THE IMPACT OF REDEPLOYMENT OF TEACHERS IN PORT ELIZABETH SCHOOLS

by

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Supervisor: Prof. J.L. Geldenhuys
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To the memory of my late parents:
Rev. Eric and Nompumelelo Mkentane
DECLARATION BY STUDENT

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TITLE: The impact of redeployment of teachers in Port Elizabeth schools

DECLARATION:

In accordance with Rule G4.6.3, I hereby declare that the above-mentioned treatise/dissertation/thesis is my own work and that it has not previously been submitted for assessment to another University or for another qualification.

SIGNATURE: ........................................

DATE: 12 December 2007
THE IMPACT OF REDEPLOYMENT OF TEACHERS IN PORT ELIZABETH SCHOOLS
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SUMMARY

The aim of this study was to establish new strategies on how redeployment of teachers should be conducted and enable teachers to adapt to the redeployment process, especially in Port Elizabeth schools.

This investigation was set within both qualitative a quantitative framework. Five schools where some of teachers were affected by redeployment in Port Elizabeth were investigated. Purposive sampling was used for selecting the respondents for this study and also for selecting these five schools. Questionnaires and interviews were used for the collection of data. The aim of the study was to investigate the impact of redeployment of teachers in Port Elizabeth schools.

The findings revealed that there is needs to upgrade the qualification of the teachers, that effective human resource planning should result in the involvement of teachers when decision making takes place, especially issues that affect them directly such as
redeployment and that provincial Department of Education and teachers organizations like South African Democratic Teachers Union (SADTU), National Professional Teachers Organization of South Africa (NAPTOSA), South African Teachers Union (SATU) should work closely in the area of redeployment.

This topic is useful for all who are in the teaching profession, whether as redeployed teachers or as practicing professionals. A number of conclusions and recommendations, in line with the findings of the study were made. Recommendations on how redeployment of teachers could be conducted in Port Elizabeth schools were presented. An attempt has also been made to include items that are of special interest to South African teachers in general and Port Elizabeth teachers in particular.

KEYWORDS
Redeployment, teacher, educational issues, human resource management, organizations, change, schools, outcome based education, decision making, qualification upgrading.
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<tr>
<td>DET</td>
<td>Department of Education and Training</td>
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<td>DoE</td>
<td>Department of Education</td>
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<td>DM</td>
<td>District Manager</td>
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<td>EAPs</td>
<td>Employee Assistance Programmes</td>
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<td>ECDE</td>
<td>Eastern Cape Department of Education</td>
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<td>EDO</td>
<td>Education Development Officer</td>
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<td>EEA</td>
<td>Employment of Education Act</td>
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<td>ELRC</td>
<td>Education Labour Relations Council</td>
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<td>HOA</td>
<td>House of Assembly</td>
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<td>HOD</td>
<td>House of Delegates</td>
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<td>HoD</td>
<td>Head of Department</td>
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<td>HOR</td>
<td>House of Representatives</td>
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<td>HRM</td>
<td>Human Resource Management</td>
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<td>LIFO</td>
<td>Last In First Out</td>
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<td>LSEN</td>
<td>Learners with special Educational Needs</td>
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<td>NAPTOSA</td>
<td>National Professional Teachers Organization of South Africa</td>
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<td>NED</td>
<td>National Education Department</td>
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<td>OBE</td>
<td>Outcomes - Based Education</td>
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<td>PAM</td>
<td>Personnel Administration Measures</td>
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<td>S/CRC</td>
<td>School / College Rightsizing Committee</td>
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<td>SADTU</td>
<td>South African Democratic Teachers Union</td>
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<td>SASA</td>
<td>South African Schools Act</td>
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<tr>
<td>SAOU</td>
<td>Suid-Afrikaanse Onderwys Unie</td>
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<td>SGB</td>
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<td>Voluntary Severance Package</td>
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CHAPTER ONE

PROBLEM STATEMENT AND CLARIFICATION OF CONCEPTS

1.1 Background to the study

Prior to 1994, education in South Africa was segregated along racial lines. The South African system of education was divided into 15 different major education departments (Reeves, 1994:11). Education for coloureds was administered by the Department of Education and Culture of the House of Representatives (HOR), Indian education was administered by the Department of Education (DOE) and Culture of the House of Delegates (HOD), while education for whites was administered by the Department of Education and Culture of the House of Assembly (HOA).

Black education was administered by a total of 11 Departments (Reeves, 1994: 12). These included the Department of Education and Training (DET) which administered the education of Blacks in non–homeland areas, the education departments of six non-independent homelands that included Gazankulu, Kwa-Zulu, Lebowa, Ka-Ngwane, Kwa-Ndebele and Qwaqwa, as well as the education departments of four independent homelands, namely Transkei, Ciskei, Venda and Bophuthatswana. The three national departments of Education and Culture (DEC), National Education (NED) and Education and Training (DET), each formerly served a specific racial group. The DEC also comprised four provincial education departments and the DET seven regional offices (Mc Leannan, 1995:525).

The House of Assembly schools were divided into four models, namely Models A, B, C and D. According to the Government Gazette (1990:18), Model A referred to British
schools, which were following a British system of education and were funded by British associates, but not the government. Model B schools were the Afrikaner schools that were funded by the Afrikaner people themselves. Model C schools were introduced in 1992 in order to cope with the economic realities of financial cutbacks in the education budget for white schools at that time. Schools were required to rationalize expenditure by reducing either the number of teachers or certain of the services provided. The government was prepared to fund 80% of the budget of schools and the rest had to come from parents. Because of this financial partnership, parents were to play a major role in deciding the values and cultural norms that should be inculcated in their schools. They had greater autonomy in the development of the admission policy, the management and control of the appointment of teachers, the curriculum, the utilization of buildings, and the financial policy.

This was the option selected by the majority of the white government schools. The logic was that if parents in more privileged schools were required to pay more for their children’s education, additional resources could be directed to those disadvantaged by inferior educational facilities and services. However, it was argued that the move to semi-private white schools was part of an attempt to maintain segregation and privilege through financial rather than overtly racial means (Dekker & Schalkwyk, 1995:305).

Model D was a public school and was funded only by the government (Dekker & Schalkwyk, 1995:305).

The ideology of apartheid education, which asserted that different racial and ethnic groups should be educated separately, resulted in an unequal distribution of institutional power, management capacity and education and training, along gender, race and ethnic lines (Government Gazette, 2004:205).

In the 1980s, private provision of education grew in South Africa in response to the inability or unwillingness of state schools to admit black children. Pressure to open
more white schools increased in major centres. In the 1990s, white schools were permitted to admit black students under limited conditions which included a provision that the school remained 51% white, and that the “ethos and character” of the school be maintained. White schools began opening their doors to an increasing number of black children, but prohibitive fees meant that they were restricted to children whose parents could afford the fees. The majority of black children who failed matriculation examinations were not reabsorbed into the system (Bisseker, 1997:44).

In black schools, apartheid education meant minimal resources, inadequately trained teachers, fewer staff, poor quality of learning materials, shortages of classrooms and the absence of laboratories and libraries. Besides these tangible deprivations, schools also inculcated unquestioning rote learning, autocratic teaching, authoritarian management styles, syllabi replete with racism and antiquated forms of assessment and evaluation (Bisseker, 1997:44).

The promulgation of the South African Schools Act 84 of 1996 (SASA) (Republic of South Africa (RSA), 1996), sought to address the imbalances that were created by the segregated education system of the past, as explained in the foregoing paragraphs. Bisseker (1997:44) notes that the pupil: teacher ratio is a direct reflection of the inequalities in education. Before 1994, some schools were understaffed, and this resulted in a situation where some posts had to be right sized – that is, the number of learners enrolled at a particular school was to justify the number of educators at that school, and the excess number of educators rightsized. A system of redeployment was then developed by the Department of Education in order to avoid retrenchment of teachers.

The following factors motivated this researcher to investigate the topic of redeployment of teachers:

- The need to come up with important points highlighting major inequalities between white schools and black schools within the Department of Education.
Overlain by an ideology of white superiority and black inferiority, apartheid education had divided educational privilege and achievement by race, and this needed investigation.

The need to compare pupil-teacher ratios (classes should not exceed 40 learners per teacher).

The need to examine the quality and qualification of teachers, as well as availability of different types of resources.

The need to examine whether blacks living in the previous homelands and townships were the poorest compared with whites.

The need to examine the redeployment of teachers from urban to rural areas.

It is important to investigate how education was conducted during the apartheid era since it caused problems that led to the redeployment of teachers. These changes happened just after 1994 when the National Education Policy (1995) was introduced to establish an integrated system of education. The Education budget began to be designed, in principle, to achieve equitable outcomes and to overcome the racial disparities. Schools, technikons, colleges and universities were then opened to all races.

Doing this research has promoted a deeper understanding of the experiences of redeployed teachers as they relate their experiences from their own perspectives. The interviews undertaken also exposed redeployed teachers’ patterns of behaviour and conduct in their workplaces.

1.2 Problem statement

According to Circular No 7 of the Eastern Cape Department of Education (2004a), a letter was issued on 19 December 2003 to inform Senior Management Team (SMT) managers about the determination of the educator post basket and how the process had to be managed. Each school received a draft post establishment and was
requested to comment. Because the post establishment for schools had not been
determined for the five previous years, this resulted in a serious mismatch between
educator and learner numbers. The new staff establishments were devised to effect a
major improvement in the matching of educators and learners, and that required the
redeployment of an estimated 6900 teachers to schools in the Port Elizabeth district.
Teachers are an important asset of the Department of Education.

Therefore, the main problem this study seeks to investigate is: The impact of
redeployment of teachers in Port Elizabeth. Fleisch (2002:50-51) asserts that early in
1996, there was a growing opposition to redeployment. Educators felt that they were
being shifted around like pawns on a chessboard. The government did not take into
consideration that most teachers had families. The extent of the failure of the
redeployment and its consequences only began to emerge in 1997, when educators did
not move to schools that required their services after rightsizing and submission of their
names to the District Director was done. A special process was to be put in place to
ensure that excess teachers had a chance to fill vacant posts. Instead, excess
educators remained at their old schools and the process of establishing the “closed”
vacancy lists dragged on. It became clear that understaffed schools should fill the
vacancies with temporary teachers. This led to the problem of double-parking two
teachers in one post.

The redeployment of teachers was a process that was governed by Collective
Each principal had to use the correct procedure as prescribed on how the redeployment
process should be put into practice. Teachers who were declared to be in excess had to
be considered for any vacant posts that existed.

Against this background, subproblems that emanated from the process of redeployment
included:

- The impact of redeployment on the teachers themselves.
• The impact of redeployment on school management and the receiving schools.

1.3 Objective and research questions of the study

The objective of this study is to investigate the impact that the redeployment of teachers had on schools in Port Elizabeth.

The study seeks to answer the following research questions:

• What are the challenges a redeployed teacher experiences?
• In what way has redeployment affected school management?
• How has redeployment affected the receiving schools?

1.4 Delimitation and limitations of the study

According to figures released by the Port Elizabeth education district (Post Provisioning, 2005) the Port Elizabeth district has 272 schools, 176 of which were affected by redeployment. The population of this study is therefore 176 schools and an estimated 6900 teachers. Because of the vast area that the researcher would need to cover, lack of transport and financial constraints, the study was limited to five schools and 37 teachers. Because of the small size of the sample, findings were only generalizable in similar circumstances.

This study assumed that there was a need to upgrade the professional skills of teachers to reduce the number of teachers affected by redeployment in schools. There was to be an improvement on how redeployment had to be applied. Better working conditions could be further improved and new ideas about redeployment of teachers implemented.
The teachers’ attorney, Mike Randell (Eastern Cape Herald, 2001:3) said: “The process of redeployment is supposed to be achieved by consensus, but in this case there was none”. He continued, stating that the importance of the matter was that the department had simply redeployed teachers by “person to post matching”, without their consultation or input. Randell also exposed the fact that, “teachers would have had to take up posts in rural areas where there is no accommodation, no electricity or running water. Very often the schools consisted of mud huts. They all contended that, that was unreasonable, unfair and would have broken up families”. In the meeting held in Bisho, the Department of Education backed down, agreed to set aside all redeployments and reinstate all the teachers at their previous schools. Redeployment should be applied fairly and the district manager and the school principal should play a vital role by conducting redeployment according to the rules and regulations and without displaying nepotism.

According to the Eastern Cape Herald (2001:3), an ecstatic teacher Mark Bouah, of Uitenhage, said that the news of the agreement was like “an early Christmas present”. He also said: “I am very glad because I can plan my life and move ahead, since I was first told of the redeployment last year”. He was concern that he had to leave his family behind and build a new home where he was redeployed and he would have suffered financially.

Garson (1999:4) was convinced that, “redeployment has done so much damage”. The Department of Education should therefore train its officials in the process of redeployment, and proper procedures should be consistently applied.

The next section deals with the research methodology employed in this study and will include the choice of method, sampling, data collection and data analysis.
1.5 Research methodology

According to Struwig and Stead (2001:4), researchers generalize and specify limits on their generalizations. It is the aim of qualitative research, in particular, to obtain valid generalizations. Generalizations can be established most effectively through the development of explanatory theory as it is the application of theory that turns fact finding into research. It is important to know the samples and in which contexts a researcher's findings are applicable.

Struwig and Stead (2001:109) state that when collecting primary data for qualitative study, it is impossible or impractical to consult all people (i.e. whole population) in a specific category as indicated by the research project. Obtaining information from a sample is often more practical and accurate than obtaining the same information from an entire universe or population.

1.5.1 Qualitative method

According to Leedy (1993:139), qualitative research considers words as elements of data. It is a creative, scientific process that displays the use of expressive language. Such language contains data that are principally verbal.

1.5.2 Quantitative method

Quantitative research, which is all about an analytical survey, was also used. It analyses data and controls natural phenomena (Coleman & Briggs, 2002:16). It was used mainly in the form of descriptive statistics. Frequency counts and average scores are examples of descriptive statistics (Bernstein, Foxcroft, McCallun, Schultheiss, Seymour, Stead, & Southey, 2005:7). In this study a frequency count, for example, was used when determining the number of different positions held by the participants as shown in Table 4.1.
1.5.3 Sampling

A purposeful random sampling method which involves random selection of a small sample was employed in this study. Its emphasis was on information-rich samples, not necessarily on generalizing to the broader population.

Sampling is the process of drawing a sample from a population. A sample is usually much smaller in size than a population. When sampling is done, the characteristics of a subset (the sample) selected from the larger group (the population) are studied (Burker & Lorry, 2000:156).

It is accepted in theory that the larger the size of the sample, the greater the likelihood of its precision or reliability, but there are practical constraints that researchers must acknowledge. Increases in the size of a sample contribute to greater precision, but inevitably increase the cost of the study. Cost and accuracy are closely linked with the time taken to complete the study. Fieldwork is relatively slow and expensive and should be done thoroughly (Struwig & Stead, 2001:109).

In this study the researcher purposefully selected the redeployed teachers that would best answer the research questions since they are the ones affected by redeployment, and made it possible to avoid in-depth information phenomena (Creswell, 1994:148-149).

The interviewees comprised groups of teachers, HoDs and deputy principals and principals from the Port Elizabeth schools focusing on interviews with redeployed teachers until a real (saturation) point was reached. Five schools were randomly chosen from the population of 176. These five schools included School A, a school in Walmer and approximately 60 km away from School B and School C. These are two schools located in New Brighton, while School D and School E are located in KwaZakhele and are 2 km apart from each other and are 6 km away from New Brighton.
Permission to do the research at these five schools was sought and obtained from the District Manager (DM) of the Eastern Cape Region (see Appendix B and Appendix C). Thereafter, permission was obtained from the principals to conduct the research at their schools (see Appendix A). Only redeployed teachers were included in the study. Out of 50 questionnaires that were distributed to redeployed teachers from 5 schools, 37 questionnaires were returned filled in, that is 37 redeployed teachers filled in the questionnaires, and were interviewed.

The reason why random sampling was used was that it is a short cut for selecting elements to be included in the sample and this saves money and time.

1.5.4 Data gathering

Data were collected by means of questionnaires and interviews.

1.5.4.1 Questionnaires

A question that often plagues novice researchers is just how large their samples for the research should be. There is no clear-cut answer, for the correct sample size depends on the purpose of the study and the nature of the population under scrutiny. Researchers must therefore obtain the minimum sample size that will accurately represent the population being targeted (Cohen, Marion & Morrison, 2002:93).

In this study questionnaires (refer to Appendix D) were distributed amongst all the redeployed teachers, HoDs, deputy-principals and principals at the five schools. All these schools are located in Port Elizabeth. Fifty questionnaires were distributed, of which only 37 were returned.

As already mentioned, a purposive sample method was used for selecting the five schools, namely High School A, High School B, High School C, High School D and High
School E. (In such a wide range of subjects to observe, the qualitative researcher will be more likely to uncover the full array of “multiple realities” relevant to an inquiry).

1.5.4.2 Interviews

Interviewers should be able to evaluate the responses of interviewees through probing to provide additional information. Interviews offer the following advantages:

- The format allows the moderator to probe.
- Interviews have high face validity.
- It is a socially oriented research procedure.
- Interviews can provide speedy results.
- They can be relatively low cost.

(Kruger, 1994:34 – 35).

Interviewing is one of the main data-collection tools in qualitative research and is also one of the most powerful ways we have of understanding others. As Jones in Punch (2005:168–169) puts it, “In order to understand other persons’ constructions of reality, we would do well to ask them… and to ask them in such a way that they can tell us in their terms (rather than those imposed rigidly and a priori by ourselves) and in a depth which addresses the rich context that is the substance of their meanings.”

Information was collected verbally through one-on-one, structured interviews with a number of educators that had been redeployed. This enabled them to voice their opinions freely. A relaxed atmosphere was created that encouraged respondent to speak freely. Leedy (1993:140) describes qualitative research as a creative scientific process that necessitates a great deal of time and critical thinking as well as emotional and intellectual energy. The interviewees were afforded a chance to express themselves at length, but were also offered limited space to prevent aimless rambling. They were assured of confidentiality and were encouraged to respond truthfully even to personal and sensitive questions.
The respondents were allowed to express themselves in their own language. People enjoy significant language diversity, specifically in the education context. Language issues are closely linked to questions of power and the pursuit of human rights. Allowing respondents to express themselves in their own language enables educators to regain their dignity, respect and identity as human beings (Leedy, 1993:42).

Structured interviews (included as Appendix E) were conducted with redeployed teachers from the five different schools. From these teachers the following were obtained: information about their backgrounds such as qualifications, years in teaching, companies served before teaching.

**1.5.5 Data analysis**

Although the interviews were not taped carefully notes were kept. In Appendix F five examples, one from each school, are given of the interviews conducted with the teachers.

Open ended questionnaires were also distributed among redeployed teachers in order to gain their opinions on the impact of redeployment of teachers in schools. Each redeployed teacher answered all the questions asked except a few that was not properly filled in.

In the analysis the researcher read these notes of interviews and answers to question reasons carefully so that a global idea could be obtained. Thereafter, units of analysis that included words, phrases and sentences were identified by highlighting the words, phrases and themes. The data were analysed using the constant comparative method (Maykut & Morehouse, 1994:127).
1.6 Clarification of concepts

In this study the guiding key issues are impact and redeployment. These are briefly defined below:

1.6.1 Impact

The word impact is derived from the Latin Word *impingere* that means to strike against (Chambers Study Dictionary, 2002:382).

The Oxford English Dictionary (2003:713) defines the word impact as “the action of one object coming forcibly into contact with another”. This can be compared with redeployment by the DoE which was forced onto the teachers, since they did not choose to be redeployed.

The Pocket Thesaurus Dictionary (2002:209) defines impact as “an effect, consequences, repercussions, impression, power, influence and significance”.

Impact also means to “fix or press firmly or to have a strong effect or make a great impression on somebody or something” (Concise English Dictionary, 2003:443).

The above definition suggests that pressure was applied during the process of redeployment. This study sought to investigate the effects, consequences and repercussions of the redeployment of educators in Port Elizabeth. It sought to establish which parties played a significant role and were influential in the process of redeployment.

1.6.2 Redeployment

Redeployment is to move staff from one area to another area, where they will be more effective. The focus of the process of redeployment lies in the effective and efficient employment of skills and resources. The term resource encompasses all aspects of
material: human, technological, power, financial and also information. Redeployment aims to achieve transferring necessary skills and material resources (ELRC, 1998c).

Redeployment means the transfer of teachers from over-staffed schools to under staffed schools. It was done with the purpose of bringing equity in education as far as staff provisioning is concerned (Mona, 1997:3).

1.7 Chapter overview

In Chapter One a brief background to the study was given, as well as a rationale for the study. The problem was stated, followed by the objectives of the study and the methodology. Delimitation and limitations of the study were discussed and concepts were clarified.

Chapter Two reviews the literature on what redeployment entails and what impact it has on schools in general as well as on learners, management and teachers.

Chapter Three focuses on the research methodology employed.

Chapter Four focuses on the results and a discussion thereof.

Chapter Five contains recommendations and concluding remarks.

1.8 Summary

Whatever your personal feelings are concerning the redeployment of teachers in Port Elizabeth, it is known that the system of redeployment was developed by the Department of Education in order to avoid retrenchment of teachers. This chapter gives vivid information about the South African system of education from the beginning: how
black education was divided, how it was administered including how SASA addressed the imbalances that were created by the segregated education system of the past. There were problems regarding teachers who were declared in excess that had to be considered for vacant posts that existed.

This chapter is concerned with describing and illustrating the problem statement, by dividing problems into subproblems. The objectives of the study were also considered by formulating research questions to investigate the impact of redeployment of teachers in Port Elizabeth schools.

An introduction to the delimitation and limitations of the study was carried out. Due to the lack of money and transport, this led to limitations in the study not allowing the researcher to cover all areas affected by redeployment and also limited it to a certain number of schools and teachers as well. This led to findings being restrictively generalized.

Furthermore, research methodology was selected, where both qualitative and quantitative methods were used. Purposeful sampling has been chosen “purposefully” to select what fits the appropriate research style. It is strongly believed that both methods will provide answers to important questions and also for conducting research. Leedy (1997:169) states that there is no “right or wrong” approach; each yields valuable yet different information.

A clarification of concepts, using several dictionaries, was included. The summary concludes this chapter.

The next chapter will be a literature review to investigate the impact of redeployment on the affected parties as portrayed in the literature.
CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

In 1996 a number of difficult decisions were taken in the Education Labour Relations Council at national level, the most difficult being that of rationalization of education and teacher redeployment. The rationalization and redeployment policy was introduced to bring about changes in staff provisioning. Since more money was spent on white pupils compared with other racial groups prior to 1994 education, the government wanted to establish equity and redress in South African education system. White schools benefited since they had most of the necessary resources and teachers whereas most black schools had a shortage of resources and teachers. The present government had to attend to these shortages by introducing the rationalization and redeployment policy to bring change in the education system (Crouch & Perry, 2003:480).

Locally the Eastern Cape had 68 863 educators posts, of which 3 161 were vacant in August 2000. The 10 289 teachers initially declared in excess represented a higher proportion of the teaching force than in any other province apart from the North West Province, thus the redeployment challenge was formidable. The Eastern Cape Department of Education (ECDE) records showed that 7 730 (75%) had been redeployed and 2 559 (25%) remained on the redeployment register. Initially teachers in excess were expected to apply for other posts, but not all of them did so. The province had reached what it regarded as the “mopping up” stage of the redeployment process; excess teachers no longer had a choice – they were matched to suitable vacancies and received “placement letters” informing them of their allocation to these posts. Some resigned rather than move, others appealed on the grounds of marriage, health or other reasons. In some cases their school governing bodies re-appointed them and paid their salaries out of school funds (Lemon, 2004:30).
In this chapter, the researcher will start by putting this study within the conceptual framework of human resource management. This will be followed by a discussion on change, and in particular the redeployed teachers. Issues such as what change is, its necessity, resistance to change and the need to manage change will be addressed. Finally, attention will be given to the procedures to be followed in the redeployment of teachers and flaws in the process as well as the implications for the relevant teachers.

2.2 Conceptual framework

This study can be placed within the conceptual framework of human resource management (HRM) which is of critical importance in education.

Educational management is an interactive, interrelated process used by educational leaders to manage learning and teaching in schools. The resources available to them include human resources (teachers and learners), physical resources and financial resources which they must manage as efficiently as possible in order to satisfy educational needs and achieve the outcome of cultivating a culture of teaching and learning (Van Deventer & Kruger, 2003:65).

According to O’Neill (1994:199), the human resources available to schools and education departments constitute both their most valuable assets and their greatest management challenge as they are “service” organizations which need to provide a service to their community, to parents and learners. The quality of service depends directly on the capability, commitment and motivation of the teachers. All these three aspects were negatively influenced by the redeployment of teachers in South Africa.

In this study the impact of redeployment of teachers is investigated and this is placed at the centre of HRM. O’Neill (1994:218) explains that effective HRM relies on the ability of managers to empower (through human resource development), motivate and retain
highly qualified staff within the institution. Contrary to this, redeployment almost forcefully removes certain teachers from their schools and upsets the HRM at that school and the educational services to the community.

2.3 Change

Since redeployment was a major change in the lives of teachers and at schools, it is necessary to look at change in general.

2.3.1 Clarification of the concept “change”

The concept change represents the action of a struggle between what exists and what is required (Van der Merwe, 2003:47). In this study the change is represented by the redeployment of teachers. Van der Merwe (2003:48) explains further that change always begins and ends with individuals acting in unison with the aim of improvement. Therefore an organizational effort to effect change will only work if it is accompanied by individual effort, which implies that change will only be successful if and when all stakeholders involved realize and agree with the reason for and purpose of the proposed change.

Any situation of change contains driving forces that tend to alter existing circumstances, and forces of resistance that are likely to oppose the change. These two aspects will now be discussed in the next two sections.

2.3.2 Forces for change

There are various classifications possible for the forces of change (Grobler, 2003:13 -18 & Van der Merwe, 2003:38 - 42).
In this study the layout of Van der Merwe (2003:38 - 39) are used. These consist of environmental forces and internal forces.

2.3.2.1 Environmental forces

External environmental forces include the following three groups of factors that can trigger the change process:

- Economic forces: A decentralized educational system, as announced by government, result in school-based management in which the individual school increasingly takes responsibility for its survival and development. This demands that the school be managed like a business. However, schools differ from pure business organizations in that the only profit motive for educational organizations is the improvement and enhancement of successful learning through effective teaching.

- Technology forces: The knowledge explosion has introduced new technology for almost every business function. As a force for change, computer literacy and computer – based education is unavoidable.

- Social and political forces: School managers must be familiar with the social and political movements over which they have no control but which, over time, influence the fate of their schools. South African schools and the education system as a whole have in the past decade undergone many changes. With regard to political forces, new legislation i.e. the Constitution, the Labour Relations Act, the Schools Act, and the introduction of outcomes based education, etc. demand new perspectives. Social forces such as the alarming increase in all kinds of crime and HIV/AIDS put pressure on the education system to help solve these problems.
2.3.2.2 Internal forces

Internal forces for change which occur within the organization can usually be traced to the following:

- Process problems, including breakdowns in decision making and communication.
- Behavioural problems those are visible at low levels of morale and with high levels of absenteeism and turnover.

2.3.3 Resistance to change

Redeployment of teachers caused some changes that affected all aspects of their lives, personally and at the work place as well. As a result of this, some teachers resisted redeployment.

Van der Merwe (2003:41) advances the following psychological reasons for resistance to change:

- Loss of the familiar and reliable: As soon as any deviation from a familiar situation occurs or existing practices are discontinued, a feeling of insecurity is experienced that gives rise to resistance to change. Redeployed teachers feel insecure because their problems are ignored and this results in a rejection of change.
- Loss of personal choice and values: Familiar environment, habits or practices provide trust and security, whereas change contributes to a lack of self-confidence. In the case of redeployed teachers, their interest deteriorates and they lose their personal choice. This eventually affects relationships. Finally, these redeployed teachers start to lose the passion for their jobs.
- Possible loss of authority: Change can affect an individual’s existing position of authority. An unwillingness to surrender the status quo is the manifestation of fear of losing existing status and prestige. This is especially true for redeployed teachers that need to find a new position in the social order at a new school.
• Lack of skills and motivation: Rather than admitting their lack of the necessary skills to deal with the proposed change as their real reason for resisting such change, teachers often attribute their resistance to the nature of the proposed change itself. However, in many instances the redeployment of teachers is linked to their being in excess.

• Unclear about reasons for change: Insufficient information results in a lack of understanding of the significance of change. Educators usually need proof that their existing practices fail before they will consider change. Redeployed teachers were given insufficient information, with the results that principals were accused of misinformation and redeployed teachers felt they were left in the dark about the importance of change.

The Eastern Cape Province was lagging behind other provinces because of its rural nature. There are no proper roads to reach schools that are far from towns, and this caused difficulty in running schools properly under such conditions. Some schools lack electricity; this really affects teaching, especially for science teachers who cannot run their experiments. There is a shortage of sufficient resources for the rural schools: not enough classrooms (during rainy days some muddy classrooms collapse), insufficient access to computers and school libraries, etc. Most parents are unemployed and cannot afford to pay school fees and they are not enlightened about applying for bursaries for their children. These are some of the reasons for teachers being unwilling to go and teach under such conditions (Mona, 1997:3).

According to Smit and Cronje (1997:265), change causes an emotional reaction because of the uncertainty involved. People resist change if they think that they might lose some of the things they value. One of the reasons why people resist change is that they are not informed about the purpose and need for change. If teachers are informed about new things that are going to be introduced, emotional reactions that lead to resistance to change can be avoided. Working together, helping each other where there is a lack of understanding, can contribute towards positive attitudes and help individuals to accept change.
According to Van Merwe (2003:42) the majority of teachers did not accept redeployment:

- They reacted with shock: which is an individual’s first and natural reaction to change which is an intense feeling of interference in his life. The reason why redeployed teachers are shocked when they are declared in excess is that this upsets them greatly, for they think of their families.
- Counter-reaction: this is manifested in the immediate rejection of change. Related reactions are withdrawal from and avoidance of change, accompanied by escapism, which is a way of ignoring the necessity for change. It is very important that people need to be educated about any changes introduced in their workplace, so that they do not seek to avoid or ignore change.
- Anxiety: is brought about by change, irrespective of people’s reactions. It is an inability to accept change.
- Rationalization: a change in focus from the past to the future occurs during this phase. Those concerned try to understand what the change is all about.

### 2.3.4 Management of change

Education is engaged in a process of change worldwide. Education in the Republic of South Africa is no exception. It is characterized by change and innovation where change dominates the profession, and teachers are expected to lead the transformation process. The question is not whether the educational leader is required to manage the change, but to what degree s/he is able to do so effectively. It is obvious that where change occurs resistance and conflict necessarily follow. In addition to utilizing their knowledge and skills in managing change, educational leaders also have to be able to apply negotiating skills to remove the resistance and conflict that accompany change (Emerson & Goddard, 1993:206).

Fiddler and Atton (1999:109) remark that the vast majority of people involved in the work in schools have, however briefly, experienced a feeling of being unable to cope
with the demands made of them. Teachers have had to deal with fundamental changes to the curriculum. New skills and knowledge have had to be acquired and then immediately applied in the classrooms of schools. There have been many changes in every area of education in the last decade, and the effect of this on teachers has resulted in a major oversupply of teachers in some subjects (such as languages) and an under-supply in others (like Mathematics).

The researcher is of the opinion that each worker’s lifestyle in an organization is affected by organizational changes. In an educational sector where teachers are redeployed and when redundancy is identified, there is a change in their social life because they are located to a new place where they must create new relationships, and be able to adjust themselves to a new environment. No teacher wants to accept change especially when he is transferred from one school to another. Moving teachers from one school to another can be problematic for them as their families live near to their work place and they are socialized within particular organizational cultures. These kinds of changes can cause serious imbalances in their lives and careers.

Emerson and Goddard (1993:206) observe that people dislike change which is threatening or which makes substantial demands on them too frequently, however teachers usually accept innovation as a part of professionalism for example the introduction of new curricula, new materials and teaching methods when these will bring improvement to the quality of education being offered. This seems to suggest that teachers will therefore understand redeployment and see it as a way of redressing the imbalances of the past and bringing improvement to education in South Africa.

Applying redeployment in teaching caused changes in school management because it exposed principals to new controls and regulations. According to Van der Westhuizen (2002:182), changes in legislation, the availability of resources, market demands and social priorities often force principals to redesign the organization’s structure and procedures, redefine priorities and redeploy resources.
Fiddler & Atton (1999:110 -111) mentioned that redeployed teachers take no pleasure in what they see as change for change’s sake and feel that they are not doing their best for learners when they no longer feel totally at ease with the conditions they have been put in. Consequently, they feel a return of the lack of confidence that they thought had disappeared with their redeployment. When redeployment took place, they also felt excluded from any decisions about implementation of change, felt helpless that they were most likely to lose the motivation necessary to carry them through this period of redeployment.

2.4 Rationale for redeployment

The rationalization plan was to be phased in over a maximum of five years, effective as of 1 April 1995. As a first steps the national teacher: pupil ratio of 40:1 for primary schools and 35:1 for secondary schools was set (Crouch & Perry, 2003:480). It was agreed that rationalization would proceed in two stages:

- The first would be a limited-period Voluntary Severance Packages (VSPs) to be offered. It was decided that teachers who wanted to opt out of the system rather than accept redeployment would be paid out by government. However, those who took this option would never again be able to work in the public service. VSPs were not a right. It was agreed that the government would retain the power to approve or reject applications for VSPs. Teachers with critical skills like Mathematics would not be given the option of a VSP.
- The second and preferred stage would be the redeployment of teachers – compulsorily if necessary (Seminar Report, 2002:8).

Redeployment means the process of rearranging teachers in schools to effect equity and justice in their distribution. This means that teachers were moved to obtain fairness. In order to make a job function successfully, redeployment is an equitable arrangement to make a teacher work efficiently under the guidance of his authority that is his/her principal (Skinner, 1997:69-70).
Skinner (1997:69) remarks that the rationalization was intended to ensure equity and redress in education. In formerly white schools, there were small classes with sufficient teachers, while there were (teacher shortages) in townships, informal settlement and rural schools. Government made it clear that no money was available to hire extra teachers, and the government proposed teacher redeployment. The South African Democratic Teachers Union (SADTU) supported this plan, but insisted that it would not accept any retrenchments.

The Education Laws Amendments Act (1998a:11) confirmed the right of public schools, subject to certain conditions, to establish posts for educators and non-educators additional to those determined for each school by provincial ministers of education. Subsequently, the Employment of Educators Act (1998b:11-12) retained the role of School Governing Bodies in the employment of educators while allowing government to redeploy educators in the interest of redressing the unequal distribution of educator personnel that was inherited from the apartheid past.

Many teachers are employed by School Governing Bodies (SGBs). Although they are thankful to have these jobs, they have fewer benefits and are sometimes paid less than their state employed colleagues. There are schools, which can afford, and have managed to buttress the effects of rationalization by employing additional teachers via their SGBs which recommend to the Head of Department the appointment of educators at the school, subject to the Educator Employment Act (RSA,1994) and the Labour Relations Act (RSA, 1995).

Vacant posts were identified in the understaffed schools and redundant posts were then placed on the official excess lists. These vacant posts were advertised in a closed bulletin for which only serving educators may apply. At that stage SGBs had the right to interview applicants in cases where more than one applicant had applied for the advertised posts with a view to recommending the appointment of successful applicants.
One of the key features of educational reform in South Africa has been the redeployment of teachers. Many teachers have been laid off because of severe budget cuts, often causing teacher shortages in some schools and severe overcrowding of classrooms. Some teachers have been relocated to remote or under-serviced parts of the province. Chisholm, Motala and Vally (2003:5) state that it is important to note how public spending on education has changed since 1994. Between 1994 and 1999, the emphasis was on instituting deracialised budgeting processes reducing the overall budget and cutting costs. In 1996 the Department of Education introduced a policy of rationalization and redeployment of teachers based on Resolution of the Education Labour Relations Council. It anticipated phasing in a learner: teacher ratio of 40:1 in all primary schools and 35:1 in all secondary schools (Crouch & Perry, 2003:480).

The pre-1994 state had separate ministers of education for each of the so-called racial groups in South Africa - White, Indian, Coloured, and African. Each of these had its own bureaucracy, curriculum, examination system and funding. State revenues were allocated inequitably. Pupil teacher ratios in white schools were often as low as 16:1, while they reached 60:1 or more in many black areas (Reeves, 1994:11).

However, the democratic post-1994 government has committed itself to an education system which provides equal opportunity for all children. They took the concrete steps necessary to improve the lives of the majority of its citizens.

In order to promote an equitable education system and deal with injustice, it is necessary for the government to exercise its responsibility to bring about equitable distribution of resources within education. The debate about the redeployment of teachers is therefore not concerned only with Port Elizabeth schools but it is a national process for achieving equity. The link between improving equity and quality has been central to departmental initiatives since 1994. Immediately after 1994, the strategy was on the one hand to shift part of the burden for costs onto parents through school fees and on the other to redistribute teachers (which is the highest cost in the budget) from
better-resourced white and mainly urban schools to poorer-resourced, black and mainly rural schools (Crouch & Perry, 2003:480).

2.5 Redundancy and retrenchment

The reason why redundancy and retrenchment are going to be addressed next is because of the role they play in bringing about the much needed transformation in the educational setting. Prerequisites to the successful achievement of educational goals are equity and quality education.

2.5.1 Redundancy and rebalancing the organization

Corbridge and Pilbeam (1998:394) define redundancy as any situation where changes in an organization are economic, operational or technological and result in a reduced workforce. That is irrespective of whether the reduction is achieved through compulsory dismissals, voluntary severance packages, natural wastage or employee transfers. It is also applied whether it involves the loss of one job or more significantly a reduction in part of the entire workforce. One of the causes of redundancy is reorganization or restructuring within the workforce in order to make more efficient and effective use of machinery or the workforce to improve competitiveness, profitability or a return on investment. Corbridge and Pilbeam continue by saying that redundancy can take the form of reduction in numbers or a change in the skills base of the workforce through the release of employees who do not have the required skills and the recruitment of employees who do. A redundancy situation can unbalance an organization and destroy the motivation, trust and commitment of the people upon whom the organization relies for its future success. Redundancy engenders fear and insecurity and this damages the psychological contract between employers and employees and this is detrimental to the organization.
Carrell (1998:242) states that the reduction in the size of an organization’s workforce is called downsizing. This process is also known as retrenchment and successful downsizing programmes carry all the implications of lay-offs discussed previously, but make jobs more financially bearable by offering employees early retirement and generous severance packages. An aspect that is important when looking at downsizing is rightsizing. Where downsizing aims at cutting costs by cutting heads, rightsizing aims at having the right number of people doing the right kind of jobs. It focuses on the deployment of human resources rather than wage and salary expenses. It is important to note that downsizing that does not address the rightsizing issues is likely to be an exercise in futility. Unless the workload is cut through job simplification, strategic redeployment and other improvements in the work process cannot be realized.

South Africa is concerned about the improvement of the quality of education through class size reduction which means teacher redeployment. Reducing the class numbers actually means releasing teachers from overstaffed to understaffed schools. This really helped teachers who were coping with big numbers in their classes, as it is still experienced by teachers having 60 pupils or more in their classes. It was easy to identify schools that were in need of additional teachers or schools with excess teachers. This was called pupil: teacher ratios on which there was an agreed guideline of 40:1 in primary schools and 35:1 in secondary schools. Classes with more than this pupil: teacher ratios could reduce their class size, while those that were less could add some pupils to their classes (Crouch & Perry 2003:408).

The main aim of this study is to investigate the impact the redeployment of teachers had on schools in Port Elizabeth and whether the teachers were transferred sufficiently from overstaffed to understaffed areas in order to equalize expenditure and achieve equity.

Redeployment of teachers occurs as a result of redundancy, because there are more teachers than are needed. Restructuring within the working place by redeploying teachers is caused by redundancy. Redeployment affects those being made redundant; it also affects those remaining in employment. Those teachers left behind should be
reassured that those redeployed teachers leaving are being supported because of their own fear of redeployment in the future (Marjorie & Rhilbeam, 1998:409).

Effectiveness in employment researching means that from time to time there is a need to change the composition of the workforce. The pursuit of competitive advantage or the need for efficiency gains may result in fewer workers being needed to do work of a particular type, causing some employees to be redeployed. In terms of motivation the Department of Education did not show the ability to inspire teachers to voluntarily and enthusiastically work towards the attaining of organizational goals. The DoE did not give much motivation to their teachers, since motivation is a very complex issue due to the uniqueness of each teacher and the wide range of internal and external factors that impact on it. According to Maslow’s Motivational theories, “People always want more, and what they want depends on what they already have” (Nel, Gerber, Van Dyk, Haasbreek, Schultz, Sono, & Werner 2001:327).

2.5.2 Retrenchment

Chisholm et al. (2003:254) explain that the restructuring of teacher education in the country brought with it new developments in relation to the rationalization or redeployment of teachers across various schools and provinces. The issue of teacher redeployment has unfortunately been viewed as synonymous with teacher retrenchment by some people. The information about the retrenchment of teachers was incorrect as the possible movement of 3 500 teachers did not necessarily mean they would all be retrenched. Chisholm et al. (2003:254) further reported that the ANC education desk indicated its concern about the issue, given that “the various provincial departments of education had, due to the financial constraints that face them, to redeploy teachers from overstaffed schools to understaffed, instead of hiring additional teachers”. It is only in those cases where teachers refuse to be transferred to disadvantaged schools and when all avenues to seek a settlement amicable to both parties were closed, that such teachers have been retrenched.
Chisholm also mentions that one of the key features of educational reform in South Africa has been the retrenchment and redeployment of teachers. Under this policy many teachers have been laid off because of severe budget cuts, often causing teacher shortages in some schools and severe overcrowding of classrooms. In addition, some teachers have been relocated to remote or under-served parts of the country.

This is one of the difficult things when retrenchment occurs. For example, when the employee and the employer make decisions and the selection of a person to leave. The employee is expected to seek other work at this stage. Whenever retrenchment is applied, it should be carefully organized. This is very difficult to accept even if “Last In First Out” (LIFO) is applied, in workforces. The ANC therefore recommended that the steps to be taken only be determined after thorough consultation with teacher organizations. This is important since teachers’ perceptions about redeployment and retrenchment may impact badly on their morale and the culture of learning and teaching in schools, since teachers in over–staffed schools had to be moved to rural areas and peri-urban areas where shortages of teachers occur (Chisholm et al. 2003:254).

2.6 Procedure to follow in the redeployment of teachers

The procedure manual (ECDE, 2004b) on redeployment reiterates the notion that posts were reserved to accommodate teachers who were redeployed before releasing an open vacancy list for promotion posts.

There are additional teachers who are appointed in a permanent capacity who have been identified to be in oversupply at their present institution. In terms of new posts teachers may be transferred in a permanent capacity to any vacant substantive post in the Department (with the necessary approval) or in a temporary capacity for a stated period.
New posts on the new post establishments, as well as any other substantive posts that are not currently filled in a permanent capacity must be reserved for redeployment of additional educators, as a first option. All residual additional educators from this process of filling in these posts must assume duty at their new workstations, in line with their letters of placement. District Directors together with their Education Development Officers (EDO) are to ensure that such placement is completed in line with the adjusted management plan (ECDE, 2004b). In a case where educators unreasonably do not comply with the lawful instruction to move to their new posts or refuse to apply for concomitant vacancies offered, such educators on a date to be determined by the employer will be deemed to have dismissed themselves.

In the case of temporary educators, they may only be considered for appointment into substantive vacant posts in the approved post establishment of an institution in cases where additional educators cannot be suitably accommodated. Circular 7 (2004:10) states that all posts that are not currently filled in a permanent capacity in line with the outlined procedures in (ECDE, 2004a:10) except that all vacancies per district will make-up a composite Provincial Bulletin. However, where such additional educators apply, as a first step they are obliged to compete for district vacancies before exercising an option for provincial vacancies.

Section 6 (3)(d) of the Employment of Educators Act (RSA, 1998b) says additional educators are expected to assist with their own placement by not refusing any reasonable offers for permanent or temporary placement (filling of vacancies).

The following steps help to follow the redeployment procedure that seeks to ensure that eligible staff is fully assisted to enable them to obtain suitable alternative posts within the school in order to avoid redeployment:

**Step 1:** Prior to advertising vacancies, principals with vacancies will first be expected to consider all staff on the Job Seekers' Register.
Step 2:
To determine those who may satisfy the essential selection criteria for interviewing for redeployment, or those who could satisfy these criteria with reasonable retraining.

Step 3:
To assist in this process it would be advantageous to have initially consulted the local Human Resource Manager to finalize the job and personal specifications for the vacancy prior to making any appointment.

Step 4:
If having applied this procedure there is no interest in a vacancy or no appointable candidate, only then will the vacancy be advertised, internally and/or externally.

Step 5:
It is expected that the redeployment selection process will normally be completed within three weeks.

Step 6:
A record will be kept of the selection or non-selection for interviewing for redeployment and the reasons for non-selection for an interview will be reviewed by the HR manager and provided to the member(s) of staff concerned.

Step 7:
Thus identified staff would be interviewed to review their suitability and they would be required to submit a supporting letter of application (in addition to CV and details supplied from the Job Seekers' Register) in respect of such vacancies prior to the interview (http://www.gla.ac.uk/services/humanresources/jsguidelines.htm).

Teachers who were declared surplus as a result of reduced teacher: pupil ratios fear another round of redeployment, this time across provincial boarders and
interdepartmentally, even though SADTU has signed a framework agreement with the government that is binding on all stakeholders (Natal Witness, 2002:2).

The employer must apply measures to facilitate and enhance redeployment, which include:

- providing training for excess employees to meet the requirements of vacant posts;
- allowing employees to retire early;
- where appropriate, approving applications for severance packages to excess employees who apply for the package;
- filling existing vacancies and funded posts. Should no post be available in the department, an excess employee can be moved to another department (Natal Witness, 2002:2).

By December 1996 the Department had still not completed a teacher audit to ascertain how many teachers there were and where they were located. Administration chaos in the Eastern Cape, KwaZulu-Natal, the Northern Province and Mpumalanga further complicated the process. The government sidelined to create new posts, build new classrooms, and retrain teachers – all issues crucial to redeployment. Posts occupied by the teachers accepting VSPs were frozen and not transferred to short–staffed schools. The Eastern Cape had approved 11 700 voluntary severance packages; government stated that VSPs were intended merely to facilitate redeployment (Skinner, 1997:70).

Based on the Collective Agreement No 2 of the ELRC (2003), the following procedures would be applied whereby teachers in excess would be transferred, in a permanent capacity, to any vacant substantive post in the Department (with approval) for a stated period.

Circular 48 (ECDE, 2004c:6) states that operational requirements for educational institutions are based on, but not limited to:
• Changes in learner enrolment
• Curriculum changes within a specific education institution
• A change to the grading of the specific education institution

In respect of redeployment, school rightsizing committees were created to recommend to the provincial departments which staff could be redeployed. In understaffed schools new posts would be created. It was decided that provincial and national agencies would be established. They would compile a database of surplus teachers and were to facilitate teacher transfers. Educators’ preferences would be taken into consideration and all teachers would have access to dispute procedures (ECDE, 2004c:6-7).

2.7 Teachers’ experiences of redeployment changes

These changes had to be accepted and be understood by teachers affected by redeployment namely, that the concept of rationalization was implemented through the strategy of rightsizing. Therefore in order to achieve rightsizing, redeployment should take place. There were teachers who did not want to accept the redeployment. Some of them were prepared to take voluntary severance packages. During redeployment implementation there were two mechanisms that resulted in upsizing or downsizing, (it aims at cutting costs by cutting teachers. Rightsizing focuses on the redeployment of human resources rather than salary expenses and wage (Carell, 1998:243).

Most teachers resisted change although redeployment was necessary. As explained by Mona (1997:3), “The Department of Education introduced redeployment of teachers as a policy to reduce the over-supply of teachers. Redeployment was seen as one of the strategies necessary to achieve equity in education”.

Some teachers had opted for voluntary severance packages to avoid redeployment to the needy and disadvantaged areas. Despite conflicting views on the issue of redeployment, the majority of teachers who understand the need for redressing past
imbalances and equity in education supported the redeployment strategy. To avoid mass retrenchments, it was resolved that a limited voluntary severance package should be on offer within two years. Voluntary redeployment of teachers would be made compulsory if necessary because of the sensitivity of the process. SADTU made it clear that teacher redeployment should not mean retrenchment; instead it should mean reabsorption of redundant teachers, who were ready to work in semi-urban and rural areas (Hlangani, 2004:4)

Hlangani continues by saying that SADTU disputes research findings indicated there was an over-supply of teachers. As a result of the apartheid backlog effective teacher-training has failed to reach the required mark. This has resulted in the present imbalances in education.

### 2.8 Flaws of redeployment

On paper, redeployment may be the perfect way to save teaching jobs and bring equity to South Africa's sadly uneven education system. The reality, however, is less simple.

The long-delayed strategy of redeployment, which many see as effective retrenchment rather than the large scale reshuffling of teachers to needy areas – was slicing a path of destruction through schools, because (i) the wrong teachers took VSP and schools lost their most valuable staff members, (ii) it affected academic achievements, and (iii) it caused depression, anxiety and poor performance among teachers and (iv) in poorer schools the effects of redeployment were sometimes disastrous, long-serving teachers retained their jobs, often at the expense of better teachers at those schools (http://www.btimes.co.za/99/0912/survey/survey09.htm).

Keeton (http://www.btimes.co.za/99/0912/survey/survey09.htm) continued remarking, “Instead of being a crude numbers game, it should have been done with some
sensitivity; it should not have reduced capacity in those parts of the system which have been delivering. We are at risk of ripping the heart out of our education system”.

The redeployment process did not take into consideration the requests of educators. It did not recognize the needs of those educators who were married; they were redeployed to other towns, leaving their families behind. The procedures applied on redeployment process did not look at people’s situations; redeployment of teachers caused some changes that affected all aspects of persons’ lives, bringing about alterations in both personal and employment spheres. Since teachers could not avoid the implementation of redeployment it affected them personally and at their work places as well (Van der Westhuizen, 2002:182).

Skinner (1997:70) believes those schools that are managing to deliver high quality education with few resources should be treated more carefully. According to figures provided by the SADTU a total of 33 863 excess posts were declared of which 36 782 posts were advertised. Thus, in the newspapers there are more jobs available than teachers can fill. Skinner (1997:70-71) remarks that, in 1996 the redeployment process moved extremely slowly and unevenly, leaving teachers demoralized and plagued by uncertainty. There was a distinct lack of co-ordination between provinces, with each province following its own plan. There was also a critical lack of information.

The reason why teachers leave institutions is for a variety of personal and professional reasons, e.g. promotion, retirement, personally acknowledged incompetence, end of contract, ill health, and redundancy. Redeployment, promotion and early retirement, can be perceived as difficult transitions by the individuals involved as they must make major life adjustments (Law & Glover, 2001:195).

Redeployment of teachers from one town to another town brings the anticipation of higher house payments, real estate hassles and unhappy spouses who must find new jobs. Although the newly redeployed teachers can be productive in their new jobs, they experience moving expenses, temporary housing, travel allowances realtor’s fees that
are estimated to average R20 000 to relocate / redeploy a teacher within South Africa (Carrell, 1998:149).

2.9 The effect of redeployment

Various researchers, Skinner (1997), Marjorie and Rhilbeam (1998) and Carrell (1998) discuss the effect of redeployment. These can be summarized as follow:

For the provinces:

- Lack of reliable information

Reasons for these disputes included principals allegedly declaring teachers in excess simply because of their personal feelings towards them. Other disputes were lodged with various provincial education departments by teacher unions, who were dissatisfied with crucial elements like the lack of reliable information on how redeployment should be conducted (Mona, 1997:3). Principals were accused by teachers of contributing to the chaos by providing false information to the Department in an attempt to keep more teachers.

Towards the end of 2001 the Eastern Cape Education Department came up with measures that encompassed the identification of teachers to be redeployed in the province. Task teams were established in the schools throughout the provinces so as to give detailed accounts of how the redeployment process would be affected / implemented.

- Lack of money for transportation of teachers

The Province has to ensure that resources are made available in all schools and furthermore ensure that they are budgeted for. Transport has to be made available so as to ensure transportation of teachers to those areas they are redeployed to with ease.
Lack of administration capacity resulted in certain political issues

Redeployment on provincial and regional levels and lack of administration capacity resulted in certain political quarters opposing the process of redeployment. This accounts for some of the problems arising now in Port Elizabeth schools. The redeployment measures that were implemented have caused some problems in the schools as these were not anticipated.

Matyu (1996:1-2) mentions that some of the problems experienced especially at historically black schools were mainly the lack of correct statistics and overloaded classrooms due to the shortage of teachers.

The “human element” not given enough attention

The provincial education authorities were accused of understanding the process as “a paper issue or a mathematical equation”, and not giving sufficient attention to the “human element” of redeployment. Reduction of workloads of teachers has to be implemented and class sizes have to be made to be manageable so as to achieve quality education. The negative effect of the redeployment process is evidence in the loss of good teachers by the schools in the province.

For the schools:

Resistance to relocate

Another disadvantage often involved is disruption of the spouse’s career and disruption of the lives of children. This eventually caused employees to resist relocation. According to Carrell (1998:150) employee resistance to relocating has increased in recent years, therefore the Department of Education should provide even greater assistance in relocation or redeployment to persuade reluctant employees to move.

Dimaza, a SADTU representative, (Eastern Province Herald, 2005:2) said teachers refused to go to other schools because the department did not want to pay relocation costs. He said: “Every year teachers are moved from one school to another and the
whole process has been done wrong. Teachers were instructed not to move until the process has been done in the correct way."

Schools in rural areas suffer because teachers do not want to be redeployed to such areas. The teachers are used to urban life and there is no good accommodation, no facilities, no water or electricity.

- Logistics

There is a need to compare the number of teachers and learners in order to arrive at reasonable ratios. Consideration towards the number of pupils in the classroom has to be prescribed so as to accommodate all learners in the schools.

- Lack of proper training

In schools teachers should attend workshops to equip themselves by receiving proper training. Teachers need to attend further courses to upgrade their standards and there is also a need for the retraining teachers in subjects they are teaching so that they may excel in their performance.

Mondy, Noe & Premeaux (2002:128) states that some companies work with schools to ensure a constant supply of trained individuals with specific job skills. In some areas, companies even loan schools to assist teachers in their training programmes. Rather than redeploying teachers, schools may receive training programmes for specific occupational skills.

- Lack of mutual trust

Most redeployed teachers stated that they do not trust their principals due to the false information that they received from them regarding the redeployment process. The department of education did not convey clear information to the principals and thus worsened antagonism towards them from teachers.
Mona (1997:3) reported that one teacher remarked that the atmosphere of mutual trust between the education authorities and teacher unions was rapidly deteriorating as redeployment inched slowly forward. Many disputes were lodged by teachers against the process. It was estimated that an average of 60% of teachers per province tried to mediate the conflicts during the redeployment process.

**For the individual:**

- Resistance to change

Whatever changes are needed teachers should be able to accommodate or handle in their working situations. Most teachers don’t want to accept change; they resist change in their work places. This need to be accepted by teachers and those in positions of authority should bear in mind that it is human nature to resist change.

The DET wants to reduce teacher numbers by the introduction of the redeployment avoiding the real issues of moving qualified teachers to areas where they are needed especially rural areas. Proper assessment strategies have to be developed in order to assess teacher performance and learner achievements (Educational Labour Relations Council, 1998b).

Most colleges closed down because there is no need for more teachers. This does not address the issue of unemployed teachers. Because of the growing need in Mathematics and Science, a suggestion of re-training teachers was made. In Port Elizabeth alone three colleges closed down and in this area there is a need for qualified teachers specializing in Mathematics and Science.

Other teachers have been silent on the unemployment issue, shifting the debate to redeployment instead. Redeployment should be discussed with the teachers concerned because redeployment carries major legal, financial and social implications for the
functioning of both teachers and the department. SADTU and NAPTOSA indicated that they would continue to support teacher redeployment if it meant saving jobs.

According to Mona (1997:3), the Eastern Cape remains stuck in the starting blocks and redeployment has existed only as a policy. Radical inaccuracies in crucial information (like teachers, schools and learner enrollment) have led to the unions forcing the redeployment process to be suspended.

The SADTU says it does not see any short-term solution to its dispute with the Eastern Cape education department over redeployment (Eastern Province Herald, 2005:2).

The provincial education authorities were viewed as understanding the process of redeployment as a mathematical equation by not focusing on the human element of the redeployment process. Redeployment at regional and provincial levels, coupled with the lack of administration capacity has led to certain political quarters opposing the process and resulting in problems especially in the Port Elizabeth schools.

The MEC of education of the Eastern Cape reversed decisions agreed upon by SADTU and the Department of Education regarding redeployment and temporary teachers. The Eastern Cape Education Department (2004c) further promulgated Circular 48 that aimed to retrench temporary teachers. SADTU opposed this circular contending that 1679 temporary teachers would lose their jobs (Eastern Province Herald, 2005:2).

SADTU referred to the dwindling numbers of learners in some schools in the Eastern Cape and Grade 12 learners who have been without teachers since the beginning of the year as well as physical examples of schools with shortages of grade 12 teachers for business economics, accounting and physical science. These are Ndzonelelo, Coselani and Ncedo High schools, all located in Port Elizabeth (Eastern Province Herald, 2007:1-2).
The same union said, “Pupils were being taught by volunteers who were not paid by the department. In recent weeks the department has been sued in different High Court cases for the non-payment of temporary teachers’ salaries.” This undeniably proves that Eastern Cape matric pupils will face exams without teachers (Eastern Province Herald, 2007:1-2).

2.10 Summary

In this chapter the study was placed within the conceptual framework of human resource management. This was followed by a discussion on change and in particular the changes for redeployed teachers. Issues such as what change is, its necessity, resistance to change and the need to manage change were addressed. Attention was also paid to the procedures followed in the redeployment of teachers, the effects of redeployment and flaws in the process.

The next chapter will address the research methodology employed in the empirical part of the study.
CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

Research methodology refers to the procedures or processes used to conduct an inquiry. It addresses not only the proverbial “what, when, how and who” questions, but it also refers to the “why” (Piantanida & Garman, 1999: 30). Smith and Heshusius in Piantanida and German (1999:30) suggest that within the empirical world view, “method” does tend to focus on techniques, especially the collection and treatment of data (e.g. content analysis). Within interpretive and critical views, however, method is more usefully conceived of as logical justification.

Leedy (1997:121) asserts that methodology is merely an operational framework within which the facts are placed so that their meaning may be seen more clearly. It is particularly important to recognize that data and methodology are inextricably interdependent. For this reason, the research methodology to be adopted for a particular problem must always recognize the nature of the data that will be amassed in the resolution of the problem. It is for this reason that both qualitative and quantitative research methodology were used to investigate the impact of redeployment of teachers in Port Elizabeth schools, which was the purpose of this study.

According to Leedy (1993:137), a method is, very simply, a way of accomplishing end results. It is how one operates a way to get the job done. The word method is a word coined from two Greek elements: meth and odos; meth means “after”; odos means “way”. A method is, therefore “after the way” that someone finds to be effective in solving a problem, of reaching an objective or getting a job done. Ology is also a Greek word that means “the study of”. Methodology is therefore the study of a particular method.
This is related to this study because the methods used in this research enabled one to accomplish what was wanted, which was to get the job done. This was to investigate the impact of the redeployment of teachers in schools.

### 3.2 Research design

Mixed method research was implied which requires that both the qualitative research design and the quantitative research design be used within a stage or across two of the research processes (Johnson & Christensen, 2004:49). The qualitative and quantitative research designs will be discussed in the following two subs-sections.

Rossman and Wilson, in Creswell (1994:184), observed that mixed methods may have several purposes, namely: triangulating or converging findings, elaborating on results and extending the breadth of the inquiry.

#### 3.2.1 The qualitative research approach

Many descriptions of what qualitative research entails can be found in literature, of which the following are examples:

- Anderson and Arsenault (2002:119) delineate qualitative research as an inductive form of inquiry that explores phenomena in their natural settings and uses multi-methods to interpret, explain and bring meaning to them. A fundamental assumption of the qualitative research paradigm is that a profound understanding of the world can be gained through conversation and observation in natural settings rather than through experimental manipulation under artificial conditions. Qualitative research is multi-methodic in focus, involving an interpretive, naturalistic approach to its subject matter. This means that qualitative researchers study things in their natural setting,
attempting to make sense of, or interpret phenomena in terms of the meanings people bring to them.

- Charles (1995:118) describes qualitative data as an analysis through logico-inductive analysis, a process of grouping, regrouping and matching data with research questions. The results are expressed as verbal statements. During interviews, redeployed teachers were given the opportunity to express themselves verbally on issues raised.

- Denzin and Lincoln (1994:2) say that qualitative research involves the use and collection of a variety of empirical materials, a case study, personal experience, introspective, life story, interview, observational, historical, interactional and visual text – that describe routine and problematic moments and meanings in the lives of individuals. In this investigation, redeployed teachers were asked to comment on how redeployment affected them as persons.

- Anderson and Arsenault (2002:134) explain that qualitative research accepts that people know themselves best and can describe, interpret and talk about their own environment. Participants in this study were encouraged to describe, interpret and talk about their feelings about redeployment. The teachers described how redeployment affected their environments. They were free to talk about it. Anderson and Arsenault continue to show that qualitative research is an inductive form of inquiry that accepts the researcher as the main data collection instrument and acknowledges that he or she is attached to a set of “baggage” that shapes and informs whatever is concerned with the context. Understanding the research environment and all its political, social, psychological, economic and cultural dynamics is vital in producing rich, useful, valid findings. This technique helped me as a researcher to obtain important information that is valid and useful and to accommodate other aspects about redeployed teachers, for example, being treated unfairly and illegally.
Creswell (1994:145) defines qualitative research as the type of research that focuses on process, meaning and understanding gained through words or pictures. The reason why it was chosen was, because it enabled each redeployed teacher to express him/herself by voicing out his/her inner feelings and also to use gestures at the same time. The teachers gave clear insight that enabled one to perceive the truth about the things that happened during their redeployment.

Ary, Jacobs, and Razavieh (1990:445) are of the opinion that qualitative inquiry seeks to understand the human perspective, that is, as it is lived out in a particular social setting, like school, community, group or institution. It is an intensely personal kind of research, one that freely acknowledges and admits “the subjective perception and biases of both participants and researcher into the research frame”.

Leedy (1993:142) states that the qualitative research methodology might be considered as a “warm” approach to the central problem of research, because in great part it is concerned with human beings: interpersonal relationships, personal values, meanings, beliefs, thoughts and feelings.

The ultimate goal of this kind of inquiry is to portray the complex pattern of what is being studied in sufficient depth and detail so that one who has not experienced it can understand it – qualitative inquirers seek to interpret human actions, institutions, events and the like and in so doing construct a “reading”, or portrayal of what is being studied. As a researcher, the reason why one applied this qualitative inquiry is that one wanted to understand the human perspective as displayed by redeployed teachers in their schools. The ultimate aim was to portray the whole impact of redeployment of teachers, so that whoever did not experience redeployment themselves would be able to understand it from the details as described by the teachers themselves.
3.2.2 The quantitative research approach

The following are some examples found in literature of what quantitative research represents:

- Leedy (1997:104) defines the quantitative research approach as “an inquiry into a social or human problem, based on testing a theory composed of variables, measured with numbers and analyzed with statistical procedures, in order to determine whether the predictive generalizations of the theory hold true”. Information collected was expressed in numbers, for example the number of teachers involved in this study was expressed mathematically.

- According to Charles (1995:118) quantitative data are analyzed precisely, and the results are expressed in statistical terminology.

- De Vos (2001:71) states that the researcher’s role (in quantitative research) is that of the objective observer and studies are focused on relatively specific questions or hypotheses. The main purpose of conducting a quantitative approach is to test a hypothesis, and this involves using statistical methods that allow the researcher to reach a conclusion, from the data gleaned from the sample. Data can then be applied to the larger population.

- According to Creswell (1994:2), a quantitative study is designed to be consistent with the assumptions of the quantitative paradigm. However, this quantitative study is defined as an inquiry into a social or human problem. This information was able to help one to investigate the impact of the redeployment of teachers in schools and at the end was able to give recommendations on how teachers affected by redeployment could be assisted.
3.3 Population

According to Leedy (1997:213) population is considered as the group which is of interest to the researcher about which he/she would like the results to be generalizable.

Punch (2005:101) defines population as the total target group that would, in the ideal world, be the subject of the research, and about whom one is trying to say something.

In order to study the impact of redeployment on schools in Port Elizabeth, the target population was all the redeployed teachers in Port Elizabeth schools. As mentioned in paragraph 1.4, there were 176 schools in the Port Elizabeth district affected by the redeployment of teachers, with an estimated 6 900 teachers. These formed the population.

3.4 Sample

Firstly, one must explain what the sampling process entails, as described by different authors in literature. Thereafter, proceed to describe the sample for this study.

The following are examples from literature, of descriptions of sampling:

- Punch (2005:101) defines sampling as the actual group included in the study, and from which the data are collected. A sample is drawn from a population. All research, including qualitative research, involves sampling. Sampling in quantitative research usually means “people sampling”.

- Leedy (1997:204) is convinced that the sample should be so carefully chosen that, through it, the researcher should be able to see all the characteristics of the total population in the same relationship that they would be seen, were the researcher, in fact, to inspect the total population.
• Leedy (1997:201) says that the composition of the sample is derived by selecting units from those of a much larger population; the larger the sample, the better. The manner in which the sample units are selected is very important. The process known as randomization is applied when the components of the sample are chosen from the larger population. Randomization means selecting a sample from the whole population in such a way that the characteristic of each of the units of the sample approximates the characteristics of the whole population.

Sampling therefore, is regarded as a process of selecting a number of participants for a study in such a way that the individuals represent the larger group from which they are selected.

This study was based on a sample that consisted of 37 teachers from five schools in Port Elizabeth. These included School A, School B, School C, School D and School E and one school from Walmer, which is about 30 km away from the other areas: two schools in New Brighton, which is 6 km away from two different Kwa-Zakhele schools, which are about 2 km apart. The ratio of males to females was 2:3.

This was done after obtaining permission from the District Manager of the Eastern Region. Each school received a letter that was sent to the principal requesting permission to conduct research by means of a questionnaire. The Principal, deputy-principal, HoDs and teachers, both males and females of different schools affected by redeployment, were selected. Interviews also took place with redeployed teachers, to collect data, by means of a semi-structured interview schedule.

Small samples can provide accurate research data from which findings can be generalized, if those samples properly reflect the entire population. To help ensure that samples represent the population, participants are usually selected randomly, although other sampling procedures may also be required (Charles, 1995:97).
It was mentioned in paragraph 1.5 that it is accepted, in theory, that the larger the size of the sample, the greater the likelihood of its precision or reliability. But there are practical constraints that researchers must acknowledge. Increase in the size of a sample contributes to greater precision, but inevitably increases the cost of the study. Cost and accuracy are linked with the time taken to complete the study.

That is the reason why it was decided to work with fewer teachers, instead of working with a large number of teachers. That is why purposeful random sampling was chosen. That involved the random selection of a small sample of redeployed teachers. Its emphasis was on being information-rich, and not on generalizing to the broader population.

3.5 Data collection

The data were collected by means of questionnaires and interviews focusing on the individuality of the redeployed teachers.

No participants became distressed at talking about their experiences of redeployment. Each of them was thanked for their involvement in the study and this was done verbally. Before the interview, they were asked, “how do you feel about the redeployment of teachers?” This helped to break the ice and put them at ease. Such questions indicated that the researcher was interested in the participants’ experiences. At the same time, one should be careful how such questions are asked since the participants could be sensitive to some issues.

The point was made that each teacher clearly understood what was required during the research process. Clarification of terms used was explained in simpler form to make sure that all teachers involved in the research understand every word.
Then questionnaires were distributed to the teachers. After completing all questionnaires, they returned them. They were thanked verbally, thereby showing appreciation for their willingness to participate in this research.

### 3.5.1 Questionnaires

The questionnaire is regarded as a commonplace instrument for observing data beyond the physical reach of the observed. The questionnaire that was distributed was constructed in such a manner that it was simple to read and respond to. The questionnaire (see Appendix D) consisted of fifteen open-ended questions. The reason why so few questions were used was to prevent the participant from getting tired, and also so that the questionnaire should demand as little effort and time as possible on the part of the participants.

Although the questionnaires dealt with opinion-sensitive issues, participants were encouraged to give answers as truthfully as possible. Some of the questions asked were about positions held by participants in their schools, their experience in teaching, emotional experiences and how they felt when they were identified as an excess teacher.

Questionnaires were constructed in such a way that there were no biased answers. Questionnaires are the most widely used technique for obtaining information from the subjects. They are relatively economical, have standardized questions, can ensure anonymity and the questions can be written for specific purposes.

### 3.5.2 Interviews

According to Cherrington, in Nel et al. (2002:246-247), the interview as a data-gathering technique should be considered in professional situations that demand professional planning and conduct on the part of the interviewers. Therefore, the questions for the interview should be carefully planned and accurately worded, as are the items in the
questionnaire. Cherrington, in Nel et al. (2002:246-247), also adds that the interviewer has two purposes: to get information from the participants and to judge the participants on the basis of this information. Therefore the interview should be a friendly, interpersonal exchange.

In this study, semi-structured interviews were conducted with teachers of schools affected by redeployment. Using an interview schedule (see Appendix E) which was especially designed according to criteria found through the literature study. All interviews were conducted individually. Five examples of the transcription of these interviews can be found in Appendix F. Participants wanted to remain anonymous, therefore pseudonyms were used for both schools and participants.

These interviews are essentially vocal questionnaires and involve direct interaction between individuals. The questions asked are open-response questions to obtain data from the participants. How do the individuals perceive their world and how do they explain or “make sense of the important events of their lives”. Unstructured interviews were conducted with principals, deputy-principals, HoDs and post-level I teachers in schools where they were redeployed. These interviews took place in Port Elizabeth schools.

Finally, information was gathered through interviews by meeting with individuals face to face. Visiting the participants in their places of work could make them feel free to participate in the study and be able to voice their views or opinions. They felt accepted and comfortable to express themselves in response questions asked during the interview, recognizing that there was mutual trust between the interviewer and themselves.

3.5.3 Procedure

Punch (2005:186) expressed that whether qualitative data collection involves interviews, observation, participant observation or documents, there are common things that one needs to do to maximize the quality of the data – to think through the rationale and
logistics of the proposed data collection process and also to place them carefully for data collection.

Preparation on how data were to be collected was done. All the questionnaires used were properly planned, designed and structured in such a manner that the participants would understand everything written down and would not be bored. When approaching redeployed teachers for data collection, the approach used was both ethical and professional.

The researcher went to the schools personally to ask permission for an appointment to conduct the research. Letters were written to the school principals asking for permission to do research in their schools. Five schools were visited to deliver letters from one school to another, and producing a letter from the Department of Education as confirmation that application to conduct research in the five schools had been granted. A specific time was given during lunch so that there would not be any interruption of tuition.

3.4 Data analysis

This involved completing the transcripts of all the interviews conducted. This was done by reproducing the exact words the teachers had used in the interviews; the point was made of using only the participants' own words.

Babbie and Mouton (2001:108) states that analysis involves “breaking up” the data into manageable themes, patterns, trends and relationships. The aim of analysis is to understand the various constructive elements of one’s data through an inspection of the relationships between concepts, constructs or variables, and to see whether there are any patterns or trends that can be identified or isolated, or to establish themes in the data. Ultimately, all fieldwork culminates in the analysis and interpretation of some set of data, be it quantitative survey data, experimental recordings, historical and literacy texts, qualitative transcripts or discursive data.
Leady (1997:107) states that all research requires logical reasoning. Qualitative experimental studies tend to rely on a deductive form of analysis that moves from the general to the specific, typically followed by a conclusion. Qualitative studies tend to use inductive cases of analysis whereby observations of particular cases may be generalized to a class of cases; inductive reasoning emphasizes after-the-fact explanations: theory emerges from careful consideration of the evidence (data). “Theory is no more than a summarizing statement about the specific concrete observation” (Langenbach, Vaughn and Aagaard, 1994:128).

The researcher should be aware of the following principles and practices in qualitative data analysis, as identified by Tesch in Mertens (1998:350-351):

- Analysis occurs throughout the data collection process.
- The analysis process is systematic and comprehensive, but not rigid.
- Data analysis includes reflective activities that result in a set of notes that records the analytical process, thus providing accountability.
- The analysis process begins with reading all the data at once and then dividing the data into smaller, more meaningful units.
- The data segments are organized into a system that is predominantly derived from the data, that is, the data analysis process is inductive.
- The main analytical process is comparison, that is, the researcher uses comparison to build and refine categories, define conceptual similarities, find negative evidence and discover patterns.
- The categories are flexible and are modified as further data analysis occurs.
- Qualitative data analysis is not mechanistic.
The result of an analysis is a type of higher-order synthesis in the form of a descriptive picture, patterns or themes, or an emerging or substantive theory.

The purpose of this study was to explain the impact of redeployment on schools. Redeployed teachers were interviewed and open-ended questionnaires were distributed among them in order to get their opinions about the impact of redeployment in schools. The use of inductive and deductive forms of analysis was applied in this study. Each redeployed teacher answered all the questions asked except for a few that omitted some answers by choice. After reading all the questionnaires and interview schedules of the redeployed teachers they were analyzed, comparing similar answers from the subjects.

What really motivated the researcher was to make an effort in dealing with the questionnaires and interview schedules of redeployed teachers by making interpretations and an analysis of the answers given. The researcher sought to develop a final appreciation of the teachers’ motivation.

3.7 Trustworthiness

The objectivity of this research study was evaluated in terms of the validity, credibility and reliability of its observations and data. These aspects were referred to as the “trustworthiness” of research. According to Bisschoff and Koebe (2005:157), these provide the assurance that the research instruments are capable of providing accurate and meaningful answers to the research question.

3.7.1 Validity

According to Cohen et al. (2002:116), in qualitative data validity might be addressed through the honesty, depth, richness and scope of the data achieved, the participants approached, and the extent of triangulation and the objectivity of the researcher. The subjectivity of participants, their opinions, attitudes and perspectives together contribute to a degree of bias.
In this study there was mutual trust between the researcher and the participants and this led to honesty on their part when expressing their opinions on how they were influenced by redeployment.

### 3.7.2 Credibility

Guba and Lincoln, in Mertens (1998:180-184), identify credibility in qualitative research as the correspondence between the way the participants actually perceive social constructs and the way the researcher portrays their viewpoints.

The following two research strategies to enhance credibility were used in this study:

- **Prolonged and substantial engagement**
  
  There is no hard-and-fast rule that says how long a researcher must stay at a site. A researcher may leave the field if he has confidence that the themes and examples are repeating themselves instead of being merely extended. In this study the participants were involved in filling in questionnaires and being interviewed. They were at ease so as to enable them to verbalize their experiences. This enabled them to reveal even uncomfortable facts about their redeployment experiences.

- **Conformability**
  
  Conformability means that the data and their interpretation are not figments of the researcher’s imagination. Guba and Lincoln recommend a conformability audit to attest to the fact that the data can be traced to original sources and that the process of synthesizing data to reach conclusions can be confirmed. This was done in this research and the audit trail is available should other researchers wish to verify whether the findings may be applicable to their circumstances.
3.7.3 Reliability

Neuman (2003:179) stated that reliability means dependability. This refers to whether the findings of the research would be consistent if the study was repeated with similar subjects in a similar context (Bisschoff & Koebe, 2005:157).

This is related to this research, because similar data were given by redeployed teachers from different schools where redeployment was introduced. Answering questionnaires given to them, they gave similar results, such as they experienced hurt, trauma, they were bitter and even felt threatened at times.

Triangulation of data sources further enhanced the consistency of this research as discussed in the next sub-section.

3.8 Triangulation

Anderson and Arsenault (2002:257) define triangulation as a process of using multiple data sources, data collection methods and theories to validate research findings, help eliminate bias and detect errors or anomalies in one's discoveries. Triangulation involves checking information that has been collected from different sources or methods for consistency of evidence across sources of data.

Triangulation therefore refers to the attempt to get a “true” fix on a situation by combining different ways of looking at it or different findings. The idea of combining qualitative and quantitative approaches in a single study is that both approaches involve fieldwork; the researcher physically goes to the people or institution to interview them. This results in a better understanding of the concept being explored or tested. In Creswell (1994:174), Denzin argues that a combination of methodologies in the study of the same phenomenon is based on the assumption that any bias inherent in a particular
data source, investigator or method will be eliminated. Error, bias and extraneous variables will also be reduced.

In this study triangulation was accomplished by mixing qualitative and quantitative research designs and collecting the data by means of both questionnaires and interviews.

3.9 Ethical measures

Struwig and Stead (2001:66) stated that conducting research is an ethical enterprise. Collins Contemporary Dictionary (1998:180) refers to ethics as “a system of morals, rules of behaviour”.

Finlay and Ballinger (2006:50) listed the core ethical principles that should be present, namely:

- The rights and safety of research must be paramount in any research.
- Independent scrutiny of research plans must occur.
- All should be fully cognizant of the risks before agreeing to participate – the principle of informed consent.
- Information about participants should be treated confidentially.
- As far as possible, participants should be involved in the design of the research.
- Risk should be kept to a minimum.

These principles were adhered to in this research. Ethics committees have a particular brief to protect the interest of groups of that have particular needs or may be viewed as vulnerable. However, while current ethics procedures regard the attribution of vulnerability as unproblematic, classifications such as these might lie at the very heart of research endeavour.
Finlay and Ballinger (2006:53) defined this process of enabling informed consent as “a procedure to ensure that participants understand what is being done to them, the limits to their participation and awareness of any potential risks they might incur.”

Ethical approval to conduct this research was applied for and received from the Nelson Mandela Metropolitan University Research Ethics Committee (Human) via the Faculty of Education Research, Technology and Innovate Committee.

A letter was written to the District Manager requesting permission to do research (see Appendix B). The Department of Education (Port Elizabeth District Office) (see Appendix C) granted the necessary permission to conduct the research under the following conditions:

- That timeous arrangement be made with principals to conduct the research.
- Teachers are under no compulsion to assist, and their participation should be entirely voluntary and that they may withdraw from the programme when it suited them.
- The participation of any member of the staff should be treated confidentially.

Furthermore eight letters were sent to principals of different secondary and primary schools in Port Elizabeth (see Appendix A) to ask their permission to conduct the research at their schools. Five schools reacted positively to this request.

Informed consent was obtained orally from all participants. In this study, before starting to distribute questionnaires we had agreements on how research should be conducted. They were free to decline to participate and could withdraw at any time they chose. It was mentioned that it was their right to leave when research was completed or sooner and they were not forced to take part if they didn't want to.

They should ensure that they are comfortable and feel free to ask any questions they wanted to. Everything was confidential – no names were required and they should not even write their names on the question papers. The researcher has no right to humiliate
or cause trauma that would result to misery to a participant. After giving all these rules of behaviours research was commenced under morally acceptable conditions.

3.10 Summary

The aim of this chapter was to describe the methodology used in this research project. This chapter outlined the research approach and described the population and sample. It also focused on the data collection, trustworthiness and data analysis. Ethical issues involved in the research were also addressed.
CHAPTER FOUR

RESULTS AND DISCUSSION

4.1 Introduction

In this chapter the data obtained from the questionnaire and interview responses of teachers, HoDs, deputy principals and principals are analyzed and interpreted.

The questions used in the study were structured and open-ended and the participants gave their own answers. The opinions of the participants, which were elicited from the interviews and questionnaire were analysed and summarized.

Confidentiality was guaranteed and therefore pseudonyms are used for the participants as well as for the schools. Confidentiality builds mutual trust between the participants and a researcher. The interviews were written up and one from each school is given as an example in Appendix F. The pseudonyms of these are as follows:

School A: Mr. Royi
School B: Mrs. Masoka
School C: Miss Ntanzi
School D: Mrs. Ndeli
School E: Miss Ndima

4.2. Return rate of questionnaire

Questionnaires were distributed among the redeployed teachers, HoDs, deputy-principals and principals at the five selected schools. There were 50 questionnaires distributed of which only 37 were returned by the participants.
Collecting the completed questionnaires was problematic, as one had to return to the schools several times to collect the outstanding questionnaires. Excuses offered by the participating teachers were that they had left the questionnaires at home accidentally or had misplaced the questionnaires. Some said that they were not interested in filling in questionnaires since the DOE was not going to do anything, and that it was a waste of time. The researcher even found questionnaires lying about at one school.

The return rate of the questionnaires from High School A was 80%, Primary School B was 50%, High School C 30%, High School D 65% and Primary School E 78%.
4.3 Demographic data of participants
The following biological data were obtained and this is a summary of all the participants from five schools.

4.3.1 Teachers’ qualifications
All 37 teachers that participated in this study were qualified to teach. Their qualifications included the Senior Teachers Diploma, degrees such as BA, BEd and BSc Ed, as well as HPTC, FDE, PAE and ACE (computer).

4.3.2 Teachers’ teaching experiences
The teaching experience of the teachers participating in this study ranged from 7 years to 35 years.

4.3.3 Previous occupations
Forty percent of the participants had held other occupations before starting to teach. These vocations included estate agents, bank tellers, pharmacy assistants and working for different firms.

4.3.4 Positions held by participants
Table 4.1 gives a summary of the teaching positions held by the participants at their schools.
Table 4.1 Positions held by participants

<table>
<thead>
<tr>
<th>Position of participants</th>
<th>Number of participants</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Post Level I teachers</td>
<td>28</td>
<td>75.7%</td>
</tr>
<tr>
<td>HoDs</td>
<td>2</td>
<td>5.4%</td>
</tr>
<tr>
<td>Deputy-Principals</td>
<td>4</td>
<td>10.8%</td>
</tr>
<tr>
<td>Principals</td>
<td>3</td>
<td>8.1%</td>
</tr>
<tr>
<td>Total</td>
<td>37 participants</td>
<td>100%</td>
</tr>
</tbody>
</table>

The results show that 75.7% of the teachers that were identified for redeployment in this study were post Level I. The rest were all in management positions and included HoDs (5.4%), deputy-principals (10.8%) and principals (8.1%).

4.4 Results from questionnaires and interviews

- The results of the impact of redeployment on teachers in Port Elizabeth schools from the questionnaires and interviews were closely related and were done together.
- The data of similar questions were combined.
- The results are now discussed question by question.

**Question:** Describe your participation during the meetings held at school to determine excess teachers.

Responses to this question are placed in two groups:

Namely, those participants with minimal involvement. As one participant put it, “I did not say a word in those meetings” and, on the other hand, participants who were involved.
Examples of answers of participants that were involved in these meetings include those that used departmental guidelines to determine the number of teachers in excess; and those that said insults were flying around. One participant volunteered to be declared as being in excess because he felt that he was being targeted by the other teachers.

Reasons for the insults issued, and tempers that flared up at these meetings, were given as:

- deeper and underlying conflicts that came to the surface
- differences of opinions and that egos rose up
- fear of the unknown future.

**Question:** If there were problems, what were they? How were they solved?

The problems identified were in line with those in the previous paragraph and included:

- misinformation
- misunderstanding.

Other problems mentioned were:

- teachers suffered from depression
- suppression of different views
- teachers being reluctant to participate in the redeployment process
- there were fights among teachers.

Solutions to these problems were:

- clarification by principal about misinformation
- relocating teachers back to their schools
- LIFO was applied to solve problems
- EDO had to intervene
- individual participants employed attorneys to fight the case for them.
**Question:** In your opinion, would you say redeployment was conducted fairly?

Motivate.

The teachers that felt that redeployment was conducted unfairly, motivated as follows:

- It uprooted one’s family and caused financial insecurity
- It depended on the principal’s sole discretion and his judgment
- The fear of principal victimization
- There was no psychological preparation and no orientation done with the teachers for this big change
- Those teachers who were favoured by their principals were not identified for redeployment
- There was incorrect implementation of the process
- The teachers were not involved in the process from the beginning
- The teachers were not happy because scarce subjects were not necessarily considered and curriculum needs were ignored.

On the other hand there were some teachers who felt that the process was conducted fairly for the following reasons:

- The EDO was involved in the redeployment process
- The government wants to reach their teacher: learner ratio target.

**Question:** How do you describe the experience of those teachers who were redeployed?

The teachers described their feelings as indicated:

Figure 4.2 illustrates the number of redeployed teachers, and how they reacted to the different experiences mentioned below. That was how they felt after being identified as excess teachers.
One teacher mentioned that he was confused at first but adapted himself to the situation at a later stage. Another one stated that his integrity was undermined.

**Question:** Were there any cases of confusion or of a negative impact on redeployed teachers?

Those who said, “Yes” mentioned the following:

- redeployment creates uncertainty, and this action caused teachers to be unhappy at schools since it was not conducted in a fair manner
some teachers had a notion that redeployment meant retrenchment
identified teachers did not know where they would go to teach
some teachers were redeployed to ex-homelands separated from their own families
the information about redeployment that was written on circulars was not well interpreted and there was a lack of clarity.

Negative effects
redeployed teachers became demotivated and yet they were expected to be effective in the schools where they were in excess
some married teachers were divorced because of this redeployment process
some redeployed teachers suffered depression since they were emotionally disturbed and affected by the way redeployment was conducted. This depended to a large extent on the position of the teacher
teachers that were not redeployed were left with a lot of work, since the Department of Education concentrated only on numbers and not on the workload.

Only a few teachers mentioned that there were cases with a negative impact on the redeployed teachers, although they did not mention them by singling them out.

Positive effects
redeployed teachers believed that where there was a lack of skilled teachers redeployment could solve this problem
some redeployed teachers are happy at their new schools since they made new friends
facing new challenges is quite a good experience for some of the redeployed teachers
some teachers felt that being in a new environment could open up new possibilities of advancement in one’s career
**Question:** Do you think redeployment is an alternative to reducing the number of teachers in the education? Motivate.

There were those teachers who responded with a positive answer saying, “YES”:

- Teachers were resigning and were not replaced. They did not want to leave their families to go to rural areas in the Eastern Province.
- There was a shortage of teachers while other schools had adequate numbers of teachers, and therefore it was necessary to implement redeployment.
- Teachers who could not get posts were offered a package.
- They believed that the aim of redeployment was to remove teachers who were not linked by management.
- Some teachers were trying to free themselves from that redeployment fixation by leaving their institutions.
- There were some teachers who felt that the whole process made no difference.
- There was a feeling that redeployment was not done with any consideration of certain vital issues / factors, such as who came last and who should be the one to leave first.

Some teachers said, “NO” because:

- There were conflicting ideas between teachers and their principals and that made things worse.
- Teachers died, retired, some changed jobs. Those are normal factors that reduce the number of teachers.
- The main aim of redeployment is to correct the teacher: learner ratio in all schools.
- Government has always been the decision–maker and the implementer of decisions by having the final say.
- Some teachers had the belief that the redeployment process was a means to get rid of excess teachers.

**Question:** What were teachers’ reasons for not being in favour of redeployment?
• They felt that redeployment was a traumatic experience and most of them rejected it since it was incorrectly implemented.
• Being inconvenienced, teachers were sent to far away areas, leaving their homes, families behind and they were reluctant to be relocated from urban to rural areas and vice-versa.
• Most redeployed teachers experienced financial problems not having sufficient funds for transportation to the location to which they were redeployed.
• There were those teachers who felt that they were being discriminated against because of their age.
• Teachers were excluded from the beginning, they felt that they were the victims of their supervisors and this caused problems between teachers and principals.
• Teachers did not want to leave the schools where they had been teaching for so long, leaving learners without teachers.
• The limited number of posts for redeployed teachers caused anxiety in redeployed teachers.
• LIFO.
• Some teachers were unable to handle change and were unsure of what was happening, and therefore they feared retrenchment and relocation.
• Some teachers perceived themselves as “dead wood”.

**Question:** What were possible solutions on how schools could select excess teachers?

• Principals had no choice but to implement what the inspectors said by following procedures, laws, regulations of the DoE by selecting those who were really in excess.
• By identifying teachers with poor learner performance, who were frequently absent and were irresponsible not producing good results.
• Looking at the history and future of the school.
• Identifying volunteers who were willing to be redeployed to other schools.
• Using LIFO was regarded as a solution.
• There should be a balance between the number of learners taking the subject, the number of teachers in a department and the number of HoDs.
• Excess teachers should have been determined by analyzing the needs of the school.
• The school management should listen to teachers because their views as staff members, their workloads and commitment in their jobs were imperative.

**Question:** What are your views with regard to being transferred to another school?

Some of the views expressed by the participants were:

• Since teachers were valued for their jobs, they didn’t want to be dismissed.
• The DoE had no regard for teachers’ feelings.
• Teachers had no choice because unions signed an agreement with the DoE and they had to abide by it.
• Teachers had to accept a transfer to another school, and they had no option.
• Teachers had to apply to any school they wished to work in.
• Teachers felt that they were treated in an undignified manner.

One teacher stated that, “We were bound and forced to go to places we did not know, like I had to go to Transkei without any reservation for accommodation and transport, if I had an alternative I would never have gone there or would have ultimately resigned.”

**Question:** What were the expectations after being redeployed?

• “Apply for vacant teaching posts as advertised in the education bulletin.”
• “Remain at the school until there is a vacancy and go for an interview.”
• “Immediately joining a new school leaving the old school behind.”
• “Redeployed teachers were obliged to accept relocation.”

**Question:** What does it feel like to be in a new school?
Different opinions came from redeployed teachers trying to express their feelings on how they adapted themselves to the new environment:

- “Adjustment is a problem because you are dealing with new people with different attitudes.”
- “Being isolated is a bad feeling because of being rejected by new colleagues.”
- “It is challenging to adapt yourself to a new environment.”

There were those teachers, who showed positive feelings by stating that:

- “I am happy at my new school.”
- “Everybody has been so kind and understanding, it’s okay, and I feel accepted.”
- “Unconditionally, thus I am free to be part of schools’ developments.”
- “Not bad at all as I thought it would be.”
- “I felt good because most of the teachers welcomed me with open arms.”

One teacher came up with the feeling that she felt like a new teacher being in a new school.

Some teachers mentioned that they felt much better because:

- Their new colleagues were nice.
- Although at first they had nightmares and ups and downs they had adapted themselves.

**Question:** Are there any challenges you experienced in your new post?

Most teachers answered, “YES” but not mentioning what exactly the challenges were.

There were those redeployed teachers who were specific by mentioning the following:

- They were missing their families and they were learning to adapt themselves to a new environment.
• Redeployed teachers felt unwelcome by other teachers, only management was supportive.
• They were unhappy teaching new subjects they were not trained to teach.
• Lack of resources (e.g. shortage of books), lack of classrooms with no windows and poor school management team (SMT) were stressful.
• No supervision and guidance on OBE curriculum.
• To learn new things is challenging and it prevents one from feeling bored.

Question: Generally what are your comments about redeployment of teachers?

• Some teachers who were redeployed returned to the places from which they had been deployed. This had caused some uncertainty because some teachers were fighting with each other as some principals were not clear on the guidelines of redeployment and were overloaded.
• There was no consideration of the teachers’ age, whether young or old, they were redeployed and that caused instability (they were located anywhere, at any time) and that caused teachers to perform very poorly.
• Redeployment was unfairly conducted because some principals abused it by removing teachers they felt were problematic to them. Redeployment should be planned and be conducted fairly by also consulting with the teachers in time.
• There was inconsistency on how redeployment was applied because it destroyed education especially in Black schools since it was implemented differently at these schools.
• Teachers needed to be taught about these new developments and they also needed to attend workshops.
• A lot of money was spent where families were moved to be redeployed. No teachers should have had to leave Port Elizabeth and go to rural areas. Some families suffered a lot as some teachers died traveling on their way to schools to which they were redeployed.
• Redeployment should not be applied in case of ill health, or domestic problems, since it caused some teachers to be divorced. These issues were not considered as important by the DoE.
• Teachers lost interest in their schools and their emotions became high and relationships within the school became tense.
• LIFO application is unfair as it does not work according to teachers’ ability to teach and teachers were not secure, being targeted for redeployment again.
• The Department of Education does not seem to care about their teachers who are serving them, as redeployment caused trauma and depression to redeployed teachers.
• In most Black schools teachers need to be equipped as they have to teach more than 60 learners in a class, whereas in White schools teachers were not redeployed.
• OBE approach demands a lot of administrative work with learners’ files and worksheets, therefore redeployment should not be implemented. If the government is to apply the policy of outcomes based education they must forget about redeployment.
• The government must bring back the Voluntary Severance Package (VSP) with “NO” age restrictions, so that teachers who wish to opt out of the profession can do so freely.

The principal from School C said: “You wish that as a principal you could do something, but you feel totally out of control, redeployment has done so much damage, teachers feel unstable they are not sure whether they will still be in a teaching profession tomorrow.”

A participant from School A mentioned: “We lost eleven teachers, three Science teachers and two Mathematics teachers. It is terrible for the teachers to work under these conditions. Many feel used and resentful, and they can’t plan ahead for their future.”
The principal from School B said: “Our teachers are not like we used to know them, they are traumatized and hurt. They need counseling; this is psychologically damaging for them.”

One of the teachers said, “In rural areas where the need of teachers is, people don’t want newcomers, they want to protect their own people”. Seemingly, the people who managed redeployment just didn’t understand the problems involved, the “Human Factor” was not considered in the planning stages of redeployment. In the end, education is about people, it’s about children. These all need to be considered.

- Job stress

Job stress is considered to be a rising concern in many organizations in South Africa. The possible causes include increased domestic and foreign competition, which has led to a substantial number of downsizing, lay-offs and merger activities; rapidly changing technology, tension among diverse groups of employees; and increased demands for higher quality and service (Carrell: 1998:418).

Principals in our schools should be helpful especially to redeployed teachers affected by stress, by maintaining a lower level of job stress, since job stress has risen dramatically. High levels of stress are a major cause of high absenteeism, poor decisions, and low morale amongst teachers in schools. Teachers become physically and psychologically weakened from trying to combat stress. High level of stress can also result in increased alcoholism, drug abuse, hypertension and cardio-vascular problems. In Eastern Province Herald (2006:2) there is a belief that, teachers become highly irritable; the alienation they feel often drives them to think about quitting their jobs. They may lose their motivation to perform, while some even resign.
• Burnout

This occurs when a person believes that he or she cannot or will not continue to do the job. Teachers suffering from burnout actually lose interest in what they are doing, do not want to get out of bed in the morning, their passion for their work does not exist anymore (Carrell, 1998:405).

• Emotions

These are the strong feelings in a person’s mind, whereby a person feels low when things do not go well or smoothly. Many teachers feel frustrated at times when they do not know what is going to happen next. One uncomfortable feeling is being scared when they are working with new people and in unfamiliar situations. Teachers also feel insecure when they feel doubtful and things are going wrong. Redeployed teachers experienced all these unpleasant feelings as indicated in previous sections.

A literature control showed similar results, for example:

• According to the State President’s response to Memorandum (1996), he stated that, “Redeployment of teachers should be handled with the sensitivity that it deserves”.

• In SABC 1 news broadcast (2005) about redeployment in Eastern Cape SADTU complained about the redeployment of teachers saying, “its five months since schools have been opened, there is no tuition taking place. Since January, in Alice and Fort Beaufort, there is no teaching taking place, no classes attended by students because there are no teachers, there is a misunderstanding of temporary educators”. SADTU emphasized that this was unbearable and not accepted by the organization at large. The MEC Mr. Matomela’s response, however, was: “Teachers will be employed soon.”
• Keeton (http://www.btimes.co.za/99/0912/survey/survey09.htm) says, “Instead of being a crude numbers game, it should have been done with some sensitivity”, “It should not have reduced capacity in those parts of the system which have been delivering. We are at risk of ripping the heart out of our education system.

• Claxton (1989:3) states that dealing with the emotional issues, conflicts, uncertainties, pressures, stresses, anxieties and worries which arise from changing, is a part of personal development, and an inability to manage these feelings may result in teachers becoming detached.

• According to the Daily Dispatch (1997) the death of twins shocked people when they died in a car accident on their way to a new place where they were redeployed. This was one of the worse accidents whereby redeployed teachers died; being redeployed from Port Elizabeth to the Transkei.

• In another incident a teacher sued the Eastern Cape Education Department for more than R121 000 for trauma she went through following her redeployment to the Transkei five years ago (Daily Dispatch, 1997).

• Myburgh (1997:34) states that at the heart of redeployment lies the need to phase in equity at South African schools, and to redress the imbalances of staff and material resources.

4.5 Summary

This study has focused on the impact of redeployment in schools in Port Elizabeth, especially those teachers who were redeployed. The data were analyzed and open-ended questionnaires were used.
In this chapter the data obtained from the questionnaires and interviews were analyzed and the results discussed. Since the questionnaires and the interview schedule followed a very similar format and pattern it was decided to group the participants’ responses to similar questions together to avoid duplication. Findings were thus analyzed according to questions and therefore reported as such.

The main findings of this investigation can be summarized as follows:

- The inadequate manner in which teachers were declared in excess.
- The effects of redeployment on teachers and their schools.
- Redeployment was conducted unfairly.
- There should be preparation of teachers by designing educational programmes that place more emphasis on how redeployment should be conducted.
- The first priority in the filling of vacancies should be a permanent serving teacher who has been earmarked for redeployment.

These results showed that the redeployment of teachers had a huge impact on Port Elizabeth schools.

In Chapter Five recommendations are made to minimize the impact of redeployment of teachers in Port Elizabeth schools. Suggestions for further research are also offered. Concluding remarks and a summary of the study are provided.
CHAPTER FIVE

RECOMMENDATIONS

5.1 Introduction

The aim of this study was to establish the impact of redeployment of teachers to schools in Port Elizabeth. In this final chapter, some general comments are made on the results of this research. Then recommendations will be suggested in line with the findings.

5.2 Comments on main findings

Some comments are now made on the major results of this study.

5.2.1 Manner in which teachers were declared in excess

In Chapter Four, from the analysis of the responses it has been established that the exercise of the redeployment process has caused havoc, hurts, bitterness, rebellious effects and traumatic situations for the teachers in schools where research has been conducted. Some of the teachers felt that they were victimized and that the process was seldomly done correctly. As any teachers could have been redeployed, nobody volunteered to be redeployed. Teachers identified to be redeployed found it hard to accept that they had been identified as being in excess.

The effects of poor redeployment procedures were felt very quickly since they resulted in high turnover, poor performance and low motivation of teachers. However, where redeployment was applied correctly and fairly, it could have been helpful to stop the existing problem of overstaffing. This poor redeployment procedure happens when too many positions are filled with internal candidates,
meaning that teachers stay in the same school for too long and therefore new ideas and ways of doing things are not introduced.

The researcher is of the opinion that the redeployment of teachers should entail all those activities designed to attract the right number of properly qualified staff to the education systems to fill specific vacancies. Such vacancies should be intimately linked with developing teachers.

It is important that a permanent serving teacher, who has been earmarked for redeployment, should receive first priority in the filling of vacancies. Temporary teachers can only be considered for permanent appointment after all measures have been taken to ensure the appointment of permanent serving teachers.

5.2.2 The effects of the redeployment process for teachers

One of the major concerns observed in this study is the large number of teachers who have indicated their intention to leave the education service, because they are stressed by the redeployment process and how it is conducted in schools. This actually affected their health. One of the participating teachers said, “This particular teacher was advised by her doctor to get professional help because he [the doctor] said, ‘the convulsions were caused by the stress and may lead to depression’”. This colleague was encouraged by her parents to “resign”.

The effects identified in Chapter Four that redeployment had on teachers can be summarized as follows:

- It makes some teachers feel insecure
- Other teachers abscond
- Teachers lose interest in their work
- Emotions run high
- Relationships within the school become tense
• They experienced many family related problems such as being separated from their families and even divorce
• It causes trauma and depression
• It generates anxiety in accepting change, fear of losing their jobs and being redeployed to rural areas
• It leads to resignation

5.2.3 How redeployment should be conducted

As a researcher, recommendation is made that the Department of Education should design an educational programme that will equip teachers with enough knowledge and information concerning redeployment in schools and how it can be done properly. Unions and NGOs should also be involved working together when designing that programme before it comes to principals. These stakeholders should establish a monitoring and evaluation system to assess whether this process is done fairly.

5.3 Recommendations

The following recommendations regarding the impact of redeployment on schools in Port Elizabeth are offered:

5.3.1 Recommendations to improve the process of identifying teachers in excess

Teachers need to be better prepared to handle change and to know what to expect during the redeployment process. It is therefore recommended that:

The Department of Education begins immediately to develop or seek access to a programmer for the teacher training of their teachers if they do not have them. Also
that all schools seek national accreditation of such programmes, such as how re
deployment should be conducted and make teachers able to adapt themselves to the re
deployment process in Port Elizabeth schools.

The researcher also recommends that the representative bodies for teachers, in con
sultation with the funding bodies, should immediately establish a professional In
istitute for Learning and Teaching which teachers can attend and get more infor
mation based on redeployment in general. The functions of such an institute would also be to accredit programmes of training for higher education teachers to com
mission research and also to stimulate innovation.

Provincial

The Department of Education should take note of how new teachers are employed
to replace posts and the suggestion that existing staff might also seek such pro
fessional recognition. Some schools were not yet involved in good practices such as providing new teachers with extensive induction programmes during the process of redeployment.

The researcher also recommends that the Department of Education should consider how professional development should be given a different dimension, by implying that it is now expected and indeed it is a prerequisite for the redeployment of teachers in schools to be completed.

The researcher also recommended that the Department of Education should design healthy learning conditions for learners and also focus on their learning because they are affected when redeployment takes place / or is conducted.

Redeployment of teachers was not planned properly by the DoE. It was unplanned, it just occurred without having any criteria. Teachers were simple redeployed without considering their backgrounds or whether they would fit in the new
environment to which they were redeployed. Consideration of areas could have been acknowledged, for example, by redeploying a teacher who is already teaching in rural areas to another rural area because he / she was used to that environment rather than redeploying a teacher from cities to rural areas.

It is crucial that provincial departments and teacher organizations begin to work closely in the area of teacher education. This kind of partnership is essential to both bottom-up and top-down teacher education policy. The fact that teachers are also beginning to be involved in the issues that affect them directly shows that they are building their own capacity as change agents in classroom situations. To avoid disruptions in schools such issues need to be debated and discussed clearly with teachers.

In educational management, human resource planning should be considered since it is an attempt to forecast how many and what kind of employees will be required in the future and to what extent this demand is likely to be met. According to Graham and Bennett (1998:163), this involves the comparison of an organization’s current human resources with its likely future needs, and consequently the establishment of programmes for hiring training, redeploying, and possibly discarding employees.

Graham and Bennett (1998:163) suggest that effective human resource planning should result in the right people doing the right things in the right place at precisely the right time. This means that redeployment of teachers should be limited to the right people being put in the right places to do the right things at the right time. This can help teachers to be part of decision making in management development. Then redundancies and redeployments could be avoided.

According to Gerber, Nel and Van Dyk (1996:421), unions can negotiate with management to minimize reductions in the workforce while maintaining the efficient operation of an organization. Such measures may include the restriction of training and retraining, transfers between departments, rotation of appointments and
working hours and the spreading of retrenchments over a certain period. Unions could also negotiate with management on the redeployment procedures to be followed and on the selection of workers for redeployment. Criteria according to which workers should be selected for redeployment would have to be established in advance, giving due consideration to the interests of both the teacher and the school. These considerations might include ability, skills, experience in teaching, qualifications, length of service (i.e. last in first out, but with retention of skills), age and family circumstances.

5.3.2 Recommendations to alleviate the effects of redeployment for teachers and their schools

The findings of this investigation, showed that redeployment of teachers had an adverse impact on schools in Port Elizabeth.

It is therefore recommended that:

- Teachers suffering from stress and burnout seek professional help. According to Carrell (1998:420), in South Africa there are employee assistance programmes (EAPs) that are designed to help employees overcome personal crises such as job burnout, stress, family problems, and alcoholism. Teachers in South Africa that are affected by these problems caused by redeployment can be helped. It is recommended that these teachers attend physical fitness programmes, employee assistance programmes and wellness programmes in order to reduce the level of these sicknesses. Some teachers ignore these problems which lead to increase absenteeism and leaving teaching for other jobs. The Department of Education should be responsible for creating and maintaining a work environment that is free from unnecessary hazards that might lead to illness or even death.

- Not all teachers who indicate they intend to leave may indeed quit. The DoE should also consider providing support to teachers, especially those who have
been adversely affected by the redeployment process and have difficulty in adapting themselves in new schools. Such teachers need emotional support. Discussions between the DoE and Unions are recommended in order to reduce the stress levels of teachers caused by poorly conducted redeployment processes in their schools.

Since teachers encounter problems in dealing with change, it is mutually advantageous for both the employee and the employer to expand their scope of skills and knowledge. It is recommended therefore that:

- The Department of Education together with teachers unions should design educational programmes that place more emphasis on how redeployment should be conducted. The researcher’s personal advice is: There should be attention in educating teachers. What is needed are skills to equip educators to translate knowledge about redeployment so that it can be done equitable. These skills will also help educators to prevent themselves from becoming targets when redeployment is conducted. Teachers should feel accepted and be highly involved in every school’s activities; this will encourage them to help in making the institution a successful one.

- The Department of Education provides the schools with the required resources and re-training teachers in their specialized subjects to avoid redeployment. By doing this, the DoE would avoid problems of teachers in excess; instead they will be able to overcome any problems they face when dealing with procedures on how redeployment should be done.

Therefore, the best way individuals can be prepared for change is to continually expand their skills, since it is mutually advantageous for both employee and employer for this to occur as it provides security for the employee and a better performance in the workplace. Teachers also need some professional help so that
they are able to cope with new challenges in the working situation. They should be able to share with other people and to bounce their ideas off others.

5.4 Further research

The following topics are suggested for further research:
- School principals’ perceptions of the redeployment process.
- The emotional effect of redeployment on excess teachers.
- The effect of redeployment on learners.
- Is redeployment conducted on a racial basis?

5.5 Summary

The purpose of this study was to investigate the impact that redeployment of teachers had on schools in Port Elizabeth.

Teachers were expected to accept moving from one post to another due to the procedures that were applied when redeployment was conducted that necessitated transformation in the education. All redeployment process was based on the principle of transferring teachers. This would then have a monumental impact on Human Resource Management (HRM) in education and ultimately necessitated reviewing the process of redeployment of teachers.

An investigation was conducted on five schools where some of teachers were affected by redeployment in Port Elizabeth. Data was collected by applying questionnaires and interviews. The findings exposed that there was a great need to upgrade the teachers’ qualifications.
A teacher should also participate when decision making is done especially issues that affect as redeployed teachers. Teachers Unions and the Department of Education should work together in the establishments of any laws and regulations involving teachers, not only redeployed teachers, to avoid problems in teaching profession.

Recommendations were made on how redeployment of teachers should be conducted especially in Port Elizabeth schools. How redeployment was applied should bring harmony and order in the education system as well as acknowledging the unique needs of individual teachers.
BIBLIOGRAPHY


http://www.gla.ac.uk/services/humanresources/jsguidelines.htm


*Natal Witness*. 2002. Teachers who were declared in excess. 30 July: 2.


APPENDIX A: LETTER TO PRINCIPALS REQUESTING PERMISSION TO DO RESEARCH

ITHEMBELIHLE COMPREHENSIVE SCHOOL
Tel: 041-454 1308
Fax: 041-4541308
Enq. PRINCIPAL

THE PRINCIPAL
PORT ELIZABETH
6012

Re: Request for an interview and conduct a research

Dear Sir/Madam

I hereby request permission to conduct research at your school

I am presently a student in the Faculty of Education at the Nelson Mandela Metropolitan University, completing my Master’s Degree.

The topic of my mini dissertation is: “impact of Redeployment on schools in Port Elizabeth”.

I will contact you telephonically in order to make arrangements for the interview with your teachers.

Your assistance in this regard will be highly appreciated.

Thanking you in anticipation.

Yours Faithfully

F.A.N.I. Zokuza (Mrs)
Student – NMMU
Contact Number: 041-454 1308 (w)
041-454 1018 (w)
APPENDIX B: LETTER TO DISTRICT MANAGER REQUESTING PERMISSION TO DO RESEARCH

ITHEMBELIHLE COMPREHENSIVE SCHOOL

Tel: 041-454 1308
Fax: 041-454 1308
Enq. PRINCIPAL

P.O. Box 3767
North End
Port Elizabeth
6056

13 October 2005

THE ACTING DISTRICT DIRECTOR
EDUCATION DEPARTMENT
PORT ELIZABETH
6000

Re: Request for permission to do research

Dear Mr. Leonard

I would like to do research pertaining to the impact of redeployment on schools in Port Elizabeth.

I would like to conduct interviews by handling out questionnaires to Educators that are redeployed in the following schools:-

I. Ithembelihle High School
   II. Kama Primary School
   III. Ndzondelelo High School
   IV. Qaphelani High School
   V. Walmer High School

The questions related to issues pertaining to an impact on school in Port Elizabeth. This will be done within the month of April 2005

Hoping that my request will highly considered.

Yours Faithfully

F.A.N.N. Zokufa (Mrs)
Student – NMMU
Contact Number: 041-454 1308 (w)
041-454 1018 (w)
APPENDIX C: LETTER FROM DISTRICT MANAGER GRANTING PERMISSION TO DO RESEARCH

DEPARTMENT OF EDUCATION (PROVINCE OF THE EASTERN CAPE)

PORT ELIZABETH DISTRICT OFFICE
Private Bag X3915, North End, Port Elizabeth, 6056
Ethel Valentine Building, Sutton Street, Sidwell, Port Elizabeth
Tel: (041) 403 4420 / Fax: (041) 451 0193

ACTING DISTRICT DIRECTOR: MR M.M.A. LEONARD

Mrs F.A.N.N. Zokufa
Ithembelihle Comprehensive
P.O. Box 3767
North End
Port Elizabeth
6056

Dear Mrs Zokufa

Your application to conduct research at five of our schools in the district is hereby approved subject to the following conditions:-

1. You are to make timeous arrangements with the principal to conduct your research.
2. All expenses are to be borne by yourself as the Department of Education as well as the school shall not be responsible for any expense that may result from your research.
3. Educators are under no compulsion to assist you and their participation is entirely voluntary and they may withdraw from our programme as it suits them.
4. You are to obtain the written permission of the parent(s) of any learner(s) that you would like to use as part of your research.
5. The participation of any member of staff or learner should be treated confidentially and they may only be referred to in person after receipt of the permission.

We wish you every success with your project and we trust that it would assist greatly with our efforts of ensuring positive transformation in schools.

Yours sincerely

M.M.A. LEONARD
ACTING DISTRICT DIRECTOR: PORT ELIZABETH

30 November 2005
APPENDIX D: QUESTIONNAIRE

QUESTIONNAIRE

INSTRUCTIONS
There are no wrong or right answers. Please answer all questions.

It is not necessary to write your name or sign the questionnaire. All your answers will be treated as STRICTLY CONFIDENTIAL.

Please answer these questions to the best of your ability by giving your view or opinion. Where there is a choice of answers i.e. YES or NO, please tick only one in dotted spaces. Please give your answers in full statements where required.

Thank you for your valuable contributions.

QUESTIONS

1. For how long have you been teaching?
2. What position do you possess at present in your school?
3. In your opinion, would you say redeployment process was conducted fairly?
   (Give reasons for your answer).
   Yes.............................................................................................................................
   ..............................................................................................................................
   No.............................................................................................................................
   ..............................................................................................................................
4. How did you feel when you were identified to be an excess teacher?
   ..............................................................................................................................
   ..............................................................................................................................
5. In your own opinion, during redeployment process were there times when tempers flared up between stakeholders due to misunderstandings or
mismisinformation or misinterpretation, which led to new problems?
Yes………………………………………………………………………………………………………………………….
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No………………………………………………………………………………………………………………………….
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6. If there were problems, what were they? How were they solved?
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7. Do you think redeployed teachers were happy the way in which it was conducted?
Yes………………………………………………………………………………………………………………………….
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If No, state your reasons for your answer.
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8. How do you describe the experience of these teachers who got redeployed?
   a) hurt
   b) bitter
   c) hopeless
   d) traumatized
   e) threatened
   f) rebellious
   (tick the most appropriate answer)

9. Were there cases of confusion or negative impact on redeployed teachers?
   Yes / No.
………………………………………………………………………………………………………………………….
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101
10. Do you think redeployment is an alternative to reduce the number of teachers in the education? Motivate.

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11. In the process of redeploying teachers in excess from one school to the other, the candidate does not have alternatives but accept the transfer or move to another school. What are your views with regard to this?

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12. Do you think redeployment has negative or positive effects? Motivate.

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13. Did most teachers agree with redeployment as the way to solve excess of teachers?

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14. If some teachers did not favour redeployment, what do you think were some of the reasons not to accept it?

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15. If there is any comment about redeployment, please write in the space below.
                                                                                       
                                                                                       
                                                                                       
                                                                                       
Thank you for completing this questionnaire. Kindly return the completed questionnaire to Mrs. F.A.N.N ZOKUFA by handing it in to the Secretary of the school as soon as you have finished answering.
APPENDIX E: INTERVIEW SCHEDULE FOR REDEPLOYED TEACHERS

1. What are your qualifications?
   ........................................................................................................................................
2. How many years have you been teaching?
   ........................................................................................................................................
3. Before teaching, did you work in any other companies? If YES; what are they? What position did you possess?
   ........................................................................................................................................
4. Do you want to leave teaching?
   ........................................................................................................................................
5. Describe your participation during the meetings held at your school to determine excess teachers.
   ........................................................................................................................................
6. Any objections about these decisions? If NO; why not?
   ........................................................................................................................................
7. How else could the school have gone about selecting excess teachers? Give your own opinion.
   ........................................................................................................................................
8. In your school, how many teachers were declared in excess?
   ........................................................................................................................................
9. Immediately after you had been redeployed, what were you expected to do?
   ........................................................................................................................................
10. How does it feel like to be in a new school?
    ........................................................................................................................................
11. Are there any challenges you experienced in your new post?
    ........................................................................................................................................
APPENDIX F: EXAMPLES OF THE INTERVIEWS

Thirty seven interviews were conducted with redeployed teachers at School A, B, C D and E. The transcriptions from only one interview per school were included in this appendix. Pseudonyms were used for the teachers.

Mr. Royi: School A
Mrs. Masoka: School B
Miss. Ntanzi: School C
Mrs. Ndeli: School D
Miss. Ndima: School E

Question: What are your qualifications?

Mr. Royi: B. Sc Ed
Mrs. Masoka: HPTC, B,Z; B. Ed; FDE
Miss. Ntanzi: S.Ed
Mrs. Ndeli: BA Paed; B.Ed; ACE Computer Teaching
Miss. Ndima: S.T.D; BA

Question: How many years have you been teaching?

Mr. Royi: 15 yrs
Mrs. Masoka: 35 yrs
Miss. Ntanzi: 7 yrs
Mrs. Ndeli: 30 yrs
Miss. Ndima: 18 yrs

Question: Describe your participation during the meetings held at school to determine excess teacher.

Mr. Royi: I actually volunteered to be in excess because I knew there was a clique of teachers who wanted me out of the institution.

Mrs. Masoka: Engaged in the redeployment rhetoric.

Miss. Ntanzi: I was elected as an observer in the Science Department while the management was determining the excess teachers in that department. N /B It was an agreement made between the staff members that the management should conduct the identification of teachers in excess.
Mrs. Ndeli: I participated only when voting was an option, otherwise I wrote minutes.

Miss. Ndima: Helped to identify those in excess like me.

**Question:** How else could the school have gone selecting excess like me?

Mr. Royi: Excess teachers should have been determined by analyzing the needs of the school, views of staff, workloads and commitment in the job.

Mrs. Masoka: Number of learners taking the subject, numbers of teachers in department in case of H.o.D.

Miss. Ntanzi: If the government could allow teachers who want to take early retirement to do so without their monies being affected this could less painful.

Mrs. Ndeli: Identification those with bad results, bad attendance, because of being irresponsible. Preference should be made for teachers that present more than one subjects.

Miss. Ndima: Contribution of the teachers concern, age, performance, responsibility and also looking of the history and future of the school.

**Question:** Immediately after you had been redeployed, what were you expected to do?

Mr. Royi: Apply for vacant teaching posts as advertised in the education bulletin.

Mrs. Masoka: Remain at the school until there is a vacancy for me.

Miss. Ntanzi: To move to the new school, but unfortunately the school I was placed in had temporary teachers. So we had to assume duties the following year.

Mrs. Ndeli: To apply to another school

Miss. Ndima: I was expected to continue with duties until I got a new school. I also
had to apply to various schools which had vacancies and went through interviews.

**Question:** How does it feel to be in new school?

**Mr. Royi:** I am happy at my new school

**Mrs. Masoka:** Everybody has been so kind and understanding. It's okay, I feel like I've been accepted unconditionally, thus I am free to contribute to the school's development.

**Miss. Ntanzi:** There are some differences and similarities from my previous school on how learners conduct themselves. But generally, it's OK!!!

**Mrs. Ndeli:** I felt very bad because you are not accepted, dealing with new attitudes and even isolated.

**Miss. Ndima:** Not quite certain, uneasy, there are some challenges, adjustments are a problem. Feel uncomfortable, it is not nice.

**Question:** Do you want to leave teaching?

**Mr. Royi:** Yes

**Mrs. Masoka:** No

**Miss. Ntanzi:** Yes!!!

**Mrs. Ndeli:** Yes

**Miss. Ndima:** Yes.

**Question:** In your school, how many teachers were declared in excess?

**Mr. Royi:** One post level 3 Teacher (Deputy Principal) as the school was continuously losing learners while it had two Deputy Principals.

**Mrs. Masoka:** Thirteen (13) teachers

**Miss. Ntanzi:** Eleven (11) teachers

**Mrs. Ndeli:** Three (3) teachers
Miss. Ndima: Eleven (11) teachers

Question: Are there any challenges you experienced in your new post?

Mr. Royi: Yes a lot!

Mrs. Masoka: OBE. This time I’m teaching and not observed / supervising. I am learning new things and I’m never bored

Miss. Ntanzi: New subjects who was not qualified for

Mrs. Ndeli: Not yet

Miss. Ndima: Yes, Environment, different personalities.

Question: Any comment about redeployment generally.

Mr. Royi: If the government it to apply the policy of Outcomes Based Education then they must forget about redeployment. In most black schools teachers have to teach more than 60 learners in a class. The Outcomes Based approached demands a lot of administration work i.e. learners, files, worksheets need to be prepared. The government must bring back the Voluntary Severance Package (VSP) with NO age restrictions so that teachers who wish to opt out of the profession can do so freely.

Mrs. Masoka: It does not solve the problem that it’s said to solve of the 13 teachers declared in excess 5 are still at the school and now the process is discontinued as per instructions from the office.

Miss Ntanzi: Redeployment is one of the major factors that destroyed education, especially in black schools. It causes teachers to perform very poor, teachers fight with each other and also with the principals. “You don’t feel free; you don’t feel at home because you might be in excess, so there is instability”.

Mrs. Ndeli: Redeployment changed the lives of people. I left husband, ill mother, its even worse I left my children with a man, coming to this place having no accommodation, in 3 years time the numbers are going down still I am a
first target to be redeployed again. It really hurts because you experience a traumatic situation; my marriage is broken through this. But I never hear about a redeployed white man. It causes depression, trauma. I feel that the Department of Education has no care about teachers.

Miss. Ndima: Teacher’s emotions become high and loose interest in their school. Some stop teaching and go for sick leaves. Relationships within the school became tense. Some come to school and refuse to do their work and in this case the department has to send a circular asking teacher and principals to negotiate with the schools teachers are to go to, but finish their work first. Redeployment did not solve any problem instead caused more problems amongst teachers and their superiors. It caused more domestic problems; it is not conducted in a fair situation. If teachers are in excess where their services are needed, it should not separate families – NO TEACHER MUST GO AND WORK IN TRANSKEI, LEAVING PORT ELIZABETH
APPENDICES

APPENDIX C: LETTER FROM DISTRICT MANAGER GRANTING PERMISSION TO DO RESEARCH

APPENDIX B: LETTER TO DISTRICT MANAGER REQUESTING PERMISSION TO DO RESEARCH

APPENDIX A: LETTER TO PRINCIPALS REQUESTING PERMISSION TO DO RESEARCH
### ADDITIONAL EDUCATOR:

[EXCLUDING SUBSTITUTE & TEMPORARY EDUCATORS]

### A. POST PARTICULARS:

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<th>2. Institution</th>
<th>3. Emis</th>
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<tr>
<td>4. Post (e.g. Primary educator)</td>
<td>5. School Postal Address</td>
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<th>7. Position: Deputy</th>
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### B. PERSONAL PARTICULARS:

1. Title:
2. Surname:
3. First Names:
4. Postal Number:
5. Qualifications:
   1. 
   2. 
   3. 
   4. 
   5. 
6. Subjects can be taught:
   1. 
   2. 
   3. 
   4. 
   5. 
   6. 
7. Medium of instruction: English Afrikaans IsiXhosa Sotho
8. Total period of experience: Years: Months:

### 9. Extra Mural Activities:

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<th>Highest Coaching level</th>
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Additional Educator: Print __________ Sign __________ Date __________

Principal: Print __________ Sign __________ Date __________

EDO: Print __________ Sign __________ Date __________

District Director: Print __________ Sign __________ Date __________
# DEPARTMENT OF EDUCATION

PROVINCE OF THE EASTERN CAPE

POST PROVISIONING - 2004

**VACANT POSTS:**

### A. POST PARTICULARS

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## PROVINCE OF THE EASTERN CAPE

### POST PROVISIONING - 2004

**SUMMARY: ALL VACANCIES**

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Prepared by: Print:_________________ Sign:_________________ Date: __________

District Director: Print:_________________ Sign:_________________ Date: __________
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<td>EDUCATOR (Surname &amp; Initials)</td>
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Signed by: ____________________  Date: ________________

Rect: Director: ____________________  Date: ________________
Dear Mr./Ms. [Surname]

DECLARING YOURSELF IN ADDITION OF THE STAFF ESTABLISHMENT OF THE ABOVE SCHOOL

The post allocation of schools has been revised with effect from 1 January 2004. After following the prescribed steps, you have been declared as in addition and must be redeployed.

If it is known that a vacancy will occur in your school within six months, you will be considered for the post and absorption will depend on the requirements of the post and your experience and qualifications.

If you cannot be absorbed in a vacancy in your school the opportunity will be afforded to you to apply for posts elsewhere in the District through a closed vacancy bulletin.

Meanwhile you are required to continue at your current school and to perform the duties that the Principal requires you to perform, until you receive your placement letter.

Yours sincerely

[Signature]

DISTRICT DIRECTOR
PLACEMENT LETTER

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Dear Mr./Ms.

PLACEMENT: YOURSELF

You have been successful in terms of your application and you are hereby transferred to the abovementioned institution in terms of Collective Agreement no. 2 of 2003 and the Employment of Educators Act, no. 76 of 1998.

Your transfer is with immediate effect.

The Department retains the right to correct your transfer in terms of post level and rank, should any misplacement of transfer occurred.

Yours faithfully

[Signature]

Dr DWM EBLEY
Superintendent General
More classrooms – soon

Angry parents vow to prevent department from closing school

We have argued that it is vital to stabilise the teaching profession in order to address morale and to attract and retain good staff. And yet redeployment continues and thousands of teachers are employed on a temporary basis without benefits.

Little signs of life and effective leadership in coordinating the implementation process.

Other challenges include:
- The challenge of delivery. The case of PET has been mentioned. There is also screen management capacity across levels of the bureaucracy and especially between government and teacher promoters. The failure of the new Integrated Quality Management System (IQMS) is a case in point. Having finally developed a single rational and integrated system, roll out is left to provinces with predictably uneven results — bringing into question the viability of the whole system.
- Access for all to quality public education. Since at the back of the 1983 Freedom Charter one of the goals of the movement has been to provide free education. We seem to be running away from this principle. This year the minister announced a larger delay in implementing the plan to scrap fees in the poorest schools.
- Teacher development. The quality of educational provision is crucially influenced by the quality of teacher training and support. The decline last year in the matric pass rate is of concern as a result of the lack of teacher

A recent OECD report highlights the effectiveness of a teacher development strategy in the case of Finland. In South Africa we will want a national plan for teacher development. But security. We have argued that it is vital to stabilise the teaching profession in order to address morale and to attract and retain good staff. And yet redeployment continues and thousands of teachers are employed on a temporary basis without benefits — residing in a crisis every January. Also, the poorer schools lack proper tools with the result that teachers spend time cleaning and on administrative tasks. When we contemplated the reasons for the appointment last year, we had to think of a contract for education to transformation and delivery. But it is difficult to enter any contract with an employer who provides on contract to teachers made in the course of salary negotiations. This year we started with a rather disappointing budget, payments due to teachers and as such we would urge the minister to reconsider this matter and so that we can all concentrate our efforts on the educational challenges that face