they want to interfere by dictating the criteria to be used for shortlisting and what type of questions should be asked. They also want to influence the recommendation and this tends to create tensions and unnecessary grievances.*

#### 4.2.9 Grievance/Disputes experienced

Out of four schools only school B experienced disputes. This was as a result of a candidate that was aggrieved because she had not been shortlisted. The minutes did not capture why the candidate was not shortlisted. The school was instructed

by the district to re-do the process. The process was repeated and minutes were captured as required; the outcome was the same as the aggrieved candidate was again not shortlisted. According to the other three schools they did not experience any disputes because they believe that the process had been properly conducted and all processes and procedures had been properly followed.

#### **4.2.10 Feeling about the selection process**

Different feelings were expressed by all principals. The principals of school A and B felt that the selection process is not an enjoyable experience. They do it as it is part of their job description; if there were an alternative they would not do it. The principal of school C seems to enjoy the process and to him it is the most wonderful experience. I am not sure whether this is because he is still new in the management or because of his involvement in union matters. For the principal of school D the process is good and quite a nice experience although most of the time he is frustrated by the external influences in the process. He likes the fact that parents are involved to promote the best interest of their children. Parents have a voice as to who must teach their children.

To the principal of school A the selection process is a frustrating experience and he wishes that it could be done differently. As a principal dealing with a panel that consists of parents who need to be guided most of the time, he feels as if one is conducting the process alone and this can be exhausting. The issue of appointment is a very serious and critical one that must be taken seriously by the Department of Education: *This is one part of my job that I do not enjoy at all.*

The principal of school B said the following:

*This is never an enjoyable experience; tensions arise, outcomes are not what you expect. The*

*district sometimes appoints a candidate without considering gender.*

Sometimes people are aggrieved because they have hoped that they would be appointed.

### **4.3 Data collected from SGB chairpersons**

Four chairpersons of school governing bodies of different schools were interviewed. Two are from primary and two are from secondary schools. They all had different experiences of serving on the SGB. Interestingly they were all males and no female served as chairperson.

#### **4.3.1 Experience in the SGB and selection process**

The chairperson of school A indicated that this is his third term of office as SGB member. He was involved twice in the selection process. His first experience was very difficult but the second one was a little better after he had attended a workshop conducted by the district office.

Chairperson of School B has been a member of SGB for eleven years and has been involved in the selection process for the past eight years. He has been a member of different schools and that has given him vast experience of the selection process.

The chairperson of school C has been a SGB member for seven years and has been involved in the selection process three times. He has no difficulty in understanding the process as he feels he has enough experience.

The chairperson of school D has been a SGB member for fourteen years and has been involved in the selection process for eleven years. He has been a member of the SGB in different schools and this has provided much experience.

#### **4.3.2 Role of the governing body**

All four chairpersons indicated that they understand the role of the SGB. They understand their role as that of making sure that vacant posts that exist in their schools are filled and they participate in the selection process. They represent parents by making sure that the best qualified educators are employed. According to the chairperson of school A, the role of the SGB is that of making sure that educators are appointed when there is a vacant post. The principal informs them when there is a vacant post. They are then called to shortlist and interview candidates. No reference is made to legislation in terms of the process.

The chairperson of school B said their job is to recommend the suitable candidate, based on school needs, qualifications and the results of the school. When there is a vacant post the principal involves the executive of the SGB to identify the needs of the school and also to determine the requirements of the post. After the recommendation has been done by the SGB the HoD does the appointment.

According to the chairperson of school C they, as SGB, govern the school and are involved in the selection process when there is a vacant post: *When we are involved in the selection process we make sure that there is no favouritism and the process is very confidential.*

The chairperson of the SGB of school D said the following:

*We own the process from beginning to end. Recommendation of the best candidate is done based on the needs of the school and post requirements. Parents play a major role in the selection as prescribed by the Schools Act as no*

*appointment can be made without the recommendation of the SGB.*

He also indicated that as a result of his participation in the association of governing bodies he became aware that in other schools parents are used to validate the selection process.

### **4.3.3 Selection and constitution/composition of the selection panel**

All chairpersons indicated that an SGB meeting is called where a selection panel is elected. After the selection they must present the preferred candidates in order of preference to the SGB. After deliberations on the candidates presented to the SGB, a recommendation is made to the HoD. According to the chairperson of school A the panel is selected in an SGB meeting guided by the circulars from the district.

Their panel consists of the following:

- Chairperson
- Principal
- Two parents
- One educator

According to the chairperson of school B the panel is selected in a SGB meeting. The process is guided by the Collective Agreement 2 of 2005. Parents must be in the majority. The selection is also guided by capability and experience. Their panel consists of the following:

- Principal

- Two parents
- Educator
- Non-teaching staff

The chairperson of school C said all the SGB members participate in composing the selection panel for the selection process in an SGB meeting.

To them this is important as they have a say in the decision that involves the future of their children. Their panel consists of the following:

- Three parents
- One educator
- Non-teaching staff
- Principal

The chairperson of school D indicated that all components of SGBs are involved; parents are in the majority and are leading. A SGB meeting is called and appoints the panel, then reports to the SGB and then a recommendation is made to the HoD. Their panel consists of the following:

- One educator
- Non-teaching staff
- Three parents

*The principal is sometimes excluded because he might have vested interest in the post and influence the process.* This is not acceptable as according to Collective Agreement 2 of 2005, the principal is part of the process. The principal is only excluded if he is the applicant.

#### 4.3.4 Knowledge of legislation

The chairperson of school A had no knowledge of legislation: *We rely on the principal when it comes to matters of law.*

The chairperson of school B had some knowledge of legislation. He indicated that they make reference to the law when criteria are formulated for shortlisting and when they decide what selection procedure is to be followed. The Schools Act guides them as to what is expected from them in terms of their roles and responsibilities in the selection process. Legislation guides them regarding who is to be appointed at which level.

The chairperson of school C said the *Schools Act guides us in terms of the selection process*. However, for the rest of the selection process in terms of application of the law they rely on the principal.

The chairperson of school D indicated that he has knowledge of the Schools Act and Employment of Educators Act 76 of 1998. However, they usually use circulars provided by the district office as guidelines.

#### 4.3.5 Shortlisting criteria

Chairpersons of the majority of schools indicated the criteria used in terms of shortlisting except the chairperson of School A who said the principal determines the criteria as SGB members rely on him as he is the person who knows the needs of the school. This clearly indicates that he does not know the criteria.

The chairperson of school B said their criteria involve the following:

- Look at minor mistakes
- Incomplete form
- Is the form signed or not



- Gender if specified in the advert
- Qualifications
- Skills

The chairperson of school C specified the following criteria:

- Qualifications
- Knowledge
- Experience
- Learning area

The chairperson of school D implemented the following criteria:

- Knowledge of the learning area
- Qualifications
- Experience
- Post requirements

It is clear that different criteria for the selection process are used, depending on the type of post advertised and the needs of the school.

#### **4.3.6 Interviews**

According to the chairperson of School A interview questions are formulated by the panel on the day of the interview. However, they depend on the principal to guide them regarding the type of question to be asked. He did not mention the dimensions that guide the questions to be asked. It is clear from the chairperson's response that he does not have much knowledge of the whole selection process.

Chairperson of School B made the following comment:

*Scores will be the only determining factor for the recommendation of the best candidate. 70% of the scores will be for formal assessment in terms of responses and 30% will be for the overall impression of the candidate.*

Questions are formulated, categorised and weighted as follows:

- Management – 40%
- Leadership – 20%
- General questions – 10%
- Overall impression – 30%

Questions are guided by job description as outlined in the Employment of Educators Act and operational needs of the school as well as post level. The chairperson of this school clearly displayed his understanding of the selection process. His involvement and experience in the SGB and selection process were advantageous for him.

According to the chairperson of school C their focus in interviews is on learning area, conflict management and human relations.

The chairperson of school D pointed out that their interview questions focus on job description, post requirements, knowledge, curriculum, extra-curricular activities and leadership. He said issues of gender are normally considered but at times are confused because of different interpretations of gender issues:

*When gender is considered by the Department of Education they sometimes refer to Gauteng Province as locality and sometimes consider the gender according to the equity grid of the school.*

They still need a lot of explanation and clarification on issues of gender in terms of the whole Gauteng vs. the school's equity grid as this tends to be confusing in terms of implementation.

#### **4.3.7 Capacity of the governing body**

According to the chairperson of school A they attended a three-hour training session where they were empowered in terms of the selection process and that merely gave them an idea of what to do. When it comes to implementation they encounter challenges, specifically in areas such as the formulation of criteria for shortlisting and the formulation of interview questions. He still feels not capacitated enough but happy to be part of SGB and there is much that he still needs to learn. Intensive training should be provided to empower SGBs properly.

The chairperson of school B accounted for his experience as follows:

*I was fortunate to have been trained by Matthew Goniwe School of Leadership and that put me in an advantageous position in terms of understanding the role of the SGB. My participation in the Association of School Governing Bodies further empowered me in governance issues.*

Therefore, when it comes to the selection process and procedure, he knows what needs to be done and which legislation to follow so that the process can be just and fair. Their principal also makes an effort to empower them before the process starts. He feels 90% satisfied with training as there are some other issues bothering him such as qualifications vs. Collective Agreement 2 of 2005. He strongly believes that training should be ongoing and not occurring when there is a vacant post only. It should be part of training on governance issues. The manner in which he responded to questions pertaining to the selection process clearly indicated that he was well capacitated and could also relate to issues regarding legislation.

The chairperson of schools C feels he is capacitated to deal with issues of the selection process and procedure for the recommendation of educators for appointment. He attended training provided by the district office which took about two hours in which they were familiarised with the guidelines they need to follow. My concern is that two hours is not enough to be fully capacitated to deal with the process.

The chairperson of school D underwent training at Matthew Goniwe School of Leadership and is also one of the facilitators training SGBs in governance issues. He also receives training from the district office every time there is a vacant post in the school. He feels he is more capacitated than the other SGB members because the training they received is not enough and others did not attend training due to work commitments. This tends to be a challenge when the selection process has to take place. Insufficient training gives opportunity to district officials to have an undue influence over the process. Training must be ongoing and everybody in the SGB must be trained, not only selected members such as the chairperson and principal as is the case in some instances.

#### **4.3.8 External influence**

The chairperson of school A did comment on this issue. I am not sure whether he reserved his comments based on certain experiences or whether he did not want to compromise himself.

The chairperson of school B feels the process is sometimes influenced by union members if the panel does not know the role of the unions in the panel. They allow them to have a say in the criteria, questions and recommendations. He also feels that the SGB makes the recommendation only after having gone through the process and the HoD makes the appointment on their behalf. He feels this is interference because they do not allow them to make the final decisions as they understand the contextual factors of the school better than anybody else and must have a say in who must teach their children. District officials who are observers

and resource persons sometimes influence the process by having a vested interest in who should be recommended. Principals sometimes have an influence in the process in that the post requirements are designed in such a way that they suit a certain candidate.

The chairperson of school C is concerned about the interference of unions and some educators who would try to influence those representing them in the SGB to push for their recommendation.

The chairperson of school D feels that managers of schools manipulate the process as well as the unions. Managers will sometimes tailor the post requirement so that they favour a particular educator, forgetting that posts are advertised in an open vacancy list and everybody must be afforded the same opportunity. They have an undue influence on who should be appointed. When unions have a vested interest in the post, they attend from shortlisting until the process is concluded. When they do not have an interest in that particular instance they do not even make an effort to attend.

#### **4.3.9 Disputes experienced**

All chairpersons except the chairperson of school B have never experienced any grievances about the selection process. The chairperson of school B did experience grievance when he was involved in the SGB of one primary school. In that selection process the principal brought the exercise books of learners during shortlisting to disqualify a particular candidate as she was the least preferred candidate. The principal wanted to influence the process so that the candidate she preferred would be recommended.

#### **4.3.10 Feeling about the selection process**

The chairperson of school A is satisfied with the process as prescribed by the Department as everybody gets an opportunity to participate. Relatives of

stakeholders are not included and there is no room for favouritism. He feels satisfied about the fact that parents are involved in the process.

The chairperson of school B feels that the principals must not be part of the process as they tend to influence the selection process by customising the post requirements to suit certain individuals. This contravenes the Schools Act as principals are part of the SGB. They also contravene the Collective Agreement 2 of 2005 if the principal is excluded from the process. Sometimes the outcome is not satisfying because of the following:

- Sometimes one has to compromise.
- Pressures from the community because they expect people from around the area, i.e. “the son of the soil to be appointed”.
- Some people try to use interviews to settle scores.
- They feel their role is limited and are involved to legitimise the process.

The chairperson of school C is happy with the current selection process. He is happy with the participation of parents in the process as they have a say in the educational matters of their children. There is trust among SGB members.

According to the chairperson of school D the whole process is not exciting to him for the following reasons:

- It raises many people’s hopes as they think one is an employer.
- When people know one they think they stand a better chance of being recommended.
- The whole process creates more enemies than friends, especially if people are not appointed.
- The term of office of elected SGB members is three years. When they are elected they are trained only during the second year after being elected.

This is the time that they start to acclimatise and move with the flow. Their term of office is almost over, new people take over. The issue of the term of office must be reviewed.

## **4.4 Discussion of principal's findings**

### **4.4.1 Experience in SGB and selection process**

Despite the varying experiences of principals and their involvement in selection processes, it is clear that all principals have a thorough knowledge of selection process and procedure as required by guidelines and the law.

The understanding of the process of the principal of school A with five years experience and the principal of school C with two years experience was greatly influenced by their involvement in union matters as observers in the selection process. This has empowered them to have a better understanding of the process. To me they use their experience to manipulate and lead the process.

### **4.4.2 Role in SGB**

All principals have the same understanding that they are SGB members by virtue of being principals. They also indicated that it is mandatory as per their job description to be members of the SGB. The principal of school B even said, *We have no choice in the matter but move with the flow as it is part of our job description.* Principals understand their role in the SGB as outlined in section 16A of the Schools Act. According to section 16A(1)(a) of the Schools Act, the principal represents the HoD in the governing body. Section 16A (2)(A)(ii) of the Schools Act states that the principal is responsible for the management of all

educators and support staff; according to section 16A (3) of Schools Act the principal must assist the governing body in the performance of its functions.

Some of the principals, for example the principal of school A, might use section 16A (3) to his advantage by leading the process. He indicated that he does almost everything during the selection process as the parents seem not to understand educational issues and are illiterate. It sounds as if he is manipulating the process and has undue influence.

#### **4.4.3 Selection of a panel and its composition**

All principals indicated that an SGB meeting is convened whereby a panel is selected. When the panel is selected parents are in the majority. According to Collective Agreement 2 of 2005 the panel must consist of i) the principal /deputy principal/IDSO in case the principal is an applicant, ii) members of the SGB excluding educators who are applicants for the advertised post in that particular school and iii) union representatives as observers. They must also indicate in the meeting whether the i) governing body will establish its own selection committee as sub-committee of the school governing body, ii) it may co-opt persons to facilitate the shortlisting and interviews subject to ratification of the SGB and iii) the SGB may request the Department to set up an independent panel.

Only the principal of School B made reference to Collective Agreement 2 of 2005 as he indicated that the SGB formed its own selection panel as sub-committee of the SBG. From the interviews it was clear that all schools opted for sub-committees. They did not explore the other options and yet they complained about the parent component that had not been capacitated. Their response to this was that when they try to encourage the SGB to use these other options they are seen as people who want to manipulate the process.



#### **4.4.4 Knowledge of legislation**

They all had knowledge of legislation but did not implement it properly, not even when criteria were set. Only the principal of Schools D made reference to the Employment of Educators Act where copies of EEA were distributed to all panel members to refer to when interview questions were formulated. The principal of school B said issues of gender were considered at the end of the interview; these must, however, be considered when criteria are determined. The principal of school A said it was difficult to implement gender and disability but he could not elaborate further on his statement. It is clear that principals have knowledge of legislation but do not consider it much during the selection process. I am not sure whether this is deliberately done or it is a lack of proper knowledge. Disregard of legislation may render the selection process invalid and legislation invalid.

#### **4.4.5 Selection criteria**

It is clear that all principals used different criteria as they had posts with different needs. They all emphasised knowledge of curriculum, learning area, conflict and post requirements as per advertised post. They were very clear about what they wanted and the type of educator needed.

However, they did not consider what legislation says in terms of gender, race and disability. The criteria must be fair, non-discriminatory and in line with the provisions of the Constitution of the Republic of South Africa that emphasises representivity, gender and redress of past imbalances. What is important to them are the curriculum needs rather than the other aspects of the law. When a follow-up was made concerning the issues of why other races were not recommended the response was that they never applied.

#### **4.4.6 Interviews**

I have noted that different dimensions were used depending on the curricular needs and different post levels. However, I was not given an opportunity to view all their score sheets. Those that I viewed had different dimensions as required. Reasons given were that they are confidential documents. They indicated that their score sheets included weighting and the rating of each dimension. This is an acceptable practice. What I also noted with interest was that some principals formulated the questions like the principals of school A, C and D. The reason is that the parent component of the SGB does not have knowledge of curriculum and some of them are illiterate and have a low level of education. What is of concern is the validity of scores in terms of scoring if the parents do not have insight into curricular issues and are illiterate. Most of them indicated that the parents were in the majority in the panel.

#### **4.4.7 SGB capacity**

All principal feel that they are capacitated enough to deal with the selection process and understand the procedure to be followed. All the required processes and procedures were followed as required from shortlisting to the recommendation of preferred candidates. Inexperienced principals do receive training in the form of workshops whenever there is a vacant post in a particular school. They are also capacitated by their involvement in union activities as observers in the selection process.

#### **4.4.8 External influences**

What I noted is that there is much frustration as a result of interference by the unions and district officials. When unions have a vested interest in a particular post, especially a promotional post, they respond positively to their invitation for shortlisting or recommendation. Some will go so far as to make an input when

criteria for shortlisting are formulated, when interview questions are formulated and also when recommendations are made. According to the principals some district officials who are resource persons tend to influence the process by suggesting the person who should be recommended. The selection process has to be fair and as objective as possible; therefore all stakeholders involved at whatever level must ensure that fairness and objectivity prevail to achieve the expected outcome.

#### **4.4.9 Impressions about the selection process**

I got the impression that principals feel it is part of their job description and section 16A of Schools Act makes it mandatory for them to perform this function. Two of them, i.e. the principals of school A and B, pointed out that they do not enjoy this process because there is not much joy they experience other than being subjected to much stress and hatred. The principals of school C and D enjoyed doing this selection process and normally feel content with the outcome.

### **4.5 Discussions of chairperson's findings**

#### **4.5.1 Experience in the SGB and Selection process**

Chairpersons of these schools have different years of experiences as SGB members. Some are more experienced than others. All of them have been involved in the selection process.

Some understand the selection process better than others. The chairperson of school A has been involved in the selection process for three terms of office but seems to depend on the principal when it comes to issues of selection.

The involvement of the chairperson of School A and D in the selection process and participation in the Association of Governing Bodies make them to be more experienced, understand the process better than the others and it works to their advantage and that of the school. However, they seem to manipulate and try to dominate the process as they belong to the National Association of School Governing Bodies.

#### **4.5.2 Role in SGB**

All the principals have an understanding of their role as outlined in section 20 of the Schools Act. They have a clear understanding that their role involves i) promoting the best interest of the school and ensuring that learners receive quality education by making sure that the school has a full complement of educators; ii) recommending to the HoD the appointment of educators; iii) governing the school. They have a clear understanding of their role in the selection process and that their role is to recommend three candidates while the HoD makes the final appointment. They emphasised that their role is not to validate decisions taken but to be active participants and take decisions that are in the best interest of the learners.

#### **4.5.3 Selection and composition of the selection panel**

SGB chairpersons concurred with principals as they indicated that a SGB meeting is convened where a sub-committee of the selection panel is selected. SGB chairpersons also concurred with principals when they said parents should be in the majority. However, I sensed a lack trust between the chairpersons of school B and D as they both said they think principals must not be part of the selection committee and they sometimes exclude them. They feel that principals customise the post through post requirements to suit certain individuals. This is not in line with policy guidelines and the provisions of the Collective Agreement 2 of 2005 that clearly stipulates that the principal must be part of the selection panel except

when he is an applicant. They do understand how a panel must be selected but sometimes abuse their positions.

#### **4.5.4 Shortlisting criteria**

The principals have an understanding of what must be included in the criteria, mostly emphasising curricular needs and post requirements as advertised. Only the chairperson of school A said they depend on the principal to formulate the criteria. This shows he is not empowered to deal with such matters. I sensed that most SGBs depend on the principals for the formulation of the criteria.

#### **4.5.5 Knowledge of legislation**

It was difficult for me to determine if the chairperson of school A did have knowledge of legislation because he did not make any comment on legislation. The others do have an understanding of legislation but it is not implemented. Law has to be included when criteria are formulated but it seems as if it is deliberately ignored. Legal principles such as gender, representivity, disability and redress of past imbalances are not yet implemented. The only focus is on the capability of the candidate.

#### **4.5.6 Interviews**

The chairperson of school A could not elaborate on this issue as he said they depend on the principal to formulate the questions and guide the process. The other three chairpersons could elaborate on the issue of interviews and the questions asked were in line with the post requirements and post level. Questions that were asked were formulated by the principals.

#### **4.5.7 Capacity of the governing body**

What I gathered in this regard is that the chairpersons of school B and D who were trained by the Matthew Goniwe School of Leadership and governance had a better understanding than those who were trained for two to three hours whenever there is a vacant post.

They had extensive training on all issues of governance. If all SGBs can be trained through Matthew Goniwe they will operate on the same level and similar results will be achieved.

#### **4.5.8 External influences**

Chairpersons feel that unions and district officials interfere in the election process when they have vested interest in a particular post. This interference tends to bring much conflict and disagreement among stakeholders and compromise quality. They also regard the appointment by the HoD as interference as they feel that the SGB must do the appointment as they know the educators better.

Another form of interference is the community as the process is currently politicised in the sense that they want a “son of the soil” to be considered for employment; in other words, no one from other communities must be employed. The post is advertised in an open vacancy and anybody who qualifies for the post can apply.

#### **4.5.9 Impressions about the process**

All the principals seem to enjoy being involved in the selection process. Although the chairpersons of school B and D said they find the whole process not enjoyable and frustrating it was strange to me as they always participate in the selection process and in the activities of the Association of Governing Bodies.

#### **4.5.10 In conclusion**

The data presented above is the raw data collected from principals and SGB chairpersons through interviews. These interviews were recorded and transcribed; the transcriptions were signed off after the respondents had reviewed them. Conclusions and recommendation are presented in Chapter 5.

## CHAPTER 5: CONCLUSION AND RECOMMENDATIONS

### 5.1 Introduction

The purpose of this study as outlined in Chapter 1 is to determine the practices followed during the selection process for the appointment of educators in selected schools in the Gauteng East District. The research sought to answer the following questions:

- Which management theories are generic to the selection process for the appointment of educators?
- Which legal requirements regulating the appointment of educators apply to the selection process for appointment?
- What is the role of governing body in the selection process?
- To what extent are the members of the governing body capacitated to fulfil their role?
- Which external factors have a negative impact on the practice and procedure for the selection of educators in selected schools?

Also outlined in Chapter 1 are the objectives of the research:

- To determine how well the SGB understands its role in the selection process.
- To determine how well capacitated the SGB is to deal with the selection process.
- To determine how well the SGB understands legislation in relation to the selection criteria.



- To determine how external influences impact on the selection process and procedure.

In Chapter 2 the researcher presented a detailed description of the research methodology used to collect data. I indicated how participants were selected, which strategies were used to collect the data, the research instruments used as well as the data analysis.

In Chapter 3 legislation such as the Schools Act, the Employment Act, the Labour Relations Act and PAJA dealing with selection processes and procedure were reviewed. Literature dealing with selection processes and procedure was reviewed and document analysis was done.

The analysis of data collected was presented in Chapter 4. In Chapter 5 the researcher provides answers to the research questions after which a conclusion is drawn. Thereafter the researcher makes recommendations regarding omissions and flaws discovered during the research. Recommendations for future research are presented.

## **5.2 Findings**

Findings that emanate from both the literature review and the data analysis are discussed next.

### **5.2.1 Role of the Governing Body in the selection process**

All participants interviewed had a clear understanding of their role in the SGB as well their role in the selection process. They understood their role as that of making recommendations to the HoD for the appointment of educators when there is a vacant post within their institution. This is in line with the stipulations of section 20 (1)(i) of the Schools Act and the Employment of Educators Act as

amended. They are very clear that they have to recommend three applicants in order of preference; however, the final decision lies with the HoD who makes the final appointment having satisfied himself that the legal requirements in terms of gender, disability, representivity and redress of past imbalances have been adhered to.

When there is a vacant post the principal must discuss it with the SGB. They must discuss the operational requirements of the school and post requirements, and then forward the information to the District for placement in the open vacancy list where the post will be advertised. Their role starts when the post is identified and advertised until recommendation is made. All principals acknowledge that parents are important stakeholders in all educational matters of their children. However, some of the principals only inform them about the vacant post and parents are involved in the shortlisting and interviews only. I sensed an element of frustration and lack of trust from the principals who indicated that their concern is the lack of understanding of curricular issues and illiteracy level of parents as most of them have passed Grade 8 or lower as their highest qualification. This is a cause for concern as principals can easily manipulate the process to their advantage.

### **5.2.2 Selection and composition of a panel**

All participants indicated that an SGB meeting is convened to form the selection committee and minutes that capture the proceedings of the meeting are available. However, only school B captured detailed proceedings of the meeting; others just provided a summary of the proceedings. According to Collective Agreement 2 of 2005 the SGB has the obligation to select a selection panel. The governing body

- i) can establish its own selection committee as sub-committee of the school governing body;
- ii) may co-opt persons to facilitate the shortlisting and interviews subject to ratification of the SGB;
- iii) may request the Department to set up an independent panel.

All schools opted to establish their own sub-committee and the parents were in the majority; my concern is that principals are concerned that parents do not have knowledge of curricular issues to deal with selection processes and yet they had other options of establishing their panel where people with expertise could have been co-opted in the panel but that option was never explored.

The indication is that parents want to be part of the selection process to have a say in who must teach their children. Chairpersons emphasised that parents must be in the majority. Their understanding is based on the composition of the School Governing Body as stipulated in the Schools Act that states that parents must be in the majority. Therefore to them the parents must be in the majority when the panel is selected. They cannot relate their understanding to any law or guidelines provided. According to Collective Agreement 2 of 2005, the panel must consist of the following:

- i) One departmental representative as an observer and resource person.
- ii) The principal /deputy principal/IDSO in case the principal is an applicant.
- iii) Members of the SGB, excluding educators who are applicants for the advertised post in that particular school.
- iv) Union representative as observers.

This myth needs to be demystified by the Department. Serious intervention is required for schools to be able to recruit quality and capable educators.

### **5.2.3 Knowledge of legislation**

All participants acknowledged that legislation forms an important part of the selection process. They clearly have an understanding of legislation but focus on the Schools Act in terms of their roles in the selection process; other relevant legislation is ignored. When participants formulate selection criteria, they make

reference to the guidelines and some of the aspects of the Collective Agreement. Some aspects like gender, disability, representivity, race and redressing past imbalances are not mentioned.

The principal of school A said, *Knowledge of legislation is there but we struggle to implement it especially in terms of gender and disability.* When selection criteria are formulated no reference is made to the law. The criteria emphasise aspects such as qualifications, experience, and knowledge of learning areas and post requirements as per advert. The staff members at the schools are all blacks and no other races are recommended. The reasons cited are that people of other race do not apply for posts at their institutions. Another reason cited is the language factor, especially in primary schools. The language of learning is an African language in the foundation phase and in the intermediate phase teachers have to code switch for learners to understand what is taught. The principal of school A said, *we deliberately exclude them when we do shortlisting as language will be a problem when it comes to teaching our children.* The emphasis is on the capability and ability of the candidate. To me this aspect is deliberately ignored or they think the law is only applicable to white schools only as they are the ones with different racial groups.

#### **5.2.4 Capacity of the School Governing Body**

School Governing Body members, especially the parent component, gave the impression that they are fully empowered but when they responded to questions asked it became clear that they are not fully capacitated. The type of training provided is not adequate to empower the SGB, especially the parent component. The District office only provides training whenever there is a vacant post. Two- to three-hour training sessions are not sufficient for the SGB to be able to conduct the selection process properly and effectively. One participant referred to the training provided by the district as “microwave training”. This is supported by Xaba (2011:201) stating the following:

*Districts have engaged in training of school governing bodies. The very essence and effectiveness of the training and capacity building that governors receive are often questionable.*

He further suggests that the Department should consider extending their term of office to at least six years for their effectiveness and continuity. The chairpersons of school B and D who received extensive training at Matthew Goniwe School of Leadership and Governance were more informed and could relate well to the issues of the selection process. Some of them are serving the third term of office like the chairperson of school A, but he could not elaborate on issues such as the selection criteria and interview questions as he indicated that they depend on the principals to guide them in such areas as the principal has the expertise. This shows that there is a serious lack of capacity.

Principals do not make an effort to empower the parents. Only the principal of school B indicated that he does empower the parents and that was supported by the chairperson of the SGB. A lack of training impacts negatively on the quality of educators recommended. The principal of school A was also concerned about the validity of scores during interviews:

*The interview process is overwhelming as parents are not experts in the field of education. Scores allocated to each candidate as per their response are not validated by knowledge and understanding of the education sector (School A principal)*

Principals are more empowered than the parents and can easily have an undue influence and manipulate the process. Lack of training will cause the parents to participate partly as required in the recommendation of educators. Lack of proper training renders them irrelevant and inadequate. Their role will be seen as being limited to validating the outcome of the process.

### **5.2.5 External influences**

Participants have revealed that union members do not adhere to their role of being observers. They want to participate in shortlisting and interviews by assisting in determining the selection criteria and formulating interview questions. They also want to have a say as to who must be recommended for appointment. The same can be said about district officials who tend to influence the process, especially when they see that there is a lack of capacity. Instead of playing their role of being resource persons they have an undue influence. Their role must be limited to giving guidance and capacitating the Governing Body members.

Principals are regarded as people who manipulate the process as they design the post requirements in such a way that they suit a certain individual. The chairpersons of schools B and D said they wished the principals can be excluded from the process as they tend to customise things to push their own agenda. I sensed an element of distrust between the principals and parents. The SGB sometimes feels aggrieved when their choice of candidate is not appointed by the HoD and they regard this as a form of interference. To them such a decision weakens them as SGB as they feel that they are capable of making the right choice according to the needs of the school.

### **5.3 In conclusion**

This study has revealed that selection processes and procedures are followed for the recommendation of educators for appointment. However, there are omissions and flaws in the selection criteria, selection committee and interviews. The criteria do not relate to legislation but focuses on capability and post requirements. Principals are the people who formulate questions and provide expected answers.

The knowledge and experience of the principal cause the parent components of the SGB to be vulnerable and easily manipulated. To any layman the selection process appears to be properly followed. No disputes were experienced by three out of four schools; this does not mean the process was well done as the participants indicated. Knowledge of the law of the principals makes them to dominate, dictate and manipulate the process as they determine the selection criteria, set the questions and sometimes chair the meeting.

This study has also revealed that lack of training on the parent component of the SGB defeats the purpose of the role of SGB in the selection process. The training provided by the Department is not sufficient and the area seems to be neglected by the departmental officials. The type of training does not empower SGBs adequately to be able to carry out their duties fully. Training in this respect is of such a nature that it makes them simply endorsing what others have decided. This also causes their role to be very limited and not respected by those who have more knowledge than they have.

Principals, on the other hand, do not make an effort to empower the SGB; instead they use the incapacity of the parents to their advantage. Many members of the parent component of the SGB convince themselves that they are capable of managing the selection process. Their low level of education and their lack of knowledge of curricular issues make them perform their task inadequately.

This research has managed to answer the research questions. School governing bodies are aware of their role in the selection process for appointing educators but they are not adequately empowered. They are aware of the selection processes and procedures to be followed in the selection process. External influences impact negatively on the outcome of the selection process and this needs to be addressed.

## **5.4 Recommendations**

From the above findings I would like to recommend the following:

### **5.4.1 Legislation**

Regarding the issue of law regulating the selection process, the Department must assist schools to have a clear understanding of how to implement law in relation to the selection criteria. This will ensure that equity, redress of past imbalances, representivity and gender balance are attained as required by law. This will assist schools in including the legal principles when formulating selection criteria. Proper training and development in this area are very important.

### **5.4.2 Interview questions**

All stakeholders need to be guided and trained regarding the type of question to be asked, and how questions are to be formulated and posed; they must have a clear understanding of the relevance of the questions to a particular context; they need to be adequately empowered to deal with the entire process of appointing applicants; they can enlist the expertise of learning area/subject facilitators to guide them when formulating questions for educators and heads of department.

### **5.4.3 Composition of the selection panel**

Schools need thorough guidance and training in terms of the composition of the selection panel. The Collective Agreement clearly outlines different options of how to select and compose the committee. It is important for the departmental officials to guide the SGB and train its members to demystify the myths about the composition of the selection committee. They must encourage and guide the members of the SGB to involve people with expertise such as learning



area/subject facilitators for educator and head of department posts, and principals with experience when appointing principals.

#### **5.4.4 Capacity of School Governing Body**

Departmental officials must ensure that adequate training is provided to school governing bodies. Training must be ongoing and not only take place when there are vacant posts in particular institutions. Extensive training must be provided to ensure that all stakeholders are fully empowered to engage in the selection process and to follow proper procedures. According to section 19(1) of SASA the capacity of the SBG has to be enhanced. The HoD has to utilise funds appropriated by the Provincial Legislature to establish programmes that will empower the SGB. Section 19 (1)(b) states that the HoD must provide continued training to SGBs for the effective performance of their functions. Section 19(2) states that the HoD in each province must ensure those principals and other departmental officials ensure that they provide assistance to the SGB in performing their roles and responsibilities as spelled out in the Schools Act. Principals also have the responsibility to empower SGB members. The training of SGB members is very important for the performance of their governance functions.

#### **5.4.5 External influence**

When union members are invited for shortlisting and interviews they must assume their observer status and not interfere in the proceedings; they must check whether the agreed upon procedures are adhered to; they must not have an undue influence on the process; they have to note any discrepancy in the process and raise it with a labour relations unit for intervention and adjudication of the matter. It is therefore important for departmental officials to limit the role of the unions to that of an observer as stipulated in the Collective Agreement 2 of 2005. District officials must observe and guide the selection process properly to ensure that fairness and

objectivity prevail; they must be genuine resource persons to ensure that objectivity prevails and unnecessary disputes are avoided. Declaration of confidentiality must be signed by all those involved in the process.

## **5.5 Suggestions for further research**

- i) How does the recruitment and selection process impact on the quality of teaching and learning?
- ii) How does the appointment of principals impact on school effectiveness?

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# Appendix A



**UMnyango WezeMfundo**  
**Department of Education**

**Lefapha la Thuto**  
**Departement van Onderwys**

Enquiries: Nomvula Ubisi (011)3550488

Date:	17 May 2010
Name of Researcher:	Sithole Darling
Address of Researcher:	16811 Kekana Street
	Daveyton Ext 2
	1520
Telephone Number:	0117360608/0732877463
Fax Number:	0117360837
Research Topic:	An Investigation into the Practice of the Selection Process for Appointment of Educators in Gauteng East District
Number and type of schools:	2 Primary and 2 Secondary Schools
District/s/HO	Gauteng East

## Re: Approval in Respect of Request to Conduct Research

This letter serves to indicate that approval is hereby granted to the above-mentioned researcher to proceed with research in respect of the study indicated above. The onus rests with the researcher to negotiate appropriate and relevant time schedules with the school/s and/or offices involved to conduct the research. A separate copy of this letter must be presented to both the School (both Principal and SGB) and the District/Head Office Senior Manager confirming that permission has been granted for the research to be conducted.

Permission has been granted to proceed with the above study subject to the conditions listed below being met, and may be withdrawn should any of these conditions be flouted:

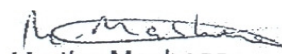
1. *The District/Head Office Senior Manager/s concerned must be presented with a copy of this letter that would indicate that the said researcher/s has/have been granted permission from the Gauteng Department of Education to conduct the research study.*
2. *The District/Head Office Senior Manager/s must be approached separately, and in writing, for permission to involve District/Head Office Officials in the project.*
3. *A copy of this letter must be forwarded to the school principal and the chairperson of the School Governing Body (SGB) that would indicate that the researcher/s have been granted permission from the Gauteng Department of Education to conduct the research study.*



4. A letter / document that outlines the purpose of the research and the anticipated outcomes of such research must be made available to the principals, SGBs and District/Head Office Senior Managers of the schools and districts/offices concerned, respectively.
5. The Researcher will make every effort obtain the goodwill and co-operation of all the GDE officials, principals, and chairpersons of the SGBs, teachers and learners involved. Persons who offer their co-operation will not receive additional remuneration from the Department while those that opt not to participate will not be penalised in any way.
6. Research may only be conducted after school hours so that the normal school programme is not interrupted. The Principal (if at a school) and/or Director (if at a district/head office) must be consulted about an appropriate time when the researcher/s may carry out their research at the sites that they manage.
7. Research may only commence from the second week of February and must be concluded before the beginning of the last quarter of the academic year.
8. Items 6 and 7 will not apply to any research effort being undertaken on behalf of the GDE. Such research will have been commissioned and be paid for by the Gauteng Department of Education.
9. It is the researcher's responsibility to obtain written parental consent of all learners that are expected to participate in the study.
10. The researcher is responsible for supplying and utilising his/her own research resources, such as stationery, photocopies, transport, faxes and telephones and should not depend on the goodwill of the institutions and/or the offices visited for supplying such resources.
11. The names of the GDE officials, schools, principals, parents, teachers and learners that participate in the study may not appear in the research report without the written consent of each of these individuals and/or organisations.
12. On completion of the study the researcher must supply the Director: Knowledge Management & Research with one Hard Cover bound and one Ring bound copy of the final, approved research report. The researcher would also provide the said manager with an electronic copy of the research abstract/summary and/or annotation.
13. The researcher may be expected to provide short presentations on the purpose, findings and recommendations of his/her research to both GDE officials and the schools concerned.
14. Should the researcher have been involved with research at a school and/or a district/head office level, the Director concerned must also be supplied with a brief summary of the purpose, findings and recommendations of the research study.

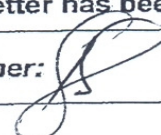
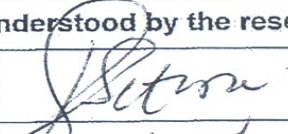
The Gauteng Department of Education wishes you well in this important undertaking and looks forward to examining the findings of your research study.

Kind regards

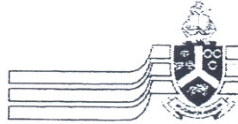


Martha Mashego

ACTING DIRECTOR: KNOWLEDGE MANAGEMENT & RESEARCH

<b>The contents of this letter has been read and understood by the researcher.</b>	
Signature of Researcher: 	
Date:	17/05/2010

## Appendix B



UNIVERSITY OF PRETORIA  
FACULTY OF EDUCATION  
RESEARCH ETHICS COMMITTEE

**CLEARANCE CERTIFICATE**

**DEGREE AND PROJECT**

**INVESTIGATOR(S)**

**DEPARTMENT**

**DATE CONSIDERED**

**DECISION OF THE COMMITTEE**

**CLEARANCE NUMBER :**

EM10/07/04

MEd

An Analysis of selection processes for the appointment of educators in the TGauteng East District

Darling Guni Sithole

Education Management and Policy Studies

5 December 2011

APPROVED

Please note:

*For Masters applications, ethical clearance is valid for 2 years*

*For PhD applications, ethical clearance is valid for 3 years.*

**CHAIRPERSON OF ETHICS  
COMMITTEE**

Prof L Ebersohn

A handwritten signature in black ink, appearing to read 'L Ebersohn'.

DATE

5 December 2011

CC

Jeannie Beukes

Mr J. Van Rooyen

This ethical clearance certificate is issued subject to the following conditions:

1. A signed personal declaration of responsibility
2. If the research question changes significantly so as to alter the nature of the study, a new application for ethical clearance must be submitted
3. It remains the students' responsibility to ensure that all the necessary forms for informed consent are kept for future queries.

Please quote the clearance number in all enquiries.



## Appendix C

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### DARLING GUNI SITHOLE

#### INTERVIEW SCHEDULE

Firstly I would introduce myself to the respondents. Outline the topic as well as the purpose of my research and its significance to education.

I would also explain how the interview process will unfold. I will also explain to them how their confidentiality and privacy will be protected.

They can also express themselves in any language they are comfortable with. I will also ask for their permission to use a Dictaphone to ensure that information is accurately captured.

#### QUESTIONS

1. For how long have you been an SGB member?
2. Have you ever been involved in the selection/interview process? Was it your first experience?
3. In your own understanding what is the role of the SGB in the selection process?
4. How was the panel selected?
5. Who constituted the panel?
6. Do you have any knowledge of the following legislation in terms of selection procedures?
  - South African Schools Act.
  - Employment of Educators Act.
  - Education Labour Relations Act.
  - Amendment Act 2 of 2005.
7. How do you determine the selection criteria? What informs your selection criteria?
8. Did you receive any training on selection process? Were you fully capacitated to understand the process?
9. Were you satisfied with the type of training received?
10. Do you feel that the process can be different from what is currently taking place?
11. Did you experience any disputes in any selection processes you were involved in? What were the reasons?
12. Can you explain how you found the whole experience of the selection process.