

## CHAPTER FOUR

### ANALYSIS AND INTERPRETATION OF A SELECTED SAMPLE OF EMPIRICAL DATA

#### 4.1 INTRODUCTION

In chapter three the following aspects were discussed:

- The instrument of research which included the design of the questionnaire and a discussion of the items in the questionnaire related to the impact of redeployment on the work life of the educator; and
- Some selected aspects of the empirical investigation, which details the respondent's chosen, biographical data, the research group and the return of the questionnaire.

In this chapter, the following aspects will receive attention:

- the reliability and validity of the research instrument;
- a comparison of the independent pairs by stating appropriate hypotheses and interpreting the statistical tests involved; and
- a comparison of the independent groups containing three or more groups by stating the hypotheses and analysing the appropriate data.

When one attempts to determine the perceptions of educators using a structured questionnaire it is important that it is valid and reliable. Validity is concerned with whether what one is measuring is what one really intends to measure. Reliability refers to the consistency and dependability of measures (Rose & Sullivan, 1996:19).

When repeated measurements of the same thing give identical or very similar results, the measurement instrument is said to be reliable. For example, if you climbed on your bathroom scale and it read 75 kilograms, you climbed off and on again and it read 72 kilograms, you climbed off and on again and it read 77

kilograms, your scale would not be very reliable. If however, in a series of weightings, you obtained the same answer (75 kilograms), your scale would be reliable (Vogt, 1993: 195). Suppose you knew that you actually weigh 70 kilograms then your scale may be reliable but it is not accurate (valid).

An instrument is valid to the extent that it measures what it is supposed to measure. For example, say you want to measure a person's height. If all you had was a bathroom scale, you could ask the person to step onto the scale and record the result. Even if the measurements were highly reliable, that is, consistent from one weighing to the next, they would not be very valid. There is no doubt that a metrestick or tape calibrated in millimetres would be more valid for measuring height than a bathroom scale (Vogt, 1993: 240).

It is essential to establish the reliability and validity of the research instrument used in the research. This will now be discussed.

## **4.2 RELIABILITY AND VALIDITY**

In order to establish the reliability and validity of the research instrument it is necessary firstly, to clarify these concepts and secondly to relate it to this research.

According to Jaeger (1990:378) reliability is considered a measurement concept that represents the consistency with which an instrument measures a given performance or behaviour. A measurement instrument that is reliable will provide consistent results when a given individual is measured repeatedly under near identical conditions.

Validity is an altogether complex concept. It tells us whether an item measures or describes what it is supposed to measure or describes (Bell, 1993: 65).

According to Bless and Higson-Smith (2000: 125), validity is concerned with just how accurately the observable measures actually represent the concept in question or whether, in fact, they represent something else.

For the purpose of this research, only content and construct validity will be clarified. Content validity is concerned with the representativeness or sampling adequacy of the content (e.g. topics or items) of an instrument (De Vos, 2001:84). A measuring instrument has content validity to the extent that its items represent the content that it is designed to measure (Borg et al., 1993:120). Content validity is not a statistical property; it is rather a matter of expert judgement. The questionnaire was also submitted to the Statistical Consulting Services of the University of Johannesburg for further scrutiny and refinement of the items.

An instrument has construct validity to the extent that it can be shown to measure a particular hypothetical construct. Psychological concepts such as effectiveness, anxiety and creativity are considered hypothetical constructs because they are not directly observable but rather are inferred on the basis of their observable effects on behaviour (Borg et al., 1993:120).

The construct validity of the measuring instrument was investigated by means of factor analysis. According to Jaegar (1990: 345) factor analysis is used extensively in research. It is particularly useful as a tool for examining the validity of tests or the measurement characteristics of attitude scales.

Borg et al., (1993: 269) defines factor analysis as a correlation technique that examines a large number of items and determines whether they cluster into a smaller number of underlying factors. The principal objective of factor analysis is to construct a smaller number of variables (called factors) that do a good job of conveying the information present in a larger number of variables.

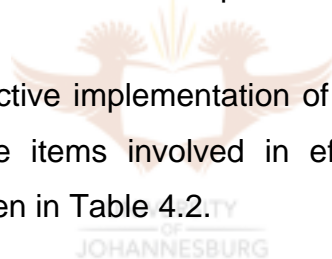
In this research 37 items were designed to secure information on the perceptions of educators at various post levels in respect of the impact of redeployment on the work life of the educator (See Appendix A) of which 18 items were omitted from the analysis. The items were left out because the respondents tended to strongly agree and this led to the items being negatively skew and not testable (see page 28-29) using the normal curve. The construct validity of the instrument in this research was investigated by means of successive first and second order factor analytic procedures performed on the 19 items.

The first order procedure involves a principal component analysis (PCA1) followed by a principal factor analysis (PFA1). These procedures were performed using SPSS 11,0 programme (Norusis, 2000) to identify a number of factors that may facilitate the processing of statistics. The first order procedure resulted in seven factors that were used in the second order procedure. This consisted of a principal component analysis (PCA 2) with varimax rotation and orthogonal axes followed by a principal factor analysis (PFA 2) with direct oblimin (oblique) rotation.

The procedures resulted in the 37 items being reduced to two reliable factors namely:

- Factor 1 consisting of 12 items that was named “effective implementation of the redeployment process” with a Cronbach-alpha-reliability coefficient of 0,720.
- Factor 2 consisting of 7 items that was dubbed “effective communication of the redeployment process” with a Cronbach-alpha-reliability coefficient of 0,629.

The items that constitute effective implementation of the redeployment process are shown in Table 4.1 and the items involved in effective communication of the redeployment process are given in Table 4.2.



**TABLE 4.1 ITEMS ASSOCIATED WITH THE FACTOR EFFECTIVE IMPLEMENTATION OF THE REDEPLOYMENT PROCESS**

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	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
B34	Educators who are not declared "in addition" experience feeling of guilt	3,83	2,141	15

A score of between 5 and 6 would thus indicate that respondents agree to strongly agree with the factor effective implementation of the redeployment process. A score of 4 would represent partial agreement by the respondents whereas a score between 4 and 5 would represent partial agreement to agreement with the factor. A factor means score of 3 would represent partial disagreement by the respondents concerned.

Having presented the items associated with factor one and discussed the appropriate scale; factor two will now be discussed.

**TABLE 4.2 ITEMS ASSOCIATED WITH THE FACTOR EFFECTIVE COMMUNICATION OF THE REDEPLOYMENT PROCESS**

Descriptive Statistics				
	The impact of redeployment on the work life of the educator	Mean	Std. Deviation	Rank Order
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
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

A score of between 5 and 6 would thus indicate that respondents agree to strongly agree with the factor effective communication of the redeployment process. A score of 4 would represent partial agreement by the respondents whereas a score between 4 and 5 would represent partial agreement to agreement with the factor. A factor means score of 3 would represent partial disagreement by the respondents concerned.

Having completed a representation of the factors involved in the impact of redeployment on the work life of the educator, it is appropriate to state the hypotheses and discuss the statistical analysis.

### 4.3 HYPOTHESES

Due to the restrictions placed on the length of a mini-dissertation only one example of two independent groups and one example of three or more independent groups will be discussed in detail. The comparison of two independent groups will be discussed first.

### 4.3.1 Comparison of two independent groups

At the multivariate level two independent groups can be compared for possible statistical differences in their mean scores using Hotelling's  $T^2$  test. This implies that the vector means of the two independent groups are compared in respect of the two factors considered together. Should a statistically significant difference be found at this multivariate level then the Student t-test is used in respect of each of the variables taken separately. The particular independent group chosen by this researcher is marital status and the discussion will now turn to possible differences between married and unmarried respondents relative to the two factors.

A score of between 5 and 6 would thus indicate that respondents agree to strongly agree with the factor concerned. A score of 4 would represent partial agreement by the respondents whereas a score between 4 and 5 would represent partial agreement to agreement with the factor. A factor means score of 2 would represent disagreement by the respondents concerned.

#### 4.3.1.1 Differences between married or living together and unmarried or living together respondents as independent variable

**TABLE 4.3 HYPOTHESES WITH MARRIED OR LIVING TOGETHER AND UNMARRIED OR LIVING TOGETHER RESPONDENTS AS INDEPENDENT VARIABLE**

<b>DIMENSIONS</b>	<b>VARIABLE</b>	<b>SYMBOL</b>	<b>DESCRIPTION</b>	<b>TEST</b>
Multivariate level	Marital status	HoT	There is no statistically significant difference between the vector mean scores of married and unmarried educators in respect of the two factors considered together.	Hotelling's $T^2$
Multivariate level		Hat	There is a statistically significant difference between the vector mean scores of married and unmarried educators in respect of the two factors considered together.	

DIMENSIONS	VARIABLE	SYMBOL	DESCRIPTION	TEST
Univariate level		Hot	There is no statistically significant difference between the vector mean scores of married and unmarried educators in respect of each factor taken separately namely:	
		Hot 1	Effective implementation of the redeployment process	
		Hot 2	Effective communication of the redeployment process.	
		Hat	There is a statistically significant difference between the vector mean scores of married and unmarried educators in respect of each factor taken separately namely:	
		Hat 1	Effective implementation of the redeployment process	
		Hat 2	Effective communication of the redeployment process	

**TABLE 4.4 SIGNIFICANCE OF DIFFERENCES BETWEEN MARRIED OR LIVING TOGETHER AND UNMARRIED EDUCATORS REGARDING THE FOLLOWING TWO FACTORS:**

Factor	Group	Factor mean	Hotelling's T <sup>2</sup> (p-value)	Student t-test
Effective implementation	Married	4,69	0,034	0,159
	Unmarried	4,97		
Effective communication	Married	3,69	**	0,012
	Unmarried	3,74		

\*\* **Statistically** significant at the 1% level ( $p > 0.01$ ) N (Married) = 151

N (Unmarried) = 81

Table 4.4 indicates that there is a statistically significant difference between the vector mean scores of married and unmarried educators at the multivariate level in respect of all two factors considered together ( $p = 0,034$ ). Hot is thus not accepted.



At the univariate level married and unmarried educators differ statistically significantly from one another in respect of all two factors considered separately. Hot 1 and Hot 2 are thus not accepted.

From the mean scores in Table 4.4 it can be seen that both married and unmarried educators consider the effective communication of the redeployment process to be important. However unmarried educators consider effective communication of the redeployment process to be statistically significantly more important than do their married counterparts. A possible explanation could be that unmarried respondents would like to be more informed before being redeployed. They seek an in-depth knowledge about the process of redeployment.

Having set hypotheses and tested them in respect of one example of two independent groups it is now necessary to do the same for one of three or more independent groups.

#### **4.3.2 Comparison of three or more independent groups**

In respect of three or more independent groups, multivariate differences are investigated by means of MANOVA (multivariate analysis of variance) in respect of three factors considered together. The vector mean scale scores are compared and should any difference be revealed at this level then ANOVA (analysis of variance) is used to investigate which of these two factors is responsible for significant statistical difference. Groups are analysed pair wise by means of either the Scheffé or the Dunnett T3 tests. If the homogeneity of variance in the Levene test (an advanced form of the Student t-test) is more than 0,05 ( $p > 0,05$ ) then the Scheffé test is used to investigate possible differences between the various pairs. Should the homogeneity of variance be less than 0,05 ( $p < 0,05$ ) then the Dunnett T3 test is used to investigate differences between the various pairs. The differences between age groups will now be discussed.

#### 4.3.2.1 Differences between age groups in respect of the two factors

**TABLE 4.5 HYPOTHESES WITH AGE GROUP AS THE INDEPENDENT VARIABLE**

DIMENSIONS	VARIABLE	SYMBOL	DESCRIPTION	TEST
Multivariate level	Age	HoM	There is no statistically significant difference between the vector mean scores of the various age groups of educators in respect of the two factors considered together.	MANOVA
		HaM	There is a statistically significant difference between the vector mean scores of the various age groups of educators in respect of the two factors considered together.	
Univariate level		HoA	The average scale scores of the various age groups of educators do not differ in a statistically significant way from one another in respect of the following factors taken separately:	ANOVA
		HoA 1	Effective implementation of the redeployment process	
		HoA 2	Effective communication of the redeployment process	
		HaA	The average scale cores of the various age groups of educators do differ in a statistically significant way from one another in respect of the following factors taken separately:	
		HaA 1	Effective implementation of the redeployment process	
		HaA 2	Effective communication of the redeployment process	
Pair-wise differences		HoS	There is no statistically significant difference between the average scale scores of the various age groups compared pair-wise in respect	

DIMENSIONS	VARIABLE	SYMBOL	DESCRIPTION	TEST
			of the three factors considered separately namely:	
		HoS 1	Effective implementation of the redeployment process	
		HoS 2	Effective communication of the redeployment process	
		HaS	There is a statistically significant difference between the average scale scores of the various age groups compared pair-wise in respect of the two factors considered separately namely:	
		HaS 1	Effective implementation of the redeployment process	
		HaS 2	Effective communication of the redeployment process	

**TABLE 4.6: SIGNIFICANCE OF DIFFERENCES BETWEEN THE AGE GROUPS IN RESPECT OF THE TWO FACTORS**

Factor	Group	Factor mean	MANOVA (p-value)	ANOVA (p-value)
Effective implementation of the redeployment process	A	4,72	0,000 **	0,004 **
	B	4,78		
	C	4,85		
Effective communication of the redeployment process	A	3,81		0,013 **
	B	3,49		
	C	3,70		

\*\* Statistically significant at the 1% level ( $p < 0,01$ )

\* Statistically significant at the 5% level ( $p > 0,01$  but  $< 0,05$ )

A = 40 years and younger (N=90)

B = 41 - 45 years (N=59)

C = Older than 45 (N=81)

Using the data in Table 4.6 it follows that there is a statistically significant difference at the 1% level between the age groups at the multivariate level. HoM is thus not accepted. At the univariate level the factor mean scores of the three age groups differ from one another in respect of all two factors namely effective implementation

of the redeployment process ( $p=0,004$ ) and effective communication of the redeployment process ( $p=0,013$ ). HoA cannot be accepted.

In respect of the pair-wise comparison the following conclusions can be made:

- Relative to effective implementation of the redeployment process educators who are older than 45 years differ statistically significantly from educators who are 40 years and younger. Educators who are older than 45 years have a significantly higher score than educators who are 40 years and younger and hence HoS.AC1 cannot be accepted. Educators who are older than 45 years thus perceive the process of redeployment to be more effectively implemented than educators who are 40 years and younger perhaps because they have a perception that redeployment will target younger educators more than the long serving ones, and thus believes that they will be affected to a lesser extend.
- In respect of effective communication of the redeployment process educators who are between 41 and 45 years old have the lowest factor mean score whilst the educators who are older than 45 years have the second lowest score. These two groups thus differ significantly from all the age groups. The reason for this may be that educators who are younger than 40 years are more inclined to attend meetings and workshops about redeployment, hence they feel that the process of redeployment is effectively communicated. Educators in the age range 40 or less vary over a range of 20 (40-20) and educators in the age above 45 also have a range of 29 (65-45). The age group 41-45 only have a range of four years (45-41). Thus this age group (41-45) have the most members and are probably the age group most affected by redeployment. As such effective communication of the redeployment process are of the utmost importance to this group.

Only one example of two independent groups and one example of three or more independent groups have been discussed completely. Due to the limitation in length placed on a mini-dissertation it is not possible to discuss all the independent groups in this fashion. The various factor mean scores will, however, be summarised in Table 4.8 by a brief discussion for each of the groups.

**TABLE 4.7: MEAN SCORES OF THE INDEPENDENT GROUPS IN RESPECT OF THE TWO FACTORS MAKING UP THE IMPACT OF REDEPLOYMENT ON THE WORK LIFE OF THE EDUCATOR**

Independent Group	Category Name	Factor Mean Scores	
		F1	F2
<b>Gender</b>	Male	4,76**	3,61*
	Female	4,83**	3,71**
<b>Age</b>	40 years and younger	4,72**	3,82**
	41-45 years	4,78**	3,49**
	Older than 45	4,85**	3,72**
<b>Designation</b>	Promotional posts	4,73**	3,97**
	Educator	4,81**	3,59**
<b>Mother tongue</b>	Tswana	4,80**	3,71**
	Other	4,72**	3,86**
<b>Highest educational qualification</b>	Diploma and certificate or less	4,72**	3,68**
	Degree	4,86**	3,76**
<b>Marital status</b>	Married	4,69**	3,69*
	Unmarried	4,96**	3,74*
<b>Children</b>	One or less	4,82**	3,64*
	Two – Three	4,69**	3,76*
	Four or more	4,98**	3,65*
<b>Language of instruction</b>	English	4,81**	3,69*
	Dual or Parallel medium	4,72**	3,72*
<b>Type of school</b>	Primary	4,75**	3,76**
	Middle or High school	4,86**	3,63**
<b>Number of learners</b>	Fewer than 700	4,75**	3,74**
	700 or more	4,81**	3,66**
<b>Location of the school</b>	In a developed township	4,82*	3,56**
	In a rural area	4,72*	3,72**
	Other	4,73*	3,84**

\*\* Statistically significant at the 1% level ( $p < 0,01$ )

\* Statistically significant at the 5% level ( $p > 0,01$  but  $< 0,05$ )

F1 = Effective implementation of the redeployment process

F2 = Effective communication of the redeployment process

#### 4.4 DISCUSSION OF THE DIFFERENCES BETWEEN THE FACTOR MEAN SCORES PRESENTED IN TABLE 4.7

In order to expedite the discussion of the factor mean scores the factors will be discussed separately with effective implementation of the redeployment process being the first to be examined.

##### 4.4.1 Effective implementation of the redeployment process

**Gender of respondents** – Female educators have a higher factor mean score than male educators. Although the groups do not differ statistically significantly regarding effective implementation of the redeployment process, both genders agree to partially agree with items involved with effective implementation of the redeployment process.

**Age of respondents** – Respondents who are older than 45 years have the highest factor mean score whilst the groups falling between 41-45 and 40 years and younger have the lowest factor mean scores. Although the groups do not differ statistically significantly, respondents who are older than 45 years place greater emphasis on the effective implementation of the redeployment process in order to minimize the impact on their work lives.

**Designation** – educators in non-promotional posts have a higher factor mean score than educators in promotional posts in respect of effective implementation of the redeployment process. Educators in promotional posts perceive themselves to be implementing the redeployment process effectively. This can be attributed to the fact that they are in managerial positions and thus accountable for the effective implementation of the redeployment process.

**Mother tongue** – The factor mean scores of Tswana mother tongue speakers is higher than that of others. Although the groups do not differ statistically significantly, it would appear that the Tswana mother tongue speakers tend towards agreeing that the redeployment process impacts on the work life of the educator. Both mother

tongue groups probably have reservations as to how relocation will affect their social and community structures.

**Highest educational qualification** – Educators with degrees have the highest factor mean score in respect of effective implementation of the redeployment process whilst those with a diploma and certificate or less have the lowest factor mean score. Educators with degrees are more at ease with the process of redeployment. Perhaps they feel that a good qualification will render them some protection as to the impact of redeployment.

**Marital status** – educators who are unmarried have a higher factor mean score than educators who are married in respect of effective implementation of the redeployment process. Although the groups do not differ statistically significantly from each other all the marital status groups do agree that the factor effective implementation of the redeployment process is important in schools. Educators who are unmarried may not have a problem to relocate because they have not yet settled or established themselves firmly in a specific position at their current schools.

**Children** – educators who have four or more children have the highest factor mean score whilst those who have two to three children have the lowest factor score. The three groups do, however, not differ statistically significantly in their perceptions from one another in respect of effective implementation of the redeployment process but it is clear that they have misgivings about having to relocate their children to other schools.

**Language of instruction** – educators who have English as medium of instruction in their schools have the highest factor mean scores whilst educators who have dual or parallel medium of instruction have the lowest factor mean score. The two language of instruction groups do, however, not differ statistically significantly from each other in respect of effective implementation of the redeployment process.

**Type of school** – middle or high school educators have the highest factor mean score whilst educators in primary schools have the lowest factor mean score. The

respondents in middle or high have a more positive perception of the effectiveness of redeployment but not significantly so.

**Number of learners** – There is no statistically significant difference in the factor means scores of the educators in respect of the number of learners. However respondents with 700 or more learners have a higher factor mean score whilst respondents with fewer than 700 learners have the lowest factor mean score.

**Location of the school** – There is no statistically significant difference in the factor means scores in the various locations of schools in the factor effective implementation of the redeployment process. However educators in developed townships have the highest factor mean score whilst educators in rural areas have the lowest factor mean score. Educators in developed townships perceive the process of redeployment more positively, but it is clear that educators in rural areas will have several problems with relocating and may harbor fears that redeployment will have a negative impact on their work lives.

#### 4.4.2 Effective communication of the redeployment process

**Gender of respondents** – Female educators have the highest factor mean score whilst male educators have the lowest factor mean score. There is no statistically significant difference in the factor mean scores of the educators in respect of gender. The lower mean score recorded by male educators might be indicative of their concerns relating to family responsibilities.

**Age of respondents** – Educators who are 40 years and younger have the highest factor mean score whilst educators between 41 and 45 years and those older than 45 have the lowest factor mean scores. Although the groups do not differ significantly statistically. This is probably an indication that educators who are 40 years and younger do not have a problem to relocate because they are not yet settled, while the older cohort will find resettlement severely disrupting, also in relation to their career opportunities.



**Designation** – Educators in promotional posts have a statistically significantly higher factor mean score than educators in non-promotional posts. Educators in promotional posts place greater emphasis on communication. It may be that they are the ones who must disseminate information. Educators not in promotional posts might feel that all the information is not cascaded down to the lowest level.

**Mother tongue** – The factor mean score of Tswana mother tongue speakers is the lowest whilst the other mother tongue speakers are the highest. All groups do, however, partially agree in their perceptions and they do not differ statistically significantly in their perceptions.

**Highest educational qualification** – Educators with degrees have the highest factor mean score in respect of effective communication of the redeployment process whilst those with a diploma and certificate or less have the lowest factor mean score. This is not easy to explain, but it may indicate that educators with higher qualifications are more inclined to make a study of the process and thus have a better understanding.

**Marital status** – educators who are unmarried have a higher factor mean score than educators who are married in respect of effective communication of the redeployment process. Although the groups do not differ statistically significantly from each other all the marital status groups do agree that effective communication is important. This might be so because they need to be plan ahead in relation to relocation and career pathing.

**Children** – educators who have two to three children have the highest factor mean score whilst those who have one or less have the lowest factor mean score. The three groups do, however, not differ statistically significantly from one another and all only partially agree that the process is communicated effectively. They have a need to be fully informed about the process and the time frames as it affects their families.

**Language of instruction** – educators who have English as medium of instruction in their schools have the lowest factor mean scores whilst educators who have dual or parallel medium of instruction have the highest factor mean score. The two

languages of instruction groups do, however, not differ statistically significantly from each other in respect to their responses.

**Type of school** – middle or high school educators have the lowest factor mean score whilst educators in primary schools have the highest factor mean score. There are more primary school educators than middle or high school educators. Probably many educators who are redeployed are from primary schools hence the higher mean score.

**Number of learners** – Educators who have fewer than 700 learners have the highest factor mean score whilst educators who have 700 or more learners have the lowest factor mean score. In most cases, it is smaller schools, which are hit hard by the process of redeployment.

**Location of the school** – There is no statistically significant difference in the factor mean scores in the various locations of schools in the factor impressions about redeployment. However educators in other areas have the highest factor mean score whilst educators in a developed township have the lowest factor mean score. Educators in rural areas have a higher need for detail as relocation might entail severing their ties with communities and families while a new work place might prove to be quite threatening to them.

#### **4.5 SUMMARY**

In this chapter an analysis and interpretation of some of the empirical data was undertaken. The construct validity of the research instrument was investigated by means of two successive factor analytic procedures, which reduced the 37 items to just two reliable factors namely:

- Effective implementation of the redeployment process consisting of 12 items with a reliability coefficient of 0,720;

- Effective communication of the redeployment process consisting of seven items with a reliability coefficient of 0,629.

The statistical analysis of the research was rationed to a comparison of one example of two independent groups and one example of three or more independent groups. Hypotheses were set and multivariate statistics were used to analyse and interpret the data. Other mean scores were, however, briefly reported and discussed.

An instrument, which has construct validity, should be able to distinguish between groups, which are known to differ from one another. It can be seen from the data in Table 4.8 that many of the groups, which are expected to differ statistically significantly from one another, do indeed differ in their perceptions of effective implementation of the redeployment process and effective communication of the redeployment process. These differences were discussed and possible reasons for the differences in factor mean scores were postulated.

From research conducted it can be concluded that the impact of redeployment on the work life of the educator revolves around two main constructs namely effective implementation of the redeployment process and effective communication of the redeployment process. These constructs were shown to have construct validity and to be reliable and could thus serve as a basis for measuring and developing effective implementation of the redeployment process and effective communication of the redeployment process in schools.

In chapter five a summary of the research will be given. Important findings will be discussed and appropriate recommendations will be made. Suggestions for further research will be provided.

## **CHAPTER FIVE**

### **FINDINGS AND RECOMMENDATIONS**

#### **5.1 INTRODUCTION**

This chapter will give an overview of the study, with reference to the background, problem and aim, as well as the method of research and results. Important findings, recommendations and topics for further research will also be discussed.

#### **5.2 SUMMARY**

Chapter one has dealt with the problem around the impact of redeployment on the work life of the educator. The chapter consisted of the introduction, rationale for the study, statement of the problem, aims of the research, method of research, demarcation of study, clarification of concepts and plan of the study of this investigation.

Chapter two has dealt with the relevant research literature study, which was undertaken to discuss the impact of redeployment on the work life of the educator in the Bojanala East Region of the North West Province.

In chapter three the questionnaire was presented as research techniques for gathering empirical data. This chapter discussed the questionnaire as the research instrument for obtaining information about the impact of redeployment on the work life of the educator in the Bojanala East Region of the North West Province.

Chapter four discussed the analysis and interpretation of the empirical data was discussed. The construct validity of the research instrument was investigated by means of two successive factor analytic procedures that reduced the 19 items to just two factors namely:

- Effective implementation of the redeployment process consisting of 12 items with a reliability coefficient of 0,720; and

- Effective communication consisting of seven items with a reliability coefficient of 0,629.

The statistical analysis of the research was confined to a comparison of one example of two independent groups and one example of three or more independent groups. Hypotheses were set and multivariate statistics were used to analyse and interpret the data. After this cursory summary of the aspects touched upon during the present research, important findings emanating from the research are made. These are now briefly illuminated and recommendations for effective implementation of the redeployment process are made.

### **5.3 IMPORTANT FINDINGS**

In this subsection the literature survey findings will be concisely expounded. The survey consists of knowledge and theories about the impact of redeployment in the work life of the educator in the Bojanala East Region of the North West Province. The empirical findings confirm the existing theories, add to the characteristics that literature presents as criteria as the impact of redeployment or postulate new characteristics altogether. It is now appropriate to table literature survey findings in the following subheading.

#### **5.3.1 Findings from the literature**

The literature survey has exposed various factors that contribute to the impact of redeployment, on the work life of the educator.

Change in South Africa is prevalent; its impact on education 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 as indicated by the literature survey, changes in all these aspects bring about threats, problems, pressures and new opportunities.

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

## **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)

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.

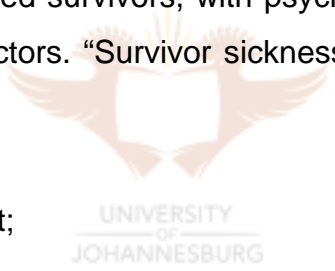
### **Stress**

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 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).

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.

**Dynamics of change can indeed have serious implications for the motivation of educators thus affects their work lives negatively.**



**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 needs that they bring to the working environment. According to Skinner (1997:47) redeployment has undermined educators' motivation, eroded job security and decreased effectiveness and efficiency in the workplace.**

### **5.3.2 Important empirical findings**

The questionnaires were distributed to educators in selected schools in the Bojanala East Region of the North West Province. The sample data that was structured and convenient was representative of the educators in the Bojanala East Region.

The SPSS 11,00 programme (Norusis, 2000) was used to perform two successive factor analytic procedures. These procedures indicated that aspects mentioned above could be reduced to two factors that were dubbed:

- **Effective implementation of the redeployment process** consisting of 12 items with a Cronbach-alpha reliability coefficient of 0,720; and
- **Effective communication of the redeployment process** consisting of 7 items with a Cronbach-alpha reliability coefficient of 0,629.

The two factors can be classified into one group, namely:

#### **The impact of redeployment**

This particular researcher dealt with five of the questions, relating to the impact of redeployment. Each question probed what the principals, deputy principals, departmental heads and educators in the Bojanala East Region value as having an impact on their work life.

**5.3.2.1 Item B12** - Redeployment results in inefficiency in the workplace. Out of 242 respondents, 208 partially agreed to strongly agreed to this aspect. This constitutes 88,8% of all the respondents, which means that redeployment is

seen by 88,8% as a contributing factor towards inefficiency in the workplace. This question had a mean score of 5,16, which was a clear indication that redeployment results in inefficiency in the workplace.

5.3.2.2 **Item B2** - Redeployment leads to loss of the familiar (what you are used to).

A total of 242 respondents answered this question. A total of 208 respondents partially agreed to strongly agree on the six-point scale. This constitute 85,9% of all the respondents. The implication is that redeployment was seen by 85,9% of the respondents leading to loss of the familiar. Thus impacting negatively on the work life of the educator. This question had a mean score of 5,13 indicating agreement with the item.

5.3.2.3 **Item B27**- Redeployment impacts negatively on learners. This question

yielded a mean score of 5,09 and respondents ranked this item as number 3. 83,9% of respondents also believe that redeployment impacts negatively on learners.

5.3.2.4 **Item 29** - Being declared “in addition” results in low self-esteem.

Respondents ranked this item fourth and scored a mean of 5,05. 84,3% of respondents assert that being declared “in addition” results in low self-esteem, which will negatively impact on the performance and work life of the educator.

5.3.2.5 **Item B17** - Redeployment presents new opportunities. Out of 242

respondents, 91 respondents partially agreed to strongly agreed on the six-point scale. This constitute 37,6% of all the respondents, which means redeployment is seen by only 37,6% as presenting new opportunities. This question had a mean score of 2,84. Few educators are willing to face new challenges and most of them may feel that they are not empowered to cope with severe changes in their work lives.

## 5.4 RECOMMENDATIONS

The aim of this research project was an investigation into 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 addition, the aim was also to investigate the current principles underpinning the process of redeployment. Another important aim was to recommend supporting structures to assist educators affected by redeployment (see 1.4). In order to realise these aims a literature survey was undertaken and this served as the foundation upon which the empirical research could be based.

**The findings of this research are now amalgamated by the following recommendations:**

The provincial department of education should strive to equip educators with knowledge and skills that will enable them to manage change, accept transformation and implement new developments in education with regard to the redeployment of educators. It is therefore recommended that workshops be designed in such a manner that they train educators on the implementation of redeployment. In addition to this, structures should be put in place to assist educators in all aspects of relocation and “new” career planning. It might be good to establish a “help desk” at Departmental level to render specific support to educators being redeployed. Workshops can create opportunities for educators to air a whole range of issues and concerns, to make social contacts and to take cognizance of support structures.

The department must arrange training programmes for principals because they bear the brunt of the effective implementation of the redeployment process. Principals must understand the guiding principle, which informs the basic nature of redeployment and which make the system operate effectively in order to ensure that there is equity, democracy and transparency. Principals must be trained to handle the redeployment process with the sensitivity it deserves. Principals must be trained to apply the redeployment process with consistency. Principals must handle the process in accordance with the ideals it is purported to achieve.

It is necessary to insert a “sunset clause” in the policy relating to redeployment of educators. Demographical research and educational planning should be conducted in such a way that redeployment will not be necessary in future as it proves to impact negatively on the work life of all educators.

In summary an extensive capacity-building and support programme should be implemented by the Department of Education. There should be support programmes for educators who are declared “in addition” so that they should be able to cope. Psychological services should also be utilised to prepare identified educators. Individual circumstances must be taken into cognisance.

## **5.5 CONCLUSION**

This research project has identified the important need to enhance the process of redeployment of educators by developing a proper system for implementation that clearly communicates the reasons for and progress of redeployment, train educators in accepting and dealing with change in their work life and put up the necessary support structures. The need for a credible, effective and acceptable redeployment system cannot be over-emphasised. This will require the commitment and collaboration of educators, educator organisations as well as education officials. The outcome of such commitment will significantly enhance educator redeployment ensuring the promotion of quality education.

The findings and recommendations of this study provide a new kind of thinking about educator redeployment which will hopefully lead to a more acceptable and effective process.