

**THE ROLE AWARENESS OF THE SCHOOL GOVERNING
BODIES IN THE RECRUITMENT OF TEACHERS IN
UMKHANYAKUDE DISTRICT**

By

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**Submitted to the Faculty of Education in fulfilment of the
requirements for the degree of
Master of Education in the Department of Educational Foundations
Management**

**at the
UNIVERSITY OF ZULULAND**

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DECLARATION

I MFANAWENKOSI SBONGELENI MNGOMEZULU declare that The Role of School Governing Bodies in the Recruitment of Teachers in UMkhanyakude District is my own work and that all the sources used in this study have been acknowledged by means of a comprehensive list of references.



Signed by _____ on the

04 day of March 2018

DEDICATION

This work is dedicated to my mother Dotia Sonile and my late father Mfulatheli Naphtal Mngomezulu who instilled in me the love of and the value for education at an early age.

ACKNOWLEDGEMENTS

I wish to sincerely express my gratitude to my supervisor, Dr MS Mabusela of the University of Zululand who has always been an inspiration through actions and words of academic advice and motivation.

I deeply thank my co-supervisor, Prof MAN Duma for allowing me to grow under his academic guidance. He made my study relaxed and developmental.

I owe my beloved wife Mngomezulu Goodness Nosipho, some expressions of appreciation for being an inspiration to me. She has been doing her own research along with me which made me not to want to be left behind. Her diligence made me focused and motivated to complete my own work.

My heartfelt appreciation goes to the SGB members of the schools sampled for the study, who shared their experiences with me and were open enough to make the study a success.

Most of all I would like to thank God for allowing me and giving me strength to undertake this study until this far.

ABSTRACT

This study was about the role awareness of school governing bodies in the recruitment of teachers in UMkhanyakude District. The objectives of this study were: to determine the role of the school governing bodies in the recruitment of teachers in the UMkhanyakude District, to establish whether the school governing bodies in UMkhanyakude are able to perform the task of teacher recruitment and to determine the type of challenges UMkhanyakude District SGBs encounter when recruiting teachers. This was a qualitative research study exploring how SGBs in UMkhanyakude perform their duties regarding teacher recruitment and selection. Purposive sampling was chosen. The SGBs were a target group from 10 schools that were sampled and 10 participants participated. Data collected revealed that there are many challenges the SGBs face in teacher recruitment and selection. The challenge of selecting appropriate teachers was seen as the root cause of all other problems encountered in this critical function SGBs are entrusted with. SGBs were able to point out areas of development like: the role each constituency has to play in the interview committee, the code of conduct for educators, training on recruitment requirements and the human relations and communication. Some of the recommendations made included that the District must provide tailor-make continuous training based on needs and demand. The study also recommend translation of recruitment documents to help them understand. It was also recommended that the appointment of principals should be delegated to the district and not to SGBs. Newly appointed teachers should serve on probation before their permanent posts are confirmed. It was recommended that similar research should be undertaken with a bigger sample and it should be expanded to embrace other districts to increase validity and reliability of results.

ABBREVIATION AND ACRONYMS

CV	Curriculum vitae
DoE	Department of Education
EEA	Employment of Educators Act
EHR	Electronic Health Records
ELRC	Education Labour Relations Council
HIV	Human Immune Virus
HOD	Head of Department
HRM	Human Resource Management
IP	Intellectual Property
KZNDoE	KwaZulu-Natal Department of Education
LRA	Labour Relations Act
MEC	Member of the Executive Council
MTT	Ministerial Task Team
NAPTOSA	National Professional Teachers' Organisation of South Africa
NATU	National Teachers' Union
NCS	National Curriculum Statement
NQF	National Qualifications Framework
OFSTED	Office For Standards in Education Children's Service and Skills
PGCE	Post Graduate Certificate in Education
PPN	Post Provisioning Norm
RSA	Republic of South Africa
SACE	South African Council of Educators
SADTU	South African Democratic Teachers Union
SAOU	Suid Afrikaanse Onderwyser Unie
SAPS	South African Police Service
SASA	South African Schools Act
SEM	Superintendent Education Management
SGB	School Governing Body
SMT	School Management Team
SMS	Short message Service
UK	United Kingdom
WIM	Women in Management

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CHAPTER ONE

INTRODUCTION AND BACKGROUND

1.1 INTRODUCTION

School Governing Bodies (SGBs) were developed to facilitate participation in education and to enhance democracy. In South African Schools the first SGB elections were held in May 1997 (Karlsson, McPherson & Pampallis, 2001). The SGBs carry the mandate of parents and the general public of the school vicinity. The National Development Plan's (NDP, 2011) intention to fight poverty, must be realised through participation of different stakeholders in educating the nation. One of the objectives of this study is to find out if SGBs of UMkhanyakude District are able to carry out their role in recruiting the best teachers. Stability in the staffroom is conducive to stability in the classroom. It is worth noting that, our SGBs in the area are mostly composed of people who themselves did not enjoy formal education. The Ministerial Review Committee Report (DBE, 2004) acknowledges that there is insufficient capacity concerning key dimensions of the work of school governance, such as managing accounts, appointing educators, developing policies in critical areas such as language, discipline, religion and the fee structure of the school. The document on National Norms and Standards for School Funding (DoE, 2000) states that before being allocated one or more of the functions, each school will need to show that it has the capacity to perform the functions. It is unfortunate that this condition does not apply to the function of staff appointment; it is only for section 21 functions. The all-inclusive statement in this document is the one that says members of the SGB need to have a clear understanding of important educational laws and policies.

1.2 PROBLEM STATEMENT

The researcher identified a skills challenge in the SGBs in UMkhanyakude District which might be as a result of the level of education most of the SGB members have. The SGBs were vulnerable and subject to manipulation by unions (News 24, 2014). This research seeks to discover whether there is a problem on staff recruitment, or not.

The present study attempted to answer the following research questions

- What is the role of SGBs in the recruitment of teachers in UMkhanyakude District?
- Are the SGBs in UMkhanyakude District equal to the task of teacher recruitment?
- What types of challenges do UMkhanyakude District SGBs encounter when recruiting teachers?

1.3 AIM OF THE STUDY

The main aim of this study is to establish whether the SGBs in UMkhanyakude District are aware of the role they are supposed to play in teacher recruitment.

One other area is to find out whether they perform accordingly.

1.4 OBJECTIVES OF THE STUDY

The objectives of the study were to:

- Determine the role of the school governing bodies in the recruitment of teachers in UMkhanyakude District;
- Establish whether the school governing bodies in UMkhanyakude are equal to the task of teacher recruitment; and
- Determine the type of challenges the SGBs in UMkhanyakude District encounter when recruiting teachers.

1.5 OPERATIONAL DEFINITION OF TERMS

The clarification of the key concepts follows next:

a. School Governing Body (SGB)

This is a statutory body of parents, educators, non-teaching staff and learners (from Grade 8 or higher) who seek to work together to promote the well-being and effectiveness of the school community and thereby enhance learning and teaching (Department of Basic Education, 2014). I will adopt the same definition in this study.

b. Recruitment

The process of finding and hiring the best qualified candidate (from within or outside of an organization) for a job opening, in a timely and cost effective manner. The recruitment process includes analyzing the requirements of a job, attracting employees to that job, screening and selecting applicants, hiring, and integrating the new employee to the organization (Business Dictionary, 2018). This is the definition I adopt in this study.

c. UMkhanyakude District

UMkhanyakude District is the most northern of the 11 districts of the KwaZulu-Natal province of South Africa. Its seat is Mkuze. It is a very rural district, the largest town being Mtubatuba in the south, with Hluhluwe, Mkuze, Jozini, Kwangwanase and Ingwavuma further to the North. This definition is adopted for this study.

1.6 INTENDED CONTRIBUTION TO THE BODY OF KNOWLEDGE

This study might contribute to the body of knowledge by adding new information on the role awareness of SGBs in the recruitment of teachers. The researcher believes that the challenges that are there in UMkhanyakude concerning recruitments of educators are experienced in other areas in the country, since there are other areas rural and poverty stricken like it. This research proposal can bring light even to other districts in the country. This proposal can also trigger the review of the Act (South African Schools Act) concerning the election of School Governing Bodies and the handling of interviews in schools.

1.7 RESEARCH METHODOLOGY

This research concerns behaviours during teacher recruitment by SGBs and unions. It is therefore an applied research type where information can be acquired qualitatively and quantitatively.

1.7.1 Research Paradigm

This research is based on an interpretive, qualitative paradigm as it sought to explore the role awareness of School Governing Bodies in the recruitment of teachers in UMkhanyakude District.

It was the most viable way of getting information by means of questions about ‘what’, ‘how’ and ‘why’. Most of the information was drawn from peoples’ experiences and attitudes’ on recruitment, their perspectives as SGBs, unions, district officials and principals. Qualitative research is subjective in nature and allows viewpoints of individuals in a subject. The researcher’s experiences, beliefs and values are incorporated into the research design and analysis of data as stated by (Ding, Lin, & Zarro, M 2012)

1.7.2 Sampling Procedures

Sampling refers to the process the researcher used to select a portion of the population for study (Palinkas, Horwitz, Green, Duan and Haqwook. 2015) According to Shama, Sirinivasan and George (1990) the sample has to be representative of the entire population. For the purpose of this study, purposive sampling was chosen because Cohen, Manion and Morrison (2011) believe that it is a sampling technique where participants are chosen, because of some defining characteristics that make them the holders of the data needed for the study. The SGBs are believed to possess the richest possible source of information to provide answer to the research questions.

1.7.3 Selection of the target population

The study targets a sample of ten schools (one person per selected school). The number of people taking part in this study is ten (10). It was deliberately the schools that had some interviews carried out in UMkhanyakude Education District.

1.7.4 Methods of data collection

In accordance with Cohen, Manion and Morrison (2011) interviews with open-ended questions were used for qualitative investigation, because they could provide rich and personal data, possible answers were unknown, and the study was exploratory. The chosen questions were appropriate to elicit participants’ views (the word ‘participant’ will be used interchangeably with ‘respondent’ in this study). Sharma, Sirinivasan and George (1990) assert that qualitative data usually involve direct interaction with individuals on one- on- one basis, or in a group setting. This was the method preferred for this research.

1.7.5 Data Analysis and Presentation of Data

According to Humble (2012) qualitative data analysis is done through content analysis. Content analysis is a procedure for the categorization of verbal or behavioural data, for purposes of classification, summarization and tabulation. In this research the researcher used the higher level or latent level of analysis, as he would have records of responses as well as what may have been implied. This latent level was used so that the researcher could analyse context to make sense of the data collected. Miles and Huberman (1994) define data analysis as consisting of three flows of activity that take place at the same time: data reduction, data display, and conclusion drawing and verification. As the above three streams of activity are interwoven, for the purpose of this study these activities were engaged throughout in a more cyclical way. In analyzing the data, the aim of the study was borne in mind, which was to determine the role awareness of the school governing bodies in the recruitment of teachers in UMkhanyakude District. This research used qualitative data collection as it would be conducted by way of interviews and observation. The data was collected from members of the interview committee as stated in 5.3 above where the target population was selected. The logistical support needed involves the granting of permission to do research. The District Director Department of Education was the person to grant the permission in writing. The university had to issue a confirmation letter for the study, to produce to the District Director Department of Education when seeking approval. The sampled schools had to be from all circuit clusters and from different circuits, so that a general overview was made. Appointments were made with all the people who would be involved in the research prior to the visit.

1.8 ETHICAL CONSIDERATIONS

Munro (2011:21) defines ethics as “a set of moral principles which is suggested by an individual or a group is subsequently widely accepted, and which offers rules and behavioural expectations about the most correct conduct towards experimental subjects and respondents, employers, sponsors, other researchers, assistants and students.”

The University Research Ethics Policy defines research ethics as the principles and practices that guide the ethical conduct of research. These should embody respect for the rights of others who

are directly or indirectly affected by the research. Such rights include rights of privacy and confidentiality, protection from harm, giving informed consent, access to information pre- and post-research, and due acknowledgement. Ethical conduct in research also includes the avoidance of inflicting animal suffering of any kind, and protection of the environment.

The researcher engaged with the university's policy and procedures on research ethics, and its policy and procedures on managing acts of plagiarism, and the participants understood the grounds of their consent. The supervisors and the researcher considered and discussed the ethical issues that arose from this research. The researcher therefore, determined to the best of his knowledge that the research does not fall into any category that requires special ethical obligation. Only individuals directly involved in SGB would be involved as participants in this study.

The letter seeking permission to conduct research would be forwarded to the schools identified and the Department of Education. The research does not create any conflict of interest, real or perceived.

The researcher had read the university policy and procedure on research ethics and its policy and procedures. Therefore I(the researcher) undertook to:

- respect the dignity, safety and well-being of the participants. I also respected anonymity and confidentiality;
- acknowledge attributed to others' ideas, designs and writing that were not originals;
- reference my work accurately according to my chosen reference technique;
- seek ethical clearance from the university of Zululand Research Ethics Committee to allow this study to progress;
- give each participants a consent form and cover letter that explains the purpose and nature of research;
- keep the information collect save and confidential;
- conduct the research and produce my dissertation on my own, subject to normal supervisory and collegial assistance; and

- disclose circumstances that could compromise ethical obligations to the university's ethical committee.

1.9 RESOURCES

This research has no special resource implications. Current resources were enough, and apart from the usual research and travel grants, no additional institutional resource allocation was required.

1.10 FEASIBILITY

This research did not pose any challenges in terms of infrastructural and financial resources, since fieldwork was conducted in one province and one district. Ten schools were sampled for this dissertation. In five of the ten schools, the researcher dealt with parent SGB members. No difficulty was anticipated in accessing information and permission was granted beforehand by the District Director.

1.11 INTELLECTUAL PROPERTY AND INNOVATIONS

The World Intellectual Property Organisation defines intellectual property (IP) as creations of the mind: inventions, literary and artistic works, and symbols, names, images and designs used in commerce. The researcher was also aware of the IP rights as set out in the Publically Financed Research and Development Act of 2008:

"Other than the usual copyright issues, the researcher is not expecting any special intellectual property rights to emanate from this research."

1.12 CHAPTER OUTLINE

This study will have five chapters, to be organised as follows:

Chapter 1: Orientation and background

This chapter speaks to the outline of the study as a whole: the motivation for the study, the problem statement, aim and objectives, definition of operational concepts, and elucidates the research methodology.

Chapter 2: Literature review

This chapter provides the literature review which covers the theoretical framework of the study. It also shares the viewpoints of critics regarding the topic of research viz.: the role awareness of the SGBs and the importance of the committee regarding their recruitment of staff in schools of UMkhanyakude District.

Chapter 3: Research design and methodology

This chapter broadly looks at the method of survey used to collect data from the respondents on the level of compliance to a policy in providing WBE for students.

Chapter 4: Data analysis and presentation

This chapter discusses the presentation of the findings of the field work, and the analysis and interpretation of data. The responses were categorised according to themes and verified by supplying relevant quotations.

Chapter 5: Summary, conclusions and recommendations

This chapter provides an overview of the findings of the study, conclusions and suggested recommendations.

1.13 CONCLUSION

Chapter one served as the introduction to the study and provided the background. The objectives and research questions were shared which guided the study. Sources consulted and views of critics regarding the topic of research were given. The importance of exploring the role of the SGBs was highlighted, since these members influence the selection of teachers and the quality education received by the learners in the long run. The next chapter discusses the literature review.

CHAPTER TWO

LITERATURE REVIEW

2.1 INTRODUCTION

The government had an assumption that decentralisation of teacher recruitment process would ensure improvement in schools, where those closest to the learners should be offered the authority to make key decisions (Parker & Leithwood, 2000). This concept of decentralisation originates from the belief that the state alone cannot control schools, but should share its power with other stakeholders, particularly those closer to the school, on a partnership basis (Marishane, 1999). It is from this idea that SGBs were formed in schools. Quan-Baffour (2006) emphasizes that SGB exercise their power in areas affecting school discipline, promotion, appointment, recruitment, selection and dismissal of educators. The responsibilities require the SGB to be familiar with legislation and government notices affecting personnel and labour in order to have better understanding of rules and principles. One of the major Acts to be promulgated since the advent of democracy is the South African Schools Act of 1996 (Regent Business School.2015). Regent Business School further posit that the SGB is set up as a central, accountability structure through which the voice of the parent is heard very distinctly. The Chairperson of the SGB must be a parent and the principal, although a member of the SGB is not allowed to run the SGB. This was made like this to ensure active participation of stakeholders in decision making.

The South African Schools Act, 84 of 1996 prescribe a number of functions the SGBs must perform as a way of support to schools for the benefit of the child. Manual 7 (Understanding School Governance DoE, n.d: 10) states that: “The cost of attracting and developing the right people is very high. It is therefore important for the schools to apply their minds very carefully when employing staff. If the wrong people are selected, it can become a very costly mistake and labour laws make it very difficult to dismiss an employee without giving fair reasons”. The alarming factor is that, in spite of having the majority representation on the SGB, many parents serving on the SGBs are reticent and rely on the principal and teachers for leadership and guidance in decision making. Karlsson (2002) ascribes this to parents’ weak or lack of understanding of their role, a

capacity deficit in the range of skills needed to perform governance functions and irregular attendance of meetings. Van Wyk (2004) concur that the shift to decentralized school governance and management require governor's, principals and teachers to develop a wide range of skills and capacity to deal with the complex issues and tasks. One would agree with Quan-Baffour (2006) that the general view to the shift to educational decentralization, redistribute, share and extent power and enhance participation by removing centralized control over educational decision making. The SGB is expected to be provided with appropriate training needs and receive copies of South African Schools Act (SASA) in their own languages and go for training on the content thereof by people in their local vernacular. This will assist members to have understanding of their expectation and roles expected to be fulfilled. A number of researchers, Van Wyk (2004); Beckmann and Prinsloo (2009); Heystek (2010); Sithole (2011) and Xaba (2011) echoes this sentiment that SGBs are not properly or not trained at all before they start with their duties and this manifest in problems such as unfamiliarity with meeting procedures, language used, managing large volume of papers, not knowing appropriate legislation, feeling intimidated by those who are knowledgeable and think they are only there to endorsing what others have already decided upon. It is on this ground that the principal ends up being tempted to overtake the chairperson and run the SGB meetings.

Hereunder is the list of what SGBs need to do which relates to recruitment of staff, as stated in SASA. They need to:

- promote the best interests of the school and strive to ensure its development through the provision of quality education for all learners at the school. This first function the SGB is expected to perform is already demanding insight on the side of SGBs to fully understand the vision the department of education is expecting schools to realize. They must be able to set their priorities straight, guided by the school needs. Recruitment of best educators is one of the important needs of every school;
- adopt a code of conduct for learners at the school. A better person to undertake this activity is someone who has experience of being a learner, which is not the case with most of our people in the SGBs in our area;

- support the principal, educators and other staff of the school in the performance of their professional functions. The recruitment of the staff that will assist the school to realise the vision of “a well-educated, skilled, and highly developed citizenry” (DoE Strategic plan 2015/16- 2019/20:26) is one other key support needed;
- recommend to the Head of Department the appointment of educators at the school, subject to the Employment of Educators Act, 76 of 1998 and the Labour Relations Act, 66 of 1995. It is actually this function in particular that worries much, because the uninformed decision on this function can lead to non-realisation of the vision of quality education and the acquisition of skills. The person to sit in the interview panel, when there is a post, must be someone who knows the curricular needs of the school.

It is opine that a person who has not undergone formal education cannot be a good judge to pick the most suitable person to be a school management team member that will assist the school to realise the Departments vision of “a well-educated, skilled and highly developed citizenry,” (DoE Strategic Plan 2015/16-2019/20: 26). The government manual, Managing a Self-Reliant School (Module 6: Employment, Orientation and Induction) page 6 says: “The school has more freedom in making these appointments, but of course the SGB should still keep within the law” (In terms of the Employment of Educators Act and the Labour Relations Act).

This accountability calls for a sound knowledge of the two pieces of legislation mentioned above, which is unlikely that SGBs in UMkhanyakude can afford. According to the Review of School Governance reports, 44% of participants felt that the skills deficit of SGB members weakens the effective functioning of SGBs (DoE, 2004:91). Regent Business School (2015:12) state that “To date SASA is not translating into empowerment of school communities or stimulating substantial organizational changes. Rather, the initiatives are serving to reinforce existing patterns of power and privilege in schools and in the broader society.” We have not yet reached the state as the country where we can say we are enjoying the fruits of the new legislation,

This means that SGBs need a workshop as a way to building capacity in the execution of their duties and the fulfillment of their role of support. The question that quickly comes to mind is whether such an exercise can bear fruits, taking into account the members’ level of education. This

research shall provide the needed information on whether the SGBs in UMkhanyakude are coping with the task they are supposed to perform regarding recruitment of staff.

This chapter is about literature review in dealing with the role awareness of the SGBs for their function of teacher recruitment and selection in UMkhanyakude District. UMkhanyakude is a deep rural Education District with a society that is dominated by illiterate people. By virtue of being parents these people end up leading governance in schools, in the area. This is in turn putting schools in the position of not being able to achieve their goals with ease. Schools in this area are allocated posts like schools in other districts. Van der Westhuizen (1994) posits that “Before a post can be filled it should exist. Matters such as pupil numbers, degree of subject differentiation, types of handicaps among pupils, and so forth, determine, among other considerations, the number and types of posts which will be created.”

Hevstek, Nieman, Van Rooven, Mosoge and Bipath (2008) and Sithole (2011) concur that the initial activity to be done by the school before a post can be created is that the principal is expected to do needs analysis according to the curriculum of the school, teaching load, the subject or learning area, administrative work, extracurricular activity as well as co-curricular activities of the school. This will inform the type of post to be advertised. Bush and Middlewood (2008) state that recruitment and selection needs to be considered not in the specific context of finding someone to do a particular job, but in the overall context of planning the human resource needs of the organisation. The researcher is fully behind this idea since the organisation must have the targets it wants to reach and objectives to achieve. This calls for a particular selection team that will have the targets and objectives in mind as it identifies and recommends a particular candidate for a particular position in the organisation. The SGB has an obligation to follow the procedure according to basic requirements for shortlisting, interviewing and selecting an applicant, though there may be some minor differences from province to province. The standard procedure is based on agreement reached in the Bargaining Council of the Education Labour Relations Council (ELRC 2002). It is required of the SGB to establish a selection committee which must include the following:

- One departmental representative (who may be the school principal) as an observer and resource person;
- The principal of the school (if he/she is not the departmental representative), except in the case where she/he is an applicant;
- Members of the school governing body, excluding educator members who are applicants for the advertised post(s);
- One union representative per union that is party to the provincial chamber of the ELRC (the union representative have the option of attending the process of shortlisting, interviews and the drawing of a preference list as observers).

In addition to the above, the school governing body may appoint additional members to the committee, who have expertise relevant to the particular post. However, the nominated person cannot vote if the decision is made to use a voting procedure as part of the selection process. Observers who are departmental representatives and union representatives do not participate in the process, except if they are of the opinion that the committee is not following the established procedure, or if they are of the opinion that the manner in which the process is being managed is flawed or prejudicial to some applicants. Their role even here is to raise their concerns and to ensure that they are noted.

They may not interfere with the process and their option for redress lies with an appeal to the provincial education department. The interview committee must appoint a chairperson and a secretary from amongst its members (Clarke, 2012). Globalisation, changing employment opportunities and shifts in the pattern of recruitment of school leaders are powerful forces for change. None of these change forces is as important as the moral purpose of education (Harris, 2008). This is true because education is one of the most important vehicles through which the ideas and ideologies can be filtered into the society. This is the reason why the government must determine the curriculum to be delivered in each grade. Introduction of new legislation, which includes the Constitution, the Labour Relations Act and the Schools Act demand new perspectives.

This chapter intends to discover whether the School Governing Bodies in UMkhanyakude are equal to the above-mentioned task, where they would have the targets and objectives of the school

as an organisation in mind when doing recruitment, selection as well as appointment of staff. Barr and Parrett (2007) posit that those who are well educated have access to the richest economic system the world has ever known. For those who lack education, the door of opportunity is ‘slammed shut’. Education is directly linked to increased economic development, productivity and individual reward (Nelson, Palonsky, & McCarthy, 2007). This calls for a serious consideration of those who must take part in the recruitment of staff.

This chapter will be divided into four topics: the role of SGBs in the recruitment of teachers in UMkhanyakude District; the SGBs’ awareness of their role in the recruitment of teachers in UMkhanyakude District and the operation of the SGBs in UMkhanyakude District and the way they perform their task of teacher recruitment. Challenges SGBs experience are also discussed regarding the schools in the UMkhanyakude District when recruiting teachers.

2.2 THE ROLE OF THE SGB IN RECRUITMENT OF TEACHERS

Sound school governance and community involvement ensure the prevalence of the culture of learning, teaching and service (Regent Business School, 2015). The role any SGB must perform in the recruitment of teachers must be guided by policy and regulations so that a standardised performance can be expected. To get to that we need to develop an understanding of what recruitment, selection and appointment are about. According to Bush and Middlewood (2008) recruitment is the process by which people are encouraged to apply for employment at an institution and are subject to selection processes through which the best person for the particular post is chosen and offered employment. Appointment is the final agreement in which employer and employee commit themselves to the contract of employment. Van der Westhuizen (1994:245) states that “the attractiveness of the post package (financial remuneration, fringe benefits, working conditions, opportunity for promotion and potential work satisfaction) will influence choice.” Furthermore, Van der Westhuizen posits that personnel selection seem to be the most critical link in the chain of activity involved in the filling of the post. He further speaks about the existence of only two choices: accepting or rejecting an application. In both cases the choice may be correct or may be wrong. The candidate with the highest predictability with regard to successful performance in the post is recommended for the position.

In the United Kingdom (UK) good governance is often described as ‘challenge and support’, and it is the challenge aspect that the chief inspector is focusing on. Governing boards have three main areas of responsibility in which to exercise support: finance, educational performance and school strategy. Knowledge and skills are key to the success of the governors. They also rely much on obtaining information from the principal. They admit that in its complexity and range of responsibilities, governorship is a daunting role, especially for people without a background in education. Governing boards are part of the accountability structure of schools, holding the principal and teachers to account (OFSTED, 2013).

In the UK they claim that the education system is highly autonomous and requires that amateur governors receive good advice when appointing a new principal (Dunford, 2015). To them there is no other function as important as this one. Since their governing bodies are too often formed on a representative basis, just like ours in the RSA, with little or no attention given to the range of skills at the table, their successful governing bodies carry out a skills audit using the National Governors Association model. Hereafter schools then try to recruit governors to fill the skills gaps. To them governance in schools is a serious business. Some companies, such as BP and John Lewis, encourage their staff to become school governors (Dunford, 2015).

Principals are highly valued in the UK as they are seen as having influence on a school's success. OFSTED (2013) has released an annual report where it stated that principals have more opportunity than ever before to shape and plan for the future of their schools. To them the importance of recruiting a high quality principal with the right expertise, skills and values has never been higher. To governing bodies therefore, recruiting a principal is arguably the most significant responsibility they will ever have. According to Department of Education (2008) in the manual *Understand School Leadership and Governance in the South African Context*, the principal in the core purpose of leadership, is seen as the leading professional in the school. They work with the School Management Team and other members within the School's community and in partnership with the SGB. The DoE further holds the principal accountable for the creation of a safe, nurturing and supportive learning environment, which facilitates effective teaching and learning. It is further stated that the principal, working with and through others, is responsible for

building relationships between the school and the wider community. Regent Business School (2015:49) posit that “to work as well as possible with your community, you need to understand their background, their experiences, hopes and fears. Once you understand the context within which the community operates, you can use this knowledge as a tool to involve the community more actively in school processes and structures.” DoE (2008) further state that principals have the overall responsibility to encourage the building, development and maintenance of partnership between the school and its wider community to the mutual benefit of each. In leading and managing the learning school, the principals (with the SMT and others) have a primary responsibility to promote a successful learning culture within the school and to develop the school as a learning organisation. At the heart of the principals’ role is a fundamental responsibility for the management of the curriculum, the enhancement of the quality of teaching and learning and the raising of the level of learner achievement. It is further stated that the leadership and management of the learning school focuses directly on the principal’s responsibility for the creation and maintenance of a learning culture for all learners and staff. This is achievable through ongoing monitoring and evaluation of learning outcomes and a commitment to continuous improvement. In this document it is further stated that, to mention a few, the principal needs to have knowledge about: The National Curriculum Statement (NCS) and the values and goals which shape it; Using technology to support teaching, learning and assessment; Accessing and utilising resources to support teaching and learning; Practices of effective teaching and learning which support the delivery of the National Curriculum Statement. The principals’ actions should show they are able to: demonstrate and model a personal commitment to learning and the maintenance of high standards, challenge under performance ensuring appropriate corrective action and follow-up, facilitate the ongoing monitoring and evaluation of all classroom practice, ensure that educators have opportunities to access quality professional development in order to improve their teaching.

Coastal, rural and faith schools are struggling to attract high quality applicants into principal posts. Factors leading to this are geographic, lack of opportunities for collaboration with other schools and leaders, the perceived pressures of the job and lack of an inspiring vision set by governors (Paine, 2016). This is typical of the South African deep rural schools, like UMkhanyakude schools. SGBs need to understand the dynamics of the school they serve. They need to start branding the

schools in a way that will attract applicants from afar. A well branded school will always be able to attract quality employees from all corners of the country. The SGB should therefore, be composed of people who will have some marketing skills for the school to stand tall in society.

In countries where responsibility for budget management has been passed to the individual schools or colleges (including the UK, New Zealand, Canada, Australia),decisions on recruitment and selecting staff are made by their leaders and governors (Bortz, 2012). This is a very good approach, since it gives full autonomy to the people who understand the school circumstances better. This approach cannot be relevant to areas like uMkhanyakude as it has a huge demand on capacity on the side of school governors in areas like financial management and a deeper knowledge of laws and regulations around the issue of school management and governance. The quintile ranking of schools can have an advantage in this area of capacity on the side of SGBs. If our government can explore whether the full responsibility of budget management can be given to SGBs with capacity to fully manage teacher recruitment, selection and appointment as done in the above-mentioned countries, can have an impact on quality curriculum delivery and quality results as such. SGBs would need to have powers to eliminate staff that does not perform. The SGBs in uMkhanyakude as a deep rural district, dominated by illiterate members with low quintile rankings, will then remain with the system of centrally monitored recruitment, selection and appointment of staff.

Moloi and Bush (2003) describe how recruitment is carried out ‘centrally’ in South Africa through the provincial education departments. Schools notify the employing department of existing vacancies, together with some basic specifications of the posts. In turn, the employing department is responsible for advertising all vacant posts in a Gazette, bulletin or circular and prospective applicants apply directly to the department, using departmentally determined application forms and standard forms for the curriculum vitae. Furthermore, it is the employment department which handles the initial sifting of applicants for all posts in order to eliminate applications which do not comply with the basic requirements of the post(s) as stated in advertisements. Once this process is completed, the employment department passes the remaining applications to schools, where the School Governing Board members are the key people responsible for final selection. The principal of the school represents the employment department at this stage as the resource person. In cases

where the post to be filled is the principal's post, the circuit managers or their representatives come in to represent the employment department, taking the role of a resource person. The SGB appoints a sub-committee called an interview committee to carry the selection process out on their behalf. The interview committee will finalise its job by bringing their recommendations to the SGB for ratification purposes. The SGB will then take the process over from here. They will sign it off and send their final recommendation to the employment department to make an appointment.

It is at the level of the interview committee where most gaps are identified. Unfortunately it is also at this level where the real candidate selection takes place. The function of the SGB as stated in the South African Schools Act 84 of 1996, which is to recommend to the Head of the Department the appointment of educators at the school, is not accompanied by any standard or qualification. An individual must have to be appointed in the interview committee that will do teacher selection. This then warrants even the people who did not get the opportunity to education to be part of the selection committees only by virtue of being SGB members. The SGBs in uMkhanyakude are normally composed of these people. It is they who end up being interview panel members.

This study intends therefore, to find out if they really understand the role they are supposed to play in order for the schools in uMkhanyakude to be able to realise the vision of `a well-educated, skilled and highly developed citizenry` (KZN DoE, 2010).

The professionalism in education is compromised if staff selection is left to be carried out by lay people chosen without any set requirements addressing relevant skills. The Ministerial Task Team (MTT) (2016), on their recommendations for strengthening the education system, posit that in the Employment of Educators Act, the Head of Department is the employer of Educators, and it is a delegated authority which comes with responsibility and accountability to relevant government structures like the MEC, Minister, Legislature and Parliament. The current structure, namely the SGBs, that are empowered to appoint educators, are not accountable to any of these structures and therefore, it is important to review the current process.

The HOD should therefore, be able to delegate some of the responsibilities to districts with specific conditions attached in order to maintain a certain level of control. Since there is nowhere in any provision in the education legislation, where SGBs are required to account for their crucial role in

the recruitment of educators, this creates problems when officials are required to account for outcomes of processes where they are supposed to act only as resources and not decision makers.

I fully agree with the MTT on the above-mentioned issue, and wish that their recommendation to be considered in the light of their responsibility to be involved in decision making. There is an argument that SGBs have been given the responsibility to make decisions about their schools so as to preserve the values and norms of the community. One would always argue as to how much influence community values and norms have on quality education and the attainment of quality results. Van Wyk, (2004) states that an amendment of the SASA allows all public schools (the SGBs) to employ additional educators to supplement the numbers of those allocated and paid for by the provincial departments of education as long as the school raises funds for the remuneration of the additional educators. The element of 'raising funds for remuneration' causes this amendment to be challenging to most of uMkhanyakude schools, as it is a poor, deep rural District. The no-fee status of most of UMkhanyakude District schools is greatly appreciated by school communities. Most parents are unemployed and unemployable, depending on social grants as their source of income.

The role of the SGBs in the recruitment of teachers in uMkhanyakude District should therefore, be understood under the consideration of the factors discussed above.

2.3 THE ROLE AWARENESS OF THE SGBs IN THE RECRUITMENT OF TEACHERS

The school is regarded as 'Organ of State' in terms of section 239 of the Constitution and is therefore, bound by the democratic principles and values as they appear in Section 195 of the Constitution. The Governing Body stands in a position of trust (*Fidei Commissum*) towards the school. This means that a relationship of trust exists between the school and its Governing Body. Members of the SGB should always have the best interest of the school at heart as they perform their duties. The SGB acts as the functional body of the school, since the school is the 'Organ of State'. Governing body members should be well appraised regarding this so that they may know the impact of their decisions to the school. Their decisions must therefore, be informed. It is the SGB that defines the character of the school. The SGB must have input on policy development,

the kind of learners they admit, the kind of teachers they recommend for the school and they spell out the character of the school (Davies, 2005). The above responsibilities demand that the SGB be knowledgeable. Van der Westhuizen (1994) posits that personnel selection is the critical activity in the filling of posts. He mentions the purpose of selection as intended to make the best choice from the possible alternatives to enhance the likelihood of making a successful appointment. That is the level of operation hard to find in SGB found in deep rural communities like UMkhanyakude. This will then cripple them in role awareness of their function of teacher recruitment and selection. He further talks about two choices -accepting or rejecting an applicant, where in both cases the choice may be correct, but it may also be the wrong one. He further states that one other pitfall of an interview is that it does not establish whether the person can teach or not. This is true, because accomplished teachers maybe unable to express themselves during the interview, and an ineffective one could be smart enough to convince the panel. To try and work around this challenge van der Westhuizen points out the issue of scrutinising the application form in detail like level of training, applicability of training and experience and identity of the previous employer. This information must also be verified so that it can be confirmed or rejected. He even suggested a brief, well-structured discussion of the candidate in order to form an objective total image of that candidate.

This then means that the SGB must be comprised of people well developed, who will be able to look deep into their choices of decisions they make for the school they serve. Life and death of the school is in their hands. Their decisions determine the academic results of the school. The question therefore that stands to be answered is whether the SGBs in UMkhanyakude are aware of their role in teacher recruitment. The government has entrusted the SGB with a huge responsibility of deciding on the kind of future generation of the society. I say this because the teachers in the school (recommended by the SGB according to the Employment of Educators Act 76 of 1998) are having a fair share in the upbringing of the young people who will be the face of the society in the near future. The kind of the teachers SGBs employ determine the kind of future society that is created. Role awareness and role implications are paramount to the SGBs as they embark on teacher recruitment and selection. Granting of powers to the SGBs (South African Schools Act, 1986) was

done without putting a distinction on the qualities these parents/guardians must have, that will qualify them to carry out this kind of a function.

Role awareness calls for research and digging of information on the subject at hand (van der Westhuizen, 1994). SGBs need to do the same on the subject of teacher recruitment and selection, although this can be a challenge under the socioeconomic condition of the UMkhanyakude SGBs. They need to research about teacher recruitment and selection. They need to be well versed with the legislation guiding this process. The researcher concurs with van der Westhuizen as he suggests that research must also be done about candidates that apply for each post, so that informed decisions can be made on who to recommend for which post. It is therefore, not any SGB member that can be the member of the interview committee. The level of education for the SGB members automatically falls into play. According to Mabusela (2016) illiteracy among members of SGBs, especially in the rural areas, may contribute to or preclude parents from accessing relevant management information from the principal.

The question that automatically springs to mind is where one can find the kind of parents in an area like UMkhanyakude who will have the capacity to perform satisfactorily.

Regarding legislation, there are two types of appointments which may be made at a school. Firstly, most educators are recruited by the SGB and are then recommended to the Head of Department who is responsible for taking the final decision about whom to appoint (Gina, 2006, Smith, 2007 & Sithole, 2011). Recommendation made by the SGB has to be in line with the provision of the Employment Equity Act (EEA) 79 of 1998. The process has to be in line with provision of the legislation. Furthermore, Sithole (2011) posit that the importance of ensuring that proper selection process and procedures are implemented cannot be over-emphasised as this is an important step towards attaining the set goals. The Department will “sift” the recommendations, and make the final decision whether the educators are appointed. Deacon (2013) argues that factors that should be taken into account when making appointment include the candidate’s ability, the principle of equity, the need to redress past injustice as well as the need for representivity. After appointment, these persons will be paid by the department. Secondly, there may be some educators who are selected by the SGB, and who will be paid by the SGB (EEA, 76 of 1998). The school has more

freedom in making these appointments, but of course the SGB should still keep within the law (in terms of the EEA and the LRA). In its dealings with staffing issues, the SGB needs to be fair and transparent. The South African Schools Act (SASA 1996) established each school as a “juristic person”, that is an autonomous legal body which can sue or be sued. The law outlines very clear limits to the responsibilities and powers of schools as employers (EEA, 76 of 1998). The SGB’s efficiency depends on whether they understand this legislation. It will always be a challenge for those that were previously disadvantaged.

When appointing candidates, the SGB needs to be clear about the features of the job to be filled. They need to draft a job specification describing all the tasks to be done. The second thing is to now look at the features of the person they are looking for in relation to the kind of job, the skills, values, knowledge and experience required in the person to be appointed. This duty of the SGB must be done by a sub-committee (selection committee or interview committee) which must be accountable to the whole school community about the appointment (van der Westhuizen, 1994).

The SGB must see to it that the candidate they recommend for employment has the vision for the school. The vision as defined by Caldwell and Spinks (1993) is the mental picture of a preferred future for the school, by its leadership. They further state that vision may be communicated in a number of ways. Some will be formal in nature, in words, both oral and written. The implication is that leaders in the school should take every opportunity to bring the vision to the attention of others. Actions are powerful symbols for communicating the vision and values in an organisation. Ordinary day-to-day choices of the teacher spell out the values of the organisation. Davidoff and Lazarus (2002) cited by Regent Business School (2015) state that norms and values are the cornerstones of school culture. Regent Business School further state that a school’s values set the tone for school culture. Culture in turn is the way in which values (and norms and vision and mission) are made real in a school community.

A good leader must inspire the followers and must empower them so as to achieve expected outcomes. Extensive school-based professional development programmes are expected from a leader to shape the school towards sustainable achievement of good results (Caldwell & Spinks, 1993). The principal as an academic leader should place emphasis on vision, autonomy, courage,

and empowerment of others, strategic planning and development of the individual. Consistency in school functionality is achieved when a school manager is upright and consistent in decision making as well as in treatment of staff. Identifying this kind of a leader demands the SGBs to know their story on recruitment and selection.

Van Deventer and Kruger (2003) posit that when staff needs are known, steps can be taken to recruit potential candidates to fill the posts. To acquire suitable manpower, consideration should be given to the following:

Internal sources: This source consists of people who are in education and are connected to a certain school, as well as recommendations by staff members of the school or by people who are known to the principal. It has been stated by van Deventer and Kruger (2003) that the advantages of recruiting from inside include the following:

- Cost savings;
- Fewer orientation and training problems;
- Assessment of the candidate is facilitated because information about the applicant's abilities, job performance and potential has been collected over the duration of his or her term of service and by means of the development appraisal programme; and
- It instils deeper loyalty and encourages staff to work harder for potential promotion.

Having identified the advantages thereof, van Deventer and Kruger identify certain disadvantages to recruitment from inside, and these include the following:

- The school may stagnate because current members of staff tend to think in the same way as their predecessors did;
- It limits diversity and the inflow of new ideas, knowledge and approaches, whereas there is a need for constant variation in the skill, qualities, viewpoints and backgrounds of candidates;
- It can, particularly where promotion posts are concerned, lead to interpersonal competition among colleagues, which has an adverse effect on their cooperation in the interests of the school; and

- It can affect the school adversely if staff of a lower quality are promoted from within, while potentially better candidates are ignored.

Van Deventer and Kruger (2003) assert that these are generally used when it is customary for vacancies, especially those on the level of first appointment, to be filled from outside the school. They include the following:

- Tertiary training institutions;
- Application forms on record;
- Already qualified educators who are not employed in the profession; and
- Educators employed at other schools.

It is crucial that the SGB should be conversant with these options including their advantages as well as disadvantages when embarking on their duty of teacher recruitment and selection.

Van Deventer and Kruger (2003) further clarify the process of selection as consisting of the following steps:

Step 1: Identify general and specific criteria that apply to the post.

The characteristics and qualifications with which candidates should comply are identified and defined as criteria. Characteristics here would be general and qualifications are specific.

Step 2: Gather information about the candidate.

Information can be collected from the application form, references, recommendations and the curriculum vitae. These documents should be carefully studied so as to determine whether candidates meet the requirements. Research about the candidates and detail regarding background history can also supplement the information.

Step 3: Apply combinations of selection techniques.

Those candidates who have best met the selection criteria and requirements are involved in this phase. The selection interview, for example, is designed to supplement missing information, to get

to know more about the candidate, and to weigh the candidate against the selection criteria. It also gives the verification of information that appears in the application form and the CV.

Step 4: Evaluate information and assess applicants.

The total information package of each candidate is analysed. Profiles of the candidates and the assessment reports are measured against the post requirements. Each member of the selection committee should assess the candidates independently and place them in an order of preference.

Step 5: Take a selection decision.

The decision is based on the outcomes of the interview analyses sheet. Members of the interview panel should not influence each other. They sit apart as they work.

Step 6: Offer of appointment.

The written offer of appointment by the Department of Education is the document that tells who has been officially appointed and ends the selection process. This is informed by the recommendations of the selection committee.

In leadership positions schools need people who will understand that it is in management where the heart of performance in an institution lies. Motivating people to get results through them, is central to the purposes of management. On top of developing the skill to work well Evenden and Anderson (1992) suggest the need to look for ways to develop the will to work well.

Riches and Morgan (1989) posit that of all the resources at the disposal of a person or an organisation, like the school, it is only people who can grow and develop and be motivated to achieve certain desired ends. The achievement of set targets for the organisation is in their hands, and it is the way people are managed (by the principal the SGB has selected in the case of a school), which is at the heart of Human Resources Management's (HRM) duties and optimum management.

Schools as organisations need people in management who engage in some type of creative, spontaneous and innovative behaviour. These are people who have to get to grips with how people are stimulated to participate and be productive at work. Attention here is drawn to how

management can best motivate employees to achieve the goals of the organisation. Personnel development programmes, that a good principal will always put in place, have come to the fore to help to provide a continuing reservoir of well trained and highly motivated people (Riches & Morgan, 1989). Lerotholi, (2001) cited by Sefeane (2013) post that access to basic education for all and the provision of adequate number of people with appropriate occupational, technical and managerial skills (to cater for manpower needs in the modern education sector) are the two most important aspects of education policy in Lesotho. This gives a picture of how important it is, even in other countries, to recruit the best teachers.

It is during recruitment and selection of management staff where the life of the school is at stake. A wrong selection can cost the school a long lasting problem, since it is impossible to reverse the appointment to a post after seeing the true colours of the incumbent.

2.4 THE WAY THE SGBs PERFORM THEIR TASK OF TEACHER RECRUITMENT

The operation of the SGBs in the UMkhanyakude District remains obscure, because our system has already responded positively by granting SGB powers to perform this function. One would therefore, argue on the basis of challenges encountered as to whether they are enough to judge the SGB as not being successful to execute their given task. Intensive capacity building and support to the SGB by the provincial department falls into play. It is not every principal that knows they have the responsibility to train the SGB on what and how to perform. In schools you can hardly find evidence of any training that has ever taken place for SGB. The Department has developed some documents principals can use to develop their staff and the SGB. Such documents include: Towards Effective School Management (Manual 1 to 9 developed by Naicker & Waddy, 2003) and Managing a Self-Reliant School (Module 1 to 6, prepared by Department of Education, 1999) to mention a few. It only rests with the principal of an individual school to take the responsibility and develop training programmes. The department has also had some training sessions arranged under the directorate of school governance, where in the evaluation forms the issue at the end would require that the people trained must indicate areas where they still need capacity. This serves as the premise on which further training could be developed. The bulletins advertising posts are also used as documents for capacity building for the SGBs. The only SGBs that stand a chance of

being trained though are those whose schools appear in the bulletins. This is always disadvantaging those without posts advertised. The principal as an accounting officer in a school is the one who is supposed to train SGB members on their duties. This includes the duty of recruitment and selection of staff.

The term of office of the SGB members become an obstacle again in determining timeframes for capacity building and support. By the time the SGB members who have been trained are to give output, their term of office lapses. Clarke (2007) posits that after you have managed to get the SGB working together as a good team, an election comes around and you are forced to start the whole process over again as a new group. There is no intensive capacity building and support that would be expected to have been undergone and output displayed within this limited space of three years. Training thus becomes fruitless, if the trained group has to leave office without displaying acquired skills. The South African Department of Education does mention that there is a need for capacity building in section 19 (RSA, 1998) as a competency of the provincial government.

UMkhanyakude is one of the socioeconomic communities where educators are seen to be the most highly qualified people in the area. This is why unions seem to easily manipulate the SGBs and make them to dance to their tune when it comes to teacher selection and recruitment. SGB members need to have full understanding of the South African School Act with powers and responsibilities it affords them (Republic of South Africa, 1996).

This study wanted to discover whether SGBs in uMkhanyakude have mastered the knowledge, skills and ability they need, to make decisions without fear and succumbing to intimidation by those who see themselves as affluent with policy and prescripts around the issue of staff recruitment and selection. Capacitated SGBs will be firm on their decisions and not be intimidated by challenges on fairness and validity. When the need arises they have to substantiate their decisions with policy and guidelines on issues of contestation. It is also frustrating to know that the people who are made to decide on the fate of teachers, are the people who have no knowledge of the teaching career. SGBs will then be tempted to choose people they know without considering capabilities versus school needs. Clarke (2007) states that a principal must do the homework prior to board election to ensure that parents who stand for elections of high calibre. The principal must

ensure that people elected are those who have the best interests of the school at heart and they have the insight, skills and knowledge necessary to fulfil their governance functions. This idea by Clarke is totally opposite to the reality of the process as laid down in the election guidelines, where the principal must not even come near the venue where elections are held. A neutral electoral officer is appointed to run the process as a way to try and avoid lobbying and interest by the principal (DoE, 2009).

This is further hindered by the kind of a pool of parents who are to be chosen in poor socioeconomic societies like uMkhanyakude. Even if lobbying by the principals can be allowed, they will not be able to get enough candidates for elections and the problem of skills, knowledge and best interest of the learners remain unresolved, thus, quality education is compromised. Some schools are lucky to have people from the society who are public servants to be members of the governing bodies representing the parent component of the SGB. Problems of recruitment and selection of staff in such schools become minimal. This is a very scarce breed in poor socioeconomic societies like uMkhanyakude, which can be measured into a percentage of schools less than five, if five is not too high. Barr and Parrett (2007: 7) state that “Those who are well educated have access to the richest economic system the world has ever known, for those who lack education; the door of opportunity is slammed shut.” Education offered to children under such disadvantages must be made to transcend the socioeconomic challenges facing the school governors in the society. Staff development sessions must bridge the gap observed during staff recruitment and selection. The challenge is whether staff development can ensure character transformation and permanent behavioural change to an individual.

Another area of concern is whether the SGBs are able to follow the guidelines that need to be followed during the processes of shortlisting and interviews (Clarke, 2012). These guidelines include:

- The criteria used must be fair, non-discriminatory and in line with the Constitution of the country;
- The curricular needs of the school be considered;

- The obligations of the employer towards serving educators (which are always laid out in the bulletin); and
- The list of shortlisted candidates for interview purpose should not exceed five per post (unless there are inevitable conditions).

The above guidelines are then followed by the types of questions that must be formulated during the interviewing of candidates by the SGB (Clarke, 2012). They need to understand that questions need to be formulated considering the following types:

- General questions;
- Probing questions;
- Challenging questions;
- Competence questions;
- Projection questions; and
- Supplementary questions.

Clarke (2012) further states that questions must show variation across the above-mentioned types. Consideration must also be given to the:

- Relevance of experience to the school grade or phase;
- Relevance of subjects the teacher was trained in, to school needs; and
- Relevance of the candidate experience to the post in question.

In terms of Section 9 of the Constitution of the Republic of South Africa, unfair discrimination against employees or job applicants on the grounds of race, gender, sex, pregnancy, marital status, family responsibility, ethnic or social origin, colour, sexual orientation, age, disability, HIV status, religion, conscience, belief, political opinion, culture, language and birth is prohibited. The concept of “unfair discrimination” was analysed by the Constitutional Court in *Prinsloo vs Van Der Linde*, (1997) and defined as treating persons differently in a way which impairs their fundamental dignity as human beings who are inherently equal in dignity.

These are all aspects the SGBs must understand, so that they can be considered equal to their task of teacher recruitment and selection. Workshops can be done, but it remains a question to be answered if it is possible to train a person who has never been exposed to formal education. It is actually in education where consideration of professionals for employment is in the hands of the general commuters. It is in generations to come where the members of the general public will have been through formal education to a certain extent.

2.5 CHALLENGES SGBs ENCOUNTER WHEN RECRUITING TEACHERS.

The socioeconomic state of the society seems to be the founding basis of all challenges SGBs are likely to encounter. Here underneath the researcher mentioned some of the challenges SGBs in UMkhanyakude encounter.

Bulletins (for instance where in posts are advertised) are produced in English. It is the school management's duty to see to it that SGBs are trained on what to do. Development and empowerment are the duties the principal has to carry out. The SGBs must be able to understand bulletins before they can start implementing them. The SGB's level of education therefore, becomes a first challenge.

The second challenge pops in as the applicants use English when they apply. The people dealing with applications at the school level must understand that what they are dealing with. These SGBs need to look even for mistakes in the completion of the Z83 form used by public servants to apply for jobs. The curriculum vitae form was also developed in English. This is the document that they will have to use when scoring candidates during shortlisting. This is why the SGBs end up not considering the competencies and abilities of candidates, but rather prefer the person they know in their vicinity. The quality of education children must acquire will then be compromised. Harris (2008) in *Distributed School Leadership* posits that globalisation, changing employment opportunities and shifts in the pattern of recruitment of school leaders are powerful forces for change. None of these change forces is as important as the moral purpose of education. That is why most of the selection processes are challenged by teacher unions on the issue of SGB's preference.

The above-mentioned issue gives rise to the next challenge, that of the lack of confidence on the side of the SGBs. This is caused by seeing their way of operation being challenged by teacher unions. Some SGB members have even become reluctant to be part of the interview committees. Some SGBs end up referring the process back to the district or circuit stating that they lack capacity. Those who do not take this route end up being directed and guided indirectly by teacher unions as they always succumb to their proposals and demands. Xaba (2004) posits that challenges in school governance can also be as a result of appointment of blame among themselves as well as the special nature of most prescribed functions themselves. One of the biggest challenges of the SGB is the capacity and the ability to govern. Lack of capacity makes the SGB not to be aware of their powers and muscles. These create the opportunities for the SGB to be manipulate by the management of the schools they serve. They even get intimidated by competition to perform well amongst themselves. In most cases, after developing mistrust amongst each other, they tend to put their faith and trust in unions even more than they would in the departmental nominee, who is the principal in most cases and circuit managers at times. The initial reason of widening participation is compromised through people who capitalise on the ignorance of the SGBs in terms of legislation regarding the function in question, of the SGB (EEA, 1998).

Principals as departmental nominees would at times not also be morally upright. They at times have their own agendas (News 24.2014). They would want the SGBs to fulfil their interest. This manifest in the form of choices of the candidate not based on the curricula needs of the school, but on some hidden agendas. The EEA of 1998 section 6 states that “the appointment of staff is a matter of partnership between the governing body and representatives of the employee organisations, who act as observers in the interviewing process.” The participation of these parties is aimed at affirming both transparency and democracy of the interviews and ensuring that the applicants for the posts are afforded fair, just and equitable treatment. The status of an observer and that of a mark scorer is not the same. The intention of the EEA that all applicants are afforded fair, just and equitable treatment is never fulfilled if the actual scorers in the interview have their own favourite candidate. Observers can try to sway the outcome, but it will look at the end as if it is they who want to ruin the selection process. The SGBs (who are the scorers) are the key people in the appointment of teachers into senior positions. It goes without saying then that SGBs need to

undertake serious training and capacity building to be able to serve in this function in the best interest of the school. It is this training that is sometimes made unrealistic if not built on educational foundation the individuals in the SGB has. This is a challenge on its own.

Policy interpretation will of course be another challenge to SGBs. Some are very stubborn in nature such that they would not want to take even the advice of the departmental nominee on issues. What suits them is what goes. There are for example SGBs who do not believe a woman can be given a leadership position, like being a principal. No matter how the female can express herself in the CV or in the interview, she would not be considered for a senior post. Affirmative action policy would thereby be discarded. In van der Westhuizen (1994) it is stated that one of the respondents who participated in the Oregon investigation and had, shortly prior to this, accepted a post as a school principal, was of the opinion that women have to be unusually qualified and have to work twice as hard than the male aspirants to have the same promotion opportunities. In van der Westhuizen (1994:544) it is stated that: “Although women cited issues such as race, age and experience, the issue of their gender was clearly paramount. When they sought experience, their sex became a factor, when they sought jobs, the lack of experience was brought up... the main hurdle for female aspirants... was their gender.” Van der Westhuizen (1994:544) posits that “Reasons offered for the under-representation of women often rest on the stereotype presuppositions and generalizations that women do not aspire to promotion or management positions, the onus thereby being placed mainly on women themselves, or ‘a blame the victim’ approach.” This cannot always be the case. There are different kinds of barriers which van der Westhuizen (1994) classifies under the dichotomy of intrinsic and extrinsic factors. There is for instance an insightful statement in van Der Westhuizen (1994:548) that: “women will therefore wait to be chosen, discovered, invited or persuaded to accept a promotion position. This is referred to as the Cinderella Syndrome whereby women feel unworthy for leadership positions unless their competency is discovered by someone else.” Furthermore, Edgehouse (2008) and Morillo (2017) argue that most of the time women encounter challenges when they are supposed to be shortlisted especially for leadership position as there are stereotyping, lack of collegial support from other women panelist, gender, racial discrimination or family responsibilities. To me this is the lack of self-confidence which can be corrected through motivation and mentoring. “Once they have a leadership position, practice and

the quality of their work proves that the confidence in them is seldom misplaced” (van Der Westhuizen, 1994:549). This means that in the education system, results can be well decorated by putting females in leadership positions, which is still a huge shortfall.

This is not the problem experienced in schools at UMkhanyakude district only, but a general issue that still needs to be addressed by way of acting on it by getting more and more females considered in senior positions in the education system and beyond. Van Der Westhuizen (1994) for instance mentioned that there are informal networks that are developed as by-products of membership of men’s organisations and clubs, all sorts of citizens’ associations and sports clubs. These networks are dubbed “good old boys” networks in the American literature and they make use of a solid system of mutual awards (“cronyism”) and purposefully promote each other’s promotion interests (“king making”).

During interviews some SGBs would want a candidate to state a point and interpret it in the vernacular as a way to accommodate them. Some would not be able to manage time allocated per question if given the task of being timekeepers.

My view around this issue where the SGB is supposed to perform a duty which seems to require skill they do not have is that, whenever there is a bulletin issued, the SGB members undergo training where after a screening be undertaken to test their understanding of the job. Legislative mandates like the Employment of Educators Act, Employment Equity Act, and Resolution 11 of 2007) and other relevant documents, can be used to develop the training and screening tool. This will serve to ensure there is no one who feels unfairly discriminated if not considered part of the interview committee. It will also enhance the issue of skill in performing this critical task which carries the lives of the children who are the hope of the future in the society. The SGB must understand their primary function is to promote the best educational interest of the learners (Bush & Gamage, 2001). SGB members have their constituencies they represent as they are elected by them into the SGB. This means that they should always guard against the temptation of advancing personal interest in operation over the interest of the constituency that elected them (Xaba, 2004). This is the truth no one can deny, but even those constituencies’ interests must be viewed in pursuit of the best interest of the child as the constitution of RSA demands.

The SGB must understand that they are at the forefront in pursuit of societal change for the best. The future face of the society relies much on the decisions SGBs take today in their function of teacher selection. This is because the kind of teachers they recommend today will determine the kind of future adults the society will have in each given community. This is why it is so important that the SGBs should be effective enough and competent in as far as legislation guiding selection and appointment of teachers is concerned, since the HOD is appointed, guided by their recommendations.

The education department should therefore, come up with a strategy on how to strike the balance between the democratic right of parents to be involved in critical task such as teacher selection and competency in the performance of this function. The notion that any parent elected to the SGB have the right to be elected into the interview committee, does not take into cognisance the degree of damage negligence in teacher selection can cause in the socioeconomic being of the society.

2.6 A BRIEF SUMMARY

The SGB must be people who will have a clue of what the legislation on the function of recruiting and selecting teachers' details. The current situation where the SGBs have to be guided by unions to serve their interest is totally detrimental towards the school and does not serve the best interest of the child, the way the constitution of the country demands it to be. One other issue is the failure of schools to attract high quality applicants. This is due to geographic factors as UMkhanyakude is a remote area. The lack of school branding skills is also an issue. Marketing skills are a challenge to our SGBs. Capacity building on the side of the SGBs was going to be a good solution to this challenge if it was not hindered by the issue of the term of office. The three-year term as stipulated by the office seems very short to effect both capacity building workshops and at the same time expect implementation of skills acquired. The trained group cannot be guaranteed re-election when their term of office expires.

The principals, in the case where the person wanted is the Departmental Head or Deputy Principal, will at times show their interest on the candidate to be considered. Reliability and fairness are two aspects that are consequently not achieved in the process. If the SGBs can clearly understand their

role and the powers they have to influence the outcome of the process, teacher recruitment and selection can take a better shape.

The second alternative to this calamity would be to have the function of teacher recruitment and selection withdrawn from the SGB and be done by the department. This alternative has the advantage of maintaining the values like professionalism and integrity in the teaching profession. Teachers will be recommended for managerial positions on merit and capacity. It will also save time as teachers that become part of the selection team, will no more be disturbed from teaching. Harmony and good relations in schools can also be promoted through this alternative, since there will be no more finger pointing among the staff if an individual did not get the post. Neutrality and non-favouritism can be achieved if this function can be withdrawn from SGBs. The SGBs will also be relieved from being overworked without pay, as they always complain about it. Teachers will also be forced to perform if they hope to be promoted since promotion will be based on merit. The results will automatically improve through this.

It looks irresponsible that the government has put the governance of education in the hands of the communities, with the requirement of being a parent/guardian only. It was supposed to be accompanied by some level of education. One must put in mind that education is the weapon with which our societies must be transformed. I stand to wonder therefore, how its governance could be put so recklessly in the hands of people who in most cases have rarely tasted formal education. I wish this research can be deeply analysed to unlock debates on this issue, to give it some attention so as to effect positive change.

It is in countries where the socio-economic condition of the society is advanced where the government can hand over the function of teacher recruitment and selection. In a socio-economically handicapped society like ours I do not think that this function should be in the hands of the SGBs. This function determines life and death of the school, community and the department itself. The next chapter deals with the methodology used to extract the data from the participants.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 INTRODUCTION

This chapter is about the research methodology that was used in it. The study is on the role awareness of school Governing Bodies in the recruitment of teachers in UMkhanyakude District. The methodology was picked after a thorough scrutiny of the kind of information that is required to attest to whether the SGBs in UMkhanyakude are able to carry out their task of recruiting and selecting teachers or not. This chapter is trying to provide data used to answer research questions like:

- What is the role of SGBs in the recruitment of teachers in UMkhanyakude District?
- Are the SGBs in UMkhanyakude District equal to the task of teacher recruitment?
- What type of challenges do uMkhanyakude District SGBs encounter when recruiting teachers?

The way research has been designed and the methodology used in data collection as well as instruments are explained in this chapter. One other critical area in the study is the identification of the people or organisation that formed the sample for the study.

3.2 METHOD OF INVESTIGATION

To address the research questions, both literature study and empirical investigation are based on qualitative approach. The researcher consulted literature which was relevant to the topic. This was done to provide a critical synthesis of what has already been written on the topic. The characteristics of qualitative research are that it describe and analyse individual and collective social action, belief, thoughts and perceptions. The collection of data in this instance was face to face situation by interacting with participants in their setting.

3.2.1 Research Design

McMillan and Schumacher (2010) define research design as what describes how the study was conducted. Research design has summarized the procedures for conducting the study, including when, from whom, and under what conditions the data have been obtained. The research design included the delimitation of the field, the selection of respondents (size of the sample and sampling procedures), the research instruments, namely the interview, administration, and the processing of data.

This is a case study design, a case study research aim not to explore certain phenomena but also to understand them in a particular context.

Punch (2009) outlines the following characteristics of a case study:

- It has boundaries, it points out that boundaries between case and context are not necessarily clearly evident. Nonetheless, the researcher needs to identify and describe the boundaries of the case as clearly as possible.
- The case is a case of something. This may seem obvious, but it needs stressing, to give focus to the research, and to make the logic and strategy of the research clear. Identifying what the case is a case of, is also important in determining the unit of analysis, an important idea in the analysis of data.
- There is an explicit attempt to preserve the wholeness, unity and integrity of the case. At the same time, since not everything can be studied, even about one case, specific focus is required. Research questions help to define this focus.
- Multiply sources of data and multiple data collection methods are very likely to be used, typically in a naturalistic setting. Many case studies will use sociological and anthropological field methods, such as observations in natural settings, interviews and narrative reports. This means a case study is not necessarily a totally qualitative technique, though most case studies are predominantly qualitative.

3.2.2 Research Interpretivist paradigm

This qualitative methodology was chosen in the light of the purpose of the study, the kind of information that was required and the available resources (McMillan and Schumacher, 2010). This research was based on an interpretivist paradigm as it explored the role awareness of the School Governing Bodies in the recruitment of teachers in UMkhanyakude District. It was the most viable way of getting information by means of questions about 'what', 'how' and 'why'. Most of the information was drawn from people's experiences and attitudes on recruitment, their perspectives as SGBs, unions, district officials and principals.

3.2.3 Population and Sampling

In the study purposive sampling was used for the purpose of this study. Cohen, Manion and Morrison (2011) state that purposive sampling is a technique where participants are chosen, because of some defining characteristics that make them the holders of the information needed for the study. The study employed purposive sampling because it is the type of sampling which is appropriate for qualitative research. Check and Schutt (2012: 104) assert that "purposive sampling targets individuals who are particularly knowledgeable about the issues under investigation". SGB members were participants (10 participants) participated in this study because they are the ones who govern and oversee that the relevant and appropriate individuals are employed. The other intended participants ended up not participating due to their individual commitments. Their unavailability deprived the study of their viewpoints in response to research questions.

The SGBs were the people issued with interview questions as they are the people directly involved with teacher recruitment and selection in the UMkhanyakude district. Most of the schools that were considered for the research were those schools that had posts that were recently filled (within two years). The schools that were chosen were schools covering the wider area of the UMkhanyakude district. The sampling technique used seems to be judgmental sampling (Cohen et al. 2000). According to Picciano, Dziuban and Graham (2013), there are three sampling techniques which are: probability sampling, non-probability sampling and judgmental sampling. Probability sampling is further sub-divided into: random sampling, stratified sampling and cluster sampling. Judgmental sampling is where the researcher uses judgment to identify a population that

reflects an important aspect of the research. Judgmental sampling (purposive sampling) was therefore, the sampling the researcher used. The judgment was made to achieve a set purpose, to identify the participants. This type of technique is known to be more fitting in qualitative research than in quantitative research. This research is therefore, qualitative. The researcher in this research has seen SGBs, teacher unions and departmental officials as the participants that are more relevant to the research. It is they who become members of interview committees who carry out the process of teacher recruitment and selection in schools in UMkhanyakude District. The way the sample is covering the area of the district under review has shown elements of probability sampling technique under the stratified sampling sub-topic. Stratified sampling is defined by Picciano, Dziuban and Graham (2013) as a group from a population that reflects accurately certain segments or traits of a population identified as important to the research. The SGBs identified were those that have had posts to fill within the past two years.

3.2.4 Instrumentation

In this study, unstructured interviews were scheduled and used to establish whether the SGBs in UMkhanyakude District are aware of the role they are supposed to play in teacher recruitment.

Participants were given questions before the actual interview took place. They were provided with two set of versions (isiZulu and English). According to Wiersma and Jurs (2009), unstructured interviews may be conducted with a predefined set of questions, and a number of participants might be interviewed, School Governing Bodies in this study. According to Maree, Creswell, Ebersohn, Eloff Ferreira Ivankova, Plano, Clark (2016), emphasise that notes must be taken during interviews, but permission must be requested from the participants before any taking of notes begins. It is often helpful to take notes so that the researcher can review answers and ask additional questions at the end of the interview. In this study the researcher was granted permission to make notes after ensuring participants of their security and that they would remain anonymous.

Before the interviews began, the researcher explained to all participants the importance and purpose of the study, the processes of research interviews, and their right to withdraw at any time from participating in the study. All participants were requested to sign the informed consent declaration after they had read it and understood their role in the study. All participants were given

the opportunity to ask questions related to their participation in the study before they could sign consent declaration.

The interview schedule was designed to get information that answered ‘what, how and why’ in the process of teacher recruitment and selection in UMkhanyakude District. Answers were obtained from participants’ experiences as well as role awareness in the recruitment of teachers in UMkhanyakude District.

To enable participants to respond freely, open-ended questions were used. Open ended questions are unstructured questions without possible answers suggested. The respondent gives his or her own words. Unlike close-ended questions which can be answered by simple “yes” or “no”, they require more thought. Farrell (2016) states that: “Open-ended questions prompt people to answer with sentences, lists, and stories. Closed-ended questions limit possible answers.”

Data collection according to Kumar (2014) is the process of gathering and measuring information on targeted variables in an established fashion which enables one to answer relevant questions and evaluate outcomes.

The second part is where the research design is decided upon. The second part includes deciding on the method of data collection, whether qualitative, quantitative or a combination of both. Data collection procedures answer questions like: How are data collected? When are data collected? Who is responsible for collecting and recording data? Where are collected data stored? It is also important to determine how to ensure validity and reliability of data collected. The above stages have been well covered in this research.

3.2.5 Data Processing

After all the responses had been received, the important task was then to reduce the mass of data obtained to a format suitable for analysis. Data was collected and transcribed to be more understandable. The search for meaning was accompanied by identifying the smaller units of meaning in the data, which had been understood without additional information, except for the knowledge of the researcher’s focus of enquiry. Data were organised into themes and categories in order to find relationship and meaning. Data transcription in this study took place during

observation and interviewing. McMillan and Schumacher (2010) regard transcription as a process of taking notes and other relevant information and converting them /it into a format that will facilitate analysis. Qualitative data analysis is carried out through content analysis. Data is categorised into verbal or behavioural data for classification, summarisation and tabulation. Neumann (2014) states that data analyses is about the researcher systematically organising, integrating and examining data in order to establish patterns and relationships among the specific details. Kumar (2014) posits that in qualitative data analysis the researcher must identify the key subject of the data that comes from the field notes and can sift out unimportant information. A higher level or latent level of analysis was used by the researcher by having records of responses and what they implied. According to Miles and Huberman (1994), data analysis is defined as consisting of three flows of activity taking place at the same time. They are: data reduction, data display, and conclusion drawing and verification. The three flows were employed throughout this research. As the data were analysed, the aim of the study was always considered, which was: the role awareness of the SGBs in the recruitment of teachers in the UMkhanyakude District. Data was broken into themes trends and relationship. Data in qualitative analysis take the form of transcripts, notes from interview. Topics were then coded and put into categories and subcategories then grouped together and those that are related to one another. No numerical responses were given since the questions were phrased according to the qualitative research method chosen by the researcher in the study. Responses were analysed to establish commonalities and trends in the carrying out of the task of teacher recruitment and selection in different schools.

3.3 ETHICAL CONSIDERATION

As defined by Munro (2011:21) Ethics is “a set of moral principles which is suggested by an individual or a group is subsequently widely accepted, and which offers rules and behavioural expectations about the most correct conduct towards experimental subjects and respondents, employers, sponsors, other researchers, assistants and learner.” Furthermore, Neuman (2014) posits that ethical responsibilities rest with the individual researcher. There are expected standards though set by institutions the researcher must be aware of. For this particular study the researcher has complied with the University’s policy and procedures on issues of ethics and plagiarism. The

research was considered not falling into the category that required special ethical obligation. The logistical support that was needed by the researcher including the right to do research was obtained. The university granted me as the researcher a confirmation letter which I produced to the Department of Education to seek approval of the research. Approval was therefore granted.

The researcher undertook to respect the rights of others who are directly or indirectly affected by the research. That included the right to privacy and confidentiality, protection from harm, and giving informed consent to obtain information. The letter to seek permission to conduct research was crafted and sent to identify participants. Correspondence to participants was done in their language (isiZulu). The schedule of questions itself was also developed in isiZulu so that participants could not be hindered by language to give their responses. This was done to exercise the freedom of expression as granted by the Constitution of South Africa in its Bill of Rights. I as the researcher declared that:

- I would not create any conflict of interest, real or perceived;
- I was not involved in or associated with any project or activity that could become the subject-matter of the research, nor were my family members, close friends or associates involved in any way; and
- I undertook to abide by the general principles set out in the university's policies, and by the obligations which the policies impose upon them and to mitigate any ethical and other risks that might occur. In particular, I undertook to:
 - Respect the dignity as well as anonymity and confidentiality of the participants;
 - Conduct the research and produce my dissertation on my own, subject to normal supervisory and collegial assistance;
 - Acknowledge and attribute to others the ideas, designs, and writings that are not original; and
 - Reference my work accurately according to my chosen referencing guide. I will comply with copyright requirements and seek the necessary permission to use material.

Should circumstances emanate that could compromise the researcher's ethical obligations that shall be disclosed to the researchers supervisor, the appropriate action shall be taken in accordance with the relevant university's policy.

3.4 VALIDITY AND RELIABILITY

Validity and reliability are concepts that help to establish the truthfulness, credibility, or believability of findings (Grey, 2009). Validity is taken as the important element for consideration in research. Neuman (2014) posits that validity indicates how well the conceptual and operational definitions mesh with one another; the closer they fit the higher is the measurement validity. Validity is defined in Kumar (2014) as the extent to which a concept, conclusion or measurement is well-founded and corresponds accurately to the real world. For qualitative study to be considered trustworthy, it must address the issues of validity. Authenticity must be emphasized through giving fair, honest and balanced access of social life from the viewpoint of a participant. This imply that validity rest in the collection and analysis technique. In this case participants' language was used, including verbatim account.

Reliability on the other hand refers to the repeatability of findings. If the study were to be done more than once, would it give the same results? If so, the data prove to be reliable. If more than one person is observing behaviour and all observers agree on what is being recorded in order to claim data reliability, the study is deemed reliable. Validity and reliability are related in that if data are valid, they must be reliable, though reliability is not a sufficient condition for validity.

The validity of the instrument used by the researcher was pretested through the opinions of the different participants in their responses. Reliability of the data provided was achieved through the consistent use of the same instrument for data collection to all the different participants of the study. The language used in the instrument had to be changed to the mother tongue of participants to eliminate factors that would compromise validity and reliability of data collected. The participants felt they had covered all they wanted to voice in the questionnaire provided. The other information was captured on the one on one meetings held between the researcher and the participants.

3.5 A BRIEF SUMMARY

This chapter has clarified that research procedures used were able to get the required data to answer the research question. The research method used in data collection was outlined. It was clearly stated that the researcher used a qualitative research method in the study. The instrument used for data collection was also well defined. The researcher used a schedule of questions and one on one meetings for data collection. The study population was also clearly stated. It was stated that the researcher targeted the SGBs, teacher unions and the departmental officials as they are the people directly involved with what the research is about. It was unfortunate that the unions and the official of the department could not get time to participate.

The next chapter will be looking at the actual analysis of the data collected, presentation of that data involving results discussion and looking at what it implies.

CHAPTER FOUR

DATA ANALYSIS AND INTERPRETATION

4.1 INTRODUCTION

In the previous chapter the research methodology was discussed and described under research design; sampling procedures and research instruments that were used to collect data. Interviews with open-ended questions were used for qualitative investigation, because they provide rich and personal data. In this chapter the researcher analyses and interprets the data collected by means of interviews and observations.

This chapter gives the picture of the data collected and a summary of the data collected from the research. It also gives a qualitative analysis of the data collected. A qualitative analysis of data was used as it was the method that was preferred by the researcher in chapter 3. The open-ended questions were used for qualitative investigation developed to collect data from the sampled respondents who are SGB members in schools of UMkhanyakude District. The schedule consisted of eight questions. The type of respondents sampled were the people directly involved with the recruitment and selection of teachers in schools in the district.

The questions were developed in English and IsiZulu to accommodate all the respondents sampled and to make language not a barrier in getting responses. Ten respondents participated in the research. The researcher did not encounter any difficulty communicating with the respondents' right from making requests to the time when they had to answer them.

4.2 THEMES FROM THE INTERVIEWS

The analysis of responses was done according to themes that were extracted from the tool that was used to collect data. There were also sub-themes to provide more detail. The table below is giving themes as well as their sub-themes:

Table 4.1: Themes and Subthemes

THEME	SUB-THEME
1. Experience of respondent	<ul style="list-style-type: none">• Previous involvement in teacher recruitment• Role played
2. Skills required in recruitment	<ul style="list-style-type: none">• Communication skills• Listening skills• Writing skills• Knowledge of English• Understanding the Department of Education• How to award scores• Recruiting skill• Self-confidence• Controllability• Caution• Trustworthiness• Objectivity
3. Areas of development	<ul style="list-style-type: none">• The role each constituency has to play in the interview committee• The code of conduct for educators• Training on recruitment requirements• The human relations and communication• The District is still doing well

4. The role of teacher unions	<ul style="list-style-type: none"> • SGB opinions about the role played by teacher unions
5. Personal view of the existing recruitment structure	<ul style="list-style-type: none"> • Fairness, justice and professionalism of recruitment to SGB members
6. Inhibiting factors on recruitment practices	<ul style="list-style-type: none"> • The post provisioning norm • Corruption including bribes • Scarcity of teachers in certain fields • Preference for urban areas • Less pay for teachers • Communities ill-treat teachers • The issue of surplus teachers
7. Best staff recruitment model	<ul style="list-style-type: none"> • Competencies, ability and major subjects • Doing background research • Involvement of SMT • Probation period
8. Additional suggestions regarding staff recruitment	<ul style="list-style-type: none"> • Union influence • Literacy level for SGB members • Considering SMT in the selection committee • Observance of confidentiality • SGB deny being dictated upon • More power to the principal • Department should take over.

4.2.1 Experience of respondents

The question that was asked under this theme was: As the member of the SGB have you ever been involved in teacher recruitment?

If “yes” in what way were you involved?

All the respondents replied in the affirmative to this question. That meant that they all had experience of teacher recruitment. That gave the researcher the confidence that the researcher was going to get the data needed to make the study a success. The second part of the question was further asking the role the respondent played in the interview committee. Respondents A, B and G said they were secretaries in the interview committee doing the recording of the proceedings. Respondent G said:

“I was the one taking down minutes of proceedings.”

Records are essential and must be straightforward and bring the picture of what took place during the process even to people who were not there. This is important as some of the decisions of the panel are challenged as grievances and disputes. Secretaries are to be good listeners and fast writers so that they are able to capture all decisions during proceedings.

Respondent D and I were involved in question formulation. Respondent D said:

“I was involved in setting questions.”

This is one critical area which needs insight on its own. The questions to be asked in an interview should be crafted in a way that they are able to crack into the potential of the candidate so that the school can achieve its set targets. Respondent I, G and F said they were scoring candidates in the interviews. Respondent G said:

“I also allocated marks in another panel.”

This is decision making which is about the life of the school and its customers.

Respondent D, I and C said they were analysing the responses of the candidates. Respondent C said:

“I played a major role in ensuring that we select someone well trained in education who would bring new expertise to the school and motivate others.”

This sounded like this person was comparing candidates. This task needed a skillful person to lead, if it must be done. This is the task that requires someone who would understand what training is there for teachers. Teachers are qualified to teach at different levels in schools. Some are trained for foundation phase, others for intermediate and senior and some for Further Education and Training (FET). Some teachers are for learners with special needs. The person therefore, who can better tell if the qualification will benefit the school or not is a person who is well exposed to issues of the National Qualifications Framework (NQF) in the Department of Education.

There is also respondent H who said:

“I was the one reading questions to candidates.”

The manner the questions are read has an impact on the kind of responses you get. It calls for a good reader to pose the questions to the candidates in an interview so that they are not disadvantaged by a bad reader. A good reader makes the one responding to feel at ease to respond, but a bad reader can confuse candidates and make them uncomfortable responding.

Participant E said:

“I was involved as the principal.”

This participant further said:

“During the past years school principals were taking a leading role in the teacher recruitment, since they are the ones who know the school needs better.”

The participant was therefore, the departmental nominee. He said during the past years school principals were playing a crucial role in teacher recruitment, since they were considered as the people who knew better about the kind of teachers they needed. This statement suggests that principals of today are no more enjoying the same status as the principals of the past. The respondent sounded aggrieved about this issue. According to the OFSTED (2013) annual report

this is the practice that still stands in other countries like England where the principals are highly valued as they are seen as determining a schools' success.

4.2.2 Skills required in recruitment

The question asked under this skill was: Define the skills the SGB members need to succeed in recruiting the best teachers for the schools they govern.

This was the question the respondents had to respond to. The guideline for sifting, shortlisting and interview procedures in collective agreement no.1 of 2008 on section 5 (5.1) state that:

The School Governing Body establishes an interview committee at the educational institution where there are advertised vacancies. The interview committee may comprise of members from the School Governing Body. Additional members of the interview committee may be co-opted by the School Governing Body. Interview committee members should have the necessary competencies to interview candidates for the advertised post(s).

This means that the interview committee members must be skilled people. According to the DoE (2009) a person will not be eligible to be members of a governing body if they are un-rehabilitated insolvents. That is why the skills respondents mentioned are relevant. Hereunder are the skills the respondents mentioned in attempt to answer the questions the researcher gave to them:

4.2.2.1 Communication skills:

This is a skill mentioned by respondents C and E. They believe that good communication skills will be a necessity for the SGB to get into identifying a suitable candidate. Respondent C said:

“They must be people able to communicate with other people.”

This is true, since they need to communicate as the process unfolds. It is through communication that they will be able to invite the candidates to the interview. They also need to come together as the panel through communication. DOE (2008) unit two posits that:

Communication (reading, writing, speaking and listening) is an important part of effective management and/or leadership.

This statement makes communication an important skill. DOE (2008) further says:

In a sense all the management functions - planning, organising, controlling and evaluating - depend to a greater or lesser degree on one or more of the communication skills.

4.2.2.2 Listening skills

This receptive skill was mentioned by most of the respondents. It was referred to by respondent A, B, C, E, G and I. Respondent B said:

“Listening skill so that they can hear what is being said by candidates.”

This is very important, since they are supposed to score these candidates.

Respondent C said:

“Listening skills are important to benefit from workshops and be able to report back on what was said.”

They said they need this skill so that they can acquire information from workshops as they are trained on how to conduct recruitment and selection of teachers. This is vital so that grievances can be minimised. This is true since listening well can make the SGB to score candidates fairly. It is also true that if they listened well during training they will have no problem during the selection process. Good judgment is based on facts. It is the good listener who is being able to make an informed judgment during the interview as candidates will be presenting themselves. The DoE (2008:42) says *“People communicate to express feelings, share ideas or information, try to persuade someone to their point of view, etc. This is as true for listening as it is for speaking, reading or writing.”*

4.2.2.3 Writing skills

Almost half of the respondents mentioned writing as one of the key skills the people in the panel need to have to make the task a success. It was mentioned by respondent E, G, H and I. Surprisingly, of the respondents who mentioned this skill, not even one supplied the reason why it is so important. It is clear that the respondents who mentioned it thought that it goes without saying

it is necessary. This is true since, the panel will have to reveal their judgment on candidates in writing on the shortlisting and interview forms provided in the bulletin. Respondent H said:

“I was once in a panel where another member could not write. He was seated next to the secretary who had to write what he dictated.”

It is true that if members on the panel cannot write, they are allocated a scribe who will jot down what the members would like to allocate to the candidate. It is therefore, not only the secretary of the interview committee that must be able to write but every member of this committee. One of the learning outcomes of writing as a management activity in DOE (2008) says:

We are required to write reports on various educational matters as required by circumstances and/or requested by your employers or other parties.

This outcome tells how important writing skills are.

4.2.2.4 Knowledge of English

Respondent C and I mentioned knowledge of English as one other skill panelists must have. Candidates are using English as they are filling in application forms (Z83 and EHR 7). The interview committee members must be people who are able to understand, as the curriculum vitae will be read to them in English for them to score candidates during shortlisting. If they do not understand English it will be impossible for them to make the correct judgment as the CVs are read to them. They need again to understand what candidates say during interviews. This part of the process is also done in English most of the time. The interview committee itself must set interview questions they will ask candidates in English. The correctness of the question will contribute to candidates responding correctly to what is being asked. This was deduced from respondent I who said:

“English is important since it is the language that is normally used during this process. The candidate must be able to respond using English.”

The KZN DoE (2015: 139) says: *“Learners’ home language should be used as a medium of instruction for longer and English is introduced much earlier in the Foundation phase.”*

The teachers who will be teaching learners must be heard by those interviewing them that they can express themselves in English.

4.2.2.5 Understanding the Department of Education

Another respondent (respondent D) said that the interview committee must be people who understand the transformation taking place in the Department of Basic Education (DOBE). That respondent further mentioned the issue of being aware of the vision of the department in the province. Understanding the department is understanding what it stands for, which is translated into the vision of that department. The vision of the KZN Department of Education as it stands in KZN DoE (2015:139) is: “A *well-educated, skilled and highly developed citizenry.*” This respondent has a valid point in observing this requirement. Understanding the vision guides actions and programmes.

Respondent H mentioned the knowledge of the South African Schools Act no.84 of 1996. This act is about the governance of schools. This is the act that gave birth to governing bodies themselves. This act is therefore, basic for the SGB to understand. Their understanding of this act will make the SGBs good representatives of the parent body, learners as well as teachers in the process of recruitment and selection of teachers.

4.2.2.6 Awarding of scores:

Respondent E said:

“The SGB needs to have a skill of how to award scores.”

This is about being able to complete EHR 8 and EHR 10 forms during shortlisting and interviews concurrently. This is an important skill needed, since those scores mean choice of candidate. Questions are also not the same. There are questions that are out of seven marks and others out of fourteen marks. The person scoring must not confuse this and must be clear about how to do it. Some SGB members if not well skilled end up allocating marks that are sometimes above the total marks for the question, which goes to show that the evaluation was not correctly done. They need also to be able to calculate the marks at the end in order to come up with a consolidated score for each candidate after being scored by more than one panelist.

4.2.2.7 Recruiting skill

The SGB needs to be able to do recruitment in the way that will benefit the school. The person they recommend should be someone who is able to make a difference.

Respondent B said:

“The SGB must have a skill to identify the right person to recommend.”

Respondent J in addition said:

“Have someone amongst you who will do research about candidates in terms of performance and conduct.”

The SGB must be able to compare candidates and be able to weigh their responses in relation to school needs. They also have a task of making the school inviting to the potential candidates so that when it is time for the filling of the posts the work of attracting good people becomes easier.

4.2.2.8 Self-confidence:

There is respondent D who said:

“The SGB must understand the transformation of the Department of Education.”

This knowledge will make SGB to be confident as they work for the school. Respondent H said they need self-confidence. This is about believing in oneself. This happens when one has the knowledge needed for execution of the task at hand. The SGB must be trained on recruitment and selection so as to get to the point where they develop self-confidence. Some SGB members resist to be put into interview committee, because of the lack of self-confidence. Those who are brave to take the risk, develop the confidence after they have been trained in the process and have been motivated and told they will be supported. SGBs that lack self-confidence end up outsourcing the members into the interview committee by electing people like principals from their neighbouring schools to come and be in the panel in the school with the post. These people from outside may not have the passion and the consideration of the needs of the school they are tasked to take note of.

4.2.2.9 Controllability

Respondent H said:

“The panel members need to be people who are able to control the dynamic elements within a group.”

The SGB must not be arrogant people who think they hold the ultimate power. They must be able to listen to others and consider other people's opinions. This point is fundamental and if considered well it can assist the panel to avoid disputes arising from being unable to reach consensus. This point is even more relevant to people like the panel members one would come across in UMkhanyakude who need capacity building. They need to be advisable people, who are ready to listen to what other people have to say. They need to be dynamic and flexible, but keep within the guiding principles as always stated in the advert (bulletin). The panel needs to be composed of critical thinkers.

4.2.2.10 Caution

One other respondent with the code G mentioned that the interview committee members or the SGB need to be careful people. He used the isiZulu word ‘ukuqaphela’ to emphasise this point. This characteristics applicable to every other skill mentioned earlier. In applying all the skills and knowledge the SGB needs to be extra careful. Being careful would also be achieved through being mindful of the guiding legislation and rules that are applicable to the process in question. Being careful would lead to where everyone is satisfied with the outcome and see no gap for complaint. Even the accurate completion of forms which serves as the report on the proceedings and outcome will rely on how careful the panel has been through all stages of the process. Negligence as the opposite of being careful has a huge possibility of getting bad results. A careful person is a person who is sober in judgment and decision making.

4.2.2.11 Trustworthy and unbiased

Respondent H said:

“They must be trustworthy people who do not cheat.”

This is more of a value than a skill. It is, however, true that the interview committee must judge candidates on merit and be truthful. They need to be good listeners as it was mentioned as one of the salient skills they need. Respondent B said that they need listening skills so that they can hear what is being said by the candidate. It is true that there are interview committees that are biased and have individuals who are spotted to be suitable candidates for the vacancies even before the actual interviews occur. This is where the element of corruption comes in. Allegations of the selling of posts are a reality. Biasness stems from corruption just like the selling of posts. The trustworthiness of the SGB members of the interview committee would go a long way and deny any corrupt acts that could be brought in by any insincere teacher unions as this was the attitude that is implicated in such allegations.

4.2.2.12 Objectivity

Participant H mentioned the issue of being unbiased as one of the skills required by SGBs to perform well in teacher recruitment and selection. This is called objectivity. There should be no undue favors because of any reason towards any candidate.

4.2.3 Areas of development

Under this theme the question that the respondents were responding to was: *In what area do you think SGBs in UMkhanyakude District still need development regarding teacher recruitment?*

The respondents on this one were supposed to assist the department by mentioning areas of development. When this study is publicised the department will receive suggestions with regard to what it is that can be done as preventative measures of intervention and support.

4.2.3.1 Constituencies' roles in the interview committee.

Respondent I said

“Training should be done on the role each constituency has to perform and powers they have.”

The issue of roles each category of the interview committee has to play in the process is important. The roles also come with authority and powers each role player has in the process. The issue of roles and responsibilities must be defined for each constituency that forms part of the interview committee. This is vital in maintaining peace and stability in the process of teacher recruitment and selection. Conflicts in the proceedings are created by lack of role awareness. If one looks back at the topic for this survey (The role awareness of the SGBs for the function of the recruitment of teachers in UMkhanyakude District) one would notice that the main concern is the issue of role awareness. The respondents like E who referred to training on recruitment and its requirements and respondent I who referred to training on the role each constituency has to perform and the powers they have, are spot on and it is like summing up everything and confirming that this investigation (research) was worth undertaking. It was mentioned in Chapter 2 that the bulletins advertising posts are also used as documents for capacity building for the SGBs. It was further mentioned that the only SGBs that stand a chance of being trained are those whose schools appear in the bulletin. A general training of all SGBs regardless of whether they have posts advertised or not is therefore, suggested in this research. This will have to focus on roles for different constituencies of the interview committee as respondent I have put it above.

4.2.3.2 The code of conduct for educators:

There is respondent J who said:

“SGBs need workshops on the code of conduct for educators and the teachers' pledge so that they know what qualities a good teacher should have.”

The respondent believed that the SGBs can make informed choices if they know what the do's and don'ts for teachers are. They need to be capacitated on standards of behaviour the educators need

to display. The code of conduct for educators is found in South African Council of Educators Act 31 of 2000 which says:

“An Educator’s dignity, beliefs and constitutional rights of learners and in particular children, which includes the right to privacy and confidentiality;

- Acknowledges the uniqueness, individuality, and specific needs of each learner, guiding and encouraging each to realise his or her potentialities;
- Strives to enable learners to develop a set of values consistent with the fundamental rights contained in the Constitution of South Africa;
- Exercises authority with compassion;
- Avoids any form of humiliation, and refrains from any form of abuse, physical or psychological;
- Refrains from improper physical contact with learners;
- Promotes gender equality;
- Refrains from any form of sexual harassment (physical or otherwise) of learners;
- Refrains from any form of sexual relationship with learners at a school;
- Uses appropriate language and behaviour in his or her interaction with learners; and acts in such a way as to elicit respect from the learners;
- Takes reasonable steps to ensure the safety of the learner;
- Does not abuse the position he or she holds for financial, political or personal gain;
- Is not negligent or indolent in the performance of his or her professional duties; and
- Recognises, where appropriate, learners as partners in education.

An Educator, where appropriate:

- Recognises the parents as partners in education, and promotes a harmonious relationship with them; and
- Does what is practically possible to keep parents adequately and timeously informed about the well-being and progress of the learner.

An educator:

- Refrains from undermining the status and authority of his or her colleagues;
- Respects the various responsibilities assigned to colleagues and the authority that arises there from, to ensure the smooth running of the educational institution;
- Uses proper procedures to address issues of professional incompetence or misbehavior;
- Promotes gender equality and refrains from sexual harassment (physical or otherwise) of his or her colleagues;
- Uses appropriate language and behaviour in his interactions with colleagues;
- Avoids any form of humiliation, and refrains from any form of abuse (physical or otherwise) towards colleagues;
- Acknowledges that the exercising of his or her professional duties occurs within a context requiring co-operation with and support of colleagues;
- Behaves in a way that enhances the dignity and status of the teaching profession and that does not bring the profession into disrepute;
- Keeps abreast of educational trends and developments;
- Promotes the ongoing development of teaching as a profession;
- Accepts that he or she has a professional obligation towards the education and induction into the profession of new members of the teaching profession;
- Recognises the employer as a partner in education;
- Acknowledges that certain responsibilities and authorities are vested in the employer through legislation and serves his or her employer to the best of his or her ability; and
- Refrains from discussing confidential and official matters with unauthorised persons.

They need to understand what educators stand for. They need to know what educators commit themselves to do in their pledge. They need to know the kind of character the educators are expected to display as professionals. This approach can bring about a new perspective in teacher recruitment and selection. Capacity building should be highlighted since SGBs need to avail themselves to understand teachers and what they stand for. They need to recognise the contributions the teachers can bring to SGBs in UMkhanyakude and they should be in a better position to recruit and select teachers who will bring about change to the young generation of the

area. Some teachers are not good role models to mentor children. Their behavior leaves much to be desired. Our youth needs people to emulate. If teachers can conduct themselves in accordance with the Act quoted above, they can be good and worth emulating. Today children fall prey to drugs, gangsterism, teenage pregnancy and many more dangerous activities. They need good and positive role models to look up to. Teachers must therefore be people worth emulating. From how candidates respond to questions in an interview the panel members can be able to make a good judgment if they are aware of how a good teacher should be, as emphasised by respondent E who said that SGBs need to have recruiting skills in choosing a suitable educator. The understanding of the code of professional ethics for educators as well as the understanding of the teachers pledge by the SGBs, will definitely transform recruitment and selection from what it is now to something that will benefit the society.

4.2.3.3 Training on recruitment requirements:

Respondent E suggested that the SGBs should be trained on recruiting and its requirements. This is about the knowledge of how a post is created and how to relate the post to curricular needs of the school's specialised information, which needs intensive training and preparation of the SGB members to accomplish the task responsibly. The SGB members are concerned about posts which are created and assigned to the relevant teachers. The District needs to capacitate SGBs on how posts are decided on and advertised in relation to the number of learner enrolments in schools. SGBs end up troubling principals when (according to their logic) there should be a vacancy in a school while the post provision norm (PPN) indicates there is none. They need to be capacitated on how PPN works and what it means when a teacher is additional to post establishment in a school. This kind of workshop will empower SGB members and they will be able to convey the message to parent community that the transfer of learners from one school to another every now and again has an impact on staffing of schools and bring about instability in schools as teachers will be declared surplus in the school learners have been transferred from.

This kind of training will improve relations between teachers and stakeholders in schools and bring about tolerance as some of the teachers move, because of conflicts with communities they serve. Respondent J said:

“Communities ill-treat teachers not from locality and want local people (youth) who are sometimes not interested in the teaching career.”

These teachers when threatened move away with posts in most cases and remain irreplaceable until they relinquish posts by attrition or promotion. If SGBs are aware of consequences of threatening and chasing away teachers from schools without being formally charged for any offence, they can assist by bringing about harmony in schools and avoid creating unnecessary staff shortages in schools. Respondent H said:

“All members need to acquire all skills needed to fulfill the recruitment task according to legislation.”

They need to be aware also of different ways of staff recruitment and placement including the filling of vacant posts by surplus educators and by transfers. Even in the above two processes the SGB members have the right of accepting or rejecting the placement of the teacher (Employment of Educators Act 76 of 1998).

4.2.3.4 The human relations and communication

There is a respondent coded A who said:

“SGBs need to improve in human relations and communication, since it hinders the informed decision-making when it comes to recruitment.”

The respondent said bad human relations and poor communication among SGB members hinder the taking of collective decisions when dealing with recruitment and selection of teachers. They need to be able to persuade one another as they discuss in order to come to a common understanding.

It is interesting that it is noticed by an SGB member. There are many instances where the ruling by the grievance committee of the district are of the opinion that the school must go and start the process afresh with a new interview committee. This is prevalent where the interview committee finds it hard to reach consensus on issues. It is rare that the grievance committee would rule that a

fresh interview committee should be formulated if the members decide harmoniously. Respondent C said:

“SGB members should be people able to communicate well with other people. They should have good social skills and should be able to express themselves eloquently.”

4.2.3.5 The District is still doing well:

Respondent F said:

“According to me, the District UMkhanyakude is still doing well as they invite the SGB and train them for each and every bulletin. Circuit managers become a helpful resource to SGB with regard to vacancy when needed.”

The issue of being a resource person needs clarification on its own to draw a distinction between a resource person and an observer in the interview committee. The issue of influence exerted by the resource person on the panel must be illuminated.

Seeing no challenges is an optimistic approach to this matter. The point is, the district needs to reach a point where the process of teacher recruitment and selection is flawless so that we can comfortably say SGBs are now well trained and equal to the task. The one who is seeing no trouble might be the ones taking advantage of the ignorance of the SGBs. Having said that, it is on the other hand good and encouraging to get people who are appreciating other people's efforts. DoE (2008: 86) says:

“With such issues coming into play, the school leadership has to contend with firstly creating a place where the ‘human factor’ is considered and it is addressed. Secondly, leadership has to build a team of educators that put the welfare of children at the forefront of what they do.”

4.2.4 SGB opinions about the role played by teacher unions

The question that was asked under this theme was: *Are you happy with the role teacher unions play in teacher recruitment?*

The ELRC Collective Agreement No.2 of 2005: 6 Annexure 1 says:

“The trade unions party to the ELRC, namely Naptosa, Sadtu, Natu and Saou each has the right to appoint ONE representative who is not an applicant for that particular post as an OBSERVER to the processes of shortlisting, interviews and drawing up of a preference list.”

This is a question of interest to everyone who knows what unions represent in interview committees. Respondents were divided into two on this one. There are those who said they are happy like respondent A, B, C, F, G and I and there are also those who said they are not happy at all who are E, D and J. The respondents J, E and D who said they are not happy with the role of teacher unions claim that unions bring political influence to the process of teacher recruitment and selection. Respondent D for instance said:

“They politicise education excessively. They are not interested much in candidates’ or interviewees’ expertise, but in their political affiliation.”

According to these respondents unions seem not to be interested in capabilities of the candidates, but they are concerned with the candidate’s union/political affiliation. They want posts to be taken by their comrades.

This cannot be denied although it cannot be the case with all union representatives. There are some who come genuinely to look into allowing free and fair running of the process of teacher recruitment and selection. The umbrella approach to this point can therefore, not be true.

There could be union representatives who are interested in particular names of individuals getting posts. Maybe they are those who have the tendency to lodge a grievance if things are not going in their favour. This tendency of lodging a grievance will then delay the placement of the recommended candidate and children’s education is compromised. Respondent J mentioned the issue of unions being easily bribed. Respondent E said:

“Unions are selling posts, and as a result schools get unsuitable educators with very bad behaviors, who are not dedicated.”

This point of educators with bad behavior who lack dedication are considered to have been union choices. This phenomenon on its own also needs research before jumping to conclusions and generalising. It is a statement that needs to be substantiated by facts. It is always dangerous to make accusations before the facts are brought into the open. It is possible that the push for a particular candidate maybe because of bribes. Unions turn the process of teacher recruitment and selection into battlefields at times where one union wants to defeat the other. Respondent J said:

“They seem to be politically involved and want to bring in their comrades to be appointed in posts.”

Respondent D on the other hand said:

“One of my reasons that I am not happy is that union activists are the ones to occupy high positions at school. They enjoy privileges and get away with it.”

This has become too intense such that some divisions in the SGBs are as the result of that kind of contestations. SGBs get tempted into taking sides in these fights at times.

Respondent A said:

“Since teacher recruitment is a process of ELRC, the role of teacher unions is to observe the process since SGBs are not part of ELRC, therefore they can easily break the resolutions of the ELRC as per recruitment.”

This respondent clearly states that unions are part of the Education Labour Relations Council (ELRC) who make resolutions on the implementation of the Employment of Educators Act (EEA) and other acts relating to it. They therefore need to be aware of those resolutions even at the branch (circuit) level.

The second thing brought forward by this statement is that unions are party to the bargaining council. They need to be there during recruitment and selection to see to it that all is done according to what is agreed upon according to legislative guidelines. That is why they are granted the

observer status. They must not cross the line and find themselves dictating who should be considered for the post as labeled by respondent D. They are there to ascertain procedural and substantive fairness in proceedings of the process of teacher recruitment and selection. They need also to be monitored closely by their upper structures like the regional and provincial level, so that they do not manipulate schools misusing power bestowed on them and fulfill their individual evil interests. Another respondent mentioned the issue of union observers wanting union activists to be the ones occupying senior positions in schools. This is one other issue one cannot say which is not there, because unions come with their own mandates as they come to observe proceedings of teacher recruitment and selection in schools.

Respondent H was having ambivalent opinions about this. H said:

“Yes. They ensure justice is done and candidates with potential are identified.”

The second opinion is:

“No. it is however, unfair when unions show interest and influence the recommendation of preferential candidates who do not have the necessary qualities.”

4.2.5 Personal view of the existing recruitment structure

Under this theme the question that was asked was: *From your experience as the SGB member do you think that the existing staff recruitment structure allows for fairness, justice and professionalism in the appointment of teachers in UMkhanyakude? Motivate your answer.*

Respondent I said:

“Yes, there is fairness and justice since all parties are represented.”

This is true. In terms of representatives it is fair and just. Parents, teachers and non-educators (the non-teaching staff) are represented in the SGB. The head of the institution (the principal) is also an SGB member representing the Head of Department (HOD). This is the structure that is mandated to form the interview committee freely. Even in the event where it is the principal that must be appointed in the school, the Circuit Manager or the representative must come in to serve as the departmental nominee or resource person (Employment of Educators Act 76 of 1998). It is

this inclusive SGB that is mandated to elect people who will serve in the interview committee from among its members and even outside this structure if they see that person as someone with the necessary expertise to carry out the task of staff selection. Butler D, 1999:9 said:

*“The School Governing Body should appoint a **selection committee** to take responsibility for the process of advertising, selecting and appointing the new staff members. The selection committee is in fact a sub-committee of the SGB.”*

They are absolutely free to pick whoever they feel like picking into the interview committee. Union representatives are also part of the interview committee representing their constituencies. The only challenge according to the respondent is that there is no technicality (skill) that has to be considered for the person to qualify to serve in the interview committee. It is true that there are no requirements put in the guiding legislation (EEA) concerning this, but there is a mention of bringing in people with expertise as additional and co-opted members.

Respondent G said:

“Yes, more especially in our school, since we have never had disputes and grievances every time we do recruitment.”

This is a school that is doing well. This cannot however, be a good test for fairness and justice. It takes courage to launch a dispute. Those who do not launch disputes are not necessarily always satisfied. Some people just let bygones be bygones and let others get away with foul play.

Respondent F said:

“In my school it is fair, just and professional, because it follows the right channels stated in circulars of the Department of Education.”

This is appreciated if there is a SGB that is able to follow procedures and processes the way they should be carried out. An SGB like this one must be made to assist others as the way of sharing good practices. As it was stated by respondent F under the previous theme that the department is still doing well, since it invite SGBs for training, SGBs that are doing well could be invited to come and share with others how they do things in their schools.

Respondent C said:

"There is fairness, justice and professionalism, since there is no one asking from another what mark to allocate a candidate. It is only towards the end when they add up scores that the best candidate is identified. The one with the best score is then considered to be the recommended candidate."

This respondent has a point. But this is not the only way how a suitable candidate is identified. The SGB has the obligation to identify someone who meets the curricular needs of the school. Fairness must be clarified since the selection must be done fairly in all circumstances.

Respondents E, H, B and J replied in the negative, maintaining that the existing staff recruitment structure does not allow fairness, justice and professionalism in the appointment of teachers in UMkhanyakude District. Reasons they put to support their dissatisfaction with the selection processes include the following: Corruption

Respondent H said:

"There is no fairness and technicality, since there are still people who are considered in positions just for power, without expertise. There are also corrupt actions like smuggling of documents which end up causing disputes which could lead to killings or hatred."

This goes back to what was said earlier by some respondents including respondent D who said that unions come in to put their favorites in posts, because of their affiliation without considering their expertise. The respondent mentioned the issue of posts occupied by people who just seek power to control service delivery. This does not benefit the child in the classroom, as it is done by people who have lost the focus and primary aim of education as stated in Chapter 2 of the Constitution of South Africa section 28(2): "A child's best interests are of paramount importance in every matter concerning the child."

The child's education must be prioritised in every education institution and not any other thing like individuals' ego for power. If something of this kind, where people would even kill each other for posts would happen, it would be very unfortunate and uncalled for.

Respondent J came up with the issue of principals and circuit managers wanting to bring in their own preferences whereby they override the choice of the SGB. The respondent said the school principal or circuit manager instructs the SGB on whom to consider for a vacancy. This is a very bad practice and it is unfair, unjust and unprofessional. The SGBs are supposed to interview candidates freely without being forced to consider anyone of them over the others by anyone.

In addition, there is another angle that may cause the principals or circuit managers to think they have the right to make preferences from candidates. This is where they consider themselves as resource persons who are supposed to guide the SGB. Butler D (1999:10) said “The SEM or his/her nominee (who must be on a higher or at least the same post level as the advertised post) shall fulfill a monitoring , advisory and resource role during the selection process.”

It must therefore be made clear what it is they are advising on and what it is that they can provide as resource persons. This point can be clearly diffused by considering roles and responsibilities each participant in the interview committee has. It is a debatable issue how far resource persons have to go giving advice and guidance during the proceedings of the recruitment and selection process. Training is therefore, important to bring about harmony through capacitation.

Respondent B said:

“There is no justice and fairness in that a professional person’s fate is decided upon by an illiterate person who can’t even express himself/herself in English, only because he/she is an SGB member.”

This point calls for a serious consideration and review of the legislation. Participation of everyone in education as a societal issue may not mean everyone who is anyone. Representation could have guidelines as to who represent others, considering some level of competency and literacy. Panels in other departments are formulated within the management structures. It is only in education where professionals are appointed after being interviewed by nonprofessionals. It therefore, remains controversial that legislation (SASA) allows the fate of professionals in the hands of unprofessional people (Department of Education, 1996). As to how this is fair, just and professional then becomes an issue for concern.

Respondent D posited:

“The system itself is fair, just and professional, but unions and SGBs find ways of corrupting the good system to suit their personal interests.”

The above-mentioned two ideas show that it depends on the perspective under which one looks at the system and also the circumstances around individuals for them to judge the system as being fair, just and professional or otherwise. The last respondent did not see unfairness, unjust and unprofessionalism in the existing staff recruitment structure, but there are individuals who are corrupt, who spoil the good system set by the Department of Education.

When comparing the last two respondents’ viewpoints which are:

“There is no justice and fairness in that a professional person’s fate is decided upon by an illiterate person who cannot even express himself/herself in English, only because he/she is an SGB member.”

And

“The system itself is fair, just and professional, but unions and SGBs find ways of corrupting the good system to suit their personal interests.”

One can conclude that there are flaws in the staff recruitment structure and there are also corrupt individuals who get into staff recruitment panels to achieve their personal, hidden agendas. The change in structure without finding ways of dealing seriously with corruption could not bring about a solution to this.

4.2.6 Inhibiting factors on recruitment practices

The question that the respondents had to respond to under this theme was: *What factors tend to inhibit staff recruitment practices in schools?*

4.2.6.1 The post provisioning norm

There are about half of the respondents who mentioned the post provisioning norm (PPN) as the policy that inhibits staff recruitment practices in schools. Respondents G, H, E and J are the ones that are seeing PPN as the most inhibiting factor. Respondent G said:

“The number of teachers which is calculated using the number of learners (PPN) ends up causing the shortage of teachers in schools.”

The formula used gives a small number of teachers per school. Such shortages become more visible in small enrolment schools where they end up resorting to multi-grading (putting more than one grade learners in one class). This multi-grading compromises the quality of education and bring about a huge challenge to the teacher who is supposed to teach learners of different grades in one class at once. Small schools are the ones complaining the most about this. The learners subject to this atmosphere are not motivated to learn as they do not see themselves progressing. They pass but remain in the same class with the junior class as classmates, having to be taught by the same teacher. The teacher caught up in this situation must always compromise one class to cater for the other. This teacher is more likely to become stressful and lose the passion of teaching. The teacher exposed to teaching a multi-grade class needs some kind of assistance by the department as a way of support. Miller Bruce (1991) said: *“Working in an open, multi-grade school requires serious, ongoing teacher training and a commitment to hard work.”*

This confirms that counseling and training need to be done for such a teacher. This is the area of representation unions should be thinking about for their affiliates as a way of service. They need to voice this kind of issues in the bargaining chamber. The PPN challenge brings about another challenge of heavier duty loads for teachers who find themselves in smaller schools. In UMkhanyakude where resources are still a challenge, smaller schools are the ones that suffer the most in terms of resource provision. Principals in smaller schools end up being loaded with too much administrative work, since it was bigger schools that were prioritised in the allocation of admin clerks. These schools are supposed to meet deadlines the same way with all other schools that are better resourced.

The government in the South African Government News Agency made a statement regarding cost cutting measures. This was stated by the former finance minister Pravin Gordhan in the Medium Term Budget Policy Statement of 2013. The implication is that the Department of Education is likely to live with the current status quo for years or might even get worse. Even the schools which were lucky to get support staff like clerks, cleaners and security guards, cannot replace them in case they leave posts for whatever reason. Most parents and SGBs do not understand why this is happening and why are teaching posts in schools not increased to cover the expectations of the parent community. The PPN policy needs review and quickly so that capacity in the Department of Education could be improved. Schools need to be able to deliver quality education. This is confirmed as the mission of the department in KZN says: “To provide equitable access to quality education for the people of KwaZulu-Natal” (KZN DoE 2015:26). Quality in education cannot be ascertained only by the kind of curriculum offered but also by improving the teacher pupil ratio. This will allow effectiveness during teaching and learning. The teacher needs to be able to attend to individual needs of learners in class.

4.2.6.2 Corruption including bribes

Deals made outside the recruitment structure by certain individuals end up causing disputes. The respondents who mentioned this are right. They say it comes from all angles which could be unions, SGB or even the departmental nominees. It then causes the panel not to score candidates fairly. A candidate who did not perform well would end up being the one recommended for the post due to corrupt acts. Respondent A said:

“These bribes and preferences are sometimes due to external party politics. Unions bring party political influence to teacher recruitment and selection.”

This is not good for the education of children.

4.2.6.3 Scarcity of teachers in certain fields

Respondents H and D mentioned the shortage of teachers who specialised in specific fields like Mathematics and Physical Sciences. Respondent D said:

“The shortage of qualified teachers in certain fields.”

The department ends up recruiting people who are not teachers by profession to come and fill up this gap. The shortage of teachers in Mathematics and Science in districts like UMkhanyakude may also be attributed to the rural nature of the district. This challenge affects even results in Mathematics and Physics.

There are interventions prioritising Mathematics teaching on Saturdays where lead teachers are compensated for travelling costs to centers where they teach. This kind of intervention cannot be sustainable. Capacity-building among the existing teachers to be effective in the teaching of Mathematics and Physical Sciences is the way that will eliminate the extra help to teaching of these subjects. Physical Science is a subject that needs equipment in the form of laboratory so that it is made practical to learners. Most have the science subjects in their curriculum, but without laboratories where practical sessions could be done. Learners then have to use imagination of apparatus that the subject is about. Suitable teachers would then find it difficult to come and teach the subject that needs practical lessons where laboratories are not there. A central laboratory for UMkhanyakude schools can be a relief to this problem, although the district is too wide. If there could be a laboratory where teachers could take their learners to for practical lessons and make them see apparatus and how they are used at least once before they seat for examinations, could be conducive to improved academic achievement.

4.2.6.4 Teachers prefer urban areas

Teachers prefer teaching in urban areas rather than rural areas like UMkhanyakude. This is one other issue tabled by respondent J who said:

“Teachers prefer teaching in urban areas. The relocation of people moving from rural to urban areas affect teacher employment in our area.”

This is due to infrastructural challenges the area of UMkhanyakude is facing. Even the youth from the very UMkhanyakude District when they get their qualifications, want to get employed in areas near to big towns. They do not want to hear about their rural area where they originate. Basic needs like water, electricity and roads are still a challenge in UMkhanyakude. Others have reasons like wanting to work in areas near institutions of HE, so that they upgrade themselves while working.

UMkhanyakude is too remote and underdeveloped to attract people to freely come and serve in schools.

4.2.6.5 Less pay for teachers

Another challenge facing teaching according to respondent H is that, it is not an attractive profession when viewed in terms of teacher salaries. Respondent H said:

“There is less pay for teachers as compared to their job.”

Brilliant children would always want to pursue other carrier fields that are paying better salaries than teaching. The people who end up resorting to teaching are mainly people who were unable to get into their preferred fields of study. It is more prevalent in Mathematics and Physical Science teachers who were mostly trained as engineers. They end up re-skilling to become teachers, hence the Post Graduate Certificate in Education (PGCE). This becomes the root of underperformance as such people do not have the passion of teaching in which they find themselves. Recruitment of quality teachers is therefore jeopardised.

4.2.6.6 Communities ill-treat teachers

There is respondent J who said:

“Communities ill-treat teachers not from the locality and want local people who are sometimes not interested in teaching career.”

This is just mere job reservation for the locals which unfortunately do not benefit the child in the classroom. They want local people to occupy teaching posts in the area. This is more prevalent in senior posts. Teachers are intimidated through unknown SMSs at times and anonymous calls. There are cases of this kind reported to South African Police Service (SAPS) stations in the area of UMkhanyakude and there are teachers who have left their work places and have been rendered displaced due to this kind of behaviour.

In other instances children are instigated to rebel against a teacher and that teacher would end up leaving the school. When these incidents happen, learners suffer in the end since the teachers who leave, because of such things would always leave with the post and remain in the school payroll

for years without replacement. It becomes impossible for the department to strike that teacher out of the payroll of the school if the teacher was not charged for any offence. The local people who happen to be preferred by the SGB and communities are sometimes not good enough which is why they did not get posts of their own accord. Quality education is therefore compromised.

4.2.6.7 The issue of surplus teachers

Respondent I said:

“There is a situation where permanent educators are above PPN. This causes problems, because schools with vacancies cannot recruit new teachers for themselves now, and they must absorb these surplus teachers.”

This is also a challenge, since some of the surplus educators are declared surpluses due to their poor performance where their streams in their original were phased out. Such a teacher would then be placed and absorbed into the new school with the post. This teacher even if he/she is unable to produce good results, the new school would be stuck with this teacher the SGB did not voluntarily choose. This teacher would then become a hindrance to the SGB to recruit a teacher they like.

4.2.7 Best staff recruitment model

Under this theme the question that the respondents had to answer was: In your view, what could be the best model staff recruitment in schools?

4.2.7.1 Competencies, ability and major subjects

Respondent H, I and D said the SGB must appoint teachers according to competencies, ability and major subjects for the teachers not with any other intentions that do not promote learner attainment. These respondents further said the SGBs must put education as the apex priority in whatever they do. Respondent I for instance said:

“The SGB need to consider competence when selecting teachers and not be biased with certain individuals as this does not promote education but must put education first.”

The SGB as well as unions must promote quality education and no other interest. Respondent I is bringing something very important forward in the above point.

Respondent G said:

“Being loyal and faithful in performing their delegated functions as stated in South African Schools Act.”

The function delegated to the SGBs which we are discussing here is DoE 1996(SASA Act 84. 20(i)) “Recommend to the Head of Department the appointment of educators at the school, subject to the Employment of Educators Act, 1998 (Act no.76 of 1998), and the Labour Relations Act, 1995” (Act no.66 of 1995). Respondents H and C are sharing the same sentiments with respondent G. SGBs need to be loyal and just in their duty of teacher recruitment and ensure they recommend people with the necessary expertise. The issue of expertise is only covered through the knowledge of school needs. The SGB in this case seems to be happy with the kind of legislative procedure in the recruitment and selection of teachers. It is only the loyalty and faithfulness the SGBs need to apply that they seem worried about.

4.2.7.2 Doing background research

There is respondent J who said that the SGB members need to investigate about the background of the person they want to recommend for the post. They must understand first what kind of a person the applicant is in terms of character before the person is recommended.

This is important as the prospective teachers will be developing children to adulthood. The teachers are good role models to children they teach. Character on the other hand, must supplement the curriculum expertise in a teacher.

4.2.7.3 Involvement of SMT

There is respondent E who said the principal, School Management Team (SMT) and the SGB should be given more powers in teacher recruitment structure, because they know all about the needs of their school. This respondent E said:

“The principal, SMT and SGB should be given more power in the recruitment structure because they know all the needs of the school.”

There is a new dimension this respondent is bringing into the recruitment structure. The respondent mentions the involvement of the SMT. This is the new dimension that could bring in some advantages as well. This can be implemented by co-opting a departmental head in the field of specialisation of the vacancy. This additional element could bring about surety that the person recommended does have the capacity the school requires.

4.2.7.4 Probation period

Respondent J said:

“Teachers should not be made permanent on appointment. Permanency be declared on merit (performance).”

This respondent suggests that teachers need to serve under probation until they prove themselves on merit to be considered for permanent appointment. During the time of probation the teacher should be inducted and undergo a structured mentoring programme.

The idea of teachers proving themselves to be good before being granted a permanent status, can work for schools. Learner performance relies much on the capacity of the teacher teaching them. A teacher is a valuable resource that cannot be replaced. Learner performance is the reflection of the capacity of a teacher teaching them. The teacher must be able to reflect on learner performance, do diagnostic analysis and come up with the subject improvement plan that is informed by the diagnostic analysis. In actual fact this kind of reflection needs to be done after every assessment throughout the year in order to be certain about good results.

There is another respondent with the code A who said:

“The model schools are using right now is the best, provided it is used according to prescripts.”

This statement is confirming that there are challenges which are perceived by some people as deviation from prescripts of the law. This could be due to different reasons including the following:

- Ignorance of the regulating act; and
- Deliberate actions of corruption.

The first one can be easily ratified by capacity building sessions. The second one needs strengthening of the way of dealing with cases of corruption and malpractices. People involved in recruitment scandals must be dealt with decisively to send a clear message to others who might be tempted to fall into the same trap in future.

4.2.8 Additional suggestions regarding staff recruitment

The last theme in the study was an invitation of suggestions on the recruitment of teachers. The question respondents had to respond to was: Any suggestions you would like to make regarding staff recruitment?

4.2.8.1 Union influence

There is respondent E who said:

“Eliminate the use of political unions or they must only observe.”

This is a respondent who was very dissatisfied with the way unions handle themselves in recruitment processes. It is clear that according to this respondent they go beyond the level of being observers and do something else. Deducing from the earlier statements even other respondents made, the statement that they go beyond being observers, is true. This is then more than the role legislation warrants them to do. The fact that they even want certain candidates to be preferred to others is evidence enough that unions go beyond observing to exert an influence and dominate the selection and appointment processes.

4.2.8.2 Literacy level for SGB members

Respondent J said:

“People in the SGB should be people at least with standard 5 (grade 7) as a requirement.”

This statement was quite alarming, since it was not even expected that anybody exercising the right to choose a candidate for a post should have a lower qualification than a matric certificate.

SGBs are having a huge responsibility to fulfill. They need to have some kind of qualification to enable them to perform without shame. This then means they need to have a certain literacy level that would give them capability to cope with the task they are to carry out. Though it may not be specific to a particular standard or grade, a specific grade could be considered after doing a survey on how people in that level of education are informed. This should be the level that would make that person to communicate in English, since some of the tasks that they are supposed to carry out, are done in English, hence the adverts and application forms.

4.2.8.3 Considering SMT in the selection committee

Respondent B said:

“The interview committee should be formulated using SMT members, since they will be able to understand the proceedings well as they won’t have the problem of understanding English.”

This would be a violation of the South African Schools Act which is the act that is giving this function to the SGB. This would call for the review of the SASA if it could bring any positive change.

4.2.8.4 Observance of confidentiality

Respondent I came up with the issue of confidentiality. The respondent said:

“If the interview committee members spread the proceedings of the recruitment processes before results come out officially then that ruins everything and even discredits those that were involved in the process.”

This is a good advice to SGBs. It is true that in most cases they do not manage to keep quiet until the appointment is officially made. They would tell candidates about the outcome of the interview immediately after the process. This is causing a lot of stress and anxiety to candidates. This can also ruin the whole process as it could create grounds for grievances.

4.2.8.5 SGB deny being dictated upon

Respondent H said:

“SGBs must stand their ground and not allow unions to rule or dictate on them.”

The bigger problem SGBs are facing is the lack of confidence which then cause them to be vulnerable and be manipulated and intimidated easily. The issue of considering a certain level of education could be part of a solution to this. Education will boost their confidence and make them much more effective in their mandated functions.

4.2.8.6 More power to the principal

Respondent D said:

“The principal must be the one who is having more say in the process than the SGB. Anyway he/she is the one who understands the needs of the school better.”

The respondent has a valid point on the one hand, but principals can sometimes be tempted to fulfill their personal interests as they are also corruptible. If principals can be loyal, honest and professional on the other hand, they can work perfectly in identifying the best suitable candidate in posts within the school.

4.2.8.7 Department should take over

Respondent A said:

“The vacancies like post level one, departmental heads and deputy principals are the only posts that are done by the SGBs at a school level. The vacancies of principals are done at the level of the district.”

This idea is being suggested by many people. It is an idea to be taken seriously by the Department of Education and look if it can be viable. It is always better with other vacancies below the principal as the principal will also be part of the panel to give guidance where necessary. Some panels would even allow the principal to be one of the scorers. In the case where it is the principal that must be appointed, it becomes difficult for the SGB to come up with the best person. It would serve schools

better if principals are appointed at the department level and not at school level. Another great idea is that of having a special training programme for people who are aspiring to be principals. This will serve to ensure the people considered for being principals are people who will be productive and bring positive changes to the schools as centers of child development to meaningful adulthood.

4.3 A BRIEF SUMMARY

The data were successfully collected. The SGB members that were sampled for data collection were all having an experience of the recruitment and selection process taking place in schools. As the questions were developed in a way to accommodate even respondents who are not comfortable with English there were no respondents who had a problem of giving an idea on the subject of discussion. The first question needed respondents to indicate whether they have been exposed to the process of teacher recruitment and selection before. All the respondents were once involved in one way or another. It was then much easier for respondents to respond on something they know. There are issues that were mentioned by most participants, like the need for capacity building. This research can therefore assist whoever wants to intervene and develop capacity on SGBs to identify what they themselves said they need development on. This research has also opened one's eyes on feelings SGBs have about unions. It became clear that SGBs are not happy with the role unions' play. They think unions do not keep their mandate of being observers, but they exert influence SGBs are not happy about. Respondent D, E and J revealed their unhappiness about the fact that unions tend to politicise the process of teacher recruitment and selection. It was also clear that SGBs can see that most of them especially the ones from the parent component do not have what it takes to interview teachers. Respondents like A, F and G suggested that the department should take this function away from SGBs more especially when selecting principals. They lack the necessary ability which is why some of them are suggesting the increased involvement of the SMT in panels.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 INTRODUCTION

This chapter provides a summary of the study done on the role awareness of the SGBs for the function of the recruitment of teachers in UMkhanyakude District. This chapter also outlines the findings which emerged in Chapter 4. Thereafter, this chapter outlines the recommendations of the study. Other chapters have assisted this chapter as follows:

5.2 SUMMARY OF THE STUDY

Chapter1 served as an introduction and motivation of the study. The study was designed to establish whether the SGBs in UMkhanyakude District are aware of the role they are supposed to play in teacher recruitment. The study was intended to answer the following research questions:

- What is the role of SGBs in the recruitment of teachers in UMkhanyakude District?
- Are the SGBs in UMkhanyakude District equal to the task of teacher recruitment?
- What types of challenges do UMkhanyakude District SGBs encounter when recruiting teachers?

The first chapter of this study also shared the aim and objectives of the research, which were:

Aim of the study

The aim was to establish whether the SGBs in UMkhanyakude District were aware of the role they were supposed to play in teacher recruitment and to find out if they performed accordingly.

Objectives of the study

The objectives of the study were to:

- determine the role of the school governing bodies in the recruitment of teachers in UMkhanyakude District;
- establish whether the school governing bodies in UMkhanyakude were equal to the task of teacher recruitment; and
- determine the types of challenges UMkhanyakude District SGBs encounter when recruiting teachers.

The research methodology was picked in the first chapter. The qualitative method was preferred for this study as it was seen to be applied research. The sampling procedure chosen was purposive sampling. SGBs were the target group from ten different schools.

Chapter2: was about the literature review and empirical studies on:

- The role of the SGB in recruitment of teachers;
- SGBs in UMkhanyakude District and the way they perform their task of teacher recruitment; and
- Challenges SGBs in UMkhanyakude District encounter when recruiting teachers

The role of the SGB in recruitment of teachers

It was stated that the SGB must be guided by policy and regulations like: EEA76 of 1998 and the SASA 84 of 1996. In this chapter it was discovered that recruitment in South Africa is carried out ‘centrally’ (Thurlow, 2003). The school notifies the employing department of the existing vacancy. The department advertises, receives applications, sifts and passes the remaining applications on to the school. The school recommends and sends the applications back to the department for final appointment.

Personnel selection is the critical activity in the filling of the post intended to make the best choice from the possible alternatives to enhance the likelihood of making a successful appointment (Van der Westhuizen, 1994).

Another area of concern that was raised in Chapter 2 was whether the SGBs are able to follow the guidelines that need to be followed during the processes of shortlisting and interviews (Clarke 2012). These guidelines include:

- The criteria used must be fair, non-discriminatory and in line with the Constitution of the country;
- The curricular needs of the school should be considered;
- The obligations of the employer towards serving educators (which are always laid out in the bulletin) should be taken note of; and
- The list of shortlisted candidates for interview purposes should not exceed five per post (unless there are inevitable conditions).

SGBs in UMkhanyakude District and the way they perform their task of teacher recruitment

SGBs in UMkhanyakude need capacity building. The term of office of the SGB members was seen to be an obstacle again in determining timeframes for capacity building and support. By the time the SGB members who have been trained are to give up, their term of office lapses. SGBs were seen to be manipulated by unions. UMkhanyakude was seen as one of the socioeconomic communities where educators were seen to be the most highly qualified people in the area. The department of health regard this district as deprived in South Africa as the high illiteracy rate makes it difficult and sometimes impossible to understand information, education and material distribution (KwaZulu-Natal Department of Health, 2015). This is why unions managed to easily manipulate SGBs and dominated the committees when it came to teacher selection and recruitment. Biyela (2008) shares the same sentiment that school governing bodies are sometimes tempted to award more marks to people whom they know, while tending to neglect performance of candidates during the interview, because they are assigned to a task that they are unable to perform adequately. Furthermore, teacher unions are also uncomfortable with SGB in appointment of teachers. They feel that parents who are part of the panel (short-listing and interview) should have a clear understanding of the recruitment and selection processes or it should either be parents who have background of education so that they will be able to select appropriate teachers (Mazibuko, 2014).

Challenges SGBs in UMkhanyakude District encounter when recruiting teachers

The language used when advertising and applying for advertised post was seen to be a challenge. This challenge was attributed to the level of education of the SGB members in the area. Lack of confidence among SGB members was also noted. SGBs end up transferring their function of teacher recruitment and selection to the District.

Policy interpretation was another challenge to SGBs. They were seen to have gender stereotypes by not believing in female leadership. This also undermines the social structure of the community, because this District by district health barometer as female headed household where these women provide means for their household (KwaZulu-Natal Department of Health, 2015).

It was in Chapter 4 where all of the challenges were revealed as interviews were going on.

Chapter3: Focused on the methodology that was used in the study. It was where the way of data collection was given. The population sample was identified and contacted. A schedule of questions, with which information was to be collected, was developed. The data collection procedure was decided upon. The researcher had to undertake an ethical obligations declaration in chapter three. This chapter was concluded by stating how validity and reliability were going to be ensured on data collected.

Chapter4:, an analysis, presentation and discussion of the data collected was done. The data was collected from ten schools that were sampled. Participants from those schools had to respond to an interview with open-ended questions that were developed to collect data. A summary of the findings, conclusions drawn and recommendations made about the study was presented in this chapter.

A qualitative analysis of data was used as it was the method that matched the aim of the study. The open-ended questions were used for qualitative investigation developed to collect data from the sampled respondents who were SGB members in schools of UMkhanyakude District. The schedule of questions consisted of eight questions which were also translated in IsiZulu. The type of respondents sampled were the people directly involved with the recruitment and selection of teachers in schools in the district. As the interviews were introduced all the respondents indicated

that they had experience of being in the interview committees in their respective schools. Their responses further proved they had the information required to make the study a success.

5.3 FINDINGS WITH REGARDS TO RESEARCH QUESTIONS.

5.3.1 The role of SGBs in the recruitment of teachers in UMkhanyakude District

From responses it was clear that some SGBs are aware of what is required from them. They for example knew what skills they needed to perform well in their recruitment function, which are: communication; listening; writing; knowledge of English; how to award scores; and recruiting tactics. This study was an opportunity to reflect on positive and negative experiences. The respondents identified areas where they thought they still need development. Areas they singled out were:

- The role each constituency has to play in the interview committee;
- The code of conduct for educators;
- Training on recruitment requirements; and
- The human relations and communication.

It is always good if people who need capacity are able to point out where they need assistance. It makes the duty of the one to come and assist easier if it is clear as to what to touch upon. The areas they pointed out are the ones that are key to them with regard to what is expected of them as they recruit teachers for the school.

The SGBs believed that they would make informed decisions if they were to be capacitated on the do's and don'ts for teachers as spelled out in SACE Act 31 of 2000. They needed to know the kind of character the educators must display as professionals. SGBs also claimed they needed to know how posts were created and how posts ought to be related to curricular needs of schools. Hall (2015) emphasises that SGBs need to reassure that mechanisms are in place within the school to make sure that any teacher employed to teach has the required teaching qualifications' documentations and has successfully completed the statutory orientations required. They also mentioned they needed capacity on different ways of staff recruitment and placement including filling of posts through surplus educators and transfers. The SGBs have shown that they were

aware that unions sometimes went beyond their area of operation and interfered with which candidates had to be considered for posts. They also mentioned the issue of unions who brought political influence to recruitment. They even mentioned the allegations of bribes.

In Chapter 4 it was made clear that unions bring the element of corruption in the recruitment practice. It was found out that unions politicise education excessively through allegations of selling teaching posts. However, Hall (2015) asserts the SGB should make sure that there are effective planning and processes in place before shortlisting, during interviews and afterwards. This might minimise corruption and jobs for pals, which in turn Tandwa (2015) posits that it compromises proper appointment of critical teacher posts as the unions appoint their comrades in the posts. Proper planning and processes will make the whole activities to be transparent, respected by the school community as it will ensure that justice is done and candidates with potential are identified.

5.3.2 SGBs in UMkhanyakude equal to the task of teacher recruitment

SGBs in UMkhanyakude lacked confidence. SGBs felt that they must be trained on recruitment and selection to get to the point where they would develop self-confidence. However, Xaba (2011) who had done a study on “*The possible cause of school governance challenge*” in Gauteng Province argues that the type of training (2-3 hours) that is provided is not enough to empower SGB to be able to conduct selection process effectively. This would jeopardise the role of the SGB as they would be seen limited to validating the outcomes of the proceeding due to lack knowledge of the procedure. It was stated again that those who lacked self-confidence ended up outsourcing the members into the interview committee. They ended up electing principals from their neighbouring schools who had no passion or consideration of needs for the next school to come and be in the panel. This is corroborated by Sithole (2011) who asserts lack of training and knowledge on recruitment and selection create situation where the principal would formulate the interview questions without engaging SGB members (parents component) as it would be claimed that they do not have knowledge of the curriculum and some of them are illiterate and have a low level education.

It was found that some of the respondents see it as unfair and unjust that the fate of professionals is left in the hands of illiterate people, as it is the case when SGB members who are not properly

qualified are the ones to recruit and select teachers. This was seen as one other thing that made SGBs to lack confidence. Their illiteracy would always stand in their way of believing in themselves. It is also the responsibility of the school to take effort to engage parents SGB, because Biyela (2008) posits that even fortunate schools with literate SGB struggle with school recruitment procedures. Those SGBs nevertheless performed as some of them, felt that their school recruitment was fair, just and professional, because it followed the right channels stated in circulars of the Department of Education. The elements of fair appointment processes are important to that employer and the SGB at this would ensure fair selection (Sithole, 2011).

5.3.3 Challenges encountered by SGBs when recruiting teachers in UMkhanyakude District

It was clear that SGBs were faced with challenges they needed to overcome, as stated in Chapter 2. Those challenges rendered them inefficient to perform their duty of teacher recruitment and selection. They included the following:

- Bulletins are produced in English: Literacy levels of the SGB members put them at a disadvantage in terms of performing their duty of recommending educators for appointment;
- Applicants use English when they apply: That posed a challenge during the processes like shortlisting and interviews;
- Lack of confidence for SGBs: They were challenged by teacher unions and got intimidated and manipulated;
- Principals with personal influence: Some principals exerted their own influence in the recruitment of teachers. They brought their own preferences to the SGBs not because of school needs but corruption driven. From the findings it was out that principals and officials of the department are not always trustworthy people;
- The term of office for SGB members: SGBs were trained on how to deal with teacher recruitment whenever there was a bulletin. Only to find that those that were trained their term of office expired after three years. When not re-elected they left with the experience

they acquired and the new inexperienced group came in. That was crippling the process of teacher recruitment;

- Unions exert influence instead of being observers: Unions brought political influences and wanted certain individuals to be considered for posts, because of their affiliation. This can only be brought in if proper planning and effective measures are in place, policy and procedures are available and there is transparency on recruitment and selection processes; and
- Stereotypes engulfing some SGBs: There were still SGBs that did not believe in women leadership as stated in Chapter 2. Some candidates did not get posts because of their gender. That was more prevalent in high schools.

The respondents mentioned issues like PPN, corruption and bribes, scarcity of teachers in certain fields, teachers preferring urban areas, less pay, ill-treatment of teachers by commuters and surplus educators, as key factors that are posing a threat to them as they execute their function of teacher recruitment. A detailed analysis about how each of these factors are posing a threat to recruitment was given in Chapter 4.

The above findings made it clear that there are other challenges that are a threat to the performance of the SGBs that are not necessarily of their own capacity or making. They are either caused by teachers themselves or by the system of the department itself.

5.4 CONCLUSION

Teacher provisioning is the key to delivery of quality education as there is no resource ever proven that can replace a teacher. Teachers remain a valuable resource in education. It is therefore, imperative that SGBs should have capacity to deliver towards the realisation of strategic pillar no.3 which is: teacher provisioning, development and support, (KZN DoE, 2015). UMkhanyakude not excluded. It has been realised through this research that SGBs in UMkhanyakude have challenges relating much to the socio-economic conditions of the area. Recommendations for improvement have been tabled which if taken into consideration, can bring about positive change and transformation. The idea of the Government to decentralise education and bring all stakeholders on board, was progressive. The professionalism and integrity as values of the Department (KZN

DoE, 2015: 27) will be realised the day the Department corrects itself in the function of teacher recruitment which is currently in the hands of lay people. This function should be in the hands of professionals. The participants sampled for this study were very helpful and participative. The cooperation contributed to the successful, practical investigation and the responses which could be elicited from the participants.

It can be said in conclusion that to find the most suited teachers for the posts available remains a challenge and the SGBs have a crucial role to play in choosing the most appropriate teachers for the posts. The findings indicated that SGB need to be trained and guided thoroughly in dealing with recruitment of teachers who meet the requirements based on the needs of the schools especially around UMkhanyakude District which is a more rural based District with the level of illiteracy being higher

5.5 RECOMMENDATIONS

5.5.1 Recommendation on the role of SGBs in the recruitment of teachers in UMkhanyakude district

It is recommended that all SGB members after being elected be trained on their functions. The function of teacher recruitment relates much to the co-business of the school, as stated in the non-negotiables, which is teaching and learning (KZN DoE, 2015). It is therefore important that all SGBs be equipped and not only those with advertised posts. It is actually the duty of the school principal to conduct an induction session for the new SGB members and answer any question that the new SGB may have (DoE 2009). Sithole (2012) emphasise that before a teacher can be employed, the SGB must determine their school particular needs. It is also important to take note of the requirements contained in section 20(4) to (10) of the South African Schools Act. The governance section in the district as well as circuit managers must collect information from principals on whether SGB training had been conducted. They should also intervene to assist principals by training SGB on critical issues such as teacher recruitment. Training should not open opportunities for undue influence SGBs are complaining about.

- It is training again that will wash away the **gender stereotypes** that are still visible in UMkhanyakude district. There is a structure developed called ‘Women in Management (WIM)’ which seeks to empower women in management positions in the area. Women here share their management experiences and share good practices. This initiative is spearheaded by Teacher Development section in the district. Women who take part in this initiative were empowered. It is therefore recommended that all the women who are in leadership positions and those who aspire to be leaders should be brought on board for capacitation;
- On the issue of **training** vs **term of office**: It is recommended that when it is time for SGB elections there must be at least 20% retention of **experienced members** who are going to mentor new members on how the functions are carried out. This calls for the amendment of the SASA 84 OF 1996 as it talks about a three year term of office without a mention of retention. This will enhance continuity; and
- Schools must develop a database of people who have been members of the SGB previously and the different roles those people played so that they can serve as a source of reference for new members. This activity can also assist schools during SGB elections to have a **pool of people who can be co-opted for their expertise.**

This statement in the guiding legislation confirms that the people who have developed the necessary experience need not be thrown away, but can still be brought in to ensure continuity and efficiency.

5.5.2 Recommendations on whether SGBs in UMkhanyakude are equal to the task of teacher recruitment

It stands without doubt that the SGB members must have the skills the respondents talked about in Chapter 4. The National Guidelines for school governing body elections confirms that the parents have the responsibility of ensuring that they elect the right people in the SGB to support the school (DoE, 2009). The same sentiment is echoed by Sithole (2011) that selection panel established by the SGB has to be knowledgeable about the prescribed selection process and procedures to follow before making recommendation for appointment, criteria for shortlisting and

interviewing had to be just and fair. SGB members elected with the above responsibility in mind will find no challenge in executing their duties like teacher recruitment. They will bear the necessary skills that they need to be effective. It is recommended therefore that SGB elections should be carried out with functions in mind [SASA, 1996(20)] so that the **suitable people are elected**.

The South African Schools Act 84 of 1996 should be amended to consider a certain level of education for people to qualify to be members of the SGB, to enhance their effectiveness in the SGB and to boost their confidence as they govern schools. This will make the recruitment of teachers more meaningful.

5.5.3 Recommendations on challenges SGBs face on the recruitment of teachers

- SGB members must at least be able to **read and write in English** since recruitment documents are prepared in English. This was suggested by respondent J;
- On manipulation by unions, principals or officials: Capacity building could boost SGBs and make them to take informed decisions. When trained they would overcome intimidation and manipulation either by unions, principals or officials, respondents mentioned;
- Unions need to be there and perform their task as observers. They need to understand what the role of an observer is (DoE, 1999). They need to refrain from corrupt influence they sometimes bring into recruitment processes. They need to support SGBs in execution of their duty and not manipulate them. Strict penalties must be imposed to those found guilty of corruption such as bribes;
- Principals should be recruited and selected for recommendation of employment at the level of the district, to enhance quality educational leadership;
- The number of teachers per school must not be less than the number of grades offered by the school and approved by the department. This initiative will resolve even the challenge of surplus educators;
- Corrupt individuals must be prosecuted and heavy sentences be imposed on them. In that way people will be discouraged to involve themselves in criminal activities in recruitment;

- Bursaries should be provided for learners who want to pursue teaching scarce subjects. This will remedy the situation of teacher shortages in scarce subject and bring quality results too;
- Rural incentives should be provided up to quintile 3 schools to improve retention of teachers in poor communities. Rural incentives are currently received by teachers in quintile 1 schools only;
- An institution of high learning be built in UMkhanyakude where teachers can attend to upgrade themselves;
- Unions should join hands and flag better pay for teachers. This will make the profession more attractive to people with capacity that will benefit the system; and
- Communities should be brought closer to education so that they can see the value of teachers. Campaigns should be organised in UMkhanyakude to bring a common understanding about the importance of teaching and learning in the area. Events like parents' evening where parents would be invited to come and interact with teachers on children's performance should be done frequently to bring synergy between parents and teachers.

Teachers should serve on probation for a year at least before they are appointed in permanent positions. This will give ample time to the SGB to judge if that teacher is fulfilling school needs.

SMT members should be considered in recruitment panels to bring in some professionalism in the panel and to reinforce capacity to verify professional capacity in candidates.

Cooperation contributed to the successful, practical investigation and the responses which could be elicited from the participants.

5.6 LIMITATIONS OF THE STUDY AND RECOMMENDATION FOR FURTHER RESEARCH

On limitations: It was not easy finding information from literature and empirical studies. Organising and visiting schools were a challenge, since the schools sampled were far apart due to geographic layout of the District and this affected the sample size. The study was also confined to UMkhanyakude District whereas there are other districts with similar conditions.

On recommendation for further research:

- One would recommend that a similar research should be undertaken with a bigger sample and stretched to involve other Districts of the similar socioeconomic conditions, to strengthen the need to do something about recommendations as a way to effect improvement in education; and
- A comparative study could also be done where urban districts are compared to rural districts on effectiveness of SGBs on recruitment and selection of teachers.

Teacher provisioning is the key to delivery of quality education as there is no resource ever proven that can replace a teacher. Teachers remain a valuable resource in education. It is therefore, imperative that SGBs should have capacity to deliver towards the realisation of strategic pillar no.3 which is: teacher provisioning, development and support, (KZN DoE, 2015). UMkhanyakude not excluded. It has been realised through this research that SGBs in UMkhanyakude have challenges relating much to the socio-economic conditions of the area. Recommendations for improvement have been tabled which if taken into consideration, can bring about positive change and transformation. The idea of the Government to decentralise education and bring all stakeholders on board, was progressive. The professionalism and integrity as values of the Department (KZN DoE, 2015) will be realised the day the Department corrects itself in the function of teacher recruitment which is currently in the hands of lay people. This function should be in the hands of professionals. The respondents sampled for this study were very helpful and participative. The cooperation contributed to the successful, practical investigation and the responses which could be elicited from the participants.

It can be said in conclusion that to find the most suited teachers for the posts available remains a challenge and the SGBs have a crucial role to play in choosing the most appropriate teachers for the posts. The findings indicated that SGB need to be trained and guided thoroughly in dealing with recruitment of teachers who meet the requirements based on the needs of the schools especially around UMkhanyakude District which is a more rural based District with the level of illiteracy being higher.

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ANNEXURE A: INTERVIEW QUESTIONS (isiZulu questions)

INHLOLOMBONO YEMIKHANDLU EYENGAMELE IZIKOLE.

Lolu ucwaningo mayelana neqhaza elibanjwa yimikhandlu ephethe izikole ekuqokweni kothisha esifundeni uMkhanyakude.

IMIBUZO NGEQHAZA

1. Njengalungu lomkhandlu sewake waba yinxenye yokuqokwa kothisha na?
Uma kunjalo wawudlala yiphi indima? _____

2. Nikeza amakhono ocabanga ukuthi adingwa amalungu omkhandlu ukwenza lomsebenzi ngempumelelo. _____

3. Yikuphi nakuphi ngokubona kwakho lapho imikhandlu eMkhanyakude ingadinga uqeqesho khona ukwenza kahle lomsebenzi? _____

4. Ingabe uyathokoza yini ngeqhaza elibanjwa abezinyonyana zawothisha kulomsebenzi?
Nikeza izizathu zempendulo yakho. _____

5. Ngokolwazi lwakho njengelungu lomkhandlu ngakube uhlaka lokwenza lomsebenzi olusetshenziswayo lunobulungiswa, ukwethembeka kanye nokuhlonipheka ekuqokweni kothisha eMkhanyakude? Nikeza incazelo yempendulo yakho.

6. Ntozini ezinqinda ukuqokwa kothisha ezikoleni?

7. Ngokwakho ndlelani obona ingasebenza kancono ekuqokweni kothisha ezikoleni.

8. Nikeza izaluleko ongaba nazo ngokuqokwa kothisha ezikoleni.

ANNEXURE B: INTERVIEW QUESTIONS (English)

INTERVIEW SCHEDULE FOR SGB MEMBERS

This is a study of: **The role Awareness of the school governing bodies in the recruitment of Teachers in uMkhanyakude District**

QUESTIONS ON PARTICIPATIVE MANAGEMENT PRACTICES

1. As the member of the SGB have you ever been involved in teacher recruitment?

If “yes” in what way you were involved. ?

2. Mention skills you think the SGB members need to succeed in recruiting the best teachers for the school they govern :

3. In what areas do you think SGBs in UMkhanyakude district still need development regarding teacher recruitment?

4. Are you happy with the role teacher unions play in teacher recruitment?

If yes Why , if not Why ?

5 From your experience as the SGB member, do you think that the existing staff recruitment structure allows for fairness, justice and professionalism in the appointment of teachers in UMkhanyakude? If yes, explain or if not, explain

6 What factors tend to inhibit staff recruitment practices in schools?

7 In your view, what could be the best model staff recruitment in schools

8 Any suggestions you would like to make regarding staff recruitment in schools.

ANNEXURE C: ETHICAL CLEARANCE CERTIFICATE

**UNIVERSITY OF ZULULAND
RESEARCH ETHICS COMMITTEE**
(Reg No: UZREC 171110-030)



RESEARCH & INNOVATION

Website: <http://www.unizulu.ac.za>
Private Bag X1001
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ETHICAL CLEARANCE CERTIFICATE

Certificate Number	UZREC 171110-030 PGM 2016/277									
Project Title	The role awareness of the school governing bodies in the recruitment of teachers in uMkhanyakude District									
Principal Researcher/ Investigator	MS Mngomezulu									
Supervisor and Co-supervisor	Prof MAN Duma					Dr MS Mabusela				
Department	Educational Foundations and Management									
Nature of Project	Honours/4 th Year			Master's		x	Doctoral			Departmental

The University of Zululand's Research Ethics Committee (UZREC) hereby gives ethical approval in respect of the undertakings contained in the above-mentioned project proposal and the documents listed on page 2 of this Certificate.

Special conditions:

- (1) This certificate is valid for 2 years from the date of issue.
- (2) Principal researcher must provide an annual report to the UZREC in the prescribed format [due date-31 July 2017]
- (3) Principal researcher must submit a report at the end of project in respect of ethical compliance.

The Researcher may therefore commence with the research as from the date of this Certificate, using the reference number indicated above, but may not conduct any data collection using research instruments that are yet to be approved.

Please note that the UZREC must be informed immediately of

- Any material change in the conditions or undertakings mentioned in the documents that were presented to the UZREC
- Any material breaches of ethical undertakings or events that impact upon the ethical conduct of the research

Classification:

Data collection	Animals	Human Health	Children	Vulnerable pp.	Other
X					
Low Risk		Medium Risk		High Risk	
		X			

The table below indicates which documents the UZREC considered in granting this Certificate and which documents, if any, still require ethical clearance. (Please note that this is not a closed list and should new instruments be developed, these would require approval.)

Documents	Considered	To be submitted	Not required
Faculty Research Ethics Committee recommendation	X		
Animal Research Ethics Committee recommendation			X
Health Research Ethics Committee recommendation			X
Ethical clearance application form	X		
Project registration proposal	X		
Informed consent from participants	X		
Informed consent from parent/guardian			X
Permission for access to sites/information/participants	X		
Permission to use documents/copyright clearance			X
Data collection/survey instrument/questionnaire	X		
Data collection instrument in appropriate language		Only if necessary	
Other data collection instruments		Only if used	

The UZREC retains the right to

- Withdraw or amend this Certificate if
 - Any unethical principles or practices are revealed or suspected
 - Relevant information has been withheld or misrepresented
 - Regulatory changes of whatsoever nature so require
 - The conditions contained in this Certificate have not been adhered to
- Request access to any

The UZREC wishes the researcher well in conducting the research



Professor Nokuthula Kunene
Chairperson: University Research Ethics Committee
 04 August 2016

MS Mngomezulu - PGM 2016/277



ANNEXURE D: LETTER OF PERMISSION TO CONDUCT RESEARCH



education

Department:
Education
PROVINCE OF KWAZULU-NATAL

Enquiries: Nomangisi Ngubane

Tel: 033 392 1004

Ref.:2/4/8/705

Mr MS Mngomezulu
PO BOX 500
Jozini
3969

Dear Mr Mngomezulu

PERMISSION TO CONDUCT RESEARCH IN THE KZN DoE INSTITUTIONS

Your application to conduct research entitled: **"THE ROLE OF SCHOOL GOVERNING BODIES IN THE RECRUITMENT OF TEACHERS IN UMKHANYAKUDE DISTRICT"**, in the KwaZulu-Natal Department of Education Institutions has been approved. The conditions of the approval are as follows:

1. The researcher will make all the arrangements concerning the research and interviews.
2. The researcher must ensure that Educator and learning programmes are not interrupted.
3. Interviews are not conducted during the time of writing examinations in schools.
4. Learners, Educators, Schools and Institutions are not identifiable in any way from the results of the research.
5. A copy of this letter is submitted to District Managers, Principals and Heads of Institutions where the intended research and interviews are to be conducted.
6. The period of investigation is limited to the period from 12 January 2016 to 30 June 2017.
7. Your research and interviews will be limited to the schools you have proposed and approved by the Head of Department. Please note that Principals, Educators, Departmental Officials and Learners are under no obligation to participate or assist you in your investigation.
8. Should you wish to extend the period of your survey at the school(s), please contact Miss Connie Kehologile at the contact numbers below.
9. Upon completion of the research, a brief summary of the findings, recommendations or a full report / dissertation / thesis must be submitted to the research office of the Department. Please address it to The Office of the HOD, Private Bag X9137, Pietermaritzburg, 3200.
10. Please note that your research and interviews will be limited to schools and institutions in KwaZulu-Natal Department of Education.

uMkhanyakude District

Nkosinathi S.P. Sishi, PhD
Head of Department: Education
Date: 14 January 2016

KWAZULU-NATAL DEPARTMENT OF EDUCATION

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CALL CENTRE: 0860 596 363; Fax: 033 392 1203 WEBSITE: www.kzneducation.gov.za

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beyond the call of duty

ANNEXURE E

PO Box 500

JOZINI

3969

mngohms@gmail.com

06 April 2016

THE PRINCIPAL

UMkhanyakude district

Dear Sir

THE REQUEST TO CONDUCT RESEARCH IN YOUR SCHOOL

I am a master student at the University of Zululand, conducting research in Schools at UMkhanyakude District. Your school is one of the schools sampled for this research study. I am therefore requesting your permission to conduct this research in your school. The Head of the Department had granted me permission to conduct this study in schools identified in my research proposal, a copy of which is attached.

The title of this research study is, **"The Role Of School Governing Bodies In The Recruitment Of Teachers In UMkhanyakude District "**. The research study is solely for academic purposes.

This study aims to evaluate/recognise role the SGB and other stakeholders play in teacher recruitment/appointment in our schools in the district.

The research participants will be SGB members, SMTs, Unions as well as departmental officials a who play a role in recruitments and appointments.

It must be noted that participation is voluntary.

Your cooperation in this regard will be highly appreciated.

Yours faithfully

Mngomezulu M.S

