

**THE EFFECTS OF RATIONALISATION
AND REDEPLOYMENT ON EDUCATORS
IN MPUMALANGA**

by

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(i)

DEDICATION

This work is dedicated to my late father Solomon Mthombeni.



(ii)

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(iii)

ABSTRACT

The research project explore the effects of rationalisation and redeployment on educators in Mpumalanga Province. The aim of this policy is to bring about equity and redress in staff provisioning. Educators who were in excess were to be redeployed to schools which were under-staffed. The implementation of this policy has caused much anxiety amongst educators and contributed to low morale. An agreement was reached between the educator unions and the education department in the Education Labour Relations Council (ELRC) on a educator-pupil ratio of 1:35 in secondary schools and 1:40 in primary schools.

The purpose of this research is to analyse the effects of rationalisation and redeployment of educators, elicit the perceptions and experiences of educators on the policy and determine the support that can be provided for affected educators. The implementation of this policy has caused much anxiety amongst educators and contributed to low morale. A qualitative research method was employed to understand what is behind the phenomenon. Qualitative research means research which produces findings not arrived at by statistical procedures or other means of qualification. It is based on building a complex, holistic picture formed with words, reporting detailed views of informants, and conducted in a natural setting.

To gather empirical data the following research methods were employed: literature study and focus group interview. The following categories emerged:

- Inadequate communication about the policy.
- A climate of conflict, insecurity and low morale was created in schools.

(iv)

- Lack of support.
- Failure to achieve equity.



(v)

ABSTRAK

Hierdie navorsingsprojek ondersoek die uitwerking van rasionalisering en herontplooing op onderwysers in die Mpumalanga Provinsie. Die doel van hierdie beleid is om gelykeberegting en regstellings in personeelvoorsiening te bring. Onderwysers wat oortollig was, moes na skole wat onderbeman was, herontploo word. Die implementering van hierdie beleid het gelei tot angs by onderwysers en het bygedra tot 'n lae moraal. 'n Ooreenkoms is bereik tussen die onderwyserunies en die onderwysdepartement in die Onderwys-Arbeidsverhoudingsraad (ELRC) oor 'n onderwyser-leerderverhouding van 1:35 in sekondêre skole en 1:40 in primêre skole.

Die doel van hierdie navorsing is om die gevolge van die rasionalisering en herontplooing van onderwysers te ontleed, die persepsies en ervarings van onderwysers ten opsigte van die beleid te ondersoek, en die aard van die ondersteuning wat aan onderwysers wat daardeur geraak word te bepaal. Die implementering van hierdie beleid het heelwat besorgdheid veroorsaak wat gelei het tot 'n verlaging in moraal. 'n Kwalitatiewe navorsingbenadering is gebruik om te verstaan wat onderliggend aan die verskynsel is. Kwalitatiewe navorsing is gerig op bevindings wat nie deur statistiese middele of op ander maniere verkry kan word nie. Dit is gebaseer op die totstandkoming van 'n komplekse, holistiese prent wat met behulp van woorde geskets word, waardeur detailbeskrywings van respondente verkry word en wat in 'n natuurlike opset plaasvind.

Met die oog op die insameling van empiriese data is die volgende navorsingsmetodes gebruik: literatuurstudie en fokusgroeponderhoude. Die volgende kategorieë het na vore gekom:

- Onvoldoende kommunisering van die beleid.
- 'n Klimaat van konflik, ongeborgenheid en 'n lae moraal is in skole geskep.

(vi)

- 'n Gebrek aan ondersteuning.
- Die onvermoë om gelykeberegting te bewerkstellig.



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ANNEXTURE A

Focus group interview transcript



CHAPTER 1

ORIENTATION TO THE STUDY

1.1 INTRODUCTION

The rationalisation and redeployment policy in education came into being due to the fact that the National Department of Education was interested in bringing about equity in education staff provisioning. Prior to 1994 the South African school system was race-based, which led to inequality as far as resources and staff provisioning was concerned. According to the rationalisation and redeployment policy, educators in over-staffed schools are transferred to those which are under-staffed. However, it would appear that this policy has contributed to low morale amongst educators. For instance, an educator was hospitalised after a fistfight erupted amongst staff-members of a school in Durban in full view of pupils, allegedly over the redeployment issue (Anon.1999(b):online).

Some educators felt that they were being victimized because of false perceptions and misunderstandings created about the rationalisation and redeployment process. The purpose of this research project is to analyse the effects of rationalisation and redeployment on educators, elicit the perceptions and experiences of educators on the redeployment policy, determine the support to be provided for affected educators. This chapter will state the research problem and the structure of the research project.

1.2 BACKGROUND TO THE RESEARCH PROBLEM

Prior to 1994 the South African education system was organized into separate departments, which were racially based. The government of the Republic of South Africa drafted a white paper on education and training to address inequalities that existed in education (White paper on Education and Training, 1995). Schools especially those of white communities were provided with most of the resources while the disadvantaged schools were neglected by the previous Department of Education which practiced racial segregation. The education of Blacks, Coloureds and Indians was not held in high esteem by the apartheid government. In order to bring an end to this practice, the Department of Education and the educator unions reached an agreement on rationalisation and redeployment in the Education Labour Relations Council (ELRC). All parties agreed on a educator-pupil ratio of 1:35 in secondary schools and 1:40 in primary schools.

A voluntary severance package was introduced in conjunction with the redeployment policy. Educators who wanted to leave the profession were free to apply for the voluntary severance packages. The result was the loss to South African schools of thousands of the most experienced educators. This caused financial strain to the public school system. In an interview with the then Education Minister Sibusiso Bhengu (Anon.1997:online) called for "...a thorough rethink of the structure specifically of severance packages."

The Grove Primary School with the support of 80 other city schools, challenged the redeployment policy in the Cape High Court, which led to the introduction of the Education Laws Amendment Act of 1997. The Education Laws Amendment Act 1997 was an important measure for the implementation of the policy of equity and redress of education provision. The Act balances the rights of individual governing bodies to employ staff and the responsibilities of the state to

implement policy. This Act balances the need to redress the imbalances of the past with the need to maintain and promote the highest standard of education. Details of the Act were negotiated through the Education Labour Relations Council (ELRC).

On 17 November 1998 four agreements were signed in the Education Labour Relations Council, which formed the basis for transformation:

- Resolution 5/98: Transfer of serving educators in terms of operational requirements and the advertising and filling of educator posts.
- Resolution 6/98: Procedures for rationalisation and redeployment.
- Resolution 7/98: Workload for school-based educators.
- Resolution 8/98: Duties and responsibilities of educators.

Resolution 6/98 is the most important resolution as it sets out the procedures for rationalisation and redeployment. All Provincial Departments of Education therefore have to proceed with rationalisation in terms of this resolution. This resolution entrenches the principles of redress and equity and sets out clear procedures that should be followed by provincial education departments in determining excesses and vacancies. It protects individuals against victimization. These agreements marked the beginning of concrete transformation of the education system (Mpumalanga Education Department Circular, 154 of 1998).

1.3 STATEMENT OF THE RESEARCH PROBLEM

In order to bring about equity in educator staff provisioning, the Department of Education introduced the rationalisation and redeployment policy. Educators who

are in excess will be redeployed to schools which are under-staffed. The implementation of the policy of rationalisation and redeployment has caused much anxiety amongst educators and contributed to low morale.

The research problem is formulated as follows:

- (a) What are the effects of rationalisation and redeployment on educators?
- (b) What are the perceptions and experiences of educators on the redeployment policy?
- (c) What support can be provided to educators affected by rationalisation and redeployment?



1.4 AIMS OF THE RESEARCH PROJECT

The aims of this research project are to:

- (a) Analyse the effects of rationalisation and redeployment on educators;
- (b) Elicit the perceptions and experiences of educators on the redeployment policy; and
- (c) Determine what support can be provided for affected educators?

1.5 RESEARCH METHODOLOGY

In this study a qualitative approach to research was used to gain in-depth understanding of the effects of rationalisation and redeployment on educators and schools. Qualitative research means research which produces findings not arrived at by statistical procedures or other means of qualification (Strauss & Corbin, 1998:10). Answers to the research questions are not provided by the researcher design but it assists the research to get scientifically valid answers without the effects of interference variables (Smith, 1995:15). The soundness of qualitative methodology is a challenge for researchers interested in the growth of qualitative inquiry. Soundness has to do with the certainty of the qualitative results (Morse, 1994:4).

Qualitative researchers interact with those whom they study and the distance is minimized between the researcher and the researched (Creswell, 1994:6). Qualitative research is often the most adequate method of investigation because it involves sophisticated techniques (Bless & Higson-Smith, 1995:100).

According to Mason (1996:4) qualitative research is grounded in a philosophical position, which is interpreted, understood, experienced based on methods of data generation, which are flexible and sensitive to the social context in which data are produced.

1.5.1 Data collection

Focus group interviews were conducted with educators in Mpumalanga Province. All interviews were audio taped and transcribed verbatim. The data was analyzed using the constant comparative method (Maykut & Morehouse, 1994:127).

Interviewers should therefore be able to evaluate the responses of interviewees continuously and, when necessary, to stimulate interviewees through probing to provide additional information. According to Krueger (1994:34-35) focus group interview offers the following advantages:

- It is socially oriented research procedure.
- The format allows the moderator to probe.
- Focus group interviews have high face validity.
- It can be relatively low cost.
- Focus groups can provide speedy results.
- It enables the researcher to increase the sample size of qualitative studies.

1.5.2 Data analysis

According to Maykut and Morehouse (1994:46) there are two important characteristics of qualitative data analysis. The first is that it is an ongoing research activity in contrast to end stage when the design is emergent. Secondly it is primarily inductive.

The data will be analysed using the constant comparative method. The constant comparative method is a continuous developing process that takes place in four stages: comparing units applicable to each category, integrating categories and their properties, delimiting the theory and writing the theory (De Vos, 1998:338-339).

The important issue is that a researcher should be able to logically account for stages in data analysis and that the final conclusion be based on generated data (De Vos, 1998:344).

1.5.3 Literature study

A literature study is important in research although the researcher may be influenced by the results of other researchers, or one may accept without criticism their chosen characteristics and explanations so that one fails to discover new possibilities and to observe objectively without preconceptions. The literature study assists the researcher in sharpening and deepening the theoretical framework for this research project (Bless & Higson-Smith, 1995:23).

In this research the literature study will be undertaken in order to come up with the theoretical framework of the effects of rationalisation and redeployment policy. Education law and other relevant literature will be studied to get all information with regards to the research topic.



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1.6 DEMARCATION OF STUDY

This research on the effects of rationalisation and redeployment policy on educators, is confined to educators who were redeployed in the Mpumalanga province.

1.7 CLARIFICATION OF CONCEPTS

For the purpose of this study the following key concepts have been defined as:

1.7.1 Rationalisation

Rationalisation means to make changes in an organization in order to increase efficiency and equity.

Therefore the policy of rationalisation was introduced to bring efficiency and equity in education.

1.7.2 Redeployment

Redeployment means the transfer of educators from over-staffed schools to under-staffed schools. It was done with the purpose of bringing equity as far as staff provisioning is concerned.

1.7.3 Rightsizing

Rightsizing means to have the right number of people doing the right kind of work. It focuses on the deployment of human resources where it is needed most.

1.7.4 Equity

Equity has to do with fairness or impartiality of the principles of justice to correct and supplement the law, where the law by reason of its universality is deficient. Rationalisation and redeployment policy was brought to correct the past imbalances and supplement the law.

1.7.5 Affirmative action

Affirmative action means redistribution of resources and opportunities. It must be seen as part and parcel of a generalized programme of securing respect for the

human rights for all. Equity is central to the whole enterprise of affirmative action.

1.8 DIVISION OF CHAPTERS

Chapter 1 deals with the introduction of the research project. The background to the research problem is dealt with in detail to give enough information to the reader about the research problem. The aims of the project will be presented and the research methodology to be used in this research project will be introduced briefly. Furthermore, the study will be demarcated and concepts clarified.

Chapter 2 presents a literature study in order to obtain more information enabling the researcher to understand the field of study. The research problem will be clarified by means of the assistance of the study. The researcher will identify gaps in existing knowledge as well as weaknesses in previous studies with regard to this topic.

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

In Chapter 4 the empirical data is analysed and interpreted.

In Chapter 5 the summary of findings, recommendations and suggestions for further research is given.

1.9 CONCLUSION

The Department of education introduced the rationalisation and redeployment policy after negotiating with the educator unions to bring about equity in education staff provisioning. A voluntary severance packages was part of the deal for those educators who wanted to leave the profession. Resolution 6/98 sets out the procedures for rationalization and redeployment to be followed by all Provincial Education Departments.

The implementation of the rationalisation and redeployment policy appears to have caused much anxiety amongst educators and contributed to low morale. In order to obtain an in-depth understanding of the effects of rationalisation and redeployment, the qualitative approach will be utilized. The following chapter will deal with the literature study regarding rationalisation and redeployment in order to deepen the theoretical framework of the research project.

CHAPTER 2

LITERATURE STUDY

2.1 INTRODUCTION

The rationalisation and redeployment policy was introduced to bring about change in staff provisioning. The government wanted to establish equity and redress in the South African education system. Prior to 1994 education in South Africa was segregated i.e, each racial group had its own education department. More money was spent on white pupils compared to the other racial groups, which led to overcrowding, educator shortages and of a low standard of education. Most white schools had all the necessary resources and enough educators while in black schools there was a lack of basic resources like classrooms, books, furniture and educators.

The new government had to correct this painful situation, and introduced the rationalisation and redeployment policy to bring equity and redress in education. Educators who were in excess had to be redeployed to schools which were understaffed. This policy, although good, resulted in fear among educators which led to anxiety (Anon.1999(b): online).

In this chapter the focus will be on the development of this policy and the various stages of the process. The aims and purpose of rationalisation and redeployment policy will be addressed. The procedure to be followed when the policy is implemented will be discussed in detail. The implications of the policy implementation on the educators and the management of change will be addressed. It is therefore, important that development of this policy be discussed.

2.2 THE POLICY DEVELOPMENT PROCESS

A policy is a plan of action followed in order to reach a certain objective. Policies are to serve as a guide towards the development of an action to solve problems. According to Goel and Goel (1994:30) "...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."

Furthermore, policies describe what governments want to achieve and indicate their intentions (ANC, 1995:7). They exist for a purpose, e.g. to introduce change, regulate activities, solve problems, implement new ideas, provide new services and prescribe procedure. Policy is constantly formulated, contested and adapted (De Clercq, 1997:130-131).

A policy development process involves an attempt at systematically anticipating and improving the future. Policy does not emerge within a vacuum. It is developed within the context of particular sets of values, pressures, constraints and within a particular structural arrangement. This is one of the models to explain the policy process (Harman, 1984:17):

- Issue emergence and problem identification: A problem is identified which needs the attention of the government. The problem will then gain a place on the agenda of the public and that of the officials. Both the public and the officials will be aware of the problem.

- Policy formulation and authorization: Consultation takes place in order to explore different ways of action which will lead to the formulation of a preferred course of action. Consultation also involves consensus, or at certain times, compromise. Formal authorization can be through legislation and the policy formulated should be clear and unambiguous.
- Implementation: The policy is interpreted and then applied to particular cases. Programmes are then developed for implementation.
- Termination or change: The policy is evaluated to see whether it is effective or not. The policy may be terminated the problem has been solved, or if the policy was unsuccessful or if the outcomes were thought to be undesirable. A change in direction can be adopted resulting from feedback or replacement by new policy.

Therefore, Harman's policy process is regarded as traditional when is compared with the other processes because its emphasis is on sequential stages. However, Wallace (1993:323-324) regards the policy process as a continuous cycle of mutual influence among three contexts:

- The context of influence: Which is what influences the development of the policy?
- The context of production: Who was involved in the production of the and how was it done and why?
- The context of practice: How will the policy be implemented?

According to Taylor, Rizvi, Lingard and Henry (1997:30) there are different types of policies such as:

- **Distributive and redistributive:** Distributive policies involve the allocation of resources or benefits, for example all schools receive a state subsidy. If such a subsidy is made to a targeted group, for example special needs policies, they are redistributive in character.
- **Symbolic and material:** Symbolic policies deal with 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:** Rational approach involves a set of prescriptive stages for the development of policy. Incremental policies build on current existing policies and practices.
- **Substantive and procedural:** Substantive policies deal with what governments are intending to do.
- **Procedural policies** deal with how things are to be done and by whom.
- **Regulatory and deregulatory:** Regulatory policies are concerned with control. Deregulatory policies seek to reduce government control and support.

- Top-down and bottom-up: Top-down policies are formulated at a central level and then distributed-down. Bottom-up policy builds on existing practices and pressures for change.

According to De Clercq (1997:128) most of the new policy documents which deal with education in South Africa are symbolic, substantive and redistributive. In order to address the past inequalities that prevailed in South Africa regarding the unequal staff provisioning between former white and black schools, the policy of rationalisation and redeployment of educators was introduced.

2.3 THE POLICY ON RATIONALISATION AND REDEPLOYMENT OF EDUCATORS

The policy on rationalisation and redeployment was developed by the government in order to bring about equity and redress in education staff provisioning. It is in line with the Employment Equity Act, 55 of 1998 which promotes equal opportunities and fair treatment.

Furthermore, the equity act eliminates unfair discrimination in the workplace and promotes the implementation of employment equity. The act also includes formal equality (anti-discriminatory measures) and substantive equality (affirmative action) based on conditions that cause inequality.

The equity act requires that all employers accept affirmative action measures so that people from designated groups such as black people, women and the disabled have equal employment opportunities (Bray, 2000:52). Due to the agreement reached in the Education Labour Relations Council between the major educator

unions and the government, educators who were found to be in excess in their schools will be redeployed. Those educators who were not willing to be redeployed will be offered Voluntary Severance Packages (VSP). Through this process equity and redress in education will be achieved, which will lead to the transformation of education (Mpumalanga Education Department Circular, 154 of 1998).

This policy is in accordance with section 9 (2) of the Republic of South Africa Constitution Act 108 of 1996 which promotes equality for all in education and provides for affirmative action. Schools in the so-called disadvantaged areas will now be treated equally with those in the advantaged areas.

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 problem of overcrowding in the schools. Educators in disadvantaged schools had to cope with unrealistic numbers which led to lack of motivation and stress. Some of the schools in the disadvantaged areas continued to produce very poor matric results. This policy was therefore adopted in the interest of all who are interested in the transformation of education.

The rationalisation and redeployment policy is procedural because it deals with how the process will be dealt with and who will be responsible (Taylor et al., 1997:45). This policy establishes the principles of redress, equity and protects individuals against victimization. For the policy to succeed, people must be persuaded that it is right, necessary and implementable. Therefore the policy making process must be as open and participatory as possible (ANC, 1995:8).

The involvement of all those who are affected by the policy is important so that they can own the process and accept the changes brought about by this policy. The stakeholders should be organized so that they can contribute effectively in the policy process.

According to De Clercq (1997:142) public participation in the policy process has the following purposes: the empowerment of previously excluded interest groups as well as conflict management and legitimacy for government policies. There should be structures in place for the stakeholders to participate in the policy process.

It is also important that stakeholders should inform their members about the information discussed in the structures. The procedure to be followed when the rationalization and redeployment policy is implemented is explained in Resolution 6 of 1998.

2.4 THE PROCEDURE ON RATIONALISATION AND REDEPLOYMENT OF EDUCATORS

Resolution 6 of 1998 came about through an agreement between the major educator unions and the government in the Education Labour Relations Council. This resolution sets out clear procedures to be followed by all provincial education departments and the participation of unions is ensured.

2.4.1 Redeployment and the Functions of the Provincial Task Team

A Provincial Task Team (PTT) is established for each provincial education department. The PTT shall consist of representatives from the provincial education

department and six representatives from employee parties. The functions of the PTT are as follows: monitoring the co-ordination and implementation of the rationalisation and redeployment process, promoting redeployment and making recommendations, monitoring the establishment and updating of the provincial redeployment list and resolving disputes between parties that may arise. At national level an Inter-Provincial Task Team shall be established to look at the progress made by each province and to ensure that the provinces implement Resolution 6 of 1998 (Mpumalanga Education Department Circular, 154 of 1998).

2.4.2 The Formula used for Post Provisioning

The Head of the provincial education department has to inform all educational institutions of its educator post provisioning, which may increase or decrease due to the educator : learner ratio. The staff compliment of each institution is based on the pupil enrolment figures and the weighting factor allocated to the various phases and subjects. The weighting norms for public schools are that a learner in grade 1, 2 or 3 is counted as a 1,15 weighted learner, a learner in grade 4, 5, 6 or 7 is counted as a 1 weighted learner. Learners in grade 8 and 9 are weighted in terms of their respective study fields and learners in grade 10-12 are weighted in terms of all their subjects. For schools with more than one language medium of instruction, the number of weighted learners in each grade will be increased by 15% of the number of learners who are being taught in another language than the language in which the majority of learners in that grade are being taught. The total number of posts that are allocated to an institution must be used according to, curricular, co-curricular and extra curricular activities. The post provisioning calculation is done through a computer programme which links directly to the annual return of each school.

2.4.3 The Task of the Principal

A principal has to call a staff meeting where excesses and vacancies are discussed taking into consideration the curricular needs of the school, the specific circumstances of the school, the last in first out (LIFO) principle which is applied to determine which of the two or more educators must be retained for a specific post as well as the views of the staff (Mpumalanga Education Department Circular, 154 of 1998).

In applying the LIFO principle the current period of continuous service of an educator, as regulated by the Employment of Educators Act, 76 of 1998 must be considered and the last in first out principle is applied per post level, subject and phase. Educators presently teaching a particular subject/phase are considered for rationalisation in that subject and phase area, irrespective of the fact that they are qualified and experienced to teach other subjects or phases. Teaching experience and not a qualification in a phase must be used to determine educators in excess. In the senior primary phase an educator is expected to teach subjects. This principle also applies to subjects in the senior secondary school/phase.

Information from the school is taken to the Circuit/District Managers, then they compile the information of all schools in the circuit/district and send it to the Provincial Task Team with regard to posts to be retained and those declared in excess. The State may introduce measures to promote redeployment by allowing educators to retire voluntarily, provided the educator concerned is declared in excess and the post is to be abolished. Historical imbalances in terms of an institution's curriculum will be addressed by having posts in a pool for the allocation to schools where certain subjects are introduced which require additional posts (SADTU Teacher's Forum 1 (4) 1-4).

The educators who are declared in excess are to be informed in writing by the provincial education department. The particulars of educators in excess will then be included in a provincial redeployment list, which includes the following:

- (a) The name of the educator and other relevant details
- (b) Rank and level of the educator
- (c) Qualifications and experience of the educator
- (d) Present educational institution of educator
- (e) Preference with regards to redeployment



2.4.4 Vacancy List

The provincial education department have to publish a closed vacancy list based on the recommendations of the Provincial Task Team. Only educators who are in excess, currently serving temporary educators and former educators who have served the department of education in a temporary or substitute capacity are allowed to apply. Educators will indicate their preferences by applying for posts advertised in a closed vacancy list. After the closing date of applications, the provincial education department will provide the school governing bodies (SGB) with a list of all permanent educators in excess (List A).

Only after List A has been considered, will List B be provided to governing bodies which contains applications from temporary educators currently employed as well as those educators who have served the education department in a temporary

or substitute capacity in the immediate past, in order of seniority be provided to the school governing bodies. The school governing body must make recommendations to the head of provincial education in its order of preference and in terms of chapter 3 of the Employment of Educators Act, of 1998. One representative per educator union is to be invited by the governing body to observe the process of arriving at a recommendation. The provincial education department will then transfer educators to their new posts. An educator is redeployed by means of a transfer as outlined in section 8 of the Employment of Educators Act, of 1998. Where no suitable candidates can be found, all such posts are to be advertised in an open vacancy list (Mpumalanga Education Department Circular, 154 of 1998).

2.4.5 Refusal to be Redeployed

According to Resolution 6 of 1998, redeployment of educators in excess is compulsory, therefore educators who unreasonably refuse to be redeployed are not entitled to severance pay and are deemed to have resigned with effect from a date to be determined by the head of provincial education department.

The costs relating to the transfer of educators within a province shall be borne by that provincial education department and those relating to transfers from one provincial education department to another shall be borne by the receiving department in terms of the existing measures with regard to transfer costs. Disputes concerning the general interpretation or application of this procedure are to be discussed in the relevant Provincial Task Team if it concerns a province and the Inter-Provincial Task Team is consulted when the dispute concerns more than one province. If the parties are unable to resolve the dispute at the PTT within 14 days of tabling, the matter must be referred to the IPPT. If the matter

is not resolved at the IPPT within 14 days of tabling, any party to the dispute may refer it to the Education Labour Relations Council for resolution in terms of the dispute resolution procedures of council (Mpumalanga Education Department Circular, 154 of 1998).

Although the procedures of the implementation of the rationalisation and redeployment process of educators are clearly stated, the problems emerge when those who are given the task of implementing it fail to fulfil the expectations. According to Heckrodt (2001:81) written policies are problematic because they are interpreted differently by those who read them, therefore policy is best secured not through the sole medium of written administrative text but through communities of people within and across schools who create policies.

There are different implications in the implementation of the rationalisation and redeployment policy.

2.5 THE IMPLICATIONS OF THE POLICY IMPLEMENTATION

Evidence suggests that redeployment has brought about low morale among educators. According to the South African Democratic Teachers Union 33 863 excess posts were declared and 36 728 posts advertised. However, this does not simply mean that educators will be prepared to relocate their families to remote areas. The principal of Westford High said "...the human factor was not considered in the planning stages. In the end, education is about people" (Anon.1999(a): online).

It is not simple for educators as the process had some impact on their personal lives which in turn, affects their morale. In most schools there is tension among

educators because of redeployment. This has led to a fist-fight among staff members in full view of their pupils. This has affected the culture of learning and teaching in schools. Those educators who are waiting to be redeployed have not worked since they were told of their position (Anon.1999(c): online).

2.5.1 Loss of experienced Staff

Some schools lost valuable staff members and this affected academic achievements, causing depression, anxiety and poor performance among educators. One school in Ulundi lost seven educators including two mathematics and one science educator. This resulted in the increase of class sizes from 30 to 55 (Anon.1999(a): online). It will be difficult for an educator to achieve good academic results with a large number of pupils in a class.

2.5.2 Difficulties in relocating

A large number of educators who were earmarked for redeployment were women who could not relocate their families and consequently opted for voluntary severance packages. The cost of voluntary severance packages (VSP) was estimated at R 600 million, but due to the increased number of educators who opted for (VSP) the figure increased to R1 billion above what was estimated. The application of the (VSP) was criticized for not allowing the public service to reduce itself and the loss of major skills in the education sector. It appeared that there was no clear plan which would match provincial needs to the numbers and skills of those educators taking the voluntary severance packages (Wits EPU, 1997: online).

The KwaZulu-Natal province had to overspend on (VSP) and the Eastern Cape lost about 1 200 educators although there were staff shortages. This led to the reduction of educator numbers rather than redistributing teaching posts as agreed in the Education Labour Relations Council (ELRC) therefore, the historically disadvantaged continued to be most affected by the increasing education disparities.

The insecurity which was brought about by the redeployment policy led to the mushrooming of private schools all over the country with the help of South African business. Some school governing bodies of advantaged schools could employ additional staff using their resources and the poorer schools were unable to employ more educators (Wits EPU, 1997: online).

2.5.3 Disputes



According to (Anon.1999(c): online) educators lodged a number of disputes against the process at an average of 60 per province. Some of the reasons put forward are allegations that principals are declaring educators in excess simply because of their personal feelings towards them. Other disputes were lodged by educator unions with the provincial education departments who were dissatisfied with crucial elements like the lack of reliable information.

Furthermore, principals were accused of contributing to the problem by providing false information to the department in an attempt to keep more educators. It would seem that there was no proper workshop or training for the officials of the department so that the process of redeployment could take place smoothly. The redeployment policy was treated as a crude numbers game without paying attention to the human element. It would seem that the concerns of educators

were not taken into consideration, which led to many feeling that the education department was treating them as numbers and not as humans. The number of educators who were unemployed increased as they could not be employed whereas the process of rationalization and redeployment was being implemented.

2.6 OVERVIEW OF THE PROGRESS MADE IN PROVINCES

According to (Anon.1999(c): online) the national picture province by province looked like this in April 1999:

EASTERN CAPE: No start had been made, there were radical inaccuracies in important information like the number of educators, schools and learner enrolment. This led unions to force the process to be suspended in early 1999.

FREE STATE: The process started then it became slow and rough because disputes were declared by the educator unions accusing the Free State Department of Education of handling the process incompetently. Some of the disputes were not in good terms with principals as well as the lack of accurate information.

GAUTENG: Gauteng was relatively successful in the redeployment process. A total of 3 665 temporary and 2 885 permanent educators were identified as being in excess. The 6 550 educators will be competing for 4 960 vacant posts.

KWAZULU-NATAL: The process had not yet started because of a clash with educator unions. The educator unions are convinced that the department lacks the capacity to manage transformation. The other problem was the inaccurate statistics which are blamed on the principals for inflating numbers in order to get more funding or educators. The figures provided with regard to the number of educators

varied between 73 000 and 82 000. The department anticipated that more than 5 000 educators will be redeployed, but this is an unaudited figure.

MPUMALANGA: Some educators opted for voluntary redeployment. Posts which were advertised in total were 2 282 and 1 044 posts were not finalised. The education department was able to finalize 1 238 posts.

NORTHERN PROVINCE: The process was moving slowly because the department of education and educator unions had a dispute over the implementation of the management plan.

The second problem was the lack of accurate information on which a valid redeployment process depends. About 170 educators opted for the voluntary severance package at a cost of R 11,2m.

NORTHERN CAPE: According to the department of education the process is progressing smoothly. Of the 339 educators in excess, 172 have been placed and the remaining number will be carried over as extra educators at their present schools until there are vacancies available. Elsewhere 513 educators took a voluntary severance package which cost R 34 million.

NORTH-WEST: The province has started the process and the total number of educators in excess was 5 841 who will be competing for 4 435 vacant posts. The 1 267 educators who may not be re-absorbed into the system will be granted voluntary severance packages after all the phases of redeployment have been implemented. About 315 disputes were resolved and 201 "ghost educators" were identified.

WESTERN CAPE: About 181 redeployments have been finalized through matched transfers. The department has reliable data.

From the information presented above it is clear that most provinces had difficulties such as inaccurate statistics, a lack of capacity and disputes with educator unions which delayed the implementation of the redeployment process.

Deficient personnel and information including control have led to double payments and improper promotions. Some provinces went ahead incorrectly in identifying excesses and had to redo the process in terms of Resolution 6 of 1998.

The department of education could have considered other alternatives to redeployment such as the scrapping of teaching posts in advantaged areas and the creation of posts in disadvantaged areas so that educators inside and outside the system could compete for vacant posts. A school will have the advantage of deciding whether an educator is suitable to teach children in that particular school (Wits EPU,1996: online).

When change takes place there is always the problem of resistance, therefore the management of change will be taken into perspective.

2.7 MANAGING CHANGE IN EDUCATION

According to Sandler (1995:60-61) organizations are formed by human beings, therefore organizational changes affect the lives of the people. The following organizational changes which have an influence have been identified: such as redundancy, changes in job content, changes in social groupings, changes in status and changes in location.

When educators are redeployed they have to go to new location where they will have to adjust to a totally different environment with new social groupings. They

have to adjust and build new relationships and while this happens performance may deteriorate rather than improve. Some educators earmarked for redeployment lose their self-esteem and self-respect and that affects their performance. The culture of teaching and learning will be hampered as a result of such a situation and pupils will become the victims of circumstances.

The rationalisation and redeployment policy as a form of change in education has brought some uncertainty and fear amongst the educators. People feel secure with the ways they are familiar with, resistance becomes their weapon to stop change from taking place. When change is introduced people will resist to protect their security and for fear of what is new (Squelch & Lemmer, 1994:136-139).

According to Schermerhorn (1996:272) people may resist change because of fear of the unknown, disrupted habits, loss of confidence, loss of control, poor timing, work overload, loss of face and lack of purpose. Most of the educators who opted for voluntary severance packages took this option because they did not want to be found wanting in new situations. When people are scared of new situations, they resort to resisting change so that they can remain in their comfort zones.

According to Smit and Cronje (1997:265) change brings emotional reaction because of the uncertainty involved. People resist change if they think that they might lose some of the things they value much. Resistance will occur when people are not aware of the purpose of change, therefore it is important the people should be informed about the purpose of change. Poor timing can create resistance to change, so correct timing is imperative. Peer pressure can cause people to resist new ideas because of anti-management attitudes. Most educators who were in excess felt bad because they had an emotional attachment to their schools, which led to resistance.

In order to reduce resistance to change, people should be informed about the need for change. Change should be negotiated so that people can be able to own the process. People should be educated about upcoming changes before they occur.

Effective communication is in one of the important factors that can contribute towards positive change, it can assist to clear the factors which cause fear. The participation of those affected helps because they can express their fears about change.

Psychological support can play a role by listening to problems and being understanding towards the people who are affected by change (Smit & Cronje, 1997:267).

2.8 CONCLUSION



The rationalisation and redeployment policy was introduced to bring equity and redress in staff provisioning for all the schools in the Republic of South Africa. Most educators who had served for many years with a lot of experience in subjects such as mathematics and science opted for voluntary severance packages. This left a void in many schools which led to poor matric results.

On the other hand many disadvantaged schools were able to get educators and solve the problem of overcrowding in classrooms. When declaring excesses the curricular needs, the specific circumstances of the school and the last in first out principle are considered. In applying the LIFO principle the current period of continuous service

of an educator must be considered and it is applied per post level, subject and phase. Some provinces had problems in verifying the statistics of the number of educators that they had on their roll. There was a lack of capacity in some provinces which led to incorrectly identifying educators who were in excess and they had to redo the whole process in terms of Resolution 6 of 1998.

In the following chapter, research design and methodology will be discussed in detail.



CHAPTER 3

RESEARCH DESIGN AND METHODOLOGY

3.1 INTRODUCTION

This research was conducted in order to understand the effects of rationalisation and redeployment on educators in the Mpumalanga province, with a view to explore the perceptions and experiences of educators, and to determine what support can be provided to those educators affected.

This chapter describes the following: research design, data collection methods, data analysis and the trustworthiness of the research.



3.2 RESEARCH DESIGN

For the purpose of this research a basic, descriptive strategy was employed. The research design serves as a plan and structure of a research in order to maximize the validity of the research findings (Mouton & Marais, 1991:33). According to Neuman (1997:348) qualitative research offers the reader a feel for social settings therefore, data in qualitative research is in a form of words as opposed to numbers.

Qualitative research aims at producing understanding based on rich, contextual, and detailed data. It is also flexible and sensitive to the social context in which data are produced (Mason, 1996:4). Furthermore qualitative research emphasizes the importance of social context for understanding the social world. The soundness of

qualitative methodology is a challenge for researchers interested in the growth of qualitative inquiry. Creswell (1994:145) suggests that the qualitative researchers are:

- concerned with the process rather than the outcomes;
- interested more in the meaning, which is how people interpret their experiences;
- the primary instrument for data collection and analysis;
- involved in the fieldwork, they physically go to the people to observe and record behaviour in natural setting.

Furthermore, qualitative research is descriptive because the researcher is more interested in the process, meaning and understanding gained through fieldwork. It occurs in natural settings, where human behaviour and events occur (Creswell, 1994:162). Qualitative research is based on the meaning from the perspective of the subjects and aims to understand the meaning that people attach to everyday life. Qualitative methods can be used to understand what is behind the phenomenon which is not known, in this case the effects of rationalisation and redeployment policy on educators (Strauss & Corbin, 1990:19).

The educators involved in the process of redeployment are the one's to provide the meaning of a phenomenon. Through their experiences and expressed feelings the effects of rationalisation and redeployment will be known. Qualitative research produces explanations to puzzles which are there intellectually and the explanations are generalized in a way (Mason, 1996:6). From the literature study that was done it became clear that the implementation of the policy on

rationalisation and redeployment of educators differed from the actual implications of this policy.

3.3 RESEARCH METHODOLOGY

Data was gathered by means of focus group interviews and field notes.

3.3.1 Focus group interviews

Focus group interviews were conducted with teachers in Mpumalanga province. All interviews will be audio taped and transcribed verbatim. A specific topic, in this case the effects of rationalisation and redeployment on educators is discussed with participants who have similar background and common interests (De Vos, 1998:314).

The participants are crucial to success of the research because they have the information needed by the researcher. Focus group interviews enables the researcher to get information which is intimate from the participants. The researcher learn a lot by listening and observing the participants. According to Schurink (1996:314) focus interviews offer the opportunity to the researcher to develop the concepts, theories and generalizations that reflect the intimate knowledge of the participants inductively which means from bottom up rather than top down.

Focus group interviews enable the researcher to know more about the views of the participants and they get a chance to build upon the responses of others. Focus group interviews can provide the results faster and allow the researcher to

probe, for exploring unanticipated issues. Group dynamics are used to produce new and additional data which is of quality (De Vos, 1998:324-325).

3.3.1.1 Selection and recruitment of participants

The aim of conducting focus group interviews is to obtain specific information from participants who are rich with information. The participants were selected by using the purposeful sampling method. The educators were selected because of their experiences with regard to rationalisation and redeployment. They were all declared in excess and redeployed. Their experiences will serve the purpose of this research and specific information will be obtained. The focus group consisted of five participants (De Vos, 1998:317). All five participants were educators who were declared in excess in their previous schools.

The participants gave permission for the discussion to be recorded in order to capture everyone's views. They were made aware that the opinion of each and every individual is valued. The interaction of the participants in the focus group interview consist of verbal and non-verbal communication (De Vos, 1998:314-317). Steward and Shamdasani (1990:94) emphasize the importance of securing participation at the start of the focus group interview, this will give confidence to the participants and confidentiality is one aspect that was addressed to ensure them that what they say in the focus group interview will be treated as confidential information.

According to Brotherson (1994:112) it is essential from the beginning of the focus group interview for the researcher to set the tone and the agenda, also create a friendly atmosphere.

3.3.1.2 Focus group interview schedule

According to De Vos (1998:318-319) the interview schedule is crucial to the focus group interview because it establishes the agenda for the interview and provides the structure within which the participants will interact. In Maykut and Morehouse (1994:83) it is stated that a series of broad interview questions which the researcher is at liberty to explore and probe with the participants is usually referred to as an interview guide.

According to Krueger (1994:54-55) questions should be categorized as follows:

- Opening question: This is a factual question which is intended to establish the characteristics that are shared by the participants;
- Introductory question: The question is aimed at introducing the topic of discussion;
- Transitional question: It serves as the link between the introductory question and the key question, whereby the participants become aware of the views of others concerning the topic;
- Key question: This is a question which require the greatest attention;
- Ending question: This is a question that closes the discussion.

It is important to note that the questions should be open-ended which will allow the participants to get a chance of describing their views (De Vos, 1998:319). According to Clarke and Dawson (1999:70) open-ended questions allow participants

to answer in their own words, rather than being restricted to choosing from pre-coded categories and they have the advantage of offering the participants an opportunity to elaborate on their answers. According to Maykut & Morehouse (1994:95-96) a researcher should use probes (follow-up questions) in order to get deeper into the interview responses. Probing add to the richness of the data. There are three types of probes: detail-oriented probes, elaboration probes, and clarification probes.

3.4 DATA ANALYSIS

In qualitative research there is no right or wrong way to data analysis. The aim of data analysis is to understand more about the effects of rationalisation and redeployment (Maykut & Morehouse, 1994:126). The data that is collected will be reduced from the large volume to manageable parts and be interpreted to bring meaning and insight (De Vos, 1998:342). Qualitative analysis focuses on understanding the social actions and events (Mouton, 1996:168).

3.4.1 Data analysis process

The data collected by audio tape was transcribed verbatim. The constant comparative method was employed to analyse and interpret data. To begin the process the following materials were used: unitised index cards, research journal, focus of inquiry sheet and the initial discovery sheet of recurring words, concepts, and themes. The inductive category coding was combined with a simultaneous comparison of all units of meaning obtained, then grouped with similar units of meaning. If there are no similar units of meaning, a new category formed.

Categories were refined continuously and ideas that overlap with one another were combined (Maykut & Morehouse, 1994:134-135).

Then one prominent idea from the sheet was written on an index card and it served as the first provisional coding category. All the cards from the unitised data cards that fit the provisional category were taped under the category card. This process was followed with the other categories. Each card was compared to the others already categorized in order to see if they fit together. The data cards that fit into more than one category were taped under the appropriate categories. The data cards which were not relevant to the content research were put in a category labelled "miscellaneous" (Maykut & Morehouse, 1994:135-139).

The next step was to refine the categories, and rules for inclusion were written as propositional statement. The quotes on each card, which led to the current categorization, were underlined. A category code was placed on the top of each data card. The data cards were collected into similarly coded envelopes. Data cards that on closer examination do not fit the resulting rule were categorized elsewhere. The data analysis continued until all data cards were categorized into substantive category. The categories were reviewed for any overlap and ambiguity (Maykut & Morehouse, 1994:139-142).

The propositional statements that have emerged were closely examined. The aim was to study the propositions for those that stand alone and for those that form salient relationships and patterns. When there was no new or relevant information uncovered the process of redundancy had been reached (Maykut & Morehouse, 1994:143-144). The data was integrated and the research report was written. This is part of the analytic process. The feelings and experiences of the respondents

were conveyed in their own words were it was possible (Maykut & Morehouse, 1994:145).

3.5 TRUSTWORTHINESS OF THE RESEARCH

De Vos (1998:348-350) cites Guba's model for assessing the trustworthiness of qualitative data, which has the following: truth-value, applicability, consistency and neutrality.

3.5.1 Truth-value

Truth-value establishes how confident the researcher is with the truth of the findings based on the research design, informants and context. The truth-value in qualitative research is usually obtained from the discovery of human experiences as they are lived and perceived by the informants. Truth value is subject oriented.

A qualitative study can be considered credible when it presents such accurate descriptions of human experiences that people who also share that experience would immediately recognize the description. Truth value is the most important criterion for the assessment of qualitative research. Credibility ensures that the subject was accurately identified and described (De Vos, 1998:349). In this research a peer examination was conducted whereby there were discussions with colleagues with regard to the process of the study, the congruency of emerging findings with the raw data and tentative interpretations.

3.5.2 Applicability

Applicability refers to the degree to which the findings can be applied to other context and settings. De Vos (1998:349) refer transferability as a criterion against which applicability of qualitative data is assessed. The research will meet this criterion when the findings fit into contexts outside the study situation that are determined by the degree of similarity between the two context, provided that the original researcher presents sufficient descriptive data to allow comparison, the problem of applicability is addressed (De Vos, 1998:349-350).

3.5.3 Consistency

The consistency of the data means that the research was to be replicated with similar respondents in a similar context the findings should be consistent to the initial research. It is the extent to which a measure administered once, but by different people produced equivalent results (De Vos, 1998:350).

According to Neuman (1997:356) there is internal and external consistency. Internal consistency refers to whether the data are plausible given all that is known about a event or person, removing common forms of human deception. External consistency is accomplished by cross-checking observations with other divergent sources of data. In this research the categories were coded in such a way that another researcher can understand which will lead to consistency.

3.5.4 Neutrality

Neutrality ensures the freedom from bias in the research procedures and results.

Neutrality means the degree to which the findings are a function of the informants and conditions of the research and not of other biases, motivation and perspectives.

The researchers in qualitative research try to increase the worth of the findings by decreasing the distance between the researcher and the informants. This is done by prolonged contact with informants. Conformability is regarded as the criterion of neutrality. Confirmability is achieved when truth value and applicability are established (De Vos, 1998:350).

3.6 ETHICAL MEASURES

Respondents were involved in this research voluntarily and they were informed that they had the right to terminate their participation at any stage. The researcher assured the respondents; confidentiality, the reason for gathering data and anonymity. Permission was obtained from the respondents to conduct the interviews.

3.7 CONCLUSION

Research procedures and methods have been discussed in this chapter. Data collection methods including the data analysis and the ethical measures were explained. Trustworthiness of the research was explained according to Guba's model. Data which is collected will be presented and interpreted, including the summary of findings in following chapter.

CHAPTER FOUR

PRESENTATION AND DISCUSSION OF DATA

4.1 INTRODUCTION

The political change in South Africa necessitated change in other sectors including education. Policies had to be developed in order to reverse the past imbalances and build a better future for our education. The policy of rationalisation and redeployment was developed to address equity in education. The Employment Equity Act was legislated in order to realize the implementation of equity in all sectors including education.

In this chapter data collected from the participants concerning the effects of rationalisation and redeployment on educators will be presented and discussed.

4.2 DISCUSSION OF FINDINGS

After the analysis of data using the constant comparative method the following categories emerged:

- Inadequate communication about the policy.
- A climate of conflict, insecurity and low morale was created in schools.
- Lack of support.
- Failure to achieve equity.

4.2.1 Inadequate Communication about the Policy

In order to reduce resistance to change, people should be informed about the need for change. Effective communication is one of the most important factors that can contribute towards positive change, it can assist in clarifying the factors which cause fear. Providing accurate and timely information about the change can help prevent unfounded fears and potentially damaging rumours from developing (Sono, 2001:402). Communication offers members opportunity to members of an organization to discuss their experiences critically and develop relevant information that can explain the organizational changes (Kreps, 1990:11-12). According to the procedures of rationalization and redeployment it is stated that the principal of a school have to call a staff meeting where excesses and vacancies are discussed, but in the case of some the participants were redeployed without discussing the procedures in a staff meeting.

The participants views on communication were: **"They didn't talk about any policy the principal didn't have any idea what to do."** It would seem some of the principals had no idea of what was to be done, therefore it will be even more difficult for the educators to have the correct information. There is a need for the department of education to organize workshops that will address matters of policy in a proper way, so that the officials on the ground where it matters most can deliver.

Lack of proper communication of the policy emerged when the participants expressed their views: **"I was called in by the principal we were in fact two of us the one lady didn't accept it she resigned, I was desperate for work so I had no choice but to take it."** **"Were just called in and told that you either take it or you will have to resign you will never ever be able to teach."** This clearly shows that there was a lack of proper communication on the side of some

of the principals. If an educator is told to take it or leave it raises some questions regarding their status with the education department concerned.

This provides what was expressed in the literature review, viz: that some of the principals are declaring educators in excess simply because of their personal feelings towards them. Some participants felt that the policy was not communicated well from the department's side, **"From the education department side not communicated well to the principals that were giving information through to the members of the staff."** **"I think it was not communicated very well"**. The lack of adequate communication is partly a result of lack of capacity and effective policy implementation (Motala, 1998:1).

According to policy procedures a school has to look at the weighting norms, the curricular needs of the school and the last in first out principle before any educator can be redeployed. Some of the participants felt that policy procedures were not correctly followed, **"I was needed at that school but I had to go and there after about 6 or 7 people (educators) were employed after me, so that is the problem being created by this kind of redeployment what kind of people should be redeployed."** **"They told us there should be 43 teachers instead of in the school that means temporary teachers must leave."** **"They redeployed those who are wanted (needed) most in the school and they leave those who are not wanted they don't need especially the language teachers are more than the science teachers."** **"I was teaching science and mathematics but I was redeployed."** In the case of the above procedure was not followed.

The principals took the easy solution, teachers who were not crucial to the curricular needs of the school remained, science and mathematics teachers had to leave because they were temporary. Educators were angry because they felt that if

the procedure was followed they would be redeployed as they teach subjects which are needed in the curriculum, e.g. science and mathematics.

It is important for the implementers to have a thorough understanding of the policy so that such problems can be avoided.

4.2.2 A climate of Conflict, Insecurity and Low Morale was created in Schools

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. Learners were the victims in this situation because they could not receive proper education under such circumstances. Some of the participants had to volunteer for redeployment because of the negative climate in their schools: **“You know it was terrible at our school, it was very very terrible because at first they didn’t choose me to be redeployed but the circumstances then forced me to volunteer because the person who was supposed to be redeployed was fighting it was terrible in such a way one person could kill another.”**

The responses of the participants support the facts which emerged in the literature review, viz. that in most schools there was tension among educators because of redeployment. This even led to a fist-fight among staff members in full view of their pupils.

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. The culture of learning and teaching was affected

in many schools. The participants responses were that: **“We were affected by the situation we couldn’t work, we couldn’t do anything because of this redeployment.”** **“At first I was shocked, in fact I told the principal he must excuse me I am going to cry.”** **“I was so worried and then I was so hurt I thought of the school I was going to, I have got so many questions I didn’t sleep those days.”** **“In fact it was difficult at first to understand that and then I even questioned myself firstly I didn’t know the place were I was going, I was even crying all night.”** **“If you were placed you have to abide by that because if you don’t you will be chucked out, so that is why I decided to move.”** It is clear that the human factor was not considered in the planning stages it became a numbers game. Therefore it is crucial that the application of this policy had to be preceded by the preparation of those who were to be redeployed.

According to Sandler (1995:60-61) organizations are formed by human beings, therefore organizational changes affect the lives of the people. The participants felt that: **“When it comes to individuals it becomes a problem because it disorganizes the person’s life and everything.”** **“I think they have removed us were we belong to another school were we do not know anyone there, so they must restructure the policy concerning redeployment and rationalisation.”** **“Is not fine especially redeployment it affects us, I think next time if they can leave the teachers were they are free there they can do anything.”** **“Is causing problems for those that are redeployed, because you are going to a school for me, I am for instance I am in a black school I can’t speak Zulu I can’t teach children in Zulu.”** The views of the participants on rationalisation and redeployment are congruent with the theory provided in the literature review.

According to Smit and Cronje (1997:265) change brings emotional reaction because of the uncertainty involved. Furthermore educators have an emotional attachment

to their schools, which gives us an understanding of their feelings. One of the participants was a white educator who was redeployed to a black school in the township. The participant felt this way about her redeployment: **“Well in any case its not nice to move from something familiar to something not familiar to you. I had to leave very good friends very good colleagues, children that also needed me behind.”**

“Is very difficult because I am not used to going to a township.” “I am not very satisfied with the way that I can say they are dealing with things now because the principals of other schools think that you are redeployed because you are not a good teacher.”

If educators who are redeployed are viewed by the principals as underachievers it creates a climate of insecurity, conflict and anxiety on the part of educators which affects the whole school environment. People should be educated about upcoming changes before they occur. This will help them to be able to accept rather than resist the change.

The educators were affected by the rationalisation and redeployment in a bad way and it has resulted in a low morale among them. The low morale among educators affected schools in such a way that there was no teaching and learning taking place. Some of the schools lost experienced educators who opted for voluntary severance packages, it was a loss of major skills in education which affected the academic achievement. Most of those who left were principals and head of department's with management experience of more than ten years which was needed for the advancement of our education. Schools were left with a lack of experienced leadership which resulted in some of them performing badly and lack of discipline on the side of educators and learners. The participants felt that:

“It had a big impact because now there were less teachers and the same number of children even more.” “I had 48 children in my class and I left them there so in a way there were children sitting without a teacher.” “You take people that are needed at the end of the day the school stays without teachers.”

When some of the learners are left without teachers it defeats the very objective of rationalisation and redeployment. The culture of learning and teaching is affected if learners were left with no teachers to teach them.

4.2.3 Lack of Support

There was a need for psychological support for those who were to be redeployed, by listening to their problems and being understanding (Smit & Cronje, 1997:267). Active listening is one of the excellent tool for understanding the reasons behind resistance and for uncovering fears. Emotional support and encouragement will play a major role in helping educators to deal with the anxiety that is a natural response to change (Sono, 2001:402-403). The feelings of participants were:

“I think the first support that they have to get is to make them understand and feel comfortable.” “I think moral support is needed.” “I didn’t get much support if I think about it was just okay you are leaving.” “I did not get any support instead many things have changed.” In the policy it is stated clearly that the costs relating to the transfer of educators within the a province shall be borne by that provincial department.

The participants contend that no form of support was given to them as far costs are concerned: **“If you had to move from one town to another town we didn’t get any money.” “The department has never ever paid.” “I think the**

accommodation that is the main problem... if they have to be redeployed make sure that accommodation is available.”

From the participants responses it is clear that there was a need for a comprehensive support system for the educators who are declared in excess. Although the policy states that educators are supposed to get financial support the participants did not receive any support. It would seem the educators didn't have any information as to where they should claim their relocation costs. Change brings stress and a range of unfamiliar feelings. People tend to experience a series of emotions as they manage the unintended transition, they feel uncertain.

There are four classic crisis phases:

- **Psychic crisis: compromising shock, including confusion, denial and Irrationality.**
- **Emotional reaction: expressing anger, rage, sorrow, grief, feelings of failure and depression.**
- **Adaptation: let go, acceptance, gaining a realistic appraisal of the situation (Bowman & Jarret, 1996:230).**

4.2.4 Failure to achieve Equity

One of the important aim of the rationalisation and redeployment policy is to bring equity in educator staff provisioning. It establishes the principles of redress and equity. The participants felt that: **“I can call it this way white teachers in black schools but there are still no black teachers in white schools to me that**

is not really equity.” “I think it will be better say for instance for a Zulu speaking person to teach Zulu in a school than an Afrikaans speaking teacher or an English speaking teacher to do that.” “Some of the other classes were so big if the policy says 40 then having 50 children in a class makes it difficult I think from my side if they wanted to get equality they didn’t.”

The other factor which rendered the policy not workable was the fact that the schools which were advantaged decided to employ their teachers who were in excess because they had additional resources and the disadvantaged schools could not afford. It became difficult for the advantaged schools to employ black educators because the governing bodies opted to pay the educators, so they had the power to employ educators of their choice. Although there’s an Employment Equity Act which promotes equal opportunities and fair treatment, up to now the status quo remains. Affirmative action aims to correct past unfair discrimination while employed equity seeks to prevent future unfair discrimination.

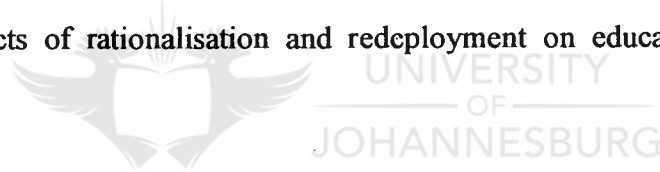
The purpose of the equity Act is to promote equal opportunity and fair treatment in employment through the elimination of unfair discrimination, Implement affirmative action to redress the disadvantages in employment experiences by designated groups, in order to ensure their equitable representation in all occupational categories and levels in the workforce in terms of the Act.

The participants felt that: “In most of the schools they are hiring other teachers through governing body posts so in that way I can’t see what was the need of redeploying teachers.” Therefore it would seem that the education department have failed to implement equity effectively. The ratio of 1:35 in secondary schools and 1:40 in primary schools was not achieved.

4.3 CONCLUSION

The data from the interviews was interpreted and analysed using the constant comparative methods. The data was compared to the literature and similarities emerged. The following major categories emerged from the analysis of data, namely that there was inadequate communication about the policy, that a climate of conflict was created, and negativity in schools, lack of support existed and that led to the failure of equity.

It is clear from the data collected that the educators were deeply affected by the rationalisation and redeployment, and the lack of a proper support system made it difficult for them to accept their situation. In the following chapter the summary of the research will be addressed and recommendations will be offered towards addressing the effects of rationalisation and redeployment on educators.



CHAPTER FIVE

SUMMARY OF THE RESEARCH AND RECOMMENDATIONS

5.1 INTRODUCTION

In chapter four the empirical data was presented and interpreted using the constant comparative method. The following categories emerged:

- Inadequate communication about the policy.
- A climate of conflict, insecurity and low morale was created in the schools.
- Lack of support.
- Failure to achieve equity.

The focus of this research is to find out the effects of rationalisation and redeployment on educators.

In this chapter the research topic will be summarized and recommendations will be made.

5.2 RESEARCH SUMMARY

Prior 1994 the school system in South Africa was race-based, which led to inequality as far as resources and staff provisioning were concerned. According to the rationalisation and redeployment policy teachers in over-staffed schools were to be transferred to those who are under-staffed. Schools especially those of the white community were provided with most of the resources while the disadvantaged schools were neglected by the previous education department which practiced the policy of segregation. The rationalisation and redeployment policy had to bring equity. However, it appeared that this policy contributed to low morale amongst educators.

The research problem was formulated as follows:

- (a) What is the effect of rationalisation and redeployment on educators?
- (b) What are the perceptions and experiences of educators on the rationalisation and redeployment policy?
- (c) What support can be provided to educators affected by rationalisation and redeployment policy?

The aims of this research project were:

- (a) To analyse the effects of rationalisation and redeployment on educators;
- (b) To elicit the perceptions and experiences of educators on the redeployment policy, and

- (c) To determine what support can be provided for the affected educators.

The policy development process was discussed in chapter two. A policy development process involves an attempt at systematically anticipating and improving the future. Policies are to serve as a guide towards the development of an action to solve problems. According to Resolution 6 of 1998 which was agreed upon in the Education Labour Relations Council by the educator unions and the state clear procedures were to be followed by all provincial education departments.

A provincial Task Team was to be established for each province to monitor the co-ordination and implementation of the rationalisation and redeployment process, promoting redeployment and making recommendations, monitoring the establishment and updating of the provincial redeployment lists and resolving disputes between parties that may arise.

The redeployment of educators in excess is compulsory. The costs relating to the transfer of educators within the province shall be borne by that provincial education department. Written policies are problematic because they are interpreted differently by those who read them, therefore policy is best secured not through the sole medium of written administrative text but through communities of people within and across schools who create policies (see 2.4.5).

In this research a qualitative approach to research is used to gain in-depth understanding of the research topic. Qualitative research aims at producing an understanding based on rich, contextual and detailed data. It is also flexible and sensitive to the social context in which data are produced (see 3.1).

Qualitative researchers go to the particular setting under study because they are concerned with context. They feel that action can best be understood when it is observed in the setting in which it occurs. The sample was selected purposefully in order to get information-rich participants with both depth and breadth. The respondents were educators who were affected by the policy of rationalisation and redeployment. The methods used to gather the data were literature study and focus group interviews, thereafter data from the interviews was transcribed verbatim. The constant comparative method was used to analyse the data. Categories were constructed after comparing one unit of information with the next.

The trustworthiness of the research was maintained throughout the research. The respondents related their experiences through quotations in the previous chapter.

Ethical measures were observed and confidentiality was ensured to the participants. The principals of schools concerned granted permission to the researcher.

5.3 IMPORTANT EMPIRICAL FINDINGS

The following important empirical findings emerged:

5.3.1 Inadequate communication about the policy

There was no effective way of communicating the policy to the teachers. Some principals did not have any idea about the policy this brought a lot of confusion among educators. It emerged that proper procedures were not adhered to when educators were redeployed.

Some of the participants were just called into the office and told that they are in excess they either take or leave it. According to policy procedures a school has

to look at the weighting norms, the curricular needs of the school and the last in first out principle before any educator can be redeployed. Participants felt that if a proper procedure was followed they could have remained in their previous schools. The implementers of the policy of rationalisation and redeployment had no thorough understanding of the policy. Therefore, it is clear that there was no adequate communication about the policy.

5.3.2 A climate of Conflict, Insecurity and Low Morale was created in schools

In many schools the rationalisation and redeployment policy created a sense of conflict, insecurity and low morale amongst educators. This situation brought anxiety and it became difficult for the educators to perform their duty to the best of their abilities. In most schools there was tension because no teacher was prepared to be redeployed. Principals in some schools opted to put educators who were not in good terms with them in excess so that they can be removed from their schools. This created a lot of tension in the schools. Some of the participants had to volunteer for redeployment because of the negative climate in their schools. The situation was so bad in some schools that a person could be killed, so it was terrible. The rationalisation and redeployment policy even led to a fist-fight among staff members in one school in full view of their pupils.

Learners were victims of circumstances because in some schools the culture of teaching and learning was affected. Educators who were told that they were in excess refused to continue teaching while waiting to be placed in their new schools. Educators lost a sense of security which caused depression, anxiety and poor performance. Participants felt that their lives were disorganized by this policy

because they had to move from one place to another and they had to leave their friends behind.

Some educators had an emotional attachment to their schools which gives us an understanding of their feelings. Some schools lost experienced educators who opted for voluntary severance packages, it was a loss of major skills in education which affected the academic achievement of schools.

Most of those who left were principals and head of department's with management experience of more than ten years which was needed for the advancement of our education. Many schools started to experience a lack of discipline and performance on educators and learners. Some learners were left without teachers which was contrary to the objective of rationalisation and redeployment. When any organization loose its experiences staff it will really struggle to function in a manner that the services will be delivered in a satisfying way. Most of the schools who produced good results in the past started to perform badly, this resulted in many people doubting the policy of rationalisation and redeployment.

5.3.3 Lack of Support

Educators who were declared in excess were not provided with any comprehensive support. When one is faced with the unknown situation there is a need for an assistance to be prepared for such a situation.

Psychological, emotional and financial support was needed in the case of the educators who were to be redeployed. Educators who had to move from one town to another were not supported financially although the policy states that they have to be provided with relocation costs.

The participants had no idea that they had to claim for relocation costs. Emotional support was not provided in order to help the educators to deal with their feelings of failure and anger. The lack of support also led to resistance from some of the educators who were declared in excess because of their fear of the unknown. Most of the excess educators were women, they could not leave their families behind therefore they opted for voluntary severance packages. Women educators are in the majority so their departure had a negative effect in education. A lack of proper support system affected the educators who were in excess.

5.3.4 Failure to achieve Equity

The aim of rationalisation and redeployment policy was to achieve equity in staff provisioning in all schools. In the schools where educators were redeployed the number of learners increased which led to the employment of new educators.

This created a lot of confusion especially to those educators who were redeployed, they felt that it was not correct for them to be redeployed if new educators were to be employed after being redeployed. In most of the schools the agreed upon ratio of 1:35 in secondary and 1:40 in primary schools have not been achieved. The policy of rationalisation and redeployment is based on the principles of redress and equity. However most of the former model C schools never employed black educators instead they decided to re-employ their educators who were in excess because they could pay them unlike the disadvantaged schools in the townships. Therefore, equity was not achieved as far as staff provisioning is concerned. Although white teachers who were in excess were excepted in black schools, black teachers were not employed in white schools. Affirmative action which is part of the Employment Equity Act it seems was not applied.

5.4 RECOMMENDATIONS

The purpose of this research project was to investigate the effects of rationalisation and redeployment on educators. The following recommendations are made from this research project:

5.4.1 Communication

When change takes place it is very important for the education department to prepare the stakeholders in terms of information. In the case of educators, were not well informed and prepared for the rationalisation and redeployment policy, that is why the respondents had a negative view as far as the policy is concerned.

Regular workshops have to be organised by the Education Department so that educators can be informed about impending change. The details and rationale behind the change should be provided so that those who will be affected will be able to understand. The workshops will give educators an opportunity to ask for clarification as far as the policy is concerned. The officials of the department will have the correct information about the feelings of the educators.

The information provided in the workshops should be accurate and timely to prevent unfounded fears and rumours that can be damaging to the process of change. Active listening is imperative for the identification of reasons behind resistance and for uncovering fears. The potential results which can be good or bad should be exposed to those who will be affected (see 4.2.3).

5.4.2 Creation of a Positive climate

A positive climate of trust should be created in order to minimize conflicts in the different institutions of learning. A good human relations should be developed and maintained, so that change can take place without conflict. Educators should be made to realize that the changes are in their best interest and develop mutual trust. The morale of educators should be increased by reducing tension, confusion and increase the flow of ideas.

Possible resistance to change should be identified so that a good plan can be implemented. This will help the educators to be able to negotiate the transition. Educators involvement could create a win-win situation and commitment to change. Participation of educators will help them to own the process of change.

Education about change can help educators to realize they can be successful with change and to reduce frustration. The creation of positive climate in the schools will enable the culture of teaching and learning to take place.

5.4.2 Support system

The human factor should be considered in the planning stages of the policy. This includes a comprehensive support system to those who are affected. There should be psychological support for educators, provided by the education department. Listening to the problems and being understanding towards the educators who are affected by change is very important for their psychological support. Expressions of showing concern about change can provide important feedback to those in authority to improve the change process (see 2.7).

Educators should be helped through the transition by encouraging them to explore their feelings and transfer positive feelings into their new surroundings. Emotional support and encouragement can help the educators affected by the redeployment to deal with the anxiety that is a natural response to change (see 4.2.3).

The financial support should be implemented correctly, again the Provincial Task Team and the education department should make a follow up as far as this aspect is concerned. Educators who are relocated should be provided with a relocation fee, as stipulated in Resolution 6 of 1998.

5.4.3 To achieve Equity

Regular workshops should be organized for circuit managers and principals in order to empower them with the required knowledge about the policy of rationalisation and redeployment. Educator unions have to organize workshops for their site-stewards, so that they can go back to their schools and capacitate their members. Each member will have the knowledge of the procedures to be followed when determining educators who are to be redeployed.

The site-stewards will be able to positively contribute rather than delay the process. When the process of determining educators who are in excess is conducted in each school, a Department of Education official should be present to oversee a proper implementation. Circuit managers should do a proper audit by conducting a head count of both pupils and educators in order to have a correct ratio of educators to pupils. This will help in a long way to eliminate inaccurate statistics. Therefore, it is imperative that in future implementation project survey teams be involved on all levels to ensure successful implementation of the policy.

Strict conditions should be stipulated for the voluntary severance packages (VSP) preventing mathematics and science educators including principals, HOD's with extensive experience who have not reached the official retirement age from getting the (VSP). This will help to prevent the loss of major skills in education.

5.5 FURTHER RESEARCH

The following areas need further research:

- The impact of rationalisation and redeployment of educators on township, rural and suburban.
- Other strategies to ensure equity in the school system.
- The implementation of policy at the school level.

5.6 CONCLUSION

Rationalisation and redeployment policy was introduced to bring equity as far as the school system is concerned. This policy is in line with the changes that were implemented the democratic government of the Republic of South Africa. The only problem that emerged from this research was that there was no proper implementation of the policy in certain schools.

Principals should be empowered with the correct information so that they can implement the policies in a proper way. Therefore it is important that in future implementation project survey teams be involved on all levels to ensure successful implementation of the policy of rationalisation and redeployment.

The recommendations have been provided in order to improve the capacity of the education department's officials to be able to implement the policies successfully.



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(a)

FOCUS GROUP INTERVIEW TRANSCRIPT

The names of the respondents were:

- ❖ NANCY
- ❖ GRACE
- ❖ MAVIS
- ❖ IRENE
- ❖ JOHANNAH

QUESTION 1: What is your view on the education department's policy on rationalisation and redeployment?

NANCY: I think is not okay, is not fine especially redeployment it affects us and um...ya then I think next time if they can um... leave the teachers were they are because they are free there they can do anything there.

GRACE: I think is good thing in a way but is also causing problems for those that are redeployed, because you are now going to a school for me...I am for instance, I am in a black school I can't speak Zulu I can't teach the children in Zulu although the medium is English but that is causing problems because all the children can't really understand you, but its good to uh...I can say for the development in our country.

MAVIS: I think it was not well structured because they were suppose to take to those who were willing meaning the voluntary redeployment but instead they did not use the voluntary redeployment they use I don't think, I think they have removed us were we belong to another schools were do not know any one there, so they must restructure the...their policy concerning redeployment and rationalisation.

IRENE: Okay, my view on that I think redeployment and rationalisation is good in order to distribute teachers were they are needed but the only problem is that when it comes to

(b)

individual people it becomes a problem because it disorganises the person's life and everything, that is I think that's my view its okay but when it comes to people personally its not good for people directly thank you.

JOHANNAH: I agree with that yes I do agree with that.

QUESTION 2: How was the policy communicated to the staff in your school?

NANCY: I think it was not communicated very well because it affects them too, especially in my school I was doing science and mathematics, and then now they are suffering about those teachers of science and mathematics. They inform us in...no we were not called. They inform us in a staff meeting they told us there were there should be 43 teachers, 43 instead of 48 in the school that means we were 5 temporary teachers who must leave so the school.

GRACE: Okay, it was well communicated to us although there were things that was not communicated very well but I don't think its not communicated well to the staff in our school that was from the education department's side not communicated well to the principals that were giving the information through to the members of the staff.

MAVIS: You know it was terrible at our school, it was very terrible because at first they didn't choose me to be redeployed but the circumstances then they forced us to volunteer because of the circumstances, because the the person who was supposed to be redeployed was fighting so there was misery at school everyday. We were affected by the situation we couldn't work we couldn't do anything because of this redeployment, so I chose to volunteer so that the situation can come at least at peace, so I really stress that the department must not use the principals because the principals are not there what can I say they are not our employers they must choose someone from the above to come and do that rationalisation and redeployment because if they give the task to the principals they

(c)

are giving them a tough time they are giving them a tough time, at the end that thing breeds enemy and it was terrible in such a way one person could kill another.

IRENE: Okay, in my school what happened is that my problem was the post I had was temporary we had to apply for other posts, okay that's how it was communicated because we had to apply for other posts so that we can be moved if ever there is a need that we move so we applied and then the response was from the other school I went to that was the response that came and had to grab it because it says if you were placed you have to abide by that because if you don't you will be chucked out so that is why I decided to move.

JOHANNAH: I was called in by the principal we were in fact two of us the one lady didn't accept it she resigned, I was desperate for work so I had no choice but to take it.

QUESTION 3: What procedures were followed to identify staff for rationalisation and redeployment?

NANCY: I don't think so, there were no procedures because we were 5 okay in this two we were 3 and I was not the last two, I was the third one, there were no procedures were followed.

GRACE: In our school it worked out like this, last in first out but although I am teaching for 20 years already the person who was supposed to leave was busy buying a house and his wife was pregnant and she had a job so they couldn't move at that stage, so I volunteered said to the principal okay is easy for me to go and the that's why I was redeployed although I am not very satisfied with the way that I can say they are dealing with things now because now the principals of other schools think that you are redeployed because you are not a good teacher and that's not because I am not uh...good teacher its because I was willing to help some of the other people in our school because it would have been much more difficult for those people because they need the money from

(d)

their wives job and they were buying a house so I was redeployed voluntarily not by force although it worked on the basis last in first out.

PROBE: How feel about the perception of the principals that if you are redeployed you are not a good teacher?

GRACE: You know is very in a way is difficult to answer that question because usually when you go for interview the first thing that they ask you is what is the reason why you are redeployed and if they don't know your previous school most of the times I said to them you might call my previous school and ask them whether I am telling the truth or not but to all the schools I had applied for a post the first thing in the interview that they asked me was why were you redeployed.

MAVIS: As I have already explained, if you have listened to the last question there I think I can say it was to me it was voluntary but not from deep down from my heart because I wanted to save the situation.

IRENE: As I said before I my school there was no policy that said so and so should move the only thing was that the only thing was that the post that we have were temporary so we had to apply in order to get permanent posts so I applied for the post I had at that school unfortunately the response didn't come earlier response from other school came earlier and then that time I was forced to move because waiting for a response from my school was going to take much time and I was experiencing a problem with that maybe they will say that they have placed me somewhere then I never wanted to move so probably I don't have a job or what so that is why I first decided to move at the first response that I got that I just uh... replied positively to it, it just went on and a permanent post instead of temporary thank you.

PROBE: So, no procedures were followed as far as redeployment is concerned.

(e)

IRENE: In fact after we have applied a response from that school came and they said I should report the following year at the beginning of the year and then I tried communicating with the principal but the principal had no problem, he said that there's nothing he could do if the department wanted me to move then I have to move and everything came up to my own decision ultimately it became it was supposed to be me to decide whether I should move or not for my own interest because nobody responded to my question what am I doing what should I do I even asked if the school needed me, off cause the school needed me but now the principal couldn't say anything about that so I had to take a decision on my own to move so that I can be, I can have a job.

JOHANNAH: I think I have answered that question already ne, the other question when I said you were just called in and told that you either take or you will have to resign you will never ever be able to teach so I rather wanted to teach instead of sitting at home doing nothing.

QUESTION 4: What impact (effect) has the policy had on your school?

NANCY: The effect is that they redeployed those who are wanted most in the school and they leave those who are not wanted they don't need especially the language teachers are more than those the science teachers.

GRACE: I had quite a big impact because were a parallel medium school that means that its English and Afrikaans in one schools that had a quite big impact because now there were less teachers and the same amount of children even more, I had for instance 48 children in my class and I left them there so in a way there were children sitting without a teacher if you divide those children between other classes it will just increase the number of learners in the other classes and that causes problem that you do really get to the child that really needs attention in your class because now you are having such a large number of children in your class and you can't really I can say give attention to those that are really struggling that are really in need of help although you make use of methods of

(f)

differentiation in you class but the more the children the more the problems in the class so it did cause problems in most of the schools are just hiring other teachers through governing body posts so in that way I can't see what was the need of redeploying teachers because now you are in a different situation you are in a school in a different culture. Culture wise is also causing problems for you because you not used to the culture although I did learn quite a lot about the other culture that I am very I can say proud of because now I understand people better but did put my previous school I can say in a problem because we were three teachers that had to leave.

MAVIS: I can say I was used to teach grade 7's when I arrived here I think it had I negative impact for me because I was used to teach the grade 4's I mean the grade 7's only to find here I must adjust myself to teach grade 4's then you can imagine what is the gap between the two grades I must adjust to the level of the children and that staff.

IRENE: I am not sure because they didn't talk about any policy the principal didn't have any idea what to do didn't know where to go or whether to defend my post or what never said anything. Okay ultimately I was the one to decide because no one to say anything eventhe union if i can just mention that the union people they just said they don't know anything so it was up to me at last to decide what to do because it was my life anyway.

JOHANNAH: I don't know it seems we were in excess, well the new school I came here and I was given grade 3 to teach but I don't know whether in the old school there was a very big effect it seems to me we were extra there I don't know, no reasons were given to us.

QUESTION 5: How did you feel when you were told you were going to be redeployed?

NANCY: I was so worried and then I was so hurt I thought about the school I was going to. I have got so many questions even I didn't sleep those days because I didn't know where I am going to. I am going meet new people new principal everyone will be new.

(g)

GRACE: Well its, in any case its not nice to move from something familiar to something that is not familiar to you. I had to leave very good friends very good colleagues children that also needed me behind and I came to this school, I can't say anything about this school the only thing that I can say I think I am at the best school but is causing problems because of the culture sometimes religion wise although we do have assembly we do practice religion in a way but there are quite few things that you are not used to because even the unions...we are not used to the way the unions are acting because if there is a meeting for a union most of the staff are going to that meeting and at my previous school there was only one representative chosen from each union to go to a meeting that's also I can say very different from me because we never left children without a teacher and the...but I think at this stage I am coping well the staff is very good they have made me feel at home from the first day that I am here but there sometimes are problems because of the culture difference and religion difference and all the differences.

MAVIS: I was not certain about whether I am happy or not because I was trying to save the situation but as I am here now I regret a lot.

IRENE: In fact it was difficult at first to understand that and then I even questioned myself firstly I didn't know the place where I was going what kind of people I am going to meet and basically when you are used to a certain environment you become used to it that you never want to let go but when I was suppose to let it go it was very difficult I can say, I was even crying all night it was very difficult trying to tell myself it is the right thing that I am doing or what but it was difficult decision to make.

JOHANNAH: At first I was shocked in fact I told the principal he must excuse me but I am going to cry so he said to me I can take a half an hour or an hour to soothe my feelings out and then after that I was more relaxed, I realized there was no choice either take it or leave it so after the initial shock it was alright.

(h)

QUESTION 6: One of the main aim of the policy is to bring about equity in schools in terms of personnel. What are your views on this? (Do you think that equity can be achieved through redeployment?)

NANCY: I don't think that they bring equity or to be balanced in a school because in our case as I have said earlier that they redeploy us who are most important in a school they leave those who are not important especially in my previous school there were many language teachers and the guidance teachers the physical training teachers and the music teachers and then that those subjects are not important at all for our learners or for future.

GRACE: Well that's a bit of a difficult question to answer because uh...if you think about this they are if I can call it this way white teachers in black schools but there are still no black teachers in white schools to me that is not really equity because if they want to be equal it must be I can say both way around so I think that's why I will say there's not equity at this stage but if I look at it if I think that's why I will say there's not equity at this stage but if I look at it if I may be honest the way that the other cultures are working I don't know whether they will keep up with the pace of work that is done in some of the other schools in town and the one day one did ask the question that why are the schools in town doing this or doing that but is because the teachers are not moaning and groaning to stay after school at my previous school okay I had to travel a hundred kilometres per day back and forward but at my previous school we stayed at school until 15:30 on a Tuesday and a Thursday to practice athletics we had our meetings after school we went to school early in the morning we always arrived at school 7H00 in the morning and we stayed at school the principals I can say word was law in the school what he said you did and I don't think even at my school now that teachers are really listening and obeying the principal and are not meaning to be rude if am saying that, but that's the cultural difference that I've discovered and that's why I would say there's no equity in this moving some teachers then it must be I can say multiracial then they must should be I can say other cultures going to schools in towns as well because the schools in town do have the second and the third language sometimes and I think it will be better say for

(i)

instance for a Zulu speaking person to teach Zulu in a school than for an Afrikaans speaking teacher to or an English speaking teacher to do that.

MAVIS: No, I don't think equity can be achieved because let me set an example with our school last year I had 50 children in my class and according to the government policy I must have at least 40 so there is no equity there.

IRENE: In fact it was difficult at first to understand that and then I even questioned myself firstly I didn't know the place where I was going what kind of people I am going to meet and basically when you are used to a certain environment you become used to it that you never want to let go but when I was suppose to let it go, it was very difficult I can say I was even crying all night it was very difficult trying to tell myself it is the right thing that I am doing or what but it was difficult decision to make.

JOHANNAH: Some of the other classes were also so big if the policy says 40 then having 50 children, makes it very difficult to really do OBE effectively that's what I think from my side so I don't know if they wanted to get equality they didn't know, not in certain of our classes here.

QUESTION 7: What support do you feel educators should get who are being redeployed?

NANCY: I think moral support is needed and then where they are treat them very well welcome them make them feel at home. Support I did not get any support I remember back I didn't get any support serious I didn't get any support instead many things have changed. They told me how to do my work and I know my work, you see I know my work they told me to do this and in this way I know my rights I know how to do my work you see.

GRACE: Yoo, that's also a difficult question because from my previous school I didn't get much support if I think about that it was just okay you are leaving and they did say

(k)

thank you for the work that you have done and I can say that was the end of the story but if you had to move from one town to another town we didn't get any money to I can say to move to replace curtains in houses we had to do that absolutely if you were moving from one town to another, well didn't get anything but I didn't move I was in Middelburg but from the schools I went to I did get a lot of support when I arrived here to make me feel at home and they have showed me everything at school they did say to me, if I am in need of anything I just should come to the office and talk to them, they did help me a lot because I first started in Grade 7 and because of the culture difference again there were children in Grade 7 that were about 17 years old they didn't listen to me and that caused problems. I felt I must resign the principal moved me to a lower grade, since then I am happy at this school.

MAVIS: I those like the other teachers they must count that they were not paying the amount of money to come to school now the amount of money has increased, so they must finance also money for travelling.

IRENE: I think the first support that they have to get is to make them understand and feel comfortable to the place were they are redeployed. I think secondly the accommodation that is the main problem because to be accommodate you have to go to a place were you don't know anyone you have never been there you don't even know the place yourself. If they have to be redeployed make sure that accommodation is available for those teachers to move there, so that they cannot have a problem with accommodation you remember you've got stress and finding accommodation. Stress in adapting to the place and then stress adapting to the people you work with, I think that is too much for teachers. If accommodation can be arranged for teachers at that particular place where the teacher is being redeployed, I think the teacher might feel comfortable in order to adjust to a place. I didn't get any support.

JOHANNAH: The department has never ever paid. Well when I arrived here I was well aware what was needed to teach the grade 3's that I had and then when they moved me to

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grade 5 I got all the necessary books from the department so I didn't experience any problem there.

PROBE: Anything more to say?

NANCY: There's a lot to say new school, principal, students and how everything has changed. My head of department want me feel that he has power over me.

GRACE: It is very difficult because I am not used to going to a township in the beginning it was a bit scary to know you are driving, I can say a woman alone into a township and children don't listen to you, sometimes when you are outside there are things that people are shouting at you. Luckily because I don't know their language.

JOHANNAH: From my side I think we have learned a lot from one another in the time I have been here, I have learned quite a lot from me. I think in one way it helps both sides.



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