



**HUMAN RESOURCE MANAGEMENT IN ADVENTIST PRIMARY SCHOOLS IN
SOUTH BOTSWANA CONFERENCE: CHALLENGES AND POSSIBLE WAYS
FORWARD**

By

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Gweru, Zimbabwe

DECLARATION

I, Machinda Guzha hereby declare that the contents of this dissertation entitled, **“HUMAN RESOURCE MANAGEMENT IN ADVENTIST PRIMARY SCHOOLS IN SOUTH BOTSWANA CONFERENCE: CHALLENGES AND POSSIBLE WAYS FORWARD”** is my original work. All the citations, references and borrowed ideas have been duly acknowledged. This dissertation has not been submitted to any other institution for the purpose of awarding a degree or any other qualification.

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ABSTRACT

HUMAN RESOURCE MANAGEMENT IN ADVENTIST PRIMARY SCHOOLS IN SOUTH BOTSWANA CONFERENCE: CHALLENGES AND POSSIBLE WAYS FORWARD

By

Machinda Guzha

This study sought to investigate Human Resource Management in Adventist Primary Schools in South Botswana Conference: Challenges and Possible Ways Forward. It is a case of two schools that are run by the South Botswana Conference of the Seventh Day Adventist Church in Botswana. The study was centred on the issues that affect the human resources in the schools hence the focal point was on collecting data from the people in the school Administration which included The Principal and all the heads of departments. The purpose of the study was to investigate challenges faced by the SBC schools in the Human Resource Management systems. It also aimed at investigating performance management and reward systems in the schools and submit recommendations to the board.

This research was based on the qualitative approach and followed the case study design. The data collection instruments used included the Interviews and Questionnaires. The sample population was made up of the members of the school Administration Committee whose membership was Principals, Deputy Heads and HODs. The data that were collected were analysed and issues that were concluded indicated that there were challenges in the SBC system of schools. The details of the challenges are discussed in the whole report of the research. The conclusion and recommendations were that the Board of SBC schools needs to address some of the issues if they are to form a brand in Christian Education.

The challenges that the researcher established include shortages of qualified primary school teachers in the Botswana job market, low salaries for teachers offered by the SBC schools, unclear contracts of employment, unstandardized teacher performance system, a high staff turnover and the issue of expatriate teachers' permits. Some of the recommendations

suggested include review of the teachers' contracts of employment, reviewing of the reward system to make it more competitive and putting in place a performance management system.

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I would also want thank my colleagues at work for the support and encouragement they gave me. It was all professional. I, especially want to acknowledge the efforts of the team of students with who I have been studying. Their input into this piece of work is invaluable.

DEDICATION

Dedicated to my Wife and three sons. Your patience with me is all that made it possible.
God bless you all.

ABBREVIATIONS

SBC	-	SOUTH BOTSWANA CONFERENCE
GC	-	GENERAL CONFERENCE
SDA	-	SEVENTH DAY ADVENTIST
HRM	-	HUMAN RESOURCE MANAGEMENT

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CHAPTER 1

1. THE PROBLEM AND ITS CONTEXT

1.1 INTRODUCTION

There are two Seventh Day Adventist private schools in Botswana that are thriving and offering quality education services to students. These schools are privately run and there is no government subsidy or grants that help the schools to meet their resource requirements. Private schools in the country are run on a profit and loss basis which duly affects the management and leadership styles in them when compared with the government schools. To strike even between the instructional services in the school and the business venture is a matter that needs to be scrutinised and the many grey areas that are embedded in the system need to be investigated and attended to.

Seventh Day Adventist private schools are responsible for the employment and remuneration of their employees with no assistance from the government. Employees in these schools are only issued with a permission to teach in Botswana and thereafter the Ministry of Education does not influence the conditions under which the teachers work. Collective bargaining issues are done and finished and completed at school level. The contracts which the teachers use are internal agreements which differ with in the same school between Contract and Church worker.

In view of these few highlights, the researcher then wondered and asked how these Seventh Day Private Schools are managed in the South Botswana Conference, which was the thrust of this study. If there is no interference from the ministry governing

education in the country then one may need to gain deeper insight into leadership, management, power and influence, and policy issues as they affect the learning and teaching process in the schools. This chapter presents the significance of the study, research questions, objectives, limitations and delimitations of the study.

1.2 BACKGROUND

The Seventh Day Adventist Church in Botswana, just as in most of the countries in Southern Africa runs schools and in this case two primary schools and one Secondary school. Their constitution is not linked to the public governance structure yet they are forced by law to have a board of governors (Botswana Education Act CHAPTER 58:01 , 1967). In view of this, it is thus clear that private schools in Botswana are run independently but are regulated by the Education Act of the country.

The Adventist Primary private schools in the country are self-sustaining. If schools are run privately the implication is that finance, human and material resources are managed in the school (Bullock and Thomas, 2003). The main thrust is on keeping the school sustainable and financially sound while making revenue for the investors or directors of the school but, in the case of Adventist Schools, there is no directors' drawings. The management of resources in these schools aims at attaining the best learning outcomes while operating at optimum financial implications. The same schools are wholly responsible for the hiring and remunerating of teachers. According to Working Policy of the Southern Africa-Indian Ocean Division of the General Conference of the Seventh-Day Adventists (2015, p.285), "The employment, assignment, and transfer of teachers shall be by action of the conference/mission/field committee upon recommendation of the conference/mission/field educational committee in counsel with local school boards."

This clause implies that the church is responsible for appointment of teachers. In view of this situation one wonders whether or not there are any challenges in the Human resource management systems or what success stories do these schools enjoy in terms of Human resources.

The responsibility over staffing has given schools the status of quasi – employer of staff; the head teacher and the governing body have the authority to decide, within the limits of their budget, how many and which staff to employ (Bullock and Thomas, 2003). What conflicts would manifest between the Adventist schools and the labour laws in terms of service conditions for teachers if the schools and their governing body have absolute power and control over who gets hired or fired? The Employment Act of Botswana states that the Commissioner can discard and invalidate some clauses of a contract of employment (Employment Act: CHAPTER 47:01). This implies that the Seventh Day Adventist institutions may employ teachers but within the dictates of the Employment Act otherwise, the Labour Commissioner has the right to dishonour the contract and apply state laws. Another issue is the dismissal of teachers where the School Board can discontinue the services of a teacher for ‘subversion of the standards and the teachings of the Seventh-day Adventist Church as set forth in the statement of fundamental beliefs in the Seventh-day Adventist church’ (Working Policy of the Southern Africa-Indian Ocean Division of the General Conference of the Seventh-day Adventists , 2015). This reason presents a challenge with the employment Act. In the face of such employment dilemmas Adventist Primary Private Schools still need the services of expatriate teachers because of citizen Primary school teacher shortages.

The employment agreements in the Adventist schools differ with teachers in the same institution where some are church workers and others are contract workers. These conditions are derived from the church work policy which is basic employment contract for the world church workers. Despite the performance of the same job functions, the teachers employed as church workers have other benefits that are not applicable to contract employees. These are some of the issues that the researcher would like to investigate and establish their effect on contract worker morale. The other issue on the two tier system of employment is the issue of expatriates failing to qualify for church worker status by virtue of being a foreigner.

The organisational structure is in such a way that power and control is in the hands of the school board, which is sanctioned by the church. Section **FE 20 60** of Working Policy of the Southern Africa-Indian Ocean Division of the General Conference of the Seventh-day Adventists (2015) stipulates the organograph of church school administration which is The Conference President (Chairperson), Executive Secretary, Education Director, two appointed members, School Principal, Business Manager and Deputy School Principal. The inclination of the board is to oversee the success of the school business. The School Principal (Instructional Leader) and the Business manager are responsible for (Finance management). The School Principal and the Business manager are responsible for Human Resource management although the Accounts Department does other functions such as processing salaries.

1.3 RESEARCH PROBLEM

Seventh Day Adventist Private Schools in Botswana are run as private enterprises yet it is undoubtedly clear that the schools are established for the provision of educational

services to communities. The problem that arose, and which needed to be investigated were the issues of Human Resource management and development. There are problems of recruitment and selection, performance management, contracts of employment, reward system, staff development and training and staff turnover.

1.4 MAIN RESEARCH QUESTION

The main research question that prompted the researcher to carry out this research is:

What Human Resource Management problems are faced by the Adventist schools under South Botswana Conference and what measures can be taken to solve Human resource management issues?

Sub Research questions

- a. What factors affect the recruitment of teachers in SBC Schools?
- b. How are teachers appraised in the Adventist Schools?
- c. What are some of the Human Resources Management challenges faced by the SBC institutions?
- d. What challenges do the schools face in line with rewarding teachers?
- e. What programmes for teacher training and development do the schools have?
- f. How is the teacher turnover in the schools for the past five years?

1.5 RESEARCH OBJECTIVES

All research is meant to bring new insights into specific knowledge domains and such new knowledge shall change the way things are done in society. Meaningful research is also meant to change lives of people to become better by the use of new knowledge.

There are two Seventh Day Adventist private schools that are registered under South Botswana Conference under the ministry of education which are Church Primary School (not real name) and Beautiful Meadows (not real name) and they both claim that their main mandate is to provide education service to the people of Botswana. Apart from the education service the other core business of the Schools is to preach the word of God and teach the fundamentals of Christianity. As this research was carried out with the main rationale of investigating problems of Human Resource Management in Adventist schools it was the aim of the researcher to unpack the following:

- a. Investigate the human resources management challenges that the schools face.
- b. Investigate teacher appraisal in the SBC schools.
- c. Investigate the teacher reward system in the schools
- d. Investigate staff turnover and possible influencing factors.

1.6 SIGNIFICANCE OF THE STUDY

Researches are carried out in communities of people with the aim of improving the quality of life they live. Case studies are carried out in the real life setting and the aim is understand the values of the people. This case study was aimed at investigation Human Resource Management challenges in Adventist Schools run by SBC. These challenges manifest in the practice of hiring, performance issues, Training and Development and Reward systems in the schools.

The significance of this study is to seek best ways in school management as regards Human Resource management. There seems to be issues in the schools on the quality of teachers and how they perform their duties. This study aimed at unearthing issues

that hinder teacher performance in the SBC schools. When these challenges were found the researcher purposed to propose possible solutions. If action is taken to consider the possible solutions it is hoped that the performance and reward system in the institutions would be improved.

1.7 ASSUMPTIONS OF THE STUDY

Although schools do not seem to have an established Human Resource Management department, it is clear that Human Resource Management has a great bearing on school performance. The critical assumption of this study is that the SBC schools can only perform at optimum if the Human Resource structure in terms of recruitment, selection, performance management and reward management systems are in place. The researcher also assumes that school performance is dependent upon the quality of teachers in them.

1.8 LIMITATIONS OF THE STUDY

The researcher was aware that this research involved Adventist private schools and there were issues that could arise that could limit the field work. Some of them included the following:

1. The researcher was aware that the study involved Adventist schools under SBC and school board or heads may not be keen to give certain information which they may deem classified in their code of ethics.
2. Since this was a self-undertaken research there could be financial hitches for the researcher given that the schools are not found in one town.

3. The researcher was working as a teacher which could mean that the time for visiting could be a challenge to him during times when schools are open for pupils. During holidays when the researcher is free the school heads and teachers who are participants in the research may not all be available.

These limitations shall be mitigated by precise planning and budgeting of both time and finances. The researcher hoped to use the cordiality of relationships between himself and school administrators in SBC and also he ensured that all possible ethical considerations were taken into cognisance. The finances should be mitigated by the fact that the schools are only about fifty kilometres apart and the visit to Beautiful Meadows School shall be so organised that the researcher goes there just once to collect all information needed. As much as possible the researcher used time when he was not committed with learners to carry out the field work.

1.9 DELIMITATIONS OF THE STUDY

This study has been carried out in SBC schools in Botswana. There are just two Primary schools which are run by the Conference. All issues of Human Resource Management that affect the schools is what the researcher looked into. The time frame for this research was limited and bound between January 2019 and September 2019.

1.10 DEFINITION OF TERMS

What is Human Resource Management?

Management is managing people in an organisation. According to Noe, Hollenbeck, Gerhart, & Wright, (2017 p.4) "Human resource management (HRM) refers to the policies, practices, and systems that influence employees' behaviour, attitudes, and

performance.” This is a technical definition that points out to policy, practice and systems that guide the performance of people. Armstrong & Taylor, (2014 p.5) also define human Resource management as “a strategic, integrated and coherent approach to the employment, development and well-being of the people working in organizations.” One of the key issues in Human Resource Management is employee development and well – being of workers. This explains that employees are not into some form of slavery but are to be well taken care of.

What is Training?

According to Mathis, Jackson , Meglich, & Valentine, (2017 p.282) “Training is the process whereby people acquire capabilities to perform jobs. It provides employees with specific, identifiable knowledge and skills for use in their present jobs.” The specific skills are for immediate use in job performance. In other words Training is a short term teaching of skills to employees so that they perform at their best. It also involves the line management in performance needs analysis.

What is Development?

Development takes a more projected focus on learning. It is usually done for leadership development in organisations. Development involves efforts to improve employees’ capabilities to handle a selection of assignments and to nurture their competences beyond those required by the current job (Mathis et al (2017). Development has a futuristic goal and is leadership oriented where selected employees are offered opportunities to develop their leadership capacity.

1.11 CHAPTER SUMMARY

In summary the thrust of this chapter was to give an overview of the structure of the research where there is a clear articulation of the research problem and research questions. The standing background to the study is also well articulated where the researcher sought to get to the root of the issues that were investigated. Background literature was also summarised where the researcher's points out Human Resource Management issues as they manifest in Church Primary School and Beautiful Meadows Primary School. Issues of performance expectations in terms of the Church's philosophy of education and Bible teaching were also clarified to be key to Adventist teaching. Throughout the research reference was to be made to the Working Policy of the General Conference of Seventh Day Adventists. A brief presentation of the methodology was also well articulated to give a snippet of how the researcher wished to carry out the research. Limitations to the study were also given so that disclaimer is made over issues that may not be addressed by the research.

CHAPTER TWO

2. REVIEW OF RELATED LITERATURE

Introduction

Human Resources constitute the most valuable of the resources organisations have and have to manage. People as resources directly influence how organisations work and the achievement and realisation of visions and missions of the organisations is hinged on the quality of human resources. Managing human resources, which is termed Human Resource Management is a wide area of study which deals with Human Resource Planning and Forecasting, Recruitment and Selection, Training and Development, Motivation, Performance management and Reward Management. All these issues cause the organisations to function optimally.

The thrust of this chapter is to unpack Human Resource Management in general and narrow it down to SBC managed Primary Schools. Since these are private schools the +school management is responsible for the hiring and managing of human resources in the school. A general principle of recruitment as guided by the General Conference of Adventists shall be used to compare local practice at the schools and what the church stipulates. Conditions of service for teachers as prescribed by the Church Working Policy were discussed to establish SBC position and adherence to the policy and any disparities shall be investigated in Chapter 4 of the research and recommendation shall be made.

2.1. What is Human Resource Management?

The employment and hiring of people in organisations is usually trivialised and taken to be obvious yet it is intricate and failure in planning human resource issues may mean

failure for the organisation to take off. In simple terms one would say that human resource Management is managing people in an organisation. According to Noe, Hollenbeck, Gerhart, & Wright, (2017 p.4) “Human resource management (HRM) refers to the policies, practices, and systems that influence employees’ behaviour, attitudes, and performance.” This is a technical definition that points out to policy, practice and systems that guide the performance of people. Armstrong & Taylor, (2014 p.5) also define human Resource management as “a strategic, integrated and coherent approach to the employment, development and well-being of the people working in organizations.” This definition points out that HRM involves appointing people, developing them and taking care of their needs. Human Resource management thus entails the hiring, development and sustaining people in the organisation.

2.2. Recruitment and Selection

Recruitment of human resources is one of the key functions of the Human Resource function in any organisation. According to Noe et al (2017) human resource recruitment is defined as any exercise or action carried on by the organization with the main motive of finding and attracting prospective employees. All organisations at one time or another need to hire employees to replace those who may have resigned, retired or died. The process of recruitment begins as soon as there is a need to employ and efforts are made to make potential employees aware of such a need. According to DeCenzo & Robbins, (2010 p.134) recruitment is “the process of seeking sources for job candidates.” This process includes all the legal provisions that are stipulated in the land. For example, the advertising of job openings is regulated by the labour laws of the

country. SBC schools are involved in the recruitment process every time a teacher resigns.

The schools in SBC followed both the laws of the land and Church Working Policy in the recruitment process. This made the recruitment process very precise as to person specification. Issues of Church affiliation were not put in the advertisement but as one goes through the interviews such questions are key to determination of who gets selected. This process does not happen without issues that need to be discussed, especially when it comes to appointment of foreigners. Although both the church working policy and the labour laws may not totally fail to exclude expatriates cases of rejected applications indicate that there is a prevailing attitude towards non – citizens of Botswana being hired as teachers in private schools. In this research the researcher shall seek to determine the school board's position on the appointment of non – Batswana.

The goals of recruitment are clear. The main objective is to communicate the vacancy in such a way that qualified job seekers reply because the more applications received, the better the recruiter's likelihoods for finding an individual who is best appropriate to the requirements of the job (DeCenzo & Robbins, 2010). Good recruitment process should be able to attract only those who qualify and discourage those without the expected requirements. In the case of SBC schools advertisements may be very specific about Primary school qualified teachers but trends have shown that out of desperation secondary school teachers apply and sometimes they get considered. The question that may arise why ever consider secondary school teachers. Can such a job mismatch have consequences on teacher performance?

Management of the SBC schools sometimes post job openings to local churches of the SDA. This form of advertising attracts many church affiliated people but who not necessarily meet the requirements. According to Noe et al (2017) if the process invites too many unqualified applicants, the institution will suffer great expenditure in workers selection, yet a few openings will actually be filled. Some job openings are posted on the church's social media platforms. This results in many applications coming in yet on the ground the country has challenges with primary school qualified teachers. According to Beardwell & Thompson, (2017 p.153) "the choice of methods and media used to attract candidates can determine the numbers and quality of candidates and whether or not they decide to apply for the role." This is also an issue to be investigated to determine the effectiveness of the forms of advertising used by the SBC schools management.

There are a number of factors that influence the SBC schools recruitment process. Rates of recruitment vary because of different factors that are driven by situations in specific organisations. Size of the organisations, wage factors and working conditions play a key role in the rate which organisations recruit. DeCenzo & Robbins, (2010 p.134) allude that working conditions and salary and benefit packages also influence turnover and, therefore determine the need for future recruiting. SBC schools are no exception to these factors. The smaller of the two primary schools seems to be stable in terms of turnover while MAPS the bigger of the two has more regular staff movement. Each of these schools is affected in its own way by the situations that prevail in them. The competition from the government presents a challenge for the SBC. The

government offers permanent and pensionable conditions thus it is better for contract teachers in SBC to join the government.

Selection precisely starts when applications have been received and the question of ‘which of the applicants will be chosen, by what process, and by whom?’ is critical in human resource management (Berman E. M., Bowman, West, & Van Wart, 2016). The success of this process is determined by recruitment process. Selection is also the process of picking persons who are qualified to fill current or anticipated job openings from a pool of applications (Snell & Morris, 2019). This definition purports that only qualified people from the pool of applicants can be picked for possible job appointments. This is not a haphazard process where people are just picked from the looks and details on their Curriculum Vitae but a qualifying process is followed. This process is followed by all organisations including the SBC schools.

2.3. The Selection Process

The selection process is summarised by the following stages: Screening, Job Interviews, Post – Interview Screening, Pre-employment tests, Reaching a Selection Decision and Appointment (Snell & Morris, 2019). These are generic procedures that are followed when selection of employees is done. For the SBC schools, it is more of a labour requirement to follow the correct procedure of recruitment and selection. This is especially critical when an expatriate has to be appointed.

2.4. Screening

Screening entails checking whether the incumbent has the right and authentic qualifications and credentials needed for the job. Initial screening is done through the applicants' resumes or Internet check to determine credentials or phone or video calls and application form analysis. This process helps determine that the right people applied for the job and only those would then be considered for further selection criteria. There is no determination by the researcher on the current practice in SBC but this matter shall be investigated when data is collected.

2.5. Job Interviews

These are one on one conference meetings held by the prospective employers and the job applicants. Snell & Morris, (2019 p.212) say that, "Even though they are plagued by subjectivity and have shown to be poor predictors of performance, employment interviews are almost always utilized in the selection process." Among selection methods, structured interviews are often the favoured method of hiring but it is worth noting that these structured interviews involve a great deal of work (Brunt , 2016). This is also the most practised selection criteria used globally because this is a practical discussion where the interviewers can assess the prospective employees' public relations. Job interviews were done in SBC schools and there was no appointment done in the school without a formal interview conducted.

2.6. Post – Interview Screening

According to Snell & Morris, (2019) “After a candidate has been interviewed and appears to be a good potential new hire, information about the person’s previous employment as well as other information provided by the applicant is investigated.” At this stage the referees are contacted to submit testimonials and other previous job references are investigated. This process seeks to know better of the candidate who may have done well in the interviews. The checks also include background checks and criminal records so that the true being is exposed before appointment. The SBC schools did a post – interview screening because the board needed to check on the candidate’s Christian background and to which denomination they belong if the same was not Adventist.

2.7. Pre-employment tests

This stage basically seeks to know the practical knowledge the candidate has against both experience and what the organisation requires that the new employee should know. The tests are conducted in order to gauge the entry knowledge of an employee (Snell & Morris, 2019). Although research has shown that many organisations do not conduct these pre-employment tests it is clear that these tests can be very useful in determining and placing the new appointee at the right level and training and orientation starts at the right stage. SBC schools do not conduct pre-employment tests because these are standardised procedures and can cost a great deal of money. The other reason is that in a school setup what is critical is qualifications and experience.

2.8. Reaching a Selection Decision and Appointment

When all the screening procedures are followed the last stage is appointment of the employee. Once relevant information has been gathered about multiple applicants, the interviewers have to thoroughly organize and evaluate it (Snell & Morris, 2019). Considering that there is not one but a number of interviewees who reach this stage thorough analysis of the information is done to ensure that the best candidate is selected. All employers are inclined to pick on someone who knows the job already to reduce costs of induction and training. In SBC, when this stage has been done the selected employees is subjected to the final scrutiny of the school board. It is the board that approves all teacher appointments after recommendations from the school administration.

2.9. Employer Brand

Every organisation has its brand that is used for marketing and service provision. Organisations are known best by the brand or product they have and the quality of service they provide. The brand has a great influence on how the organisation recruits and selects new employees. In the education sector school ethos form part of their branding. Walker (2007: 44) in (Armstrong & Taylor, Armstrong's handbook of human resource management practice: 13th Ed, 2014) define employer brand as 'a set of characteristics and qualities – often immaterial – that make an organization unique, promise a certain kind of employment experience and entreaty people who will prosper and perform their best in its culture'. The common brand for Adventist Schools is their pride in Adventist Education Philosophy which most Christians believe to make meaning

in the lives of learners. Adventist Education is a unique brand in Education because of its philosophy of aligning all forms of knowledge to the knowledge of God.

The recruitment of teachers in Adventist schools is not haphazard but it follows very clear rules. Any teacher to be hired should be an Adventist. If such is not the case then the case is referred to the Union Conference office for approval. Being Adventist makes one more eligible for consideration. In very scarce situations teachers are employed when they are not Adventist but sober habits are critical. Modesty in dress and no makeup for women is a trademark for Adventist lady teachers. The people who are recommended should be of such a calibre that they represent the beliefs of the church.

2.10. Training and Development

As teachers perform their duties on a day to day basis there are new policies and programmes that the school may introduce in the school. These programmes need teachers to be taught how to implement and use them in the teaching and learning process. This leads to the notion Training and Development of teachers in the schools. This is a critical aspect of Human Resource Management because this how the performance of the school sustained. As a fact knowledge is not static hence learning cannot be stagnant also. Training and development of teachers and other administrative staff becomes inevitable in schools. In this section one would like to discuss the differences between training and development. The significance of the two also need to be investigated.

2.11. What is Training?

According to Mathis, Jackson , Meglich, & Valentine, (2017 p.282) “Training is the process whereby people acquire capabilities to perform jobs. It provides employees with specific, identifiable knowledge and skills for use in their present jobs.” This indicates the short term aspect of training. Lussier & Hendon, (2019) further allude that training is mainly intended to be put to immediate use by the individual being trained. Training is mostly concerned with the current job performance and how best things can be done better currently. Teachers need this constant training in many new educational developments that hit the education fraternity more often than can be imagined.

The process of training is not a rule of thumb process. Administrators should keep a close eye on their organisation’s goals and plans and position their training accordingly (Snell & Morris, 2019). An analysis of performance levels of the organisation need to be made and the performance gaps discovered will then be filled in through staff training. Training is the effort to increase the knowledge, skills, and aptitudes of personnel and administrators so that they can better do their jobs (Berman E. M., Bowman, West, & Van Wart, 2016). The system at SBC has traditional staff retreats every year where teachers and all other members of staff are taken out for a training programme over a weekend. This training is mainly a church Spiritual enrichment programme that seeks to develop the spirituality of the church workers. It runs contrary to the expected Human Resource Management Standard. SOUTHERN AFRICA UNION CONFERENCE (2013), alludes that “Teachers are encouraged to improve their teaching skills by taking in-service or other short courses as these can be co-ordinated with the school programme.” This underscores the fact that training for job performance is done but the

success of the training need to be checked through teacher responses and the administrators' comments on the issues.

2.12. Development

Development takes a more projected focus on learning. It is usually done for leadership development in organisations. Development involves efforts to improve employees' capabilities to handle a selection of assignments and to nurture their competences beyond those required by the current job (Mathis et al (2017). It is futuristic in that its aim is to prepare the employee for work development in the future. It is more of capacity building than solving the current performance gaps. The SBC schools have a programme for church employees to develop themselves by doing professional development courses in the field of expertise. This is supported by the opportunities for development offered to denominational workers who have Book and Equipment Allowance that is meant to cushion self-development plans for teachers under the denomination worker status.

In the development process, careers of individuals may also progress and shift to new or different focuses (Mathis et al, (2017). In view of this, it is clear that development serves a dual function of developing the individual and the organisation. The individual gains personal career development and the organisation benefits from the skills the individual apply as they perform job function. It is for this reason that organisations spend money developing employees. The SBC supports all church employees who take the initiative to go for further studies. Contract workers who are not entitled to book and equipment allowances only have the benefit of being granted permission to go for examination and apply for paid leave.

There is a close link between learning and development and it is believed that lifelong learning and development are necessary and desirable for all organisations although the focus is directed to individual (Mathis, Jackson , Meglich, & Valentine, 2017). The aim of development is to allow those individuals who are willing or those with potential to excel in education and their learning benefits the organisation. The SBC does not provide for fully sponsored further studies but have a full support for teachers who choose to develop themselves at their own expense in terms of leave for examinations.

2.13. Training and Development

Well organised training and development are investments, not expenditures, because they pay for themselves through competitive advantage and increased performance of employees (Lussier & Hendon, 2019). In essence there is a difference between training and development. Training is more concerned with meeting current job demands while development is more futuristic and aims at leadership development. Development is concerned with organisational goals while training focuses on immediate job performance. Employees are trained to provide them with the knowledge, skills, and abilities that they can put to immediate use while employee development teaches our workers skills at those tasks that they will need to know to move into higher level jobs (Lussier & Hendon, 2019). In the SBC setup there was evidence of staff training but the development thrust is left for individuals who are motivated to go back to school for further studies.

According to Armstrong & Taylor (2014 p.310) “The purpose of the training should be clearly defined in terms of the behaviour required as a result of training. The focus of the training should be to develop transferable skills.” This training focuses on analysis of

needs at any level of the organisation but development may target specific positions and people in the organisation for future organisational needs. In the SBC schools there were workshops that were generally meant to develop teachers' skills in daily job performance. The essence of development was barely emphasised. This created leadership gaps and appreciation of organisational development is low. It also seemed there was a vast level of stagnation of teachers in terms of professional development. The researcher tried to investigate views of teachers on personal development.

2.14. Performance Management

One key aspects of Human Resource Management is Performance Management where the management and leadership of the organisation is highly concerned with the performance of the workers. It is significant for leaders and administrators to get the greatest performance from their staff in terms of levels of production and value of production. According to (Foot , Hook , & Jenkins, 2016) "The performance management process is concerned with getting the best performance from the individual but goes further in that it also aims to get the best performance from the team and from the organisation as a whole." The aim of management in the organisation is to ensure that workers perform at their highest ability. Performance management in this case becomes an art of assigning work to people, training them and equip them with skill then monitoring how the whole team of workers produces the required products. The researcher sought to determine in this research how the management of SBC schools engaged in managing performance of the workers.

2.15. Aims of Performance Management

Performance management is a means of attaining required outcomes by making the means available for individual workers to perform as expected within an established outline of planned goals, standards and competency requirements (Armstrong & Taylor, Armstrong's handbook of human resource management practice: 13th Ed, 2014). It is aimed at developing the capacity of workers to reach and surpass what is expected of them and to accomplish full potential in order to benefit themselves together with the organization. Performance management seeks to ensure that workers are always aligned with organisational development plans and goals. Another aim of Performance Management is to ensure that the individual has clarity as what is expected of them in line with the goals of the organisation. According to Armstrong & Taylor (2014 p.336) "Performance management provides the foundation for self-development but, significantly, it is also about ensuring that the backing up and leadership people need to develop and improve are readily available." These aims of performance management aims apply to the management of SBC schools fully. Teachers and the administrative staff of the schools need to be aligned to the goals of the schools, mission and vision of the schools in order to allow for development and attainment of the schools' mandates. This is, however one grey area that the research shall delve more into in order to determine whether the teachers are in line with the mission and vision of the school and if so what results do the schools attain to prove that.

2.16. The Performance Cycle

Worker performance is not a rule of thumb process where results are demanded without a plan to achieve those results. A plan of action needs to be in place in the organisation

that shall guide how the employees shall discharge their duties. The processes of performance include planning, managing performance, performance reviews, performance assessment recording the agreement and review (Armstrong & Taylor, Armstrong's handbook of human resource management practice: 13th Ed, 2014). This cycle aims at ensuring that performance standards are organisationally determined and not individually crafted to meet personal inclinations and preferences.

Planning involves determination of performance agreements, goals and KRAs (Key Result Areas) which will guide what has to be monitored and how the monitoring is done. Managing performance involves the activities that management engages in to guide and monitor how the agreed goals and KRAs are performed. This is the stage where line managers take charge on a daily basis to ensure work is done according to agreed guidelines. The third stage is the monitoring phase where management seeks to keep track of performance throughout the year. The details and performance gaps are discovered and fixed throughout the year. The last stage is the review phase where management evaluates worker performance against the plan and the overall organisational output at the end of a specified tenure.

In the SBC schools there were no defined KRAs to guide the teachers and this obviously is a cause for concern because teachers are performance by their own definitions and goals. The cycle of performance does not vividly exist which implies that some goals and mandates fall between cracks and possibilities of derailing from school mission and vision cannot be ruled out. The researcher sought to give advice on the vitality of having a performance management tool that puts controls on how the teachers perform.

2.17. Role of Line Management in Performance

Performance management involves mainly the immediate supervisors or line managers who directly supervise small teams or groups or departments. In the education sector these line managers include Head of Departments or Subject Coordinators. They are responsible for curriculum supervision and any documentation as may be required by the system. It is a mistake to run Performance Appraisal system organised by top management and Human Resource managers without the involvement of line managers (Foot , Hook , & Jenkins, 2016). Armstrong (1994) in (Foot , Hook , & Jenkins, 2016) also purports that, performance management is ‘a process which is designed to improve organisational, team and individual performance and which is owned and driven by line managers’. This definition implies that performance in organisations is monitored by line managers and in this case these are senior teachers and Heads of Department. In this case it was clear that line management was critical in performance management.

A summary of roles for Line Managers described by (Foot , Hook , & Jenkins, 2016) puts it clear that they:

- know and understand what is expected of them,
- have the skills necessary to deliver on these expectations,
- are supported by the organisation to develop the capacity to meet these expectations,
- are given feedback on performance,
- Have the opportunity to discuss and contribute to individual and team aims and objectives.

These functions of line managers indicate that they are responsible for performance of people that are under them and they give appropriate feedback to top management and HR management. This monitoring process is critical to performance management. SBC school management system does not have an intensive performance appraisal system that seek to produce results of high quality. There are the traditional class visitations by HODs and top management which just seek to perform more of a procedure than monitoring performance. The researcher investigated the effectiveness of the schools' performance appraisal system and come up with recommendations for action. The Work Policy of the Church did not recommend any performance management system.

2.18. The impact of performance management on performance

The general expectation is that performance management should seek to improve the quality of work or production in the organisation. According to Armstrong & Taylor (2014 p.346) "Effective performance management ensures that individual goals are aligned with organizational goals, so that key performance indicators for employees are linked to those of the organization, and the contribution people can make to organizational performance is therefore defined." The organisation cannot have alienated goals while individual employees have their goals which in direct contrast to the aims of the organisation. If it is well planned Performance Management can be the kingpin to organisational performance. The absence of a well organised performance monitoring system in the organisation leads to poor outcomes and the employees will have little vision of where the organisation wants to go. In SBC, there was no clearly defined performance monitoring plan from the school board to ensure that all teachers follow the standards of performance.

Jones *et al* (1995) in (Armstrong & Taylor, Armstrong's handbook of human resource management practice: 13th Ed, 2014) summarise the purpose of Performance Management as follows:

- i. communicate a shared vision throughout the organization to help to establish and support appropriate leadership and management styles;*
- ii. define individual requirements and expectation of all employees in terms of the inputs and outputs expected from them thus reducing confusion and ambiguity;*
- iii. provide a framework and environment for teams to develop and succeed;*
- iv. provide the climate and systems which support reward and communicate how people and the organization can achieve improved performance;*
- v. Help people manage ambiguity.*

This outline of the purposes for performance management indicates the vitality of providing a well-defined performance management plan for the organisation. The researcher investigated and submitted any shortfalls to performance that were caused by poor performance management systems and suggested ways to manage teacher performance in the SBC schools.

2.19. Compensation

Compensation is the aggregate of an employee's remuneration and benefits. All organisations that have human resources will always have to compensate workers and this influences to a very great extent the perceptions of workers as to the relationship between employees and employers. Lussier & Hendon (2019) purports that

Compensation affects both the attraction and retention of employees. Employee movement in the organisation is determined by the reward system and how competitive the system can be. The one thing that is clear and rigid is the Adventist Wage factor which is used to determine the how much a person can get as pay or summation of benefits. The SBC wage factor is dependent in the General Conference Working Policy and has not been contingently reviewed to suit the Botswana situation. Unlike the SOUTHERN AFRICA UNION CONFERENCE (2013) which states that, 'Salaries are to be paid in accordance with the union schedule' the SBC uses the GC wage factor for contract and church workers.

2.20. Types of Compensation

Lussier & Hendon (2019) outlines four basic types of compensation which are; basic pay, wage and salary add-ons, incentive pay and benefits. Basic pay is a salary that one gets paid before any add – ons. Over and above the basic wages or salaries one can be offered additions to the salary like over time calculations, travel and subsistence. There are also incentives paid for high performance or such incentives as annual bonuses constitute incentive pay. There are also benefits like medical aid, annual leave and transport allowances which employees may be entitled to. SBC teachers are paid according to their contract of employment. Those who are church workers are entitled to medical aid, book and equipment allowance, housing allowances while those on three year contracts only have a meagre transport allowance. This is a sore situation and the researcher would try to establish how such discrepancies were allowed in the system.

2.21. Reward Strategy

According to Armstrong & Taylor (2014 p.359) "Reward strategy provides the drive for reward system design and operation in order to achieve three major objectives: performance, competitiveness and fairness." Organisational performance, competitiveness and fairness are the three issues that looked into when organisations work out reward strategies. Lapses in these matters become root causes of conflict and low motivation and performance. Trevor (2011: 8) quoted by Armstrong & Taylor (2014) says, strategic reward is a "means of enhancing company performance and securing competitive advantage, through the alignment of pay strategies, systems, practices and processes to the organisational strategy." People have to be paid what is their worth and to the level of competitive advantage in national, international or global organisational markets. The SBC wage factor should be pegged in line the levels of competitor private schools in order o attract the best teachers in the teacher job market.

2.22. Chapter Summary

The Human Resource Management process is a critical function in the development and performance of any organisation. This is the process described as management of people in organisations and it entails all issues that affect workers in the workplace. HRM can also be summarised as the heartbeat of the organisation which implies that human resources are vital for organisational performance. All its processes are critical and have o be followed. The recruitment process, selecting, interviewing, appointing and induction of people are done in order to ensure that the right people are hired. The SBC Schools also follow this process precisely. Other functions of HRM like performance management are not as precisely define in the SBC schools and it seems

there are issues that need to be investigated to that effect. The compensation criteria is too generic and hinged on the General Conference Working Policy and Wage factor which seems to present grand challenges for the teachers. The two tire system of employment where there are church employees (denominational workers) and contract workers (school hired) is another HR grey area. The job functions are the same and the salary grades the same but the Church workers receive substantial amounts of Housing allowances, medical aid, Book and equipment allowance and Study leave. These are some of the issues that the researcher seeks to address.

CHAPTER 3

3. RESEARCH METHODOLOGY

3.1. Introduction

The success of any research is anchored on the design appropriateness and the tools used to collect data from the sample population. There are several paradigms that researchers use or prefer to use during research. They can use quantitative research, qualitative research, and mixed research. Quantitative research is more statistical in nature where figures play a significant role in determining the results found in research. The qualitative research is more factual in nature and is concerned with the collection of

non-numerical data such as words and pictures. The mixed approach tries to fuse the other two approaches so to come up with a more balanced approach to research.

Each of the three approaches have strengths and weaknesses. In this particular research the inclination was more on qualitative paradigm because its whole structure and focus is on people and how they are managed in SBC. The researcher aimed at collecting data that is original from source then analyse the same to come up with themes that guide Human Resource Management in SBC and issues of good practice and concern were unpacked.

The thrust of this chapter was to discuss the data collection process and procedures for this particular research. Being a qualitative oriented research, the researcher discussed the rationale for interviews, Questionnaires, Observations and Records Analysis. This is a case study of two Adventist Schools in Botswana run by SBC thus sampling mainly focused on the administrators of the two schools. The process of sampling is discussed in more detail further in the chapter

3.2. Research Paradigms

The researcher's worldview informs the way he/she carries out research. There are four basic worldviews or paradigms which inform the way researchers do research. Worldviews arise on basis of discipline orientations, students' advisors/mentors inclinations, and past research experiences. The types of beliefs held by individual researchers based on these factors will often lead to embracing a qualitative, quantitative, or mixed methods approach in their research (Creswell J. W., 2012). These are: postpositivism, constructivism, transformative, and pragmatism.

3.2.1. Postpositivism Worldview

The postpositivist assumptions have represented the old-style form of research, and these traditions hold true more for quantitative research than qualitative research. This worldview is also known as the Scientific Method. To engage in the scientific method, we need to organize the process we use to acquire knowledge in six distinct steps and these are Identify a problem, Develop a research plan, Conduct the study, Analyse and evaluate the data, Communicate the results and Generate more new ideas (Privitera & Ahlgrim-Delzell, 2019). The postpositivism also seeks the application statistical means of data analysis. Postpositivists hold a deterministic philosophy in which causes (probably) determine effects or outcomes. The scientific method emphasizes the notion of establishing a theoretical framework which works as a guide to data collection. The researcher in this case was not influenced by the postpositivism worldview.

3.2.2. Constructivism Worldview

According to Creswell J. W., (2012, p. 23), " Constructivism or social constructivism (often combined with interpretivism) is such a perspective, and it is typically seen as an approach to qualitative research." It is driven by opinions of the respondents in the research. Social constructivists believe that individuals seek understanding of the world in which they live and work. Individuals develop subjective meanings of their experiences – meanings directed toward certain objects or things (Creswell J. W., 2012). The goal of research in this worldview is mainly guided by views of participants in the research area. This is the worldview that influenced the researcher to embark on finding out the challenges affecting SBC schools' Human Resource Management

system. The researcher used the varied ideas and views of the participants to come up with ideas or themes to guide in drawing conclusions. The instruments used in collecting data were open – ended to allow for personal experiences and views to be explored.

One key assumption of the constructivism world view is that human beings construct meanings as they engage with the world they are interpreting. The Constructivist paradigm assumes that human behaviour is bound to the context in which it occurs, and cannot be reduced to generalized laws that apply to all situations as is the case for findings in the physical sciences (Kornuta & Germaine, 2019). Personal perspective was key to the researcher as he investigated challenges in HRM in SBC schools. Another assumption is that humans engage with their world and make sense of it based on their historical and social perspectives—we are all born into a world of meaning bestowed upon us by our culture (Creswell J. W., 2013). Thus, the qualitative researcher sought to understand the context or setting of the participants through visiting this context and gathering information personally. As principal or HOD of the school the researcher assumed that the participants have an established meaning of the school systems and have a historical experience of the HRM in the Schools.

3.2.3. Transformative Worldview

This philosophical worldview focuses on the needs of groups and individuals in our society that may be marginalized or disenfranchised. Therefore, theoretical perspectives may be integrated with the philosophical assumptions that construct a picture of the issues being examined, the people to be studied, and the changes that are needed,

such as feminist perspectives, racialised discourses, critical theory, queer theory, and disability theory (Creswell J. W., 2012). The research in this worldview focuses on inequities based on gender, race, ethnicity, disability, sexual orientation, and socioeconomic class that result in asymmetric power relationships. The researcher did not follow this worldview for the reason that the HRM systems in SBC has no groups that may feel marginalized.

3.2.4. Pragmatism Worldview

Pragmatism derives from the work of Peirce, James, Mead, and Dewey (Cherryholmes, 1992) (Creswell J. W., 2012). This paradigm influences the mixed methods research design. Researchers have a choice of how they would carry out research. Pragmatists do not see the world as an absolute unity just as mixed methods researchers look to many approaches for collecting and analysing data rather than subscribing to only one way. The researcher did not use the mixed methods approach because he wanted deep responses based on experiences from the participants. The preferred approach to collect data based on experiences could be guaranteed through qualitative research approach.

3.3. Research Approaches

Researchers do researches for different purposes and in different setups that is why their approaches are different as well. A research approach is influenced by a paradigm

which is a worldview or perception about research held by a group or community of researchers that is founded on a set of common assumptions, thoughts, principles, and practices (Johnson & Christensen, 2014). There are three basic research approaches which are Quantitative Approach, Qualitative Approach and the Mixed Research Approach.

3.4.1. Quantitative Approach

The quantitative approach summarises results numerically and draws on a principle of scientific realism which postulates that there is a single reality that can be described by numbers (Lodico, Spaulding, & Voegtle, 2010). Quantitative researches are either experimental or non – experimental by design where the experimental paradigm is designed to determine cause – effect relationships. According to Lodico, Spaulding, & Voegtle (2010 p.24) “Non – experimental research uses numbers to describe pre-existing groups or to determine whether a relationship exists between variables.” Quantitative research is a type of research in which the researcher ‘studies a situation that calls for clarification about variables; decides what to study; asks specific, narrow questions; collects quantifiable data from participants; analyses these numbers using statistics and graphs; and conducts the inquiry in an unbiased, objective manner’ (Plano Clark & Creswell, Understanding Research: A Consumer Guide, 2015). Data interpretation is basically done through statistical means where information is quantified and analysed to come up with a determination. This case study does not fall under the quantitative approach and its interpretation of the data was not statistical.

3.4.2. Qualitative Research Approach

The second is the Qualitative Approach where the researcher studies 'a problem that calls for an exploration of a phenomenon; relies on the views of participants; asks broad, general questions; collects data consisting largely of words (or text) from participants; describes and analyses these words for themes; and conducts the inquiry in a subjective and reflexive manner' (Plano Clark & Creswell, *Understanding Research: A Consumer Guide*, 2015).

Qualitative research, refers to the meanings, concepts, definitions, characteristics, metaphors, symbols, and descriptions of things (Lune & Berg, 2017). Specifically, it is a method for examining phenomena, predominantly using "words" for data (Edmonds & Kennedy, 2017). In this paradigm the thrust is analysing concepts in a real situation to bring out the world view of a phenomenon. Qualitative research is premised on the concept that there is not one absolute truth. Qualitative approaches assemble the evidence from whatever source is relevant and identify patterns and order and use inductive reasoning to suggest what the causes are (Newby, 2014). Themes of opinion and perceptions are drawn during data collection then deductions are made to submit a conclusive view or perception that the researcher can then communicate as information.

The types of Qualitative research include Narrative Inquiry which is the study of the ways in which humans understand the world through investigation of both the individual and societal stories that they tell, Phenomenological Research which is the study of daily, lived practices and the implications that people make from them, Ethnography which entails the science of writing about tribes or writing about cultural groups and

Case Study Research which is a form of qualitative research that seeks to determine meaning, to examine practices, and to gain insight into and in – depth understanding of an individual, group, or situation. Of these four designs the researcher used the Case Study to gain insight into issues of HRM in the SBC Schools.

3.4.2.1. Characteristics of Qualitative Research

Qualitative Researches have the following characteristics as summarised by Lodico, Spaulding, & Voegtle (2010):

- *Studies are carried out in realistic situations.*
- *Researchers ask extensive research questions planned to discover, deduce, or appreciate the social context.*
- *Participants are usually carefully chosen through non-random means centred on whether the individuals have data vital to the questions being asked.*
- *Data collection methods involve approaches such as observation and interviews that bring the researcher into close interaction with the participants.*
- *The researcher is likely to take a collaborative role through which she or he gets to discern the participants and the social setting in which they live.*
- *Suppositions are formed after the researcher initiates data gathering and are modified during the study as new data are collected and analysed.*
- *The study reports data in a descriptive (using words rather than numbers) form.*

In this research the researcher used predominantly the Qualitative Paradigm where interviews were conducted with the school management. This was in an attempt to investigate challenges that the system is facing in Human resource management in the schools. This approach was preferred more than the Quantitative method which is more statistical because the research's prime goal was to investigate the issues of Human resource management in Adventist Schools. Bound by the Qualitative research

approach the researcher used interviews, questionnaires and records analysis to come up with themes and challenges observable or deduced.

3.4.2.2. Rationale for Qualitative Research

The choice for the qualitative research approach was deliberate considering the merits of the approach. Discussed below are some of the merits.

- a. The approach uses a wide and deep angle lens in investigating human choice and conduct or behaviour as it happens naturally in all of its detail (Johnson & Christensen, 2014). The likely outcome from qualitative research is that which is authentic and legit because it is either observed or founded on interviews, records analysis or questionnaires. This allows for real life and unaltered data from the population samples.
- b. In qualitative research, different groups are said to build their diverse truths or viewpoints, and these social constructions, commonly, influence how they “see” or comprehend their worlds, what is seen as normal and abnormal, and how they should act (Johnson & Christensen, 2014). The SBC organisation has its own way of running its schools following given procedures and policies as the GC provides. Qualitative research in this instance a clear advantage of being specific to the group under scrutiny.
- c. Qualitative research seeks to appreciate a phenomenon by concentrating on the entire picture rather than breaking it down into variables. According to (Ary, Jacobs , & Sorensen, 2010), “The goal is a holistic picture and depth of understanding rather than a numeric analysis of data.” The researcher sought to gain a deeper understanding of SBC hence the choice of a qualitative approach

3.4.3. Mixed Approach

The third is a mixture of the first two and is described as Mixed Research Approach where ‘the researcher uses a mixture or combination of quantitative and qualitative methods, approaches, or concepts in a single research study or in a set of related studies’ (Johnson & Christensen, 2014). The assumption of mixed Paradigm is that there is not one way to determine true knowledge. Researchers who use this paradigm use both statistical analysis of data and descriptive analysis of data. Researcher who prefer the Mixed Approach assume that one can come situations in a single research where both qualitative and quantitative approach may be used separately in the research to establish a better discovery or judgement of a phenomenon.

3.5. Research Design: Case Study

The study is a case of two schools were pseudo Church School and Beautiful Meadows Primary school. Lune & Berg (2017) quote Hagan (2006, p. 240) who simply defines the case study method as “in-depth, qualitative studies of one or a few illustrative cases.” This definition puts emphasis on the quantities of cases under study to be few or just one and it also brings in the factor of depth of the study to be deep and detailed. Cohen, Manion, & Morrison (2018) quotes (Tight, 2010, p. 337) who says that it is the ‘detailed examination of a small sample’ and an in-depth investigation of a specific, real-life ‘project, policy, institution, program or system’ from multiple perspectives in order to catch its ‘complexity and uniqueness.’ This definition adds the dimension of reality, uniqueness and complexity of the study. A case study can thus be viewed as a study of specific situation in a real life setup to come up with unique characteristics of the case.

According to Edmonds & Kennedy (2017 p.152) “Ethnography is an approach that was developed to describe cultures; this includes any culture that shares group characteristics such as values, beliefs, or ideas.” A case study is classified under ethnography. This research was also under ethnography because the researcher had a specific objective of investigating the Human Resource Management challenges in the SBC run primary schools.

Case studies begin with the identification of a problem or an idea which informs the research design. After the design the researcher does the data collection where appropriate tools are used and the data is analysed to draw themes. Data analysis leads to reflections or evaluation of the findings. This leads to formulation of a grounded theory. This linear process makes case studies easy to conduct although cases of biases are common because of the relationship between the researcher and the case. The researcher in this particular case is employed in the organisation being studied but felt that it suffices to investigate problems faced by school administrators in line with Human Resource Management.

This research was a case study of schools run by SBC as regards their human resource management. The specific issues that were unearthed specifically applied to the specific schools and not any other organisation. Denscombe (2014 p.54 - 7) in Cohen, Manion, & Morrison (2018) comments that, “case studies are characterized by: in-depth study of one setting; a focus on processes, interactions and relationships; holism; a concern for the particular; multiple methods of data collection; and focus on natural settings.” It is on account of these tenets of case studies that the researcher chose to use the design as the key one to this research.

3.6. Population

A population can be identified as any group of interest. A population is specifically a group that a researcher is interested in answering a question about (Privitera & Ahlgrim-Dezell, 2019). Population can be described as the sum of individuals found in a specified location. For purposes of research population is a group of interest which the researcher identifies as able to answer the research questions or solve a research problem. In the case of this research which is a case study, the researcher had a limited population of employees of SBC Schools. For purposes of this study the researcher only needed those employees who are involved in Human Resource Management in the schools and these were the HODs, Business Manager and the Principals.

3.7. Sampling Procedures

It is usually impractical to study an entire population, so researchers draw a sample, study it, and infer that what is true of the sample is probably also true of the population (Patten & Newhart, 2018). It was not necessary that the researcher in this study would involve all the teachers in the two Adventist institutions because all the data needed could be collected from the Administration Committee which comprises of the Principal, Deputy Principal, Business manager and the four HODs.

There are two basic sampling methods that researchers use to select a sample population from the wider population which are probability sampling and purposive sampling. Both methods strengthen research integrity – probability sampling by accurately representing the population under study and purposive selection by allowing researchers to gather rich data from knowledgeable or informative participants for deeper understanding of a phenomenon (Hesse - Biber & Johnson , 2015). The

researcher knew the administrators of the schools so there was no need for sampling given their small numbers.

3.7.1. Purposive Sampling

In view of the nature of the study there was no rationale for random sampling because the participants were already determined by the positions they held in the schools and their influence on HRM. All the information needed could be obtained mainly from members of the management teams (ADCOM) Administration Committees of the two schools. Purposive sampling aimed at optimising data quality and relevance (Howitt, 2016). There was no need for the researcher in this study to sample whole staff of the two schools including general teaching staff who would not be in a position to submit meaningful and reliable data on HRM issues in the schools.

3.8. Instrumentation

The success of a research study is highly influenced by the quality of data collection techniques. The instruments used to collect data determine the data quality and how useful the data can be in addressing the research questions. Understanding how researchers collect their data is important because the strength and quality of the study depend on the appropriateness and quality of the measure used to collect the data (Privitera & Ahlgrim-Delzell, 2019). This is where the garbage in garbage out principle applies. The choice of instruments for data collection is critical for the success of the research. Data collection tools that researchers can use include interviews, questionnaires, observations, record analysis and tests. For purposes of this study the researcher used interviews and open ended questionnaires. Documents were intended

to be used but the researcher was not allowed to analyse them for confidentiality purposes.

Singh (2006) summarises the reasons for data collection as follows:

3.8.1. *Collection of data is very essential in any educational research to provide a solid foundation for it.*

3.8.2. *It is something like the raw material that is used in the production of data. Quality of data determines the quality of research.*

3.8.3. *It provides a definite direction and definite answer to a research inquiry.*

3.8.4. *The data are needed to substantiate the various arguments in research findings.*

3.8.5. *The main purpose of data collection is to verify the hypotheses.*

3.8.6. *Statistical data are used in two basic problems of any investigation:*

3.8.6.1. *Estimation of population parameters, which helps in drawing generalization.*

3.8.6.2. *The hypotheses of any investigation are tested by data collection procedure.*

3.8.6.3. *The qualitative data are used to find out the facts and quantitative data are employed to formulate new theory or principles.*

3.8.6.4. *Data are also employed to ascertain the effectiveness of new device for its practical utility.*

3.8.6.5. *Data are necessary to provide the solution of the problem.*

(Singh , 2006)

It is thus clear that the quality of research is hinged on the quality of data collection procedures, the instruments used and the quality of the instruments. In this particular research the researcher shall use interviews and questionnaires. Five basic steps shall be followed as summarised by (Creswell J. W., 2012) as follows: Identification of

participants; gaining access to the participants; determination of information needed; Designing of instruments and Administration of data collection. Interviews shall be conducted with school principals. Questionnaires were used with Heads of Departments and or Senior teachers in schools.

3.9. Interviews

One method of qualitative data collection is interviewing research participants. This is the main data collection method that the researcher used in this research to gather data from school administrators. Interviewing may be defined simply as a conversation with a purpose where by, specifically, the purpose is to gather information (Lune & Berg, 2017). This definition views the purposiveness of the conversation. Cohen, Manion, & Morrison (2018) describe an interview as ‘an interchange of views between two or more people on a topic of mutual interest which sees the centrality of human interaction for knowledge production, and emphasizes the social situatedness of research data.’ This is a more refined definition of what interviews entail. The thrust of an interview is to share views over a subject of common interest. The researcher in this study sought to investigate issues in Human Resource Management in Church Primary School and Beautiful Meadows Primary School.

Interviews enable participants, that is, interviewers and interviewees to discuss their interpretations of the world in which they live, and to express how they regard situations from their own point of view. It is for this reason that the researcher purposed to use interviews as the main data collection tool. The interview is a flexible tool for data collection, enabling multi-sensory channels to be used: verbal, non-verbal, seen, spoken and heard but with online interviews it is written (Cohen, Manion, & Morrison,

2018). Quoted in Cohen, Manion, & Morrison (2018), Hochschild (2009) notes that the interview can do what surveys cannot, which is to explore issues in depth, to see how and why people frame their ideas in the ways that they do, how and why they make connections between ideas, values, events, opinions and behaviours. As the employers of teachers, administrators of Church Primary School and Beautiful Meadows Primary School had their own views, values and opinions that needed to be explored to establish challenges of practice.

3.9.1. Types of Interviews

3.9.1.1. Quantitative interviews

These are the types of interviews where the interviewer reads out the questions and the interviewee responds with affirmative or disagreement answers or failure to respond with affirmation or negative. The interviewer records the scores on the interview protocol as the interview progresses. The objective of the quantitative interview is to standardise what is offered to the interviewees where standardisation is achieved when what is said to all interviewees is the same or as similar as possible (Johnson & Christensen, 2014). The main notion in these interviews is that quantitative researchers want to expose each participant to the same stimulus so that the results will be comparable. At the end of the data gathering process the data is analysed through statistical procedures. This is not the type of interview that the researcher used because the research was qualitative. If quantitative data collection means were used they may not have given valid information.

3.9.1.2. Qualitative Interviews

Qualitative interviews comprise of open-ended questions and provide qualitative data and these interviews are also called depth interviews because they can be used to attain in-depth information about a participant’s thoughts, beliefs, knowledge, reasoning, motivations, and feelings about a topic (Johnson & Christensen, 2014). Qualitative interviews are used for qualitative data collection because of the open – ended nature of the questions that seek personal judgements over a subject or topic. The researcher used the qualitative interviews in the data collection process so that different views and convictions would be recorded and any biases identified.

The interviewer listened intensely and became the source of comprehensive information. The interviewer was equipped with enquiries or stimuli to use when greater clearness or depth was required from the person being interviewed (Johnson & Christensen, 2014). This is critical in research because the researcher can get information beyond that he intended which would alter the thrust of the research or cause other researches to be carried out on issues raised by interviewees. The HRM issues in SBC schools may needed the researcher to gather information that would be used by the system to improve the current HRM practice. As interviews progressed policy issues were visited and personal convictions of management was heard and recommendations shall be forwarded to the institution authorities for consideration.

3.9.2. Advantages and Disadvantages of Interviews

Interview	Advantages	Disadvantages
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Structured interview	<ul style="list-style-type: none"> • Permits researcher to prompt interviewee by providing a set of example responses • Has the potential to be quick and easy to conduct • Specific data related directly to research topic is easy to obtain • Structured environment helps to reduce nervousness or fear 	<ul style="list-style-type: none"> • The researcher may generate bias by the communication style used to deliver questions or possible responses • There is limited opportunity for interviewees to go beyond the set questions unless prompted by researcher
Unstructured Interview	<ul style="list-style-type: none"> • Allows for interviewee to offer their own response without being influenced by set responses • Detailed information can be obtained • The relaxed structure supports interviewees to be open and honest • Allows the researcher to change focus as the interview progresses 	<ul style="list-style-type: none"> • Interviewees can go off topic when responding • Has the potential to go longer than the allocated time • May be difficult to report findings and compare data due to various responses from interviewees
Both	<ul style="list-style-type: none"> • Can be done face to face or over the phone • The researcher can ask further questions to gain more in-depth information • Interviewees can be given a sample of questions to prepare for the interview • Allows researcher to collect people's ideas, opinions, values and beliefs about a certain topic 	<ul style="list-style-type: none"> • Can be time consuming for both researcher and interviewee • Can be difficult to arrange a suitable place and time between researcher and interviewee • Usually results in small numbers of people interviewed due to time restrictions • Limited amount of data collected may not accurately reflect the views of the wider population

Adapted from Bordens & Abbott, (2014)

3.10. Questionnaires

To speed up the process of data collection questionnaires shall be used. The researcher shall use questionnaires for teacher samples because they constitute the greater number of the participants. Questionnaires offer benefits of standardized and open responses to a range of topics from a large sample or population. They can be cheap, reliable, valid, quick and easy to complete (Cohen, Manion, & Morrison, 2018).

Well organised and structured questionnaires are quite profitable in research. Structured questionnaires have the enormous advantage of being quick and easy to process (Howitt, 2016). For the advantage mentioned above the researcher used questionnaires in conjunction with interviews. The researcher used questionnaires to source information from the HODs in order to save time. The questionnaires were crafted in such a way that the HODs were required to put across their feelings and convictions on the HRM issues in the schools.

According to Bordens and Abbott, (2014 p.267) “The type of information gathered on a questionnaire depends on its purpose.” Questionnaires seek to gather information from participants regarding their views or understanding of a certain top. The researcher gathered information needed to answer the main and sub – research questions from the Heads of Departments and the Deputy Principals in the two schools under study. These questionnaires also helped gather data on the characteristics of the participants such as their gender, ages, qualifications and years of experience at work. All this was critical in the research because such data guided the researcher to analyse the standpoints and submissions of the participants.

3.11. Document Analysis

The researcher sought to review the current and past structure to calculate staff turnover for the past five years in both schools. He requested to review previous appraisals of teachers and analysed the comments made on how teachers practiced Adventism in teaching in to substantiate the reasoning behind the thrust to prefer Adventist teachers. Collecting documents can provide a researcher with a rich source of information (Johnson and Christensen, 2014). The information collected from

documents is original and very few biases. It should be noted however that this was subject to approval by the school authorities and management. These documents were critical in giving the researcher practically recorded issues pertaining Human Resource Performance. It is through these records that the researcher could ascertain Human Resource trends in the Adventist institutions. Another reason why the researcher needed to analyse the previous appraisal records was that some teachers left the school yet records of their Adventist teaching practice are still available. The supervisors in charge of these appraisals included the HODs, Deputy Principal and the School Principal. Unfortunately the researcher could not access the reports because they are confidential information and no employee, except one in charge could access them.

3.12. Trustworthiness

In qualitative research, the findings that emerged from the data analysis process should be accurate and credible representations of the gathered data and participants' experiences (Plano Clark & Creswell, 2015). Whatever study one undertakes, its credibility and trustworthiness is critical. The researcher in this research used the school management committee to gather authentic data that was grounded on their experiences. Further assurance was guaranteed by the school board Chairperson who affirmed having interest in the study for use to develop the HRM system. Basing on the notion that the participants are concerned over issues of HRM in the schools, the researcher has the conviction that the participants submitted their authentic experiences which makes the findings trustworthy.

3.12.1. Credibility

All research findings should be credible to stakeholders to the research and other researchers. Credibility refers to the extent to which a research account is believable and appropriate, with particular reference to the level of agreement between participants and the researcher (<https://methods.sagepub.com>, 2010). The participants wilfully consented to participate in the research and the responses they gave were all within their experiences in the SBC schools system. The researcher is also a work colleague with all the participants which meant that responses by participants were also within the researcher's experiences.

3.12.2. Transferability

The results of this research are only specific to SBC Schools hence the findings cannot be generalized to other institutions which are not affiliates of SBC schools. Transferability refers to the degree to which the results of qualitative research can be generalized or transferred to other contexts or settings (<https://www.qualityresearchinternational.com>, 2019). It may not be ruled out that the results of this research may apply to other context but being a case study the transferability of the findings can only be the responsibility of the one generalizing.

3.12.3. Dependability

The concept of dependability focuses on the capacity of research findings to be consistent even when carried out by another researcher under the same conditions. Dependability involves participants' evaluation of the findings, interpretation and recommendations of the study such that all are supported by the data as received from participants of the study (Moser & Korstjens , 2018). The findings of this research are

dependable on the basis that the researcher in this case study in the system and the responses of the participants are consistent with issues on the ground.

3.13. Ethical Considerations

Issues of ethical considerations are critical in any research that one can undertake. Participants should submit their consent in participating in the research and they should be protected from any harm that may occur during the time of the research. Ethics are the principles and guidelines that help us uphold the things we value. Consideration of research ethics is a necessary part of the development and implementation of any research study (Johnson & Christensen, 2014). Understanding ethical principles and procedures assists a researcher in preventing abuses that could occur and helps delineate his or her responsibilities as an investigator. The researcher ensured that the confidence of the participants is highly regarded and protected. Each of the participants were addressed alone and any of their concerns were addressed between the researcher and the participant. Their views were kept confidential and assurance was given that these views will be kept away from anyone who is not a part of the research together with other participants.

There are three basic approaches—deontology, ethical scepticism, and utilitarianism—that people tend to adopt when considering ethical issues in research. These are guiding principles that are used to judge how right or wrong an act is. According to Johnson & Christensen (2014), “The deontological approach takes the position that ethical issues must be judged on the basis of some universal code.” This means that judgement over the right or wrong of issues can be universalised, which means that there may be no contingent right or wrong. The researcher was bound by this principle of ethical judgement in

making sure that the participants were protected. The researcher did not apply an utilitarian principle, that is common good or the ethical scepticism which subscribe to the view that good or bad has a cultural or environmental denotation.

3.14. Data management and analysis

This was a qualitative case study and the research dealt with primary data from the participants. Each of their responses were in their personal handwriting. The Interview guides were labelled with codes that would assist the researcher identify the positions of the respondents, that is, to determine from a glance whether they were HODs, Business manager or principals. All these guides were confidentially kept in a file for analysis. According to Creswell (2012, p. 245) “Researchers typically develop a log to keep a record of documents collected for analysis in a qualitative study”. This was not such a difficult task since the research participants were not many. The oral interviews were transcribed by the researcher to come up with a written report that would be analysed to come up with themes to assist in the drawing of conclusions.

All the collected data were put together into tables according the questions asked. This is a tedious process. Data analysis in qualitative research is a long and tough process because typically the researcher faces substantial amounts of field notes, interview transcripts, audio recordings, video data, reflections, or information from documents, all of which must be examined and interpreted (Ary, Jacobs , & Sorense, 2010). The analysis involved reducing the bulk of the reports to identify patterns or themes that lead to conclusions. The researcher analysed all the interviews and questionnaires to come up with clear patterns that were reported as challenges in the SBC schools’ HRM

systems. All qualitative analysis involves attempts to understand the phenomenon under study, blend information and explain relationships, theorize about how and why the relationships appear as they do, and reconnect the new knowledge with what is already known (Ary, Jacobs , & Sorensen, 2010). To determine the challenges faced in HRM by SBC schools all the responses were analysed and linked to possible challenges already known in general HRM practice.

3.15. Chapter Summary

The thrust of this chapter was to unpack the theoretical structure of the research design, the way data would be collected and how the data would be used to provide the researcher with information. Interviews were used to provide the researcher with needed information. The other tools used were questionnaires. The researcher also discussed how purposive sampling was used to determine the participants in the research. Chapter four shall apply all the theoretical frames of this chapter. The research plan in terms of approaches or paradigms used in the research were well articulated in the chapter. The researcher also determined that this was a Case study design because there are only two schools under study. Data management and analysis plans were clearly outlined to ensure the data collected is safe and its analysis would lead to meaningful conclusions.

CHAPTER 4

4. DATA PRESENTATION AND ANALYSIS

4.4. Introduction

The purpose of this chapter is to present all the data collected and produce an analysis of the data. The data will be analysed to come up themes that would help the research answer the research questions and come up with recommendations. The researcher used the qualitative research paradigm and as such used interviews and questionnaires to collect the data from the participants in the research.

4.5. Demographic data Presentation

The researcher collected data from six heads of departments from both schools where four of the participants were female HODs. Two school principals were interviewed where one is female and the other male. The business manager who is female was interviewed as well. This gave a total of nine participants who are all in the management teams of the two school in the study.

4.6. Data Presentation

The data collected from the HODs is presented first and that is done in tabular form for each of the questions. Matching responses for each participant is recorded against their pseudo name.

Table 1

Question 1	
What factors influence the way teachers are employed in your school?	
Participant	Response
HOD 1	Qualifications and being a member of the Seventh Day Adventist Church are critical. Sometimes first preference is given to locals (citizens of Botswana)
HOD 2	Church membership but it is hard to get qualifying people. Qualifications are also considered but we have a problem with getting Primary school teachers.
HOD 3	Primary School teacher qualification but hard to get this time. Being an SDA church member with preference given to locals.
HOD 4	Being a Motswana is an advantage. Qualified teachers are needed. Being sober and Adventists are given first preference.
HOD 5	Qualifications are used. Being a devoted Christian, especially Adventist. Primary trained. Locals get first preference.
HOD 6	Being a Christian, especially Adventist. Being a qualified primary school teacher and being a Motswana is an added advantage.

The data collected for question 1 from the six participants is clear and brings out the following themes:

- a. There are challenges in getting Qualified Primary school teachers.
- b. Preference of employment in Adventist schools is given to citizens of Botswana.

- c. The schools would prefer employing only qualified teachers to fill in vacancies.
- d. The schools have an inclination to employ Christians with preference given to members of the Adventist church.

Table 2

Question 2	
How are teachers appraised in the school to have an overall report of teacher performance in the school?	
Participant	Response
HOD 1	We do class visits on scheduled times and check all the learners' books.
HOD 2	Class visits and book inspections once in a term for all the teachers.
HOD 3	We only do class visits ad check pupils exercise books. One teacher is usually observed by the immediate supervisor, that is, the HOD then the deputy principal and the principal will also have their different scheduled visits.
HOD 4	Class visits and checking of pupils' writing books once a term. This is done by the HODs and the deputy principal and the principal at different times.
HOD 5	Class visits and book inspections by the HOD and the usually if time allows then the deputy and the principal will also visit the same teachers.
HOD 6	We do lesson observations and checking the learners books

The data collected in question 2 show that there are issues in performance management in the schools. The main theme that stands out clear is that teachers are only appraised through class visits and book inspections. It is also clear that there is no other tool or system used to appraise and monitor performance. It is also clear that a teacher is not assessed or appraised y just one supervisor but a team of the management team visit the class at different scheduled times. This seems to indicate that the observations and recommendations have a bearing on the teacher’s contract renewal.

Table 3

Question 3	
What is the teacher appraisal system used to monitor teacher performance and how effective is it?	
Participant	Response
HOD 1	It is not there
HOD 2	There isn't any
HOD 3	There is none in the school
HOD 4	There is no particular system
HOD 5	We do not have one
HOD 6	There is no system being followed

The data collected in question three clearly indicates that the schools do not have any form performance appraisal system. That gives reference to why the formal class visits are viewed to be the monitoring tool for the schools.

Table 4

Question 4	
Comment the performance of the school's academic delivery.	
Participant	Response
HOD 1	The school is doing very well. Our PSLE results are good and the parents are happy.
HOD 2	Some teachers are very good while other teachers are not performing well.
HOD 3	The school does well in all phases. Our PSLE results are quite good
HOD 4	Teachers work hard. Our PSLE results are always good.
HOD 5	The school does well but the children are naughty and rowdy some times and there is a need for a more organised system.
HOD 6	It is not bad but the children are not well disciplined

The data in question 4 brings out the following themes:

- a. The schools measure degree of performance against the PSLE Results.

- b. Two respondents, that is, 5 and 6 seem to bring out the issue of indiscipline in the learners.
- c. Respondent 2 points out that there are disparities in teacher performance.
- d. The general agreement from the data is that the schools are doing well in terms of learner performance.

The data in general indicates that the schools do not have specific performance targets that guide and inform the performance levels of the schools. This means that there is no academic branding in the schools with which the schools can stand out among other schools.

Table 5

Question 5 How is Staff development and training conducted in the school?	
Participant	Response
HOD 1	There is very little Staff development. If there is any it is planned by the staff development committee in the school.
HOD 2	It is organised by the Staff development committee but we do not usually have many in a year.
HOD 3	It is organised by the responsible committee for Staff development.
HOD 4	It is organised by the Staff development committee but we have very few in a year.
HOD 5	Sometimes we get people to present on certain topics. We do not do enough training for beginners in the school.
HOD 6	We sometimes have workshops but not many. There isn't any seriously organised staff development programmes.

Data in Question 5 on issues of staff development ring out the following themes:

- a. There is Staff development committee.
- b. The committee organises the Staff development programmes in the schools.
- c. There is not much done in terms of staff development in the schools.
- d. Respondent HOD 6 points out a strong point on the need for an organised Staff development.

An analysis of the data shows clearly that the schools are doing badly in terms developing the teachers through short term training on the job or workshops. As pointed out y one of the participants, Respondent HOD 6, there is concern by the participants that there is not enough staff development and training in the school.

Table 6

Question 6	
As an HOD how do you think performance challenges can be addressed?	
Participant	Response
HOD 1	We need more regular checks on the teachers' work.
HOD 2	We need more workshops. The employer should motivate the teachers by reviewing their salaries before any performance plans are made.
HOD 3	Teachers need to be motivated. Primary school teachers are needed more in the school and reduce the secondary school teachers.
HOD 4	Have a system in place to help monitor the teachers I the school.
HOD 5	Teachers are not motivated because of low salaries. Teachers can be given more money ad incentives to work harder.
HOD 6	People are not motivated. Some teachers are not hard workers and they need a bit of a push to work harder.

The data in question 6 bring out issues of motivation of teachers as pointed out by Respondents HOD 2, 5 and 6. They seem to be attributing some or all the challenges to poor or low motivation. Respondent HOD 5 came out clear to mention the issue of salaries being too low. The other respondents are concerned performance of the teachers and suggest that there is a need to develop teacher capacity more intensely in the schools through workshops and on the job training of new systems.

Table 7

Question 7	
Comment on the overall teacher turnover for the past five years	
Participant	Response
HOD 1	Teachers just come and go and sometimes we are not consulted on the reasons why.
HOD 2	The past two years were better than the past years. Before then, teachers left and others to join the government schools for better benefits.
HOD 3	It has been quite good but those offered posts in government leave the school.
HOD 4	The staff turnover is not good because four teachers left in just one year.
HOD 5	Teachers just come and go. I am not sure how many teachers left the school.
HOD 6	The school keeps hiring teachers. Most citizen teachers want to go to work in government schools

The respondents are not happy with the levels of teacher movements in the schools. Although they could not submit numbers and percentages it is clear that as part of the management team they are concerned with the rate at which teachers come and go in the school. There is also an issue of failure to be competitive by the school which results in teachers viewing the government schools as greener than the schools under research. This is a concern that needs to be addressed by management because being a private sector of education the schools should have a well sustained staff turnover for the confidence of the parents and other stakeholders.

The next data that is presented is for the interviews that the research carried out with the School Principals.

Table 8

Question 1	
What are the challenges in Human Resource Management you are facing in the school?	
Participant	Response
Principal 1	<ul style="list-style-type: none"> - Getting primary school qualified teachers - Getting qualified Batswana to fill in the vacant posts. - Getting teachers who are committed to work in the church school. - The performance of some teachers is not good yet they are Batswana and church workers. - Teachers leave the school to join the government schools for better conditions. - Processing permits for expatriates is sometimes a problem.
Principal 2	<ul style="list-style-type: none"> - Primary school trained teachers who are citizens of Botswana are not easy to get. - The government's position on the hiring of foreigners is a challenge because they want us to hire locals. - Teachers who affiliate to the Adventist faith are not easy to get yet we want to teach according to our church principles and faith.

The data collected from the Principals of the schools brings out some information that is in agreement with what the HODs pointed out in their responses to Question 1. The sticking out themes from the Principals responses are as follows:

- a. Citizen teachers who are qualified to teach in Primary schools are not available easily.
- b. Christian teachers and especially Adventist teachers are scarce.
- c. Locals who are offered jobs in the government schools do not hesitate to move.
- d. One of the principals shows concern on the issue of teacher performance.
- e. There is an issue of permits for non – citizens where the government through the labour office declines to offer foreigners permits.

Table 9

Question 2	
What factors affect the way teachers are employed in your school?	
Participant	Response
Principal 1	<ul style="list-style-type: none"> - Being a Christian, especially Adventist. - Being a qualified Primary school teacher - We try to employ citizens as much as possible but sometimes we don't get the kind of teachers we want then we appoint foreigners.
Principal 2	<ul style="list-style-type: none"> - Adventist teachers - Qualified to teach at primary level - Experienced with at least three years

In question 2 the principals bring out the same responses as those of the HODs where preference is given to Batswana teachers. All the respondents agree on the issue hiring only qualified teachers to fill up post. The issue that sticks out is the unavailability of the

Primary school teachers. The principals also allude that preference for employment is given to Adventist teachers because the schools are run under the principles of Adventist education. Options of employing foreigners come as a result of failure to get the citizens to fill up the posts and also an issue of qualification rendering foreigners more preferable.

Table 10

Question 3	
How are teachers appraised in the school to have an overall report of teacher performance in the school?	
Participant	Response
Principal 1	<ul style="list-style-type: none"> - We do not have a good system yet but we are planning to use the Result Based Appraisal system soon. - Currently we use lesson observations and book inspections which I believe does not give us a holistic view of the teacher on the job
Principal 2	<ul style="list-style-type: none"> - We only have the traditional methods of assessing and observing lessons. We also do book checks.

The principals are in agreement with their HODs on the use of class visitations and book inspections for appraising the teachers and monitoring their performance. Respondent Principal 1 alludes that there is underway a system of appraisal that shall be introduced so that they move away from the traditional lesson observation and use that to judge teacher performance. The second principal agrees that the current way of appraising teachers does not give a holistic judgement of how the teacher can perform.

Table 11

Question 4	
What is the teacher appraisal system used to monitor teacher performance and how effective is it?	
Participant	Response
Principal 1	- We currently do not have a working system but plans are under way to adopt the Result Based Appraisal system
Principal 2	- We don't have any system in place yet.

To this question the principals agree that that there is no appraisal system that is being followed at the time of this research. The other principal, however, points out that plans are under way to adopt an appraisal system that would see performance being monitored better than the current situation.

Table 12

Question 5	
What challenges do you face with the current Teacher reward system?	
Participant	Response
Principal 1	<ul style="list-style-type: none"> - Teachers are employed under two systems which are either contract or permanent church worker. - They earn the same basic salary but church workers have additional allowances which makes their take home more than the contract teachers. - It is a standing system but does not work out right to pay teachers differently. - It is a long time since teachers got a salary rise that is substantial because the board recommends that we assist our sister schools which have lower enrolments than ours.
Principal 2	<ul style="list-style-type: none"> - The two contract system seems to divide the teachers and the motivation is low. - The enrolment in the school is too low to warrant a substantial salary review such that we get bail out from our sister school sometimes.

One thing seems to stick out on the reward system in the schools and that is the two tier contract system yet the job functions are exactly the same. The basic salaries are the same but those who are under the church employment have more allowances yet they draw from the same budget. The Respondent Principal 1 points out that the school bails out the other schools and the second Respondent Principal 2 agrees with the bail out from the sister school. The two principals also agree that the salaries for teachers are lower than they should be and it is a cause for concern.

Table 13

Question 6	
Comment on the performance of the school's academic delivery.	
Participant	Response
	<ul style="list-style-type: none"> - It is not as it should be. - There is a lot that need to be put in place. - Our PSLE results are usually good but we need to improve on a number of things. - Some teachers do not seem to care much about what they do. They are not devoted to their work although on the face of it PSLE results are good.
Principal 2	<ul style="list-style-type: none"> - The school is doing well. - We hope to work on teacher motivation and commitment to work.

Commenting on school performance of the schools Respondent Principal 2 points out the school is doing well but there is need to improve the motivation of teachers. Respondent Principal 1 rather commented that the performance is not as it should be,

implying that the school is performing under par. The school principals also allude that the performance of the schools is judged through the performance of the learners at the end of their Primary Schooling when they do PSLE. One of the principals also commented that as much the school is doing well there are teachers who are not performing as they are expected to. An indication is given that there is a lot that needs to be done to get the performance to expectations.

Table 14

Question 7	
How is Staff development and training conducted in the school?	
Participant	Response
Principal 1	<ul style="list-style-type: none"> - It is currently not well planned - There is a committee that is responsible for the staff development issues. We need to work out a year plan for training so that we can set staff training targets. - At the moment we always have a retreat once in a year. - We also have some internally organised workshops although not many in a year.
Principal 2	<ul style="list-style-type: none"> - We hold workshops as and when needs arise. - We have an annual treat where different topics are presented by selected people.

On the issue of staff development and training the school principals concur with their HODs that there isn't a well organised staff development and training programme in the school. There is one clear Staff training treat which is done annually in the schools. It is

done over a weekend, which implies that the time is too short to run a full and enriching course for the teachers. The internally organised workshops are too few and they are not well programmed. The Respondent Principal 1 pointed out that there is a committee responsible for the running of staff development workshop but it needs to be more active.

Table 15

Question 8	
As the school principal how do you think those challenges can be addressed?	
Participant	Response
Principal 1	<ul style="list-style-type: none"> - The school board needs to sit with teachers to try and iron out some issues on the contract. - If it were possible some teachers need to be transferred to other church schools so that they do not feel like they own the school. - Salaries for the teachers need to be reviewed so that we are at least at the same level with government teachers. This will help with teacher retention and also attract more job seeking teachers into the school.
Principal 2	<ul style="list-style-type: none"> - The board needs to review the contract for the teachers and try to balance it up so that teachers earn the same salaries together with allowances. - Plans must be made to have a good base for Adventist teachers so that church policy is well represented in the school.

The two principals refer matters of contract to the school board for review because it seems that they think that the current contracts are the ones raising some of the performance issues. They also seem to be advocating for the review of maintenance

factors of motivation, which the salary issues. One of the principals suggests that the church employed teachers should be allowed or forced to rotate between schools so that they do not become deadwood or incorrigible and too rigid to accept change. The respondent Principal 2 wants the issues of Adventist teacher availability addressed at a much higher level so that the schools are sustainable in terms the needed Human Resources.

Table 16

Question 9	
How is the staff turnover in the school for the past five year?	
Participant	Response
Principal 1	<ul style="list-style-type: none"> - It has not been so good. We have lost so many teachers through resignation and contract expiry. Some have joined the government schools for a better benefits. - The board can also decline a teacher’s renewal application citing performance issues. - There has been quite a movement of teachers since I came into the school.
Principal 2	<ul style="list-style-type: none"> - The staff complement has been quite stable. We did not have a huge exodus of our teachers.

The school principals differ on the issue of staff turnover. The Respondent Principal 1 is not happy with turnover citing contract renewal issues, resignations for greener pastures

and other school board discretion issues. The other of the principals is happy with the turnover of staff in the school. Issues behind the differing staff turnovers may need to be investigated in another research but currently it is clear that one school has a higher turnover than needed while the other is just fine.

Below is the transcription of the interview with the school business manager who runs the finances of the two schools.

Table 17

<p style="text-align: center;">Question 1</p> <p>What are the challenges in Human Resource Management you are facing in the school?</p>	<p>I am not aware of any HR issues since I do not participate in the appointment of teachers in the schools</p>
<p style="text-align: center;">Question 2</p> <p>What are the challenges you face as business manager in terms of reward management?</p>	<p>We follow the church working policy and the church wage factor to pay the teachers. We do not have challenges following the laid down policy.</p>
<p style="text-align: center;">Question 3</p> <p>What is the rationale for the two forms of employment in the school currently?</p>	<p>The school board decides who can be appointed as contract or church worker.</p> <p>After the agreed probation period only citizens of Botswana can apply to be considered for church worker status on condition they fit in the age limit.</p>
<p style="text-align: center;">Question 4</p> <p>How does this system affect the expenditure on wages and salaries?</p>	<p>The school works on a budget that is projected for a year. There is no way the system can affect the expenditure on salaries and wages. Of course church workers draw more from the budget because of allowances.</p>
<p style="text-align: center;">Question 5</p> <p>Is the school management and its board able to apply contingent plans to make it is easier to apply the Church Working policy?</p>	<p>The school board just recommended the church work policy to be used in the school and as business manager I cannot act against the policy. The policy of course has some grey areas but it is the school management that can address the situation. I am not sure how other conferences that run schools interpret and apply the church work policy</p>

The responses from the Business Manager of the schools indicate that there is adherence to policy more than any contingent issues. The Manager pointed out that the organisations are run through the guidance of laid down policy. The imbalances of benefits for teachers are contractual hence there seems to be no issues at stake. The manager pointed and directed policy interpretation and review to the school board. The manager further pointed out that church employment status is governed by the board which approves or disapprove applications. In a snapshot the Business manager alludes that as long as it is policy of the church it cannot be quizzed and reviewed at school management level.

4.7. DISCUSSION OF FINDINGS

The research findings brought some themes that need to be discussed to establish issues that affect the Human Resource Management in SBC schools. There is a clear indication there are some challenges in the system that are either managerial or contractual. These Human Resource Management affect the performance of teachers and consequently the overall performance of the schools is affected. One of the greatest challenges that HR functions have to deal with is the way to attract the best employees into their system or organisation (Lussier & Hendon, 2019). This means that if SBC schools cannot attract the best teachers in the market then that is regarded as a huge challenge.

Factors that affect the recruitment of teachers in SBC Schools

From the findings of the research it is clear that there are a number of factors that influence the recruitment of teachers in the SBC schools. All the participants in the

research alluded that one of the key factors to recruitment in Adventist schools is religious affiliation and knowledge of the Adventist philosophy of education. As alluded by HOD 1 who said that, *'qualifications and being a member of the Seventh Day Adventist Church are critical.'* This is alluded by the recommendations of the Church Working Policy Section FE 10: 2 which says that 'Ideally, the teacher should be both a committed Adventist Christian and an exemplary role model of the Christian graces and professional

competencies.' To this fact the participants commented that be that as it may, there are challenges of such teachers to be recruited. HOD 3 pointed out that coupled with the church affiliation the appointed teacher should be qualified for the job. These two critical considerations make it hard for SBC teacher recruiters to find the right teachers to staff the schools.

The other factor that the participants raised was the preference of citizens of Botswana over expatriates. The department of labour recommends that at all times during recruitment consideration should be given to Batswana. HOD 5 pointed out that *'one of the factors that are considered during recruitment is whether is a Motswana or not.'* The Mmegi publication of 15 October 2016 reports that the government wants all private schools to have 20% of their teachers to be foreigners while 80% is Batswana. This view was shared by all the participants but there is a challenge of Primary School teachers nationally. Principal 1 responded saying,

"The key factors are being a Christian, especially Adventist, Being a qualified Primary school teacher and we try to employ citizens as much as possible but

sometimes we don't get the kind of teachers we want then we appoint foreigners."

In view of the submissions of the participants it can be determined that SBC schools teacher recruitment is based on the factors of religious affiliation, qualification and citizenship. There are, however challenges to this because the Principals of the schools pointed out the problem of finding qualified Batswana who have Primary school teaching qualifications.

Teacher appraisal in the SBC Adventist Schools

All the participants in the case study acknowledged that there is only one way of appraising the teachers in the schools and that is through class visits, lesson observation and book inspections. HOD 3 said,

"We only do class visits ad check pupils exercise books. One teacher is usually observed by the immediate supervisor, that is, the HOD then the deputy principal and the principal will also have their different scheduled visits."

The Principal, Deputy Principal and the HODs perform periodic class visits and book inspections as ways to appraise teachers. This view of teacher appraisal is myopic if compared with Monyatsi (2002) who viewed teacher appraisal as, 'a process of staff development aimed at the professional development of the teacher through collegial interaction in order to enhance the quality of teaching and students' learning.' The aspect of collegial interaction is not mentioned in any of the participants' submissions. Reducing teacher appraisal to class visits and book inspections does not encourage professional development for the teachers.

The Human Resources Management challenges faced by the SBC institutions

- i. The findings reveal that there is a challenge of Primary school qualified teachers in the market and the SBC schools are affected by this situation. As the Principal 2 alluded that as a general comment on HRM challenges said, “The situation is aggravated by of reward and contract of employment which are both not very favourable for teachers to take up teaching posts in the schools.” Recruitment is affected by such critical factors as image of the organisation, internal policy of the organisation, government influence costs of recruitment ad job attractiveness (DeCenzo & Robbins, 2010). All these factors affect the SBC setup where the strict internal policy for recruiting only Christians of a the SDA denomination, salary scales as they compare with the larger market, the lack of proper Christian branding ad the government stance on the number of foreigners the institution can hire all affect recruitment. These factors also cause problem of recruitment in the schools.
- ii. The other issue that was found to be a challenge is the issue of low salaries to attract more teachers. The issue that participants raised was that teacher performance is low because of the low salaries. Principal 2 in particular said, “It is a long time since teachers got a salary rise that is substantial because the board recommends that we assist our sister schools which have lower enrolments than ours.” DeCenzo & Robbins (2010) argue that very few organisations reward workers using performace appraisals. This explains how the lack of a performance appraisal system in the schools have affected the reward justification. Armstrong and Taylor (2014) give advice that reward principles for

organisations include competitiveness of the system and offers so that the system attracts outsiders to enlist even before posts arise while it improves retention of current workers. This principle is not manifesting in the SBC reward system according to the findings.

- iii. The issue of employees working under two different contracts yet holding the same positions and exactly the same job functions was one of the identified challenges. The Business manager spoke of *policy adherence* without regarding the repercussions. The employment relationship is subject to and bound by a great deal of legislation that guide practice Armstrong and Taylor (2014). This implies that legislation is either skewed or is not being interpreted correctly. The SOUTHERN AFRICA UNION CONFERENCE , (2013) seems to have interpreted the General Conference regulation on educators employment where it says that teachers are remunerated the same across the board.
- iv. The other generally agreed issue by the participants is the issue of performance management. The schools do not have a standing policy on performance management neither is there a system that helps monitor teacher performance. Principal 1 explained that there currently is no teacher performance management system but gave the consolation that the SBC schools are working on system that would help the situation. According to Armstrong and Taylor (2014 p. 334) “Performance management is a continuous process of identifying, measuring and developing the performance of individuals and teams and aligning performance with the strategic goals of the organization.” This definition guides all organisations to regard performance management as key to organisation

success. The participants in the research all alluded that there is no performance appraisal system in place in the schools implying that teachers are not evidently aligned to organisational ethos and brand. In essence performance management is rooted on the goal path theory where the assumption is that attempts are always made by management to keep workers focussed on the goals of the organisation. The research has brought to light that the practice that is currently being used in SBC schools has very little impact on performance management.

Challenges with rewarding teachers in SBC

The two school principals who were interviewed concurred that there are challenges in the SBC teacher reward system. Principal 1 gave the challenges as follows:

“Teachers are employed under two systems which are either contract or permanent church worker. They earn the same basic salary but church workers have additional allowances which makes their take home more than the contract teachers. It is a standing system but does not work out right to pay teachers differently.”

Principal 2 commented that the low enrolment in one of the schools seem to hinder the capacity to reward teachers competitively. The same principal further agrees with principal 1 that it is a challenge to have teachers in the same school earning different salaries. This means that the principle of equal pay for work of equal value is not recognised. Foot , Hook and Jenkins, (2016) commented that equal pay for work of equal value considers the level of qualifications required, the level of effort or skill involved,

and the amount of responsibility and decision making involved in each of the jobs. This suggest that it is problematic for the SBC school board to reward teachers performing the same job differently.

The explanation given by the Business manager of policy suggests that the principals do not have the authority to review teachers' salaries without permission form the SBC board. There is no bargaining involved in pegging of teachers' salaries. If the SBC board has sweeping powers to override recommendations from principals then there is a challenge for the principals to motivate the teachers except through coercive means.

Teacher training and development in SBC

The HODs all submitted that there is not much being done in terms of teacher training and development. HOD 1 said, in response to question 6, *“There is very little Staff development. If there is any it is planned by the staff development committee in the school.”* The Committee that is responsible for staff development in SBC seems not to be doing enough to ensure there is meaningful staff training and development. Principal 1 submitted that the current situation is not so good in terms of staff training and development. Foot , Hook a Jenkins, (2016) allude that, ‘learning, training and talent development are key aspects of performance management and can help organisations achieve high performance.’ This suggests that where there is no thorough consideration for training and development the performance of an organisation may be compromised. Based on the findings, it is evident that there is very little investment into training in SBC institutions.

Teacher turnover in the SBC schools

Both school principals raised concern over the level staff turnover in the SBC schools. Turnover is the permanent loss of workers from the organization. When people quit, it is considered voluntary turnover, while when people are fired, it is involuntary turnover (Lussier & Hendon, 2019). Whether voluntary or involuntary, turnover is costly. Principal 1 said,

“It has not been so good. We have lost so many teachers through resignation and contract expiry. Some have joined the government schools for a better benefits. The board can also decline a teacher’s renewal application citing performance issues.”

The principal 2 pointed out that in one of the schools staff turnover is quite stable. This is the same school with a smaller enrolment of the two schools. In view of the comments of principal 1 it is clear that the turnover is not so stable in the other school owing to movement for greener pastures or contract termination. Although the researcher could not get the actual records for analysis the submissions of principal 1 indicate that there is an unstable staff turnover.

4.8. Chapter Summary

From the analysis of the data collected it is clear that there are issues that need to be addressed in the Human Resource management in the SBC run schools. The issues that were brought out from the themes include contractual discrepancies where teachers of the same qualification earn differently yet in the organisation but sign different contracts. The other issue that was shown by the analysis of the data is the issue of salaries being too low and teachers being low spirited by the reward system.

Teacher performance issues also stood out clear that there is need for an appraisal system to be put in place. This was shown by the responses of both HODs and Principals which means that it is a real concern. Teacher performance is not well monitored by the system hence the recommendation by one of the principals that such a system is long overdue.

From the analysis made the researcher can attest that the schools are running well but are lacking the brand and flair of quality. This is shown by the use of PSLE results as a measure for success and good performance. The irregularities in teacher movements show that there is not a solid organisational culture that teachers cannot just leave seeking better organisations. The strength of Christian ethos was not investigated but because of the issues of HR management that have been shown through the research one would then worry how teamwork operates in an environment where two teachers earn differently due to contractual issues.

CHAPTER 5

5. SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.4. INTRODUCTION

This chapter focuses on the overall outcomes of the research. It takes over from chapter four where data was analysed and the discussions were made to reveal to the researcher what issues were brought up by the participants. The themes that the researcher picked from the data have led to some conclusions and those conclusions are outlined in this chapter in a greater detail. This chapter seeks to draw conclusions from the whole research and also make some recommendations. From the conclusions made researcher went further to discuss recommendations.

5.5. SUMMARY

The research question for the research was; 'What Human Resource Management problems are faced by the Adventist schools under South Botswana Conference and what measures can be taken to solve Human resource management issues?' It was premised on the inconsistencies that affect performance of teachers in the SBC schools. These SBC are registered in Botswana as private institutions which are self-funded and governed by church policy. Issues that arise in HRM in the schools are associated with performance and reward system. The sub – research questions aimed at finding out issues of teacher recruitment, teacher appraisal, employee training and development, teacher performance, SBC teacher pay and reward system. The key objective of the

study was to investigate issues of HRM in SBC with aim of unpacking challenges and possible ways forward.

The literature presented in chapter two was critical in guiding the theoretical framework, that is, acceptable practice against what the schools practise in their Human resource Management systems. Literature, for example pointed out the General Conference Working Policy Guidelines. The researcher sought the principles of recruitment and selection, Performance management, reward management, training and development and employee turnover in organisations. On the contrary the researcher discovered some inconsistencies which made General Conference recommendations and the practices in the schools in the case study different.

The whole study took the qualitative approach to research which was premised on the Constructivism paradigm which focuses on real life experiences of the participants to the research. The study took the Case study design because it focussed on a specific organisation and specifically the management of the SBC schools. Interviews and questionnaires were used to collect the data need in the study. Interviews and questionnaires were open – ended to give the participants latitude to comment and give their opinion on issues in question. These two instruments had the advantage of allowing the researcher to prod the participants for more details. Interviews were recorded while the questionnaires had space enough for participants to give their opinions. This allowed for better data management. The researcher observed all ethical issues by allowing the participants to wilfully participate in the study and the confidentiality of the issues they raised was well observed.

The collected data were presented in tabular form for easy scrutiny. Each question was presented with the participants' responses. The data were then analysed and some themes were identified which helped the researcher to draw conclusions. Some of the themes included the recruitment requirements and procedures, performance management systems of SBC schools and the appraisal system, the current reward system of the schools indicated some issues of inconsistency where teachers with the same qualifications are rewarded differently depending on whether one is a church worker or contract worker. Staff development and training is another theme that the researcher concluded where there is very little staff development in the whole system.

5.6. Review of Major Findings

The researcher came to some conclusions on the findings after analysing the data collected. The following are the findings of the research:

a. Availability of qualified Adventist Primary Teachers

The participants to this research were not wavering in their position to say that Primary school teachers were not available in large numbers in the country. Compounded to this is the issue Adventist Christians where the findings show that these are not easy to find. The preference by the schools is to employ teachers who subscribe to the church's principles of education and beliefs but unfortunately it seems there are not many Adventist teachers in the market.

b. Low salaries for teachers

Low salaries for teachers was one of the problems that the participants pointed out where the submissions were that teachers even opt to move into government schools because of their salary offers together with guaranteed pension system

which the SBC school may not offer now. The findings indicate that the low morale that manifest in the teachers conduct emanate from the low salaries that they are currently getting. Even the principals of the schools are in agreement with this assertion but cannot get the board of the schools to approve substantial salary reviews.

c. Reward system

The issue of two contract system was also brought out by the administrators as a disturbing issue, especially if there are different benefits for the two employees. One group is employed under the church employee status while others are on two year contracts which are renewable. This problem seems to have been around for a while now but there is not enough consideration given to it by the school board.

d. Performance Management

The problem of performance management was also concluded from the responses of the participants. The participants pointed it out clearly that there was no performance management system in the school and this was regarded by all the participants as a concern. Without such a system in place it becomes difficult to be objective in issues of contract renewal hence there is a problem of managing teacher performance.

e. Staff Turnover

Another problem that showed up through this research was that of teacher turnover in the schools. The causes for movement have already been alluded as to do with greener pastures in the government schools and the discretion of the

board to decline renewal of contract. Staff turnover is critical for vision sustenance and organisational branding. It thus seems that in the SBC schools there is no Human Resource branding and it becomes difficult to keep inducting new teachers into the system. This kills the vision of the organisation.

f. Permits for Expatriate Teachers

The issue of expatriates' permits approval was also pointed out by the principals as having bearing on their human resource management systems. All foreigners are expected to have both a work and residence permit which are approved by the departments of Labour and Immigration respectively. This, of late has not been such an issue though but the rigours of putting the documents together for submission is a concern. The School board has its pressure mounted on management of the school to work on localising all teaching positions. This creates a serious dilemma for school management in that the ministry of education does not allow Secondary school teachers to teach in primary schools and there aren't enough primary school teachers in the Botswana job market.

5.7. RECOMMENDATIONS

The following were suggested to be recommendations for some of the issues:

- a. The school board should review the contract of employment in a way to try and redress the anomalies as presented in the current system of employment. In background of the research the research pointed out that the South African Conference which uses the same Working Policy uses one contract for all teachers and application to be a church worker does not render one superior to other teachers. This recommendation would go a long way to create a balance

and unity of purpose among the teachers hence enriching on the vision and mission of the school. It is clear that the Contract and Denominational worker statuses creates a rift between who is critical to the organisation and who is dispensable. The participants thus recommended that this issue be looked into.

- b. In view of the low motivation of teachers, the participants suggested that the board needs to review the salaries of teachers substantially. Private schools are usually associated with the elite of stakeholders and the teachers are usually highly rewarded but the SBC schools at the moment is paying its teachers way below the government rates. This results in teachers who are Batswana are striving to move into the greener government system. The participants to this research ascribe the low morale and poor performance to low salaries hence they recommended salary reviews.
- c. The participants recommended school management to come up with a more functional staff development strategy that would benefit the teachers. Looking at the dynamics of technology and pedagogy staff development in the schools is the cheapest way to get the teachers run abreast global technological advancements. The participants pointed out how the schools currently do not have a solid system of staff development hence the recommendation that a more meaningful programme be drawn yearly.
- d. The other recommendation from the researcher's point of view is the issue performance management. It is a sure case of high subjectivity to run organisations without a solid performance management system. It is impersonal and does not favour individuals yet without there is a great deal of subjectivity in

undirected appraisal systems. The researcher thus recommends that the schools work out on a non – porous performance management system.

5.8. Suggestion for further research

The researcher in this case study was limited to management teams in the SBC Schools. The recommendations for further research includes some investigations into teacher perspectives to performance appraisal systems in place, teacher views on the current reward systems in the schools with the objective of unpacking the church policy and the current market reward and salary competitiveness. Future research may also seek to link church loyalty and performance of teachers.

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APPENDIX

Appendix 1

Questionnaires for HOD

HUMAN RESOURCE MANAGEMENT IN PRIMARY ADVENTIST SCHOOLS IN SOUTH BOTSWANA CONFERENCE: CHALLENGES AND POSSIBLE WAYS FORWARD

A Research conducted by Machinda Guzha

Instructions

- 1. READ THROUGH ALL THE QUESTIONS.**
- 2. DO NOT WRITE YOUR NAME ON THE QUESTIONNAIRE.**
- 3. YOU SHOULD WRITE YOUR VIEWS IN RESPONSE TO EACH OF THE QUESTIONS WITHOUT SOLICITING THE IDEAS OF OTHERS**

1. What factors influence the way teachers are employed in your school?

2. How are teachers appraised in the school to have an overall report of teacher performance in the school?

3. What is the teacher appraisal system used to monitor teacher performance and how effective is it?

4. Comment the performance of the school's academic delivery.

5. How is Staff development and training conducted in the school?

6. As an HOD how do you think performance challenges can be addressed?

7. Comment on the overall teacher turnover for the past five years

Appendix 2

Interview Guide for business manager

**HUMAN RESOURCE MANAGEMENT IN PRIMARY ADVENTIST
SCHOOLS IN SOUTH BOTSWANA CONFERENCE: CHALLENGES AND
POSSIBLE WAYS FORWARD**

A Research conducted by Machinda Guzha

Instructions

- 4. READ THROUGH ALL THE QUESTIONS.
- 5. DO NOT WRITE YOUR NAME ON THE QUESTIONNAIRE.
- 6. YOU SHOULD WRITE YOUR VIEWS IN RESPONSE TO EACH OF THE QUESTIONS WITHOUT SOLICITING THE IDEAS OF OTHERS

1. What are the challenges in Human Resource Management you are facing in the school?

2. What are the challenges you face as business manager in terms of reward management?

3. What is the rationale for the two forms of employment in the school currently?

4. How does this system affect the expenditure on wages and salaries?

5. Is the school management and its board able to apply contingent plans to make it easier to apply the Church Working policy?

Appendix 3

Interview Guide for School Principals

HUMAN RESOURCE MANAGEMENT IN PRIMARY ADVENTIST SCHOOLS IN SOUTH BOTSWANA CONFERENCE: CHALLENGES AND POSSIBLE WAYS FORWARD

A Research conducted by Machinda Guzha

Instructions

- 1. READ THROUGH ALL THE QUESTIONS.**
- 2. DO NOT WRITE YOUR NAME ON THE QUESTIONNAIRE.**
- 3. YOU SHOULD WRITE YOUR VIEWS IN RESPONSE TO EACH OF THE QUESTIONS WITHOUT SOLICITING THE IDEAS OF OTHERS**

- 1. What are the challenges in Human Resource Management you are facing in the school?

2. What factors affect the way teachers are employed in your school?

3. How are teachers appraised in the school to have an overall report of teacher performance in the school?

4. What is the teacher appraisal system used to monitor teacher performance and how effective is it?

5. What challenges do you face with the current Teacher reward system?

6. Comment on the performance of the school's academic delivery.

7. How is Staff development and training conducted in the school?

8. As the school principal how do you think those challenges can be addressed?

9. How is the staff turnover in the school for the past five year?
