Investigating Challenges in Appointment of Head Teachers

in the Hhohho region, Swaziland

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ABSTRACT

There are challenges faced by the commission in selecting the rightful candidate for the position of the head of administration in local schools. These challenges are observed in poor performing schools and in maladministration of schools leading to suspension or expulsion of headteachers. The primary objective of the study was to investigate the challenges faced by the Teaching Service Commission in the appointment of head teachers in the Hhohho region of Swaziland. A qualitative research approach was used and data collection method used was in the form of a questionnaire and interviews. The research results indicated problems in submission of applications to the Regional Education Officers whose role in recruitment was not clear. The study also showed that candidates were not informed timely prior to interview, an anomaly against the regulated three weeks' notice in the by-laws of the ministry. It is therefore a recommendation that candidates submit application forms to the Teaching Service Commission, the office responsible for selection and recruitment of both teachers and headteachers. The study further recommends that the Inspectorate be given leading role in shortlisting candidates for the appointment, as they are well trained officers with daily duties undertaken by headteachers.

Key words: General Standing Order, Teaching Service Commission, Kingdom of Swaziland.

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LIST OF ABBREVIATIONS

MoPS	Ministry of Public Service
TSC	Teaching Service Commission
CSC	Civil Service Commission
MoET	Ministry of Education and Training
HR	Human Resources
GSO	General Standing Orders
ISR	Individual School Range
KSSHA	Kenya Secondary schools Heads Association
PAC	Public Accounts Committee
MSD	Management Service Department
FPE	Free Primary Education
REO	Regional Education Officer
ACE	Advanced Certificate in Education Leadership
UNISWA	University of Swaziland

1.0 CHAPTER ONE

1.1 INTRODUCTION AND BACKGROUND

1.1.1 Introduction

This chapter presents the background of the study, outlining the problem statement that the study is investigating. It further presents the research objectives and outlines the contribution that the findings of the study will make. The limitations and delimitations of the study would be highlighted consequently and the conclusion of the chapter given.

1.1.2 Background of the study

Yearly the Teaching Service Commission (TSC) appoints new head teachers to manage schools in the kingdom of Swaziland whenever vacancies arise due to various reasons like natural attrition, demotion, resignation and others. The newly appointed head teachers are expected to perform their duties efficiently and effectively. This is because new employees are enthusiastic and very keen in performance of their duties. Furthermore they are appointed to improve the quality of work because they are better trained, have more current education and may have fresh ideas in management of schools (Wango, 2009). Nevertheless, being new in their work stations, the newly appointed head teachers are likely to face challenges in their areas of operation such as finance, personnel, student and curriculum management.

The Government of the Kingdom of Swaziland has laid down policies and General Standing Orders (GSO) regarding the way in which civil servants are promoted into senior positions which government departments and ministries are expected to abide by.. However, there are government ministries which by virtue of being naturally offering unique service and the big

numbers involved, end up having their own structure of recruiting and promoting officers to senior positions. The general Standing Order A.125 (2) states that the Principal Secretary in addition to the minimum qualifications prescribed, it may be necessary in appropriate cases to require additional and specific qualifications, or experience, for the proper performance of a particular post. But such additional qualifications or experience as may be needed for a post shall not be so designed, or be so restrictive in their effect, as to favor a particular candidate for employment or to interview with the due performance of the appropriate Commission or Authority. This General Standing Order also accommodates the nature of the role of head teachers who are expected to perform their duties well in order to give quality education to the citizens of Swaziland.

Most government ministries get officers from the Civil Service Commission (CSC), even in the case of promotion, There are special ministries however, which are having their own structure of recruiting and promote officers to senior positions. General Standing Order A.104 (a)-(g) states that appointments which are not vested in the Civil Service Commission include the Judges of the High Court of appeal, Office of the Ambassador, office of Secretary to Cabinet or Commissioner of police, office of Attorney General and others. In all ministries, promotions of certain positions or officers are vested in the King of Swaziland, General Standing Order A.103 (1). However, under the Ministry of Education the General Standing Order A.105 authorizes the Teaching Service Commission as delegated by the Civil Service Commission to hire teachers in the country as well as the promotion of teachers. Other similar ministries include the Police force, the Defense force, the Correctional service, to name but a few.

Recruiting a head teacher is arguably the most important task any governing body will undertake. Appointing a highly-qualified head to lead teaching and learning in a school is under the direct control of governors that positively affects school improvement. There is good evidence that failure to recruit a permanent, high-quality head can lead to performance dips for schools (Day, 2007). Selection and placing of principals should be done on merits, competence and ability rather than favoritism popularly known as "ima nmadu factor", 'who you know. In terms of specific duty of the principal, (Ocho, 2010) stressed that the principal's scope of work is "vast and intricate, and demands a lot of time, energy, dedication and sacrifice". He further outlined some of the principal's pre-occupations to include the following; managing instructional programmes, personnel administration, student administration, financial and physical resources management and school-community relationship management. In summary, the principal is seen as a pace setter, an exemplary leader whose actions determine the success of the school. The head teacher who determines the vision and mission of the school also defines how to achieve the vision (Lunenburg, 2010). The authors noted that it is therefore necessary for a head teacher to consult with the stakeholders, draw plans to guide implementation of the goals, mission and vision of the school, its sub-units and personnel. When planning, the head teacher in consultations with stakeholders determines the goals which the school has to achieve which must be in line with the national goals of the education system. In a case whereby the head teacher intends to increase the number of pupils joining secondary school from grade seven, a framework f consisting of the goals and methods needed to attain it is required (Gardiner 2011).

The process of appointing a head teacher is long and involves countless stages such that one ministry is required to get a mandate from another for the employment of every single civil servant. Those who are selected for headship require formal additional training before they assume office. It should be noted that once appointed, the head teacher has an opportunity to influence change beyond the classroom Mulford (2003) as quoted by Oosterlynck (2011). Stakeholders expect head teachers to ensure that schools provide quality education and achieve other school objectives. Provision of quality education requires effective use of resources through sound leadership hence conceptual, human and technical skills are critical (Tareilo,2010).

The Ministry of Public Service is responsible for creating and giving posts to line ministries. and for the government Wage Bill. Specifically, it is the same department of Management Service Department (MSD) which is solely responsible for posts creation for the entire government and to equitably distribute available posts to various ministries according to necessity and priority of Cabinet. The state of the Nation Address (2009) indicated that the cabinet had prioritized creation of posts for the Ministry of Education due to shortage of teachers necessitated by the introduction of Free Primary Education (FPE) in Swaziland. From this address, ministers obtain their yearly mandate. The Ministry of Public Service (MoPS) through the Management Service Department (MSD) then work with the creation of the specific posts needed by each ministry to fulfil country's needs The MSD does the allocation according to the budget given in each financial year towards human development and welfare.

Head teachers are the ones responsible for running schools in the country as administrators and Chief Executives Officers (CEOs). Planning provides a sense of purpose and direction for the entire school fraternity, outlining the tasks and activities to be performed in order to achieve the overall goals and objectives of the school (Oosterlynck, 2011). Goodstein (2011) agree that planning is a basic function of leadership and provides vital information to guide monitoring and evaluation of actual performance. Consequently plans made at the beginning of a programme provide the criteria against which performance is measured. School plans should be mutually agreed among stakeholders to ensure effective outcomes (Lunenburg and Ornstein, 2008).

In addition, the head teacher is the school's public relations officer, human resource manager, financial controller and disciplinarian. Research has categorized the work of school administrators into three categories, the first is heavy workload such as processing several mails per day, meetings scheduled or not, inspecting school premises daily, and, followed by the second which is Variety, fragmentation and brevity demands that are fragmented, rapid and voluminous which do not allow time for quiet reflection and lastly the third, Communication with colleagues, education officers, professionals, teachers, community leaders, students, parents and school stakeholders (Hughes and Norris, 2011). Effective head teachers set up personal contacts with significant stakeholders outside the school including head teachers in other schools, legislators, national education officials, parents and stakeholders. The most common communication by head teachers is face-to-face. However there is increasing use of telephone, email and social media whilst written documents are opted for official communication. Research demonstrates that head teachers that make things happen in their schools spend up to eighty percent of their time in interpersonal communication (Lunenburg, 2010).

Head teachers from both Primary and secondary schools are responsible for schools performance and ensure schools give quality education to the country. It is only possible to achieve quality education if a defined process of selection is applied to ascertain the best head teachers to run schools. If this is carefully and thoroughly done, it is expected to improve living standards for the country's citizens. No matter how challenging and stressful the task of being a head teacher is, leading a school is regarded as a privilege, a much valued opportunity to make a difference to the lives of children (Cranston, 2007). Good performance by schools means the relevant persons have been appointed into position of leadership to direct the school through curriculum that is in line with the country's needs. It is for the same reason why the process of appointing of head teachers need to be effectively executed for the best output. High-quality school leaders are essential in delivering our vision of educational excellence everywhere. We are making good progress towards this goal, considering the results thus far.

According to Weale (2016), Educational Organisations depend on their success of quality, commitment and performance of the people who work there. For this reason, any recruitment and selection of staff must be conducted in a scientific and accountable manner.

Appointment of head teachers in the country seems to be faced with many challenges. These include the appointing of head teachers by the responsible board, the rejection of a posted head teacher by parents, the appointment by TSC to undeserving and unqualified teachers, delays in appointing a school head teacher where posts are vacant, appointing head teacher without the proper interviews, appointment of in-experienced deputy head teachers and prolonging the acting appointments without confirmation.

The main function of the TSC is to hire teachers to teach in schools and colleges of the country on merit. There could be other functions like correcting misconduct of teachers while on duty which are secondary to hiring The Teachers Service Commission is mandated to perform teacher management functions, including; registration, recruitment, deployment, remuneration, promotion and discipline of teachers. It is also the duty of the Commission to maintain professionalism, integrity, and quality teaching standards in the teaching service (Mberia, 2009). It comes as a control measure for the teachers to up-hold the teaching profession with dignity and respect. In its responsibility of promoting teachers, the Teaching Service Commission is bound to have challenges due to the different assumptions teachers have about the criterion used during interviews.

1.2   Problem Statement

Leadership is the important element that harnesses the energies and commitment of staff, pupils and parents, and therefore an essential need that serious and strategic consideration is given to each stage of the selection process (Glamorgan, 2007). The skills of the head teacher are particularly important in securing the success and improvement of the school. The best head teachers are the driving force in taking a school forward and ensure a strong commitment to high standards in all aspects of the work of the school.

Problems faced by head teachers are brought forth by the means by which principals are identified, appointed and trained which do not prepare them to become effective managers (Kamotho, 2008).

The author asserts that dominant traditions for identification and appointment of heads has been based on good classroom teaching, active participation in co-curriculum activities and teaching

experience which has resulted into ineffective leadership and subsequently a number of challenges in institutional management. As Mosomi (2008) notes, their ill preparedness for managerial duties prior to their appointments have made school principals vulnerable to making mistakes which sponsors and stakeholders capitalize on to demand for their removal. The Ministry of Education and Training through Teaching Service Commission (TSC) is responsible for appointing head teachers to positions of leadership in schools in the Kingdom of Swaziland. Given this background the study aims at investigating the challenges in the appointment of head teachers in the Kingdom of Swaziland by the TSC. The TSC is faced with challenges when recruiting teachers for senior positions in the teaching profession (PAC report, 2013). At times it appoints head teachers to schools whereby they are rejected by parents. Allegations are rife whereby head teachers are given positions not prior advertised and some appointed without going through interviews.

General Standing Order A104 emphasizes on appointments that are only vested on the King. . The Standing Order authorizes on the TSC and other employing boards (agents) to first advertise vacancies to attract prospective candidates for the posts before appointment. Irregularities such as hiring head teachers without interviews could result in chaotic schools and maladministration resulting in poor performance. Other problems could emanate from division amongst staff members. Sadly, the focus has been on practicing principals and hence not much has been achieved for the future or beginning ones. At a Kenya Secondary School Heads Association (KSSHA) annual general meeting in July 2007, principals' lobbied for the newly appointed heads to be trained through Kenya Education Staff Institute so as to make them effective managers (Lucheli, 2007).

They further demanded that the position of school principal be professionalized and a clear policy on identification, selection, appointment and training of head teachers be set (Magak,2013). Moreover, the vast and rapid expansion of education has further led to the appointment of heads with little experience to fit them completely for the work that they are required to do and this is a major cause of ineffective leadership in secondary schools. This study from the head teachers from Kenya (2007) is used as a reference to the Teaching Service Commission of Swaziland to deal with the present challenges faced. As the aim of the study is to investigate the challenges in the appointment of head teachers in the Kingdom of Swaziland by the TSC, Otieno (2010) also asserts that appointed principals face a lot of difficulties in teacher management as they adopted trial and error methods. However, some of the challenges they faced were employer based. That is why the Kenyan study is relevant to this study because it helped with policy on identifying and appointment of head teachers.

1.3   Research Objectives

1.3.1   The General Objective

The general objective of the study is to investigate the challenges faced by the TSC in the appointment of head teachers

1.3.1.1   Specific objectives

1. To determine the recruitment instruments used by the TSC in appointing head teachers

2. To evaluate the processes involved in appointing head teachers by the TSC

3. To determine the officers responsible for hiring head teachers within the TSC

1.4   Significance of the study

The findings of the study seek to contribute to the body of knowledge by highlighting the challenges faced in the appointment of head teachers by the Ministry of Education through the TSC. The results will inform policy decisions makers on matters of best practice when appointing head teachers by the TSC. Therefore, the results of the study will come as a solution to the challenges presently faced by the TSC in appointing head teachers in Swaziland. If the correct processes leading to the appointment of a deserving candidates are followed, the right head teacher will be appointed. In addition, the study hopes the Ministry of Education and Training implements recommendations in order to reduce the ever increasing challenges faced by the TSC in appointing head teachers.

1.5   Limitations of the Study

Time and research materials limited the researcher to one of the four regions therefore; results cannot be inferred to the total population of head teachers in the country. The Findings of the study would have been more revealing in the case whereby the researcher would have been given an opportunity to be in the panel of the selection process to observe and obtain firsthand experience of the process.

1.6   Delimitations of the Study

The research focused on the challenges faced by head teachers in the Hhohho region of the Kingdom of Swaziland. A further research on the topic can be carried out in the four regions for conclusive evidence.

1.7   Conclusion

The chapter presented the background of the study as well as the problem statement of the study. The objectives of the study, significance and contribution, limitations and delimitation were covered as means to conclude the chapter.

CHAPTER TWO

2.0 LITERATURE REVIEW

2.1   Introduction

This chapter presents a literature review made available by scholars on the subject of challenges encountered in appointing head teachers and their effectiveness as administrators in schools. The theoretical framework (review of literature) is undertaken in order to correlate the findings of previous studies to the current research. The background of the recruitment and appointing process, legal framework filling up a vacancy, as well as challenges encountered in the recruitment process will be presented.

2.2 The Recruitment and Appointment of Head teachers

A head teacher is an educational manager legally responsible to manage school routine activities such that a favorable environment for the achievement of educational objectives is created. According to Farooq and Haffizullah (1990) the head is an educational manager, educational leader, educational administrator, instructor, supervisor, architect, academician, educationist, educator and educational planner. The head teacher has to make decisions and to be objective in the accomplishment of objectives of an organized group of people toward goals of educational policy. Leadership development programme in Scotland, aims at recruiting talented head teachers to challenging primary and secondary schools to improve the outcomes for disadvantaged pupils (Future Leaders Trust ,2011),. Its trust's chief executive officer, Heath Monk, as quoted noted that "Fewer people are applying to become heads and that means even fewer people are applying to lead schools that serve our most disadvantaged students" with the main problem being very little interest, zeal and motivation shown by teachers to apply for the position of being a head teacher. The action by the teachers could be attributed to the problems they observe from head teachers as they perform their duties whilst there is none or less support and encouragement from the employers to perform better in their positions.

Most African states use Teachers Service Commissions to employ teachers whilst in European countries independent governing Boards employ and recruit head teachers. Despite the enormous roles and functions of a school principal or head teacher, research done in some developed countries like United States of America, the United Kingdom and Australia unravels various challenges faced by beginning principals in management (Wango,2009). Job specific problems related to instructional programs, students, personnel, financial resources, community relations and transportation (Mwava and Westhuizen, 1997)). In America, one of the core challenges newly appointed principals face is improvement of students' academic achievement (Goldring, 2006). This study reveals that there is a need for a vigorous and proper training of head teachers before they assume duty. They have to be properly inducted to the details of the position and the demanding nature of the job. (Bush and Oduro,2006) concurs when they point out that in Africa, new principals face several challenges as they often work in poorly equipped buildings with inadequately trained staff. There is rarely any formal leadership training and principals are appointed on the basis of their teaching record rather than their leadership potential. Moreover, induction and support systems for newly appointed principals are usually limited. However, research findings done in the field of educational administration across the world, indicate that entering the principal position is an emotional laden and that school principals are the most powerful single determinants of the quality and effectiveness of schools (Goldring, 2006).

A study done in six Sub-Saharan African countries namely, Ghana, Guinea, Ethiopia, Tanzania, Uganda and Madagascar indicate that new principals face serious problems with students who cannot pay fees as parents are reluctant to do so, teacher shortage and inadequate teaching and

learning resources (Atieno and Simatwa, 2012). This problem of parents refusing to pay school levy or school fees could also be perpetuated by the fact that most African States are offering and experiencing free education for both primary and secondary education. Some countries go an extra mile in even funding tertiary education on selected fields and disciplines.

However, some proponents of Anti-Free Education state that Free Education is not only wasting states funds but also impact on level and quality of education such that the products of such system of Education are not marketable. Teacher shortage is a problem beyond the control of a head teacher. School resources of teaching and learning process impact directly on the head teacher in making sure his or her budgeting skills are good in making sure funds are raised, collected and available throughout the academic year without any deficits. Findings of the study by(Atieno and Simatwa, (2012) revealed that newly appointed principals in public secondary schools face challenges in the management of students, teachers, finances, support-staff and those that arise from parental involvement in school activities such as indiscipline, failure to pay school levies, threats, dropout, staff in competencies and budgeting among others. Based on the findings, the study recommended that Teaching Service Commission and the Ministry of Education should put in place strategies to help reduce the challenges faced by newly appointed Principals.

Previous studies have focused on challenges faced by newly appointed head teachers rather than challenges faced in the appointment of the head teachers and this translates to need to determine measures undertaken to prepare the newly appointed administrators in order to perform their duties efficiently and effectively. Atieno (2012) highlighted some studies done around the world and in Africa about caution and steps to be followed when appointing a senior official. The

author went on to point that an official like a head teacher has to make informed and sound decisions in the accomplishment of objectives of an organized institution because his success is measured in terms of objectives met. The challenge of the study author is referring to is that, it was done in another continent and under different conditions from that of Swaziland. Furthermore, it was not a study directly touching on recruitment of head teachers.

It suffices therefore that The Ministry of Education, being the custodian of the education sector curriculum, taps and uses the skills of school principals as key implementers of the curriculum and supervisors of the whole school program (Sahin 2013). Head teachers' influence and skills can be used a long way to improve the level of education system and political climate in a country. Human skills in this context, refers to the ability to understand the teachers, students and school stakeholders and interact effectively with them. Head teacher will use human skills for motivation, facilitation, communication as well as for management of conflicts among teachers, students and school stakeholders (Arnett, 2010). Human skills are important to the head teacher and other leaders since they are required at all levels for dealing with teachers and students as individuals and as groups. According to Lunenburg (2010), effective human relations enable school leaders to unleash staff potential and assist them to achieve their maximum performance. A head teacher must use human skills to manage school committees, teachers, students, support staff and other stakeholders.

2.3 Challenges encountered in the appointment process.

The central argument is that a head teacher cannot be appointed based on experience and accepted academic qualification but also on adequate preparation (Dlamini, 2011). How-son

(2011) seems to concur with Dlamini when highlighting that the appointing authorities of school leaders should ensures that the appointed leaders are supported adequately in order to make the profession attractive and recognizable. The quality of professional development is a central component for school improvement and is achieved by acknowledging first that, school heads are the key ingredient for success in schools therefore, their selection and appointment in their new posts should be accompanied by provision of necessary training and support. Hammond (2007) suggested that setting a vision and mission of the school, recruitment, induction, developing and motivating people; and teaching and learning in the institution are some sets of practices that constitute the basics of successful leadership practices. The author emphasizes the importance of having a clear vision as a leader before you can make your insubordinates to buy into it. If a leader is without a vision then she or he is planning to lead the institution astray.

Lingdale (2007) highlights four stages of the journey to leadership such as developing exceptional practice, learning about exceptional leadership, developing the skills of exceptional leadership and finally, embedded exceptional leadership within institutions and across networks.

Therefore an administrator like a head teacher , has to exhibit such skills to effectively lead a school, , USA, Minnesotans expect an excellent public education system comprising of top flight teachers, administrators and staff, outstanding curriculum and high graduation rates Feritzgerald (2007). These are the basic and necessary ingredients an institution like a school should have if it is to perform exceptionally as such recruiting the best teacher is important. However, it is not an easy exercise because it involves financial resources which may not be easily accessed, therefore there has to be a strategy to retain them. Retention comes at great costs but its fruits are good.

Wichenje, Simatwa, Okuom and Kegode (2012), noted that what is required for head teachers is to set a clear vision for their schools, communicate it to students and staff, support it by giving instructional leadership, resources and being visible in every part of the institution that account for student performance. The formulation and communication of the vision should involve the students, all staff members and stakeholders to avoid conflicts and make them own it.

Shandu (2006) observed a number of problems at Recruitment and Selection procedures of senior officials into the department of Education in KwaZulu − Natal province, as posts are advertised, withdrawn, delayed or cancelled which pointed out that in most African States the problems of Teacher recruitment is mostly faced with challenges.   The relevance is in the problems faced by the appointing committee with the only difference being that the recruiting and selection was done by Human Resource Department yet in the Kingdom of Swaziland is done by the TSC.

The Glamorgan (2007) in their hand book "School Improvement Service" conducted a study on the head teacher and deputy's appointments which spells out the procedure to be followed when appointing an administrator who could be a head teacher or a deputy head teacher. The findings of that study were that there are universal guidelines used in the world over to be followed when appointing a senior officer like head teacher and a deputy head teacher. . For the Researcher's case it could be relevant if the recruiting agent TSC could use some of the guide lines. Dlamini, B.A (2011) conducted a study on Challenges, Strategies and Practices on Leading and Managing High Schools in Swaziland where results revealed that most challenging conditions facing head

teachers were in Financial Management, solitude and seclusion, high and intense expectations that the position holds, technology and poor public image of the school. These findings magnify the need for undergoing a course before joining the race of headship. These are in line with Bush and Oduro (2006) who state that y in many instances head teachers come to headship without having been prepared for the new role as a result they often have to rely on experience and common sense.

2.4 The Legal Framework in the Selection and Appointment Process

According to Ysgolion (2007) the most important information and question is how long does it take to make a senior appointment? From the date a resignation is received it can take several months before the actual appointment is made. The full process is detailed, time must also be allowed for the following:-

1. Adequate notification periods between meetings – this is necessary to ensure governors and officers are available to attend;

2. Advertising – strict deadlines apply when placing adverts in the national media. The Chair of the Selection Panel is responsible for approving the advert as the cost is borne by the school's budget;

3. Venue – it is the responsibility of the Selection Panel to find and fund a suitable venue to hold the interviews.

4. Planning - It is therefore advisable to start planning the recruitment and selection process as soon as a resignation letter has been received.

2.4.1 The Legal Framework

The selection process and related procedures must be conducted within the legal framework for the appointment of Head teachers and Deputy Head teachers as defined in the Staffing of Maintained Schools (Wales) Regulations 2006. In the interests of transparency, equality of opportunity and in accordance with Council guidelines for governors, the governing body is advised that the Selection Panel should meet to:-

1. Agree a person specification, detailed job description and an advertisement for the post.

2. Shortlist suitable candidates in accordance with the person specification.

3. Agree the format of the interview, tasks and questions to be used.

4. Interview selected candidates.

5. Where considered appropriate, recommend to the full governing body appointment of one of the candidates.

In all schools the Director of Learning and Development or his/her representative(s) is entitled to attend relevant meetings of the Selection Panel to offer professional advice. The governing body has a duty to consider the Director of Learning and Development's advice before making a decision.

2.4.2   The Selection Panel

In Appointing the Selection Panel, the following factors should always be considered:

1. It is the duty of the full governing body to set up a Selection Panel.

2. It is recommended at this stage that the full governing body review the application of

3. Individual School Range (ISR) for the Headteachers and Deputy Head teacher.

It is advisable to do this prior to deciding upon the details for inclusion in the advertised post.

The Selection Panel must consist of at least three but no more than seven members, one of whom will be the Chair of the Panel. It is advisable that the Selection Panel should not number more than half of those members of the governing body who are eligible to take part in the appointment process and would usually include the Chair of the governing body.

The membership of a Selection Panel may include persons who are not governors and the extent to which such members are entitled to vote is to be determined by the governing body. The majority of members on any Selection Panel must be governors. Where there is an equal decision of votes, the Chair, or as the case may be, the person who is acting as Chair for the purposes of the meeting (provided that such a person is a governor), has a second or casting vote. Any decision of the Selection Panel must be taken by a vote representing an absolute majority of all the members of the Panel (whether or not taking part in the vote).

The governing body will be advised on the appointment of the Selection Panel by a member of the Human Resources (HR) team at the first meeting of the process. The Selection Panel does not have plenary powers. In the interest of consistency and fairness to all candidates the following guidance is offered:

1. Care should be taken to select appropriate governors for the Panel who will be able to give the time necessary to attend all stages of the appointment process.

2. Once the Selection Panel has started the selection process, members should not be substituted. Selected members must see the whole process of appointment through to completion, i.e. both shortlisting and interview.

3. If substitution becomes necessary, the whole process of appointments should start again. It would thus be wise to choose substitutes at the same time as the Selection Panel itself is chosen.

4. All members of the Selection Panel must attend all stages of the appointment process. They decide both the shortlisting and the selection processes.

The full governing body is not empowered to either shortlist, interview or consider applications.

2.4.3   Declaring an Interest

The declaration of interest by teacher representatives on the governing body in the context of Head teacher and Deputy Head teacher appointments may be contentious. Schools will be well aware of the Government of Maintained Schools (Wales) Regulations 2007, but it is important to remember that:

1. Teacher governors do not automatically have to withdraw where their interest is no greater than the generality of teachers in the school;

2. Teacher governors are not automatically restricted from taking part in the appointment process as a member of the Selection Panel;

3. Teacher governors cannot be required to withdraw as a result of any consideration of the make-up of the Selection Panel;

4. Teacher governors are required to withdraw only if internal candidates are being considered, whose appointment would clearly result in a vacancy for which they could be a candidate. Such a governor could still take part in the Selection Panel if he/she has formally agreed in writing not to apply for the vacancy or seek any other benefit arising

from it. If there is a disagreement about whether a person is required to withdraw, it is for the other members of the governing body or the Selection Panel to make the decision.

2.4.4   The Selection Process

The nature and quality of the selection process can inform or inhibit the task of making an appointment. The process should ensure that all candidates are given adequate and appropriate opportunities to demonstrate their knowledge, skills, experience and suitability for the post. If arrangements are to be objective, consistent, rigorous and worthwhile, in planning the selection process, the panel needs to:

1. Ensure appropriate time is allowed for the selection process itself;

2. Consider the demands on candidates and members of the Selection Panel;

3. Reflect on the fact that formal interviewing, alone, can be a limited means of selection;

4. Ensure that the criteria for the shortlisting and selection of candidates should be clear and comprehensive, agreed and understood by all involved in the selection process.

The legal framework guide line leads the researcher to the point that if all recruitment and appointments could be done as highlighted fewer challenges could be encountered when replacing a vacancy.

2.4.5   Conclusion

The chapter presented previous researches and the current debates on issues of best practice by scholars on selection and appointment of head teachers. The literature highlighted the challenges faced by head teachers from varying backgrounds. However, all the studies covered highlighted on the challenges faced by newly appointed head teachers, challenges faced by primary head

teachers in public schools such as Kenya, challenges faced by high school head teachers in the Kingdom of Swaziland. The studies show a gap in the time they have been conducted and on the topics of research undertaken. Therefore these gaps have to be harnessed and linked to the researcher's topic. Towards conclusion, past and current literature reveals that selection and appointment of head teachers is viewed as the key factor in the way schools are administered and led. This emphasizes the value of a legal framework in the selection and appointment of head teachers as a prerequisite for best leadership of schools.

CHAPTER THREE

3.0 RESEARCH METHODOLOGY

3.1 Introduction

The study investigated the challenges encountered by the Teaching Service Commission when appointing head teachers in the Hhohho region of the Kingdom of Swaziland. The focus was to examine the legal framework followed by TSC when appointing head teachers.

The chapter describes the research design that was adopted for this study as well as the population, sample size, and research instruments that were used in the data collection process. Data analysis procedures adopted were duly explained. Finally, the ethical considerations of the study are also highlighted in the chapter.

3.2 Research Design

A research design is a procedural plan that is adopted by the researcher to answer questions validly, objectively, accurately and economically (Kumar,2011). Through a research design you decide for yourself and communicate to others your decisions regarding type of study design data collection from your respondents, selecting your respondents, analyzing data and communicating your findings to stakeholders. The nature of this research was investigative and descriptive study therefore the qualitative designs were opted. The respondents were allowed to express their feelings and opinions as such provide insight of the problems. The qualitative research design allowed flexibility where the researcher probed and paraphrased to obtain more information from the respondents so as to provide full coverage of the research objectives identified in this study

In qualitative research there is an overlap between the two design methods such that some designs are basically methods of data collection. Since the interest in this study is to get an understanding of the challenges faced in the appointment of head teachers, qualitative study designs were more appropriate as they provided immense flexibility. Pre-testing of questionnaires for validity review of documents such as General Standing Orders (GSO), Policy documents, Employment Act was undertaken by professionals within the means of the researcher. Interview questions for the TSC Board were prepared and clearly identified the lay-out, purpose and tone in questioning.

3.3 Population

The target population for the study was all members of the Commission (TSC) and Human Resource officers in the Hhohho region. According to Fox and Bayat (2007), researchers need to clearly indicate whether the population of the study is finite or infinite. In this research, the population is finite as the total of all individuals who formed part of the study were known.

3.4 Sample Size

The sample size for this study was determined by the sample size formula. However, since the research used qualitative research method the sample size was considered not necessary as the researcher stopped collecting data as soon as there was no new information being collected. There were seventeen possible number of respondents and all were interviewed. This included seven (7) members of the Commission and ten (10) Human Resource (HR) officers. Of the ten HR officers, Five (5) were responsible for Primary schools and the five (5) for Secondary/High school officers.

3.5 Data Collection Instruments

Instruments used in the data collection process were questionnaires, policy document reviews and interviews. The questionnaires were open-ended and were self-administered to the Human Resource officers by the researcher. Structured and semi-structured interviews were used. Document reviews were used to understand policies and procedures in place used in the appointment of head teachers in the Kingdom of Swaziland.

3.6 Data Collection Procedure

Application letters as introduction seeking permission to undertake the study were made and sent to all respondents such as the Chairperson of the TSC and Director of Education. Who in turn went to report to Principal Secretary (PS) as a controlling officer in the Ministry. Secondary data used came from reviews of documents governing the operation of the TSC in order to determine whether TSC was following the procedures. Appointments to collect data were set up way in advance with the respondents.

3.7 Data Analysis

The qualitative data that was collected was thematic data analysis was carried.to review and create data set themes and as data corpus in interviews. The researcher a coding sheet was developed to represent variables with figures. The data was presented in table format and graphs were designed in Microsoft Office (2010) software package.

3.8 Research Ethical Considerations

The researcher considered ethical issues in research as stipulated in the University of Namibia research conduct guidelines to ensure that the research was conducted in an ethical manner during the data collection and analysis. The researcher sought permission from the Ministry of Education Training (MoET) in Swaziland through the Director of Education and from the TSC and the Human Resource officers. The respondents were sensitized about their rights to participate in the study and informed that the study was not for any financial gain. No names of participants were mentioned in the findings. Data will be kept in a safe lockable place for a period of five years before discarded.

3.9 Conclusion

This chapter looked at Research designs covering the procedures followed by the researcher when collecting the relevant data.   Emphasis was given on the quality of procedures to ensure validity; measures that were taken to ensure objectivity and accuracy of the study findings have been presented in this chapter. Research Instruments that were used have been discussed and presented.

CHAPTER FOUR
4.0   RESULTS AND DISCUSSION

4.1 Introduction

The chapter presents graphical interpretation of data in the form of tables and charts and a further analysis in relation to the main research objectives.

4.2 Appointment Process

The selection process begins when the vacancy is advertised whereby the REO's office has the sole responsibility of collecting applications as stated by the executive secretary. The TSC's Human Resources staff captures data into the system in readiness for shortlisting by the inspectorate, who rank candidates based on an internal instrument and re-submit the list to the TSC.

The research findings showed that the inspectorate does not recommend any name to the commission. Actually, the inspectorate is only used to rank and submit list of names shortlisted to the teaching Service Commission. According to the Future Leaders Trust (2011), the body of Her Majesty's Council of Inspectors (HMCI) are the main body behind the best acquisition of head teachers. They actual form part of the selection panel because they come in handy when it comes to the strength of every head teacher who comes for interview. They provide the technical and administrative advice. However, biasness cannot be ruled out in such instances in the appointments of head teachers. Some compelling situations and circumstances could make Inspectors to over support a head teacher yet his or her time for appointment was yet to come. This would then affect the teaching staff for being short by professional teaching team due to the

act of pre-maturely appointments which inspectors support because they see a talent they are a short off being under-utilized (Murphy, 2006). In this research it was found that the prevailing scenario is that the duties of the inspectorate are to rank the candidates and comment without having to be consulted on appointment of the candidates.

 Other schools such as mission schools have internal methods of identifying, shortlisting and eventually recommending their preferred candidate to the TSC as an employing body. Studies than in other places in the world and in Africa reveals that appointment and filling of key position is not left to one person to decide (Hammond, 2007). This is because they are a number of skills needed to be tested during and after the interviews by different individuals and bodies to make sure the right person for the post is appointed. As Suleman (2015) alludes to the idea that the head teacher is an educational manager, educational leader, educational administrator, instructor, supervisor, architect, academician, educationist, educator and educational planner. The respondent here further pointed out that they are never consulted as inspectorate for any appointments, their part in the appointment of head teachers is to rank and shortlist the candidates. There is evidence therefore that the Teaching Service Commission is not following the legal framework in the appointment of head teachers as stated by other scholars in the field of recruitment and appointment of key positions.

There is that part of the interview that involves school managers for mission and national schools. It came out that these institutions have their own way of appointing head teachers. The question then would be; are the candidates subjected to the proper screening process before they appear before the commission for final interview.

According to the Government of Maintained School (Wales) Regulations 2007, appearing before the Interview Panel marks the end of the vigorous process of eliminating unqualifying candidates. It is actually the last stage of the many processes before you get a letter of appointment or regret. It is not known as the Schools Manager (Grantee) has all the resources to give those head teachers the proper screening processes before they finally appear before the Commission for final verbal interview. According to Wango (2009), this means you get a post depending on who you know "inamaacha".

All these therefore would make the office of the schools manager vulnerable because there is room for corrupt practice or act. It could not be the office of the schools manager alone but it could be both parties of the prospective head teacher taking advantage of the known procedures in the mission and National schools. Or the schools manager flouting the procedures to give an unfair advantage to a relative or someone involved in corrupt activities. The research revealed that every head teacher goes through the oral interview by the Commission.

4.3 Advertising a post

The headteachers inform the TSC by submitting a declaration form to the HR officers of a vacancy in the school. The officers submit the form to the personal secretary of the executive secretary. The Teaching Service Commission would then have the data captured for all schools with vacancies throughout the country. The vacancies will include those from the Mission schools and those from the National schools.

It would be then that the Commission will begin to place advertisements in the local media. Copies of the advertisement will then be placed at the Regional Education Officers for anyone who might have not bought a newspaper and who might not have listened to the radio for those announcements. Advertising a post before is filled is what is recommended by most institutions

which practice good governance (Goldring, 2006). The research showed that the Commission is doing very well when it comes to advertising og vacant positions in schools. Respondents indicated that they do see advertisements of posts of headteachers in the newspapers, all regional Education Offices, at the headquarters of the Teaching Service Commission and in the radio. Although some of the interviewed respondents pointed out that they have challenges with the radio announcements because it is run at an awkward time for the aspiring head teachers. They also suggested television as an alternative because due to globalization, it is now easier to watch television compared to a radio. However, all these challenges are compensated by the newspaper coverage. Head teachers rely mostly on newspapers as a source of information, news and national events (Oduro, 2006).

4.3.1   Application Process

After seeing the advertisement from whatever means of communication used by the Commission, the aspiring head teachers look at requirements of the advertisement. If one found that she or he meets the requirements, then the second step comes in. The second step is to choose a school of your choice. Candidates are given the liberty to exercise their rights to choose a school they would like to work at. The Commission publish the schools with vacancies according to regions. An aspiring head teacher is expected to choose one school not more than one. If it happens that more than one school is chosen, the application is spoiled and it is disqualified.

Interviewed respondents expressed a concern in this part of the study in saying, it is not fair to the head teachers to be disqualified because the aspiring head teachers are trying to increase chances of being considered to the second best school. Surprisingly enough, the very same question of choice come up in the verbal interview if a candidate happened to perform better in the group she or he was in. The Commission do ask candidate to mention or indicate a school of second best in the publish list. It is on those grounds that the disqualified candidates for making two choices instead of one are coming from. Before the application is submitted, the candidate should make sure that all certified copies of academic certificates are enclosed. The application is submitted through the Regional Education Office which in turn submitted to the TSC headquarters.

Policy states that, by receiving the application of an advertised post, the Human Resource officers with the personal secretary conforms to the acknowledgement of the application prima facie. As such, upon rating by the inspectorate a letter is written by the executive secretary formally informing all the applicants on whether they were successful or not. Such activities are undertaken to protect the office of the executive secretary from possible elements of corruption and nepotism as well as provide proof that all applications were received. It came out from the study though that practices come up with its own procedure. Not all the candidates are written letters of regret. It is only the successful candidates that are conducted. Again, it is not letters they receive but telephone calls. Respondents noted a challenge in the telephone communication. The policy states that the communication has to be two days before the day of the interview. But what happens is that a candidate might be called once and find is not reachable due to many reasons. The personal secretary then moves on to call someone who was

not shortlisted so that candidates are three for each post advertised.to appear before the Commission for the verbal interview. Now this is subject to abuse of the authority vested on the personal secretary of the executive. The study did not come out clear as to who initiate the calling of someone not shortlisted (from data bank). Whether it is initiative of personal secretary or it is a directive from the executive secretary. However, what came out clear was that the Commission does not question whether the candidates coming for the interview were the ones shortlisted by the executive secretary following the ranking by the inspectorate or not. The study also revealed that the executive has too much power over who to be appointed or not and it is not supervised by the Commission. Candidates who stand a better chance in this challenge are those from the Mission and National schools because they come with their respective school managers (grantees) for interviews.

4.3.2 Selection and rating of candidates

4.3.2.1 Constitution of the Teaching Service Commission

The commission is appointed by the King according to general public order 15.4. The present chairman is a practicing lawyer, in his youthful life. He is an admitted attorney and is running his own Law firm. He is a graduate from the University of Swaziland (UNISWA). He holds a Bachelors of Laws (LLB) qualification. The research reveals that for a long time teachers who had had cases with the Commission would win them on technical grounds. This was because charges were wrongly formulated, some not clear when it came before court. These were milking the government dry in terms of resources in losing so many cases against teachers and head teachers. Then the government tried to improve the composition of the Commission to include legal practitioners to help with the logistics of laying charges, court proceedings and with internal advice to the Commission before cases are taken to court if needs be. The study shows

that this initiative by the government to improve the composition of the Commission is bearing fruits as now more of both teachers and head teachers are being dismissed by the Commission and are losing cases in court. Unlike in the past where the harshest punishment a teacher would get was to be suspended will full pay.

The vice chairperson is a retired principal secretary (PS) who have served in the ministry of Education and Training and also served under the ministry of Justice and Constitutional Affairs. He is relevant because he worked as teacher, promoted to the position of inspector then principal secretary. He has a BA in Humanities degree. The executive secretary is a former Regional Education Officer. He is an agriculture teacher having taught in many secondary schools in Swaziland. He has climbed through the ranks to become an inspector of schools and eventually becoming a regional Education Officer. He has an MSc Masters' Degree in Agriculture from the University of Swaziland.

The deputy executive secretary is a former Human Resources (HR) officer in the ministry of Education and Training. She has a degree in Public Administration (PA) from the University of Swaziland. She has worked for financial institutions for few years before joining the Ministry of Education and Training. It is not known from appointing authorities as to what experience and value is she bringing to the Commission. They are four additional members of the Commission. A female member who is a retired Regional Education Officer. A primary teacher who has been promoted to the position of an inspector then to that of Regional Education Officer. She has a B.Ed (Primary) degree from the then PIUS XI University in Lesotho.

Another female member who is a retired civil servant. She is an economists with a Masters' degree from the United States. She has served under different ministries as a senior officer. Her last position was that of principal secretary (PS) in different ministries. She once served as principal secretary in the ministry of Education and Training. The third member is one who is a schools manager for National schools. The study reveals that it is the first time a member was appointed to serve in the Commission who is also a schools manager especially for National schools. His qualifications could not be ascertained except that he went as far as standard six. The last member was from the traditional structures. He was a chief. Not only a chief but a royalty. The research can reveal that he never went through tertiary education.

4.3.3   The Shortlisting

The inspectorate rates candidates using a special instrument called an "Internal Rating Instrument based on applications received and may not recommend candidates to the human resources officers, but show comments on the reasons cited upon rating. Information gathered showed disparity in knowledge of such instrument which may conclude that candidates are not rated procedurally. Discrepancies in instrumentation were also noted, whereby a candidate with lower rating is appointed as this decision lies solely on the commission's judistriction.

This act was found to be not in line with world practices in Human Resources and appointment of an officer (senior for that matter) as indicated by Suleman (2015). According to the author, Suleman (2015) he was highlighting the importance of appointing a senior official like a head teacher in a school that is a very important exercise which should not be taken for granted.

The author went on to point that "the head teacher has to make decisions and to keep his eyes and ears open on the accomplishment of objectives of an organized group of people toward goals of educational policy". The study by this author gives us the appreciation and acknowledgement of research done in a different environment but give Teaching Service Commission basic policy to be followed in matters of appointment and filling of a vacancy. In essence, the inspectorate could be used as rubber stamp, as the TSC takes all the responsibility when appointing concluding that the commission takes decisions without involving the other stake holders in the appointment and recruiting of a head teacher.

Shortlisting is undertaken after the ranking process by the inspectorate, and the commission has a legal responsibility to decide on subsequent actions. Ideally the best three are shortlisted for a vacancy as dictated by the standing orders with inspectors noting comments for individual candidates. The commission should be entirely reliant on the selection methods of the inspectorate as they are able to identify the best fitting candidate, with experience gained from pastoral inspection with result in the development of working relationships schools. The findings of the study indicate that not all procedures are followed as the commission may decide on the next course of action, to use the given data or not.

4.3.4   Interviews

Shortlisted candidates are informed by the executive's personal assistance or human resource officer through telephone calls two or three days prior to prepare for the interview. Data obtained from the study showed that candidates are informed a day before or at times on the morning of the interview a direct violation of the standing orders and this may result in poor performance from the candidates in the interview.

Other problems noted was that failure to access a candidate leads to automatic termination from the list which may be averted by contacting candidates on time. In some instances, school managers brought the candidates they had already vetted internally to the commission for interview and subsequent appointment. The three candidates interviewed for each post by the commission is part of strategy to ensure that only a few people qualify for the advertised vacancies therefore the commission will not be pressured to create posts for qualified candidates.

4.3.5   Communication of Results

From the data collected, it came out that the results are only communicated to the successful candidate whilst unsuccessful results are withheld. If a candidate obtained sixty (60) percent, they are placed in a pool called "waiting list" contrary to those below 60 % who cannot apply for the position for a period of 18 months to two years. This action is explained as the candidate might copy or know the interview questions, or have unfair advantage over other candidates. The research showed that there is a grey area which could be abused by the executive secretary when communicating the results to the would be successful candidate. There is no follow up by the Commission to make sure that indeed the right candidate was given the appointment letter. Again, this aspect of controls is being brought into sport light as it was shown when candidates are called for interviews. The Commission should make sure their controls are efficient to ensure the right candidates come for interview and are appointed..

4.4 Analysis of Questionnaire

The questionnaire provided background information to assist head teachers in responding to research questions and this helped find out the geographical position of the respondents. Twenty one (21) questionnaires seven from each category were handed out to respondents in urban, semi-urban and rural schools, from which and only two were not submitted, one from rural and one from semi-urban areas which translates to a 90.48% response rate confirming a study by Oso & Onen (2009), that 80-90 % return is enough for a descriptive study. Gender distribution was eleven females and ten males, where ten primary schools and nine secondary/high schools participated in the survey. Fifteen of the schools (15) were developed by missionaries, whilst three were community and government schools respectively.

4.4.1 Research Questions

Responses to research questions have been outlined below.

Table 4.1 Thematic presentation of data

APPOINTMENT OF HEADTEACHERS				
Interview Questions	**Key Points**	**Description**	**No of Respondents**	**% of Interviewees**
Duration of Work	Years	0-6		21
		6-10		16
		Over 10		63
Qualification	Primary	B.Ed., Honors		67
		B.Ed.		37
	Secondary/High	Master's Degree		52
		Bachelor's Degree		48
Interview and Selection	Selection	Experience	11	58
		Qualification	8	42
Appraisal	Support from TSC	Satisfactory	13	60
		Average	2	10.5
		Poor	4	29.5
	Interview and Instrument	Poor	11	58
		Average	5	26

		Excellent	3	16
	Reliability	Yes		47
		No		47
		Indecisive		6
	Interviewing methods	Satisfactory	11	58
		Not Satisfactory	6	37
		Use both oral and written	2	10
	Verification	Yes	11	58
		No	4	21
		Not Known	4	21

Four head teachers served between 0-5 years whilst three had served between 6 − 10 years at 21 % and 16 % respectively, and twelve had served over ten years (Table 4). Responses were that all nineteen head teachers had served as deputies and had met the minimum number of two year experience in that position. The highest qualification obtained by the head teachers was between a degree, honors degree and Master's Degree. Most primary school head teachers had a Bachelor of Education honors degree or a Bachelor of Education degree. One group had 67% had honors degree and the other had Bachelor's degree (37%). Amongst the Secondary/ high school head teachers 52% had Masters Degrees and 48% had first degrees. All the respondents reported that the TSC supports them through the process of heading schools.
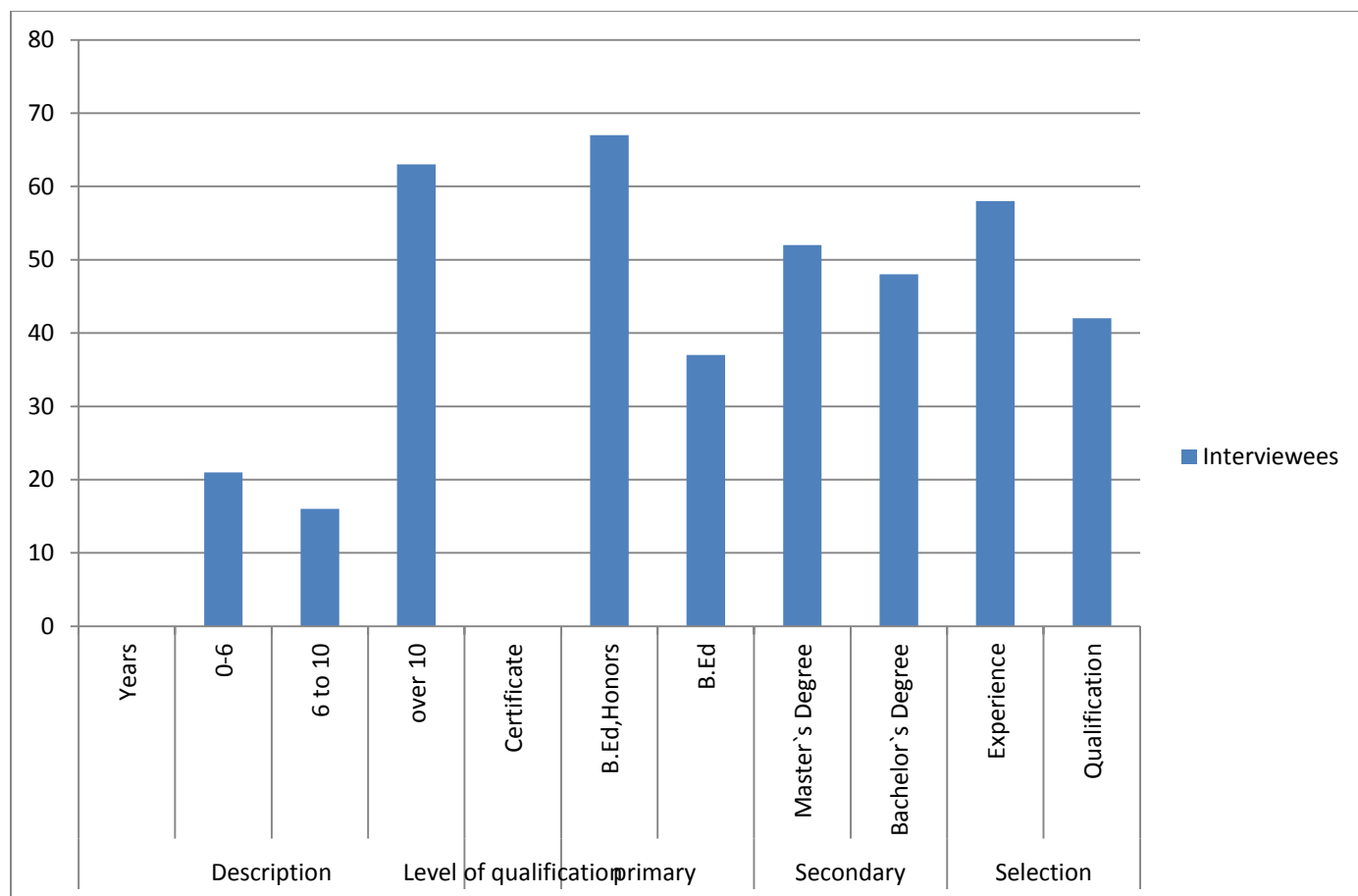
Figure 1 Graphical representation of data

Thirteen candidates responded that they found the support to be satisfactory whilst two found support to be average and four found support to be poor with percentages of 60%, 10.5% and 29.5% respectively (Table 4). Eleven head teachers responded that the interviews and other instruments were poor whilst five of them responded average and three excellent. That translated into a 58%, 26% and 16 % respectively. Responses were that eleven stated that the job requirements were clearly defined whilst ten said it was not defined to them, translating to 52% and 48% respectively. Most respondents felt unsure of the reliability of the selection methods used by the TSC as observed from their responses of lack of any knowledge of the process. Nine

participants responded yes and another nine responded no and one was indecisive. Eleven head teachers confirmed that the employer looks for experience and eight stated that instead of experience, qualification is valued more. The respondents noted that past experience and discipline were some factors considered by the commission. Eleven head teacher's agreed that the interview process was satisfactory whilst two suggested that the TSC should use both oral and written interviews. All the respondents rated the selection process as average.
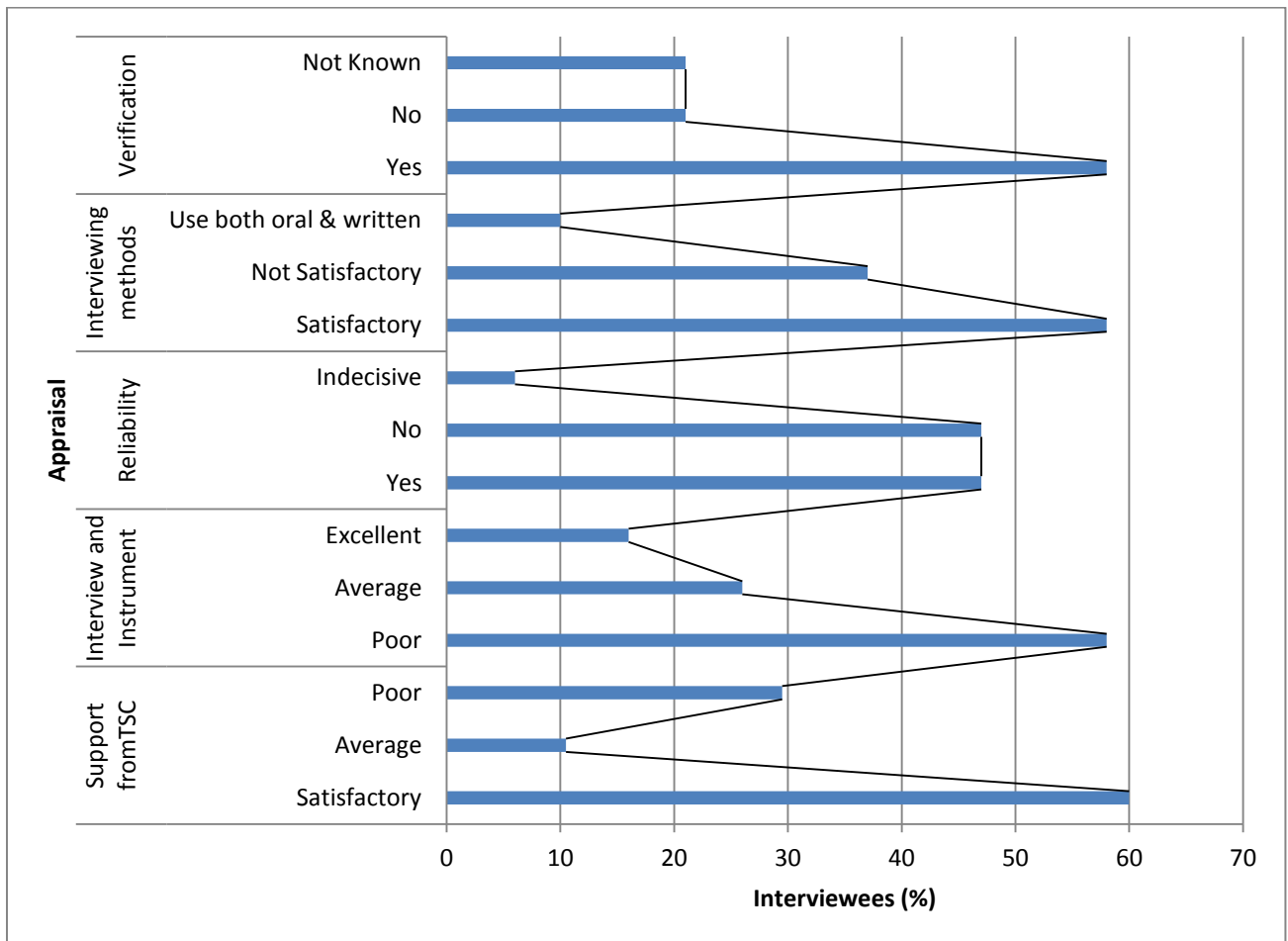

Figure 2 Appraisal of interview process

4.5 DISCUSSION

4.5.1   Selection Process

This is an exercise in which the Commission tries to identify applicants who qualify for oral interview before the Commission. There are many stages where the applications have to go through before the candidates are shortlisted and eventually called for an interview.

The Teaching Service Commission advertises a vacant position and candidates apply through the REO's office, which makes comments and submits the list of applications to Human Resource officers together with the executive secretary for data capturing. The inspectorate using an internal selection method rates the best candidates and resubmits it to the Teaching Service Commission which then shortlists three candidates for final interview of the vacant post. There has to be three candidates for each post available in the Commission. The research can reveal that in some instances only one candidate in the case of mission schools, would be interviewed which on its own was an anomaly. The current Commission has come up with improvements to make sure that every procedure is observed and followed. If for some reasons the National or Mission schools' grantee has one candidate qualifying for an interview, they can help them by looking at reserves from the inspectors' ranking process. The executive secretary is the one responsible for that exercise. The schools' manager who needs help only has to approach the executive office for that assistance.

4.5.2   The interview and appointment

Only shortlisted candidates are informed of the interview, and undergo a ten minute exercise of question and answer from a panel headed by the chairing person.   In a case whereby a candidate may take more than the scheduled time there is a likelihood that other candidates may be given less time between interviews. For practicality, some questions are directly sourced from the teaching service act. In mission schools the interviews differed in that the panel consisted of both grantees and personnel from the commission. Headteachers with a first degree are considered for appointment whilst a Masters' degree is an added advantage; hence the actual practice is to promote them. Some of the problems revealed were the lack of the minimum qualification from candidates for example teachers who been on acting position mandated by the commission, or brought by the schools' manager (grantee). As per the standing orders, problems rising from appointment should be reported to the director of education, then the principal secretary (PS) before being taken to the minister for Education and is not common during the interview process.

Favoritism was noted in primary schools where special treatment was given to candidates who meet a certain condition without having the minimum requirements, such as deputies that had served longer than seven years and left with two years until retirement. Mission schools would hand the post to reward teachers who were in good standing with the church, in contrary to those who were not and were replaced by the mission through the TSC. The commission expects that internal matters within the mission will be dealt with, such that a head teacher may be redeployed to a different school should a need arise and is not so as the headteachers are then brought to the public schools. In order to avert challenges faced in the mission schools on

redeployment the commission indicated that it should be notified of all the process of interviews from the onset. The grantees have a final say in appointments, however in cases where the candidates brought by the schools manager does not pass the interview the commission may suggests names from their data bank. The grantees may be a source of candidates which the commission may use for future reference and appointment. It is a familiar practice that a public-government school is headed by a head teacher from a mission school vice versa.

CHAPTER FIVE

5.0 SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of the findings, conclusion and recommendations of the research topic. The study aimed at investigating the possible challenges the Teaching Service Commission in appointment of headteachers

5.1.1   Summary of the findings

5.1.1   Experience of head teachers in the job

The study revealed that the majority of the respondents had been in the headship for a longer time than expected. The statistics showed that nineteen percent (19%) of respondents indicated that they had been in the 0-5 years, sixteen percent (16%) of them they had been in the 6-10 years and the remaining sixty three percent (63%) had been in the over 10 years category.

On serving as a deputy head teacher, respondents revealed that they had all served as deputies as opposed to the initial misconception that some head teachers are appointed without having served as deputies and appointed without going through interviews.

5.1.2   Qualification and support from the TSC

Qualification from the respondents showed that in the primary school head teachers all had a minimum degree qualification. Although it could not be ascertained where they got it, meaning the institution because the ministry of Education through the director of Education gives the list

of institutions recognized by the ministry. The question comes in as a result from the findings from the study pertaining primary head teachers. It transpired that sixty seven percent (67%) of the primary school heads had an honors degree opposed to only thirty three percent (33%) of them having bachelor's degree. It came out that about ten years ago the Teaching Service Commission was allowing and appointing head teachers with only teaching Diploma. They would then encourage the head teacher to study towards degree. So there was support for those head teachers to further their studies towards degree. Because of that the majority of primary school head teachers and deputies try to enroll at Universities but could not qualify. What then happened an institution in South Africa created a tailor made programme for experienced teachers without degree as a bridging course. It came out that this Advance Certificate in Education (ACE). After completion of this programme would then go to honors degree without a first degree. With the secondary school heads there was not much of a problem with the qualifications. It was either a bachelor's degree or a Masters' degree. Statistics showed that twenty seven percent (27%) had Masters' degree and sixty three percent (63%) had bachelors' degrees.

All the head teachers from both primary and secondary said they did get support from their employer which is the commission. The support was rated differently by the head teachers. The majority of them indicated that the support they got was satisfactory. Sixty percent of the head teacher said support was good. Ten and a half percent indicated that the support was average and twenty nine and a half percent indicated the support as poor.

5.1.3   Effectiveness of interviewing and other selection instruments

Effectiveness in the interviewing process was rated by fifty eight percent (58) as poorly rated. Twenty six percent (26) of them found the process to be average. Finally, sixteen percent (16) said the process was excellent. The respondents had mixed reactions on the job description and job responsibility. The majority of the head teachers said the job responsibilities and description were clearly described to them through a fifty two percent (52). The other forty two percent said these were never explained to them they just picked it when they started working. The selection criteria used by the TSC was found to be having a balanced rating. The statistics showed that forty seven percent said the criteria used were fine and reliable. Another forty seven percent indicated that the criteria were not reliable. Only six percent of the respondents indicated that they did not know the criterion used by the commission when interviewing head teachers. This also added to the earlier observation in chapter two that the selection criteria remain a closed book to head teachers. In relation to the question whether the commission looks for an experienced deputy head teacher or someone with the qualification, was covered in a different way.

The data indicated that the majority of head teachers said the commission was looking for experience than the qualification in a candidate. That was shown by a fifty eight percent saying yes to experience and only forty two percent giving a yes to a qualification than experience. It was interesting to analyze the data here because ideally, it is qualification that gives candidate a job. When it came to the methods of interviewing, the head teachers again had different responses. Fifty eight percent of them said the present methods were satisfactory whilst thirty two percent said it was not satisfactory.

Ten percent of them indicated that they would suggest a combination of both oral and written interviews. These were indicated as the common ways of interviewing candidates these days.

5.1.4 Important qualities TSC looking for and employee verification

Responses to these questions had a wider choice of responses. It ranged from knowledge, past experience, optimistic nature, discipline, team work ability and others. The data revealed that fifty eight percent of them said they believed the important quality was past experience. Twenty six percent of them said the most important quality was discipline. The other group indicated that the most important quality was due to other factors. This group consisted of sixteen percent. Employee verification by the TSC was found to be something which the commission did not do. This was revealed by a fifty eight percent (58) of the head teachers who said there was no employee verification done. The TSC only appoints when candidates have passed interview. Twenty one percent (21) of the respondents indicated that the commission does perform employee verification and an equal number of twenty one percent (21) said they did not know whether the commission did verification because in their case it was never done.

5.1.5 Shortlisting criterion and selection policy

The shortlisting criterion used by the commission was described in details in the interview questions. It came out that the shortlisting is first done by the inspectorate. The inspectorate use a special word called "ranking of candidates". After inspectorate had finished the ranking, it then submit the list to the executive secretary. It came out that it is the executive secretary's office which does the shortlisting of candidates. Candidates are informed of interview two to three days before interview.

But data reveals that some are told on the same day to come for an interview. The communication method is through telephone and cellular telephones. The communication process needs improvement. As for the selection policy used by TSC, all respondents said it was an average rated policy. This therefore meant that the commission had more work to do to try and improve the selection policy so that it is seen and viewed as a good policy.

5.2 Conclusions

The conclusions are presented in line with the research questions of the study. This section closes with a brief discussion of the overall picture emerging from the study regarding the challenges in the appointment of head teachers in the Kingdom of Swaziland.

To investigate the challenges faced by the TSC in the appointment of head teachers

The study concluded that there is a problem with the submission of applications by candidates to the Regional Education Officers. The application is submitted through the Regional Education Office which in turn submitted to the TSC headquarters. It is not clear what role the Regional Education Officers play in as far as the recruitment is concerned. Applications are submitted to the nearest REO's office by candidates. There is no record or proof of submission kept by the REO's office. However, the REO is expected to make some comments on the application. The surprising part is that the REO is not well placed to make comments on the deputy head teachers when making application for headship. This is because the office of the Regional Education hardly deals or meet with deputy head teachers in their line of duty. It could only be when a head teacher is sick, retired, suspended where a deputy head teacher can deal with the REO's office.

This therefore, makes the office of the REO to be irrelevant when it comes to recommending or shortlisting candidates for interview. In practice, the office of the REO is not working closely with deputies as such is not the right officer to recommend anything pertaining to their job.

The handling of the applications by the executive secretary's office through the personal assistance is not clearly explained. It is not clear why and how should personal assistance get involved together with the Human Resource officers. The capturing of the records of applicants can simultaneously done by the inspectorate when they do the ranking of candidates. There is room for mischief like eliminating and or adding a candidate who did not apply because there is no record from the REO. The ranking from the inspectorate presented a challenge. In as much as the inspectorate does not have the authority to recommend candidates to be shortlisted to the commission, there is a lot they can do to make sure that the deserving candidates are shortlisted and go to interview. It was also noted that in the present policy of recruitment and selection the real reliable people, the inspectors are sidelined in the appointment process. It was also noted that those that go and those that do not go to the interview is the decision of the executive secretary. The other candidates not shortlisted are ignored, not told they did not make it to interview.

To determine if there is an instrument used by TSC in the recruitment of the head teachers
As highlighted by the school's manager of the National schools who is also a member of the Commission, he mentioned that the head teachers are asked questions from the ministry policy documents. These documents form part of the main questions of the interview. Respondents from the study revealed that the reasons behind using the policy documents is that deputy head teachers are familiar with them because they use these documents in running schools in the

absence of head teachers. Such documents include "A guide to school rules and regulations", "Teachers' Act", "A guide to school financial procedures" and other documents.

To evaluate the process that is followed by TSC when appointing head teachers

Contact of candidates before interview presented another challenge. It came out that the actual time given to candidates is less than the three days they talked about in the data analysis. One of the candidates actually said he was called on the day of the interview and obviously he failed. In trying to find reasons why he was contacted on the same day of the interview, the personal secretary to the executive said they could not get hold of him on the other days. These could be a deliberate move by the executive secretary to disorganize the candidate in favour of someone else.

The study further noted that candidates who did not make the mark are not allowed to come for another interview within eighteen months from date of failed interview. This seems to be too hard, unfair and sound like violation of human's right to be given another chance on things. In case of mission schools which are a majority, even if all the candidates passed the other two are not told their results. The researcher is also a victim in this case. The findings of the research showed that there is a problem with the processes used by the TSC when appointing head teachers.

5.3 Recommendations

In view of the summary of the study it is recommended that;

The office of the REO should be removed in the selection and recruitment process of head teachers because its role is insignificant and is confusing the process of appointing head teachers. Candidates should directly submit to the HR officers in the TSC's offices as it is the case with ordinary teacher recruitment. The HR officers should collect, keep records of proof of application, then submit list to the inspectorate for both ranking and shortlisting exercise. The executive secretary and his personal assistant should not be involved in the recruitment and selection process of head teachers because these are senior positions in the ministry of education. The Inspectorate should be the officers to shortlist candidates for interview because they are technicians and well placed to rank head teachers as they work closer with them.

Communication to candidates should also be done by inspectorate before the interview. So that there would be no prejudice of candidates.

A candidate not reached within the three day period should be given another chance in the next interview. This can help to get the best candidates and improve quality of head teachers. If a candidate fails an interview, he/she should be given another chance immediately.

With mission schools, it is a right of every candidate to know how she/he performed in an interview. So they should consider having a safe way of coming back to the candidates without causing chaos or problems.

5.4   Further Research

The study focused on the challenges faced in the process of the appointment of head teachers in the region of Hhohho, in the Kingdom of Swaziland. There is room for one to do the same study in other regions of the country.

Another study could also look at the challenges of head teachers according to gender, to find out if the male head teachers experience the same problems as their female counter parts.

Another study could look at the challenges of head teachers in school leadership and management and possible support from the employer in empowering the head teachers.

CHAPTER SIX

6.0 REFERENCES

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Letter Requesting Participants

_____

Faculty of Management Sciences

MBA Research Project

Researcher: ENOCK DLAMINI

Contacts: E-mail: dlamini.enock@gmail.com

                     Cell: +268 7622 2280

Supervisor: Dr Stewart Kaupa

Contact: +264 61 207 2678

Dear Respondent,

I, Enock Mgudvwa Dlamini, am an MBA student in the faculty of Economics and Management Sciences, at the University of Namibia. You are invited to participate in a research project entitled: **INVESTIGATING CHALLENGES IN THE APPOINTMENT OF HEAD TEACHERS IN SWAZILAND, HHOHHO REGION**.

The aim of this study is to:

1. To determine the recruitment instruments used by the TSC in appointing head teachers

2. To evaluate the processes involved in appointing head teachers by the TSC

3. To determine the officers responsible for hiring head teachers within the TSC

Through your participation I hope to understand: The challenges faced in the appointment of head teachers in Swaziland using Hhohho region as a case study. This research is undertaken with the aim of contributing to the field of management in the education sector. Your participation in this project is voluntary. You may withdraw from the project at any time. There will be no monetary gain from participating in this research project.

If you have any questions or concerns about participating in this study, please contact me or my supervisor at the numbers listed above.

It should take you about 15 minutes to complete the questionnaire. I hope you will take the time to complete the questionnaire.

Sincerely,

Investigator's signature_____ Date_____

Faculty of Economics and Management Sciences

MBA Research Project

Researcher: ENOCK DLAMINI

Contacts: E-mail : dlamini.enock@gmail.com

                           Cell: +268 7622 2280

Supervisor: Dr Stewart Kaupa

Contact: +264 61 207 2678

CONSENT

I_____(full names of participant) hereby confirm

that I understand the contents of this document and the nature of the research project, and I

consent to participating in the research project. I understand that I am at liberty to withdraw from

the project at any time, should I so desire.

_____   _____

Signature of Participant   **Date**

APPENDIX C

The Executive Secretary

Teaching Service Commission

P.O. Box 976

Mbabane

Dear Sir,

RE: Request for Data Collection

Kindly assist Mr Enock Mgudvwa Dlamini, an MBA (Management Strategy) student with University of Namibia, to use your organization to collect data for his project.

He is a part-time registered student with us. His student number is 2015 12 735. His topic is "**Investigating challenges encountered in appointment of head teachers in Swaziland, Hhohho region**".

We would appreciate any assistance given to him.

Thank you for your co-operation.

Yours sincerely,

Emmanuel Lungile Howe

MBA Programme Coordinator

elhowe@idmbls.ac.sz

APPENDIX D

<u>Questionnaire</u>

Background Information:

1. Where is your school situated?

   Urban   semi-urban   Rural

2. Gender: Male   Female

3. Is your school a Primary or a Secondary?   Primary   Secondary

4. Which category does your school belong? Mission   Community

   Government

General Research Questions:

Q1. How long have you served as a head teacher? 0-5years   6-10years   Over 10 years

Q2. Have you served as a deputy head teacher? Yes   No

   If yes, for how long? 0-2years   3-5years   Over 6years

   If No, state reasons …………………………………………………………..

   …………………………………………………………………………………

Q3. What is your highest qualification? …………………………………………

Q4. Do you get support from your employer in your position? Yes   No

Q5. How do you rate the support? a. Satisfactory   b. Adequate   c. Poor

Q6. Rate the effectiveness of the interviewing process and other selection instruments used by

the TSC during interview.

a. Poor

b. Adequate

c. Excellent

Q7. Were the Job Responsibilities and Job Description clearly defined to you when appeared for selection process ?

a. Yes

b. No

Q8. Does the selection methods used by the TSC reliable?

a. Yes

b. No

Q9. Do you think TSC looks for experienced employees in selection Process?

a. Yes

b. No

Q10. Which is the most important quality TSC looks for in a candidate?

a. Knowledge

b. Past Experience

c. Optimistic Nature

d. Discipline

e. Team Work Ability

f. Other

Q11. Do you think TSC is using satisfactory methods of interview?

a. Yes

b. No

Q12. Do you think criteria for shortlisting of candidates used by the TSC satisfactory?

a. Yes

b. No

Q13. Do you think TSC does an employee verification before and after selection?

a. Yes

b. No

Q14. How do you rate the Selection Policy of the TSC?

a. Good

b. Average

c. Poor

Thank you for taking part in this questionnaire!!

APPENDIX E

Interview Questions for the Commission

1. How do you get candidates to be interviewed?

2. How many candidates do you interview for each vacancy?

3. What instruments, guidelines do you use during interview?

4. What level of qualification do you expect from a prospective head teacher?

5. Does it happen that Commission appoints a head teacher without an interview?

6. Is it only the commissioners who conduct the interviews?

7. Do you encounter problems during the selection (interview) process? If yes, how do you deal with them?

8. Do you have special promotions?

9. Who have a final say in selecting a head teacher in Mission school?

Thank you for your time!!