

**ATTITUDES OF EDUCATORS TOWARDS
THE SCHOOL-BASED PROMOTIONS**

BY

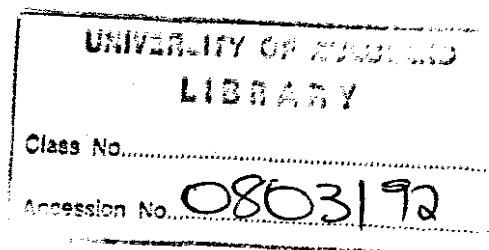
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**SUBMITTED TO THE FACULTY OF EDUCATION
IN THE FULFILLMENT
FOR THE DEGREE OF
MASTERS OF EDUCATION**

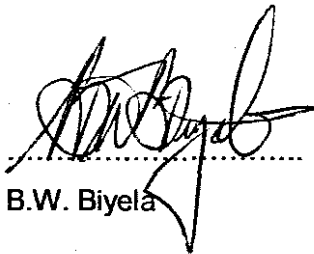
**IN THE DEPARTMENT OF EDUCATIONAL PSYCHOLOGY
AT THE
UNIVERSITY OF ZULULAND**

PROMOTER : PROF. D.R. NZIMA
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DECLARATION

I hereby declare that this project is my own work and all the sources that have been used are acknowledged.



B.W. Biyela

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ABSTRACT

The study investigates the attitudes of educators towards the promotions that take place in schools. The intention of the Department of Education was to improve the quality of education through the involvement of all the stakeholders in the decision-making. There is a common dissatisfaction from the candidates especially those who have been unsuccessful after the selection process.

The main aim was to determine the attitudes of educators towards the school-based promotions. The results show that educators have a negative attitude towards the school-based promotions. They experience the manipulation of the process to favour certain individuals. Several studies indicate that the "glass ceiling" in promotions has been adopted in the past and even today another form of it, is being utilized. Politics play a major role in the promotion of educators in schools and some educators hold the position in the municipalities where they contest as politicians.

The view of educators about the promotions was another aim, which the study investigated. The schools seem to adopt different strategies within one department with same policies. Monitoring is lacking from the department officials and the school governing bodies are entrusted with the selection processes, which they are unfamiliar with. The educators view the promotions as unjust and corrupt. The governing bodies are exposed to promotions without training and others are illiterate which makes the selection process to be subjected to manipulation.

Another aim was to determine the human relations after the promotions have been conducted. The sound human relations are important for the proper functioning of the school. The positions and the manner in which the school conducts promotions contribute to the deterioration of the human relations and the policies of the department discourage the approach, which depicts the policies of the school as an organisation with people who have been working. The educators feel that human relations are strained when there has been a competition and the principal is always linked with favouritism because he or she is the only representative of the department who also determines the needs of the curriculum of a particular school.

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CHAPTER 1

MOTIVATION FOR THE STUDY

1. Motivation for the study

The Human Resources Management for the Department of Education in South Africa has adopted the Post Provisioning Norm (PPN), which resulted in transparent and equitable sharing of human resources. The number of learners in each school determines the number of educators to be allocated to it. Those schools which were disadvantaged before the adoption of the PPN, benefited from the new system, especially the deep rural schools, where educators are usually reluctant to be assigned to. School-based promotion posts were created according to clear criteria that are known to all the stakeholders. Many schools have school management teams intended for efficient management in the entire system of education.

The senior positions in schools are a great incentive because more competent educators are lured to the schools by the senior posts on offer and this tends to improve the schools' performance. Although learning and teaching had taken place before the escalation of promotional positions in schools, the education system used to rely heavily on senior educators who are familiar with the culture of the schools in ensuring their smooth functioning. An acting educator is always hopeful of promotion when senior positions are advertised as promotion procedures are supposed to be open to all educators who are qualified with the required experience. The Department of Education emphasises the consideration of performance during the interviews, and the governing bodies often become confused when acting incumbents are found in positions before they are advertised.

Promotion does not come with responsibility only, but offers a salary increase the main incentive, which encourages many people to apply so as to fill the positions in accordance with attached requirements. As expected, some get promoted

while others do not – as promotional posts are usually fewer than available candidates. In many cases a post may have at least five candidates short-listed for interviews, while only one person will obviously be appointed. Some educators who have experienced the process of interviews by school governing bodies apportion the blame for their failure to achieve appointment to nepotism.

There are even cases where educators, especially those with good reputations gained at other schools, have died tragically – and their deaths have been associated with promotional competition. In order to counter speculation and to avoid unfair practices, the KwaZulu-Natal Education Department has issued a circular that advises schools to engage only in those activities that the schools were built for. In other instances, non-functioning has been caused by the fact that new principals had been appointed and that the deputy principals who had been acting before their arrival did not feature in the short-lists of recommended candidates for the advertised positions.

Some educators who have been associated with the administrative duties of certain schools have been charged in courts of law with the murder of newly promoted principals. Every Human Resource Management bulletin with promotional posts has been followed by a list of disputed cases. Some cases have been unresolved for more than two years. Many educators who had been promoted in some schools have been displaced and have been seconded to schools where they are not needed due to threatening conditions in the schools that appointed them procedurally. The huge number of displaced educators in the promotional posts has caused officials of the KwaZulu-Natal Department of Education to advertise posts for displaced educators only. Principals of schools have been implicated in nepotistic dealings in certain cases where junior members of staff have been promoted. Some promoted educators show lower leadership qualities than those of their subordinates. Educators often question the criteria used in promotion if their leader shows signs of lack of direction.

One is motivated to find out whether it is the Department's system of appointment that encourages corruption, if there is evidence of such corruption, or whether it is unimpressive candidates that are to blame for bad appointments?

1. Statement of the problem

The present study seeks to address the following questions:

- 1.1 Are the educators satisfied with school-based promotions?
- 1.2 Do educators view the selection process as fair?
- 1.3 Do promotions contribute to the creation of improved relations at work?

2. Aims of the study

- 2.1 To investigate the attitudes of educator towards school-based promotions.
- 2.2 To determine the views of educators about the selection process.
- 2.3 To determine the human relations at work after the promotions have been done.

3. Definition of terms

3.1 School-based promotions

In this study school-based promotions shall mean the appointment of educators to senior positions that are advertised in schools.

3.2 Post provisioning norms

The term, above, will refer to the standard procedure of providing the school with the posts to be filled by educators.

3.3 School governing body

In this study the term school-governing body shall refer to a group of people that are elected to represent educators, parents and learners in decision-making about matters concerning the functioning of each school.

3.4 Bulletin

In this study "bulletin" shall refer to the document in which posts are advertised.

3.5 Subject specialist

In this study the "subject specialist" refers to an educator in the school who is responsible for guiding, monitoring and supporting other educators in different learning areas or phases.

3.6 Attitude

In this study the term "attitude" shall refer to a demonstration of the general feeling that one has about promotions.

4. Value of the study

The study intends to establish the attitudes of educators towards promotions, and that could provide feedback to the educational authorities, as to whether people are happy with the processes that facilitate growth in their profession. The views, which are raised by the educators as people who are the stakeholders of school-based promotions, are valuable.

The study will help to determine the selection procedures that the Department of Education has designed, and to evaluate the extent to which it deals with corruptive activities in the selection process. The objectivity of the study could present another dimension to both educators and school governing body members. The school governing body will therefore be empowered to learn more about educators' attitudes towards the selection process and may find reasons for educators not being happy with the way in which some selections are conducted.

Some of the recommendations are aimed at elucidating the roles of educators and their rights during the selection process. The study could serve as a basis for development in promotions.

5. Research design

5.1 Sample

The study sample will consist of all schools within the Mthunzini Circuit. Both primary and secondary schools will be drawn on for sampling. The list of secondary schools shall be separated from the list of primary schools so as to make a clear distinction between the two types of schools, while ensuring that both are represented. Every third school in the list will be selected.

5.2 Data collection method

Questionnaires will be used as instrument in collecting data. The instrument will be administered to the permanent educators of all levels.

5.3 Method scoring

The nominal and ordinal scales of measurement shall be used.

5.4 Data analysis

Both qualitative and quantitative methods of data analysis will be used in analysing data.

6. Summary

Promotion is one of the highlights in the career in everyone's life. Educators are similar to other human beings in that they also want to grow in their field of service. Growth has to be attained through selection processes. The Department of Education has delegated some activities because its field of activities is so wide. Distortions are possible in the cascading model and some officials in the department have never been exposed to selection activities, yet they are expected to handle it or cascade it to schools. Irregularities are possible, either intentionally or unintentionally. As more than one educator cannot fill a single post, interviews are the means whereby to find a suitable candidate for each position. Many candidates can create healthy competition and such a situation should be viewed in the light of showcasing the abilities of the candidates. A platform is created for discontent if correct selection procedures are transgressed.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

Promotions in schools have raised a great deal of concern among educators. Some believe that those educators who get promoted succeed because of unfair practices indulged in by selection panels during selections. Others perceive that those educators who have not succeeded make excuses for their failure by blaming the selection procedures. Studies that have explored the selection procedures are reviewed in this chapter.

2.2 The attitudes of educators towards school-based promotions

Unfortunate experiences and various factors associated with promotions have resulted in the development of a negative attitude found among educators towards the school-based promotion posts. Some of the events that take place when the selections are conducted have generated a mindset among educators that connections other than performance in the interviews determine the fate of candidates that are promoted to higher positions. The Employment of Educators Act 76 of 1998 empowers the Head of Department not to appoint an educator who was recommended by school governing body if the correct procedures were not followed. There is evidence of such breaching of procedures as some posts have been halted as a sign that the powers given by the legislation have been exercised. Studies that justify the concerns of educators will be explored in this chapter.

2.2.1 Glass ceiling in promotions

Research evidence shows that apart from the love of new challenges that comes with the position and the fear of becoming stagnant, educators look at promotion

as another way of earning an increased salary and benefits. Lemons and Jones (2000) and Cubillo and Brown (2003) maintain that the movement to the senior positions is not easily achieved because there seems to be a glass ceiling, which is capable of preventing the designated people from occupying the positions. The findings by the above authors indicate that women have been targets of such a blocking system. However, the new trend involves the prevention of a particular group or class of people from moving up the ladder. The introduction of affirmative action implies that promotions can be manipulated. Any acceptable policy, whether it is affirmative or any other policy developed by people in power, create an impression to the educators that knowledge and performance in the interview do not make one to qualify for the advertised post.

Educators feel that applying for a position is a waste of their limited financial resources because the ceiling does its job perfectly in school promotions. Educators go to a great deal of trouble and spend hard-earned money on transport to attend interviews for which they are invited. In doing so they divert a lot of their energy towards something that has already been pre-determined, as the appointment of the new incumbent has often been justified ahead of time.

2.2.2 Networking

A network refers to a loose association of people who know each other in the context of shared interests and who can benefit from this association in terms of development, but also when they seek favours, or especially, when problems arise and they seek solutions. They contact members of the network who can contribute towards finding a solution to a problem by yielding influence, by "pulling strings" to guarantee certain outcomes, or by maneuvering within certain positions. According to Limerick and Andersen (1999), the right networks and mentors keep the wheel of penetrating into the high ranks turning. Some principals are better networkers as they delegate some of their responsibilities to junior members of staff. In this way delegation can be seen as another form of

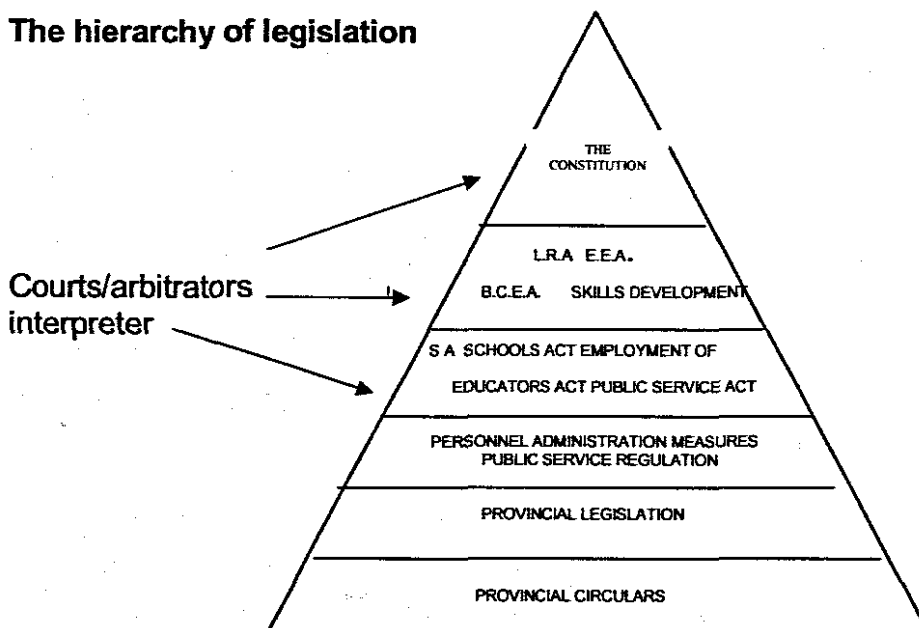
networking through which one can get used to the duties associated with certain positions. Acceptance of an acting position and its accompanying responsibilities is another form of exposing yourself to experience and getting yourself geared for promotion. However, acting does not guarantee appointment in a permanent capacity. Someone, even within the same institution, can be appointed ahead of those who are acting in certain positions. The leadership abilities of the new incumbent influence the attitudes of other educators, including those who have been acting. Chen, Chang and Yeh (2004) argue that employees place a significant value on their on-the-job performance and for this reason there will always be competition for promotion. They suggest that the hope of getting promotion enables an employee to improve his/her performance. The manner in which promotions are conducted determines working atmosphere in the school. Schools experience problems when someone who has been promoted fails to show the leadership qualities that made the committee to select him or her ahead of other candidates.

People who are known by the management of school and the school governance have better chances of employment and are ahead of the unknown candidates, regardless of performance. Gerber, Nel and van Dyk (1998) argue that headhunting is acceptable in filling positions. Big companies attract supervisors with huge salaries if the companies they are working for have accumulated huge profits. Likewise, principals and the school governing bodies sometimes approach educators who are working in the schools and who have a history of success – often offering them senior positions in order to entice them to improve the performance of the school. Visionary principals and school governing bodies that want to improve the standard of the school can therefore use promotion as a form of networking; thereby the selection process can be manipulated for reasons other than the improvement of the school.

It is clear that unethical usage of the Network System can (and does) test the integrity of the legislation that informs selection procedures.

For example, competition is clearly unfair when candidates have to compete against someone who has been headhunted by the management and when candidates feel that they have been invited to the selection process merely to “make numbers” so that the process will appear to be fair. However, it is clear that the legislation that informs the procedures used for promotion, as recorded in the Bulletin, makes no provision for the promotion of networks.

The hierarchy of legislation



The Education Department, as mandated by the Employment of Educators Act 76 of 1998, has entrusted the school governing bodies with the responsibility of selection. The human resources management circulars, which provide the immediate information and guidelines on recruitment procedures, exonerate the principal from influencing the selection process. Harvey (1994), Bezzina (1997) and Good (2003) argue that the school administrators are accountable for the implementation and the expected outcomes of the system and policies. The candidates, especially those who come from within the institution, apportion their failure for getting promoted to the school principals. Their allegations are justified by the fact that there are principals who are stationed in communities where school governing bodies are illiterate and unfamiliar with the selection procedures but are expected to conduct selections.

Fowler (1992) argues that the manager could train staff who have been entrusted with selection responsibilities. The Education Department does not conduct workshops for the governing bodies, which are elected after every three years. Even fortunate schools with literate governing bodies struggle with school recruitment procedures. The principal knows the needs of the school better than any member of the governing body. Educators do not only teach the learning areas that are advertised in the bulletin. They may take on other learning areas as part of their load. The principal has access to staffing information and there is therefore no way in which a principal can be prevented from influencing the selection.

The principal should perform the following responsibilities during the selections

- o The principal/rector is required to validate the application forms of the applicant by checking the forms against the information in the personal files. Information such as name, personal number, qualification, position and the years of service should be checked.
- o The stamping and signing of application forms and returning them to an educator for posting to the relevant offices.
- o Endorse any corrections that were made when the applications were checked and approve the forms.
- o Reject the forms, if not approved, and inform the applicant after deleting the post number from the preference list.
- o Assume an observer role that is not directly involved in the processes of shortlisting and interviewing, but note that the approved procedures and practices are adhered to in a fair manner.

2.2.3 Areas of concern

Despite the attention that has been given to studies such as that of Lemons and Jones (2001), where unfairness in selection procedures have established, question-formulation for interviews nevertheless triggers a great concern for educators. Questions should give a clear indication that a candidate knows about the responsibilities of the position. The members of the panel should also know what the responsibilities of a person in that position are, so that they can judge fairly. Forster (2000) argues that there is evidence of inappropriate and discriminatory questions that are posed in the interview. The candidates being in the state of begging, attempt to answer questions that are personal and that do not assist in finding suitable persons for the position.

The results of the scores at times are not commensurate with the performance of the candidates. Some candidates perform well but get low marks. Winter, Newton and Kirkpatrick (1998) attribute problems associated with promotion to the incapacity of the panel.

School governing bodies are sometimes tempted to award more marks to people whom they know, while tending to neglect performance during the interview because they are assigned to a task that they are unable to perform adequately. This creates difficulties for other candidates competing for the position. The lack of thorough training makes it difficult for the educators to accept that informed decisions are taken. Some candidates use their residential advantage as a means of getting promoted. Fame, as opposed to knowledge and excellence in the interview, sometimes exerts influence in the selection process.

The legislation mandates the school governing bodies to co-opt on the basis of incapacity. Some school governing bodies, in order to form selection panels, sometimes resort to improvisation by selecting educators from different schools.

The following composition must be followed in forming interviewing committees according to KwaZulu-Natal Education Department policy:

- o One departmental representative, who may be the school principal as an observer and resource person.
- o The principal of the school if she or he is not the departmental representative, except in the case where she or he is an applicant.
- o Members of the governing body, excluding educator members who are applicants to the advertised post.
- o One union representative per union that is party to the provincial chamber of education Labour Relations Council who shall be responsible for observing the proceedings.

People who are assembled must be briefed so that a suitable candidate can be selected in accordance to the needs of the school. The co-opted panel could manipulate the process by selecting a person who is targeted by the School Governing Body regardless of performance in the interview. The School Governing Bodies are entrusted with powers to make recommendations regarding appointments, promotions and transfers of educators, except in the case where the Head of Department decides on the absorption of excess educators and the recommendations which were not made by the school in the appropriate time frame, which is two months (Education Department).

The South African Schools Act 84 of 1996 further provides guidelines of co-optation of non-school governing body members and stipulates that members of the school governing body should chair the committee, even though members were selected on the strength of expertise.

The education system allows people to act in the vacant principalship position. There is evidence for breaching of procedures in schools where the principalship position is contested with someone who is acting in it. An acting educator in the principalship position liaises between the governing bodies and the other management structures of the department as it is one of the co-functions of the principal. The school governing bodies become dependant on the school leadership which makes it possible for the acting candidate to swing things to his or her favour unless the relations between the parties are deteriorated.

2.2.4 Political influence

According to Wood and Lindorff (2001), the study shows that people with the strongest political links have better opportunities for promotion than those with the appropriate skills and qualifications from the unknown backgrounds. The labour unions that represent the educators in the discussions with the employer are aligned to the political organizations. The system of education is political inclined since the highest authority in the department is a politician. The appointment of people who are affiliated in the political organization of the senior authority as senior officials propels the exodus of educators towards the political organization that seem to promote people into the positions. The trends of promotion filtrate to the lower levels of the department. Scutte and McLennan (2001) maintain that the affirmative action has to count in favour of historically disadvantaged candidates, which the top managers implement nepotistically by appointing their relatives and people with close political backgrounds.

Democracy in South Africa has opened for educational dictatorship and interference from local leadership. Some selection committees are told by the local leaders whom should be appointed. Zembylas (2004) cites the lack of professional autonomy as the cause of job dissatisfaction among educators. Promotions in schools have been influenced by the stressful factors, not only regard to applicants but also to the school principals.

Principals who are against the influence that cause breaching of procedures have often been unsettled in the schools where they work. Whitaker (1996) argues that conflicts and pressures caused by stakeholders often force principals to early retirement. Some educators approach the community leaders to spearhead promotions on the basis of matters that are not related to education.

2.2.5 Instruments for applying and selecting

Bulletins are issued with curriculum vitae forms that are already prepared by the department. The forms have a limited number of lines to be filled in, which prevents the applicants from expressing themselves as freely as they would like to. Educators are forced by lack of space to write a short version of their curriculum vitae in English, which results in awarding of low marks by selection panels. The panel members often complain about illegible handwriting when they read the profiles of the applicants. Low marks are often awarded because the words can not be read clearly. The forms do not encourage typing which would make the words clear for everyone. The candidates for the office-based promotion in all positions for the same department of education are at liberty to develop their own curriculum vitae without spatial limits. This is deemed unfair.

The bulletins provide the guidance on the formulation of questions for interviews and there is a question that must be based on the community related services (Department of Education). If a position is for that of subject specialist, which requires him or her to work mostly with educators in his department, very little links him to the community in order to accommodate such a question. A good educator who has an understanding of the core functions of the school based subject specialist could lose the position to people with little expertise because they have excelled on the community service question. The community represented by the school governing bodies could therefore be easily impressed by someone who promises to address their needs rather than the learners' needs.

2.2.6 Criteria used in selection

The criteria set by the Department of Education for interviews are as follows:

- o Leadership: Administrative management and related experience
- o Organisational ability and experience
- o Professional development, educational experience and insight
- o Leadership: community related
- o Personality and human relations

A subject specialist is head of a particular department and needs to know how to control all the activities of the department and less about community matters. The question for the science subject head should be phrased in such a way that the candidate's knowledge of the subject is determined, so that it can be ensured that his/her co-educators are going to benefit from his or her appointment. The schools use similar selection panels for different learning areas, even when the panel members are not specialised, but consist of regular educators.

The time given to the candidates during interviews is not sufficient to establish the suitability of the candidate fairly (Gerber, Nel & van Dyk, 98). Typically, interviews cannot establish qualities such as the reliability of candidates, or their efficiency and ability to deliver under pressure. The guidelines in the Bulletin prescribe a number of questions to be posed, which prevents the members of the panel from formulating follow-up questions. The candidate is disadvantaged if the point that he or she wants to put across is not made clear. The members of the panel are often afraid to seek clarification when they do not understand because the candidate might claim that he or she is aggrieved and because the union representatives might then confuse the follow-up questions with unequal treatment.

Educators often believe that there is no need for interviews because panel members, in any case, do not listen to their responses. The impression that the educators often have, is that panels already seem to know who the incumbents of the posts will be and they therefore have little interest in interviews as they believe that decisions have already been made, prior to the interviews. Croft (91) maintains that an interview is an important part of a selection process and for making final decisions. A lot of information can be gathered about a candidate in a short time if interviews are well planned. However, planning for interviews is a difficult task because it involves human resources and the ability to interpret the legislation properly. The candidates are also difficult to satisfy and there is a need for careful application of the guidelines provided in the human resources recruitment legislation.

2.3 The views of educators about the selection process

Educators claim that the department of education is the custodian of all the processes that take place in the system. The unfair procedures in school-based promotions are part of the system for which the education department has to take responsibility. The department acknowledges the imbalances that it has promoted in the school-based promotional positions. There is, however, a further time frame within which corrections can be made. The views about the proposed approaches to bring about equality are highlighted in the Kwazulu-Natal Equity Plan.

2.3.1 Men versus Women

The statistics as shown in the Employment Equity Act indicate that women in promotion positions are fewer than men. The national Department of Education has mandated the provinces to come with their equity plans, which form part of provincial top management's job description.

The KwaZulu-Natal plan indicates that equity will be completed in 2009. The statistics and the plan acknowledge the problems in promotions. Some barriers posing a significant threat to the implementation of employment equity have been identified, as follows, in the equity plan of KwaZulu- Natal Education Department:

- o Insufficient skilling and sensitisation of recommending bodies. Lack of knowledge and skills on the part of the governing bodies is acknowledged as one of the causes hindering the Education Department to promote fairness in promotions.
- o The Department sees managers as posing a threat to employment equity, as they are resistant to transformation
- o The programmes that are relevant for developing and training the designated groups are lacking
- o The racial and gender composition is not fully reflective of the provincial population's demographics
- o Employment equity over-emphasises the issue of experience.
- o Attrition through, promotions, transfers and resignation, have adverse effects on the equity targets.

Limerick and Andersen (1999) maintain that males dominate senior positions in education. The male dominance indicates that the beliefs, attitudes and values of the society, which has not changed. Men see the equity plan as an instrument of destroying the management system and as a means of depriving them of leadership opportunities. Men prefer merit to be used as an instrument for judging who is to be promoted, instead of gender.

People have a tendency of selecting themselves and will only apply if the chances for appointment are evident (Wood & Lindorff, 2001). Women weigh their chances and some believe men have strong credentials that make them more likely to qualify for promotions. History has promoted men to choose high profile subjects for specialization. The impression is created that schools cannot set high standards without subjects that are dominated by men.

The household responsibilities of women allow men to have more time at home, which enables some men to upgrade their qualifications. People with better qualifications stand better chances of advancing their careers. Men spend many hours with learners, whilst women are more often involved in family matters and can be absent more frequently (e.g. being on maternity leave) – thereby decreasing their visibility in the teaching centres, which tends to be awarded by promotions.

The Department of Education has certain strategies to promote designated groups that cause concern for the education system, for example due to a scarcity of educators in a certain subject. In such cases, promotions are conducted while ignoring some of the major barriers that are normally applied in order to address equity according to the equity plan.

Equality, equity and other democratic values and principles that are enshrined in the constitution include:

- o The ability of the candidate
- o The needs to redress imbalances in the post so as to achieve representation

The governing bodies' lack of exposure to the broad targets of the Department causes a problem. The Education Department is left with two years to complete its equity plan, yet the educators and governing bodies do not understand the documents and implementation plans – if they have at all reached the schools.

The KwaZulu-Natal Department of Education plans to improve the representation of the races in senior positions from post level 2 to post level 5. The following tables indicate the Department's statistics for 2005 and its plans to improve the promotion of educators.

2.3.2 The KwaZulu-Natal demographics and the plan to achieve equity in promotions

POST LEVEL 2

NO. OF POSTS 13052

AFRICAN		WHITE		COLOURED		INDIANS	
AM	AF	WM	WF	CM	CF	IM	IF
3167	6716	176	422	58	125	661	618

GAPS AND DESIRED TARGETS

AFRICAN		WHITE		COLOURED		INDIANS		
AM	AF	WM	WF	CM	CF	IM	IF	
2622	3022	166	173	47	53	273	294	
EET TARGERTS								
YEAR	AFRICAN		WHITE		COLOURED		INDIANS	
	AM	AF	WM	WF	CM	CF	IM	IF
2005	-109	-739	-2	-50	-2	-15	-78	-65
2006	-109	-739	-2	-50	-2	-15	-78	-65
2007	-109	-739	-2	-50	-2	-14	-78	-65
2008	-109	-739	-2	-50	-2	-14	-77	-65
2009	-109	-738	-2	-49	-3	-14	-77	-64
TOTAL	-545	-3694	-10	-249	-11	-72	-388	-324

NB: In terms of the existing organisational structure there are one-thousand-one-hundred-and-nine (1109) vacancies at this level. One-hundred-and-two (102) educators will be retiring within the next five years. In total there will be one-thousand-two-hundred-and-eleven (1211) vacancies.

POST LEVEL 3

NO. OF POSTS 3638

AFRICAN		WHITE		COLOURED		INDIANS	
AM	AF	WM	WF	CM	CF	IM	IF
1414	1003	151	142	42	40	290	125

GAPS AND DESIRED TARGETS

AFRICAN		WHITE		COLOURED		INDIANS		
AN	AM	AF	WM	WF	CM	CF	IM	IF
1463	1689	93	97	26	30	152	163	

EET TARGERTS

YEAR	AFRICAN		WHITE		COLOURED		INDIANS	
	AM	AF	WM	WF	CM	CF	IM	IF
2005	10	138	-12	-9	-4	-2	-28	8
2006	10	137	-12	-9	-3	-2	-28	8
2007	10	137	-12	-9	-3	-2	-28	8
2008	10	137	-11	-9	-3	-2	-27	7
2009	9	137	-11	-9	-3	-2	-27	7
TOTAL	49	686	-58	-45	-16	-10	-138	38

NB: In terms of the existing organisational structure there are four-hundred-and-thirty-one (431) vacancies at this level. Sixty-two (62) educators will be retiring within the next five years. In total there will be four-hundred-and-ninety-three (493) vacancies. In order to correct the existing imbalances seven-hundred-and-seventy-three (773) posts will be required at this level (i.e. forty-nine posts to be filled by African males, six-hundred-and-eighty-six by African females, and thirty-eight to be filled by Indians females).

POST LEVEL 4

NO. OF POSTS 5902

AFRICAN		WHITE		COLOURED		INDIANS	
AM	AF	WM	WF	CM	CF	IM	IF
2561	1950	116	106	48	14	325	83

GAPS AND DESIRED TARGETS

AFRICAN		WHITE		COLOURED		INDIANS	
AM	AF	WM	WF	CM	CF	IM	IF
2125	2449	134	141	38	43	221	238

EET TARGERTS

YEAR	AFRICAN		WHITE		COLOURED		INDIANS	
	AM	AF	WM	WF	CM	CF	IM	IF
2005	-87	100	4	7	-2	6	-21	31
2006	-87	100	4	7	-2	6	-21	31
2007	-87	100	4	7	-2	6	-21	31
2008	-87	100	3	7	-2	6	-21	31
2009	-87	99	3	7	-2	5	-20	31
TOTAL	-436	499	18	35	-10	29	-104	155

NB: In terms of the existing organisational structure there are six-hundred-and-ninety-nine (699) vacancies at this level. One-hundred-and-fifty-eight (158) educators will be retiring within the next five years. In total there will be eight-hundred-and-fifty-seven (857) vacancies. In order to correct the existing imbalances seven-hundred-and-eighteen (718) posts will be required at this level (i.e. four-hundred-and-ninety-nine post to be filled by African females, thirty-five by White females, twenty-nine by Coloured females, and one-hundred-and-fifty to be filled by Indians females).

POST LEVEL 5

NO. OF POSTS 685

AFRICAN		WHITE		COLOURED		INDIANS	
AM	AF	WM	WF	CM	CF	IM	IF
355	175	24	19	5	1	47	14

GAPS AND DESIRED TARGETS

AFRICAN		WHITE		COLOURED		INDIANS		
AM	AF	WM	WF	CM	CF	IM	IF	
274	316	17	18	5	6	28	31	
EET TARGETS								
YEAR	AFRICAN		WHITE		COLOURED		INDIANS	
	AM	AF	WM	WF	CM	CF	IM	IF
2005	-17	29	-2	-1	0	1	-4	4
2006	-16	28	-2	0	0	1	-4	4
2007	-16	28	-1	0	0	1	-4	3
2008	-16	28	-1	0	0	1	-4	3
2009	-16	28	-1	0	0	1	-3	3
TOTAL	-81	141	-7	-1	0	5	-19	17

NB: In terms of the existing organisational structure there are forty-five (45) vacancies at this level. Thirty-three (33) educators will be retiring within the next five years. In total there will be seventy-eight (78) vacancies. In order to correct the existing imbalances one-hundred-and-sixty-three (163) posts will be required at this level (i.e. one-hundred and forty-one posts to be filled by African females, five by Coloured females and seventeen to be filled by Indians females).

The annual equity report should be provided so that schools could base their plans on it and implement recruitment that is informed by the plan. Affirmative action is challenge to seek committed female educators to be promoted. The female relatives of famous people and those with people who hold senior governmental positions have seized with both hands the opportunity to move upwards. They occupy these positions easily because they network with ease. The legislation documents that drive the recruitment process are, however, issued with the same procedures that have been disputed by the candidates and that show dissatisfaction on the side of the educators.

The Employment of Educators Act 76 of 1998 states that the excess educators should be considered for promotions, yet they have been disregarded by schools when short-listing, as if they are irresponsible. Other schools have never absorbed the excess educators who are employed in promotional positions because the schools prefer to promote their own people. Schools reserve posts for some people. They even resort to re-advertising the posts if the targeted people do not meet the requirements. The interview committees sometimes declare that suitable candidates have not been found, so that the process will be delayed until someone whom they want meets the requirement.

Wood and Lindorff (2001, 156) identifies four important factors for career progress:

- o Personal qualities, which consist of the ability to do the job well, being a team player, having a determination to succeed, communication skills, integrity and self-confidence
- o Gender-based policies consisting of stereotyping gender, formal organisation policies and informal organisational policies
- o Social network resources consisting of parental role, ability to relocate and role models
- o Political awareness

Personal qualities should be the predominant factor in school-based promotions because leading is impossible without knowledge of how to do the job at hand. A leader should demonstrate subject knowledge and skills that are needed in leadership. A leader needs to be a good communicator in order to solve problems in his or her department. The leader should be a team player and always be willing to succeed. Personal qualities should be prioritised so that the learners can benefit.

Recognition of the existence of a “glass ceiling” as far as promotion is concerned and the desire to promote equality has prompted the introduction of policies that are more likely to redress the imbalances of the past. Yet, females are still found to be fewer than males in management positions, and for this reason policies that promote equality should be viewed as of equal importance as those that focus on personal qualities.

Educators are members of the society and they prepare learners for social preparedness; therefore they need to be aware of what happens in the society and they should be aware of resources that may be used to skill the learners for future achievement. The questions need to be formulated around the above factors.

2.3.3 Views about change

The selection procedures before 1996 involved the inspectors, who knew nothing about the needs of the school. If the school needs a deputy principal who will be responsible for administrative duties but has no educator to teach Mathematics, someone who is keen on Mathematics could be appointed for deputy principalship. The educator labour unions proposed changes so that everyone gets an equal chance for promotion, because the old order helped only those who were close to the officials. Dinham and Scott (1997) maintain that, if many people found them problematic, changes should take place in the promotion

procedures. The new approach is politically oriented. Educators have resorted in adopting the political stance in order to get positions and spend most of the hours in the political meetings rather than in classes with their learners. Changes are needed in the school-based promotion procedures so that people who spend most of time with the learners could be rewarded and perhaps encouraged.

Union membership has become the basis of educators victimization. The office bearers of the unions who happen to be educators are vocal about the implementation of some policies by the officials. The animosity between them and the departmental officials hinders their progression to the senior levels. The lack of trust between the officials and educators is shown when the unions rejected the sifting processes to be done by the circuit office officials. They felt that schools might not receive their applications.

Educators suspect that time allocated to viewing educators profile is not enough. Some posts attract a huge number of applicants. There is evidence that not all applications are thoroughly attended to and some are viewed in a cursory manner. Circulars do not seem to provide adequate guidelines on how the numbers should be brought to fifty application profiles, if the number of applications is big. Some selection committee use service as means of reducing the number, whilst losing the best suitable candidates in the process. Not enough time is given to training panel members so that informed decisions can be made *in the interests of equal treatments for all applicants, regardless of years of service.*

Principals of schools who might not be well au fait with all the recruitment procedures are responsible for training of selection committee members. The Department of Education is responsible for the training of the school governing bodies and not the principals of schools, who merely assist them (Education Department).

The South African Schools Act stipulates that, by utilising funds appropriated for the purpose of capacitating School Governing Bodies, the Head of Department in the provinces must establish programmes to:

- o Provide introductory training for newly elected governing bodies to enable them to perform their functions and
- o Provide continuity training to governing bodies to promote the effective performance of their functions or to enable them to assume additional functions.

Because schools do not inform their educators about the criteria used when recruiting, the educators are unfamiliar with such criteria therefore cannot gauge it in order to determine whether the standard procedure is used. Instead, promotions are effected by means of the same untested procedures.

2.4 Human relations at work after finalisation of promotions

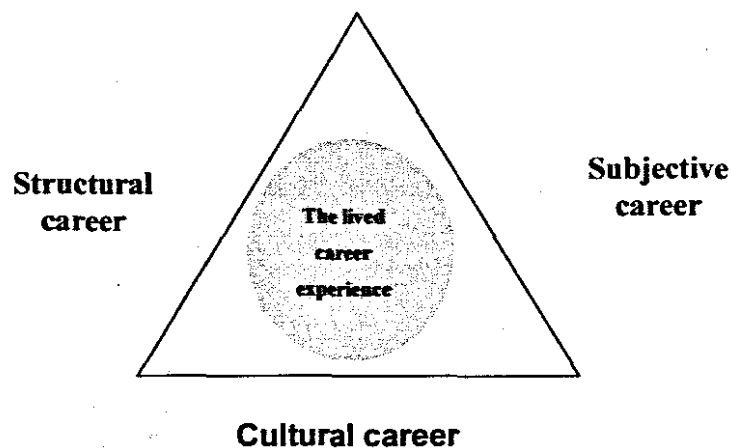
The study now focuses on the influence that promotions have on the rate of attrition among educators in schools, the instability that is often found there and on the way in which school cultures are affected by promotion. Special attention is paid to the behaviour of educators who are affected negatively by promotions and the effects that it has in schools.

2.4.1 Behavior of people who have not been promoted

Exertion of positive influence that needs to be assimilated by learners needs physical, spiritual, intellectual and emotional preparedness on the part of an educator. Performance at work cannot be attained if any of these attributes is affected. Promotions affect the emotions of people. Effective teaching needs the coordination of all resources, including human resources.

An institution with educators who co-operate and support one another is likely to achieve good results. Rippon (2005) considers a career as series of vertical moves up the corporate ladder. Educators expect to be rewarded during the course of their career. Promotion is one of the rewards that the committed educators would want to achieve. If promotions are retarded by factors not associated with merit, then the aggrieved feels that there is no career. A negative career culture, as proposed by Lynn (in the article by Rippon, 2005: 279) becomes prevalent.

Drawing of career culture



The experiences in the career may determine which career to be chosen by individual and in most cases the subjective career determines the other career if the treatment by the organization has been unfair.

Lemons and Jones (2001) argue that people who work in the organizations where procedures are unfair become dissatisfied and may leave the institution in preference for other working environments. Rippon. (2005) argues that educators may find teaching a negative career investment. Leading needs someone who is knowledgeable and able to organize things for people around. People who get promoted undeservedly may be troubled by the feelings of inequity (Arvey & Sackett, 1993). The subordinates may drive an unsure leader from pillar to post to unsettle the decisions made.

Educators who fail in promotion form protective walls around themselves and opt for isolation because they believe that the management is involved in foul play and the quality of work suffers in the process.

2.4.2 Loss to private sector

The public sector is in a fierce competition with the private sector for people who are talented. Educators leave teaching in public schools to join the industries and non-governmental organisations for better salaries. Those educators who are affected by injustices in promotions and seem to have no career in the education system may be relegated easily to the industries, even for lower salaries. Bates (1994) maintains that there must be some form of keeping the high fliers. Talented people always like to lead. People who cannot handle them properly block them and they find themselves diffused into the private organisations.

2.4.3 Effects of promotions

Unjust promotion procedures yield to the decline of organisational commitment (Tam & Cheng, 1999). The morale of an educator who is achieving career wise is boosted. Evans (1999) argues that morale is a prerequisite for job satisfaction and that promotion motivates people to stay in the system. Educators who are not promoted withdraw from extra responsibilities and the school may experience a high rate of absenteeism. The incumbent of a certain position then has to push people to do work and late submissions are inevitable. Whitaker (1996) associates the stress and the unpleasant working conditions, which may both result, with burnout. Educators may suffer stress and burnout as a result of promotional injustices. Learners need love and support from educators, while such attributes are influenced by the positive attitude that educators are supposed to have. Educators are expected to assess the learners' performances and repeat where learners are still lacking knowledge and skills. A person with a negative attitude towards the institution lacks commitment towards duties. Brown,

Boyle and Boyle (2002) draw attention to the fact that performance in the organisation is determined by factors connected to the system, of which promotion is one.

When a member of staff has a problem associated with promotions, the other members sympathize with their colleague if they also feel that he or she was sidelined. The school ends up having two camps. Tensions become fiercer if many educators from the same school contested the position. Successive failures may lead to absconding or resignation from duties, and to working in fear as the incumbent of the position. Where administrative clerks are not employed in schools, administrative duties, such as the collection of fees, are carried out by educators. Such duties are abdicated and the school functioning becomes chaotic. O'Leary (1997) warns about the career development model which encourages high mobility situations that may foster rivalry. Schools are challenged to strike a balance between personal development and systemic goals.

In some cases members of the community who seek displacements threaten the incumbents of certain positions. The Department of Education in KwaZulu-Natal issued human resources circular 120 of 2004, which was a closed vacancy Bulletin intended for those educators in promotion positions who are experiencing problems in their schools. Learners are used at times to play their role by boycotting their classes and by demanding that certain educators be promoted – thereby signaling the value of promotions to educators.

Hardships occur in schools in cases where there had been acting educators who had not been paid for their services. The belief is that when you are not doing the given duties well, you should be developed. Hopes become high when the position in which someone is acting is advertised and the acting incumbent hopes that that his/her chance has arrived for getting fair payment for services rendered.

People become embarrassed when they have to assume duties in junior positions of the same institution where they have been acting managers and it is better if a timeframe for acting in that position is set, and the incumbent is paid fairly for his/her services.

2.4.4 Summary

The study (and governmental policies) shows that people are not promoted solely on the strength of their capabilities. The people who are in power are able to put a glass ceiling over a certain group while qualifying others for promotion. Nepotism would seem to play a role in assuring promotion as the relatives of governmental officials seem to be favoured; similarly political membership and networking with the right people with high political profiles increases chances of promotion ahead of the committed educator who demonstrates his/her competence at work.

The role of the school principal in the selection process is not clear. Legislation portrays him or her as a resource person who has no influence in the process, but his or her involvement in the creation of posts and knowledge of the curricular needs of the school makes it difficult for the educators to distance the principal from influencing outcomes.

The involvement of school governing bodies in the selection process is often a concern to the educators as some of the members of the governing bodies are often illiterate, while even those who are literate might struggle with the procedures if they are not employed in the teaching fraternity. Some educators take advantage of the ignorant parents by gaining favourable treatment through using unethical tactics, such as convincing them that the proximity between the candidate's geographical location and the school should play a role in their appointment/promotion.

The affirmative action policy is in conflict with reality, which is often difficult to accommodate. Women have been prevented from taking up subjects that are believed to be difficult, such as science, with the result that the system usually promotes men in these positions. A female who has not specialized in science, for example, cannot be promoted to be a subject specialist in that field. Males would choose like to continue their dominance in such fields in order to maintain their influence. Educators who feel that they have been unfairly treated often suffer from burnout and therefore cannot assist the course of teaching.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter deals with sampling procedures, data collection instrument, the structure of the questionnaire and the techniques that were used in analyzing the data.

3.2 Sampling procedures

Fink as quoted by Gray (2004; 83) describes a good sample as a miniature of the population. Dane (1990; 289) argues that samples are drawn because a population is an abstract concept and cannot be measured although it consists of concrete units.

The researcher selected schools from Mthunzini Circuit in his sample. Brewer and Hunter (1998) maintain that sampling reduces costs and helps the researcher to find out more about the subjects so that additional resources can be used to sharpen the measurement.

The Mthunzini Circuit represents most factors that the schools in the education system reflect in general. There are multiracial schools, urban schools, semi urban schools, rural and farm schools in the circuit.

In this study a combination of a stratified random sampling and a simple random sampling was used. Brewer and Hunter (1998) defines a stratified random sampling as dividing the population into strata and randomly selecting units within each category in order to ensure that the entire population is represented.

Bless and Higson-Smith (2000) argues that some types of sampling can be useful when they are used together although they are normally used on their own. The schools were divided into two main strata based on racial grounds. The dominant black stratum is made up of a combination of black schools found in the circuit.

The dominant stratum is further divided into substrata according to the types of schools, namely primary and secondary schools. The secondary schools have more promotion positions available, as streams demand that specialised educators should claim the specialised responsibilities on offer. The secondary schools are fewer in number and they might not have been sampled if they did not form a category of their own. Every third school within the two substrata was sampled. The second stratum, which is formed by the combination of the non-black schools, was automatically included in the sample because they are the only four schools that belong to the category.

Bless and Higson-Smith (2000; 87) maintain that random sampling is about the chance for every element to be selected and they furthermore argue that when papers are in a container they all stand a chance of getting selected only if they are similar. The researcher had to consider the similarities when sampling the subjects in this survey.

3.3 Instrument for data collection

The questionnaire was used to collect data from the educators of the sampled schools. Gray (2004) argues that questionnaires are suitable instruments for survey data collection.

Gillham (2000) outlines the following advantages of a questionnaire, which influenced the decision of choosing it as an instrument for data collection:

- o Questionnaires are cost effective as they can be distributed to many people at the same time.

- Data flows quicker from different people.
- Respondents can complete questionnaires at places of their choice during times that suite them.
- Data analysis of chosen questions is simple and questions can be coded quickly.
- Interviewer bias, which is a disadvantage to an interviewer, is lacking in questionnaires.
- The anonymity of a respondent is assured.

Bless and Higson-Smith (1995) warn about the construction of questions and make the following points, which the researcher must pay attention to:

- Questions should be simple and short
- Unambiguous questions should be constructed.
- The questions should be understandable.
- Questions should not be double-barreled.
- Leading questions should be avoided.

The above points were taken into consideration when the questions were constructed.

Creswell (1994) maintains that the instrument should be piloted in order to establish the face validity. The questionnaires were distributed to ten educators of different rank levels so that misleading questions could be eliminated.

One respondent out of ten respondents suggested that a five-point Likert scale should be introduced in the two items.

3.4 The structure of the questionnaire.

The questionnaire was divided into three sections. Section A requires biographical information to be supplied by the respondents. The researcher's aims are to determine the attitudes and views of educators towards promotion and to establish human relations after the promotions have taken place. The biographical information about the respondent will assist the researcher in establishing the trend of a certain group of people. The circulars stipulate the minimum number of years that a candidate should have served. The minimum experience for a school-based education specialist is three years, while a person who wishes to qualify for principal ship should have served seven years (Department of Education).

Matric plus three years of training is the minimum qualification that applicants should have. The researcher seeks to establish whether the respondents qualify for promotion or not by establishing what their qualifications are.

The ranking levels could help to establish the extent to which the attitudes of educators could be generalized. The responses could determine whether the educators who are in level one ranking order feel the same as educators who are in promotion positions. Gender and age could assist in determining the attitudinal behaviours, whether these are construed to particular gender and age groups or not.

Section B was arranged in a four-point Likert scale, which has the following possible responses: strongly disagree, disagree, agree and strongly agree. The fifth point would be uncertain, and the researcher avoided it as it would encourage the respondents to choose uncertain instead of committing themselves in responding to the questions. Some of the questions could be answered without reading them, if "uncertain" was included. The questions are aimed at testing the three aims that were discussed in chapter one.

The questions are not arranged in the order of aims and questions that had already been asked have been rephrased so as to encourage reading of the questions before responding. The questions in section C are open-ended and allow the respondents to express their views. These two questions are intended to invite suggestions from the respondents, instead of scaring them away by 'why' questions.

3.5 Techniques for data analysis

The number of frequencies per item in the questionnaires were matched and counted. The ratio of frequencies in each rating scale was converted into percentages. The biographical data was also added up and converted into percentages in order to determine distribution. The responses in section C were grouped into common ideas and are discussed in detail.

This chapter provides a clear outline of how the researcher conducted the investigation (Hoover, 88; Mouton, 96).

Two methods of sampling were used because of the racial diversity of the population. The researcher chose to use a questionnaire structured into three sections in data collection.

3.6 Summary

A simple random together with a stratified random sampling was used because of the diversity of the subjects. A questionnaire was piloted and used for data collection after attending to the comments that were made by subjects to whom the questionnaire was piloted. The techniques employed for data analysis are highlighted in this chapter.

CHAPTER FOUR: DATA PRESENTATION AND ANALYSIS

4.1 Introduction

This chapter focuses on the presentation and analysis of the responses. Responses gathered with regard to the items were counted and converted into percentages. Nichols (2002) argues that it is better to convert the figures into percentages so as to accommodate the many sub-groups.

The questionnaires were distributed to 300 subjects, but only 179 responded. 20 out of 179 responses could not be used for analysis because the respondents did not meet some of the basic requirements for promotion.

The applicant should be serving the Department of Education in a permanent capacity and should have passed the matriculation examination plus a three-year certificate, including a recognised professional teaching qualification. The minimum experience for post level 2 is three years, or 5 years for deputy principal and seven years for principalship (Education Department).

Seven respondents did not meet the minimum requirements with regard to experience and thirteen did not meet the minimum qualification requirement. Some of the questions sought information based on experience, such as those of section B numbers 9, 10 and 12. Educators whose applications could not be considered for promotions were therefore not used in the analysis.

4.2 Biographical information

While the study does not investigate any influence that biographical information may have in relation to the attitudes of educators, such biographical data gave a good indication of participation in the study.

Some policies, such as affirmative action, require the promotion of the previously disadvantaged groups into certain positions and it is therefore necessary to determine the number of certain categories of participants in the study. In this case, with regard to gender, 97 females (which is 65, 1 %) and 52 males (34, 8%) took part in the study.

Age is important in determining the attitudes of educators according to the age grouping and also in order to establish how the system has failed to recognise by promotion the services of people who have done so much in providing in the needs of the education system. 34 (22, 8%) of the respondents were found to be between the ages of 25 – 34 years, while 60 (40, 2%) were between the age of 35 – 44 years.

Teaching service and qualifications form part of the criteria according to which the application are sifted. Many respondents in the study had above 10 years of service in the profession. 89 out of 149 (or 59, 7%) had been teaching for more than 10 years. Together with the 29 (19,4%) who had served for more than seven years, which is the minimum required service for school based promotions, formed 79,1 % of the total.

The participation of all rank levels in the study reflected the way in which positions are structured and provided a balanced picture of people who aspire to rise in position and those who have already acquired higher positions. The first item of section B dealt with the influence of principals in the promotion process. It showed that the principal has the same opportunity to respond to the questions in as those in the other levels. Eight principals, 13 deputy principals, 28 school based education specialists and 100 post level one educators responded.

Table 1: Biographical data of respondents

Gender	Male		Female	
		52		97
Age	25 – 35 yrs	35 – 44 years	45 – 54 years	55 – 64 years
	34	60	52	3
Experience	3 – 6years	7 – 10 years	Over 10 years	
	31	29	89	
Qualifications	M+ 3	Above M+ 3		
	60	89		
Ranking	Post level 1	School based subject specialists	Deputy	Principals
	100	28	13	8

4.3 Presentation of close-ended questions

1. The principals have an influence in the selection process

SCALE	FREQUENCIES	PERCENTAGE
SA	48	32.2%
A	72	48.3%
D	15	10%
SD	14	9.3%
TOTAL	149	100%

The principal, as a member of the school governing body, probably has a better understanding of the post establishment and the personnel that is needed in a particular school than other educators. For example, the Principal knows the curricular needs of the school and the educators believe that he/she is in an informed position to educate the other members of the school governing body about the proper way in which the Education Department wishes recruitments to be effected. Educators tend to notice everything involved in the preparation for selections. They know the nature of the people who form part of the school governing body. Educators who are not attached to a particular school tend to make a point of investigating those schools that they had applied to join. The principal cannot be exonerated if corrupt activities are discovered.

There is a split between those who strongly agree that the principals influence the selection process (32, 2%) and those who agree (48, 3%). This might result from personal experience, due to the uniqueness of each of the schools. The small number of those who differ from those who agree with the statement may reflect the reality that there are schools where cooperation between the parent component and the principal does not exist. The results of the influence that a principal yields, according to the responses to the study, could be viewed in both a negative and a positive light. Some might view it positively, depending on the nature of the incumbent – especially when a promoted person does his job well. Negative views may result if the school has no promotion plan that is in accordance with the requirement of the Education Department and those concerning the success of the school.

2. Interview results do not always reflect the performance of candidates.

SCALE	FREQUENCIES	PERCENTAGE
SA	45	30.2%
A	69	46.3%
D	25	16.7%
SD	10	6.7%
TOTAL	149	100%

The above table shows that 46, 3% of the respondents agree with the statement, while 30.2 % of the respondents agree strongly with the statement.

The respondents might have considered the possibility that the panels' scores have to be given to the school governing bodies so as to reach a final recommendation. The school governing bodies could recommend someone who did not obtain a high score in the interview if the difference between the marks were not more than five. Affirmative policy qualifies a targeted gender and race over the performance of the candidate; therefore it is possible that performance is not always reflected in the results. There may even be policies that promote disregard of the scores.

3. The members of the panel, in most cases, were convincingly unsure of their roles in the selection process.

SCALE	FREQUENCIES	PERCENTAGE
SA	25	16.7%
A	79	53%
D	38	25.5%
SD	7	4.6%
TOTAL	149	100%

The statistics in the above table show that most of the educators (53%) agreed with the statement. The educators' conclusions could be based on the lack of regular training that is given to selection committees. However, 25, 5% of the educators disagreed with the statement, which could indicate that the school depended on its own ability to organise training for itself. Other schools could hire consultants to conduct workshops.

The department of education has never conducted training for a number of years, and half-day training was all that was given in recent years, if at all.

4. Senior positions are reserved for certain candidates.

SCALE	FREQUENCIES	PERCENTAGE
SA	56	37.5%
A	44	29.5%
D	33	22.1%
SD	16	10,7%
TOTAL	149	100%

The above table of statistics indicate that most educators (37,5%) strongly agree with reservation of positions for certain candidates. The group closest to this (29, 5% of the total) is also made up of educators who agree with the statement. It seems the educators are aware of the fact that less deserving people are appointed while there are more capable educators who should have been given their positions instead. Sometimes the factors that educators think should qualify a person for a senior position are not even applied during the selection.

5. Connections are used to get promotion.

SCALE	FREQUENCIES	PERCENTAGE
SA	44	29,5%
A	67	44,9%
D	27	18,1%
SD	11	7,3%
TOTAL	149	100%

The above table shows that most of the respondents agreed with this statement. There is a big difference between the number of educators who agree and those who strongly disagree. This suggests that the educators realise that promotions are failing to achieve what the education system has attempted to achieve by introducing a school based promotion approach. The working conditions in schools can improve if the school governing bodies select the people on merit, but if the basis for selection is not work-related the entire plan becomes a failure. The educators may be aware of the fact that school governing bodies that may include school management team relatives, sometimes allow promotions due to nepotism that has no basis in merit.

6. Males get preference over females in promotions.

SCALE	FREQUENCIES	PERCENTAGE
SA	25	16.7%
A	44	29.5%
D	59	39.5%
SD	21	14%
TOTAL	149	100%

The above statistics show that most educators in the sample disagreed with the statement. The respondents may realise that affirmative action requires the promotion of women into senior positions. The next largest figure of 29,5% shows agreement with the statement, and the slight difference of 2,7% between the extremes found in the scales could suggest a lack of exposure among educators to provincial and national promotion statistics. However, some school governing bodies still prefer a certain gender regardless of their performance and the requirements of the policies.

7. Relations become tense if the incumbent is chosen ahead of an acting person.

SCALE	FREQUENCIES	PERCENTAGE
SA	45	30.8%
A	80	53.6%
D	15	10%
SD	8	5.3%
TOTAL	149	100%

In the above table 53.6% of educators agree with the statement that the relations become strained when someone is appointed in a position where there was an acting person who was also a candidate for the same position. The working atmosphere is affected in such a way that the staff is divided into camps. There are staff members who sympathise with an acting person and those who support certain changes. The performance of learners will be affected. It is commonly found in schools that acting educators are not rewarded by means of remuneration, and that the candidates then have no option but to hope that their efforts will sometime be rewarded by permanent appointment.

8. The questions have no relevance to the position that I applied for.

SCALE	FREQUENCIES	PERCENTAGE
SA	15	10%
A	40	26.8%
D	63	42.2%
SD	31	20.8%
TOTAL	149	100%

The highest number of educators (42.2%) disagreed with this statement. However, 26,8% of the respondents that happened to state that they were aggrieved by the phrasing of the questions need to be attended to, since quality leaders among them may be lost due to negligence. It was encouraging to note that many of the educators were satisfied with the questions that are asked.

9. The questions were read by the panel with no understanding of what was asked.

SCALE	FREQUENCIES	PERCENTAGE
SD	22	14.7%
D	60	40.2%
A	43	28.8%
SA	24	16.1%
TOTAL	149	100%

According to the above table, most of the educators disagreed with the statement. The experience of many educators is that members of the panels know what to expect from the interviewee. Some schools improvise by identifying educators from different schools to serve in the panels, but 28,8% and 16,1%, respectively, of educators who agree and those who strongly agree with the statement give cause for great concern. This shows that there is much work that needs to be done in order to change the attitudes of some school governing bodies.

10.A numbers of panel members showed no interest in what I was saying when I was interviewed.

SCALE	FREQUENCIES	PERCENTAGE
SD	20	13.4%
D	73	48.9%
A	44	29.5%
SA	12	8%
TOTAL	149	100%

Statistics in the above table show that many of the respondents (48,9%) disagreed with the statement. Perhaps the inclusion of people who know what is at stake in an interview, and the attendance of union members help to minimise disinterest during an interview and keep panel members alert. Union representatives, however, seldom visit some schools, due to the fact that the areas in which they are located are politically divided and the fact that unions are easily associated with political organisations. Attention needs to be paid to victimisation as a fairly high number of educators indicated that this kind of victimisation takes place (29,5%). Possibly attention should be paid to the points that added up to such a high score.

11. The candidate who is known by the panel has a better chance for promotion.

SCALE	FREQUENCIES	PERCENTAGE
SD	11	7.3%
D	22	14.7%
A	57	38.2%
SA	59	39.5%
TOTAL	149	100%

The table shows that candidates who are known to the panels have better chances of getting promoted. There is a slight difference of 1,3% between the educators who strongly agree and those who agree. Members of a panel might hesitate to recommend someone whom they do not know, even though the candidate has answered their questions according to expectations. They might suspect that what is spoken by the candidate may not be implemented, and they may want to prevent that he/she should be lost to the school to which she or he is attached. As educators could be tempted to visit school governing bodies privately, it is possible for them to do so in order to influence individual members and thereby use their connections and influence to gain promotion. One may deduce that the 7,3% of educators who strongly disagree, may base their conclusions on their own experience. Educators who hail from the local area are not necessarily well accepted by their communities.

12.I have submitted many applications but have never been invited for interviews.

SCALE	FREQUENCIES	PERCENTAGE
SD	19	12.7%
D	51	34.2%
A	43	28.8%
SA	36	24.1%
TOTAL	149	100%

Most of the educators (34,2%) disagree with the above statement, as shown by the above statistics. Some of the educators may have been invited to interviews but have never formally applied. Educators cannot easily apportion blame to the selection committees, as these committees have to deal with large numbers of applicants who are also very competitive. The educators cannot always apply for all the positions available because they must weigh their chances of success before lodging a formal application.

13. The Education Department conducts adequate training before the selection process begins.

SCALE	FREQUENCIES	PERCENTAGE
SD	39	26.1%
D	53	35.5%
A	46	30.8%
SA	11	7.3%
TOTAL	149	100%

The above statistics indicate that educators are not happy with the way in which the department conducts workshops in preparation for the selection processes. The educators who disagree (35,5%) are not much more in number than those who agree (30,8%). Some educators may consider the one-day meetings as providing sufficient time to train people to take big decisions that will affect their futures. There is also a small difference in number between those who agree strongly with the statement and those who disagree. The 26,1% of educators who strongly disagree might be employed in schools where no training has been given apart from the briefing provided by selection panels. There is a lack of evidence for training of school governing bodies, since departmental management plans do not cater for such important events, whereas the school governing bodies change after every three years.

14. The selection process is well monitored to ensure freedom from bias.

SCALE	FREQUENCIES	PERCENTAGE
SD	29	19.4%
D	54	36.2%
A	61	40.9%
SA	5	3.3%
TOTAL	149	100%

The above table shows that the most educators feel that monitoring of selection process takes place. There is a 4,7% difference between the educators who agree and those who disagree. The combination of 36,2% for those who disagree and 19,4% for those who strongly disagree makes the distribution analysis more interesting. School-based promotion emanated from discussions between the Education Department and the unions. The unions are supposed to be present in every process, according to the resolutions. The evidence shows that not all schools are visited by the unions and/or Departmental officials. The unions, on the other, hand are not much interested in the fairness of the process, but in their popularity when they are able to declare the selection process fair when it favours the members who they represent.

15.I wish to leave the education system because of unfair selection procedures.

SCALE	FREQUENCIES	PERCENTAGE
SD	13	8.7%
D	59	39.5%
A	41	27.5%
SA	36	24.1%
TOTAL	149	100%

The above statistics show that educators do not agree with the statement. The educators want to continue with their jobs even if unfair practices have been experienced or witnessed. Perhaps the educators realise that leaving their jobs could be punishing the learners and the educators themselves if there are no other jobs lined up for them. The education system has also introduced career pathing, where educators can rise financially to the salary level of a person who is in a senior position whilst at post level one. This might help to retain educators in their jobs. Some believe that power is important for influencing other members to do work and are unhappy if they do not get promotions. The Department of Education could also be indirectly responsible for demotivating educators, as it encourages educators to act in senior positions without payment. Those educators who act in senior positions and fail to gain promotion may not want to be members of the staff where they have been acting in a senior position.

They might feel undermined by the members upon whom they have been exercising authority.

16. I prefer a new environment than one where I have been acting and without being promoted.

SCALE	FREQUENCIES	PERCENTAGE
SD	12	8%
D	46	30.8%
A	59	39.5%
SA	32	21.4%
TOTAL	149	100%

The above table shows that many educators (39,5%) prefer to leave the schools where they have been acting if they have not been confirmed in those positions. It shows that failure lowers one's self-esteem, which might also affect one's work. Some educators believe that starting a new life in another environment might be inconvenient as there might be factors, such as bad-natured colleagues and other problems that might lead to failure. The 30,8% of educators who disagreed with the statement may come from schools with proper induction programmes and may have been made aware of the fact that acting in the position does not guarantee permanent appointment.

17. There is enough time for candidates to showcase their abilities during the interviews.

SCALE	FREQUENCIES	PERCENTAGE
SD	23	15.4%
D	43	28.8%
A	73	48.9%
SA	10	6.7%
TOTAL	149	100%

Most of the educators (48,9%), according to the above table, believe that enough time is given for interviews, which indicates that selection committees are doing well. Yet time allocated to questions should be used as a guide so that candidates can plan their approach to the questions according to available time. The favourable response could indicate that most educators are satisfied with the time allocated to interviews because they appreciate the fact that the selection panel members do not disturb the interviewees when their times run out and allow them to finish the interview.

The 8,8% who indicated that they disagreed may have had a bad experience during the interview. Some panels use the shortage of time as a barrier to deny the candidate access to the position. They should allow a candidate ample time to listen to the question, plan the answers and then answer the question.

18. The curriculum vitae (CV) forms have enough space for applicants to market themselves.

SCALE	FREQUENCIES	PERCENTAGE
SD	25	16.7%
D	60	40.2%
A	55	36.9%
SA	9	6%
TOTAL	149	100%

The above statistics show that most of the educators do not agree with the statement. They believe that the space which is provided in the CV forms is not enough to allow the candidates to express themselves. People have different styles of expressing themselves and by means of which they can make a favourable impression. Sufficient free space is needed to do so. Educators do not need to be limited by lack of space in marketing themselves, especially those with a large handwriting.

19. Unfair promotion procedures can terminate educators' teaching careers.

SCALE	FREQUENCIES	PERCENTAGE
SA	45	30.2%
A	76	51%
D	25	16.7%
SD	3	2%
TOTAL	149	100%

The above statistics show that many educators agree with the statement that unfair promotion procedures are able to terminate an educator's career. There are many things that frustrate the educators when performing their duties, such as struggling to cope with changes, and the high incidence of crime in schools. They hope that their efforts are appreciated by the stakeholders. The impact of psychological stress usually manifests in poor performance, distraction from work and in possible burn-out. Those educators who are employed in acting positions or are utilised in a position associated with their expertise expect to be guided whilst performing their duties, not to be informed (by the act of promoting someone else instead) that they are simply not good enough. Their image is dented – especially if the procedures are unfair.

20. Union membership plays a role in promotions.

SCALE	FREQUENCIES	PERCENTAGE
SA	27	18.1%
A	80	53.6%
D	37	24.8%
SD	5	3.3%
TOTAL	149	100%

The above table shows that most educators (53, 6%) view union membership as playing a great role in the promotion of educators. The emphasis on the meetings conducted by the unions when preparing their members and the union's representative for selection processes amounts to a mere disruption of the process if the recommended candidate does not belong to their unions. The promotion of members who belong to their unions is believed to be evidence of the veracity of the ruling organisation's boast that union membership can qualify a candidate into a position. Educators prefer to join unions that they believe can create chances for their promotion.

21. The panel members are not consistent in awarding marks.

SCALE	FREQUENCIES	PERCENTAGE
SA	29	19.4%
A	75	50.3%
D	35	23.4%
SD	10	6.7%
TOTAL	149	100%

The statistics show that educators (50, 3%) agree with the statement that panel members are not consistent in awarding marks. People who demonstrate a clear understanding of what is being asked do not get the marks that they deserve. The case studies show that in some panels a candidate may be given very high marks by other members when other members have given the same candidate very low marks. The Department of Education has of late made improvements to the instrument that is used for awarding marks by providing a space where the members should indicate points they have picked up that necessitate the awarding of, at least, a few marks. One is interested in finding out whether the Education Department indeed does check the use of the space that is provided before the recommendations are processed.

22. There is corruption in the selection procedures for school-based promotions.

SCALE	FREQUENCIES	PERCENTAGE
SD	14	9.3%
D	21	14%
A	59	39.5%
SA	55	36.9%
TOTAL	149	100%

The above statistics show that many educators (39, 5%) agree with the statement that the selection procedures in school-based promotion are full of corruption. There is only a slight difference between the numbers of educators who agree (39.5%) and those who strongly agree (36.9%). Factors that encourage corruption, such as, a lack of monitoring, should be eliminated.

23. The promotions are influenced by politics.

SCALE	FREQUENCIES	PERCENTAGE
SD	11	7.3%
D	49	32.8%
A	63	42.2%
SA	6	17.4%
TOTAL	149	100%

The above table show that many educators (42, 2%) agree that promotions are influenced by politics. When political organisations come into power, they ensure that they are represented in all the sectors. The top management always changes due to changes in governance. The changes in the management of Education have an impact in schools. This has prompted the National African Teachers' Unions (NATU) to march to the provincial senior management of Education in 2006, complaining about what they claim is the purposeful disregard of their members in promotions to senior positions.

24. Acting in a position increases the chances of promotion.

SCALE	FREQUENCIES	PERCENTAGE
SD	9	6%
D	24	16.1%
A	84	56.3%
SA	32	21.4%
TOTAL	149	100%

The statistics in the above table indicate that many educators (56, 3%) agree with the statement that acting in a position increases the chances for promotion. It is interesting to find that educators realise that acting in a position can be a good marketing platform for promotion. The chances for promotion are only possible if the candidates have done well whilst acting. The members of the selection committee are left with the option of facilitating the promotion.

The other candidates may, perhaps, feel aggrieved because the selection process becomes a mere formality in cases where the school has a good acting educator.

25. The Department of Education is fairly represented by principals in the selection processes.

SCALE	FREQUENCIES	PERCENTAGE
SD	13	8.7%
D	47	31.5%
A	69	46.3%
SA	20	13.4%
TOTAL	149	100%

Most of the educators (46, 3%) agree with the statement that the Education Department is fairly represented by the principals in the selection process. The principal is a school-based human resources manager. He or she knows the learning areas in which shortages of educators occur within the schools. If the principal is not an expert in a particular field, the panel's training should be outsourced to ensure the selection panel is better qualified to take correct decisions. Educators have demonstrated consistency in expressing their views about principals as influential persons in staff recruitment. The scores, as reflected in the table above, confirm that such influence is viewed as fair.

26. Some promotees struggle to show the leadership that qualifies them for positions ahead of other members.

SCALE	FREQUENCIES	PERCENTAGE
SA	15	10%
A	97	65.1%
D	31	20.8%
SD	6	4%
TOTAL	149	100%

The above statistics show that many educators affirm the statement that some promotees struggle to convince other members of the staff how they were chosen for the positions ahead of any other candidates. Assuming a leadership role in a senior position means the addition of work, responsibilities and accountability. If an educator was teaching in a particular learning area and has been promoted to a school based subject specialist position, it means that he or she is going to teach the same learning area while guiding the other educators as well as supervising them. In order to do so, he/she needs to be able to identify the needs, so that support can be provided. Lack of leadership could become visible during staff meeting and at learning area meetings.

27. The results of the selections are pre-determined before the processes take place.

SCALE	FREQUENCIES	PERCENTAGE
SA	22	14.7%
A	82	55%
D	31	20.8%
SD	14	9.3%
TOTAL	149	100%

The above table shows that many educators (55%) view selections as formal exercises to anoint people who have been identified to occupy a certain position. The delays in advertising the positions could play a great role in determining the correct people to appoint in certain positions. The educators know how the members of the staff perform and withdraw from the competition if they feel that someone has a better chance than them. Educators who are based within the school within a certain position may feel disadvantaged if someone from an outside school has taken the position. The management of schools and governing bodies should aim at appointments determined by needs, and not make appointments in order to satisfy those staff members who do not qualify. The posts are advertised so that the schools can benefit from them, and not in order to create opportunities for certain individuals.

28. The current selection procedures must be changed.

SCALE	FREQUENCIES	PERCENTAGE
SA	55	36.9%
A	71	47.6%
D	20	13.4%
SD	3	2%
TOTAL	149	100%

The above table shows that most of the educators (47.6%) agree with the statement which proposes changes to the current procedures. The second largest number of educators (36.9%) strongly agrees with the statement. It is interesting to note that educators view the education profession as theirs. The fact that they propose some changes in activities that affect their self-esteem signifies that they still want to continue with work. The question did not invite suggestions as to the nature of changes to take place, as section C provides the platform for suggestions so that improvements can be effected.

4.4 Presentation of the open-ended question

The subjects were requested to make suggestions on how the school governing bodies and the Department of Education can improve selection processes. Only 136 educators responded to the two items.

4.4.1 Discrepancies in the governing body practices

Educators (4.4%) claim that the school management teams are involved with selection process, which should be the duty of the school governing bodies.

The principal is the only person who plays a role in both committees. In the schools where the management teams are fully active in the selection processes, they must refrain from such practices, except in cases of educators who are members of school governing bodies. There are certain duties that educator members of the school governing body cannot perform in selection committees, according to the procedure manual of the Education Department.

Most of the educators (38.2%) regard selections as an unfair process. They believe that the selection committees must follow procedures as stipulated in the bulletin and stop favouritism, as the educators are aware of the ways in which selections should be handled. They observe every step that is taken by the selection committee. If some of the procedures are not done properly, they will be tempted to claim that there is unfairness and corruption.

8% of the educators see no transparency in school-based promotions. Involvement of school governing bodies in the selection processes was introduced because the procedures for promotions were unknown. The posts were not well advertised so as to allow for competition. The inspector in charge would have his own people to choose from. People would want to prove themselves to the inspector rather than performing their duties as expected. The posts are now advertised in the provincial bulletins. The procedures are published for everyone to follow. It is the duty of the school governing bodies to make their intentions known.

Some of the interviews are conducted in the absence of the union representatives. 7.3% of the educators maintain that the selection committees fail to invite the unions as required by the procedures governing the selections. They simple rope in any members of the unions, including those who do not understand what their roles are supposed to be. The unions do not always make themselves available, even at times when they are invited procedurally. If the union representatives are not mandated to take up training by the responsible officials, they could not be in a position to ensure that procedures are adhered to. 2.9% of the educators argue that the union representatives fail to ensure that correct procedures are adhered to.

2.9% of the educators believe that educated people who know how to conduct selections should form the panel. The policy allows for the cooption of certain people with expertise in specific fields. It will not always be possible to have educated people as members of the school governing bodies and they could be co-opted. An interview is a milestone, which could change a person's life for the better. The candidate should feel needed and the only thing that might not make him or her be part of environment is failure on his or her part to show how good he or she is. The inability to rephrase or simplify the question, as a poll of 2.2% of the educators suggest, creates some doubts as to whether the selectors know what is required by the question.

Some union representatives would like to run the selection processes, according to 4.4% of educators. They suggested that the unions should ensure that the selections are properly carried out instead of swinging them in favour of their union members undeservedly.

The educators also suggested utilisation of the space that is provided on the scoring interview forms for making comments so that members of the panel could account for how each one of them has awarded certain marks.

The department has the responsibility of organising workshops but it would be futile to do so if the selection committees do not attend the workshops. 3.6% of the educators suggested that the panel should attend workshops when they are organised so that informed decisions can be taken.

4.4.2 Discrepancies in the procedures of the Department of Education

16, 9% of the educators believe that the selection processes in schools can improve if the Department of Education could send its monitors to supervise the proceedings. Some educators are not happy with representation of the Department of Education at the moment.

The Department of Education has introduced an Integrated Quality Management System (IQMS) with the aim of merging all the systems. 3.6% of the educators suggest that the IQMS should be seen playing a role in the promotion of educators. Good educators may lose the opportunity of progressing in their careers because promotions are effected through talking. There is no trace of performance related records. Some educators even suggest that the promotions should be carried out through writing.

25% of the educators apportioned blame to the Department of Education as the main cause of unfairness in promotions and for its failure to train the selection committees. The time frame for school governing bodies is three years and the new members are elected after the lapse of a 3-year period. Bulletins are issued with the improved procedures but no training is provided for the committees. The principal becomes the driving force (if he has received training) but some have had training a long time ago while others have had no form of training as they are newly appointed. The bulletins provide guidelines that form the basis for promotions. Selections processes are set out in wordy documents that are seldom read, due to their dense format (or if they are indeed available).

The guidelines in the bulletins are inconsistent with the procedure manuals and the selection committees using these documents may apply incorrect procedures, which may be acceptable according to the other policies. 6,6% of the educators believe that the circuit offices should be used for selections instead of the schools. This could mean that it would take a long time for the appointment of promoted educators, but it would at least ensure that monitoring is efficient.

8% of the educators believe that the duties of selecting and recommendation should be taken away from the school governing bodies. The Education Department should evaluate the educator's profiles and conduct the interviews. The Department of Education should have the power to appoint selection committees from other regions, according to 21.3% of the educators. They believe that panels from distant areas would be difficult to be influenced into corruption.

Some educators suggest that the Department of Education should introduce technology in the scoring system in order to eradicate promotion-related corruption. A selection process which is not represented by the relevant stakeholders (especially by union representatives) should be considered as incorrect and the post should be re-advertised.

4.5 Summary

Promotions are manipulated despite the legislation that the Department of Education has put in place. It is crucial for the Department of Education to study the patterns of events where disputes occur. Corrupt activities may commonly take place in areas where people have the same political affiliation as they are sometimes rewarded for their political stance by being given promotions in schools. The powers that are given to the school governing bodies to recommend candidates for appointment are sometimes abused if the panel members do not understand the procedures.

The community has raised concerns about educators who are also employed as municipal councillors. The qualification for municipal councillorship should be through the political organisation. Their popularity of parents whom are assigned duties of selecting and recommending candidates may influence promotions. The selection process is not well monitored, which makes reservation of positions easy.

CHAPTER FIVE: DISCUSSION OF FINDINGS, RECOMMENDATIONS AND CONCLUSION

5.1 Introduction

This chapter contains a discussion of the findings based on the aims and implications of the study; it also contains recommendations and a conclusion.

5.2 Discussion of the findings

The findings are presented according to the aims of the study.

5.2.1 To investigate the attitudes of educators towards the school-based promotions.

The most important finding is that the majority of educators, regardless of rank, have a negative attitude towards school-based promotions. Schools do not have clear policies on how promotions should be handled. The educators are supposed to know the requirements that have to be met in order for the school to consider them for promotion. The school management acts as if they are happy with the performance of educators, only to show them that they are not happy by appointing someone else from outside. Watson, Hatton, Squires and Salimon (1991) view satisfaction as a subjective and elusive matter which is difficult to determine fully, yet procedures in selection associated with promotions determine certain attitudes, which may include satisfaction.

The educators are convinced that a candidate who is wanted by the school governing body is given the position, regardless of performance during the interviews. The interviews are merely seen as formal exercises to fulfil the school governing body's intentions.

The selection committees rely on the school, which is prone to influence the members of selection panels, while there is no mechanism available to check the correctness of the proceedings except when the candidate disputes the process. The affirmative action policy is an indicator that the selections are manipulated and it affirms the perception of glass ceiling in promotions (Lemons & Jones, 2001).

Another important finding of this study concerns the use of connections when promotions are conducted. This factor encourages educators to visit members of the school governing body in order to make connections. The guidelines that appear in the bulletins are transgressed due to a lack of knowledge among members of the panel and some candidates enter the interview room having been exposed to the questions that are going to be asked. This makes it easier for him or her to provide the expected answers. The relevance of the questions to the position that is contested is not measured.

The educators perceive that politics have an influence on the promotion of educators. There is a strong link between the political organisations and the unions. Some active members of the unions are recommended by the high ranking politicians to positions that are supposed to be filled by people who are active in the classroom. The educators who are councillors are living proof that educators use politics to move up the ladder. The community members who elect them into positions are influenced by educators' affiliations. Such affiliations may lead to the promotion of educators to desired senior positions in schools, according to Wood and Lindorff (2001), who also believe that people with political links have better chances of promotion.

5.2.2 To determine the views of educators about selection

The educators doubt that members of the selection committees always understand the roles that they should be playing. Proper training is not conducted by the relevant people from the Education Department. Some School Governing Bodies are not familiar with the procedures that are employed in promotion and they simply want the principal to provide the names of people to be promoted.

Some school principals take an advantage of the lack of monitoring by the Education Department to mislead the school governing bodies and educators pick up some irregularities by questioning the extent to which parents understand what they are doing. Understanding is lacking as far as the policies that are employed in promotions are concerned. Statistics for promotions are not readily available to schools, which prevents the school governing bodies from gaining a holistic view of senior positions.

There is also a perception on the side of educators that their applications are not given enough time when they are viewed. Some schools receive a huge number of applications for a single position. Many panels simply scan the read portfolios, paying more attention to those individuals that they know. There is no clarity on what the applicant should include in his/her curriculum vitae in order to be considered as the best candidate. The study has found that the selection processes in the school-based promotions are unfairly conducted and that corruption is rife. The policy gives the governing bodies the right to make the final recommendations after the selections are conducted by the selection committees. The school governing bodies are given the directive of writing a motivation letter if their recommendations conflict with the scores that were given by the selection committees.

Educators believe that this clause creates a platform for corruption even if the interview process was scored accordingly. Schools are not the same and some principals adhere to the policies and workshop correct procedures with their governing bodies. The corruption may not be rooted in the principal because some parents tell the principals who they want to be promoted. Partnerships is lacking in some schools as the two organs, namely the educator and parent components, do not work cooperatively. The educators view the interviews as official procedure for placing people with experience in position. They always investigate whether candidates come from the ranks of the school or from outside as they believe that people holding posts in the present school stand a better chance to be recommended due to their compliance to the environment. Some educators from the same school tend to criticise the procedures if they were not shortlisted. They look at different factors, such as higher qualifications, which the shortlisted candidates may not possess. The study has found that educators desire change in the present procedures of conducting selections. The current selection procedures are school-based, leading to a situation where some school management teams run the selection processes and decide whom they would like to promote instead of leaving the selection to the school governing bodies.

5.2.3 To determine human relations at work after the promotions have been done.

The study has found that human relations are tense after promotions have been effected. Competition between staff members at the same school unsettles the incumbent of the position. Candidates who were not favoured by the interview and the selection processes look for reasons which caused them to fail. The speculations about the unfairness cause division among staff members which may result in distrust of the management and total breakdown of the smooth functioning of the school.

It has been found in this study that educators differ in their perceptions about leaving the profession due to unfair procedures. Most educators would prefer to leave their jobs and perhaps the unfair procedures add to the frustrations that educators have to put with in their profession, such as heavy workloads, lack of discipline among learners and high expectations. Other educators perceive promotion as a minor challenge as compared to the frustrations that they have and they would rather opt to continue working in the unhappy environment, maybe due to their age as a factor that binds them to the teaching profession.

The study has also found that educators who have been working in an acting capacity in the school would rather want to leave their schools for a new one, if they had not been confirmed in a permanent capacity at the school. The position determines the power that an individual has over a group of people who are subjected to him or her. Power involves the decisions, instructions and the command that an individual has to demonstrate. If everything has to disappear at the same time and the office that one has been occupying has to be left for the staff-room with other members of the staff, self-esteem would be lowered. Another important finding is that educators perceive their failure in gaining promotion as a determinant of the end to the teaching career in other educators. Many schools in South Africa are initiated by the communities. The physical structure, such as the floor space, has been built by the communities with the assistance of acting personnel. Failure to reap the fruits of hard labour leads to resignation and preference of other working conditions, even if they are paying less.

This study has found that promotees are not different to other junior members of the staff. The job description, as stipulated in the educator documents, clarifies the areas of management.

The school based subject specialist is expected to give direction to educators at all levels of that specific field. The element of control and identification of the resource material that is needed in the learning field are co-duties of the level. Failure of the incumbent to identify his or her roles creates the impression that knowledge of duties is lacking. If the incumbent has a thorough knowledge of duties, tense relations created by promotions tend to vanish. The guidance that is offered by the promotee and his/her identification with the areas of need, give a good indication why she or he has been promoted ahead of all the other candidates.

5.3 Recommendations

- 5.3.1 The selection policy should stipulate what people should make up the selection committee and the schools should have educators who are elected by the educators to be part of selection committees.

The school governing bodies, the management of the school and officials in high ranks should consist of colleagues of educators (i.e. their peers) (Yong; 2000; Pashiardis, Costa, Mendes & Ventura, 2005 ; McLagan & Nel, 1995). The Department of Education has already introduced the participation of educators who are elected by staff members in most of its programmes and they should also form part of the selection committees. Other members of staff could easily gain access to information on how the selection processes are supposed to be conducted, especially if an elected educator is a chairperson of the committee. The selection committees should be trained after being identified by the schools. The training should be given by people who know the legal ramifications of selections so that the processes could be conducted in line with other policy documents.

5.3.2 It is recommended that the human resource management office be represented in the selection processes. Yong (2000) proposes the selection panel which comprises of the principal, vice-principal, the human resource manager, heads of departments and teacher representatives. If the human resource manager cannot be present in all selection committees due to the number of the posts that are advertised in a particular bulletins, training could be given to the other office-based staff to represent the human resource as it is done when head-counting the learners in schools.

5.3.3 The Department of Education should organize the programmes together with the tertiary institutions, that will ensure that educators who have studied those programmes are ready to occupy the senior positions in schools and that questions for promotion are based on those programmes. The chance of using connections to access the questions could not be a concern to educators because you could do well even if you do not have questions prior the interviews. The selection teams could also be assisted by the programme so that they could have a direction in terms of planning the questions that they will ask. The idea of the programmes that prepare the targeted group for promotions is supported by Limerick and Andersen (1999), who portray how the WIM programme also assisted women in Queensland to perform well in their promotions.

5.3.4 One other important recommendation for the Department of Education is to quickly advertise the positions for acting personnel in the positions where posts are vacant. The acting educators should be paid and the term which they have to serve be stated in the advertisement. This could reduce hopes that a person might be considered for a position due to sacrifices made.

5.4 Conclusion

The changes that have been introduced in the education management system have brought remarkable changes in the management of schools. The number of people who are entrusted with responsibility increase, which results in the smoother functioning of schools even when the principal is absent. The creation of senior positions in schools that offer better salaries, attempts to keep educators in the system. However, the posts that are created could not match the number of educators as everyone likes to be in a senior position. The study tried to collect evidence that was presented by the educators in order to determine the validity of their concerns. The educators at all levels, including those who are in promotion positions, helped to establish whether the concerns are common or not.

The educators have a negative attitude towards promotions. The chances of employment in a school where you are not known are minimal. Some schools invite people from far away, which involve high costs, yet knowing what their preference is. The involvement of parents in the selection committees invites educators' concern. The school governing bodies are elected to oversee all the functions within the schools and the sub-committees should be chaired by any member of the school governing body (Education Department). Schools with illiterate school governing bodies have no choice but to accept them in the panels otherwise they will be contravening the act. Unfair activities take place during the selection. The guidelines are written in English and the illiterate members of the panel rely on someone to give guidance. The schools have to conduct selection without proper documents that provide guidelines.

Some parents are highly committed in politics. They want educators who are affiliated to organisations similar to theirs to be promoted.

The educators who are involved in politics on a part time basis outside of the schools are at a disadvantage when school governing bodies engage in promotions. Some educators conceal their political affiliations because schools are supposed to be politically free institutions. The principal being the person who understands the needs of the school best is either directly or indirectly involved in the promotion injustices. McDaugall (1996; 69) maintains that the school principal's attitude is an important factor in influencing the progression into management positions. The Department of Education expects the principal to be neutral during the selection processes and the educators who operate under the guidance of the same principal hope to be rewarded after satisfying the principal by following his or her instructions. The principal may be tempted to appoint a hard-working educator from another school with the aim of uplifting the standard of the school through promotions and the practices that lead to such promotions may then impact negatively on the educators' attitudes.

Policies aimed at redressing the mistakes of the apartheid government, such as affirmative action, are not effective in promoting people who really deserve to be promoted. Women who are dedicated to their work but not affiliated to the political related organisations are overlooked. The relatives of people who are in senior positions seem to be taking advantage of the policies that promote previously disadvantaged people into positions. It would be improper to suggest that those people who get promoted and who are related to the leaders are not capable, but educators believe that the skills that they demonstrate in the classroom should assist them in promotion and that if there is any training available to certain sections of people which prepares them for interviews, that training should be accessible to all educators.

The weaknesses of the school governing bodies could easily develop into corruption if proper training is not provided by qualified people who make use of relevant legislation. There is no evidence of training given to the school governing bodies to conduct selection processes.

The principals who are newly promoted may not be able to train the school governing bodies as the Education Department relies on them to do training. Nichols (2002) argues that strategies for addressing the promotion problem should be provided by human resources personnel; for this reason personnel from human resources should be present during the selections to observe issues surrounding fairness.

The introduction of parents in making recommendations was a great transparent initiative and the involvement of the management and colleagues in recruitment processes ensures that a high performance working system is attained. Everyone who is associated with the school gets an opportunity to observe and control the processes as they occur, but every process needs monitoring. Positions are however often reserved for people who are best known to the school governing bodies, sometimes with no intention of improving the standard of performance but for handshaking for events that are not related to work.

Relations between the community and the school are important in order to achieve the best results but the quality of educators in the schools is equally important. If the school overlooks the educators who are committed to work, they burn out and might leave the profession for other sectors.

Promotion positions are fewer than the educators who all want to be promoted. The principals of schools should ensure that policies for promotion are in place and that all those educators who perform above what is expected of them are rewarded through promotion because they have been delegated and supervised properly.

Schools are operating in an environment where discipline is a problem. The school governing bodies therefore prefer males over females for discipline purposes, even though a female could prove to be capable of performing during the interviews.

The parents who happen to form the majority of the school governing bodies judge the school by the responsiveness of the learners to the rules. Influences that culminate in a skewing of the processes, for whatever reason other than performance, are viewed as unjust in the school-based selections.

The questions are sometimes viewed as irrelevant to the position that the candidates are interviewed for. The panels should prepare the questions on the basis of the guidelines that are provided and prepare a set of answers that might be expected for each question. The set of questions that are asked by the panels should be recorded, which would help to prove the relevance of questions to the senior authorities. The panel could require that subject specialist should suggest ways of marketing the school to the industries as this is one of the duties of the school manager. A good educator who understands the job descriptions of the position that he or she has applied for may be left out due ignorance of selecting teams.

The mistakes that take place during the selections are only identified if a candidate has tabled a grievance. Only the candidates with contacts in the selection committee can be at an advantage in judging whether the procedures were adhered to or not. The Department of Education assigns monitoring to the school principal and the ward manager if the position which is contested, is that of school principal. The ward managers at times do not present themselves for the supervision of interviews and the process continues without monitoring as the candidates have already spent money on the trip to the interview. Minor mistakes such as inconsistent allocation of time and inconsistent awarding of marks, could be avoided in the presence of a monitor.

Educators view union membership as a main factor in getting promotions. They are forced by large amount of money that is deducted from their salaries if they are not affiliated in any union.

If the union that an educator has joined is not dominant in that particular province, promotion will not be achieved no matter how good the candidate is. Educators have adopted the strategy of planning with the union representatives to oppose a decision if such a decision does not favour him or her. If the decision has favoured the candidate represented by the union, it will be agreeable even if the procedures were not followed. The powers that are given to the unions are sometimes misused to favour certain individuals. The Department of Education needs to look into ways that will enable all the members of the selection committee to promote fair selection processes.

The human relations at work will always be tense when there is a promotion position regardless of where the incumbent comes from. If the incumbent of the position comes from outside the school establishment, the members of the staff who were contesting will claim that there was corruption in the selection process. *Matters improve if the incumbent displays knowledge of the duties that he/she has to perform.*

Educators who prepare themselves well for the interviews are more likely to perform well in the interviews—even though his or her performance in the interview is not commensurate with his or her performance at work. Hence some educators complain about the inability of their leaders to do their work properly.

Educators who acted in positions become demotivated if they fail to secure the position permanently. Their self-esteem become low and they prefer to move to another school or even leave their jobs than continuing to work where they have not been promoted.

The school needs to work on a programme that will ensure that the effects of promotions do not impact negatively on the functioning of the school. The whole staff can become demotivated and confused by the promotion policy of the school.

The school needs to formulate a policy that informs staff on how promotions are conducted by the school and the school policy should be in line with the provincial promotion policy. The involvement of educators in policy formulation will determine the roles that are performed by the individuals. This might even lead to a situation where experts are invited to workshop the staff on promotion procedures.

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FURTHER READING

Employment Equity Act 55 of 1998.

Employment of Educators Act 76 of 1998.

Human Resource Management Circular 120 of 2004.

KwaZulu-Natal Department of Education Employment Equity Plan.

APPENDIX

A QUESTIONNAIRE

QUESTIONNAIRE

This questionnaire is on the attitude of educators towards the school-based promotion. It must be filled and returned to:-

Mr Biyela B.W.

P. O. Box 3437

ESIKHAWINI

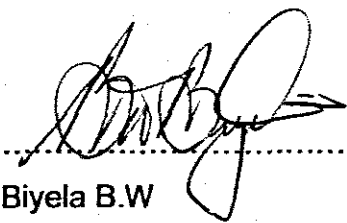
3887

You are requested to respond to all the items.

The questionnaire is for study purpose and the information gathered will be treated with the strictest confidence.

The instructions are given in each section on how to respond to the items.

Your cooperation is highly appreciated.



.....

Biyela B.W

SECTION A (BIOGRAPHICAL DATA)

Please make a cross in the space provided next to the appropriate choice.

1. Gender

1	2
Male	Female

2. Age in years

1	2	3	4
25-34	35-44	45-54	55-64

3. Teaching experience in years

1	2	3	4
Below 3yrs	3-6yrs	7-10yrs	Above 10yrs

4. Highest qualification

1	2	3
Below REQV 13 M+3	REOV 13 M+3	Above REQV 13 Above M+3

5. Rank

1	2	3	4
Post-level 1 Education	School Based Subject specialist	Deputy Principal	Principal

SECTION B

The following statements reflect the experiences concerning the school-based promotions. Mark with a cross (x) to show your feelings next to the option which best suite your experiences.

SD = strongly disagree

A = Agree

D = disagree

SA = strongly agree

1. The principals have influence in the selection process.

1	2	3	4
SA	A	D	SD

2. The interview results do not always reflect the performance of candidates.

1	2	3	4
SA	A	D	SD

3. The members of the panel in most cases are convincingly unsure of their roles in the selection process.

1	2	3	4
SA	A	D	SD

4. Senior position are reserved for certain candidates.

1	2	3	4
SA	A	D	SD

5. The connections are used to get promotion.

1	2	3	4
SA	A	D	SD

6. Males get preference over females in promotions.

1	2	3	4
SA	A	D	SD

7. The relations become tense if the incumbent is chosen ahead of an acting person.

1	2	3	4
SA	A	D	SD

8. The questions had no relevance to the position I applied for.

1	2	3	4
SA	A	D	SD

9. The questions were read by the panel with no understanding of what was asked.

1	2	3	4
SD	D	A	SA

10. The members of the panel had no interest of what I was saying when I was interviewed.

1	2	3	4
SD	D	A	SA

11. The candidate who is known by the panel has better chances for promotion.

1	2	3	4
SD	D	A	SA

12. I have written many applications but have never been invited for interviews.

1	2	3	4
SD	D	A	SA

13. The education department conducts adequate training before selection process begins.

1	2	3	4
SD	D	A	SA

14. The selection process is well monitored to ensure its freedom from bias.

1	2	3	4
SD	D	A	SA

15. I wish to leave the education system because of unfair selection procedures.

1	2	3	4
SD	D	A	SA

16. I prefer a new environment than where I have been acting and not promoted.

1	2	3	4
SD	D	A	SA

17. There is enough time for candidates to showcase their abilities during the interviews.

1	2	3	4
SD	D	A	SA

18. The curriculum vitae (CV) forms have enough space for applicants to market themselves.

1	2	3	4
SD	D	A	SA

19. unfair promotion procedures can terminate educators' teaching careers .

1	2	3	4
SA	A	D	SD

20. The union membership plays role in promotion.

1	2	3	4
SA	A	D	SD

21. The panel members are not consistent in awarding marks.

1	2	3	4
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SA	A	D	SD
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22. There is corruption in the selection procedures for school-based promotions.

1	2	3	4
SD	D	A	SA

23. The promotions are influenced by politics.

1	2	3	4
SD	D	A	SA

24. Acting in the position increases the chances of promotions.

1	2	3	4
SD	D	A	SA

25. The department of education is fairly represented by principals in the selection process.

1	2	3	4
SD	D	A	SA

26. Some promotees struggle to show the leadership that qualify them for positions ahead of other members.

1	2	3	4
SA	A	D	SD

27. The results of the selections are pre-determined before the processes are held.

1	2	3	4
SA	A	D	SD

28. The current selection procedures must be changed.

1	2	3	4
SA	A	D	SD

SECTION C

29. How can the selection committee ensure that the selection process is conducted to every candidates' satisfaction?

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.....

30. What improvement measures could be taken by the department of education in order to make the school-based recruitment procedures fair?

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.....

.....

THANK YOU