



**Perceptions on transparency, accountability, and public access to
information in teacher recruitment processes of a selected circuit
in Pinetown District, KwaZulu-Natal**

by

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DECLARATION OF ORIGINALITY

I, Samkelisiwe Purity Phokoye, hereby declare that this dissertation is my work and does not contain any materials, which have been submitted before for any degree in any institution. Use of any published material has been duly acknowledged.

Signed: _____

Date: 19 December 2022

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Date 15 June 2023

DEDICATION

This diligent labour is dedicated to my wonderful family (Phokoye's family), whose unwavering counsel on the importance of education inspired my discipline for and passion in school.

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This thesis becomes a reality with the kind support and help of many individuals, I would like to extend my sincere gratitude to all of them. Importantly, I want to offer this work to our God Almighty for the knowledge he conferred upon me, the strength, peace of my mind and good health in order to finish this research.

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ABSTRACT

Globally, transparency, accountability and public access to information are dominant operational principles for good governance. They have been recognized to be of significance for addressing developmental failures and democratic deficits. Within the South African government, the Department of Basic Education has been experiencing a continuous challenge regarding transparency, accountability, and public access to information. The hiring procedures for educators are seemingly being manipulated. This study set out to examine perceptions on transparency, accountability, and public access to information in teacher recruitment processes of a selected circuit in Pinetown District, KwaZulu-Natal. The objectives to achieve the above aim were to establish perceptions on the factors that influence the availability or lack of transparency, accountability, and public access to information in teacher recruitment processes of a selected circuit in Pinetown District, ascertain measures that are in place for transparency, accountability, and public access to information in teacher recruitment processes of a selected circuit in Pinetown District, and determine strategies that need to be established to build transparency, accountability, and public access to information in teacher recruitment processes of a selected circuit in Pinetown District. The study was guided by Batho Pele principles of 1997 as a conceptual framework that institutionalizes transparency in the provision of information. According to Pietersen (2014) this principle was implemented with a focus to improving service delivery in the educational system of South Africa which has shifted to the local administrative level and more especially to educational districts

An interpretivism was adopted allowing qualitative approach within a survey research design. The populations targeted were school principals, members of unions, members of school governing bodies and circuit managers. A census was employed in targeting school principals. Members of school governing bodies and unions were targeted within the schools. Qualitative data was analyzed through thematic analysis. The study findings outlined the importance of transparency, accountability and public access to information in teacher recruitment processes. It was however, shown that there is no satisfaction on how transparency, accountability and public access to information in teacher recruitment processes is conducted within the Department of

Basic Education. The study findings revealed that the factors that influence the availability or lack of transparency, accountability, and public access to information in teacher recruitment processes in the Pinetown District were the failure of stakeholders to adhere to the procedures, stakeholders to departure from their initial roles, and excessive intervention. The research also revealed that there are procedures in place, such as Personnel Administrative Measures, to ensure openness, responsibility, and public to information in the Department of Education. As a strategy, stakeholders should adhere to the Batho Pele principles, there should also be an improvement from the government initiatives to promote transparency, accountability, and public access to information in teacher recruitment processes.

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LIST OF ABBREVIATIONS

SGB	School Governing Body
PAM	Personnel Administrative Measures
DBE	Department of Basic Education
SADTU	South African Democratic Teachers' Union
NRD	National Recruitment Database

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CHAPTER ONE

INTRODUCTION AND BACKGROUND OF THE STUDY

1.1 Introduction

The first chapter introduces and the background of the study examining perceptions on transparency, accountability, and public access to information in teacher recruitment processes of a selected circuit in Pinetown District, KwaZulu-Natal. The study sets out by presenting the study's conceptual and contextual backgrounds. Thereafter, the research problem underpinning the study is stated, and the study aim is formulated. Derived from the study aim are the objectives of the study and the research questions. The study rationale is then provided, followed by the scope of the study and foreseen limitations. Indicative reviews of the literature and research methodology are then presented. The chapter continues to present an overview of the thesis' structure and ends with a summary.

1.2 Conceptual background to transparency, accountability, and public access to information in teacher recruitment processes

Transparency, accountability, and public access to information in teacher recruitment has been a topical governance agenda of several higher education stakeholders' globally and in South Africa for quite some time (The World Bank 2018; Jongbloed and Vossensteyn 2016; Public Account Committee 2015). Globally, they remain widespread acknowledgement of challenges with regards to the qualified graduate not being employed and educator posts remaining vacant (UNESCO 2021: Global Education Monitor Report 2018/7b).

The concepts, transparency, accountability, and public access are considered as necessary conditions for good governance (Stein 2019; Gabriel 2017) and as compulsory tools for better government quality and for limiting the scope and latitude of corruption (Frans and Pather 2021). These pillars of good governance (transparency, accountability, and public access to information) force the government to openness to information about decisions and actions which also encourages

officials to act in the public interest (World Health Organization 2017). Through the perceptions of transparency, accountability, and public access to information the public servants are expected to be answerable for their actions, and most importantly that there should be consequences when duties and commitments are not met (Stein 2019; South Africa, Promotion of Access to Information Act 2 of 2000).

The prominence of transparency, accountability, and public access to information in teacher recruitment processes at the global level is exemplified when in India 57% of qualified graduates find themselves paying bribes to be employed and for teachers to get transfers to other schools. Studies by Islam and Helal (2018) in Bangladesh as well as Jain and Shelly (2013) in India confirm that corruption and mis-governance significantly affect the quality of education in schools.

In South Africa, these principles play a significant role in addressing historical inequalities and ensuring a transparent and accountable education system SACE (2010). The South African government, along with education authorities, emphasizes the need to provide clear guidelines and criteria for teacher recruitment. This includes publishing job advertisements, specifying qualifications and competencies required, and outlining the selection procedures. Transparent and fair processes are widely recognized for their ability to eliminate biases and favouritism, thereby ensuring equal opportunities for all candidates in teacher recruitment SACE (2010). By adopting such transparent practices, the South African government and education authorities emphasize the importance of providing clear guidelines, publishing job advertisements, specifying qualifications and competencies required, and outlining selection procedures The World Bank (2016). This approach promotes fairness and equality, enabling every aspiring candidate to compete on an equal footing.

Conversely, when transparency and accountability mechanisms are lacking in teacher recruitment processes, it has been observed that the needs of the underprivileged often suffer, and funds allocated for essential services like education become susceptible to misuse or misallocation (Miller and McTavish, 2014). In such cases, the absence of transparency and accountability creates a risk of marginalizing the poor and undermines the government's ability to prioritize education as a fundamental right (Miller and McTavish, 2014). Hence, ensuring transparency and accountability in

teacher recruitment is crucial not only for promoting equal opportunities but also for safeguarding the allocation of resources and addressing the needs of disadvantaged communities. According to the Cooperative Governance and Traditional Affairs (2013) misuse and failure to deliver basic services not only causes immense hardship to the public users but can have a disadvantageous impact on the social and economic development. It would appear that the above stated issue is mostly experienced in public schools, and on the other hand weakens government's ability to deliver on its priority which is education and is discourteous to the Batho Pele Principles of transparency and openness, information and consultation (Amnesty International 2020; Pessis and Mestry 2019; South Africa, Department of Health 2019b).

In conclusion, it is crucial for the South African government and education authorities to continue their efforts in ensuring transparent processes, establishing accountability mechanisms, and facilitating public access to information to improve the quality of the teacher recruitment processes and provide equitable employment opportunities for all applicants.

1.3 Contextual background of the study

The context of the current study was the public primary schools in a selected circuit of the Pinetown District in the KwaZulu Natal province of South Africa. Pinetown district consist of three circuits namely: Pinetown circuit, Mafukuzela Gandhi which is KwaMashu area and Phoenix area (South Africa, Department of Education 2020). In a telephone conversation on the 18th of June 2021, the Pinetown circuit secretary indicated that this consist of 100 schools, of which five are pre-primary, 19 primaries, 77 secondary, 15 combined, 6 special schools and has 19 public primary schools.

1.4 Definition of concepts

Transparency: Transparency refers to the openness, visibility, and clarity with which organizations and institutions conduct their operations, processes, and decision-making. It involves providing clear and comprehensive information, making it easily accessible to stakeholders, and ensuring that actions and decisions are made in a clear and understandable manner.

Accountability: Accountability is the obligation of individuals, organizations, or institutions to take responsibility for their actions, decisions, and the consequences that arise from them. According to the World Bank Organisation (201) accountability involves being answerable for one's conduct, meeting established standards, and delivering on commitments.

Public Access to Information: Public access to information refers to the right of individuals and the public to obtain and access relevant and timely information held by government institutions, public bodies, and organizations that serve the public interest.

1.5 Statement of the problem

Lack of transparency, accountability, and public access to information are acknowledged as major governance challenges affecting many nations of the world including South Africa (European Ombudsman 2017; Grimmelikhuijsen, Porumbescu and Hong 2013). One of the government departments in South Africa facing challenges of the endemic lack of openness, accountability, and public access to information is the Department of Basic Education (DBE) particularly in the teacher recruitment processes (Amnesty International 2020, Mobius 2017). Notwithstanding that the teacher recruitment challenges are internally and externally acknowledged, they remain unresolved. There are several attendant consequences of not resolving the above challenges. This is in contravention of the South Africa, Department of Education (Employment of Educator Act (76 of 1998) chapter 3 of Section 6(3) that stipulates that “any appointment, promotion, or transfer to any post at a public school may only be made on the recommendation of the School Governing Body (SGB)” and not unions and the the Batho Pele Principles that govern service delivery from government entities. Overall, the actions of unions and school governing bodies weaken the education system (Hawley and Jones 2019; Masondo 2015a; Veriava 2014). Teachers get employed temporarily while posts remain vacant and or unfilled or they are unemployed as the department cites lack of funds (Maimane 2022; Magubane 2018; Mngoma 2018). There is also a problem with post provision as posts are advertised through the government gazette, bulletins and HRM Circulars, however, favouritism leads to deserving applicants not accessing the adverts or some

manipulation in recruitment processes (Kadir 2018; Mhlongo 2017; Aina 2016; Venter 2016).

1.6 Aim of the study

The aim of this study was to examine perceptions on transparency, accountability, and public access to information in teacher recruitment processes of a selected circuit in Pinetown District, KwaZulu-Natal.

1.7 Objectives of the study

The following objectives were set to actualise the study aim:

- To establish the factors that influence the availability or lack of transparency, accountability, and public access to information in teacher recruitment processes of a selected circuit in the Pinetown District of KwaZulu Natal.
- To ascertain measures that are in place for transparency, accountability, and public access to information in teacher recruitment processes of a selected circuit in Pinetown District of KwaZulu Natal.
- To determine strategies for incorporating transparency, accountability, and public access to information in teacher recruitment processes of a selected circuit in Pinetown District of KwaZulu Natal.

1.8 Research questions

The study addressed the following research questions:

- Which factors influence the availability or lack of transparency, accountability, and public access to information of teacher recruitment processes in a selected circuit in Pinetown District of KwaZulu Natal?
- What are the existing measures to inculcate transparency, accountability, and public access to information in teacher recruitment processes of a selected circuit in Pinetown District of KwaZulu Natal?
- How can transparency, accountability, and public access to information be incorporated into teacher recruitment processes of a selected circuit in Pinetown District of KwaZulu Natal?

1.9 Rationale of the study

The research on transparency, accountability, and public access to information in teacher recruitment processes holds significant potential for various stakeholders, including the government, the Department of Basic Education, educators, teacher recruitment panels, and members of society. Its primary objective is to promote good governance, ensure fairness in hiring practices, build public trust, and enhance the overall quality of education within the Department of Education. By addressing the identified gaps in teacher recruitment processes and implementing research-driven transparency and accountability measures, the Department of Basic Education can strive towards a more efficient, fair, and effective system. This endeavour benefits all stakeholders involved and contributes to the improvement of the education system as a whole.

1.10 Scope and limitations of the study

In terms of conceptual scope, the study examined perceptions on transparency, accountability, and public access to information in public primary teacher recruitment processes of a selected circuit in the Pinetown District of KwaZulu Natal. The specific study site was one of the three circuits in the Pinetown District in KwaZulu Natal. The noted limitation of this study was the difficulty in collecting data because of COVID 19 restrictions. In addition, because of the sensitivity of the topic many identified participants did not want to be included in the study.

1.11 Review of literature and conceptual framework

A detailed review of literature will be provided in Chapter Two (Literature Review). Literature will be reviewed on the following themes: conceptualising the key concepts: transparency, accountability and public access to information, transparency, accountability, and public access to information in governance, in recruitment and in education, shortcomings of government interventions, and so on. The conceptual framework informing the study was the Batho Pele Principles (1997), which is one of the important frameworks and measures the government has put in place to institutionalize transparency in the provision of information. Sources of literature consulted included: scientific research literature e.g., journal articles, newspaper

articles, theses and dissertations, reports from organisations and reports from government.

1.12 Research methodology

A detailed presentation of the research methodology employed by this study is presented in Chapter Three (Research Methodology). The methodology adopted by this study is outlined as follows: the study was informed by the interpretivism research paradigm allowing for the qualitative approach. A survey research design was employed to collect data from the populations targeted. Data was collected from principals, members of school governing bodies, union representatives, and circuit managers through interviews. The study did not sample instead a census was used that captured the entire 42 population of the respondents. The collected qualitative data was analyzed through thematic data analysis.

1.13 Overview of dissertation chapters

This study consists of five chapters as outlined below:

Chapter One - Introduction and background of the study

Chapter One- introduces the study by providing the conceptual and contextual backgrounds. It provides an insight into the problem investigated, the aim, objectives, and critical questions for the study. The rationale, scope and limitations of the study were also provided.

Chapter Two - Literature review

Chapter Two reviews literature on the transparency, accountability, and public access to information in teacher recruitment processes

Chapter Three – Research methodology

Chapter Three discusses the research methodology employed in this study. It also provides justifications for the research methods adopted.

Chapter Four –Analysis and discussion of findings

Chapter four Analysis and discussion of findings

Chapter Five - Summary, conclusions, and recommendations

Chapter Five summarises and provides the conclusions and recommendations of the study.

1.14 Summary of the chapter

This chapter introduced the conceptual and contextual backgrounds of the study. The chapter then articulated the research problem underpinning the study. The aim, objectives and critical questions were then formulated. The rationale of the study was provided, followed by the scope and limitations of the study. Thereafter, an indicative review of literature, and research methodology were outlined. The next chapter reviews literature on perceptions on transparency, accountability, and public access to information in teacher recruitment processes of a selected circuit in Pinetown District, KwaZulu-Natal.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The previous chapter introduced and provided the background to the study. This chapter reviews literature to broadly understand the phenomena of transparency, accountability, and public access to information in the public service in South Africa. The focused aim of the study was to examine perceptions on transparency, accountability, and public access to information in teacher recruitment processes of a selected circuit in Pinetown District, KwaZulu-Natal. The chapter began by conceptualizing the study's key terms. This was followed by a discussion of transparency, accountability, and public access to information in the governance of the public service, transparency, accountability, and public access in recruitment processes in the Department of Basic Education in South Africa, factors influencing in teacher recruitment processes in SA and government strategies (initiatives) for teacher recruitment process. The chapter proceeded to discuss the conceptual framework underpinning the study ending with the summary of the chapter.

2.2 Understanding the concepts transparency, accountability, and public access to information

Globally, the existence of transparency, accountability and public access to information has been growing, presenting challenges to administrations yet viewed as a holy grail of good governance (Jashari and Pepaj 2018). From the perspective of the Social Protection Human Right (2015), transparency, accountability and reliability have become universally recognized as key operational principles for the good governance of public administration. South African legislation such as the Promotion of Administration Justice Act 3 of 2000, Employment Equity Act 55 of 1998, South Africa, Promotion of Access to Information Act 2 of 2002 acknowledge the importance of transparency, accountability, and public access to information in promoting an efficient administration and creating a culture of answerability, openness in the public administration. It forces all government spheres to comply with these concepts as the South African government is answerable to the public.

The above terms are closely related and often used interchangeably for instance the pillars (transparency and accountability) are used together repeatedly, and often associated with each other as nobody stands against them (Organisation for Economic Co-operation and Development 2021).

The term transparency as one of the pillars of good governance is usually endorsed as a practice of the absence of barriers in the provision of information in all activities as well as a means of holding public officials accountable for their actions (Greer, Wismar and Figueras 2016). On the other hand, Hyland-Wood, Gardner and Leask (2021) describes transparency as an important condition of participation that allows citizens to influence the different types of government activities. In support of the above statements Carothers and Brechenmacher (2014) further articulates that transparency grants citizens the right to judge government actions and attach consequences for that. However, a counter argument claim that transparency is not only about openness to information but participation in acquiring, acting visibly and report the activities or actions (Global-Is-Asian Staff 2018; Pelaudeix, Basse and Loukacheva 2017). Should the above not be the case, the public will hold them responsible to account for failure of disclosure of information after all the public requires information from the government (Share America 2016; Education Training Unity n.d.).

Typically speaking, accountability focuses more on the demand side of good governance in an effort to increase the citizen's voice to directly demand improved responsiveness from public officials and service providers (Global Education Monitor report 2017/8a; Carothers and Brechenmacher 2014). Accountability is also known as holding one responsible for their actions performed, reporting their activities, and executing their power properly as well as accepting responsibilities (World Health Organization 2017). This is more critical to the government side and is seen where the South African government's employees are required to perform in accordance with due processes. For instance, under the guise of public choice and managerialism, customer service representatives in government agencies are being held accountable for their performance and the happiness of citizens (Morgan 2016). Accountability requires transparency, as it necessitates clear communication, tracking of

performance, and the ability to demonstrate compliance with rules, regulations, and ethical standards.

Public access to information, stems from the ideal that “everyone has freedom of access to information held by the state” (Constitution of Republic South Africa 1996). Public access to information is considered as a third variable of governance, in that to guarantee transparency and accountability, information must be available to the public (Social Protection and Human Resource 2015). According to the Public Account Committee (2015), public access to information plays a vital role in teacher recruitment processes. It provides the public with opportunities to obtain relevant information about the recruitment process, ensuring that it is not conducted in secrecy. Public access to information enables the public to assess the fairness and effectiveness of the process, promoting trust, confidence, and active engagement in the education system. In the South African context, public access to information is crucial to enhancing transparency in teacher recruitment. The government and education authorities should actively share relevant information about the recruitment process with the public. This can include publishing vacancy announcements, outlining selection criteria and procedures, and providing channels for public feedback and engagement. By providing public access to information, trust is fostered, public participation is encouraged, and stakeholders can provide valuable input and scrutiny to ensure that the recruitment process adheres to the highest standards of fairness and quality.

As argued above, the governance concepts: transparency, accountability and public access to information have a strong relationship. This is seen when there is a lack of transparency, there is a possibility of a lack of the other two as they are intertwined (Marais 2017). The study by Mabillard and Zumofen (2016) similarly asserts that while these notions overlap, one does not necessarily lead to the other for example when only information access is present, an institution is transparent, but not accountable, because accountability includes the capacity to authorization. Despite the above argument, these concepts are interconnected and crucial in promoting good governance, ensuring fairness, and building trust between institutions and the public. Carothers and Brechenmacher (2014) still believes these components help bring

greater engagement and support, for that reason these three components are the essential conditions for good governance as they encourage officials to act in the public interest.

2.3 Transparency, accountability, and public access to information in the governance of the public service

The three pillars of good governance in public administration—transparency, accountability, and public access to information have long been acknowledged as fundamental operating principles (Social Protection Human Right 2015; Klaaren 2013). These fundamental principles are also seen as the government's duty to inform the public so that they can hold officials accountable for the conduct of the people's business and make informed judgments (Civics Nation 2018; Kosack and Fung 2014). The degree of transparency and openness about how decisions are made can help to build the capacity of the poor and marginalized to play a role in policy formulation and implementation as well as to influence these decisions that have an impact on people's lives (United States Environmental Protection Agency 2017).

According to Zinkernagel, Evans and Neij (2018) it is mandatory for countries, including South Africa, to accept and acknowledge governance as a cornerstone of every democracy and a tool for reducing poverty. Good governance is an approach to government that is dedicated to building a system founded in justice and peace that protects individual's human rights. Contrary to what was stated above, promoting good governance is a multifaceted task that primarily calls for activities that are mutually supportive (Biswas 2022; The Policy Practice 2010). Even so, encouraging rapid growth won't be able to eradicate poverty until there is competent governance in place to create and carry out comprehensive development plans and social initiatives (Mbaku 2020).

From a service delivery perspective: major players, such as policymakers, holding them accountable for their deeds, decisions, behavior, and capacity to efficiently provide high-quality services, transparency and accountability are seen as a set of initiatives, accountability systems, and norms (Broman and Robert 2015). The Statistics South Africa (2017/18) report that the provision of services to the general

public is a crucial factor that should be maintained in a transparent and accountable manner since good governance demands responsibility if those services are not provided promptly, effectively, and reliably.

According to the Danish Institute (2019) nations with strong governance are effective at providing public services and have extensive institutions that are sensitive to the demands of their population. According to Statistics South Africa (2019), good governance empowers and encourages improving government efficiency, accountability, and responsiveness. Controlling corruption and establishing ethical standards, making public administration more receptive, strengthening judicial institutions, and decentralizing government are all necessary.

2.4 Transparency, accountability, and public access in recruitment processes in the Department of Basic Education

From recruitment standpoints the notions transparency, accountability and public access to information are important key elements counted in a recruitment process whereby recruiters are being open and clear about recruitment and selection process (Podolsky *et al*/2019; Gamage 2014). It has been noticed that practicing transparency and accountability during the recruitment process allows candidates to know that you are honesty and show professionalism; this will always allow the recruiter to have successful hiring process by providing clarity to candidates giving relevant information. The above simplification that recruitment must be transparent and accountable because if not so it may result in malpractices such as manipulation of the recruitment process to favors certain individuals, in employment of discriminatory criteria, misusing the discretion given to recruitment officers by engaging to nepotism and favoritism or corruption through bribes from candidates (Ekwoaba, Ikeije and Ufoma 2015).

Ekwoaba, Ikeije and Ufoma (2015) stipulate that there is recruitment and recruitment of an educator, a recruitment is an effort to increase the number of qualified people who would be willing to accept teaching profession (Kapur 2018). Recruitment and Selection. It's a norm that the appointment /recruitment process of an educator is demonstrated from Policies and government legislations, however in South Africa it is verified and guided by the Employment of Educator Act 76 of 1998 which is also known

as the Personnel Administrative Measures (PAM) compulsory to follow when appointing an educator. The Personnel Administrative Measures (2016) describe the procedure, which begins with postings that must be self-explanatory, unambiguous, and available to anybody who could be interested in the position to ensure openness (South Africa, Department of Basic Education 2016). Additionally, it mandates that all openings in public schools be posted in government publications like circulars and bulletins. Public notices of open positions must be placed in both provincial and national public media.

After the interviews and shortlisting, interview committee shall rank the candidates, a brief motivation should be submitted to the school governing body for their recommendations, and hence it's only the school governing body who can recommend the best candidate to the Head of Department. In agreement to the above statement, the South Africa, Department of Education (Employment of Educator Act 76 of 1998) chapter 3 of Section 6(3) states that "any appointment, promotion or transfer to any post at a public school may only be made on the recommendation of the School Governing Body" not of unions.

2.5 Factors influencing teacher recruitment processes in South Africa

Literature reveals that there are short comings in the teacher recruitment process, this includes lack of compliance with PAM which results in teaching posts remaining vacant causing frustration to unemployed qualified graduates and dissatisfaction with recruitment. In 2018, 100 unemployed teacher graduates in KZN marched to the provincial DBE in Pinetown District offices demanding to be employed, reason being dissatisfied with hiring process, and they believed that there are corruption, inequalities, and biased measures in the filling of posts within the province (Mahlokwane 2022; Kubheka 2021; Masondo 2015b). Furthermore, Macupe (2019) stated that the Eastern Cape Department of Education reports 60% of provincial schools that had vacant posts for more than twelve months, which questions government interventions.

In the context of South African economic circumstances teachers' unions have some negative consequences in the violation and manipulation of the government initiatives

(Bazana and Reddy 2021; Will 2016). For instance, the South African Democratic Teachers Union (SADTU) is violating the system on a provincial level and using deception at every stage of the hiring process to ensure that certain candidates are given the desired positions, union members are given preference, and teaching positions are sold in exchange for cash and livestock (Gina 2018; Gardiner 2016; Gina 2016; Jansen 2015; Dzanibe 2014).

An investigation was launched following media allegations against the South African Democratic Teachers' Union (SADTU) regarding the sale of teachers' positions in various provinces. However, the investigation's scope expanded to include all parties involved in the appointment process. SADTU denied the accusations. Basic Education Minister Angie Motshekga acknowledged the influential role of unions in certain provinces, leading to the formation of a task team headed by Prof John Volmink. The investigation took place from September 2014 to February 2016. Out of the 81 cases examined, 38 showed evidence of potential criminal conduct or the need for further investigation (Corruption Watch 2016; South Africa, Department of Basic Education 2016b). The report revealed that the sale of jobs was just one form of irregular appointments. It exposed widespread instances of unfair and improper influence in the appointment of educators. The recruitment process demonstrated inconsistencies, casting doubt on its credibility.

The government systems have created a situation which allows a misuse of the system which includes appointments in critical posts such as school principals (Hine 2018; Masondo 2015a). In Gauteng, the District Director refused to appoint two candidates who were SADTU preferred and redeployed members, the two candidates had a strong relationship with SADTU, and they were recommended at the expense of other qualified postgraduates. The wrong doings of teacher unions have undermined government's ability to deliver on its priority which is education and discourteous the Batho Pele Principles which considers transparency and openness, information and consultation to the public users which are applicants (Masuku 2018; Masondo 2016; Wills 2016).

One could argue that the teacher's union takes advantage of weak, ineffective, and careless authorities to establish policies, set priorities, and make appointments, giving

them an improper amount of sway over tasks that are essentially the Department's responsibility. A combination of weak institutions, aggressive unions, obedient principals, and teachers anxious to progress in the union work against the goal of providing high-quality education by undermining professional values (Masenya 2013).

2.6 Government strategies (initiatives) for teacher recruitment processes

The South Africa, Department of Basic Education (2016b) clearly indicate several cases that have reported violation of education system by the teacher unions and manipulation of the system by the school governing bodies. The South African government developed initiatives in an attempt to ensure transparency, accountability, and public access to information in teacher recruitment processes. They include:

- National Policy Framework for Teacher and Development

The government created a National Policy Framework for Teachers and Development to provide a strategy for teachers' recruitment, retention, and professional development in order to meet the nation's social and economic needs (South Africa, Department of Basic Education 2005). This policy was created to mould professionals that are knowledgeable of current issues and prepared to serve democratic South Africa in the twenty-first century. To establish a dynamic balance between the number of teachers entering and leaving each year, activities involved from initial recruitment as a student teacher are outlined throughout the lifetime of a teacher (Education Portfolio Committee 2007). A drawback of this initiative is that individuals are required to actively pursue career progression, or else they face the possibility of being removed from the system.

- Teacher demand and supply model

A teacher demand and supply model were designed by the government as a means of resolving the imbalance between teacher inflow and outflow.

Supply –The term "teacher supply" refers to the influx of new teachers from higher education institutions, untrained teachers being hired, and previous teachers being rehired in the field. The country's licensing laws, new curriculum implementation, and

new teacher inflows who lack the necessary training have an impact on the supply of teachers (South African Council for Education 2010).

Demand- Teacher demand is referred to an outflow of educators from educational institutions, due to resignation, retirement, death, and temporary absence (South African Council for Education 2010). Because there are fewer teachers available than are needed by the educational system, there is a demand for teachers. One of the biggest problems the South African educational system is facing is finding enough qualified instructors to fill the demand.

Researchers have discovered that geography plays a role in determining the demand for educators, as population growth directly impacts the quantity of students requiring instructional support. The demand and supply model deal specifically with erroneous estimates based on expectations, not favouritism or transparency (Centre for Development and Enterprise 2015).

- National Recruitment Database

The government approach, National Recruitment Database (NRB) became dominant in 2013. The approach was introduced in response to delayed employment of professionally qualified teachers and with the aim to cut down turnaround times in filling vacant posts (South Africa, Department of Basic Education 2013). This database keeps details of an applicant, minimising the turnaround time experienced in the filling of vacant teaching post in schools so that it will be easy for principals and SGB's to look for a suitable candidate and appoint that candidate for post available, the database is updated monthly to remove and add those who are still looking for employment. In contrast, the National Recruitment Database system in South Africa has not successfully achieved its main goal. The inefficiency of this system has resulted in a rising number of unemployed teacher graduates in the country. Consequently, the quality of teaching is being compromised as classrooms become overcrowded due to the shortage of qualified teachers.

There have been several instances on the news over the last few years, Kubheka (2021) points out the ineffectiveness of National Recruitment Database as it does not guarantee employment and there is no room for improvement. The National

Recruitment Database is an online modern method of finding potential candidates; a defect of this approach is that some qualified job seekers do not have access to internet which leads to recruiter missing the opportunity to include them when shortlisting for interviews. Those who have access to the database also complain that even though they have registered but they get no response from the department of education. Seemingly the database favours a few, a great number of graduates apply repeatedly and follow up on their applications hoping for employment (Gina 2018), leaving them with questions on government interventions on such matters.

2.7 Conceptual framework

To guide the present inquiry on perception of transparency, accountability and public access to information in public primary teacher recruitment processes in Pinetown District, KZN, Batho Pele framework was employed. The Batho Pele framework, which the government has implemented in all government departments, is a significant step in institutionalizing transparency in the information-providing process (Moran 2002). The framework is made up of eleven connected concepts that continue to direct the public service in its attempts to provide services that are sustainable, like information about the public's users (South Africa, Department of Health 2019a; Lampropoulou and Oikonomou 2018; South Africa, Department of Public Works 2010). The eleven entwined principles of Batho Pele are explained below:

- Consultation: Public servants should consult with citizens and stakeholders before making decisions that affect them.
- Service Standards: Public servants should set and maintain service standards that are appropriate and achievable.
- Access: The public should have easy and equitable access to government services.
- Courtesy: Public servants should treat all citizens with respect, courtesy and professionalism.
- Information: Citizens have the right to receive clear and accurate information about government services.
- Openness and transparency: Public servants should be open and transparent about their decisions, actions and policies.

- Redress: Citizens have the right to complain and to have their complaints dealt with fairly and promptly.
- Value for money: Public servants should strive to provide value for money in the delivery of services.
- Accountability: Public servants should be accountable for their actions and decisions.
- Discipline: Public servants should act with integrity and uphold the highest standards of professionalism.
- Continuous improvement: Public servants should continuously seek ways to improve the quality of service delivery.

The 11 Batho Pele principles are equally significant and should be adopted at the Department of Education in order to improve the quality of service delivery to South Africans. Pietersen (2014) support the above statement and articulated that Batho Pele principles must be practices and implemented as it encourages public servants to be open and provide information about the operation of public services, also be answerable for failing to meet the standards and stated performance objectives.

By implementing the Batho Pele principles, the Department of can lead to improved service delivery, increased customer satisfaction, and better educational outcomes for the learners. The Public Service Commission (2007) highlighted that the objective of the Batho Pele framework for education district offices is to achieve a satisfactory level of service as stated in the White Paper on transforming public service delivery. Using this framework for research purposes is fitting as it improves service delivery in South Africa's education sector. The study utilizes the framework to underscore the significance of transparency, accountability, and public access to information for the betterment of the educational system.

2.8 Summary of the chapter

In this chapter, the focus was on examining existing literature concerning transparency, accountability, and public access to information in the context of public primary teacher recruitment processes within a specific circuit of Pinetown District,

KwaZulu Natal. The review identified various significant factors that impact these processes. Furthermore, the Batho Pele principles were employed as a conceptual framework to comprehend the significance of delivering quality services to citizens while fostering transparency and accountability in government procedures, specifically within the realm of transparent teacher recruitment.

Despite the identification of these factors and the utilization of the Batho Pele principles, it appears that the Department of Education may still face challenges related to transparency and accountability. To address this issue, the government has implemented measures aimed at bridging this gap and promoting transparency and accountability throughout the teacher recruitment processes.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

In chapter 2, literature was reviewed, this chapter presents the research methodology employed to examine perceptions on transparency, accountability, and public access to information in teacher recruitment processes of a selected circuit in Pinetown District, KwaZulu-Natal. The chapter begins by providing an understanding of the research methodology processes, followed by a presentation of the research dashboard. An explanation of the research paradigm, research approach and research design adopted followed. The study then described the populations targeted and the sampling procedures thereof. The chapter went further to present the tools for collecting data and how the tools were pretested for reliability and validity. The procedures for the administration of the research instruments, the limitations faced, and the ethical issues considered were then explained. How data was analysed was then explained, ending with the summary of the chapter.

3.2 Understanding the research methodology processes

Research methodology is viewed as a multiple-step process of compulsory interlinked components. The research process according to Pardede (2018) consists of six steps including instruments, materials, activities, participants, methods, and techniques. Gondar (2017) states that familiarity to the components listed above is required to get more comprehensive understanding of research. Since researchers from different disciplines follow research methodology in different ways and there is still confusion in understanding the distinctions between research method and methodology (Essaymin 2019; Abutabenjeh and Jaradat 2018), it is important to explain the research methods and methodology adopted in this study. This study falls within the Social Sciences research domain. The research process adopted is described in the sub sequent sections. The steps involved are as discussed in the introduction of the chapter.

3.3 Methodology dashboard

The dashboard schematically presents the methodology adopted in this study.

Aim	Examine perceptions on transparency, accountability, and public access to information in teacher recruitment processes of a selected circuit in Pinetown District, KwaZulu-Natal.		
Objectives	To establish the factors that influence the availability or lack of transparency, accountability, and public access to information in teacher recruitment processes of a selected circuit in the Pinetown District of KwaZulu Natal.	To ascertain measures that are in place for transparency, accountability, and public access to information in teacher recruitment processes of a selected circuit in Pinetown District of KwaZulu Natal.	To determine strategies for incorporating transparency, accountability, and public access to information in teacher recruitment processes of a selected circuit in Pinetown District of KwaZulu Natal.
Data type	Primary data	Secondary data	Both primary and Secondary data.
Populations	Principals, Members of the School Governing Body (SGB) and Unions	Principals, Members of the SGB and Unions.	Principals, Members of the SGB and Unions.
Sampling	The response rate was raised by conducting a census.	The response rate was raised by conducting a census.	The response rate was raised by conducting a census.
Research tool	Semi-structured interviews	Semi-structured interviews	Semi-structured interviews

Design	Survey	Survey	Survey
Approach	Qualitative	Qualitative	Qualitative
Paradigm	Interpretivism	Interpretivism	Interpretivism

The methodology dashboard shown above represents the precise research techniques employed to accomplish the study's aim which is to examine perceptions on transparency, accountability, and public access to information in teacher recruitment processes of a selected circuit in Pinetown District, KwaZulu-Natal. The study aim can be achieved through the study objectives:

The first objective establishes the factors that influence the availability or lack of transparency, accountability, and public access to information in teacher recruitment processes of a selected circuit in the Pinetown District of KwaZulu Natal. Primary data was employed to gather information from the study's target population. The total number of the study targeted populations was 42, including 19 principals, 19 members of SGB, 3 unions' representatives and 1 circuit manager. The study did not sample, nonetheless census was employed. A survey research design was used which allows interviews as a research data collection tool supported by Interpretivism paradigm.

The second objective ascertain measures that are in place for transparency, accountability, and public access to information in teacher recruitment processes of a selected circuit in Pinetown District of KwaZulu Natal. Secondary data was utilized where data was collected from documented information by the South African Department of Education through Personnel Administrative Measures, Human

Resource Management Circulars, and Department of Education reports. The researcher managed to access the documented information at the Department of Education and critically examine the documents using themes as informed by thematic content/document analysis. Research data collected were then analysed qualitatively with the view of the Interpretivist.

The last objective determines strategies for incorporating transparency, accountability, and public access to information in teacher recruitment processes of a selected circuit in Pinetown District of KwaZulu Natal. This objective used both primary and secondary data, where data was collected from the targeted populations (42) and the Department of Education documentation. This study was guided by Interpretivism research paradigm which allow qualitative in line with a survey research design.

3.4 Research paradigm

The research paradigm is also called the philosophical worldview or research pattern or research model or philosophical way (Rehman and Khalid 2016; Uyangoda 2015). The research paradigm refers to a basic set of beliefs that guide action (Antwi and Hamza 2015). A research paradigm is in general a first process in research methodology that is used in the framework of a certain set of theoretical concepts and ontological and epistemological presumptions known as research paradigms (Kivunja and Kuyini 2017). Biddle and Schafft (2015) support the idea that a research paradigm is a collection of assumptions about fundamental features of reality that give rise to a specific worldview.

There are four mostly discussed types of paradigms namely: post positivism, constructivism, transformative, and pragmatism (Majeed 2020; Aliyu *et al.*, 2014). Other scholars believe that there is positivism, post positivism, constructivism which is also known as Interpretivism, transformative and postcolonial indigenous research paradigm (Zaidi and Larsen 2018; Antwi and Hamza 2015).

The difference between these paradigms is data collected:

- Positivism collects data through observation, experimentation, through surveys (Blackstone 2018; Aliyu *et al* 2014).

- Interpretivism/constructivism uses individual's view to gain an understanding of the world and collect data through interviews (Thompson 2015).
- The conventional research method collects data through surveys and is based on post-positivist ideas (Kivunja and Kuyini 2017).
- Transformative collect data through mixed method (Baran 2016).
- Post colonialism collects data through census (Isin and Ruppert 2019).

The research paradigm employed in this study was Interpretivism. One advantage of a particular philosophy is that it prioritizes qualitative analysis over quantitative analysis (Eun 2016; Ryan 2015). Blackstone (2018) articulated that the chosen paradigm investigates the hidden causes of complex or multifaceted social processes such as the study problem under consideration. According to Kankam (2019) the chosen paradigm will benefit the study since the researchers instead of generalizing their findings to the entire population, they employ Interpretivism paradigm which help to better understand the phenomenon and its complications in the context of their own research...

The researcher when following the research methodology process, a research approach is usually a second sub process to be considered. Research approach is referring to plans and methods to collected study data (Grover 2015). The term research approach is commonly misunderstood as it is omitted when students are introduced to research. This confusion leads scholars to refer to methodology as research approaches (Leedy and Ormrod 2014). From the above confusion Chilisa and Kawulich (2012) believe that there is a difference between the two terms and provide an understanding of a research approach is a set of strategies and guidelines that cover everything from general hypotheses to specific techniques for gathering, analysing, and interpreting data.

In addition, the choice of a research approach, according to Grover (2015), is also influenced by the nature of the problem or topic being studied, the researchers' own experiences, and the study's target audiences. Sylvanus *et al.* (2019) affirm that the debate on research approaches started off as a dichotomy between quantitative and qualitative, at the later stage the other approach known as mixed methods was introduced as it resides in the middle of this continuum. According to Zukauskas,

Vveinhardt and Andriukaitienė (2018), the differences between them can be attributed to the fundamental philosophical assumptions that the researchers bring to the study, the different types of research strategies used in the research, and the particular techniques used in conducting these strategies.

A brief explanation of the approaches is given below.

1. **Qualitative Research:** Qualitative research focuses on exploring and understanding phenomena from a subjective perspective. It involves gathering non-numerical data, such as interviews, observations, or textual analysis, to gain insights into people's experiences, beliefs, attitudes, and behaviors (Silverman 2016). Qualitative research aims to provide a rich and in-depth understanding of complex social phenomena and often involves interpreting data through thematic analysis or narrative analysis (Mohajan 2018).
2. **Quantitative Research:** Quantitative research involves the systematic collection and analysis of numerical data. It aims to measure, quantify, and establish patterns, relationships, or generalizations within a given population (Azorin and Gamero 2016; Kabir 2016b; Kumar 2014). This method relies on structured data collection tools, such as surveys, experiments, or statistical analysis of existing data sets, to generate objective and statistical findings.
3. **Mixed Research (Mixed Methods):** Mixed research combines elements of both qualitative and quantitative methods to gain a more comprehensive understanding of a research problem (Flick 2014). Researchers use a mixed methods approach when they want to integrate the strengths of qualitative and quantitative data to address research questions from multiple perspectives (Blandfor Furniss and Makri 2016). This approach allows researchers to capture both the richness of qualitative data and the statistical generalizability of quantitative data. It typically involves collecting and analyzing both qualitative and quantitative data separately and then merging or comparing the results in the interpretation phase.

In this study, a qualitative approach was used because it benefits the researcher by providing a broad understanding of the research problem and provides answers to

questions about the causes and effects of human behavior, opinion, and experience (Gopaldas 2016). The chosen approach describes the thoughts, feelings, and experiences of the participants while also understanding the intentions behind their acts (Merriam and Tisdell 2016). In support of the preceding assertion, (Jones-goods and Grant 2016) state that the study benefits from the study participants' perspectives on the lack of openness, accountability, and public access in teacher recruitment processes provided by the qualitative approach's capacity to comprehend many people's voices, meanings, and occurrences.

3.5 Research design

A research design is a third step in research methodology process and commonly confused as research approach. Many students have confused these two aspects as the same, and they end up with wrong information (Trochim, Donnelly and Arora 2015). Research studies science, social science, and numerous other disciplines all place a high priority on research design as a crucial area of study (McCombes 2019; Abutabenjeh and Jaradat 2018). According to Odoh and Chinedum (2014), research design is an extensive method the researcher uses to combine the many study components in a clear and logical manner, so ensuring that the researcher will successfully handle the research problem. GradesFixer (2019) concurs with the aforementioned simplification and elaborates on study design as a guide for data collecting, measurement, and analysis.

The following scholars concluded that once the researcher understands that the research design is a plan to address the research question as well as procedures for gathering, analysing, interpreting, and reporting data in research, also getting the information needed to set up or fix marketing research issues will be easier (Sileyew 2019; Creswell 2015). In other words, the research design specifies the procedure for gathering and analysing data, as well as how all of this will be used to answer the research question (Bordens and Abbott 2018).

The research design chosen for the purposes of this study was the survey research. The reason for this survey was to collect surface data from large population (McCombes 2019). The chosen design accomplishes its main goal, which is to swiftly

gather information on the traits of a wide sample of interesting people (Pinsonneault and Kraemer 2014). This design was a good fit for the study since it ensures a larger sample size and more accurate data, allowing for the drawing of conclusions and the making of crucial decisions (Dillman, Smyth and Christian 2014). The survey research design, according to Ponto (2015), enables a number of strategies for participant recruitment, data collection, and instrumentation. This study investigated perceptions on the transparency, accountability, and public access of information in teacher recruitment processes of the Pinetown District in KwaZulu Natal.

3.6 Targeted populations

The term "target population" describes the group of people for whom researchers are interested in extrapolating the findings (Garg 2016). According to Asiamah, Mensah, and Abayie (2017), a population is a set of individuals who are identified as the target audience for a study and who share a number of similar traits. It is crucial to have a targeted population while conducting research because it clarifies the goal, purpose, and types of data that will be used, as well as the characteristics of the people who will be included in the study. Furthermore, according to Willie (2022), in order for researchers to be able to extrapolate findings from observations of the sample to the target population, a sample that is representative of the target population is essential.

The population targeted in this study was the public schools at primary level in a selected circuit in Pinetown District. Pinetown District consists of three circuits, namely Pinetown circuit, Mafukuzela Gandhi circuit and Phoenix Area (South African, Department of Education 2020). Of the three circuits in the Pinetown district, one circuit was targeted. The targeted circuit was not identified due to the sensitivity of the study. The study targeted public primary schools because of the deficiency of transparency, accountability, and public access to information in teacher recruitment processes mentioned in section 2.5 of Chapter Two, and this problem is shown to be prevalent in public schools. A first email communication on the 26th of July 2019, the Department of Education Human Resource affirmed that recruitment and selection stakeholders' include school principals, circuit managers, school governing body representatives and union's representatives depending on the number of unions in school (South African, Department of Education 2019; South African, Department of

Education 2018b; South African, Department of Education 2017). All stakeholders' involved in recruitment and selection were targeted for data collection.

3.7 Sampling procedures

Sampling describes the method for choosing study participants. A sample is defined as a subset of individuals from a larger population (Flick 2018). Sampling means choosing the group from whom the researcher will gather data from (Bhardwaj 2019). Etikan and Bala (2017) claims that sampling allows the researcher to gather and analyze data for a smaller subset of the population that is representative of the entire population, apply the results to the full population, and draw conclusions regarding particularly complicated circumstances.

Datta (2018) identifies two types of sampling techniques, namely “probability (representative) sampling and non-probability (non-representative) sampling”. Probability sampling ensures that every participant has a chance of being chosen and that outcomes more closely reflect the population as a whole (Creswell 2014). In non-probability sampling, which is frequently used in qualitative research, researchers choose a sample based on their best judgment (Showkat and Parveen 2017). When doing exploratory research, pilot studies, or qualitative research, non-probability sampling is frequently used by researchers (Gergen, Josselson, and Freeman 2015).

Where targeted population is small and manageable a census can be used (Loewy 2017). All principals of a selected circuit under section 21 were included in the study through a census. Wilson (2016) defines census as a “way to find and record information about every member of a population”. Circuit manager and union representatives were targeted in their offices. School government body representatives (parents) were included in the study and were targeted in schools. Circuit managers who are members of the School Governing Body and members of unions were not considered to avoid duplication of interpretations from respondents.

3.8 Data collection tools

To collect data for a study, a data collection tool/ method is an important device to be considered and prioritized. Data collection is defined by Saunders *et al.* (2018) as a

methodical procedure for compiling observations or measurements. Data collecting enables the researcher to acquire first-hand information and unique insights into the problem is attempting to solve (Kabir 2016a). There are several ways to collect data for research, but they all fall into two categories: primary data and secondary data (Ajayi 2017).

Primary data is gathered in an effort to find a solution to the current issue (Ajayi 2017). This category of data refers to information that was created by the researcher initially. A secondary data, on the other hand, is gathered from second-hand accounts and has already been recorded elsewhere for objectives unrelated to the current study issue (Surbhi 2015).

For this study, data was obtained from both primary and secondary source through semi-structured interviews. A semi-structured interview is a type of data collection tool that allows for conversational or two-way communication. It is a method of gathering information through observation, informal and unstructured interviewing that allow to gain a complete understanding of the topic (Jamshed 2014).

For this study, the data collecting method of choice is a semi-structured interview since it enables the researchers to get deeper sources of information from a smaller number of participants on their characteristics, behaviors, preferences, feelings, attitudes, opinions, and knowledge (Johnson and Christensen 2017). The individuals who were part of the study were initially planned to be interviewed through Microsoft Teams. However, due to the sensitivity of the study and some of the participants being elderly and unfamiliar with artificial intelligence, some of the interviews were changed to in-person meetings.

The Department of Education records were utilized to collect information that was not accessible from the study participants, which is pertinent to the current research requirements.

3.9 Data analysis

Data analysis is one of the processes under research methodology and fortunately was introduced to students in school to evaluate them regarding their understanding

of the research material in general (Grant 2020). Hand (2018) defines data analysis as the process of analysing data using analytical and statistical techniques in order to find meaningful information and support business decision-making.

Thematic data analysis was employed in this study. Thematic data analysis is a flexible method that allows a wide range of analytic options (Nowell *et al.* 2017) not limited to interpretation in the processes of selecting codes and constructing themes (Dudovskiy 2016). In a qualitative data set, the selected data analysis is used to comprehend people's feelings, thoughts, or behaviours (Kiger and Varpio 2020). Furthermore, Monette, Sullivan, and DeJong (2013) have emphasized that thematic analysis is a valuable method for examining the perspectives of diverse research participants, identifying similarities and differences, and generating unforeseen insights. Based on this, it can be concluded that thematic analysis is well-suited for this study, as it aims to explore stakeholders' perceptions regarding transparency, accountability, and public access to information in teacher recruitment processes.

3.10 Reliability and validity

When doing research, it is crucial to take the validity and reliability of the research instruments into account (Bolarinwa 2015). The importance of validity and reliability, commonly referred to as correctness and consistency of research instruments, has been shown in several studies. However, social science and health researchers in developing nations do not consistently carry out their measurements (Bain 2017). This has been connected to the lack of understanding surrounding these examinations (Heale and Twycross 2015). The term "reliability" refers to whether or not a researcher receives the same result while using an instrument to measure something more than once. The correctness and reliability of tools, data, and study conclusions are referred to as validity in contrast (Ahmed and Ishtiaq 2021). As a result, the researcher took the essential procedures to guarantee that the study properly measured its objectives by employing acceptable data gathering techniques and data analysis methods. Thematic content analysis was used on qualitative data to improve the reliability and validity of the findings and validate the study's conclusions.

3.11 Pre-testing

Pre-testing is the process of assuring that the respondents can and will answer the questions and that the questions reflect the information the researcher is seeking (Kadir 2018). Kabir (2016a) further states that pre-testing enables researchers to make necessary revisions to study materials and data collection techniques to make sure that the right questions are asked and that questions do not confound or make respondents uncomfortable by combining two or more significant issues.

For this study, an interview was presented as a data collection instrument. Pre-testing allows the study to check if there are grammatically errors and if there are difficulty questions to answer for people who are new to the concepts mentioned in the introduction (Howard 2018). The study was pretested in January 2021 to the selected circuits in Pinetown District and only 6 participants were tested that includes (teacher unions, school principals and school governing bodies). The results were positive, all participants were able to understand and answer the study questions.

3.12 Ethical considerations

The cornerstones for conducting effective and meaningful research are called ethics (Dooly, Moore and Vallejo 2017). Ethics acts as a guide for moral everyday life and aids in our ability to determine whether our actions are appropriate. In light of the following assurances, ethical concerns are acknowledged by the World Health Organization (2017) as one of the most crucial components of the research.

- No harm of any kind should ever be done to research subjects.
- Priority should be given to treating study subjects with respect.
- Before the research begins, participants should give their full permission.
- Participants in research must have their privacy protected.
- The confidentiality of the study data should be adequately protected.

It standardises that the researcher first sought ethical approval from the institution (Durban University of Technology) and permission from Pinetown District to carry out the research on the Pinetown District premises. The researcher obtained ethical clearance from the Ethics Committee at the Durban University of Technology, to have

access to these respondents. The covering letter and informed consent letter were distributed with questionnaires which had to be signed by each participant as an indication of the willingness to participate in the study prior to commencement. These letters were attached to clearly explain the nature and purpose of the study and clarify that their confidentiality will be protected (Appendix C).

In order to come to a mutual agreement that any information gathered in connection with the study would remain secret and will only be shared with the subject's permission, both the responder and the researcher discussed a confidentiality clause. Data will be retained inside the institution and only be disposed of after five years. Data was solely gathered for the purpose of the study. Participants received a guarantee of confidentiality that their identities would not be revealed during the study. To safeguard the respondents' identities, all participants will be given participant numbers one through three and their schools will only be designated as school A or school B. It was made clear how the study can help the stakeholders' in education.

3.13 Summary of the chapter

In this chapter, the focus was on discussing the research methodology that was adopted for the study. The chapter provided an overview of the research approach, design, data collection methods, and data analysis techniques that were utilized. The justification of qualitative research was also explained, highlighting the reasons why it was deemed appropriate for the study objectives and research questions.

CHAPTER FOUR

ANALYSIS AND DISCUSSION OF FINDINGS

4.1 Introduction

The previous chapter presented the research methodology that guided the study at hand. This chapter analyses and discusses the study findings. The arrangement of the chapter is in the sequence described below. The chapter begins with a presentation of the response rates for the study populations targeted. This is followed by an explanation of the procedures followed for analysing narrative data. The chapter then presents, interpret, analyse, and discuss the findings by the study objectives. The chapter ends with a summary.

4.2 Response rates for the study populations targeted and their demographic profile.

Response rates for the populations that were targeted are presented below. The study targeted several population groups associated with public primary schools in Pinetown District namely: principals, members of the governing body, representatives of unions and school circuit manager. Usually, studies with a small target population take on board a census (Wilson 2016) in this regard, in terms of sampling procedures, a census was adopted for the study populations. Table 4.1 below presents the populations targeted and the response rates obtained.

Table 4. 1 Populations targeted and the response rates

Populations targeted and the response rates thereof.		
Populations group	Targeted (Number)	Responded (Number)
Principals	19	07
Members of the school governing body	19	12
Circuit manager	1	0
Unions representatives	3	2
TOTAL	42	22

Table 4.1 above demonstrates that seven out of the nineteen targeted principals responded. nineteen schools made up the study population; one SGB member per school was recruited, and twelve replied. The analysis included the circuit manager because the study was limited to one particular school circuit run by one circuit manager and no responses were received. In the circuit that was chosen, three unions were active, and two unions took part.

A total of 42 people from the various demographics were targeted in total, 22 of them responded, resulting in a 52% overall response rate.

4.3 Procedures followed for analysing narrative data

The procedures followed for analysing data in this study are described below. The study collected qualitative data through semi-structured interviews (face to face and on Microsoft teams), it followed that data had to be analysed using thematic content analysis. Getting acquainted with the data was the first step in the process, which also involved assigning rough codes to it to characterize its content, looking for patterns or themes in the codes across several interviews, evaluating, defining, and labelling themes, and lastly publishing the report (Blandford, Furniss and Makri 2016).

4.4 To establish the factors that influence availability or lack of transparency, accountability, and public access to information

In this section, the study sought to establish the factors that influence the availability or lack of transparency, accountability, and public access to information in teacher recruitment processes in a selected circuit in the Pinetown District of KwaZulu Natal. Following that, questions addressing this objective range from 4.4.1 to 4.4.4. In addition, 19 public primary schools under Section 21 in Pinetown District were interviewed, data was analysed through thematic data analysis. The key findings of this section were based on the participation rate of those who volunteered to be interviewed.

4.4.1 Views on whether teacher recruitment processes are transparent and accountable

N=22

The question aimed to obtain views on whether teacher recruitment processes are transparent or not. Respondent had to choose between the options of Yes, No, or Maybe. Four of the seven participating principals said yes, followed by two who said Maybe and the remaining one chose a No option. Majority of seven members of SGB said yes the process is transparent and accountable, this was followed by five members of SGB who responded with "No. while two union representatives said Maybe because they are unsure whether the processes are transparent open or not.

A follow-up inquiry sought justification for opinions regarding whether teacher recruitment procedures are open, accountable, and accessible to the public. The results show that four of the seven principals said the processes are transparent and accountable and opened to the public because the processes are controlled by the Department of Education and vacant posts are advertised on government bulletins. The remaining three principals believe that there is no transparency in the hiring of teachers. Among the two unions representative, one union representative said the processes are transparent and accountable, however the other one union representative said there is no transparency in the hiring of teachers since the National Recruitment Database is not functioning as intended.

The finding also reveals that six members of SGB feel that the process is transparent, accountable and accessible to the public since the SGB are the only ones making recommendations towards the qualified candidate. Nevertheless, five of eleven members of SGB specified that process is not transparent to the public and there is no accountability. Some of the participants' responses are listed below:

“Most people apply from National Recruitment Database but never been invited to school for an interview”

“They’re no longer transparent these days, school principals and school principals come with their own people to be appointed without following protocols

‘The community is always not aware of vacant posts and don’t know where to look for posts if available’

The literature review supports the argument that the teacher recruitment process lacks transparency and accountability. Among the participants, five out of eleven members of the SGB expressed concerns regarding the lack of transparency in the process. Their comments highlighted issues such as applicants from the National Recruitment Database (NRD) not being invited for interviews, appointments being made without following proper protocols, and the community being unaware of vacant posts and where to find them. These participant responses align with the findings from the literature review, which indicate that the recruitment process is not transparent enough. Additionally, the NRD strategy is shown to have fallen short of its intended goal, as it does not guarantee employment or provide a response after an application has been submitted. These findings collectively emphasize the need for greater transparency and accountability in the teacher recruitment process to ensure fairness and equal opportunities for all applicants.

4.4.2 Role played by stakeholders’ in recruitment processes to ensure transparency, accountability, openness, and public access to information in teacher recruiting processes N=22

This question sought to understand what roles the stakeholders’ play in teacher recruitment processes. Participants were not limited to one answer or one role. Finding reveals that three principals indicated that they play the role of guiding and ensuring candidates are treated equally in the process. Followed by similar number of principals who do not play their original roles as articulated in the Employment of an Educator Act (76 of 1998), below are the responses from those principals:

“I don’t have a final say during the process but the union”

“Once the post is advertised, I work together with the SGB in the recruitment process”

“I only play part when interviewing teachers appointed by SGB because school principals are not fully involved in selection process of an educator post”

The remaining one principal did not answer the question. It appears again that the majority of six members of SGB play the role of participating in interviews process and recommend on the best candidate who qualify for the position. Followed by four members of SGB who indicated that they play the role of an observer in the process, one of the responses from the participants was *“I play the role of an observer as I am not given any chance to voice my opinion”*. The finding further reveals that four SGB members play the role of secretary where one is taking minutes of the meeting instead recommending qualified candidates. Both union representatives indicated that they play the role of recommending the qualified candidate.

The above responses show that protocol neither recruitment policies are not followed during recruitment processes as discussed in the literature since the panel members are not playing their original roles as stipulated in the Employment of an Educators Act (No 76 of 1998) and PAMs 2013. The Employment of Educator Act 76 of 1998 chapter 3 of Section 6(3) clearly states that “any appointment, promotion or transfer to any post at a public school may only be made on the recommendation of the School Governing Body” not the unions.

4.4.3 Satisfaction with transparency, accountability and public access to information in existing teacher recruitment processes N = 22

In terms of satisfaction with transparency in existing teacher recruitment processes, stakeholders were asked to indicate yes, no or maybe options. The majority of the respondents three principals responded with “Yes” answer, meaning that they are satisfied with the existing processes. Following this, were two principals who were not sure whether they were satisfied or not and responded with Maybe answer. The last two principals responded "No," indicating they are dissatisfied with the existing processes. The findings further show that five members of SGB indicated yes followed by the similar number of members of SGB who indicated No and the last two members indicated Maybe option. On the other hand, two union representatives did not answer the question.

A follow-up question investigated the basis for satisfying stakeholders' expectations for transparency in teacher hiring procedures. The findings show that five principals chose not to respond to the inquiry, which begs the question of how the stakeholders' can be satisfied in the absence of an explanation. The dissatisfaction with the transparency, accountability, and public access to information in existing teacher recruitment processes is voiced by two principals who express their concern over their limited input during these processes, which is primarily dominated by the unions. The finding reveals that two union representatives chose not to respond to the inquiry. It appears again that five members of SGB did not answer the question. Followed by five members of SGB who specified that they were not happy with the transparency, accountability and public access to information in the process because they essentially have no input during the processes as principals. The last three members of SGB stated as well that they are satisfied with the processes as they ensure qualifications are legitimate when recruiting. The below are the responses on the above question:

“Not all candidates can access debatable because they are in rural areas”.

“The entire educator post is done by Department of education, SGB and Principals have no say as to who is sent to fill the post”.

“Panel consist of people who takes bribes in exchange of the post at an expense of qualified graduate”

The responses provided on satisfaction with transparency, accountability, and public access to information in existing teacher recruitment processes support the notion that stakeholders are dissatisfied with the current system. Participants highlighted concerns such as limited access to information for candidates in rural areas, lack of influence from SGBs and principals in the appointment process, and the presence of bribery within the selection panels.

These responses validate the dissatisfaction expressed by stakeholders, as they feel unable to voice their concerns and have limited influence over the recruitment processes. The literature further supports these concerns, particularly in the South African economic context. It highlights the negative consequences associated with the involvement of teachers' unions in the violation and manipulation of government

employment systems (Bhorat, Pauw and Mncube 2009; Pauw, Oosthuizen and Westhuizen 2008). These findings emphasize the urgent need for improved transparency, accountability, and public access to information in teacher recruitment processes in South Africa. They underscore the importance of addressing these issues to ensure a fair and equitable system that upholds the principles of meritocracy and prevents the exploitation of the process.

4.5 Ascertaining measures that are in place for transparency, accountability, and public access to information in teacher recruitment processes of a selected circuit in Pinetown District of KwaZulu Natal

4.5.1 Determining the measures for ensuring transparency, accountability and public access to information during recruitment processes N=22

The question asks how stakeholders ensure transparency, accountability and public access to information during the hiring processes. According to the results, four principals indicated that they make sure that a fair process is followed, and recommendations are made on qualified candidates as per the Personnel Administrative Management (2016). The remaining three principals did not respond to the question. The results also reveal that seven members of SGB indicated that they also ensure a fair process is followed and recommendations are made for the most qualified candidates as per the government policies as indicated on Personnel Administrative Management (2016). On the other hand, five members of SGB stated that it is impossible to guarantee transparency, accountability and public access to information throughout the processes hence other panel members are more powerful than others. A union representative highlighted her adherence to the procedure outlined in the Personnel Administrative Management 2016, indicating that she follows the designated process. The other union representative did not answer the question. The below are the response on the above question:

“it’s impossible to ensure transparency and accountability during the process because unions are over powering the process”

I ensure that a fair process is followed otherwise I report the matter.

Literature reveal that there's been several cases of manipulation and violation of education system by the teacher unions and school governing bodies (Gardiner 2016; City Press 2016; Jansen 2015). The South African government created initiatives in an effort to ensure transparency, accountability, and public access to information in teacher recruitment procedures, but it appears that the teaching system is still being abused as the majority of stakeholders stated that it is impossible to ensure transparency, accountability and public access to information during the procedure because some stakeholders' have power over others.

4.5.2 Understanding how the stakeholders make sure interested candidates are aware of vacant posts **N=22**

The question sought to understand how the stakeholders' make sure that interested candidates are aware of vacant posts.

This question also exceeded 100% as participants thought were not limited to one. The findings revealed that four principals indicated that they ensure interested candidate are fully aware of vacant posts by circulating the Human Resource Management Circulars to every interested candidate within the school. Followed by three principals who communicate the information through social media. Two principals who said there is nothing to be done because the Department of Education is in charge of placing advertisements in bulletins or the Government Gazette. The response from seven members of the SGB (School Governing Body) aligns with that of the principals, as they also take steps to ensure that interested candidates are informed about vacant posts. This is accomplished by circulating posters or information about the vacancies to all interested candidates who wish to apply. Followed by the other seven response from members of SGB which shows that information is shared on social media because many people are unable to read HRM circulars distributed within schools. Other two members of SGB chose not to respond to the question. Lastly, one union representative stated that vacant posts are shared on social media in order for everyone to be aware and have access to it. The other one union representative chose not to respond to the question. The below are the response on the above question:

“I make sure that I share information on social media since number of people cannot access HRM circulars”

“It is principals’ duty to circulate the latest HRMs to other teachers”

“It is not my responsibility to make sure that interested candidates are aware of vacant post”

The responses provided by the stakeholders regarding the question of how they ensure that interested candidates are aware of vacant posts highlight a lack of consensus and clarity in their approaches. One participant mentioned sharing information on social media as a means to reach a wider audience who may not have access to HRM circulars. Another participant emphasized that it is the responsibility of principals to circulate the latest HRMs to other teachers. However, a different perspective was expressed by another participant who stated that they do not consider it their responsibility to ensure that interested candidates are aware of vacant posts.

These responses indicate a certain level of uncertainty among stakeholders regarding the appropriate platform or method to use for sharing information on vacant posts. The literature review can provide insights into the challenges and best practices related to communication and dissemination of information in teacher recruitment processes. It can explore the importance of utilizing multiple channels, such as official circulars, online platforms, and direct communication within the education community, to ensure that interested candidates are effectively informed about available job opportunities. By referencing the literature review, it becomes evident that stakeholders may face challenges in determining the most effective platform for sharing information on vacant posts. This underscores the need for clearer guidelines and communication strategies to enhance transparency and ensure that all interested candidates have equal access to information about job vacancies in the education sector.

4.5.3 Methods used for advertisement of vacant posts

N=22

This question sought to understand techniques used for advertisement of vacant posts. According to the Personnel Administrative Measures (2016), educator posts are

advertised through the Human Resource Management (HRM) Circulars, Government gazette, or bulletins.

The finding shows that six out of seven principals stated that Human Resource Management (HRM), government gazette or bulletin by is the tool used by the head of the department to schools to advertise vacant posts. One principal did not answer the question. The members of SGB on the other hand articulated that social media and word of mouth are platforms or tool they used to advertise and share vacant posts. Findings also reveal that five members of SGB correspondingly agreed with the principals that the Human Resource Management (HRM), government gazette or bulletin are the tool used to advertise vacant posts. Not neglecting the union representative understanding on techniques used to advertise vacant posts, one union rep is also in line with the principal and SGB that Human Resource Management (HRM), government gazette or bulletin are the tool used to advertise vacant posts. The below are the response on the above question:

“Social media and word of mouth”

“The school principal submits vacant posts to the department and for promotion posts, then there are advertised in the department bulletin”

Vacant posts are advertised by the department of education on government gazette or bulletin as its their responsibility”

The aforementioned finding indicates that stakeholders lack knowledge regarding the methods and processes used to advertise vacant positions. Additionally, they do not comply with the guidelines outlined in PAM 2016, which clearly state that any vacant posts should be advertised through channels such as the government gazette, HRM, or bulletins.

4.6 Determining strategies for incorporating transparency, accountability, and public access to information in teacher recruitment processes

4.6.1 Determining whether stakeholders can take some corrective actions should there be no transparency, accountability and public access to information in teacher recruitment processes N=22

This question aims to find out if any actions can be taken in response to the appointment of educators that do not adhere to the principles of transparency, accountability, and public access to information. Respondents were limited to Yes, No and Maybe selections. Out of seven principals three chose “Yes” there are initiatives taken if aforementioned issue is recognised, another three principals chose Maybe option, as they are not sure if there are, or no steps taken if panel is failing to comply with openness, accountability, and public access to information during the educator appointment. The remaining one principal chose a “No” answer because they feel they have no powers. Nine out of twelve members of SGB chose “Yes” answer, and the other two chose a “No” because they feel they have no powers but the unions. From the union representative point of view, one said yes and the other sad chose “No”.

4.6.2 Elaboration on the actions taken if failure to comply with transparency, accountability, and public access to information occurs N=22

This question seek elaboration on actions taken if failure to comply with transparency, accountability, and public access to information n in teacher recruitment processes.

The response from five principals indicate that they report the issue to their superior as a corrective action. Below is one of the principal’s response *“I make sure the whole process is guided by the South African Schools Act (84 of 1996)” otherwise I report to the Circuit Manager.* The other two principals did not answer the question. The findings on this question also reveal that five members of SGB representative could report the issue to the department of education. The exact response from the members of SGB include:

“I report the members to other school governing body members on meetings”

“I usually log a grievance in writing”

“Matter can be taken to the Head of the department and school inspectors”

The responses provided by the stakeholders regarding the actions taken in cases of failure to comply with transparency, accountability, and public access to information in teacher recruitment processes demonstrate different approaches to address these issues. One stakeholder mentioned reporting the non-compliant members to other school governing body members during meetings. Another stakeholder mentioned lodging a written grievance as a course of action. Additionally, the matter can be escalated to the Head of the department and school inspectors, according to another stakeholder.

These responses suggest that stakeholders are aware of the need for accountability and are taking specific actions to address any violations or shortcomings in transparency and public access to information. This provides insights into the recommended actions or channels for addressing such issues in teacher recruitment processes. It can explore the importance of formal reporting mechanisms, the involvement of higher-level authorities, and the adherence to relevant legislation, such as the South African Schools Act (84 of 1996), in promoting transparency and accountability. By referring to the literature review, it is evident that stakeholders have a range of options for addressing failures in transparency, accountability, and public access to information. Reporting non-compliant members to other governing body members, lodging grievances in writing, and escalating the matter to higher authorities are some of the recommended actions supported by the literature. These actions align with the principles of good governance and ensure that accountability is upheld in the teacher recruitment processes.

4.6.3 Strategies to build effective transparency, accountability, and public access to information in teacher recruitment processes N=22

The respondents were requested to give strategies on how to build effective transparency, accountability, and public access to information in teacher recruitment processes. The response rate for this question was likewise above 100% because participants believed they had more than just one strategy.

Based on the findings above it can be said that majority of stakeholders' wants a full involvement of all stakeholders' in teacher recruitment process and fair recruitment process. A majority of three principals suggested that there should be a frequently engage with all panel or role-players and ensure they adhere to Batho Pele's principles. Another three principals suggested that all matters arising should be taken to the head of department and be discuss on monthly meetings as a strategy to build effective transparency, accountability, and public access to information. The Principal suggested that the department representative should be fully involved in the process. The four SGB members suggested existing process to be revised and include the department representative. This was followed by another four members of SGB who suggested that the Department of Education 'National Recruitment Database to be more user-friendly and accessible. Furthermore, two members of SGB suggested a monitoring system to keep the unions on their role of an observer not the recommender. The remaining two SGB members did not answer the question. Both union representatives did not answer the question.

The above finding clearly indicates that principals and SGB were not happy with how processes were conducted and their rights were violated by the unions where they have more power in the recruitment process over the SGB's and they appoint their relatives who do not qualify for the position at an expense of qualified

4.7 Summary of the chapter

In this chapter, the focus was on analyzing and discussing the findings related to transparency, accountability, and public access to information in teacher recruitment processes within Pinetown public schools. The analysis of the gathered data revealed that there are significant issues undermining transparency, accountability, and public

access to information in these recruitment processes. One key finding is that there is a lack of transparency and accountability due to the abusive behavior of certain panel members involved in the recruitment process. This lack of power and representation prevents these individuals from effectively participating in the decision-making process, further diminishing transparency and accountability.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

The previous chapter analysed and discussed the study findings. This chapter summarises the findings of the study in line with research objectives and provides conclusion and recommendations based on the gaps identified in the study.

5.2 Summary of findings by the study objectives

The summary of the findings arranged by the study objectives is provided below:

5.2.1 To establish the factors that influence the availability or lack of transparency, accountability, and public access to information in teacher recruitment processes

The objective of this study was to identify the factors that influence the availability or lack of transparency, accountability, and public access to information in teacher recruitment processes. The findings indicate that while participants acknowledge the importance of these principles, they believe that they are not adequately followed or practiced in reality. Regarding the roles played by stakeholders in the recruitment process, it was found that these roles often do not align with government regulations outlined in the Personnel Administrative Management (PAM) of 2016. Specifically, panel members were found to deviate from their assigned roles and responsibilities during the recruitment process.

When examining stakeholders' satisfaction with transparency, accountability, and public access to information in teacher recruitment processes, the findings reveal a significant level of dissatisfaction. This dissatisfaction is primarily attributed to the prevalence of corruption and bias among decision-makers, particularly within union members.

These findings highlight the challenges and gaps that exist in the implementation of transparent and accountable practices in teacher recruitment. The literature review supports these findings by exploring the various factors that contribute to the lack of transparency and accountability, such as political interference, inadequate oversight mechanisms, and a lack of clear guidelines and procedures. Additionally, the literature can provide insights into the negative impacts of corruption and bias on the overall quality and fairness of teacher recruitment processes.

5.2.2 To ascertain measures that are in place for transparency, accountability, and public access to information in teacher recruitment processes of a selected circuit in Pinetown District of KwaZulu Natal.

The second objective sought to ascertain measures in place to ensure transparency, accountability, and public access to information in teacher recruitment processes of a selected circuit in Pinetown District of KwaZulu Natal. The study found that while measures are available and prescribed in many government instruments (Personal Administrative measures, National Recruitment Database etc), stakeholders are unsure of which of the measures to use in the hiring process. Seemingly different stakeholders point at various measures and the available measures are not adhered to which results in the recruitment problems to persist.

In terms of methods used to ensure that interested candidates are made fully aware of vacant positions by stakeholders, the results indicate a lack of consensus among stakeholders regarding the tools used to advertise open positions. Some stakeholders mentioned Human Resource Management Circulars, Government Gazettes, and Bulletins as effective strategies. On the other hand, other stakeholders highlighted Word of Mouth and Social Media Posts as means to ensure that interested candidates are adequately informed about available positions.

5.2.3 To determine strategies for incorporating transparency, accountability, and public access to information in teacher recruitment processes of a selected circuit in Pinetown District of KwaZulu Natal

In order to improve transparency, accountability, and public access to information in the teacher recruitment processes of a chosen circuit in the Pinetown District of KwaZulu Natal, the study findings identified solutions that the Department of Basic Education may implement. The following were identified as solutions or strategies: involvement of the department representatives in the hiring process, fair recruitment process, recruitment panel to adherence to Batho Pele principles throughout the recruiting processes, as well as government improvement on the measures in place to solve the aforesaid challenges.

In terms of stakeholders' taking corrective actions should there be no transparency, accountability and public access to information in teacher recruitment processes, the results show that if transparency, accountability, and public access to information requirements are not met during the hiring of teachers, stakeholders may still take appropriate action. For instance, the Head of the Department is notified of any misbehaviour of panel members.

5.3 Conclusion

The aim of this study was to examine perceptions on transparency, accountability, and public access to information in teacher recruitment processes of a selected circuit in Pinetown District, KwaZulu-Natal. The results show that teacher recruiting procedures in a Pinetown District, KwaZulu-Natal, do not always follow the rules for transparency, accountability, and public access to information. This discrepancy lowers the degree of credibility in the decision-making process. The study indicate that recruitment panel members are well aware that they are guided by the Personnel Administrative Measures, which outlines their roles and responsibilities during the hiring process, however, it is reveal that the Personnel Administrative Measures is always followed by stakeholder/ panel members since an observer plays the role of a recommender during the process. On the issue of methods to advertised vacant post the study reveals that while there are means for advertising open positions, they fall short of the

main goal, which is to inform every citizen, hence it is important to consider other options.

The study has achieved its objective by highlighting the absence of transparency, accountability, and public access to information in the teacher recruitment processes within a specific circuit in Pinetown District, KwaZulu-Natal. It is recommended that the government ensures that both departments and panel members strictly adhere to the principles of transparency, accountability, and public access to information. Additionally, it is advisable to mandate the inclusion of at least one department representative in the hiring process to ensure transparency, accountability, and adherence to the Batho Pele principles.

5.4 Recommendations

The recommendations of the study as derived from the findings of the study are as follows:

- It was shown that while transparency, accountability, and public access to information exist within teacher recruitment processes they are not followed or practised adequately. The study recommends that the government review and revise recruitment process by conducting a thorough review of the existing teacher recruitment processes to identify gaps and shortcomings. Also establish robust mechanism to hold those involved in the process accountable for their actions. This involves performance evaluation for recruitment personnel, monitoring the process through audit and implementing a grievance redressal system for applicants who were treated unfairly.
- Since stakeholders do not follow their delegated roles and responsibilities during the recruitment process, and the roles they play are not compliant with PAM 2016, it is suggested that different department representative should be involved in the process to make sure panel members adhere to their delegated roles.

- On the noted issue of favouritism and corruption by those in positions of authority, especially union members, during the decision-making process. It is advised that the government clearly state the consequences for non-compliance with transparency, accountability measures in teacher recruitment. Also ensure there are appropriate penalties for individuals or school found to be engaged in malpractice or violation of established procedures.
- The study ascertained that the stakeholders are unsure of the measures to follow in the hiring process because they use any method they desire; as a result, the study suggest that is it crucial for the Head of Department to constantly remind stakeholders that the government has specific measures, roles, steps in the PAM 2016 document, which should be referred to. Moreover, the study emphasizes the importance of auditing this document to ensure adherence to the prescribed guidelines.
- The study further reveals that measures developed by government to ensure a fair process during recruitment do exist, but they are not properly used as intended, and the existing issues remain unsolved therefore the study recommends that Department of Education conduct workshops emphasising the importance of existing measures/ procedures. Also foster a culture of continuous improvements in teacher recruitment process, regularly assess the effectiveness of implemented measures, gather feedback from stakeholders and adjust enhance transparency, accountability and public access to information.
- The study revealed that stakeholders are not sure which methods used to ensure interested candidate are fully aware of vacant posts as they point different methods. The study recommends methods are broaden the methods for wider reach, incorporate the social media platforms...

By implementing these recommendations, the government can work towards improving the transparency, accountability and public access to information within teacher recruitment processes, thereby fostering a fair and effective education system.

5.5 Opportunities for further research

The study was limited to a small-scale of qualitative study that was conducted to the Pinetown District only. It is therefore recommended that future research may be conducted in all KwaZulu-Natal circuits for a wider view.

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Appendix A: Ethical clearance letter



Faculty Research Office
Durban University of Technology
Date 15 April, 2021

Student Phokoye Samkelisiwe Purity
Student Number: 21558478
Degree: Master of Management Sciences in Administration and Information Management
Email: 21558478@dut4life.ac.za
Supervisor: Dr Moyane
Supervisor email: samangeleM1@dut.ac.za

Dear Ms Phokoye

ETHICAL APPROVAL: LEVEL 2

I am pleased to inform you that the Faculty Research Ethics Committee (FREC) following feedback from two reviewers has granted preliminary permission for you to conduct your research 'Transparency, accountability and public access to information in public primary teacher recruitment processes: the case of Pinetown District in KwaZulu Natal'.

When ethics approval is granted:

You are required to present the letter at your research site(s) for permission to gather data. Please also note that your research instruments must be accompanied by the letter of information and the letter of consent for each participant, as per your research proposal.

This ethics clearance is valid from the date of provisional approval on this letter for one year. A student must apply for recertification 3 months before the date of this expiry.

Recertification is required every year until after corrections are made, after examination, and the thesis is submitted to the Faculty Registrar.

A summary of your key research findings must be submitted to the FRC on completion of your studies.

Kindest regards.

Yours sincerely

Dr Mogiveny Rajkoomar
FREC Chair
Faculty of Accounting and Informatics
Durban University of Technology
Ritson Campus
Durban, South Africa
4001

Appendix B: Gate keeper letter



KWAZULU-NATAL PROVINCE
EDUCATION
REPUBLIC OF SOUTH AFRICA

OFFICE OF THE HEAD OF DEPARTMENT

Private Bag X9137, PIETERMARITZBURG, 3200
Anton Lembede Building, 247 Burger Street, Pietermaritzburg, 3201
Tel: 033 392 1063

Email: Phindile.duma@kzndoe.gov.za

Enquiries: Phindile Duma

Ref.:2/4/8/1757

Miss SP Phokoye
554 Mount Royal
Mandla Sithole Road
PHOENIX
4068

Dear Miss Phokoye

PERMISSION TO CONDUCT RESEARCH IN THE KZN DoE INSTITUTIONS

Your application to conduct research entitled: “**TRANSPARENCY, ACCOUNTABILITY AND PUBLIC ACCESS TO INFORMATION IN PUBLIC PRIMARY TEACHER RECRUITMENT PROCESSES: THE CASE OF A SLECTED CIRCUIT IN PINETOWN DISTRICT, KWAZULU-NATAL**”, in the KwaZulu-Natal Department of Education Institutions has been approved. The conditions of the approval are as follows:

1. The researcher will make all the arrangements concerning the research and interviews.
2. The researcher must ensure that Educator and learning programmes are not interrupted.
3. Interviews are not conducted during the time of writing examinations in schools.
4. Learners, Educators, Schools and Institutions are not identifiable in any way from the results of the research.
5. A copy of this letter is submitted to District Managers, Principals and Heads of Institutions where the Intended research and interviews are to be conducted.
6. The period of investigation is limited to the period from 07 June 2021 to 31 August 2023.
7. Your research and interviews will be limited to the schools you have proposed and approved by the Head of Department. Please note that Principals, Educators, Departmental Officials and Learners are under no obligation to participate or assist you in your investigation.
8. Should you wish to extend the period of your survey at the school(s), please contact Miss Phindile Duma at the contact numbers above.
9. Upon completion of the research, a brief summary of the findings, recommendations or a full report/dissertation/thesis must be submitted to the research office of the Department. Please address it to The Office of the HOD, Private Bag X9137, Pietermaritzburg, 3200.
10. Please note that your research and interviews will be limited to schools and institutions in KwaZulu-Natal Department of Education.

UMLAZI DISTRICT

 **Dr. E. Y. Nzama**
Head of Department: Education
Date: 07 June 2021

GROWING KWAZULU-NATAL TOGETHER

Appendix C: Letter of information



LETTER OF INFORMATION

Title of the Research Study : Transparency, accountability and public access to information in public primary teacher recruitment processes: the case of a selected circuit in Pinetown District, KwaZulu-Natal

Principal Investigator/s/researcher: Samkelisiwe Purity Phokoye, Master of Management Sciences in Administration and Information Management.

Co-Investigator/s/supervisor/s: Dr Smangele Moyane, PhD in Library Information Science

Brief Introduction and Purpose of the Study: The purpose of the study is to examine the transparency, accountability and public access to information in teacher recruitment processes of the selected circuit of a selected circuit of Pinetown District.

Greeting Good Day, thank you for participating in my study

Introduce yourself to the participant I am a 2nd year student at DUT doing research for my, Master of Management Sciences in Administration and Information Management.

Invitation to the potential participant I would like to invite you to participate in the research

What is Research Research is a systematic study directed toward greater knowledge or understanding of the fundamental aspects of phenomena and of observable facts without specific applications towards processes or products in mind.

Outline of the Procedures: This exploratory study is aimed at examining the transparency, accountability and public access to information in teacher recruitment processes of the selected circuit of a selected circuit of Pinetown District. The questions have been prepared to obtain your experience and expertise. Your assistance and commitment in completing this questionnaire is kindly requested in order to make this research a success. The objectives of the study are:

- The factors that influence the availability or lack of transparency, accountability and public access to information in teacher recruitment processes of a selected circuit in Pinetown District.

6 August 2020

Appendix D: Interview questions

THIS INTERVIEW QUESTION IS FOR ALL STAKEHOLDERS

SECTION A: Demographic information

Position held/designation: _____

Race classification: _____

Age: _____

Gender: _____

Name of the organisation: _____

SECTION B: To establish the factors that influence availability or lack of transparency, accountability, and public access to information

1. In your own view are the teacher recruitment processes transparent?
2. Please justify your answer to question 1 above
3. What role do you play in the teacher recruitment processes?
4. As a stakeholder are you satisfied with transparency in teacher recruitment processes?
5. If the answer to question 5 above is No, please state your reasons

Ascertain measures that are in place for transparency, accountability, and public access to information in teacher recruitment processes of a selected circuit in Pinetown District of KwaZulu Natal

6. As a stakeholder how do you ensure transparency, accountability and public access to information during the recruitment and selection process?
7. How do you ensure that every interested candidate is aware of the vacant posts?
8. Where are the positions available (vacant posts) advertised and how are they advertise?

Determine strategies for incorporating transparency, accountability, and public access to information in teacher recruitment processes of a selected circuit in Pinetown District of KwaZulu Natal.

9. If there is no transparency, accountability and public access to information during the process, are there any initiatives that you are obligated to take?
10. If yes, please elaborate on obligations
11. What strategies can be employed to build transparency, accountability and public access to information in teacher recruitment processes?

Thank you for your participation.

