

The social and psychological
impact of rationalization and
redeployment of educators : A
Kwa Zulu Natal case study

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I HEREBY DEACLARE THAT THIS WORK IS MY
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SIGNED:.....

ABSTRACT

The study investigated the effects of rationalisation and re-deployment amongst a statistically sound sample of educators in the Province of KwaZulu Natal . It examined primarily the social and psychological effects of such phenomena in the lives and careers of educators , in a province that has gone through political , historical and ideological turbulence , violence and intimidation that had direct and indirect negative effects on educational patterns and processes.

The literature review examined the various dynamics associated with these key phenomena in the educational system , including the legal frameworks and policies that shape the educational landscape, such the South African Schools Act. It needs to be said that such social and educational phenomena both shape and are shaped by the social and public policies of the democratic government that was elected from 1994 until today.

These phenomena are an integral part of a series of processes that have been shaped by the various educational authorities in the new democratic dispensation, such as the various audits, new plans and strategies as well aspects of quality assurance and the like . These are inextricably linked with the dynamics unfolding in the educational terrain , especially in relation to rationalisation and re-deployment . These are situations that can be faced by

all teachers , throughout the country , and it has been hoped that the internationally accepted scientific selection of the sample will permit the researcher to make inferences to similar or other populations .

The study basically used two sets of data collection instruments , a structured questionnaire , and a Likert-scale type questionnaire .The questionnaires were administered to the groups of educators who were selected scientifically from the official lists of the KwaZulu Natal Department of Education. One hundred questionnaires were utilised, distributed collected and analyzed. The sample consisted of 45 males and 55 females. Amongst the sample there were educators who were both rationalised and re-deployed.

The findings could be summarised as follows:

- The majority of teachers felt strongly that rationalization and redeployment led to stress .
- Stress created social and psychological problems for the educator , his/her immediate environment .
- Redeployment and rationalisation had serious negative consequences on learners.
- Most teachers reported that they were not coping with the stress associated with rationalization and redeployment as they created serious psychological and social problems.
- There was no gender difference in the teachers' abilities to cope with stress associated with rationalization and redeployment.

Most teachers expressed a negative attitude towards the policy of rationalization and redeployment. They felt it was a policy that created serious problems within the education system both at macro and micro level.

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CHAPTER ONE

INTRODUCTION

1.1 Rationale for the study

From my interactions with colleagues in my school and at various other schools, it was clear that teacher rationalization and redeployment were sensitive issues and were perceived as being stressful, resulting in frequent absences from work, and in developing anxiety and other psychological and somatic disorders. There was a growing sense of uncertainty about job security, objectivity in applying the policy, safety of teachers, and breaking up of family units. Kyriacou (2000) has referred to several studies whose survey data indicated that teaching was one of the 'high stress' professions. The adverse effects of stressful events are discussed in chapter two.

Studies conducted in various countries have shown that a large proportion of teachers experience high levels of occupational stress (Ngidi and Sibaya, 2002). Studies conducted among South African teachers supported these findings (Van Zyl and Pietersen, 1999). Ngidi and Sibaya (2002) refer to studies which identified changes in education policy as a major factor among

sources of stress for teachers, and add that it was not only change, but change-on-change beyond the control of most teachers, that is a cause of stress.

The rationalization and redeployment process moved slowly and unevenly because of a lack of clear plan of action and resistance from teachers and teacher unions. Further problems were created by frequent reversal of policy, postponement of implementation dates, ambiguity about the interpretation of the decisions and no specific time frames being given.

1.2 Critical questions

The objective of the study is to answer the following research questions:

1. What are black teachers' perceptions about the relationship between rationalization and redeployment on the one hand, and stress on the other?
2. To what extent are black teachers coping with the process of rationalization and redeployment?
3. What is the intensity of rationalization and redeployment as stress factor for black teachers?
4. Is there a gender difference in how well black teachers cope with the process of rationalization and redeployment?
5. What is the attitude of black teachers towards rationalization and redeployment?

1.3 Definition of key concepts

For the purpose of the study, the key concepts are listed and defined as follows:

Coping : Chodoff, Friedman and Hamburg (1964) refer to coping as the sum total of all the strategies employed by an individual to deal with a significant threat to his/her psychological stability. Lazarus (1966) adds that these responses include the preferred use of overt responses such as avoidance, escape or attack, as well as covert (intra-psychic) processes.

Equity : deals with fairness and justice. Equity would ensure that those who were more favoured in the past will receive less, while more will be given to those who were disadvantaged (Samoff, 1966).

Post Provisioning Norms : is the allocation of educator posts to education institutions. The post provisioning model determines the relative need and priority of each educational institution and the distribution of the total pool of available posts to the institution in accordance with the relative needs and priorities.

Rationalization : means full integration and equity and redress of personnel provisioning scales. It also means reducing the number of teachers.

Redeployment : means the transfer of teachers from one school or province to another as a strategy aimed to achieve equity in education.

Rightsizing : adjusting the number of teachers using teacher-pupil ratios as a guide. The primary school national ratio is 1:40 and secondary school 1:35.

Stress : stress is the consequence of an imbalance between the demands made upon an individual, and the capacity of the individual to meet those demands McGrath (1970).

Stressor : this refers to any stimulus or situation that is perceived by an individual to be stressful (Rahe, Meyer, Smith, Kjaer, and Holmes, 1964).

Teacher stress : may be defined as the experience by a teacher of unpleasant, negative emotions, such as anger, anxiety, tension, frustration or depression, resulting from some aspect of his/her work as a teacher (Kyriacou, 2001).

Voluntary Severance Package (VSP) : a measure to encourage teachers to leave the profession to scale down the number of teachers. It could also refer to voluntary retrenchment.

CHAPTER TWO

LITERATURE REVIEW

2.1 INTRODUCTION

Since the inception of the Government of National Unity in 1994, there have been various initiatives to transform education in South Africa and to eradicate the structural inequalities, spatial imbalances and racial disparities inherited from the past era (Garson, 1996).

This chapter reviews the literature relevant to teacher employment, redeployment and retrenchment.

2.2 HISTORICAL CONTEXT

Education policy since 1994 has been dominated by reform and transformation. The policy has focused on structures and mechanisms for policy change, legislation and transformation initiatives (Motala, 1997). South Africa's apartheid era was characterized by inequalities in education provision. The legacy of the apartheid policy in education and training is reflected in the following (Singh, 1997):

- Neglect of formal schooling for the majority of the population. This included under-investment in facilities, overcrowding of classrooms, African teachers being poorly educated and inadequately trained, scarcity of funds in African schools, under-supply of materials and funds, and

institution of English and Afrikaans as the only two official languages.

Christie (1992) identified the following key issues of the crisis in the provision of Black education prior to 1994:

- The institutionalized discrimination on racial lines. There were eighteen different education departments catered for the different racial groups in South Africa and the homelands.
- The disparity in funding between Whites and other racial groups. Much more was spent on White education than on Black education, although Whites comprised less than 20% of the population.
- Whites were provided with free compulsory education to age 16 years; for Africans education was neither free nor compulsory.
- Overcrowded classrooms, inadequate libraries, equipment and generally lower quality of education were the outcomes of inequality in expenditure.

- That the African population was increasing and the White population was decreasing indicated that inequalities would increase unless the dispensation was radically changed.
- Schooling patterns for White and African children were compared with first and third world countries respectively.
- There was a shortage of qualified African teachers and the facilities for training them, while well-resourced training facilities for other race groups remained under-utilized. This reflected major weaknesses in planning and were good indicators of the irrationality of segregated education.

In order to reverse the multi-faceted legacy of apartheid, fundamental policy reform to promote the redirection of public investment towards greater equity and efficiency was to be undertaken. At the level of formal schooling the immediate goal was to expand access and to improve instructional quality to ensure universal literacy and numeracy of the school-going population.

The crises of under-provision in Black education posed a challenge to the new government as it had to introduce a new system of education that would give consideration to policy formulations that new education policy had the capacity to effect redress and equity in education (Singh, 1997).

After the inception of the Government of National Unity in 1994 there were various initiatives to transform education and to eradicate the structural inequalities, spatial imbalances and racial disparities inherited from the past (Garson, 1996).

Seventy-two percent of African children received their schooling in rural areas, either on White-owned farms or in ex-homelands. In all the ex-homeland schools the teacher-pupil ratios were higher, and expenditure lower. Ex-homeland schooling was geared towards the labour market and served as a site for cheaper education for the South African state (Christie, 1992).

The teacher-pupil ratios for school children in the former homelands and under the then Department of Education and Training were almost twice as high as they were for children in the White schools. Statistics on teacher-pupil ratios, the number of secondary schools and the number of children of school-going age not at school, also revealed the impact of decades of unequal funding under apartheid (Mather, 1996).

In 1995 the National Department of Education commissioned the National Teacher Audit which revealed that there were 341 903 teachers in public primary and secondary schools. With more than 11 million children in schools, there were sufficient teachers for an overall teacher-pupil ratio of 1:34. However, there was a maldistribution of teachers across racial groups and urban and rural areas, and there was a net oversupply of White teachers, especially in urban areas. For example, at the African primary level in the

Eastern Cape , a large rural province, the teacher-pupil ratio was 1:56 compared to White primary schools in the Free State and Northern Cape where the ratio was 1;19. In addition the audit established that there was a shortage of qualified teachers in the scarce subjects: mathematics, science, technical and vocational subjects, and English (Department of Education, March, 1997).

The preamble to the series of documents, Green Papers and White Papers in Education recognized the injustices and evils of the past, and articulated a vision of non-racial, non-sexist education and democratic governance in schools, and expressed commitment to quality in education for all children. It was an official commitment to 'leveling the playing fields' in education after apartheid (Jansen, 1998). The challenge for the new government was to develop equity policies to redress historical imbalances between races. The principle of rationalization and redeployment in the context of significant economic constraints was introduced to achieve equity and redress in terms of personal provisioning scales through the public sector. The teacher unions felt that rationalization in the public service and in education in particular should not be aimed at retrenchments.

2.3 THE NATIONAL TEACHER EDUCATION AUDIT

The National Teacher Education Audit (henceforth referred to as the Audit) was the first truly national audit of teacher education in South Africa. It transcended racial, regional, departmental, provincial, and institutional

divisions. The Audit was conducted nationally to determine the national supply and demand of teachers. It produced a national data base on which future planning could occur. The Audit was funded by the Danish agency DANIDA and took the form of several reports written by a consortium of research agencies. The project was motivated by a need for informed projections on the demand for and supply of teachers. The objectives of the Audit were to:

- analyze teacher demand, utilizations and costs.
- evaluate teacher education for primary and secondary schools.

The Audit revealed the following characteristics of the teaching corps:

- two-thirds of the teachers were qualified with M+3 or above.
- The teaching corps was predominantly African (71% African, 14% White, 11% Coloured and 4% Indian).
- Most teachers were young - more than half were less than 35 years old.
- A large number of teachers were relatively inexperienced - a third had less than 5 years' teaching experience.
- Although women constituted 64% of the teaching corps, they were under- represented in management positions.

The National Audit (1995) projected the future demand and supply of teachers using a computer model which could manipulate a number of variables with

teacher-pupil ratios of 1:40 at primary school and 1:35 at secondary school level.

The projected figures revealed that there was an oversupply of teachers in some areas and a shortage in others. Redeployment therefore became central, since teachers would have to be redeployed and equally distributed throughout the country.

2.4 THE RATIONALIZATION CONTEXT

The first step of the rationalization process was to provincialize education. This was to attain equity of education on a provincial level. It was proposed that some provinces would lose teachers while other provinces would gain teachers. Teachers declared in excess in one school were to be re-deployed to a school where they would be needed (Skinner, 1997).

To guide the process of rationalization, the teacher-pupil ratios were set at 1:40 in the primary schools and 1:35 in the secondary schools. It was also agreed that voluntary services packages (VSP's) would be offered to educators if they wished to leave the teaching service. The posts of teachers who accepted the package were to be transferred to less privileged and needy schools. Linked to the process was the issue of teacher upgrade and retraining of teachers declared in excess, especially in such subjects as mathematics and science.

By December 1996, some 18 000 public school teachers had applied for voluntary severance packages (the bulk from Gauteng, KwaZulu-Natal and Western Cape), 12 000 of which were approved. Many of those applying were experienced teachers. The total cost of the severance packages were pegged at R600 million. There was lack of finance as no budgetary allocations were made for this purpose (Quarterly Review of Education and Training in South Africa, December 1996). As a result in provinces with a teacher surplus severance was linked to staff cuts. This depletion of provincial budgets meant that there was not enough funds available for basic material resources to the schools. More teachers than expected took the VSP. Despite the teachers who took the VSP's, several were re-employed and the aggregate numbers of teachers remaining in the system were still too high (Jansen, 1998).

The most significant issue was retrenchment. The state sidelined plans to create new posts, build new classrooms, and retain teachers - issues that were critical to redeployment. Posts occupied by teachers accepting VSP's were frozen and not transferred to schools that were short-staffed (Skinner, 1997). The rationalization process moved extremely slowly, leaving teachers demoralized and plagued by uncertainty. The redeployment process, in which about 8 000 'excess' teachers were to be moved to disadvantaged schools mostly in rural areas, was proving to be a major headache for the department (Daily News, 29 July 1999).

A manual for the procedure of the implementation of a teacher rationalization and redeployment was published to assist those involved in managing the right-

sizing of educational institutions. It had two main objectives: to achieve equity in funding of educators, and to improve the conditions of service of educators (Skinner, 1997).

2.5 RIGHT-SIZING AND REDEPLOYMENT OF EDUCATORS

Resolution 3 of 1996 deals with right-sizing and redeployment of educators. The resolution deals with such matters as the restructuring of salary and post structures; the restructuring of pension fund; and a procedure manual for the implementation of the right-sizing process. It also makes provision for the following items to be dealt with: post provisioning scales; guidelines on teacher-pupil ratios; and redeployment of teachers.

The Resolution recognized, among others, that new ratios of 1:40 in primary schools and 1:35 in secondary schools would be introduced over a period up to 5 years. In 1995 the average teacher-pupil ratio was about 1:34.

A procedure manual established in compliance with Resolution 3 set out how redeployment would work. A 'right-sizing committee' was established to identify staff as being in excess. When a vacancy arose a 'closed' vacancy list would be published and applications restricted to those teachers decreed to be in excess. In all cases the post may be filled only by a teacher who qualifies for redeployment. The applicants would then be arranged in a certain order of preference by a committee and a school would then be presented with the

name of a single teacher, chosen by the Department. If the school rejected that particular applicant for reasons found 'valid' by the Department, then 'the next applicant' on the list would be appointed.

2.6 PROCEDURES FOR RATIONALIZATION AND REDEPLOYMENT OF EDUCATORS

Resolution 6 of 1998 defines the procedures for rationalization and redeployment of educators in the provisioning of educator post. The objectives of the educator provisioning were, among others:

- To identify educators in excess
- To identify vacant posts and the creation thereof
- To facilitate and expedite the redeployment of excess educators through a closed vacancy list
- To achieve equity in educator staff provisioning
- To achieve curriculum redress in previously disadvantaged institutions.

The main principles of educator provisioning include, among others:

*All educators who are affected by the rationalization and redeployment process will be treated fairly

- The transfer of educators in posts declared in excess in the process of rationalization is compulsory
- The Department will explore all avenues to ensure the continued employment of educators who are declared in excess

- Educators who fail to apply for posts or apply for posts where redeployment is not possible shall have their names included on the list for redeployment.
- Educators who unreasonably refuse to be redeployed are deemed to have resigned from the Department with effect from a date determined by the Superintendent-General.
- The employer will be guided by affirmative action measures and representativity.

2.7 POLICY AND PRACTICE

Policy in the context of rationalization is what the Ministry promulgates, and what the teachers do is a mediation of the official policy. The stated goal of rationalization and redeployment may thus be far different from the policy in practice (Samoff, 1996). Schools are by far the largest sector within the education sector and form the most direct link between policy formulation and the recipients of policy (Stevans, 1996).

The rationalization and redeployment process was retarded by the Grove Primary School case in the Western Cape. Grove Primary claimed that it had the legal right to appoint the teachers it wished to, due to the powers it had been given by the South African Schools Act. Grove Primary claimed that the rationalization process restricted these powers since the school was forced to accept teachers from the redeployment list. The High Court ruled that must be advertised and filled from an open vacancy list and not from redeployment

lists that have been compiled by the provincial education departments. The case received national attention and affected education as a whole when the court ruled in favour of Grove End Primary School.

The South African Schools Act gives school-governing bodies the freedom to bring new teachers into the system. These provisions, the court said, contradicted government plans to redeploy teachers declared in 'excess' at their schools to other schools. The court declared redeployment illegal, paving the way for Grove Primary and other schools. Since the court's ruling there have been a number of refusals by schools throughout the country to accept redeployable teachers (Skinner, 1997). The ruling effectively threw out two years of negotiations between teacher unions and the government (The Teacher, July, 1997). Meanwhile the state has to continue to paying teachers on the redeployment list at a great cost to the already strained resources (Singh, 1997).

The court ruling put a halt to rationalization - the redeployment mechanism was rendered ineffective. The South African Democratic Teacher's Union (SADTU) strongly objected to the court ruling. Government then introduced the Education Laws Amendment Act. School governing bodies were allowed to employ teachers of their choice, provided those teachers were already working in public education and were in excess. Under the new redeployment deal, governing bodies were allowed to shortlist and interview teachers, but had to keep the provincial education department informed throughout the process.

Some of the implications that arose out of the Grove primary School's case were:

- The process of rationalization could be forced to grind to a halt
- Teachers in excess could be forced to compete for vacancies in schools on an open list
- Teachers will merely be retrenched
- The composition of teaching staff could remain unchanged
- Previously White school governing bodies could continue to employ teachers on a racial basis.

In an editorial in *The Teacher* (July, 1997) it was reported that rationalization was not being implemented according to the principles agreed to in the Education Labour Relations Council. The government had encouraged teachers to take the voluntary severance package but had not transferred the vacated posts. Overcrowding in previously disadvantaged schools therefore remained rampant. There were classes of more than 90 pupils in the so-called 'platoon system' which was still in operation. There was an increase in the number of acting positions as well as those employed on a temporary basis.

The Education Ministry's implementation of the policy was severely criticized. It had been inadequately communicated and had adversely affected teacher morale; guidelines on teacher-pupil ratios were implemented without distinguishing between administrative staff or the subjects the teachers taught,

and the department had not taken measures to equip redeployment teachers for their new posts.

The Minister of Education declared Regulations 593 and 594 without consulting teacher unions. SADTU's industrial action, with the threat of a strike forced the Minister to withdraw these Regulations and enter into consultations with teacher unions. The Cape Town Agreement in June 1998 secured, among others, the following with clear time frames:

- Establishing norms and standards
- Procedures for rationalization and redeployment rather than retrenchment and the renewal of temporary teachers' contracts until the process of redeployment was completed.

Four resolutions were signed in the Education Labour Relations Council (ELRC). Of these, Resolution 6 defined the procedures for rationalization and redeployment. Excess educators were to be determined by taking into account curriculum needs and the LIFO (last in first out) principle. The names of excess educators were to be put into a pool and they were then to be redeployed through a 'closed vacancy list'. This meant that those educators in the pool would have first choice in applying for vacancies. Only after excess teachers chose their postings would the vacancies be opened to the other educators (HRM Circular No. 51:1998). The HRM Circular No. 3 of 1999 outlined the process of rationalization and redeployment.

The teacher employment policies (rationalization and redeployment) did not make provision for sensitivity training in race and culture. Educators faced the prospect of redeployment to schools located in other communities. Many, if not most, were reluctant to go. Many were afraid, not only for their personal wellbeing but also because of the uncertainty of being placed in an unfamiliar environment. Rationalization and redeployment process for the normalization of race relations must be supported by cultural sensitivity training (Neerachand, 2000). The South African Human Rights Commission reported that without proper support structures and training to cope with the challenges of racial integration, many teachers and learners were showing symptoms of trauma and often longed for the 'safe days' of apartheid schooling. More proactive strategies needed to be put in place which allowed teachers and pupils to examine their racist attitudes (The Teacher, April, 1999).

The teacher redeployment policy, national norms and standards for teacher-pupil ratios have not only been unevenly applied, but also challenged in the province of KwaZulu-Natal.

There was a lot of tension as teachers fought for survival. Excess teachers were not certain about when they would be asked to leave and to which school they would be appointed. Tensions mounted in schools about redeployment.

Allegations from teachers included:

- Principals manipulating the curriculum by favouring certain subjects in order to keep certain teachers and deeming least favoured teachers in excess.

- The principals did not have a good interpretation of the relevant documents (Neerachand, 2000).

A tension-filled meeting organized by The Congress of South African Trade Unions (COSATU) and the South African Democratic Teachers' Union (SADTU) ended with an agreement between the parties that the implementation of the current Post-Provisioning Norm (PPN) be suspended. The PPN stipulates that there should be a teacher-pupil ratio of 1:36,1 in KwaZulu-Natal. The Provincial MEC for Finance was accused by the Department of Education and the labour unions of providing dubious statistics used to fund the staffing of schools. It was such discrepancies in statistics that led to the suspension of the PPN. The labour unions (SADTU and COSATU) agreed that the PPN issue should be negotiated and agreed upon before the end of 2002 so as to determine the future of possible surplus teachers. A highly potential strike was averted, and the positive outcome was that temporary teachers would be retained until the PPN question was resolved (Daily News, 24 July 2002). The suspended transfer of excess teachers has dashed hopes of addressing overcrowding at schools.

More recently, an education spokesman in the KwaZulu-Natal department of education said that the department will fill 5 000 vacant teaching posts in the province, after a year-long intensive audit revealed that the posts - all permanent ones - were in fact unoccupied. This would benefit about 170 000 learners. He said that the posts would reduce the teacher-pupil ratio to the desired level of roughly 35 learners to one educator. Further, it was reported

that the National Department of Education had set aside R60 million for bursaries and loans in an effort to attract students into the teaching profession (The Independent on Saturday, 11 January, 2003).

According to Myburgh (1997), retrenchment and redeployment takes its toll on staff morale, not to mention the practical issues such as larger classes, dealing with tightly-packed time tables, longer hours of marking, increased workloads, resistance and unwillingness of excess educators to be re-deployed. A growing sense of anxiety descended upon the public school system.

2.8 ANXIETY, STRESS AND DEPRESSION AMONG TEACHERS

A popular definition of stress was developed by Selye (1974) who defined stress as a non-specific response of the body to any demand made upon it. According to him stress is manifested by a General Adaptation Syndrome (GAS). The first stage of this syndrome is the alarm reaction, which includes an initial shock phase in which defensive mechanisms become active. The second phase is resistance, during which maximum adaptation occurs. If the stressor persists or if the defensive reaction prove ineffective, a stage of exhaustion is reached in which adaptive mechanisms collapse. Later, Selye (1980) pointed out that in addition to the GAS there develops a local adaptation syndrome (LAS). Inflammation was one of the most important features of this response.

McGrath (1970) says that stress results from an imbalance between the demands made upon an individual, and the capacity of the individual to meet those demands. Welford (1973) says that some stress is necessary to bring out the best in us; stress is a problem only when it becomes too severe.

Life events

In research dealing with the role of stressful life events, the temporal accumulation of stressful life events is examined in terms of the individual's ability to cope with such stressful events (Dohrenwend and Dohrenwend, 1974). Different people are affected by stress in different ways. Some of the factors associated with this individual difference in reactions to stress include prior experience with the stressful event (Askenasy, Dohrenwend and Dohrenwend 1977).

When people are placed in stressful situations, the result is feelings of helplessness, incompetence, frustration, depression, anxiety, and fatigue (Wills and Langner, 1980). Dohrenwend (1973) found that correlations between life events and psychiatric impairment were greatest for events classified as being outside the control of the individual.

Coping

The concept of coping has developed into a central concept in theoretical models of stress and coping (Coelho, Hamburg and Adams, 1974). Chodoff P et al (1964:744) defined coping as "...the sum total of all the strategies employed by an individual to deal with a significant threat to his psychological stability." These responses include the preferred use of overt responses such as avoidance, escape or attack, as well as cover (intrapsychic) processes (Lazarus, 1966).

Mechanic (1970) has shown that a person's interpretation of the nature of a situation and his/her reaction to it is likely to change substantially over long time periods. Presumably, such changes in perception of the stress event are due to various coping procedures, whether behavioural, affective or cognitive. Such coping procedures would appear to alter the meaning of the stress situation for the individual.

Mechanic (1970) proposed that some personality types will probably be unable to cope with stress. Schulz and Schonpflug (1982) are of the view that in general, no stress is experienced if the perceived capacity of the individual exceeds his/her perceived task demands. Averill (1973) says that in all situations the person can resign from a stressful task, thereby reducing task requirements to zero.

Kyriacou (2001) has referred to studies of how teachers cope with stress. These studies showed that the most frequent coping actions used by teachers were, among others:

- avoid confrontation
- try to relax after work
- take action to deal with problems
- keep feelings under control
- discuss problems and express feelings to others.

Cappon (1977) has stated that the dimensions of stressors are estimated by means of six measurable variables - the type of stress, amount, intensity, duration, onset and frequency. This omits the meaning of stress to the person, which cannot be measured in the same way as other variables. Coleman (1973) points out that the longer a stressor operates the more severe it is likely to be. Also, a number of stressors operating at the same time or in rapid succession, keeping an individual off balance, the more stressful these are likely to be than if they occurred separately. He adds too, that the severity of stress is determined primarily by three factors: the characteristics of the adjustive demand, the characteristics of the individual, and the external resources and supports available to the individual. Kyriacou (2001) has referred to studies which showed that both the presence of social support and the use of effective coping behaviour can affect the teacher's perception of stress; and the importance of working in a school where a positive atmosphere of social support exists. This enables teachers to share concerns with each other, which can lead to helpful suggestions from a colleague that the teacher can implement or action by colleagues that resolves the source of stress. Often,

simply sharing problems or engaging in some social activity with colleagues during break periods can effectively help dissipate the feelings of stress.

Selye (1969) has shown that under severe and sustained stress there is irreversible wear and tear on the system. This he referred to as aging and which cannot be completely repaired by rest.

The form in which stress manifests itself includes disturbed interpersonal relationships, hyperirritability, and sleep disturbances, as well as a wide range of somatic and psychological patterns detrimental to the individual (Eitinger, 1960; Hersen, 1972).

Generally people rate undesirable life events as requiring more readjustment than other events (Ross and Mirowsky, 1979). Also, the magnitude of reactions to stress is considerably less for individuals with good emotional and social support from close friends and family members than for individuals with inadequate social support. Although it is not clear how social support functions as a buffer against stress, having someone who will listen, understand, give advice and reassurance is an important factor determining our reactions against stress (Matsumoto, 1970; Brown and Harris, 1978; Lahey, 1983). Hinkle (1974) used the term 'emotional insulation' or the ability to experience life change with little effect on the health of some people.

It has long been recognized that there is a relationship between stressful events in a person's life and the onset of illness (Zung and Cavenar, 1980). Stressful life events are not restricted to any particular type of disorders. On the

contrary, life events have been shown to be related to many somatic disorders including performance deficits among teachers and college students (Holmes and Masuda, 1974; Theorell, 1974) and to psychological disorders such as depression (Hudgens, 1974).

The association between job-related stress and illness has received a great deal of attention from various investigators. Work is an essential part of a person's life since it gives the person status and binds him/her to society. Ordinarily people find satisfaction in their work. However, when they are dissatisfied, the fault lies in the psychological and social conditions of the job rather than in the worker (Brown, 1964). When adaptation to stressful events fails, the individual may manifest anxiety, depression and helplessness.

Several studies (e.g., Travers and Cooper, 1996) have indicated that the main sources of teacher stress were, among others:

- time pressures and workload
- coping with change
- role conflict and ambiguity
- poor working conditions.

Summary

The chapter sought to provide with a literature review upon which the foundation of the present thesis will be based. Firstly it tackled the historical background and circumstances facing education in South Africa after 1994 , and pinpointed some of the major problem and challenges to be faced .Additionally it attempted to look at the process of employment , retrenchment

and relocation of educators as well as several dynamics associated with Voluntary Severance packages of educators and their relationship to legal measures. It also looked at a wide variety of concepts directly related to this project.

These are the gist of the present study.

CHAPTER THREE

RESEARCH METHODS

3.1 INTRODUCTION

Social research is an inquiry during which certain a researcher or a group of researchers attempt to understand actions, policies and events that shape society and groups within it. Research needs to be systematic, reflective, and collaborative, and needs to be understood as process that examines a situation for the purpose of planning, implementing, and evaluating change within society. There can be no proper social change within a society without social research (Lin 2000; Watson 2001)

The present study employed the survey method to examine teacher perceptions of the policy of rationalization and redeployment. The study is a cross-sectional survey where questionnaire-based data, both qualitative and quantitative, were gathered in a real-life setting. The data lend themselves to basic descriptive statistics to be analyzed.

The present project is basically a case study, as it has been described in social science and social policy literature. The case study method incorporates various supplementary data sources such as observation, interviews and records. This process increase the internal validity of the case study (Cohen 2000).

A case study is the observation of an individual unit, a child, a class, a clique, a social group or a community. It is undertaken to probe deeply and analyse

intensely the various phenomena which constitute the life cycle of the subject/s under investigation , so that generalisations can be made about the population to which the individual or group unit belong (Cohen 2000).

Initially , a literature survey was undertaken in order to understand the historical and social realities associated with the processes of redeployment and rationalization as well the concepts related to the topic under investigation. Literature review is utilized as a guide for the researcher to understand the realities and consequences of the problem under investigation and is the foundation of the research that follows. This process helps the researcher to identify the key issues of the research and its questions as well as the data collection techniques to be utilized in the process.

Data were gathered by means of questionnaires. Questionnaires are popularly used by researchers to gather such information from respondents as their behaviour, knowledge, opinions, beliefs and attitudes (Heiman, 1995).

It was a structured questionnaire that gave the opportunity to respondents to answer questions relevant to the key aspects of the survey . The questionnaires were structured in a systematic manner and were answered in a face to face interview with those in the selected sample.

The respondents were interviewed face to face by the researcher and two research assistants who were very well trained for the work. This although the

*Avoid jargon, slang and abbreviations.

*Avoid ambiguity, confusion and vagueness.

*Avoid emotional language and prestige bias.

* Avoid double-barreled questions.

*Avoid leading questions.

*Avoid asking questions that are beyond respondents' capabilities.

* Avoid false premises.

* Avoid asking about future intentions

* Avoid double negatives.

* Avoid overlapping or unbalanced response categories

When designing the questionnaire, the researcher ensured a balance of both open-ended and open-ended questions. Neuman (1997: p 240) remarked that a researcher's choice to use an open-ended or closed-ended question depends on the purpose and practical limitations of a research project. He further examined the advantages of both the closed-ended and open-ended questions in the questionnaire. They are presented in a summarised form below:

* It is easier and quicker for respondents to answer;

* The answers of different respondents are easier to compare;

*Answers are easier to code and statistically analyze;

*The response choices can clarify question meaning for respondents;

*Respondents are more likely to answer about sensitive topics;

*Less articulate or less literate respondents are not at a disadvantage;

*

*Replication is easier;

*They permit an unlimited number of possible answers;

*Respondents can answer in detail and can qualify and clarify responses;

*Unanticipated findings can be discovered;

*They permit adequate answers to complex issues;

*They permit creativity, self-expression and richness detail;

*They reveal a respondent's logic, thinking process and frame of reference.

Several face to face interviews with key stakeholders was very useful for the researcher in this endeavour.

The researcher visited the area a number of times prior to the formal beginning of this research process. These visits were designed to familiarise her with the community environment and its general activities, and more especially to acquaint her with the key role –players.

The questions were structured in such a way as to fit the operationalisation prerogatives of the project as an extension of the conceptualisation process .In this sense operationalisation in our case can be seen as a continuous process and not a blind commitment to some data collection tool that has not been chosen correctly.

This is another reason why the Likert-scale type questionnaire was adopted for the second part of the questionnaire , that appears in Appendix B of this thesis. Generally , a scale is a measurement instrument based on intensity structure amongst the items composing the measure (Babbie 1992) . A Likert-scale type questionnaire has been used in survey research for many years, and is considered a thorough instrument of eliciting responses from interviewees. It represents a systematic and refined means for constructing indexes from questionnaire data (Babbie 1992: 180-181) .

The respondent is presented with a statement in the questionnaire where he/is is asked whether he/she “strongly agrees” , “agrees” , strongly disagrees” or “disagrees” with the statement. There could be modifications to the wording , wit “approve” instead of “agree” used occasionally. In this case the ordinality of response categories is the key component of such a questionnaire as the strength of agreement or disagreement can be measured in one way or another.

A scale of this nature is based on the assumption that an overall score based on responses to the items reflecting a particular variable under consideration provides a good measure of the variable . Thus it needs to be noted that every item in the scale carries the same weight as the next (Babbie 1992: 181)

In order to maintain ethical standards throughout the research, the following guidelines were adhered to:

*Participants were informed about the study, and that their participation was voluntary.

*Respondents were assured that all information gathered for the study was for research purposes only.

*Confidentiality was maintained throughout .

3.2 THE POPULATION AND SAMPLE

The population from which the sample was drawn consists of all the primary and secondary school black educators (teachers) in KwaZulu-Natal. From the population a sample of 100 educators was selected. This was done through the selection of a random sample from lists of educators from the KwaZulu Natal Department of Education . A random table was used and the sample obtained

was a simple random sample , i.e. a probability sample that allows the research to draw inferences o the whole population for his/her findings.

3.3 RESEARCH INSTRUMENT

Data for the research was gathered by means of a close-ended questionnaire (Appendix A) and a five-point attitude rating scale (Appendix B) which was developed and administered by the researcher. The attitude rating scale (referred to as the attitude scale throughout) was not labeled as such so as not to sensitize respondents of their attitudes being assessed.

Each questionnaire (Appendix A) took approximately 30 minutes to complete. The attitude rating scale (Appendix B) took approximately 20 minutes to complete and it allowed the expression of respondents' attitudes towards the policy of rationalization and redeployment.

The attitude scale was a 5-point rating scale developed by the researcher as follows. A list of 25 attitude scale items pertaining to the policy of rationalization and redeployment was compiled by the researcher. The list of items was then shown to three independent 'judges' who were all educators with more than five years teaching experience and who were based in public schools. These 'judges' were requested to indicate whether the items 'measured' attitude of teachers toward the policy of rationalization and redeployment, and whether any items were ambiguous or did not relate to the issue of rationalization and redeployment. Based on their comments and

suggestions, five items were deleted from the list. These included three items that were considered by one of the 'judges' as ambiguous, and two items which one of the 'judges' felt were somewhat 'weak' items - items that were distantly related to the policy of rationalization and redeployment. The final list of 20 items comprised the rationalization and redeployment attitude scale.

The maximum score that a subject could get was 100 (20 items x 5 points). The 20 items were placed on the scale in no particular order, and the value allotted to each of the five categories was not shown on the scale. A subject received the maximum score of 5 points for an item if he/she endorsed the category that denoted a negative attitude towards the policy of rationalization and redeployment.

The questionnaires were anonymously completed and collected by the researcher on an agreed-upon date.

Summary

In this chapter the methodology adopted by the researcher is presented. The simple random sample was chosen as the sampling frame as a probability sample, while the questionnaire and a rating scale were to be utilised as the main data collection instruments. It was felt that these were the main methods that suited the researcher in his endeavours.

CHAPTER FOUR :
RESULTS AND DISCUSSION

4.1 INTRODUCTION.

Following the collection of data and the checking up for possible repetitions, mistakes and omissions, a total of 100 questionnaires were analyzed statistically with the use of a hand-held scientific calculator.

Although the sample comprised teachers from both rural and urban areas, the study does not examine any differences in responses that might exist between the two areas as this would be beyond the scope of this research.

In those instances where an analysis yielded a fraction of a percentage, it was transformed to the nearest whole percentage.

**4.2 CHARACTERISTICS OF THE
RESPONDENTS**

A total of one hundred completed questionnaires were analyzed and the analysis of the various variables and demographic characteristics as well as the results will be presented below in the sequence they appeared in the questionnaire.

The various demographic and other details pertaining to the sampled educators appear first and the analysis of the data obtained will follow.

Table 1: Gender and age of the respondents

Age (years)	Male(N=41)	Female(N=59)	Total (N=100)
19-23	1	0	1
24 – 28	3	5	8
29 –33	15	7	22
34 and above	22	47	69
Total	41	59	100

Table 1 shows that there were more female than male subjects in the sample. There was only one respondent between ages 19-23 years, 3 males and 5 females between the ages 24-28, 15 males and 7 females between the ages 29-33, and 22 males and 47 females aged 34 or older. Most (69%) of the respondents were over 33 years of age. Hence the findings in this study are largely reflective of teachers aged over 33 years.

However this reality in fact strengthens the findings of the survey as most educators in terms of age fit the last mentioned category.

Table 2: Marital status of the respondents

Marital Status	%
Never married	57
Married	39
Divorced	3
Widowed	1

Table 2 illustrates that 57% of the respondents were never married, 39% were married, 3% were divorced, and 1% were widowed. Hence those never married made up the largest group of subjects.

The next characteristic was the highest qualification of the respondent. This was important as re-deployment and rationalization are evident amongst all ranks of educators.

Table 3: Highest qualifications of respondents

Highest qualification	Percentage
Below Grade 12	0
Teaching Certificate	21
Teaching Diploma	48
Degree	21
Post Graduate	10

Table 3 illustrates that of the 100 respondents 21% had teaching certificates, 48% had teaching diplomas, 21% had degrees and 10% had a post graduate qualification as their highest qualification. In other words the majority of interviewees were well educated.

This findings militates against the widely spread belief that large numbers of educators in KwaZulu Natal are under-qualified in terms of educational standards.

Table 4 Post level of respondents

Post level	
	53
	17
	15
	9
	6

Table 4.4 illustrates that there were 53% respondents who had Post L1, 17% respondents who had Post L2, and 15% respondents who had L3, 9% respondents who had L4 and 6% who did not respond.

Table 5: Permanent residential area of the respondents

Residential area	%
Urban	39
Peri-urban	27

Rural	34
-------	----

Table 5 illustrates that 39% of the respondent live in urban areas, 27% live in peri-urban areas, and 34% live in rural areas. Hence the majority (66%) of the subjects lived in urban or peri-urban areas.

Table 6 indicates what phase the respondents were teaching in .Almost two-thirds (64%) of the sample were teaching in primary schools .The senior primary phase accounted for the largest distribution (33%) of teachers. The findings in this study are therefore reflective largely of primary school teachers.

This does not have a negative effect on the sampling frame or the fact that due to the scientific selection of the sample the project's findings and conclusion have inference for the whole educator population.

Table 6 : Teaching phase of the respondents

School Phase	%
Junior primary	42
Senior primary	32
Combined primary	5
Junior Secondary	0
Senior Secondary	21

It can be seen that the majority of respondents worked in a junior primary , followed by senior primary and senior secondary schools.

Following the description of the characteristics of the sample , the findings and discussion will follow.

4.2 FINDINGS AND DISCUSSION

There were several other realities and findings that were discovered during the research but there is no need to be presented in tables or other statistical devices as they are self-explanatory.

For example the average teacher-pupil ratio for the entire sample was 1: 44. This as can be understood is an extremely high ratio which is not only against the existing legislation of our country , but also pinpoints the inequalities facing the African educators, learners and communities alike .

Additionally , a total of 42 teachers in the sample were personally affected by rationalization and redeployment. In this sense the next level of analysis will concentrate on the various aspects and questions associated with the stress and other physical and psychological realities after rationalisation and redeployment.

Table 7 shows the degree of stress felt by those teachers (N=42) who were personally affected by rationalization and redeployment. Four (10%) of the 42 subjects reported having felt no stress associated with these processes,. Of those that felt some degree of stress, 4% indicated that it was mild stress and 12% indicated it to be moderate stress. The majority (74%) experienced severe stress. These findings answer the critical research question ' What is the intensity of rationalization and redeployment as stressors for black teachers?' that was posed in Chapter One.

That only 10% of the subjects reported feeling no stress suggests that they had good stress-coping skills. It is also possible that these subjects were fortunate in that they were faced with only a minimum amount of adjustment following rationalization and redeployment. For instance they might have been transferred to a nearby school. The study did not unfortunately, explore the personal characteristics of these subjects, such as age, marital status, and years of teaching experience - factors that could have a bearing on how one copes with stress.

However , one of the members who felt serious stress said the following regarding her own feelings and position :

“ There are people who react differently in such situations . People without a family or steady relations can take to re-deployment very easily , as their life is not really disturbed in a very important way. However

when I was re-deployed it was different as I have a family with three children and my husband has a full time job. Both my parents and in-laws live far away, two of my children have settled in a school near my house. My whole life turned inside out as I had to relocate , my blood pressure increased tremendously, my children suffered , this is a job I love and I make a life from . I tried to solve the problem internally in the Department, my ex-principal made representation , nothing happened. I still suffer from stress , although the initial stress was very painful”

Table 7: Degree of stress associated with rationalization and redeployment

Degree of stress	N	%
No stress	4	10
Mild stress	2	4
Moderate stress	5	12
Severe stress	31	74
Total	42	100

Data from the above table was then categorized into two groups of subjects: those who experienced no stress (N=4) and those (N=38) who experienced some degree of stress (mild, moderate, or severe). A chi square test of significance was conducted to examine whether the two groups differed in their feelings of stress. The obtained chi square value of 27.52 ($df=1$) was significant at the 0,001 level. Thus most subjects experienced some degree of stress.

Table 8 shows how the 42 subjects that were affected personally by rationalization and redeployment coped with the stress. Only 1 (2%) of the subjects was coping very well. Three (7%) were hardly coping, and 38 (91%) were coping very poorly.

Data from the table was then categorized into two groups of subjects: one group of subjects (N=1) who were coping with stress very well, and another group of subjects (N=41) who were hardly coping or who were coping very poorly.

A chi square test of significance was conducted to examine whether the two groups differed in their ability to cope with the stress. The obtained chi square value of 38.10 ($df=1$) was significant at the 0,001 level. Thus most of the subjects in the sample were not coping with stress.

As one of those affected by severe stress said:

“ After I was re-deployed when I returned home late both my husband and children were irritable and moody , and I was not really in the best mood. I developed serious back pains and pains in my head which sometimes were very strong . I was so tired that I could not even cook or play with the children . The new principal was sympathetic and understanding , but many of the teachers did not welcome me in the new school, later I realized that some of them were threatened because I was better qualified than them . I tried to talk to them and make friends , but they did not respond. The situation continued for quite a while, but then I

got used to the routine .However the back and heads pains did not stop and my family life is not as good as it used to be previously. Unfortunately I need this job and I cannot do anything about that”.

These findings answer the critical research questions ' What are black teachers' perceptions about the relationship between rationalization and redeployment on the one hand, and stress on the other?' and 'To what extent are black teachers coping with the process of rationalization and redeployment?' that were posed in Chapter One. The majority of black teachers perceived rationalization and redeployment as being stressful and expressed an inability to cope with the stress associated with these realities when they happen to them.

Rationalization and redeployment are often associated with adjustment to the change in residence, new social relationships, and sometimes separation from the family. How long it takes an individual to complete the process of adjustment depends on such factors as past experience, financial status, marital status, and age. It is important to note that since 90% of the respondents were experiencing some degree of stress associated with rationalization and redeployment, their stress would most likely impact adversely on their service delivery. Stress is also a well known cause of impairment of personal health, often resulting in absenteeism from work, placing a greater burden on other work colleagues and affecting the economy of a country.

In fact Table 8 was structured in order to assess the effects of both phenomena as it was thought that they would elicit more or less similar attitudes and responses on the part of those affected.

Table 8: How subjects coped with rationalization and redeployment (N=42)

Personal coping	N	%
Very well	1	2
Hardly	3	7
Very poorly	38	91
Total	42	100

A chi square test of significance was also conducted to examine whether there was a gender difference in how well the subjects coped with the stress. Applying the chi square test of statistical significance, the obtained chi square value of 1.24 ($df=1$) was not significant. Thus there was no significant gender difference in how they coped with stress. This finding answers the critical research question 'Is there a gender difference in how well black teachers cope with the process of rationalization and redeployment?' that was posed in Chapter One.

It was felt that this was a very important question as the social and gender barriers evidenced in the analysis of social and educational phenomena before 1994 need to be seen critically, given the new open, transparent and accountable environment both in our country's laws and society.

Table 9: How male and female subjects coped with rationalization and redeployment (N=42)

Personal coping	N	Male	Female
Very well	1	0	1
Hardly	3	2	1
Very poorly	38	21	17
Total	42	23	19

It can be seen that both males and females had more or less similar reactions to the question, and it has become clear that the feelings, attitudes and coping mechanisms do not differ significantly. These are indeed tough realities that face educators and such responses are understandable.

When such possible difference between males and females were discussed with a male respondent the following sentiments were expressed:

“It is unfair to separate men and women who suffer such injustices like re-deployment and rationalization. These are very serious individual and social problems that affect all human beings equally. There are myths that say that women are weaker in such situations, but I have seen men of 25, 35 and 45 years of age cracking, losing their families and all these things. Women sometimes are worse off of course, but these things have their own bad effects. With me, while my wife is understanding, because I am the only breadwinner, the real problem are the children, I only see them during weekends, which is tough for all of us”

Table 10 shows that of the total sample of 100 respondents, only 11 subjects agreed to some degree that rationalization and redeployment was 'the right way to go'. Seventeen subjects were not sure, and the majority (72%) expressed some degree of disagreement. Perhaps it was their perceived stress that they felt opposed to the policy of rationalization and redeployment.

In such situations the only professionals who can feel the real stress, burning out and family problems are indeed those who have faced it, or educators and others who have persons close to them who are in such a situation. Additionally it can be said that shades of opinions could be seen as bearing political and ideological overtones as redeployment and rationalisation are expressed government policies and priorities associated with both educational and fiscal realities. The education terrain is an integral part of necessary budgetary responsibilities and constraints and it is well known that rationalisation and redeployment are inextricably linked with such realities. As a SADTU (South African democratic Teachers Union), an affiliate of the Congress of South African Trade Unions(COSATU) said:

“ All these measures are not really organizational, but are tied to GEAR, the Growth, Employment and Redistribution programme of the Government. This is why even strong ANC members like myself have problems with rationalization. We live and work in township schools and we know we need more teachers, in the meantime the government rationalizes, retrenches people and does these things to cut costs. In this situation people lose their jobs, houses, families etc and those in the gravy train continue to have the benefits of liberation. How can we build a good

, well educated country when the teacher profession loses some or many of its best people?”

Table 10: Rationalization and redeployment is the ‘right way to go’

(N=100)

	% (N=100)
Strongly agree	2
Agree	9
Not sure	17
Disagree	38
Strongly disagree	34
Total	100

Most of the teachers (62%) indicated that they knew of a teacher who was affected by rationalization and redeployment. Such a reaction indeed shows the magnitude of the problem as experienced throughout the country and especially in KwaZulu Natal. Indeed one of the local activists of `SADTU had this to say:

“This problem has been with us and our members for some years and has affected big numbers of people. We are not complaining about these situations as a union, but we care about our members. Because of my position in the union I am aware of many people who have been rationalized and re-deployed , and all of them know of more people. Sometimes even when we have a party amongst ourselves this problem always comes up and people get upset”.

A rationalized educator expressed his feelings as follows:

“Many of us in the same position come together to the union offices and try to solve the problems , together with re-deployed people. Then we come to understand the human suffering of all these colleagues, their problems are different , because there is a difference between rationalization and re-deployment, but people take these problems in different ways. Some are stronger, others are weaker , but because of these meetings we come to know a large number of people who are in danger losing their houses, properties, wives, husbands and children. These are things that the union cannot solve, although they try their best”.

The next level of analysis concentrated on the examination of the summated scales that sought to empirically quantify the attitudes of respondents belonging to the various categories towards rationalisation and redeployment and their effects and consequences.

For example Table 11 shows how the subjects’ responses were quantified - how each item was scored. The higher the total attitude scale score, the more negative is the subject’s attitude towards the policy of rationalization and redeployment.

**Table 11: Category scores for each item of rationalization
and redeployment attitude rating scale**

		SA	A	NS	D	SD
1	Redeployment has led to low morale among teachers	5	4	3	2	1
2	The amount of stress associated with redeployment is no more than the stress that was present prior to the introduction of redeployment	1	2	3	4	5
3	Redeployment has led to feelings of insecurity among teachers	5	4	3	2	1
4	Redeployment is a prominent source of stress among teachers	5	4	3	2	1
5	There is a strong positive association between redeployment and stress	5	4	3	2	1
6	Absenteeism among teachers is largely due to redeployment	5	4	3	2	1
7	Most teachers have good social supports and family supports	5	4	3	2	1
8	Heavy drinking among teachers is largely due to redeployment	5	4	3	2	1
9	Most teachers are coping adequately with redeployment	1	2	3	4	5
10	Good social supports and family supports are vital factors in coping with stress	5	4	3	2	1
11	Redeployment has resulted in building a strong professional core of teachers	1	2	3	4	5
12	Redeployment should benefit learners from exposure to teachers from different racial and cultural backgrounds	1	2	3	4	5
13	Redeployment has led to reduced productivity	5	4	3	2	1
14	The merits of redeployment far outweigh the demerits	1	2	3	4	5
15	Redeployment will benefit teachers from contact with teachers of different racial and cultural backgrounds	1	2	3	4	5
16	Teachers generally support the policy of redeployment	1	2	3	4	5
17	The policy of rationalization and redeployment will benefit the learners	1	2	3	4	5
18	Redeployment has led to effective deployment of teachers at schools	1	2	3	4	5
19	The policy of rationalization and redeployment has positively influenced curriculum development	1	2	3	4	5
20	Deployment of teachers has resulted in disruption of family life	5	4	3	2	1

An analysis of the figures appearing in Table 11 shows that there is strong disagreement and dissatisfaction amongst the respondent regarding redeployment and rationalisation .Such an attitude is evident amongst the respondents in respect of most aspects of the questionnaire .

For example if one examines the attitudes expressed in relation to Statement No 19 (**The policy of rationalization and redeployment has positively**

influenced curriculum development) there is strong disagreement . this feeling was expressed by one of the redeployed educators as follows:

“ The development of the curriculum can only take place under strong leadership and co-operation amongst all stake-holders and role-players, especially the educators. These rationalizations and redeployments disturb the peace of a school, mainly because not all teachers have the same talents and performance in this development. If one good teacher goes through these thing the curriculum suffers .Only those who have worked in African schools and understand these realities can see these weaknesses”.

The strong agreement to the statement associated with the decrease in productivity following rationalization and redeployment confirm the above sentiments , while the statements related to stress levels reinforce the understanding of the negative effects of these processes. The same is true of the strong agreement of the respondents regarding the instances of heavy drinking and alcoholism amongst educators that face these realities.

A SADTU shop-steward in the Pinetown circuit who because of his position has interacted with large numbers of re-deployed educators had this to say in regard to the relationship between redeployment, rationalization and alcohol abuse:

“ It is true that a good number of educators cannot cope with the problems of redeployment and rationalization. There are people who

because of these problems start drinking too much and some of them suffer from stress that forces them into drinking. We have a special team that looks after some of these members because there are families in danger here”.

The problem of absenteeism (Statement 6) has been identified as serious due to rationalization and re-deployment as one of the affected educators explained:

“ It is very difficult , if not impossible for a principal of a school to stop absenteeism of re-deployed people and the administrators in the Department of Education are aware Of this. Re-deployment means new conditions, in most cases the teachers do not like the new school or this happened against their will etc. So they are absent, while in the case of rationalization those who are left behind cannot take the pressure of work and they see themselves as those who will carry all the work load, which in most cases is true. This is one of the main reasons why absenteeism increases and the learners are those who pay the price in the end”.

Table 12 shows how the 58 subjects who did not experience rationalization and redeployment responded to the items of the scale. This table has been produced from the results of the survey and its importance lies in its comparative value for the findings of the project . It was thought that it will be of interest to compare such attitudes with those have in fact faced the issues of rationalisation and re-deployment head-on.

Table 12 : How the subjects (N=58) who had not personally experienced rationalization and redeployment endorsed the five categories of each scale item.

		SA	A	NS	D	SD
1	Redeployment has led to low morale among teachers	51	5	1	0	1
2	The amount of stress associated with redeployment is no more than the stress that was present prior to the introduction of redeployment	0	4	5	11	38
3	Redeployment has led to feelings of insecurity among teachers	52	4	2	0	0
4	Redeployment is a prominent source of stress among teachers	48	9	1	0	0
5	There is a strong positive association between redeployment and stress	43	11	1	3	0
6	Absenteeism among teachers is largely due to redeployment	37	17	1	3	0
7	Most teachers have good social supports and family supports	28	17	8	2	3
8	Heavy drinking among teachers is largely due to redeployment	34	16	3	5	0
9	Most teachers are coping adequately with redeployment	0	5	2	8	43
10	Good social supports and family supports are vital factors in coping with stress	46	10	1	1	0
11	Redeployment has resulted in building a strong professional core of teachers	0	7	2	19	30
12	Redeployment should benefit learners from exposure to teachers from different racial and cultural backgrounds	0	0	5	24	29
13	Redeployment has led to reduced productivity	32	26	0	0	0
14	The merits of redeployment far outweigh the demerits	0	1	5	26	26
15	Redeployment will benefit teachers from contact with teachers of different racial and cultural backgrounds	0	2	8	23	25
16	Teachers generally support the policy of redeployment	0	1	0	9	48
17	The policy of rationalization and redeployment will benefit the learners	0	0	2	26	30
18	Redeployment has led to effective deployment of teachers at schools	0	0	7	21	30
19	The policy of rationalization and redeployment has positively influenced curriculum development	0	1	9	21	27
20	Deployment of teachers has resulted in disruption of family life	36	20	2	0	0

The two items that were most frequently endorsed by the 58 subjects were items 3 (feelings of insecurity) and 1 (low morale among teachers). These are

factors that are considered to be strongly associated with anxiety and reduced productivity. The majority of respondents belonging to this category had serious negative attitudes towards rationalisation and redeployment .

The feelings regarding these two items/realities were expressed as follows by one of the respondents in this category:

“ When we deal with these two problems it is not a personal or individual issue anymore. It becomes a professional issue that has a direct negative effects on all teachers. The general feeling is , today it is her, tomorrow it will be us. This one understands is not the best feeling for teachers, our morale goes down , we lose faith in the Department , the inspectors and the principals. The good relations amongst teachers also suffer , because the trust we have for each other disappears, we have no trust anymore. Then stress comes in , together with insecurity , because if your best friend is re-deployed , tomorrow it could be you . rationalisation of course is much worse because then a lot of people lose it completely , things become very bad”.

The strong agreement of this category of respondents regarding the increase in stress (Statements 4 and 5) confirm the truth of the above sentiments. The same is true of the feelings expressed towards absenteeism and alcoholism . The statement **“Redeployment has resulted in building a strong professional core of teachers”** has been rejected by the respondents in this

category as has the statement “ **Redeployment should benefit learners from exposure to teachers from different racial and cultural backgrounds**”.

As one of the respondents said :

“ This could be true if these things were done in order to benefit the learners . For example there is an Indian teacher at our school who is very brilliant in Maths and Science and all of us , the learners and the community love him , and we appreciate him here. This re-deployment was good , because he had problems in the Indian school he worked , then it was good for us that he came. This cultural and racial thing does not work, they send all African teachers to African schools from Ndengezi to Msinga, why? Then they bring a teacher from Msinga to KwaMashu, how logical is this? This racial and cultural thing will work if there is transparency and openness as well as consultation with the unions about these things. These do not work now as we talk , all is happening fast and without asking things from teachers”.

There was a complete disagreement with the statement “**Teachers generally support the policy of redeployment**” and “ **The merits of redeployment out-weigh the demerits**”. Such an attitude was , however, expected given the various personal interviews quoted earlier.

Table 13 shows the mean scale values of the categories endorsed for each item of the rationalization and redeployment attitude rating scale, based on the sub-sample of 58 subjects who did not personally experience redeployment.

Table 13 : Mean ratings on rationalization and redeployment rating scale made by those subjects (N=58) who had not personally experienced rationalization and redeployment

	SA	A	NS	D	SD
Redeployment has led to low morale among teachers	4.40	.34	.05	0	.02
The amount of stress associated with redeployment is no more than the stress that was present prior to the introduction of redeployment	0	.14	.26	.76	3.28
Redeployment has led to feelings of insecurity among teachers	4.48	.28	.10	0	0
Redeployment is a prominent source of stress among teachers	4.14	.62	.05	.10	0
There is a strong positive association between redeployment and stress	4.48	.76	.05	.10	0
Absenteeism among teachers is largely due to redeployment	3.19	1.17	.05	.10	0
Most teachers have good social supports and family supports	2.41	1.17	.41	.07	.05
Heavy drinking among teachers is largely due to redeployment	2.93	1.10	.16	.17	0
Most teachers are coping adequately with redeployment	0	.17	.10	.55	3.71
) Good social supports and family supports are vital factors in coping with stress	3.97	.69	.05	.03	0
Redeployment has resulted in building a strong professional core of teachers	0	.24	.10	1.31	2.59
! Redeployment should benefit learners from exposure to teachers from different racial and cultural backgrounds	0	0	.26	1.79	2.24
ia Redeployment has led to reduced productivity	2.76	1.79	0	0	0
la The merits of redeployment far outweigh the demerits	0	.03	.26	1.79	2.24
i Redeployment will benefit teachers from contact with teachers of different racial and cultural backgrounds	0	.07	.41	1.59	2.16
ia Teachers generally support the policy of redeployment	0	.03	0	.62	4.14
' The policy of rationalization and redeployment will benefit the learners	0	0	.10	1.79	2.59
! Redeployment has led to effective deployment of teachers at schools	0	0	.36	1.45	2.59
) The policy of rationalization and redeployment has positively influenced curriculum development	0	.03	.47	1.45	2.59
) Deployment of teachers has resulted in disruption of family life	3.10	1.38	.10	0	0

Table 14 shows how the 42 subjects who had personally experienced rationalization and redeployment responded to the items of the scale.

Table 4.14 : How the subjects (N=42) who had personally experienced rationalization and redeployment endorsed the five categories of each scale item.

		SA	A	NS	D	SD
1	Redeployment has led to low morale among teachers	40	2	0	0	0
2	The amount of stress associated with redeployment is no more than the stress that was present prior to the introduction of redeployment	0	0	1	4	37
3	Redeployment has led to feelings of insecurity among teachers	42	0	0	0	0
4	Redeployment is a prominent source of stress among teachers	41	1	0	0	0
5	There is a strong positive association between redeployment and stress	33	9	0	0	0
6	Absenteeism among teachers is largely due to redeployment	36	6	0	0	0
7	Most teachers have good social supports and family supports	18	9	0	3	12
8	Heavy drinking among teachers is largely due to redeployment	29	9	1	3	0
9	Most teachers are coping adequately with redeployment	1	0	0	1	40
10	Good social supports and family supports are vital factors in coping with stress	41	1	0	0	0
11	Redeployment has resulted in building a strong professional core of teachers	0	0	3	10	29
12	Redeployment should benefit learners from exposure to teachers from different racial and cultural backgrounds	0	0	2	8	32
13	Redeployment has led to reduced productivity	36	5	1	0	0
14	The merits of redeployment far outweigh the demerits	0	0	1	10	31
15	Redeployment will benefit teachers from contact with teachers of different racial and cultural backgrounds	0	0	3	13	26
16	Teachers generally support the policy of redeployment	0	0	0	1	41
17	The policy of rationalization and redeployment will benefit the learners	1	0	4	9	28
18	Redeployment has led to effective deployment of teachers at schools	0	0	1	3	38
19	The policy of rationalization and redeployment has positively influenced curriculum development	0	0	7	13	22

Overall the pattern of responses is similar to that of those subjects who had not personally been affected by rationalization and redeployment. However during

most of the interviews it became obvious to the researcher that those who in fact had experienced these realities were much bitter in their responses than others. This is understandable in the context of the study, as it is those who were rationalised or re-deployed who faced the effects of such actions . Those who were not directly affected had obviously similar attitudes because of their understanding of the situation, solidarity with their colleagues , etc:

As one of those affected by re-deployment said:

“ It is accepted that there is a lot of understanding and sympathy for those whose jobs have been rationalised and those who re-deployed. This has come from everyone, because all of us are now worried. The principals, HODs , our friends, our families, the unions , both SADTU and NATU (National African Teachers Union) understand how it feels to have these problems. This is the spirit of UBUNTU (African Humanism), but it is difficult to be in the shoes of someone who has faced the problem and tries to solve it . Others can sympathise and understand, but the real challenge is when you as an educator face the problem yourself .All of us have only received support and solidarity from all people , but in the end we are the people who are with the problem”.

Table 15 shows the mean scale values of the categories endorsed for each item of the rationalization and redeployment attitude rating scale, based on the sub-sample of 42 subjects who had personally experience redeployment.

This is another way of understanding the significance of certain types of findings in a comparative perspectives based on the opinions and views of different categories of respondents within the same social group.

Table 15 : Mean ratings on rationalization and redeployment rating scale made by those subjects (N=42) who had personally experienced rationalization and redeployment

		SA	A	NS	D	SD
1	Redeployment has led to low morale among teachers	4.76	.19	0	0	0
2	The amount of stress associated with redeployment is no more than the stress that was present prior to the introduction of redeployment	0	0	.07	.38	4.40
3	Redeployment has led to feelings of insecurity among teachers	5.00	0	0	0	0
4	Redeployment is a prominent source of stress among teachers	4.88	.10	0	0	0
5	There is a strong positive association between redeployment and stress	3.93	.86	0	0	0
6	Absenteeism among teachers is largely due to redeployment	4.29	.57	0	0	0
7	Most teachers have good social supports and family supports	2.14	.86	0	.14	.29
8	Heavy drinking among teachers is largely due to redeployment	3.45	.86	.07	.14	0
9	Most teachers are coping adequately with redeployment	.02	0	0	.10	4.76
10	Good social supports and family supports are vital factors in coping with stress	4.88	.10	0	0	0
11	Redeployment has resulted in building a strong professional core of teachers	0	0	.21	.95	3.45
12	Redeployment should benefit learners from exposure to teachers from different racial and cultural backgrounds	0	0	.14	.76	3.81
13	Redeployment has led to reduced productivity	4.29	.48	1.07	0	0
14	The merits of redeployment far outweigh the demerits	0	0	.07	.95	3.69
15	Redeployment will benefit teachers from contact with teachers of different racial and cultural backgrounds	0	0	.21	1.24	3.10
16	Teachers generally support the policy of redeployment	0	0	0	.10	4.88
17	The policy of rationalization and redeployment will benefit the learners	.02	0	.29	.86	3.33
18	Redeployment has led to effective deployment of teachers at schools	0	0	.07	.29	4.52
19	The policy of rationalization and redeployment has positively influenced curriculum development	0	0	.50	1.24	2.62
20	Deployment of teachers has resulted in disruption of family life	3.69	.76	.21	0	0

Table 16: Comparison of frequencies for strongly agree/disagree (max=5) between the two subgroups, and the level of significance of the chi square values.

		N= 58	N= 42	Chi square	Level of signifi- cance
1	Redeployment has led to low morale among teachers	51	40	.14	NS*
2	The amount of stress associated with redeployment is no more than the stress that was present prior to the introduction of redeployment	38	37	1.66	NS
3	Redeployment has led to feelings of insecurity among teachers	52	42	.28	NS
4	Redeployment is a prominent source of stress among teachers	48	41	.60	NS
5	There is a strong positive association between redeployment and stress	43	33	.07	NS
6	Absenteeism among teachers is largely due to redeployment	37	36	1.60	NS
7	Most teachers have good social supports and family supports	28	18	.23	NS
8	Heavy drinking among teachers is largely due to redeployment	34	29	.42	NS
9	Most teachers are coping adequately with redeployment	43	40	1.31	NS
10	Good social supports and family supports are vital factors in coping with stress	46	41	.93	NS
11	Redeployment has resulted in building a strong professional core of teachers	30	29	1.24	NS
12	Redeployment should benefit learners from exposure to teachers from different racial and cultural backgrounds	29	32	2.74	NS
13	Redeployment has led to reduced productivity	32	36	3.34	NS
14	The merits of redeployment far outweigh the demerits	26	31	3.59	NS
15	Redeployment will benefit teachers from contact with teachers of different racial and cultural backgrounds	25	26	1.69	NS
16	Teachers generally support the policy of redeployment	48	41	.60	NS
17	The policy of rationalization and redeployment will benefit the learners	30	28	.93	NS
18	Redeployment has led to effective deployment of teachers at schools	30	38	5.38	P<.05

19	The policy of rationalization and redeployment has positively influenced curriculum development	27	22	.18	NS
20	Deployment of teachers has resulted in disruption of family life	36	31	.50	NS

*NS = Not significant

Table 16 indicates the number of subjects from the two subgroups who obtained maximum scores of 5 for the various items of the attitude scale. In order to compare their responses, chi square tests of significance were conducted. The chi square values for each item are indicated in the table.

Only one item (item number 18) reached statistical significance - meaning that there were significantly more subjects who had personally experienced rationalization and redeployment than those who had not, who obtained maximum scores of 5, and who strongly disagreed that redeployment has led to effective deployment of teachers at schools.

For the remaining 19 items there was no statistically significant difference in how the two subgroups responded.

Table 17 shows the number of subjects in the two groups who obtained scores of 75 or above on the attitude scale. A cut-off score of 75 was taken because it represented 75% of the total possible maximum score of 100, hence considered to be a high score. The chi square value of 10.85 was significant at the .001 level. Thus there were significantly more subjects in Group B (who

had personally experienced rationalization and redeployment) who obtained total scores of 75 or above on the scale than in Group A (who had not personally experienced rationalization and redeployment). This means that Group B subjects had generally stronger attitude than Group A subjects against the policy of rationalization and redeployment.

This difference in attitudes and opinion between those who had experienced re-deployment and rationalisation in comparison with those who have not faced such situations is understandable , as the stress , suffering and repercussions of such realities are more tangible for those who have the experience.

Table 17 : Number of subjects in Groups A and B who obtained scores of 75 or above on the attitude scale.

Group	N	Score 75 or higher	Score below 75	Chi square
A	58	32	26	10.853 (p<.001)
B	42	37	42	

The above findings answer the critical research question 'What is the attitude of black teachers towards rationalization and redeployment?' that was posed in Chapter One. Negative attitudes were expressed by both those who had and those who had not personally experienced rationalization and redeployment.

Although there were some differences in opinion , these were minimal as there was an almost overwhelming agreement on the nature, effects and

repercussions of redeployment and rationalisation. Both were thought to be detrimental to both learners and educators.

Summary

The chapter was dedicated to the examination and analysis of results which were based on the questionnaires which are to be found in Appendices A and B.

There was a general agreement in all social categories included in the sample that re-deployment and rationalisation have negative effects on individual educators, their families and communities, as well as the learner. It was believed that these processes have also negative effects on the curriculum and several other aspects of the educational systems in the KwaZulu Natal Province.

CHAPTER 5

CONCLUSION AND RECOMMENDATIONS

The research set out to answer critical questions about the effects of the policy of rationalization and redeployment on educators. By means of a field study research design employing the method of personal interviews and an attitude questionnaire, a total of 100 black teachers participated in the study. The study found, among others, the following:

rationalisation and re-deployment . These are situations that can be faced by all teachers , throughout the country , and it has been hoped that the internationally accepted scientific selection of the sample will permit the researcher to make inferences to similar or other populations .

The study basically used two sets of data collection instruments , a structured questionnaire , and a Likert-scale type questionnaire .The questionnaires were administered to the groups of educators who were selected scientifically from the official lists of the KwaZulu Natal Department of Education. One hundred questionnaires were utilised, distributed collected and analyzed. The sample consisted of 45 males and 55 females. Amongst the sample there were educators who were both rationalised and re-deployed.

The findings could be summarised as follows:

- The majority of teachers felt strongly that rationalization and redeployment led to stress both amongst those affected and the schools in general .
- Stress created social and psychological problems for the educator who is affected , as well as his/her immediate environment .
- Redeployment and rationalisation had serious negative consequences on learners as a group and within schools in particular.
- Most teachers reported that they were not coping with the stress associated with rationalization and redeployment as they created serious psychological and social problems. These affected themselves, their families , friends and learners in their totality.
- There was no gender difference in the teachers' abilities to cope with stress associated with rationalization and redeployment.

Future research into the association between stress and rationalization and redeployment should employ a more sophisticated research design for greater reliability and validity. Also, the study should be broadened to cover a larger geographical area and include a larger sample.

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APPENDIX ONE

QUESTIONNAIRE

Kindly make a cross (x) in the appropriate spaces below:

1. Gender

Male	Female
<input type="checkbox"/>	<input type="checkbox"/>

<input type="checkbox"/>	Age Group:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	19-23yrs	24-28yrs	29-33yrs	34yrs & above
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Marital status:	Never married	Married	
Divorced			

Windowed

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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4. Permanent residential area:	Urban	Peri-urban	Rural
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5. Highest qualification : Below Grade12 Certificate Diploma
Degree Post Graduate

<input type="checkbox"/>				
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6. Post Level:	Post L1	Post L2	Post L3	Post L4
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

7. What level do you teach?	Jnr prim	Sen prim	Combined prim	Jnr sec	Sen sec
	<input type="checkbox"/>				

8. List the teacher-pupil ratio/s of the class/classes you teach e.g. 1:40 :

1 2 3 4 5

9. Have you been affected personally by rationalization and redeployment?

Yes No

10. If yes how stressful have you found it to be ?

No stress Mild stress Moderate stress Severe stress

11. How have you coped?

Very well Hardly Very poorly

12. Rationalization and redeployment is 'the right way to go':

Strongly agree Agree Not sure Disagree Strongly disagree

13. Do you know of any teacher who has been affected by rationalization and redeployment?

Yes No

APPENDIX B

Place an X in the appropriate block (SA =strongly agree; A=agree; NS=not sure; D=disagree; SD=strongly disagree)

		SA	A	NS	D	SD
1	Redeployment has led to low morale among teachers					
2	The amount of stress associated with redeployment is no more than the stress that was present prior to the introduction of redeployment					
3	Redeployment has led to feelings of insecurity among teachers					
4	Redeployment is a prominent source of stress among teachers					
5	There is a strong positive association between redeployment and stress					
6	Absenteeism among teachers is largely due to redeployment					
7	Most teachers have good social supports and family supports					
8	Heavy drinking among teachers is largely due to redeployment					
9	Most teachers are coping adequately with redeployment					
10	Good social supports and family supports are vital factors in coping with stress					
11	Redeployment has resulted in building a strong professional core of teachers					
12	Redeployment should benefit learners from exposure to teachers from different racial and cultural backgrounds					
13	Redeployment has led to reduced productivity					
14	The merits of redeployment far outweigh the demerits					
15	Redeployment will benefit teachers from contact with teachers of different racial and cultural backgrounds					
16	Teachers generally support the policy of redeployment					
17	The policy of rationalization and redeployment will benefit the learners					
18	Redeployment has led to effective deployment of teachers at schools					
19	The policy of rationalization and redeployment has positively influenced curriculum development					
20	Deployment of teachers has resulted in disruption of family life					

Thank you for your participation

Mr D S Thedi