

CHAPTER ONE

ORIENTATION

1.1 INTRODUCTION

Redressing historical imbalances and achieving equity are central policy components in attempts to restructure education in South Africa. Equity and redress have been identified as the operational building blocks for the realisation of social justice in education. Yet efforts since 1994 to attain equity and redress in education have faced considerable obstacles and contradictions, largely rendering the quest for social justice rhetorically desirable but practically elusive.

One of the prerogatives of the democratic government was to facilitate the equitable distribution of all the resources. Resources should be taken to schools where they are needed most. Rationalisation and redeployment of educators is instrumental to the process and a means to redress the damage caused by discriminatory practices of the past. Such changes will inevitably bring about threats, problems, challenges and new opportunities.

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According to Ambrose (1996:195) a lot of trauma is brought upon employees when organisations transform. Employees suffer from several complications, of which some are:

- the impact of low morale;
- the ethical quandaries of transformation;
- the challenge of valuing diversity in an organisational transformation;
- the dilemma of managing in the dark; and
- the split between labour and management.

Each of these complications can derail the organisation's attempt to revolutionise itself for the future. Yet if managed well, each holds significant opportunities for promoting a healthier organisation.

On paper, redeployment may be the perfect way to save teaching jobs and bring equity to South Africa's uneven education system. The reality, however, is less simple. The long – delayed strategy which many see as effective retrenchment rather than the large-scale reshuffling of educators to needy schools is slicing a path of destruction through schools stripping them of their most valuable staff members, affecting academic achievements and causing depression, anxiety and poor performance among teachers (Business Times, 12 September 1999).

According to Bisseker (1997:44) the pupil: teacher ratio is a direct reflection of the inequalities in education. Skinner (1997:14) indicates that one of the most difficult tasks facing the new government is addressing these inequalities. The strategy chosen by government involved the formulation of a range of framework policies that had the restructuring and transformation of the education system as their primary purpose.

Restructuring and transformation will result in educators being declared “in addition”, and therefore being redeployed. Yet many educators are uncertain about their future due to the rationalisation and redeployment process, which had not yet ended, despite assurances that the process would be finalised by 2001 (<http://www.dispatch.co.za/2001/01/16/features>). Poor administration of the redeployment process could lead to the disruption of classes and cause insecurity amongst educators.

The aim of this research project is to investigate the purpose of redeployment in education, define the process of redeployment, investigate how redeployment impacts on the educator's work life and recommend structures to assist educators affected by redeployment. This chapter will state the research problem and the structuring of the research project. In the following paragraph, the rationale for the study is explained in more detail.

1.2 RATIONALE FOR THE STUDY

The apartheid education system entrenched gross educational disparities and inequities between different racial groups. The need for rectification and parity in all aspects of education was thus a necessary imperative in a new, democratic education system. Equality is a cornerstone of democracy and as such should be regarded as a priority. In a truly democratic society there are no unimportant people. Because of their humanity, all human beings have equal dignity (Steyn, Du Plessis & De Klerk, 1999: 55). The demand for rectification was captured in the commitment to equity and redress as cornerstone principles of all educational policies (Jonathan, Sayed & Sayed, 2001: 252-253).

The principal mechanism for achieving equity both between and within provinces is pupil: teacher ratios, one of key indices of unequal per capita expenditure in schools in different communities. Unequal learner: educator ratios have historically and are still currently seen as one of the most important determinants of equality in South African education. Insufficient and overcrowded classrooms have militated against effective teaching and learning by creating impossible working conditions for the majority of African teachers (Chisholm & Valley, 1996:3).

In 1994 gross inequalities in learner: educator ratios were also identified as an important obstacle to equity, and plans were made to develop national norms for the provision to schools. The new national guidelines for educator provisioning specified a learner: educator ratio as 1: 40 at primary schools, and 1: 35 for secondary schools (Seminar Report, 2002, No 3: 8).

Equity was to be regulated using policy mechanisms for redistributing the existing pool of educator posts, both within and between provinces. The idea was that all schools would be subjected to a uniform set of learner: educator ratios, the result of which would be that most advantaged schools would lose educators, and many disadvantaged schools would gain educator posts. Within the system as a whole however, the total pool of educators would remain the same (Fleisch, 2002: 6).

To bring about equity, Resolution 2 of 2003 of the Educator Labour Relations Council was signed. In terms of Resolution 2 of 2003, a head of a provincial department of education must, from time to time inform each institution of its new educator establishment. As a result of operational requirements the new staff establishment may not match the skills of the incumbent educators. This resolution maps out the procedure for the identification of serving educators in addition to the establishment. The statement of the research problem will now be discussed.

1.3 STATEMENT OF THE PROBLEM

Every time the provincial head of department informs a school of its new educator post establishment, some educators might be declared “in addition”, and therefore targeted for redeployment. This is perceived to be a problem because it can have an impact on the work life of the educator. In view of the above, the research will be based on the impact of redeployment on the work life of the educator, including the aspects of teaching and learning.

The research problem is formulated as follows:

- What is the current policy and administrative issues pertaining to the redeployment of educators?
- How does redeployment impact on the work life of educators?
- How does redeployment affect teaching and learning?
- What support can be provided to educators affected by redeployment?

Now that the research question has been formulated, the aims of the research will be indicated.

1.4 AIMS OF THE RESEARCH

The general aim of this research is to:

Discuss the impact of redeployment on the work life of the educator, including teaching and learning in the Bojanala East Region of the North West Province.

In order to achieve the above, the specific aim of this mini-dissertation is to:

- investigate the current principles underpinning the process of redeployment;
- investigate how redeployment impacts on the motivation and work life of educators;
- establish how redeployment impacts on the work life of the educator, including teaching and learning; and
- recommend supporting structures to assist educators affected by redeployment.

In view of the preceding problem and the aim statement, the method envisaged to research the problem of the impact of redeployment on the work life of the educator can now be discussed.

1.5 METHOD OF RESEARCH



Research is one of the many ways of knowing and understanding. It is different from other ways of knowing, such as insight, divine inspiration, and acceptance of authoritative dictates, in that it is a process of systematic inquiry that is designed to collect, analyse, interpret, and use data to understand, describe, predict, or control an educational or psychological phenomenon or to empower individuals in such contexts (Mertens, 1998: 2).

The quantitative research paradigm will be used throughout the study. It will be used to establish the perceptions of educators as to the impact of redeployment on their work life, including teaching and learning.

The researcher's role (in quantitative research) is that of the objective observer and studies are focused on relatively specific questions or hypothesis (De Vos, 2001: 71). Quantitative research is rooted in the positivist paradigm, which hold that the purpose of research is to develop our confidence that a particular knowledge about

educational phenomena is true or false by collecting evidence in the form of relevant phenomena (Borg and Gall, In Mertens & McLaughling, 1995: 20).

The ultimate purpose of conducting a quantitative study is to test hypotheses, and this involves using statistical methods that allow the researcher(s) to infer, from data gleaned from the sample. Information can be applied to the larger population. Inferential statistics are methods that allow the researcher to do this (House, 1998: 164).

In the quantitative approach, researchers usually begin their investigation with a particular hypothesis, or proposed answer to a question, which the research project is to test. This hypothesis may be deduced from theory or observations from the researcher's own experiences. The intent of these inquiries is to answer questions concerning relationships between (among) variables named in the hypothesis (Sowell, 2001). Quantitative researchers collect facts and study the relationship of one set of facts to another. They measure, using scientific techniques that are likely to produce quantified and, if possible, generalisable conclusions (Bell, 1993: 5).

According to Creswell (1994: 2) a quantitative study is designed to be consistent with the assumptions of the quantitative paradigm. However this quantitative study is defined as an inquiry into a social or human problem. This is based on testing a theory-composed variable measured with numbers and analysed with statistical procedures, in order to determine the predictive generalization of a theory (Babbie, 1992: 34).

A literature review will be used to investigate the current policy and administrative issues pertaining to the redeployment of educators, in order to investigate how redeployment impacts on the motivation and work life of educators, to establish how redeployment impacts on teaching and learning, and to recommend supporting structures to assist educators affected by redeployment.

1.5.1 DEMARCATION OF THE STUDY

This research on the impact of redeployment on the work life of the educator is restricted to educators from the Bojanala East Region of the North West Province. Having discussed the demarcation, key concepts are now clarified.

1.6 CLARIFICATION OF CONCEPTS

1.6.1 Educator

Any person, excluding a person who is appointed to exclusively perform extra-curricular duties, who teaches, educates or trains other persons or who provides professional educational services, including professional therapy and education psychological services, at a school (Section 1(v) of the Employment of Educators Act 76 of 1998).

1.6.2 School

A public school or an independent school, which enrolls learners in one grade or more grades from grade R (Reception) to grade twelve (Section 1 of the South African Schools act 84 of 1996).

According to the Concise Oxford Dictionary (1999:938), school means “an institution for educating children”. Van der Westhuizen (1997:41) defines the school as a “service organisation”. Kruger and Van Schalkwyk (1993:3) defines a school as a situation or a number of situations in which a number of pupils gather in various learning groups (classes) so that they may be taught by an educator or educators.

1.6.3 Redeployment

The redeployment of forces troops, workers, or resources involves putting them in a different place from where they were before, or using them for a different task or purpose (Oxford Dictionary: 2001).

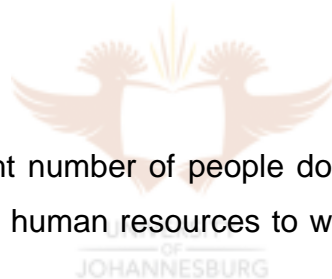
According to Garson (1996: 30) teacher redeployment is an exercise in which teachers are moved from one school to another, usually from schools with teacher-learner ratios that exceed the norm to schools with teacher-learner ratios that are below the norm.

According to Cowie (1992: 1054 and 1081) to deploy means to use effectively while redeployment denotes “to give new positions or tasks to”.

In the context of this research document and in the education context in South Africa, redeployment refers to equitable redistribution of educators in the education system (Anon, 1996a: 1). This is a process of transferring employed educators from schools with additional educators to schools that have a shortage of educators vis-à-vis the national norms of 1:35 in secondary schools and 1:40 in primary schools (Mona, 1996:8)

1.6.4 Rightsizing

Rightsizing is to have the right number of people doing the right type of work. The focus is on the deployment of human resources to where it is needed most (Oxford Dictionary: 2001).



1.6.5 Rationalisation

When a company, system, or industry is rationalised, it is made more efficient, usually by getting rid of staff and equipment that are not essential (Oxford Dictionary, 2001).

According to Cowie (1992: 1040), rationalisation is, on the one hand, derived from the word “rationalise”, which means to re-organise a process or an industry in order to increase efficiency and reduce waste.

1.6.6 Learner

Any person receiving education or obliged to receive education in terms of the South African Schools Act (Section 1(ix) of the South African Schools Act 84 of 1996).

The last section of this chapter will be the plan of study.

1.7 PLAN OF THE STUDY

Chapter 1 is about the introduction of the research project. The rationale for the study is looked at to develop a clear sense of the problem and the aims of the research project will put forward. The research strategy and research methodology to be used in this project will be introduced briefly. Ethical considerations will be presented. The specific area that the study covers will be demarcated and concepts will be clarified.

Chapter 2 presents the literature study. The study will be placed within relevant literature and components of the argument will be established. The researcher will present necessary strategies to “solve “the problem.

In Chapter 3 the research design and data collection methods are described.

In Chapter 4 the empirical data is analysed and interpreted.

Chapter 5 will present a summary of the research project and important findings. Certain recommendations will be made in order to resolve the problem and the research project will be concluded.

1.8 CONCLUSION

To bring about equity, the state and their social partners (educator unions) reached an agreement on the procedure for rationalisation and redeployment of educators. Redeployment of educators was perceived as a problem, because educators felt insecure in so far as their employment was concerned.

The purpose of this research project is to investigate the current principles underpinning the process of redeployment, investigate how redeployment impacts on the educator, establish how redeployment impacts on teaching and learning and recommend structures to assist educators affected by redeployment. The quantitative research design was used with data collected by means of a questionnaire consisting of direct questions based on a six-point scale.

The next chapter will involve the literature study regarding the impact of redeployment on teaching and learning in order to deepen the theoretical framework of the research project.



CHAPTER TWO

2.1 INTRODUCTION

Redressing historical imbalances and achieving equity are central policy components in attempts to restructure education in South Africa. Equity and redress have been identified as the operational building blocks for the realisation of social justice in education. Yet efforts since 1994 to attain equity and redress in education have faced considerable obstacles and contradictions, largely rendering the quest for social justice rhetorically desirable but practically elusive (Motala & Pampallis, 2001: 178).

South Africa's post-apartheid education agenda aspires to contribute to social transformation for equity and democracy. Many education policies and pragmatic interventions demonstrate this. However, the Growth, Employment and Redistribution (GEAR) policy of the ANC government requires fiscal constraints and this has led to a set of education policies that impact in diverse ways on advantaged and disadvantaged schools alike. Some of these policies are specifications of the educator: learner ratio, rationalisation and redeployment of teachers and non-educator staff, the functioning of governing bodies and school funding norms and standards (Karlsson, 1994).

In this chapter the focus will be on discussing the historical and political background, defining redeployment, explaining the purpose of rationalisation and redeployment, discussing in detail the procedure followed in implementing redeployment and the impact redeployment has on the work life of the educator as well as teaching and learning.

2.2 HISTORICAL AND POLITICAL BACKGROUND

According to Ramphela (1995:1) the legacy of apartheid has bequeathed to us the dubious status of being a society with one of the highest levels of inequality in the world. Employment allocations were disproportionately skewed according to race, colour, language and gender (Boulle, 1988: 5).

Ramphela (1995:18) argues that employment disparities were successfully implemented in South African public schools during the apartheid era by allocating resources and job opportunities to poor whites to the exclusion of blacks.

The National Teacher Education Audit found that the learner: educator ratio for African departments in primary school was 43: 1, compared with 27: 1 for departments constituted to serve coloured and Indian learners, and 23: 1 for those for whites. Similarly the learner: educator ratio for African secondary schools was 31: 1, almost twice as high as the learner: educator ratio for Indian and White secondary schools (16:1). The learner: educator ratio for Coloured secondary schools was 20: 1 (Chisholm & Vally, 1996: 3).

After the election, the new political leaders immediately faced the enormous challenge of managing the tension between heightened expectation amongst the ANC 's constituencies' stark inequality and powerful entrenched interests (Fleisch, 2002:45). Fleisch argues further that the most visible examples of inequality could be seen in the contrast between the half empty classrooms in the manicured schools of the white suburbs and the chronically overcrowded classrooms and inadequate supply of educators in the schools in the informal settlements. Since 1910, the learner: educator ratios in white schools seldom rose above 20: 1, while the ratios in black schools never dipped below 50: 1 (Fedderke, de Kadt & Luiz, 2000: 257-281). It is thus necessary for the new government to normalise the situation. This can only happen through the process of rationalisation and redeployment.

The principle of rationalisation signed by all the various educator unions in the Educator Labour Relations Council called for equity and redress particularly in terms of post provisioning scales. Serious inequalities exist in education with over –staffed schools in former white areas and great shortages of educators in township and rural schools (The Shopsteward: February – March 1997). For the purpose of this study it is important to understand the policies that lies at the heart of the process.

2.3 POLICY DEVELOPMENTS AND ANALYSIS

According to Motala and Pampallis (2001:41), the priorities of national government can in general be determined through an examination of their legislation and other

policy documents. Such documents are regarded as the most important pronouncements of government. Moreover, they must be seen as expressions of popular will because, in theory at least, they represent the voice of the electorate and the mandate of a democratically elected government.

Policy develops in order to address the aspirations, needs and problems of people to whom it is addressed and its scope and nature determines its categorisation. Policy develops not only in response to public pressure as it at times happens but is also located within the broader legal and political framework (Taylor et al., 1997: 10).

A public policy is made on behalf of the state by its various instrumentalities to steer the conduct of individuals such as educators or students, and organisations such as schools and universities (Taylor et al., 1997: 2).

Goel and Goel (1994: 27) refer to policy as the framework through which intended objectives and assumptions are explicitly realised. These writers indicate that policy outlines the parameters through which decisions of an institution are made. It means that guidelines for actions are outlined with a view to concretising desired goals of a school as an institution. Goel and Goel further state that educational policy means the laying down of objectives and goals of education, which may guide the planners, decision-makers, and administrators of education in carrying out educational administration for the promotion of education, which can imbue people with knowledge, the sense of purpose and the confidence essential for building a dynamic, vibrant and cohesive nation capable of providing its people with the wherewithal for creating better, fuller and more purposeful life.

Policies marshal and manage public calls for change and give them form and direction (Taylor et al., 1997: 3). Moreover, policies are constructed in order to respond to the demands made on government by interest groups. The inequities in the learner: educator ratio led to the formulation of the policy on rationalisation and redeployment, which seeks to address equity in educational institutions. Taylor et al., (1997: 15-20) advocate a critical approach to policy analysis rather than a conflict approach, for the following reasons:

- Policy is more than the text;
- Policy is value laden;
- Policy making is a state activity;
- Education policies interact with policies in other fields;
- Policy exists in context and its analysis should focus on its context, process and implementation;
- Policy implementation is never straightforward; and
- Policies result in unintended as well as intended consequences.

Taylor et al. (1997: 30) indicate that there are different types of policies such as:

- Distributive and redistributive policies: Distributive policies involve straightforward allocation of resources or benefits, for example all schools receive a state subsidy. However, if such a subsidy is made to a targeted group, for example special needs policies, they are redistributive in character.
- Symbolic and material: This distinction refers to the extent of commitment to implementation by those responsible for formulating a given policy. Material policies include a commitment to implementation through the provision of resources, whereas these are absent in symbolic policies.
- Rational and incremental: A distinction is made between the rational and incremental approach to policy development. The rational approach involves a set of prescriptive stages for the development of policy, while incrementalists argue that policy development works over time by building on currently existing policies and practices.
- Substantive and procedural: Substantive policies deal with what governments are intending to do, and procedural policies deal with how things are to be done and by whom. **The policy on rationalisation and redeployment will fall under this category.**
- Regulatory and deregulatory: Regulatory policies are concerned with control, while deregulatory policies seek to reduce government control and support.
For example, a sexual harassment policy that seeks to prohibit certain behaviours are an example of a regulatory policy, and policy on vocational

training to increase the involvement industry is an example of a deregulatory policy.

- Top-down and bottom –up: Top –down approaches are those where policy is formulated at a central level and then distributed down through the system to schools. (For example, the abolishment of corporal punishment.) A bottom –up policy builds on existing practices and pressures for change. The policy in redeployment is something of both as it was formulated at a central level but in consultation with stakeholders and the demand for equity in education.

According Mthombeni (2000:16) the rationalisation and redeployment policy was developed by the government in consultation with the stakeholders in education, which includes educator unions and other interested parties. This policy is of importance for the improvement of education in South Africa because it was established to solve the overcrowding problem in the schools. The rationalisation and redeployment policy was introduced to redress past imbalances.

2.4 REDEPLOYMENT OF EDUCATORS

Redeployment means literally to send troops or workers to a new place or task (Oxford Dictionary: 2001). According to Garson (1996: 30) redeployment is an exercise in which teachers are moved from one school to another especially from overstaffed to understaffed schools. To deploy is to bring or move people into position for effective action.

In many organisations whether public sector or private sector, it remains difficult for the employers to wish to balance the interests of their employees with the needs of the organisation. The next section will focus on the purpose of redeployment of educators.

2.5 THE PURPOSE OF REDEPLOYMENT OF EDUCATORS

The world in which organisations exist, and will be operating for the rest of this century, is continuously in change. Change in relationships among nations, institutions, business partners, and organisations; change in the makeup of the

“haves “ and “have nots”; change in dominant values and norms governing society and our institutions; change in the character and culture of business or wealth – producing organisations; change in priorities about how we spend our time and our lives (Beckhard & Harris, 1998: 1).

“Change in South Africa is so prevalent; its impact is relevant and central to the continued existence of organisations” (Frigenti, 1993:1). This can be seen in three distinct but interrelated aspects of the environment, namely the social, economic and technological aspects. Changes in all these aspects bring about threats, problems, pressures and new opportunities.

It is apparent that nearly any proposal about changing an educational practice will generate both advocates and opponents. Some people consider the intended change of opinion as the difference among individuals in how they expect the change will affect their own welfare (Thomas, 2002: 9).

South Africa’s previous history is littered with examples of institutional discrimination that underpinned the constitution, the political system, employment practices and the economy of the time (Boullé, 1988: 5). Moreover, such practices were designed to allocate resources and benefits on an unequal basis according to race, colour, language and gender, thus perpetuating and entrenching the discriminatory practices of the apartheid regime.

Rationalisation means ostensibly to equalise education by means of the redeployment of educators from schools with low learner: educator ratios to schools with high learner: educator ratios. Currently institutions are given the opportunity to redress the damage caused by historical exploitation. Restructuring and redeployment allows for the so – called historically disadvantaged institutions to be regraded / upgraded to be in par with their previously advantaged colleagues.

Probably the best approach is to adhere to what is stipulated by the Constitution and the Bill of Rights. According to Rautenbach and Malherbe (1998:1 –5) the constitution has been adopted in the spirit of reconciliation and co-operation and strive to:

- Heal the divisions of the past and create a society based on democratic values, social justice and fundamental human rights;
- Lay the foundations for a democratic and open society in which government is based on the will of the people and every citizen is equally protected by the law;
- Improve the quality of life of all citizens and free the potential of all people; Build a united and democratic South Africa able to take its rightful place as a sovereign state in the family of nations.

In terms of Section 9 of the Republic of South Africa Constitution Act 108 of 1996 (1 – 3):

- (1) Everyone is equal before the law and has the right to equal protection and benefit of the law.
- (2) Equality includes the full and equal enjoyment of all rights and freedoms. To promote the achievement of equality, legislative and other measures designed to protect or advance persons, or categories of persons, disadvantaged by unfair discrimination may be taken.
- (3) The state may not unfairly discriminate directly or indirectly against anyone on one or more grounds, including race, gender, sex, pregnancy, marital status, ethnic or social origin, colour, sexual orientation, age, disability, religion, conscience, belief, culture, language and birth.

In order for the process to be successful, all role players need to formulate and agree on criteria in a critical way. For example, should schools in poor, urban decaying towns and townships and those in deep rural areas not be graded higher as an incentive to get educators and other resources there?

The equality guaranteed by the Constitution provides the moral and legal basis of school policy (Education White Paper, 1995: 61). This implies that issues including staffing procedures and/or post – establishment, redeployment and / or rationalisation will be guided by constitutional principles and values where conditions of service are delivered fairly, impartially and without bias.

2.6 POST PROVISIONING MODEL FOR THE ALLOCATION OF EDUCATOR POSTS TO INSTITUTIONS

According to the regulation for the creation of educator posts in a Provincial Department of Education, and the distribution of such posts to the educational institutions of such a Department, as promulgated by government (Government Gazette, Notice R1451 24077, 2002) the determination of an educator post establishment of the Provincial Department of Education must be done annually.

Subject to regulations on post provisioning, a head of a provincial department of education must, from time to time, inform each institution of its new educator post establishment. As a result of operational requirements the new staff establishment may provide for fewer posts than the existing staff establishment or the skills requirements of the new establishment may not match the skills profile of the incumbent educators. As a result some serving educators may be “in addition” to the new establishment. Each principal must inform his/her staff of the institution’s new educator post establishment and of the procedure that will followed in identifying educators who cannot be accommodated on the new establishment. This information must be accessible to all members of staff.

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The Department takes the following factors into consideration in implementing a post provisioning model:

- The maximum class size applicable to a specific learning area or phase;
- Period load of educators;
- Need to promote a learning area;
- The size of the school;
- The number of grades;
- More than one language medium of instruction;
- Disabilities of learners;
- Access to the curriculum;
- Poverty;
- Level of funding;

- Ad Hoc factors.

As indicated above the post provisioning model should dovetail with the principles underpinning the distribution or redistribution of educator posts. These principles are:

- Distribute posts among schools fairly, based on the related needs;
- Distribution pro-rata to weighted learners;
- Learner's weightings represent all factors that impacts on posts provisioning needs.

These principles relate to the procedure for the identification of serving educators declared "in addition" as a result of the post distribution model.

2.7 THE PROCEDURE FOR THE IDENTIFICATION OF SERVING EDUCATORS IN ADDITION AS A RESULT OF OPERATIONAL REQUIREMENTS

In terms of Resolution 2 of 2003 of the Educator Labour Relations Act, responsibilities for the identification of serving educators "in addition" are allocated as follows:

2.7.1 The principal

After consulting with the educator staff of the institution at a formal staff meeting, the principal may recommend that educators who may be declared in addition, be absorbed in vacancies that exist or will in the near future (not longer than six months) at that education institution.

Vacancies that will exist in the near future refers to vacancies as a result educators, at the particular institution, leaving because of retirement, boarding, resignation, promotion and employer initiated discharges, where the date of exit is known.

2.7.2 The Circuit / District Manager

The Circuit / District Manager together with the Principal shall identify educators in addition, taking into account the following:

- The views of the educator staff of the institution as expressed at a formal meeting convened by the principal;
- The needs of the institution, more particularly in relation to its specific curriculum obligations, the number of classes, the timetable and the allocation of learners to classes;
- The Circuit / District manager shall take cognisance of the fact that there is not necessarily a direct relation between the posts identified as in addition and an educator who will be declared in addition, as there may be more than one post with substantially the same duties attached to it;
- If a decision has to be taken regarding two or more educators competing for the same post, the principle of “last in, first out “(LIFO) shall be applied. An educator’s service period for the application of “LIFO” shall include all continuous service rendered at any public education institution.

2.7.3 The Provincial Department Of Education

Informs an educator, who has been declared in addition, in writing.

2.8 PROCEDURE IN FILLING VACANCIES

The following procedure shall be followed in filling vacancies in cases where a department has educators in addition of a staff establishment:

(1) All vacancies must be advertised and filled with the proviso that:

- Applicants, who are in addition as a result of operational requirements are must be considered before any other applications may be considered.
- A provincial education department may publish a closed vacancy list for which only serving educators in addition may apply.

- The short listing procedure to be followed by a Governing body must ensure that all such candidates, identified by the relevant department

(2) In terms of section 6 or 8 of the Employment of Educators Act 84 of 1998, the Head of a Provincial Education Department may transfer an educator who is in addition to another post in the department that matches his / her skills and experience.

This action will have serious implications on the work life of the educator and inter-alia the continuation of effective teaching and learning in the school.

2.9 THE IMPACT OF REDEPLOYMENT ON THE WORK LIFE OF THE EDUCATOR

Employees vary in their responses to change, responses may be negative or positive depending on the way in which an individual perceives the given situation (Gertenbach, 1997:192). If change is perceived positively, it might elicit confidence to handle the anticipated future with excitement, whereas negative perception might elicit mental paralysis and disorientation.

Redeployment has to do with change. It is known that change occurs when one thing ends and something new or different starts." The period between these points is transition"(Scott & Jaffe, 1997: 31). This happens when people have to let go of the old and embrace the new. It means moving from the familiar to the unknown.

Managers usually underestimate the effect that change has on people. With change, even if it is positive, it is not uncommon to experience a feeling of ending or loss as well as emotional distress, which will affect the quality of teaching and learning in the school. These aspects need to be managed in order to lead people towards redirecting their work life. Managers have to identify also what is ending and who is in fact losing what (Bridges, 1993: 68).

This can be done in the following sequence while you are in a planning stage:

- Describe what is going to happen. This means that managers need to describe the change in detail; they must be specific.
- Managers need to describe what will be different when the change has been completed.
- It has to be stated to the people who are going to let go of something, whose familiar way of doing things will be affected.
- It must also be asked what is over for everyone. Is it a chapter in the organisation's history? Whatever has ended must be specified (Bridges, 1993), because what is ended is more than often something lost. Question is what type of losses could be experienced during the process of redeployment?

2.9.1 Types of losses that can be incurred during the process of redeployment

When change or transformation occurs within an organisation, employees normally experience several types of losses including:

Security

Employees no longer feel in control or know what the future holds, or where they stand in the organisation. Security includes job and personal security.

Competence

Workers feel incompetent. They feel embarrassed when faced with new tasks, as they do not know how to do them within the context of a new environment.

Relationships

Familiar contact with parents, learners, colleagues or managers can disappear. People feel lost in a group or an institution. They have a sense of belonging nowhere.

Sense of direction

Employees lose an understanding of where they are going and the reason why they are going and the reason why they are going there. Meaning and mission often become unclear.

Territory

Feeling of uncertainty about the area that used to “belong” to them develops. This can be space or responsibility. Territory includes psychological as well as physical space (Scott & Jaffe, 1997).

These losses can trigger an emotional response that resembles grief. They are a natural sequence of emotions people go through when they lose something that matters to them. These emotions may not be evident at first. “People may deny that the loss will take place. It is actually essential that people allow themselves to go through the grieving stages so as not to use up precious resources by resisting them. Denial is a natural first stage of the grieving process, a way in which hurt people protect themselves from the first impact of loss (Bridges, 1993; Blair & Meadow, 1996)

2.9.2 Emotions incurred during the process of redeployment

People that experience loss of direction and purpose, are often subjected to the following emotions:

Anger

This is everything from rage to grumbling. This may lead to foot dragging, “mistakes” and even sabotage. The anger may be directed outwards towards other people. You may feel angry with your principal, the union or the Department of Education. They are to blame (Blair & Meadow, 1996).

Anxiety

Silent or expressed, is a realistic fear of an unknown and probably difficult future or simply catastrophic fantasies.

Sadness

It is everything from silence to tears. Sharing of feelings is needed in such a situation.

Stress

It is based upon subjective perceptions of an objective reality that is constantly shifting. Another source of stress is frustration experienced when people feel something is preventing them from meeting basic needs or getting what they want. Uncertainty and ambiguity are other sources of stress. Announcement of a broad change initiative usually raises more questions than it provides answers (Nadler et al. 1994).

The dynamics of change are such that the process permeates the entire system. No one part can change without all other parts being affected. Change is frightening, and very few people are comfortable with the concept. (Denton & Campbell: 1999). Redeployment affects those educators who are not declared in addition as well. According to Doherty et al. (1995: 18-29) the following kind of behaviour was identified on employees remaining after redeployment:

- Survivor loyalty to the department generally decreased;
- Loyalty to colleagues increased or remained the same;
- Evidence of decrease in career security;
- Remaining educators may suffer from survivor syndrome;
- Feeling of guilt;

Robbins (1999: 31-43), argued that the effects of downsizing exercises and lay-offs on “survivors’ (those who kept their jobs) is a neglected area in the teaching of organisational behaviour, and which should receive far more attention, since it is such a significant feature of modern organisations. An integrative model is presented

to describe how lay-offs affected survivors, with psychological factors, attitudes and behaviour, and moderating factors. "Survivor sickness" was related to the following areas:

- Self-esteem and work effort;
- Inequity and fairness;
- The formation of negative attitudes;
- Equity and effort;
- Anger, frustration and insecurity;
- Increased workloads;
- The importance of social support;
- Survivors desperately seeking information;
- Steps to ameliorate "lay-off survivor sickness";
- Managing survivor sickness;
- Shaping a new culture of employee independence.

These dynamics of change can indeed have serious implications for the motivation of educators.



2.9.3 Motivation of the educator

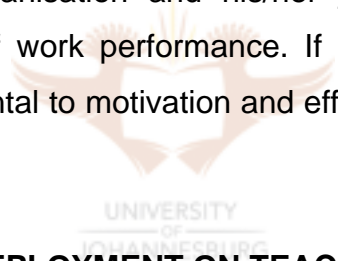
Redeployment has an impact on the motivation level of educators. Educators have needs that they need to satisfy inside and outside of work. Individuals have different needs that they bring to the working environment. Managers should consider how they could create a working environment in which individuals have the opportunity to satisfy their important needs.

According to Beardwell and Holden (2001:507), Abraham Maslow devised a theory of human nature that proposes that everyone is motivated to satisfy a series of instinctual needs:

- **Physiological needs** are basic needs essential for survival.

- **Safety and security needs** include protection from physical and psychological threats in the environment, such as freedom from fear, and a wish for certainty.
- **Social and belonging needs** include a need for love, affection, friendship, social interaction and acceptance of others.
- **Ego and esteem needs** include a need for self-respect, confidence, recognition, respect from others, status, power and competence.
- **Self-actualisation** includes self-fulfilment; achievement, individual growth, and the realisation of potential (Steers and Perters in Swanepoel et al. 2003: 24) indicate that, these needs have practical implications in the work situation. If an employee's needs are satisfied in the work environment, he/she more likely try to minimise absences from work and will probably do a better job than would have been the case had his/her not been met.

The impression is that when an individual's needs, interests and emotions mesh with the requirements of the organisation and his/her job, chances are greater for success and higher levels of work performance. If not the opposite is true, thus redeployment can be detrimental to motivation and effective teaching and learning in the classroom.



2.10 THE IMPACT OF REDEPLOYMENT ON TEACHING AND LEARNING

According to Skinner (1997: 47) redeployment has undermined teachers' motivation, eroded job security and decreased effectiveness and efficiency in the workplace.

A sense of conflict, insecurity and low morale was created by the introduction of the rationalisation and redeployment policy. If the situation in a working environment is full of conflict, people feel insecure and it becomes difficult for them to be motivated to perform their duties (Mthombeni, 2002: 44).

He further states that most educators were affected by the policy of rationalisation and redeployment in a negative way. Educators lost a sense of security, which caused depression, anxiety and poor performance in the classroom.

According to Mthombeni (2002: 44), the culture of learning and teaching was affected in many schools. Low morale among educators affected schools in such a way that there was no teaching and learning taking place.

Hence it is clear that redeployment leads to disruption. Low teacher morale, tension and anxiety have been reported. One teacher was recently hospitalised after a fistfight erupted amongst staff members of a Durban school in full view of pupils, allegedly over the redeployment issue (The Teacher, July 1999).

On paper, redeployment may be the perfect way to save teaching jobs and bring equity to South Africa's sadly uneven education system. The reality, however, is less simple. The long delayed strategy which many see as effective retrenchment rather than the large scale reshuffling of teachers to needy schools is slicing a path of destruction through schools, ridding them of their most valuable staff members, affecting academic achievements and causing depression, anxiety and poor performance among teachers (Sunday Times, 12 September 1999.)

But regardless of when redeployment process is actually completed, it is unlikely to mean the end of a shifting nomadic teacher force. The number of learners enrolled at an institution determines the number of teachers at that school and since the student population fluctuates significantly from year to year, teachers may have to get used to the idea that moving from school to school is part of the job description (The Teacher, July 1999).

According to statistics circulated by the North West Provincial Department of Education, the situation in the Bojanala East Region is as follows:

TABLE 2.1: NUMBER OF EDUCATORS DECLARED IN ADDITION: 2003

AREA PROJECT OFFICE	POST LEVEL 1	POST LEVEL 2	POST LEVEL 3
Brits	141	21	09
Mabopane	248	21	09
Moretele	164	17	3
Temba	43	16	8
Total	591	75	29

Analysis of table 2.1 suggest that post level one educators are more seriously affected by redeployment than post level two and three educators. A total of 591 post level one educators are declared in addition. It may be because there are more post level one educators in schools than other post levels.

TABLE 2.2: TOTAL NUMBER OF VACANCIES: 2003

BOJANALA EAST REGION	POST LEVEL 1	POST LEVEL 2	POST LEVEL 3
Total	298	77	24

From table 2.2 it can be seen that there are 298 vacancies for post level one educators, 77 for post level two and 24 for post level three educators.

TABLE 2.3: DIFFERENCE BETWEEN EDUCATORS DECLARED IN ADDITION AND VACANCIES

BOJANALA EAST REGION	POST LEVEL 1	POST LEVEL 2	POST LEVEL 3
Total	293	-2	-5

Table 2.3 indicates that 293 post level one educators will not be placed because there are no vacancies.

2.11 CONCLUSION

Redeployment is one of mechanisms of addressing past imbalances. It was introduced to bring equity in the education system. The political and historical background was looked at. The impact of redeployment on the work life of the educator was discussed as well as its impact on teaching and learning.

The outcomes of this literature survey will form the basis of a structured questionnaire that will be used to probe the current perceptions of educators on the way in which redeployment impacts on their work life.

In chapter three the research design and research method used in this research study will be discussed in detail.



CHAPTER THREE

THE RESEARCH DESIGN AND EMPIRICAL INVESTIGATION

3.1 INTRODUCTION

The literature study in chapter two formed the basis of the structured questionnaire that was used to probe the perception of educators and principals in respect of the impact of redeployment. The specific aim of this research was also highlighted in chapter two as the impact of redeployment on the work life of the educator in the Bojanala East Region of the North West Province.

In this chapter an attempt will be made to outline the methodology the researcher used to collect the data. The research design focuses on the following aspects:

- the purpose of quantitative research;
- the design of the questionnaire as research instrument;
- a discussion of the questions used by this researcher; and
- a discussion of the respondents used, biographical details requested and the return of the questionnaire.

A brief discussion to elucidate the merits of quantitative research now follows.

3.2 THE PURPOSE OF QUANTITATIVE RESEARCH

The main task of the educational researcher (Keeves, 1997:10) is to describe, explain, generalize and interpret educational phenomena based on empirical evidence (that is, evidence resulting from observations and / or experiences). Research can be regarded as a scientific structured approach comprising key facets, each of which leads to statements of knowledge and it can be distinguished from tabloid reporting, subjective journalism and fiction by the manner in which observations are made.

According to Charles (1988: 69) data will be obtained in the form of scores that will be easily tabulated and analysed. The purpose of quantitative research is to make objective descriptions of a limited set of phenomena and also to determine whether the phenomena can be controlled through certain interventions. Thus, initial quantitative studies of a research problem typically involve a precise description of the phenomena and a search for pertinent variables and their interrelationships. Ultimately, a theory is formulated to account for the empirical findings (Borg, Gall and Gall, 1993: 195-196).

Deductive reasoning, which is fundamental to quantitative research, assumes that a researcher should be able to move from general kinds of statements to particular ones. These statements are regarded as objective and independent of human experience and it is a means of linking theory with observations made. The main principle underlying deductive reasoning is that generalizations or theories, which come out of research, may be applicable to a larger number of cases or situations (Keeves, 1997:12). For example, if one conducts research on the effect of performance appraisal on educator morale from a random sample of schools, the findings should be generalisable to all educators throughout the country. The aim of such conclusions is to find general laws that are applicable to similar situations or populations represented by the sample that has just been investigated.

According to Borg et al., (1993:195) quantitative researchers make the assumption that they can discover “laws” that lead to reliable prediction and control of educational phenomena. They view their task as the discovery of these laws by searching for irregularities in the behaviour of samples of individuals. This search is supported by statistical analysis, which reveals trends in the sample’s behaviour. Quantitative researchers believe that such trends or laws are sufficiently strong to have practical value, even though they do not allow for perfect prediction or control.

It is essential for the quantitative researcher to be as objective as possible when collecting data and analysing the process.

The researcher begins by constructing his/her hypotheses and proceeds towards proving these. More specifically in this research project use will be made of statistical

hypotheses. A statistical hypothesis usually postulates the opposite of what the researcher predicts or expects. In this form it is known as a null hypothesis and is usually represented by the symbol **H₀**. If the researcher thus expects that there will be a statistically significant difference between the mean scores of male and female educators with respect to the impact of redeployment (research hypothesis) then the hypothesis will be stated in the form of a null hypothesis. It is the null hypothesis that is tested using statistical techniques. In its null form the hypothesis will then read:

H₀ – There is no significant statistical difference between the mean scores of male and female educators with respect to the impact of redeployment.

And the alternative hypothesis:

H_a – There is a significant statistical difference between the mean scores of male and female educators with respect to the impact of redeployment.

Should it be found that there is a statistically significant difference between the mean scores of male and female educators with respect to the impact of redeployment then the null hypothesis (**H₀**) is not accepted.



3.2.1 The relationship of the researcher to the subject

In quantitative research, the investigator's goal is objectivity. That is, they seek to keep their personal values, beliefs and biases from influencing the process of data collection and analysis. Thus they typically administer tests that involve minimal personal interaction between them and the research sample (Keeves, 1997:15). If interaction is necessary, as when conducting an interview, they try to standardise the interaction process so that it is identical for every individual in the sample.

Conversely, the respondent's role in the research is relatively passive. Their function is to react to the researcher's questions and interventions. The researcher is asked to interpret the research data or offer any opinions other than those requested by the measuring instruments (Borg et al., 1993:195).

3.3 THE STRUCTURED QUESTIONNAIRE AS INSTRUMENT OF RESEARCH

The design of the empirical investigation is a structured questionnaire consisting of 37 items (see Appendix A). Level one educators and the school management team comprising heads of department, deputy principals and principals were required to indicate the extent to which they agreed or disagreed with statements dealing with the way in which redeployment impacts on the work life of the educator. Thirty-seven closed-ended items were designed to obtain the perceptions of members of the educator profession in the Bojanala East Region of the North West Province as to how redeployment impacts on their work life. The items were based on key factors, which were prioritised as having an influence on the phenomenon redeployment.

Questionnaires were distributed to 300 randomly selected educators in the Bojanala East Region of the North West Province. Section A of the questionnaire contains 13 items that include biographical information and the responders' opinions about certain aspects of their school.

This particular research deals specifically with one essential component, namely the impact of redeployment on the work life of the educator. Of the 37 questions that appear in the questionnaire, 18 were not used for this research because the respondents tended to strongly agree and this led to the items not being testable, 12 relate to effective implementation of redeployment and 7 to effective communication about redeployment. These questions are represented in table 3.1.

The percentage of respondents who “strongly agreed” on the table below is evident to the fact that the work life of the educator is severely affected by the process of redeployment.

TABLE 3.1 ITEMS WHICH WERE NOT USED

Descriptive Statistics		
Item	Description	%
B23	The reasons of declaring an educator to be "in addition" should be clearly communicated	90,9%
B5	Redeployment causes tension amongst colleagues	82,6%
B35	Mismanagement of the process of redeployment creates ill feelings	81,8%
B10	Educators experience emotional trauma as a result of redeployment	80,4%
B24	Redeployment has a negative impact on the relationship between the principal and educators	78%
B4	Redeployment leads to low educator morale	77,7%
B20	Educators who are declared "in addition" feel unwanted	76,9%
B6	Redeployment leads to anxiety in the workplace	76,8%
B31	Redeployment has a negative effect on personal life	76,4%
B11	Educators experience emotional trauma as a result of redeployment	76,3%
B30	All educators in schools where people are declared to be "in addition", experience a feeling of anger, frustration and insecurity	75,1%
B7	Poor administration in the redeployment process disrupts classes	73,6%
B8	Redeployment creates a sense of intra-personal conflict	73,4%
B13	Redeployment has a negative impact on the effectiveness of the school	73,1%
B36	Educators who are declared "in addition" feel that they have suffered an injustice	72,7%
B28	Redeployment negatively affects educators' self-confidence	71,8%
B1	Redeployment results in the effective teamwork being compromised	61,8%
B19	Redeployment is consistently applied at our school	28,1%

TABLE 3.2 ITEMS ASSOCIATED WITH THE IMPACT OF REDEPLOYMENT ON THE WORK LIFE OF THE EDUCATOR AS A RESULT OF THE TWO FACTORS COMBINED

Descriptive Statistics				
	The impact of redeployment on the work life of the educator	Mean	Std. Deviation	Rank Order
B12	Redeployment results in inefficiency in the workplace	5.16	1.452	1
B2	Redeployment leads to loss of the familiar	5.13	1.578	2
B27	Redeployment impacts negatively on learners	5.09	1.560	3
B29	Being declared "in addition" results in low self-esteem	5.05	1.637	4
B32	The process of redeployment is not in accordance with the ideals it was purported to achieve	4.97	1.576	5
B14	Redeployment has a negative impact on educators' health	4.93	1.675	6
B3	Educators at my school are uncertain about whether they will have a job after redeployment	4.91	1.718	7
B37	Educators have reservations about the process of redeployment	4.65	1.829	8
B18	Educators are less loyal to the school due to redeployment	4.63	1.812	9
B33	Redeployment negatively affects those who have to implement it	4.55	1.982	10
B16	Redeployment is detrimental to the culture of learning and teaching in a school	4.54	1.753	11
B21	Educators are regularly informed regarding the status of redeployment at our school	4.21	2.129	12
B15	The purpose of redeployment is to bring about equity in schools	4.14	2.028	13
B25	Reasons for the redeployment of educators are clearly communicated to educators	4.05	2.102	14
B34	Educators who are not declared "in addition" experience feeling of guilt	3.83	2.141	15

B17	Redeployment presents new opportunities	3.12	2.078	16
B26	Redeployment has a positive impact on the level of job satisfaction of educators	2.84	2.054	17
B9	Redeployment is a good idea	2.38	1.923	18
B22	Educators who are declared "in addition" should not teach until they are "placed"	1.79	1.644	19

It is not possible within the constraints placed on the length of this mini-dissertation to deal with all the items that were contained in the research questionnaire but it is hoped that the key items that will be discussed under 3.3, will provide sufficient insight into the responses from respondents.

The distribution of responses pertaining to the impact of redeployment on the work life of the educator will be analysed and discussed in the following section (see Table 3.3).

It might be of interest to note the frequency of responses in relation to the specific items.

TABLE 3.3 DISTRIBUTION OF RESPONSES OF EDUCATORS PERTAINING TO THE IMPACT OF REDEPLOYMENT

FREQUENCY OF RESPONDENTS SCORING FROM 1 – 6								
Item No.		Strongly disagree	2	3	4	5	Strongly agree	Total
B12	Count	16	4	7	23	32	160	242
	%	6,6%	1,7%	2,9%	9,5%	13,2%	66,1%	100,0%
B2	Count	20	5	9	18	22	167	241
	%	8,3%	2,1%	3,7%	7,5%	9,1%	69,3%	100,0%
B27	Count	20	5	14	20	22	161	242
	%	8,3%	2,1%	5,8%	8,3%	9,1%	66,5%	100,0%
B29	Count	24	6	8	19	26	159	242
	%	9,9%	2,5%	3,3%	7,9%	10,7%	65,7%	100,0%
B14	Count	20	15	9	22	23	153	242
	%	8.3%	6,2%	3,7%	9,1%	9,5%	63,2%	100,0%

B3	Count	28	6	13	19	25	149	240
	%	11,7%	2,5%	5,4%	7,9%	10,4%	62,1%	100,0%
B32	Count	43	10	12	16	24	137	242
	%	17,8%	4,1%	5,0%	6,6%	9,9%	56,6%	100,0%
B18	Count	38	4	14	23	42	121	242
	%	15,7%	1,7%	5,8%	9,5%	17,4%	50,0%	100,0%
B37	Count	35	7	22	19	30	128	241
	%	14,5%	2,9%	9,1%	7,9%	12,4%	53,1%	100,0%
B33	Count	74	11	12	24	30	91	242
	%	30,6%	4,5%	5,0%	9,9%	12,4%	37,6%	100,0%
B16	Count	29	9	25	35	27	115	240
	%	12,1%	3,8%	10,4%	14,6%	11,3%	47,9%	100,0%
B21	Count	61	10	15	8	29	118	241
	%	25,3%	4,1%	6,2%	3,3%	12,0%	49,0%	100,0%
B15	Count	58	8	13	35	24	103	241
	%	24,1%	3,3%	5,4%	14,5%	10,0%	42,7%	100,0%
B25	Count	64	11	16	18	30	101	240
	%	26,7%	4,6%	6,7%	7,5%	12,5%	42,1%	100,0%
B34	Count	74	11	12	24	30	91	242
	%	30,6%	4,5%	5,0%	9,9%	12,4%	37,6%	100,0%
B17	Count	97	22	15	30	20	58	242
	%	40,1%	9,1%	6,2%	12,4%	8,3%	24,0%	100,0%
B26	Count	115	20	16	26	15	50	242
	%	47,5%	8,3%	6,6%	10,7%	6,2%	20,7%	100,0%
B9	Count	145	9	18	21	11	36	240
	%	60,4%	3,8%	7,5%	8,8%	4,6%	15,0%	100,0%
B22	Count	189	10	6	9	5	23	242
	%	78,1%	4,1%	2,5%	3,7%	2,1%	9,5%	100,0%

A discussion of some of the questions from the questionnaire relating to the impact of redeployment will now be undertaken.

3.3.1 DISCUSSION OF SOME OF THE QUESTIONS FROM THE QUESTIONNAIRE RELATING TO THE IMPACT OF REDEPLOYMENT

Questions were formulated in such a way that respondents, namely members of the school management team (SMT) and educators could indicate the extent to which they agree or disagree with statements which relate to the impact of redeployment. For example:

To what extent do you agree or disagree with the following statement:

Redeployment impacts positively on learners.

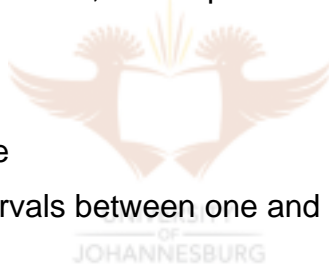
Strongly disagree

1	2	3	4	5	6
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 Strongly agree

In tables 3.1 and 3.2 indicated above, the respondents could indicate their responses as follows:

1	=	Strongly disagree
2 - 5	=	Forms equal intervals between one and six
6	=	Strongly agree



Selected questions will now be discussed and motivated using relevant data extracted from table 3.1.

Question B12: Redeployment results in inefficiency in the workplace.

Table 3.1 and 3.2 reveal the following statistical data:

Mean Score: 5,16

Rank Order: 1

% Respondents selecting 4, 5 and 6: 88,8%

The data indicates that the majority of respondents partially agree (4), agree (5) or strongly agree (6) that redeployment results in inefficiency in the workplace.

Changes that take place in the education system impact on the education institutions, the schools. This is because schools as open systems are influenced by changes that take place in the environment surrounding them (Everard & Morris, 1990: 155).

The changes that are taking place are therefore aimed at ensuring that the resources are distributed equitably, and that everybody has access to quality education. Even if these changes are essential, they affect educators negatively. Among other changes, redeployment has caused uncertainties and anxieties among educators and made educators feel insecure in their jobs. This is detrimental to the quality of teaching and learning. Erasmus and Van der Westhuizen (1996: 235) attest that job security has always been very important to educators and to the quality of their work life. If educators feel secured in their job, it has a positive effect on the quality of their teaching and learning.

From the above it becomes clear that the quality of education will be affected by the changes that are taking place in the education system.

Question B2: Redeployment leads to loss of the familiar (what you are used to).

Mean Score: 5,13

Rank Order: 2

% Respondents selecting 4, 5 and 6: 85,9%

The data indicates that the majority of respondents partially agreed, agreed or strongly agreed with the statement. Educators who are declared “in addition” must leave their colleagues, friends, communities and the environment they are used to and relocate to a totally new place. Redeployment leads educators to harbour legitimate fears such as resettlement and fragmentation of the family unit. Educators do not know in advance where the process would place them.

Question B27: Redeployment impacts negatively on learners.

Mean Score: 5,09

Rank Order: 3

% Respondents selecting 4, 5 and 6: 83,9%

The data indicates that 83,9% of respondents polled partially agreed, agreed or strongly agreed that redeployment impacts negatively on learners. The process of redeployment negatively affects teaching and learning in schools.

Hence the process has probably contributed to low morale, anxiety and uncertainty about their future as educators.

Educators who experience such feelings cannot be competent in their duties. Redeployment haunts educators to such an extent that they cannot cope with their tasks as educators. The educator will leave learners during the year and someone else must take over. This may confuse learners because there is no consistency.

Question B29: Being declared “in addition” results in a low self-esteem.

Mean Score: 5,05

Rank Order: 4

% Respondents selecting 4, 5 and 6: 84,3%

The data in Table 3.2 indicates that 84,3% of respondents partially agreed, agreed or strongly agreed that being declared “in addition” results in a low self-esteem. For schools to redeploy its teaching corps effectively, principals must be well informed in the methods of motivation. Principals must be able to deal with educators who experience feelings of incompetency, rejection and being perceived as redundant.

Principals must therefore be good motivators because educators must be convinced through effective motivation that there is a need for them to be positive and to be subjected to the process of redeployment. Educators must be given convincing reasons why they must be subjected to the process otherwise it can result in a low self-esteem.

Question B 17: Redeployment presents new opportunities.

Mean Scores: 3,12

Rank Order: 16

% Respondents selecting 4, 5 and 6: 44,7%

The data indicates that 44,7% of respondents partially agreed, agreed and strongly agreed that redeployment presents new opportunities. Some educators may be moved nearer to their homes as a result of redeployment. Other educators can get opportunities for promotional posts. Others might even feel it is a golden opportunity to “re-work’ their careers and seek new challenges. Yet 55,3% of the educators do not see it as a new opportunity at all. This would indicate that this cohort views the process of redeployment in a negative way.

Question B 26: Redeployment has a positive impact on the level of job satisfaction of educators.



Mean Scores: 2,84

Rank Order: 17

% Respondents selecting 4, 5 and 6: 37,6%

The data indicated that 62,4% of the respondents scored below three. Educators are thus of the opinion that redeployment has a negative impact on the level of job satisfaction of educators.

Training should empower the school leaders with leadership competencies and skills and should empower the staff members with the skills and knowledge to deal with the pressure of accelerated change. It is therefore axiomatic that every change that takes place in schools requires professional training of all the stakeholders so that they can understand the nature of that change and how that change can impact on them. This will encourage them to embrace the change and take ownership to such an extent that they still feel valued and that they could live up to the challenge.

Question B 9: Redeployment is a good idea.**Mean Scores: 2,38****Rank Order: 18****% Respondents selecting 4, 5 and 6: 28,4%**

The data indicated that only 28,4% of the respondents partially agreed, agreed or strongly agreed that redeployment is a good idea. Communication is very important during the change process. Effective communication during the redeployment process will provide all stakeholders in general and educators in particular with the opportunity to gain a shared understanding of the situation. This will ensure that everybody is given the opportunity to participate actively in decision-making vis-à-vis the process and to participate in the formulation of the plan on the implementation thereof. This would also short-circuit the rumours that could be spread in the absence of communication, which deprives people of valuable information to make informed choices and decisions.

Lack of communication is therefore probably largely accountable for the frustrations that characterised the process. Effective communication facilitates mutual discussions, shared meaning, knowledge and understanding of the situation. Communication furthermore establishes good relationships and minimises conflict because it fosters mutual sharing of information, which minimizes tension during the process of change.

The seven questions pertaining to redeployment of educators have a mean score of 4,11 and the respondents agree that redeployment has an impact on the work life of the educator. They indicate that work satisfaction was negatively influenced.

The following biographical details are represented in the form of Tables as it provides a good example of how representative the sample was of the population of the Bojanala East Region of the North West Province.

The next section will now focus on a discussion of the respondents used, biographical details requested and the return of the questionnaire.

3.4 THE RESEARCH GROUP

Respondents were assigned to various post levels of the teaching profession. It was felt that the perception of the educators at various post levels relative to the impact of redeployment should vary and hence it was important to sample as wide a range of post levels as possible (see Annexure A Section A question 5). Questionnaires were distributed to 300 randomly selected educators in the Bojanala East Region of the North West Province.

TABLE 3.4 STATISTICS ON QUESTIONNAIRE RETURNS:

Number of questionnaires	Total
Handed out	300
Returned usable	242
Percentage return	80,7%

3.4.1 Biographical details



The biographical details (see Appendix A) are indicated in the form of Tables, which indicate the representivity of the samples as well as discriminative information of the educators sampled.

TABLE 3.5 GENDER

Gender					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	70	28,9	29,8	29,8
	Female	165	68,2	70,2	70,2
	Total	235	97,1	100,0	100,0
Missing	System	7	2,9		
Total		242	100,0		

Table 3.5 reveals that most respondents in the schools surveyed were females who made up 70,2% of the sample. Male respondents formed 29,8% of the sample. This

is very significant as the redeployment of a married female educator can cause a major disruption in family life. It might result in breaking up the family.

TABLE 3.6 AGE

Age					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	40 years and younger	93	38,4	38,8	38,8
	41 - 45 years	61	25,2	25,4	64,2
	Older than 45	86	35,5	35,8	35,8
	Total	240	99,2	100,0	100,0
Missing	System	2	0,8		
Total		242	100,0		

Table 3.6 shows that 38,8 percent of respondents are 40 years and younger. 25,4 percent of the respondents are between 41 and 45 years. Thirty-five comma eight percent (35,8%) of respondents are older than 45. The fact that the majority of educators are older than 40 is of significance as this age group will be people that are well settled and established in their schools and communities. Redeployment of educators in this sample could prove devastating to both career and personal lives.

TABLE 3.7 POST LEVELS

Designation					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	School management team	78	32,2	32,2	32,2
	Educator	164	67,8	67,8	67,8
	Total	242	100,0	100,0	100,0

Table 3.7 shows that most respondents are educators who are on post level one. Post level one educators represent 67,8% of respondents. Post levels above post level one are regarded as the school management team and comprised of heads of

departments, deputy principals and principals. The latter grouped together for convenience and comprises 32,2% of the respondents.

TABLE 3.8 TEACHING EXPERIENCE

Teaching experience					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Less than ten years	27	11,2	11,2	11,2
	Ten years or more	215	88,8	88,8	88,8
	Total	242	100,0	100,0	100,0

Table 3.8 indicates that most of the respondents have ten or more years of teaching experience. They make up 88,8% of the respondents. Eleven comma two percent (11,2%) of the respondents have less than ten years teaching experience. It is thus a sample consisting of experienced educators. The introduction of the redeployment of educators probably led to few young educators entering the system.

TABLE 3.9 MOTHER TONGUE

Mother Tongue					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Tswana	190	78,5	78,5	78,5
	Other	52	21,5	21,5	21,5
	Total	242	100,0	100,0	100,0

In Table 3.9 it appears the majority of educators in the sample are Tswana mother tongue speakers. They form 78,5% of the respondents. All the others were grouped together because individually they formed a small percentage. Redeployment could have the effect that people are severed from their linguistic communities and community life.

TABLE 3.10 HIGHEST EDUCATIONAL QUALIFICATION

Highest educational qualification					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Diploma and Certificate or less	142	58,7	59,2	59,2
	Degree	98	40,5	40,8	40,8
	Total	240	99,2	100,0	100,0
Missing	System	2	0,8		
Total		242	100,0		

Table 3.10 indicates that 59,2% of respondents have a diploma and certificate or less. The other 40,8% has degrees. This sample representation indicates that most educators surveyed have not improved their qualifications to the level of a degree. A reason could be that the demand on educators' time in lesson preparation and instruction, and the financial implication for further study does not provide motivation to improve their qualifications.

TABLE 3.11 MARITAL STATUS

Marital Status					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Married	157	64.9	64.9	64.9
	Unmarried	85	35.1	35.1	35.1
	Total	242	100.0	100.0	100.0

Table 3.11 indicates that 64,9% of respondents are married and 35,1% are unmarried. This sample representation indicates that a large number are married, which would correlate with the statistics on gender. It would appear that there are more married women in the teaching profession and this could mean that women perceive that being married is conducive to bringing up their own children. Redeployment could prove devastating to this cohort, as it will disrupt their family lives to a major extent.

TABLE 3.12 NUMBER OF CHILDREN

Children		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	One	84	34,7	34,9	34,9
	Two - Three	119	49,2	49,4	49,4
	Four or more	38	15,7	15,8	15,8
	Total	241	99,6	100,0	100,0
Missing	System	1	0,4		
Total		242	100,0		

Table 3.12 indicates that 34,9% of respondents have one child, 49,4% have two or three children and 15,7% have four or more children. They represent 99,6% of the respondents who have children who might have to relocate to new schools and communities.

**TABLE 3.13 LANGUAGE OF INSTRUCTION**

Language of instruction at your school		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	English	143	59,1	61,1	61,1
	Dual or Parallel Medium	91	37,6	38,9	38,9
	Total	234	96,7	100,0	100,0
Missing	System	8	3,3		
Total		242	100,0		

Table 3.13 shows that 61,1% of respondents use English as a medium of instruction. The other 38,9% is either dual or parallel medium schools. Thus most of the educators targeted for redeployment can find themselves in a situation where they cannot cope with the language of tuition, for example, Afrikaans.

TABLE 3.14 TYPE OF SCHOOL

Which of the following best describes your school					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Primary School	150	62.0	63.0	63.0
	Middle or High School	88	36.4	37.0	100.0
	Total	238	98.3	100.0	
Missing	System	4	1.7		
Total		242	100.0		

The majority of respondents are from Primary Schools. They are 63% of the respondents. 37% of the other respondents are either from Middle or High School. This is regarded as not significant for the purpose of this research.

TABLE 3.15 NUMBER OF LEARNERS

Number of learners at your school					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Fewer than 700	119	49.2	49.4	49.4
	700 or more	122	50.4	50.6	100.0
	Total	241	99.6	100.0	
Missing	System	1	.4		
Total		242	100.0		

Table 3.15 indicates that 49,4% of schools have fewer than 700 learners. 50,6% of schools has 700 or more learners. This will prove that the total number of learners is not really determining whether educators are up for redeployment or not.

TABLE 3.16 LOCATION OF THE SCHOOL

Which of the following best describes the location of your school					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	In a developed township	86	35.5	35.5	35.5
	In a rural area	98	40.5	40.5	76.0
	Other	58	24.0	24.0	100.0
	Total	242	100.0	100.0	

Table 3.16 gives an indication that although most of the schools are situated in rural and other areas (40,5%), as opposed to developed townships it is not significantly so.

3.5 SUMMARY

In this chapter a description of the empirical investigation was provided. Relevant tables were provided and questions pertinent to the impact of redeployment on the work life of the educator in the Bojanala East Region of North West Province were also discussed. It was evident that the respondents regarded redeployment as having an impact on their work life. A discussion of the respondents sampled, their biographical details and the response rate of the questionnaire were also discussed.

In Chapter four the following aspects will receive attention:

- the reliability and validity of the instrument; and
- some aspects of the data flowing from the statistical analysis will be examined, tabulated and interpreted.