

**EXPERIENCES OF REDEPLOYED EDUCATORS TO A RURAL SCHOOL IN
KWAZULU-NATAL**

by

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Educational Leadership Management and Policy.**

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DECLARATION OF ORIGINALITY

I solemnly declare that “**The experiences of redeployed educators to a rural school in KwaZulu-Natal**” is my own work and that all sources consulted and quoted have been indicated and acknowledged by means of complete references.

I further declare that this research has not been previously submitted for a degree at another university.

Signed: _____ March 2011

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Statement by Supervisor:

This mini dissertation is submitted with/without my approval.

Signed: _____

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ABSTRACT

This small-scale study sought to investigate “The experiences of redeployed educators to a rural school in KwaZulu-Natal”.

This qualitative study gathered data through the case study approach guided by the following key questions:

1. What are the understanding and experiences of these redeployed teachers regarding the redeployment process?
2. What are their perceptions and experiences regarding the new community and the environment in the new school?
3. What was the role of the education stakeholders (School Management Team, School Governing Body, Teacher Unions, Community leaders etc.) regarding the facilitation of the redeployment and adaptation of the teachers in their new environment?

The study entailed interviewing and observation of educators, and analysing Posts Provision Norms certificate (PPN). The findings of the study revealed that the educators had different experiences of redeployment and had varied understandings of the Rationalisation and Redeployment Policy.

It was also found that the policy-makers and the policy-implementers had not sufficiently explained to the educators involved how the policy would be of mutual benefit them. This was only a top-down process which did not involve all the people concerned (those who were to be affected by the policy). There was lack of a two-way communication.

This study also showed that educators did not understand how this policy helped schools in the rural areas. It further revealed that the role of the school stakeholders was lacking in terms of assisting new educators to adapt to the new environment.

In the light of the above challenges, I recommend that the policy of rationalisation and redeployment be revisited once more to ensure that everybody would see the need of its implementation. I also recommend that communication and explanation of how the policy works should be improved by involving all the stakeholders. The policy involves the human resources; therefore training of all the people involved on how the policy should be handled is very important.

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CHAPTER 1

Orientation to the study

1.1 Introduction

During my interaction with colleagues at school, Educator Union friends at union meetings and other educators from neighbouring schools, I realized that the issue of educator redeployment and rationalization is sensitive to many educators. Among the many concerns that educators have, uncertainty about their future in education is among the top in the list. This has resulted in a high rate of educator absenteeism, a lack of interest in their jobs and an anxiety that leads to stress. In informal conversations with my colleagues, I have also realized that most of them wish to leave the profession to work for the private sector; some even indicated that they would take up severance packages if they were given that opportunity.

The understanding of redeployment/rationalisation that I got from the interaction with colleagues concurs with the idea of Maile (2005, p. 172) when he says “Redeployment victims suffer a syndrome characterised by feelings of loss, anxiety, anger, insecurity, mistrust and stress”. It is further confirmed by Thedi (2004, p.6) in his study when he says “...teacher rationalization and redeployment were sensitive issues and were perceived as being stressful, resulting in frequent absences from work and in developing anxiety, psychological and somatic disorders.” Even after understanding the feelings of some educators, I wish to investigate what the experiences of the redeployed educators are by conducting a study that will directly involve the redeployed educators.

One cannot take for granted that redeployment has a negative impact only, there are some positive intentions that are embedded in the redeployment policies. Maile (2005, p. 183) in his study titled ‘The experiences of redeployed educators from down-sized schools’ had two of his interviewees commenting like this:

Interviewee 1:

I feel at home. I am very happy about this school. We are always together and work as a team. I think I am accepted in this school.

Interviewee 2:

I feel at home. It is very convenient to me. The working environment is excellent. There is team work and no hidden agendas. There is good planning.

The following idea is in comparison with Monk (2007) who speaks about the developments in the rationalisation and redeployment of educators in the United States. He talks about the classes in rural schools that they are relatively small, and educators tend to report satisfaction with their work environments and relatively few problems with discipline. I can also mention the issue of redressing equal distribution of education skills to rural areas which were disadvantaged by the apartheid policies. This was going to allow every citizen of South Africa a chance to contribute to the socio-economic factors which would enable every citizen to compete in the same arena with other first world countries. This seems to be a long process, but some of the basic intentions like restructuring the curriculum, opening schools to retrain and upgrade the qualifications of educators, improving the infrastructure of schools etc. have already been achieved and there is hope that this will be a success in the future.

Maile (2000, p. 179) emphasized that this was not the issue of the Department of Education only, but there are also many stakeholders who saw a necessity for rationalisation and redeployment. He says “Trade Unions such as the South African Democratic Teachers’ Union (SADTU), the National Association of Professional Teachers of South Africa (NAPTOSA) and the Suid-Afrikaanse OnderwysUnie (SAOU) are all parties to the ELRC, according to Resolution 6 of 1998, which invoked redeployment with the aim of redistributing educators among schools but not retrenching them.” These are all the positive things that thing will happen in the near future.

1.2 The nature of the problem

This study seeks to explore the experiences of redeployed educators to a rural school. It further explores how the process is managed and communicated to them. As a new innovation, how is the redeployment process understood as well as how it is beneficial to them.

1.3 Focus and purpose of the study

The purpose of this study is to investigate and understand the experiences of the redeployed educators to rural schools. In this study, I wish to understand what the experiences of redeployed educators are in terms of environment, socio-economic factors, language barriers, teaching methods, culture (school and environment), and relationship with other educators and learners. I also wish to explore how they were inducted in a new environment and whether they are comfortable working under the new conditions. How did they come to know the new school and whether they came to the school because of the policy of Rationalisation and Redeployment?

The policy of rationalisation and redeployment was created to redress the problems that were created by the apartheid legacy in education. The policy of rationalisation and redeployment is aimed at distributing the resources equitably among schools especially addressing the question of redress, trying to place all the schools on the same level through resourcing them.

The major problems in education are better summarised by Vally, Chisolm and Motala (1998, p. 8) in the following way:

In black schools, apartheid education meant minimal levels of resources, inadequately trained and few staff, poor quality learning materials, shortages of classrooms and the absence of laboratories and libraries. Besides these tangible and structural deprivations, schools also inculcated unquestioning conformity, rote learning, autocratic teaching and authoritarian management styles, syllabi replete with racism and sexism and antiquated forms of assessment and evaluation.

The unfortunate situation is that the implementation of rationalisation and redeployment of educators come with problems that are encountered by the educators who are affected by the policy. The aim of the study includes the understanding of the experiences of those educators who are affected by this policy. I strongly believe that other school principals did not understand the policy and as a result it was not properly communicated to educators who were going to be affected, hence it came with many problems. This was not the intended situation of the policy, but it was mainly to redress what Vally, Chisolm and Motala stated above. The aim of the policy is to contribute to a change in education to meet the characteristics of democracy.

The debates and discussions that I have had with my colleagues at Teacher Union and management meetings at school on the topic of the redeployment of educators have not dwelt much on the experiences of the redeployed educators. Duncan (2002, p. 6) in a similar study but on redeployment of college lecturers explores how the absorption process personally and professionally affected the lecturers after the phasing out of Colleges of Education. I also want to explore the gaps that have been left out in his study by further looking at the mentorship programme, effects of rationalization and redeployment and recruiting and retaining redeployed educators at a school level and not at a college level; and to investigate if there are any similarities or differences.

The staff meetings are conducted by the principal after receiving a Post Provisioning Norm (PPN) Certificate from the applicable Provincial Department of Education (PDE), to decide who has to leave the school because of the declining enrolment of learners. The debate is brought about by the process to decide who is going to leave the school. The usual procedure that is followed is that of a Last In, First Out (LIFO), which is not applicable to the educators who are offering scarce subjects like Mathematics, Physical Science, Accounting etc. This results in changes in a school in terms of human resource distribution, which allows scarce subjects to be taught by skilled educators.

These debates and discussions focus on the policy of Rationalisation and Redeployment that was issued by the Department of Education based on what changes should be made in schools in trying to redress the imbalances of the past, redistribution of skills etc. These studies have neglected the feelings, induction processes, experiences, adaptation to a new environment and consequences that accompany the redeployed educators in the system; rather, they have focused on how the redeployment process should be done following the policies of the Department of Education. My observation as an educator for a long time is that these neglected issues may be the key factors that lead to stress, resignation of educators, migration of educators abroad, early retirement and poor results in schools. These factors may be the unintended consequences of rationalization and redeployment.

The rationalisation and redeployment of educators to previously disadvantaged schools as outlined by the Policy of Rationalisation and Redeployment of 2000 did not go down very well with most of the educators, I think, as another victim of the process of rationalisation and redeployment is that the interpretation of the documents and policies were not clearly understood by educators who were directly affected by the process at a school level. This is confirmed by Maile (2000, p. 172) when he says “Redeployment victims suffer a syndrome characterised by feelings of loss, anxiety, anger, insecurity, mistrust and stress”.

I also had the same feelings as an educator when I was redeployed from the college to a high school in a rural area. In this study, I want to investigate the experiences and practices of the other educators who are the victims of rationalisation and redeployment. A confirmation of Maile’s idea is seconded by Duncan (2002, p. 3) when he says there was “...inadequate communication between Department of Education and the college lecturers caused a large degree of uncertainty and mistrust.” The same feelings of the college lectures, when they were redeployed after the phasing out of colleges is shared by the educators who are currently being rationalised and redeployed.

Maile (2000, p. 173) is of the idea that the country needed to undergo the changes in order to reach the standards of other countries with a democratic status by saying “While redeployment has succeeded in distributing educators across the education system, it has also brought misery to the careers of some educators, especially those who have experienced the process first-hand.” One can understand that besides the positive things happening in the process of rationalisation and redeployment, there are however, some problems that need to be investigated and researched. This is also the kind of the nature of the problem this study is going to research.

An article by Metcalfe (2007) in the Mail and Guardian Online states that rural schools need an adequate supply of well-trained educators who are committed to reversing the perilous state of quality in these schools. The estimation from this source is that 74% of newly qualified educators completed their schooling in an urban context, 13.9% in a peri-urban/semi-rural area, and only 9.7% in a rural area. This article also suggests that it is important for work to be done on giving incentives for

teaching in rural areas, as a means of Rural Allowance. Most of the schools in rural areas are disadvantaged by the socio-economic conditions.

Metcalf (2007) in The Mail and Guardian Online also makes it clear that educators in the rural schools do not have the same access as their counterparts in urban areas to housing and transport, so it is important to consider recruiting educators who have a commitment to work in rural areas – accepting that life choices do change over time. I hope that at the completion of my study, I will be able to make informed suggestions as to how the management and leadership should address the issues of commitment and dedication to work, social acceptance by the community and sustainable induction programme and recruitment and retention policy in rural areas.

Mentz (2001) also highlights an important idea with two perspectives, which contradicts each other in the sense that one carries a positive attitude and the other a negative attitude in terms of teaching in a rural area. This will produce interesting contradictory experiences in educators who are deployed in rural schools. He further states that about 73% of schools in rural areas started as farm schools and educators were happy to teach there up until the transition to democratic government when educators were no longer certain about teaching conditions. My own experience as an educator (for a long time) is that the introduction of the new education system after 1994 brought a lot of uncertainty amongst the educators. What would be the experiences of these two category educators be in terms of redeployment? Mentz (2001) further states that farmers maintained the schools on farms, all public schools are now controlled by the government following the South African Schools Act (84 of 1996), which then also embraces equal distribution of skills, resources and infrastructure. As of now, the equal distribution of skills, resources and infrastructure have not yet been finalized, even though educators are still being redeployed to rural schools.

It will be worthwhile to know and understand what the experiences of the other educators who are redeployed to rural schools are, if some educators can openly resist teaching in South Africa before they even complete their teaching qualifications.

I feel, some educators, especially white educators are concerned with transport and safety in rural and African township schools, which also cause these educators to resist redeployment to these areas. Ms Carelse, at a meeting, titled “Department of Education Progress of Action briefing; Consideration of Committee Programme” chaired by Ms F. Mshwana 15 August 2009 in response to the question by Mr. Z. Makhubela of African National Congress (ANC) about safety and security for educators said “...school safety initiatives were part of a social cohesion programme as well as the infrastructure support programme in all provinces.” Educator experiences in issues of safety will form part of my study focus as it forms part of the resistance of educators to respond positively to the rationalization and redeployment process.

1.4 Critical research aims and questions

In investigating the experiences of redeployed teachers to a rural school, this study shall be guided by the following broad aims and questions:

Aims:

- Explore the educators’ understanding and experiences of the redeployment process.
- Investigate their perceptions regarding the new community and environment they have encountered (cultural encounter).
- Explore the role of the leadership and management of the education stakeholders (School Management Team, School Governing Body, Teachers Unions, Community leaders etc) in facilitating the redeployment and adaptation of the educators to their new environment.

Questions:

- What is the understanding and experiences of these redeployed educators regarding the redeployment process?
- What are their perceptions and experiences regarding their new community and the environment in the new school?
- What was the role of the education stakeholders (School Management Team, School Governing Body, Teachers Unions, Community leaders etc) regarding the facilitation of the redeployment and adaptation of the educators in their new environment?

1.5 Definition of terms

Educator: means any person who teaches, educates or trains other persons or who provides professional educational services, including professional therapy and education psychological services, at any public school, further education and training institution, departmental office or adult basic education centre and who is appointed in a post on any educator establishment under Employment of Educators Act 76 of 1998 (Policy Handbook for Educators, 2003).

Trade Unions: means any trade union that is a member of the Education Labour Relations Council (Policy Handbook for Educators, 2003).

Provincial Department of Education: means a department responsible for education in a province and includes all public schools, further education and training institutions, departmental offices and basic adult education centres in such province (Policy Handbook for Educators, 2003).

Phantom: means ghost educators – educators who are illegally employed and paid by the Department of Education (Chudnosky, 1998 p. 26).

Redeployment: means the transfer of educators from one school or province to another as a strategy aimed to achieve equity in education. It also refers to redistribution of human resources (Government Gazette, 1998, Regulation Gazette No 6159).

Rationalization: means full integration and equity and redress of personnel provisioning scales. It also means reducing the number of educators (Government Gazette, 1998, Regulation Gazette No. 6159).

Equity: the quality of being fair and impartial (Constitution of the Republic of South Africa 1996). Samoff (1996, p.11) further defines this term like this: “equity as... dealing with fairness and justice. There has been a history of discrimination; justice may require providing special encouragement and support for those who were disadvantaged in the past. Equity would ensure that those who were more favoured in the past will receive less, while more will be given to those disadvantaged – once equity is reached, everyone can proceed to enjoy equality”.

Equality: includes the full and equal enjoyment of all rights and freedoms. To promote the achievement of equality, legislative and other measures designed to protect or advance persons or categories of persons, disadvantaged by unfair discrimination may be taken (Constitution of the Republic of South Africa 1996).

Samoff (1996, p.11) further defines equality as "...dealing with the sameness and non-discrimination. Achieving equality requires ensuring that children are not excluded or discouraged from tracks that lead to better jobs. Equal access requires that status differences do not function to limit or guide admission, promotion or selection". He continues to define "equity as equality functions to limit the possibility to redress: redressing inequalities and to distract attention from injustice rather than exploring and addressing the links between discrimination and injustice". The above terms will be frequently used throughout my study.

1.6 Significance of the study

This study will add to the body of knowledge that can be utilized in trying to eliminate some of the problems that came with the policy of rationalization and redeployment policy. The methods that were applied to communicate the process of rationalization and redeployment down to educators lack clarity to the people involved and this has created resistance to accepting the policy. This study will add new knowledge based on the clarification of some issues that are neglected when communicating the process of rationalization and redeployment to the educators. It will also contribute to the suggestions that will emerge from this study that need to be employed as soon as possible in the policy of Rationalisation and Redeployment to address some issues of stress and resignation of educators from the teaching profession. The reality is that this study cannot eliminate 'all' the problems that come with the process of rationalization and redeployment.

This study will open avenues for other research studies to new researchers as it has done to me to further do a study on this issue. Some other researchers may find gaps to fill in this study, but the intention is not to do that. The intention is a thorough research of the problems that come with rationalization and redeployment. The reason why I mention this is because the process of rationalization and redeployment has not

ended, it is still going to carry on because it is a long process. Along the process there may be new problems that may arise and also need to be researched and contribute to the new knowledge. The study will assist with some suggestions to the policy makers. This will assist policy makers in understanding the feelings and experiences of educators at school level.

1.7 Context of the study.

The rationalization and redeployment process is moving slowly since the inception of the documents and policies. Because of this slow movement, the problems that accompanied the process keep on accumulating and have not been solved to show any significant progress, especially in the area of equity and equality in skills distribution. Neerachand (2000, p.5) attest to this by saying “The rationalization and redeployment process moved extremely slowly and unevenly because of a lack of clear plan of action and resistance from teachers.” I agree with the above statement because many educators decided to take severance packages, others resigned and Teacher Unions also disapproved the process by embarking on negotiations with the Department of Education disapproving the implementation of the policy.

I believe that rationalization and redeployment process has become a sensitive issue, which has led to many debates and mistrust among the Department of Education, Teacher Unions and educators. I feel that it has lost its positive focus, which is to address the inequalities created by the past regime. Because of these debates, the education system in South Africa continues to fall behind other democratic countries while learners keep on suffering from the injustices of poor education in the current system of education.

1.8. Review of literature

The purpose of the literature review in this study was to present issues from previous research studies relating to the better understanding of the factors that influenced the misunderstanding and resistance to the Rationalisation and Redeployment Policy. Secondly it seeks to establish better ways of implementing this policy and eradicate the issues that left educators in doubts about their future in the education system. The researcher had engaged in a vast search of different local, national and international databases on current and completed research. The majority of the books and journal

articles consulted were obtained from the library at the University of KwaZulu – Natal. Internet sources were also used.

1.9 Research design and methodology

A summary of the research methodology employed in this study is presented.

1.9.1 Methodological approach

This is a qualitative study utilizing a case study approach. It uses the qualitative approach with the intention of exploring the experiences of the educators that were affected by the policy of rationalization and redeployment. According to Cohen, *et al* (2007) the researcher must be clear what he or she wants the data analysis to do as this will determine the kind of analysis that is undertaken. The approach in this study is then focusing on summarizing, interpretation, raising issues, exploring, discovering commonalties, differences and similarities.

1.9.2 Sampling

Cohen, *et al* (2007, p.100) says “The quality of a piece of research stands or falls not only by the appropriateness of methodology and instrumentation but also by the suitability of the sampling strategy that has been adopted”. Sampling involves the making of decisions about the people, where events happen and the behaviour to observe. In this study the researcher has employed purposive sampling which is a feature of qualitative research that is mentioned above. The sample comprises of ten educators who were previously redeployed because they possess particular characteristics that involve their experiences when they were redeployed. They have been chosen for a specific purpose, hence the word ‘purpose’ sampling. These educators were selected because they had previously been redeployed and had some experiences regarding the redeployment process.

1.9.3 Methods and techniques

The researcher chose semi-structured interviews because it allowed him to get closer to the respondents and it would eliminate travelling costs to do the field work. The choosing of semi-structured interviews was influenced by the fact that the researcher was familiar to the respondents and there would be no hassles in interviewing them. This was going to be a group interview which would form a focus group which will

make a purposive sampling not a one-on-one interview and that would allow the researcher to repeat these interviews if necessary. The participants are working in the same school and it would be easy to find them in the same place all the time.

1.9.4 Data analysis

“Data analysis involves organizing, accounting for and explaining the data; in short , making sense of data in terms of participants’ definitions of the situation , noting patterns, themes , categories and regularities” Cohen, *et al* (2007, p. 461). The audio taped semi-structured interviews were transcribed. The data gathered through these interviews were reviewed, coded and organized into themes and categories in order to get meanings and interpretations. The transcribed data were encoded using grounded theory’s distinct coding procedures, named open coding, axial, selective coding and theoretical sampling O’Callaghan (1998) in Cohen, *et al* (2007).

1.9.5 Ethical issues

Ethical practice was evident through several steps as the researcher conducted this study. Permission was sought from the Principal of this school. There are ten educators that were deployed to this school though they did not arrive at the same time and in the same year. There was informed consent: respondents received a clear explanation of what the research process entailed and they were assured of voluntary participation, with withdrawal at any time. Pseudonyms were used to protect the names of the school and the educators. The researcher was of the opinion that this study would be of benefit directly or indirectly to the research participants, to other researchers and to educators in the teaching fraternity.

1.10 Limitations of the study

The findings of this study may also be a limitation because this study is conducted on a very small scale – one school. The study cannot be a generalized study because what happens in one school may not necessarily be happening in another school. Another issue is that not all schools have been affected by the policy of rationalization and redeployment.

I have tried to consider all the possible limitations in this study before I planned it; however, there are phenomenal limitations that may appear at any time. Some of these limitations involve the broader departmental changes, which are beyond my control,

which occur frequently these days. These changes may include the changing of writing examinations, workshops, the redeployment of educators to other schools that may happen to be my respondents, resignation of the redeployed educators etc. I say this is a limitation because one of the white educators has already left for a promotion to a Technical college. There were also interviews that were going on those days and there was a possibility that some of my respondents might be employed somewhere before I could finish my study. There were also some incidental issues, which involved strikes of educators, national programmes like Confederation Cup 2009 (CAF), Athletic meetings etc.

I could not rule out the strikes in the country. This might also contribute to the limitations of my study. We were approaching the examination period and I might also be unable to get all my respondents, especially those who were teaching matric classes and might also be hired to perform external marking duties.

1.11 Organisation of the study

This research comprises of chapters one to five. Chapter One provides the introduction, the nature of the problem to be explored, the focus and the purpose of the study, the main objectives of the study, the definitions of terms that are constantly used throughout the study, the research questions that will form the backbone of the study, the significance of the study, the context of the study, the limitations of the study and the organization of the study.

Chapter Two presents a detailed literature survey. In this chapter the study looks at the literature broadly that consist of local and international issues, the material that supports this study and the outline of the contribution to knowledge that is produced by this study.

Chapter Three is about the theoretical and conceptual frameworks, which includes some issue on paradigms, epistemologies, frames of enquiries, theories and core concepts to shape this study.

Chapter Four of the study deals with the data collection and data analysis. It explores different methods of collecting data from the respondents and how the researcher will analyze the data to make sense of the study and to the reader.

In chapter Five, the study focuses on the detailed explanation of the findings in chapter four. It also explains the details of the recommendations that may be used by other people.

The last section consists of all the appendices that have been used throughout this study by the researcher.

CHAPTER 2

Literature review and theoretical frameworks

2.1 Introduction

After the inception of democracy in South Africa in 1994, one of the major changes to be implemented in the system of education was the redeployment of educators which forms part of the changes the government sought to implement. The purpose of this study is thus to explore the experiences of the educators who were affected by this policy of rationalisation and redeployment. The redistribution of human resources to all schools was very important to achieve equity and redress in education.

This would form one of the most important characteristics of democracy in South Africa. Among the important issues, transformation in education was among the top on the list. It is a known fact that South African people were not happy by the state of education orchestrated by the past regime of apartheid. Black people had no share in the economy of the country and to ensure that this would continue, they were administered with poor education. The 1976 Soweto uprising marked the turning point of education and it came after the banning of the African National Congress (ANC) which was highly vocal in mentally emancipating the people of South Africa. This chapter reviews the literature relevant to educator employment, rationalisation and redeployment.

2.2 Historical context

Most schools in the rural and townships areas did not have adequate teaching-learning resources compared to other schools in urban areas, especially the ex Model C schools. The infrastructure of the schools in rural areas was very poor and could not be used to teach some of the important subjects that contain life skills such as technical subjects, science skills, computer skills and the use of libraries. Singh (1997) as cited by Thedi (2004) says “Neglect of formal schooling for majority of the population, included under-investment in facilities, overcrowding of classrooms, African educators 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.”

Theledi (2004) further cites Christie (1992) who identified the following key issues of the crisis in the provision of Black education prior to 1994:

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. Overcrowded classrooms, inadequate libraries, equipment and generally lower quality of education were the outcomes of inequality in expenditure. There was a shortage of qualified African educators 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.

2.3 The importance of human resource management in education

Owens (2001) and Anderson (2003) as cited by Mthiyane (2006, p. 8) state that "... in order for the system to work effectively in any organisation, there must be people in the system. The people are the most important components of any system and should be properly managed to perform up to the expected and desirable standard. The education system is not different from other systems". Mthiyane (2006, p.8-9) further cites the following researchers to demonstrate the value of Human Resource Management in education:

Bush and Middlewood (1997, p.5) states that

...people are the most important resource in any organisation and educational organisations depend on their success for the quality, commitment and performance of the people who work there.

This idea is further supported by Webb, Montello and Norton (1994) as quoted by Weller Jr and Weller (2000, p. 6-7) when they say

...effective schools depend on the quality of its teachers for programme effectiveness and that human resource management and development become the most important function of principals.

Bush (1997, p. 11) further elaborates on the above ideas when he says

...the quality of work and motivation to perform well are directly related to the nature of the human resource management process. Where staff management is skilled and sympathetic, a successful organisation is likely to

result. Staff development programmes may assist to maintain commitment and motivation.

The view of managing people in an organisation is further illustrated by Anderson (2003, p. 11) who states that

...people are the most important resource in education and their effective leadership and management is vital to the success of all educational organisations.

The same view is argued by Owens (2002, p. 121) when he states that

...in educational organisations, human resources are often the most valuable resources available to create and maintain high-performing organisations.

All the ideas illustrated above indicate the central importance of people in an organisation. It shows that the lack of good management of human resource in an organisation can lead to a collapse and failure of that organisation.

This study is based on the redeployment of people and this call for strong management, communication, guidance and leadership of the people in a new environment. This means that people in a new environment require mentorship that will make them adapt quickly before the organisation collapses. There should be strategies and programmes in place to attain the smooth transition on the part of the people. Mthiyane (2006, p.12) cites Armstrong (1991, p. 81) when he says HR strategies aim to:

...ensure that from the outset corporate planning processes recognise that the ultimate source of value is people; see that all concerned in strategic planning appreciate the human resource implications of their proposals and understand the potential human resource constraints if appropriate action is not taken;... provide guidance on the design and management of the organisational processes and culture of the organisation...; assess the performance requirements needed to reach the organisation's goals and decide the lines along which these requirements should be satisfied; review the levels of motivation and commitment throughout the organisation and plan to improve them where necessary.

This statement above clearly indicates that the HRM in an organisation puts forward the human beings as the most important components and should be treated with respect to perform to their fullest.

2.4 The management of change in education

The policy of rationalisation and redeployment requires strategic management and leadership. If this is not adhered to, there is a lot of misinterpretation of the policy which leads to resistance and stress. Management should start at a micro level to a macro level to ensure that there is good understanding among the people involved. Fullan (1999, p. 1) states that “At the micro level, moral purpose in education means making a difference in the life-changes of all students – more of a difference for the disadvantaged because they have further to go. At the macro level, moral purpose is education’s contribution to societal development and democracy.”

Similarly, the changes that come along with the Rationalisation and Redeployment policy have to be well communicated and managed carefully to obtain its optimum objectives. If this is not done well, the human resource involved in an education system is demoralised and suffers uncertainty which leads to stress. Another reality that must be faced is that since the reforms in education have been attempted, part of them have failed and are still failing because of the inadequate knowledge and understanding by both the policy makers and policy implementers. In order to avoid failure in implementing the Rationalisation and Redeployment Policy for both the policy-makers and policy-implementers, they (the policy-makers and policy-implementers) must be prepared to attempt new things and new innovations Fullan (2003, p. 29) attest to this when he says “Without learning new ways - changing attitudes, values, and behaviours – people cannot make the adaptive leap necessary to thrive in new environments”. This explains that the human resource in an education system must be well informed of any changes and be able to accept these changes. That could make a change or cause resistance.

In support of the above idea, Fullan (2009, p. 66) further summarises it in three points: Setting directions (shared vision and group goals, high performance expectation), developing people (individual support, intellectual/emotional stimulation, modelling) and redesigning the organisation (collaborative cultures and structures, building productive relations with parents and community).

Besides the positive intentions of the three points above, Fullan (2009) further gives a warning to the policy implementers by mentioning that when people become nervous

about change, they can feel compelled to resist and voice that resistance by attacking the person that is promoting the change. That is why many educators showed signs of resistance on the policy of Rationalisation and Redeployment because they felt they were compelled by the situation, yet they were not sure what the consequences would be (Chudnosky, 1998). The important factor is that the policy makers should engage the policy implementers all the time and they should form part of the whole process by providing support and guidance to the people who are directly involved in implementing the policy.

Carter and O'Neill (1995, p. 7) have a similar idea when they speak of the gap between 'policy formulation and policy implementation'. They say "Policy makers are frequently (even usually) a different group at a different level of governmental decision-making than those who will be responsible for implementing proposed changes." This statement suggests that more training, management, leadership and collaborative working are required to implement any new policy. They further (p. 109) indicate that "To understand implementation a distinction must be made between the innovation (the change that is being sought) and interventions (the actions of policy makers and change facilitators) to assist teachers in using innovation." All this cannot be done without management and training.

2.5 The importance of training of all the officials

Part of the misunderstanding that has happened and continues to happen between the redeployed educators and the policy implementers (the Principals, the Ward Managers and the Department of Education Officials) is a lack of training from their side which leads to a wrong interpretation of the policy. Mthiyane (2006) in his study alludes to this by saying that the workshops approach to training seems to be the most appropriate method as it makes it possible to transmit a large quantity of information to many people. The policy document used in England called the "Burgundy Book" outlines the procedures that are to be followed by the implementers, including the School Governing Bodies. The first paragraph in this document states that "The main body of the document sets out the principles and procedures to be followed by the Governing Body and the Local Authority. Any changes will be subject to Cabinet Advisory Team Approval following consultation with the recognised Trade Unions and Governing Bodies."

The document was collaboratively compiled by the Governing Bodies, Local Authority, Cabinet Advisory Team and Trade Unions. All the bodies have been trained on this document to ensure smooth and an effective rationalisation and redeployment process. Among the topics analysed in this document are the ones that I feel are important and will be used in my study:

Purpose of the Procedures.

Timetable for Operating and Procedures.

Principles of the Procedures.

Practice of the Procedures.

Personal Hearing AND Appeal.

Selection Criteria.

These are just the sub-topics in this document that are covered when the rationalisation and redeployment policy is implemented.

There is no distinctive difference in terms of training and explanation of how the policy should be implemented in South Africa and the United Kingdom. In South Africa the same procedure is followed to implement and train the people on the new policy. The difference that is evident is that when it comes to the implementation of the policy, the people in South Africa seem to be lacking which leads to uncertainty and possibly resistance on the side of the teachers to carry out and follow what the policy requires (Redundancy and Redeployment Procedures for School Based Teaching Staff).

The training procedure in South Africa is further outlined in an ASTI Information Leaflet – Redeployment Scheme for Post Primary Qualified Teachers Surplus to Requirements in Consequence of School Closure (2010). The other document that has a similar idea is called “Policy & Procedure for Redeployment of School Based Staff” (2010).

2.6 Review of the literature

Literature on the redeployment of educators deals with issues of surplus of educators whose schools have been closed down because of new education policies. Metcalfe (2007, par. 5) in The Mail and Guardian Online under the topic ‘The myth of

oversupply'. The myth of supply means that there were many colleges of education that produced many educators who did not have schools to work in. Some of those educators did not have skills in teaching scarce subjects like Mathematics, Science and Accounting etc.

This expansion and oversupply in the early 1990's had huge consequences for the new government, which inherited a large number of unemployed, poorly qualified teachers many of whose professional experience has now been bypassed by the major post-1994 curriculum changes....The political pressure of young qualified seeking employment in an era of rationalization induced in the authorities a sense of endless supply of qualified teachers. In addition, provincial departments have battled with the complexities of educators needing to be deployed from schools where they are in "excess" of post-provisioning norms. The suggestion of a need to train new teachers was seen as an invitation to add to the burden of the problem of oversupply.

The expansion that Metcalfe (2007) talks about in this quotation is the oversupply of educators who exceeded the number of learners in schools, but were redundant in a sense that most of them had the same qualifications which did not include much needed skills. This problem kept on expanding in schools and there was a need for rationalization and redeployment to take place.

The discussion between the ASTI and the Department of Education and Science came up with a 'Redeployment Scheme', which they called "Towards 2016". A number of issues were agreed upon under this scheme. The following are just three, directly quoted from the examples from the agreement of discussion between the parties and those were the resolutions of the discussion:

In all cases the Director may assign a teacher to a school within the radius of 50 kilometres from his/her existing school or where the teacher so requests from his/her place of residence.

The Director will, to the greatest extent possible, seek to match a surplus teacher to a vacancy having regard to the curricular needs of the school and that surplus educators' qualifications and previous teaching experience.

The Director will satisfy him/herself that the teacher being redeployed will respect the ethos of the school to which he/she is being assigned and the educator will

agree to respect the ethos of the school in question (ASTI Information Leaflet 2007, p. 3).

The above statements suggest that the decision of redeploying educators is largely employer-driven with no or very little attention to the educators' needs or desires. In India the Education Departments have hired contract educators to assist in teaching with the permanent educators. Most of these contract educators come from other countries including South Africa. Bertram, Appleton, Muthukrishna and Wedekind (2006) in their study titled 'The career plans of newly qualified South African educators' indicate that in South Africa there has been intensive recruitment of educators to go and teach in the United Kingdom which is done by recruitment agencies. They further indicate that this is either a 'brain drain' (those who permanently emigrate to other countries) or 'brain circulation' (those who will work for some years in other countries and come back and teach in South Africa).

The Association of Secondary Teachers Ireland (ASTI) (2007) leaflet talks of the ongoing discussions on redeployment in relation to teachers who are surplus in schools, which are not closing down, and in relation to educators seeking voluntary redeployment. The object of these discussions is to achieve continuity of employment for educators and to provide maximum choice and options of alternate employment for educators. The implication here is that the need to secure continuous employment is greater than the need for job-satisfaction and job placement.

In South Africa, the experiences of redeployed educators according to ASTI process are very difficult to establish. Chisholm, Soudien, Vally and Gilmour (1999, p. 386) state,

The achievement of equity is a central component of attempts to restructure education in post-apartheid South Africa. However, recent efforts to do so have faced significant challenges.

All the efforts that were made to speed up the process of addressing equity were challenged by educators, Teacher Unions and even contradicted some sections of the South African Labour Laws e.g. the Rural Allowance has not yet been paid to some educators who are teaching in rural areas.

Chisholm, *et al* (1999, p. 391) argue that "The impact of the policy was felt even before it was introduced..." This means that the sudden changes in education that

came with democracy challenged the human resource in education and people started to prepare for resistance even before the policy of rationalization and redeployment was officially launched. The implementation of the policy would not go alone without affecting the people in the education system. Chisholm, *et al* (1999) is further supported in this statement by Heystek and Lethoko (2001); Metcalfe (2007) and Williams (2008) who also state that the rationalization and redeployment policy is about people and they will always be affected by its implementation..

The above statement supports the idea that the policy was changed just after a year of its implementation under the pretext of lack of communication and some parts of it lacked clarity (*National Association of Professional Teachers Organization, 2006*). Even though the policy continues, some schools in certain provinces put the policy on hold until they got clarification. The Teacher Unions sought to meet the policy makers to get clarification before the schools could continue to implement it effectively in their schools. In Cape Town the White and Colored educators openly resisted the redeployment policies through their unions, which are South African Teachers Union (SADTU) and National Association of Professional Teachers Organisation (NAPTOSA) (*National Association of Professional Teachers Organization, 2006*).

The statement by the former Minister of Education Prof SME Bhengu –on a three years improvement package for educators on the 2nd of May 1996 had the same principles as that of the ASTI, but the difference was that the time was too short to achieve the improvement desired in addressing the problems that were to follow. “It is not the intention to decrease the number of educators in the country, but to redeploy them in the interest of equity...” This was also outlined in the document that he analyzed, titled “*Towards equity in education: The redeployment of educators in schools and colleges*”. The main issue in this document was the educator-pupil ratio, which was 1:35 at that time. When this ratio was implemented in some schools, some educators became excess and then the policy of rationalization and redeployment had to be implemented.

Most educators opted for severance packages, which had some lucrative incentives at that time, but soon the Provincial Department of Education (PDE) ran out of funds to pay the educators. This was observation because soon after the finalization of

severance packages, the system of paying outgoing educators stopped. The system of severance packages came up with a lot of corruption where in some cases non-existing or deceased educators kept on receiving salaries. Chudnovsky (1998, p. 3) concurs with this statement by saying “To make matters worse, all provinces must address the bizarre phenomenon of *phantom* educators. It is not clear how many pay cheques are issued each month to educators who either don’t exist or who only show up at school to receive their cheques but do no teaching, but certainly there are thousands- and perhaps tens of thousands....Administration and organization of the former African schools was so chaotic that it was relatively easy to continue to collect the pay of a deceased educator or one who had moved or left the system.”

The Bill of Rights (Chapter 2 of the Constitution of the Republic of South Africa, 1996) provides the outline for basic education. In the South African context, basic education is provided in the nine different provinces, which are varied. Berkhout (1997, p. 23) is quoted as saying, “The different socio-economic, political and cultural contexts of these provinces, as well as their needs and inequalities, will probably have an increasingly important effect on the shape of the education debate in future.” Berkhout (1997, p. 23) also points out that the difficulty in fast-tracking the process is hindered by the country’s cultural diversity and complexity. If the issue of cultural diversity and complexity is not deeply analyzed, my experience convinces me that the educators involved in the education system will still be affected in various ways which may include; considering early retirement, stress, leaving the profession and emigrating. Redeployment to rural schools involves many things like the comparison between South Africa and other countries, Berkhout (1997, p. 23) points out this by saying “These differences exist not only in terms of quality of the facilities and the availability of teaching and learning materials, but also in regard to teacher attitude, the equality of teaching, and the general lack of a culture of learning.” The above statement suggests that a number of issues plagued redeployment before one can say it addresses its main purpose – equal education for all.

One of the major issues to be pointed out is the issue of emigration, which is termed the “brain drain” (Bertram *et al* 2006). They define ‘brain drain’ as permanent move to other countries of educators and ‘brain circulation’ as educators who would move to other countries and come back, maybe after two years. This also raises an issue of

the teaching conditions in South Africa. The redeployment process does not only affect the educators in the system, but it also affects the educators who are about to enter the system. The following statistics in Bertram *et al* (2006) clearly show how many skilled educators were lost before they were even employed in South Africa to help with the issue of equal education for all in schools.

Key findings from the study showed that 27.4% of the student teachers were planning to teach abroad in 2005, 63.3% were planning to teach in South Africa, and 7.2% were not planning to teach. However, the vast majority of those planning to teach abroad indicated that they would be returning to South Africa within two years. Of the student teachers who were planning to teach in South Africa, only 33% indicated that they already had a job secured for 2005. Three quarters of these posts to be paid by school governing bodies in ex-Model C schools. We argue that teacher shortages are not translating into available jobs for newly qualified teachers. Issues of race cannot be ignored, in that white teachers are more likely to get posts in well-resourced schools, and are more likely to go abroad to teach.

The purpose of including the brain drain and brain circulation is to highlight some of the effects of redeployment to rural schools of educators who would rather prefer to leave their country of birth than to be redeployed to rural schools. Resistance to teaching in rural schools may also be caused by teaching conditions, safety, infrastructure and salaries.

In Sweden, Start (2004 p. 47) indicates that the centrally controlled system of fixed educator pay ladders was abolished and replaced by an individualized salary scale that allows educators to be financially rewarded for their individual contributions to student learning and school development as a supplement to the nationally agreed minimum salary. Since this started, there has been much improvement in educators willing to move to any school within the country which results in human resource redistribution and redeployment.

Furthermore, a study done in Nicaragua ((Start, 2004 p. 49) states that there is a process in place to attract staff with educational backgrounds and experience in areas other than teaching as the way of increasing the number of educators in the system at

times of shortages. This is coupled by an in-service training that is provided by the Ministry of Education at their work places during certain times.

Mulkeen (1992, p. 6) in a study conducted in Zambia suggests that incentives must be used to encourage educators to locate to rural areas. He does not only refer to money, but also to housing, even though he also points that this system can be expensive, but it has worked in countries like Zambia. He also suggests that the Department of Education must recruit local people to become educators /trainees to avoid the redeployment of educators to rural schools because these people will accept the posts in their local areas. He also speaks of ‘hardships allowances’ which is the money that is paid on top of their salaries for teaching in these rural schools. He says, “To be effective, incentives need to be significant in scale. Carefully targeted to remote schools and tied to remaining in the post (educators who transfer to another school should not retain the hardship allowance).” In Zambia, the incentive payment is calculated on a sliding scale, based in distance from the nearest tarred road.

Besides the positive things that Bloch (2006) outlined when agreeing with Mulkeen (1992) above, he still blames some of the issues that are part of the failings of the policy of rationalization and redeployment. He calls this ‘Slippages and weaknesses in South African Education: Causes of poor education’. Bloch (2006, p. 6) also speaks about the same idea when he says:

Teacher morale is generally low with flight overseas or to other professions- over half express the desire to leave and relations with the departments are often antagonistic. The move of educator training to universities has had the paradoxical effect of making it less accessible to poor students, while teaching has become a less than desirable occupation. Relations between educator unions and provincial departments have often been reduced to hostile ‘labour relations’ rather than a collaborative project to improve education quality, especially for the poor.

Mulkeen (1992) in his study called ‘Teachers for rural schools: experiences in Lesotho, Malawi, Mozambique’ speaks of educational reform as a complex, non-linear, frequently arbitrary and always highly political. He speaks of the process of rationalization and redeployment, which is rife with unpredictable shifts and fragmented initiatives. The urgency of restructuring the education system is met with

challenges like time frame and the availability of resources. He refers to this as a major challenge especially when the policy has to directly deal with human resource. He summarizes the above idea by saying, “This is especially true in terms of the tension between implementing changes that need both time and considerable resources to work their way through, and immediacy of issues that need to be addressed at the sites of implementation i.e. in the schools/universities/technikons and particularly, in the lives of human personnel” (Mulkeen 1992, p. 27).

In another study conducted by Neerachand (2000) on the impact of Rationalisation and Redeployment in education, the researcher found that rationalization and redeployment would be phased in over a maximum of five years effective from 1 April 1995. The process would start by setting up a 1:40 educator: pupil ratio. This initial step would determine the post provisioning establishments for institutions. Educators who would be excess in this programme were free to take voluntary severance packages. However, it was also decided that educators with expertise in Mathematics and Science would not be part of this programme. This process would be communicated to schools in Circular 14 of 1996, followed by Circular 17 of 1996, to elect the right-sizing committee that would identify excess staff and make recommendations.

Another study conducted by Govender (2001) analyses how the rationalization and redeployment policy was going to change education in South Africa. He speaks of the majority of South Africans that were anxious to experience the democratic values of justice, equality, liberty, democracy and peace that were embedded in the 1994 constitution. The educator rationalization and redeployment policy was made to address the issues of inequities and imbalances that have riddled the pre-democratic South African Education system. This policy was to facilitate the transformation of education under a single Department of Education.

2.7 Theoretical frameworks

My study is underpinned by the two theories, namely sociological and geographical theories which are discussed hereunder based on the process of educational transformation which involves the teachers, community and the environment. The reason that made me to include ‘transformation’ paradigm in this study is because it

possesses the ideas which address the transformation and the study is addressing the issues that came up during the transformation of education. Mertens (2007, p. 102) says “Transformation paradigm with its associated philosophical assumptions provides a framework for addressing inequality and injustice in society using culturally competent, mixed methods strategies. The recognition that realities are constructed and shaped by social, political, cultural, economic, and racial/ethnic values indicates that power and privilege are important determinants of which reality will be privileged in a research context.” The above statement fits well with my study which will be influenced by the above listed values.

My study is neither going to be influenced by making any associations of what is happening in the field of education nor be biased by the system of education. The findings of my study will rely on the information that I will get from my respondents.

2.7.1 Sociological and geographical theories

This study is underpinned by two theories, namely: sociological and geographical theories.

2.7.1.1 Sociological theory

This theory was founded by Auguste Comte. In a qualitative design, this theory emphasizes the understanding of social phenomena through direct observation and communication with participants. It considers the understanding of the nature of the society or social structure, the way in which it develops and transformed (Stets & Burke 2000). This study deals with the society and its transformation through the redeployment of educators.

Whitaker (1983) talks of the rural areas in America as places with marvelous diversity of cultural heritage, values, aspirations and socio-political forms all of which have implications for education as well as for social/services in general. These are the areas to build on the education changes in these rural areas, which were neglected in the past. It is not only about inequality and about injustice in education because even the people who are/were in the urban/township areas suffered the same consequences orchestrated by the apartheid legacy. The issue is to how the white teachers will be mentored into understanding the culture of the black children and their parents in the rural areas and utilizes their understanding to teach them effectively without changing

their cultural beliefs. The main aim is to bring equal education to all learners in the country irrespective of their cultural background, social settings and race.

Whitaker (1983) further makes an interesting statement when he says “There are rural sociologists who question the sociological significance of the concepts of rural and urban for modern society and who urge moving beyond rural/urban comparisons to focus on the problems and needs of rural people rather than worrying very much about who is or is not rural.” This clearly states that there is no need to look at the geographical situation, but how best can we together contribute into making education the same for every learner in this country.

The research is further informed by some geographical theories and government structures. The government structures were not mainly for the education purpose but played an important role in understanding how the education sector was affected by these theories.

2.7.1.2 Geographical theories

This study includes the distribution of human resource in education which is orchestrated by rationalisation and redeployment of educators. It involves the migration of educators from urban areas to rural areas. This theory, though widely used, is not specified who the founder is, but Partee (2010) explains it as an investment in education that increases the distribution of teaching skills equally to the whole country. It has invested in designing policies and programmes that that makes the society to be equally educated.

The theories of migration are one of the theories that affected the education system and have been widely used in this country to redress the imbalances of the past. The study will also explore the theory of ‘counter-urbanization which Singh, Chandrabhaon, Brighthouse and Louis (2009, p.129) define counter-urbanization as “...the process by which people move out of cities to the outskirts, rural areas as well as smaller urban settlements.” This geographic theory of migration is in two-folds i.e. immigration and emigration. The theory of counter-urbanization is going to be useful in this study because it addresses some of the issues that have been previously used as the shield to avoid or resist deployment to rural areas. The following are few reasons

highlighted in this theory to indicate how the rural areas are developed to be on the same socio-economic state as that which were previously understood to be better:

Availability and growth of transport means that people no longer have to live where they work: The development of motorways/ freeways has increased private car ownership and thus commuting. Growth of information technology (faxes, e-mail, and video-conferencing) means that some people can work from home (teleporting). Pollution and traffic congestion encourage people to live out of the city centre. Housing is cheaper on the outskirts.

Singh *et al* (2009, p.129).

My experience as a teacher in support of Singh, is that urban life is expensive compared to life in a rural area, especially for a new teacher who wants to save. The expansion of the local government has actually made life easier for people in the rural areas. Following the above explanation, the Minister of Education has also opted for the hiring of teachers from other countries who most of them are not choosy where to stay – be it rural or urban as long as they will secure their jobs and earn decent salaries.

Singh *et al* (2009) speak of the Land Reform Act of 1994 which aimed at transferring the land to the black hands. My study will also look at whether this Act will also be able to create more schools and alleviate the flow of teachers to urban areas of learners, chasing after the schools where parents are better resourced in terms of teachers and better education. The creation of schools could possible encourage teachers in the urban areas to consider moving to these rural areas.

An example is the announcement of the Minister of Education's intention to hire the teachers from outside the country to come and teach the so-called scarce subjects which are Mathematics and Physical Science. This theory indicated clearly that the country is failing to distribute the internal teachers from ex- model C schools to places where these scarce subjects are needed. The next thing was that the teachers in schools who do not have these scarce subjects were declared in excess and had to be moved further to deeper rural areas making the type of education in those schools even worse than before. Nevertheless, looking at the development of the country this

is no longer going to be the case as there could possibly be a mixture of teachers in these rural areas.

Marais, Cornfield, Kgoroadira and Chapman (2005, p. 157) made the following statement “After 1994, the South African government started removing apartheid policies and creating an independent, democratic society based on equity, non-racialism and non-sexism. Since then it has put in place new policies and programmes to improve the quality of life of all South Africans”. This process is defined in the Reconstruction and Development Programme (RDP), on which many post – 1994 policies are based. The RDP plans to:

Meet people’s basic needs. Build a sound economy. Democratize the state and society. Develop human resources, and build a nation.

This statement and the plans to be achieved could only be attained if there is a sound and equal education for all. When I look at the current status as compared to the situation prior to 1994, I feel the redeployment system of educators is necessary to address and meet the above requirements. My study will be influenced by this theory in a sense that the redeployment of teachers was put in place in order to redress the imbalances and influence the attainment of the plans of the RDP.

Reddy (2008) had the similar intentions of the RDP in the sense that it was intended to construct infrastructures to redress the past imbalances. The schools were also part of the RDP. The main purpose for this theory was to rectify the social and economic inequalities that prevailed during the apartheid era. Besides the basic understanding that RDP theory was building houses for the people, it also involves the schools, hospitals etc. The improvement of the houses in rural areas would actually change the status of the rural areas to a better living place which could attract a number of skilled teachers to teach in these areas without all these fears of insecurity, sanitation and poor living styles.

The policy of Rationalisation and Redeployment was also informed by the government policy called GEAR (Growth, Employment And Redistribution) which was adopted in 1996 (Reddy, 2008, p. 207). The objectives of GEAR strategy included a ‘society in which sound health, education and other services are available to all.’ Besides this theory, I will also look at the idea called the ‘Victory City’

(Reddy, 2008). He is talking about the rapid urbanization where the rural areas will be developed and merged with urban areas – called the mega-cities. This will ensure that education, skills and socio-economic factors will be the same in the entire country. These are also called super cities that will ensure sustainable capability. How will this help in this study? Some literature studies refer to teachers refusing to go and teach in the rural areas because of the infrastructure, poor living conditions, lack of transport and amenities, which the above theories would now address.

Chang and Moses (2006, p. 3) speak of the theory of diversity that can be traced back to ancient times of the Greeks, followed by the contemporary thought of Martha Nussbaum. These theorists provide foundational historical-philosophical evidence for the diversity rationale in use today. The theories that I am referring to are the Aristotle's Diversity theory, Mill's Marketplace of Ideas theory, Dewey's Pluralism theory and Nussbaum's Humanity theory. The latter theory is briefly explained as the attempt to "...that bring together people from many different national, cultural and religious backgrounds." It addresses that the future of children need to be approached with broad historical and cross-cultural understanding. The idea is further illustrated in all the other theories but in different versions.

2.8 Summary

The fact is that after the inception of democracy in South Africa in 1994, there would be changes in education. This change, amongst the many, involved the redistribution of human resources to schools where was a need to do so. This redistribution was addressed through the Rationalisation and Redistribution Policy adopted by Educator Labour Relations Council - Resolution no 6 and 7 of 1998. The literature in this chapter indicates the problems and difficulties encountered by the educators who were affected by this policy. It (literature) further points out that the problems and difficulties were due to the fact that educators were not sure what was going to happen to them in future. In short, they (educators) misunderstood how the policy would work. The literature then further clarifies and emphasizes the importance of communication and training of all the stakeholders involved in the implementation of this policy.

This chapter has also reviewed the literature and theoretical frameworks (sociological and geographical theories) relevant to the study. The next chapter shall discuss research design and methodology.

Chapter 3

Research design and methodology

3.1 Introduction

The previous chapter reviewed the literature and theoretical frameworks relevant to this study. This chapter firstly describes the research design and setting where the two (research design and setting) are described and justified. The chapter further explains who the respondents are and what instruments are to be used to get information from them i.e. semi-structured interviews, observation and document analysis. It further explains the observation of ethical issues. In conclusion, it explores the possible limitations of the study.

3.2 Research design and methodology

Research design is a plan or blueprint of how one intends conducting one's research (Babbie and Mouton, 2009). This is a qualitative study utilizing a case study approach. Cohen, *et al*, (2007) further explains 'research design' as the way of planning research. It is governed by the notion of 'fitness for purpose'. The purpose of the research determined the methodology and design of the research. The approach to this study was a case study. I particularly chose this approach because I sought to enquire the reality experienced by educators through their accounts with the real situation. I therefore, opted to use emancipatory paradigm that would fit well in this approach

Cohen, Manion and Morrison (2007, p. 253) describe a case study as a study which "...provides a unique example of real people in real situation enabling readers to understand ideas more clearly than simply by presenting them with abstract theories or principles." I declared my study a case study because it dealt with a certain school and my respondents would also be educators at that same school and that was a representation of the real settings. The study would also be of analytic nature rather than statistical generalizations which were the description that is outlined by Robson (2002) in Cohen *et al* (2007). My study investigated and reported the complex dynamic and interactions of events, human relationships and other factors in a unique instance (Cohen *et al*, 2007). This analysis formed my basis and guideline throughout the research to avoid being misdirected into making general assumptions from my

teaching experiences. The nature of this study established the cause and effect of the redeployment policies in our school. This research involved a case of redeployed educators at a historically black school in a rural area. It was obviously going to be carefully structured to stay strictly within the boundaries of ethical issues. The instruments for collecting data were interviews and observation. However, there were advantages of the case study. Nisbet and Watt in Cohen *et al* (2007) outline the advantages of the case study as follows:

The results are immediately intelligible; they speak for themselves and they catch unique features that may be lost in larger scale data. They are also very strong on reality. They can be undertaken by a single researcher without needing a full research team and they can also embrace and build in unanticipated events and uncontrollable varieties.

The findings were immediately identified something that could not be obtained from another research method. It was easy to rely on these findings as they were from the people who were involved directly in the redeployment process. These were then relevant to this study because I conducted this study alone which was also another advantage.

According to Mertens (2005) there are three major paradigms which are positivism/postpositivism, interpretivism/constructivism and emancipatory/critical. Research is described as a systematic investigation or inquiry whereby data are collected, analyzed and interpreted in some way in an effort to understand, describe, predict or control an educational or psychological phenomenon or to empower individuals in such contexts (Mertens, 2005). Bogdan and Biklen (1998) explain the term paradigm as a loose collection of logically related assumptions and concepts, while Cohen and Manion (2007) explain it as propositions that orient thinking and research or the philosophical intent or motivation for undertaking a study.

3.2.1 Positivism/postpositivism paradigm

This is sometimes referred to as scientific method or science research; is based on the rationalistic, empiricist philosophy that originated with Aristotle, Francis Bacon, John Locke, August Comte and Emmanuel Kant (Mertens, 2005). This paradigm may be applied to the social world on the assumption that the social world can be studied in the same way as the natural world. Postpositivists see the world as ambiguous,

variable and multiple in its realities – what might be the truth for one person or cultural group may not be the truth for another.

3.2.2 Interpretivism/constructivism paradigm

This paradigm grew out of the philosophy of Edmund Husserl's phenomenology and Wilhelm Dilthey's and other German philosophers' hermeneutics (Mertens, 2005). Cohen and Manion (1994) suggest that it has an intention of understanding the world of human experience and that reality is socially constructed. Constructivists do not generally begin with a theory (as with Postpositivists) rather they generate or inductively develop a theory or pattern of meanings. The constructivist researcher is most likely to rely on qualitative data collection methods and analyses or a combination of both quantitative and qualitative methods.

3.2.3 Emancipatory/critical paradigm

I located my study within the emancipatory theory for the reasons which are explained below. I utilized qualitative methods within the emancipatory theory to explore the experiences of the redeployed educators in an education situation. Cohen *et al* (2007) suggest that the intention of the researchers of emancipatory paradigm is the emancipation of the individuals and groups in an egalitarian society. This paradigm is explicitly prescriptive and normative, entailing a view of what behaviour in social democracy should entail. It does not merely intend to give an account of society and behaviour but to realize a society that is based on equality and democracy for all its members. It does not also only understand situations and phenomena but to change them. It seeks to emancipate the disempowered, to redress inequality and to promote individual freedoms within a democratic society.

Its intention is transformative (hence the study also deals with transformation in education): to transform society and individuals to social democracy. It has purposeful change in the social relations of all participants. This study seeks to understand the present situation of rationalization and redeployment and aims at providing suggestions that can be used as guidelines to educational changes.

3.2.3.1 Ontology of the emancipatory paradigm

To explain ontology, it is the way things are, the form and nature of reality. It is the study of the nature of existence. A question to guide a researcher on this ontology is: What is out there to know? It recognizes multiple realities and critically examines the findings via an ideological critique in terms of its role in perpetuating oppressive social structures and policies. It also indicates that reality is not out there, it is a material never fully understood.

http://www.celt.mmu.ac.uk/researchmethods/Modules/Selection_of_methodology/index/php

In addition, it emphasises that which seems 'real' may be reified structures that are taken to be real because of historical situations. Thus, what is taken to be real needs to be critically examined via an ideological critique in terms of its role in perpetuating oppressive social structures and policies (Mertens, 1998p. 20).

3.2.3.2 Epistemology of the emancipatory paradigm

Epistemology is the philosophy of knowledge and knowing. It poses a question: what and how can we know? This is an approach that would be interactive and empowering those without power. It emphasizes that knowledge is not objective; values and power play a positive role.

http://www.celt.mmu.ac.uk/researchmethods/Modules/Selection_of_methodology/index/php

The researchers in this paradigm believe that the relationship between the researcher and the participants should be interactive and empowering to those without power. A common methodology in emancipatory research is the inclusion of diverse voices from within (Mertens, 1998).

3.2.3.3 Methodology in emancipatory paradigm

Methodology is focused on the specific ways and methods that we can use to try to understand our world. The question here is: how can we go about acquiring that knowledge? It can combine quantitative and qualitative methods of data collection and provides a valuable alternative perspective. It also stresses that research seeks to

understand the effect of power, and then empowers people.

http://www.celt.mmu.ac.uk/researchmethods/Modules/Selection_of_methodology/index/php

Mertens (1998) states that a researcher could focus on marginalized people and make recommendations that would lead to greater empowerment of those with least power. Researchers need to be very sensitive to the social and historical influences on the placement decisions and the school personnel's construction race and ability.

3.3 Rationale for using the emancipatory paradigm

I have particularly chosen this paradigm because it describes and interpret existing situation (rationalization and redeployment of educators). It further penetrates the reasons that brought the existing situation. It provides an aim for altering the existing situation towards an egalitarian society. Lastly, it evaluates the achievement of the situation in practice.

http://www.Wes.org/ewenr/wenrarchive/SF_TransformingEdSumm97.pdf

I had also been inspired by Habermas (1970)'s types of interest in using this paradigm. A technical interest concerned with the control of the physical environment, which generates empirical and analytical knowledge. A practical interest concerned with understanding the meaning of situation, which generates hermeneutic and historical knowledge. An emancipatory interest concerned with the provision for growth and advancement, which generates critical knowledge and is concerned with exposing conditions of constraints and domination.

http://www.celt.mmu.ac.uk/researchmethods/Modules/Selection_of_methodology/index.php

The three reasons above are the key concepts to this study in order for the researcher to collect the meaningful data.

3.5 Data collection instruments

This study utilized the following data collection instruments: semi-structured interviews and observations. I decided to use semi-structured interviews because my respondents were always near me and I worked with them in the same institution. It would be a waste to use any other instrument which might incur costs whilst the

similar information could be obtained. This type of interview would again provide flexibility and freedom (Cohen *et al*, 2007) and interviews could be repeated at anytime if the information I needed is not enough.

I also chose to use observation because I also wanted to gather 'live' data from a naturally occurring social situation (Cohen *et al*, 2007). Moreover, the observational data was useful for recording non-verbal behaviour; behaviour in natural or contrived settings. The reason being that some people are not good at providing verbal data, due to being naturally shy or not good in speaking; observation will provide more information in this regard.

3.5.1 Semi-structured interviews

In order to plan my study, I strictly followed the steps that are outlined by Kvale (1996) in Cohen *et al* (2007) which are thematizing, designing, interviewing, transcribing, analyzing, verifying and reporting. The interviews would be my point of departure for this study. The reason for this was to try and elicit any information that would be difficult to get by observation and/or questionnaires. Secondly, my intention was to develop a rapport and mutual trust with my respondents so that they could freely divulge as much information as possible, even perhaps, which might seem confidential. One-on-one interview, in a private place would develop trust and would allow my respondents to ask me questions allowing information to be provided that might have otherwise been accidentally left out of my questions. In this study I was going to interview all the redeployed educators from the year 2008 to 2010. There were educators that were redeployed before that, but I felt those have already been fully established in the school environment and might not necessarily give enough information that would be relevant to the study.

The decision that I made about this study was influenced and supported by the idea of Maxwell (1996, p. 93) in Maree (2008, p.39) in his explanation of triangulation when he says "...It reduces the risk of chance associations and systematic bias, and relies on information collected from a diverse range of individuals, teams and settings, using a variety of methods." This will fit well in my study which is going to be conducted using the semi-structured interviews, observation and sampling as my main research methods.

I also chose interviews for this study as I wanted to generate knowledge that was characterized by a rapport between myself and the interviewees; accompanied by their acceptance. I strongly believe that rapport and acceptance between an interviewer and interviewee produces reliable information. Kvale (1996) in Cohen et al (2007)'s idea about interviews they can facilitate exchanges of views between two or more people on topics of mutual interest. Interviews see the centrality of human interaction for knowledge production, and also emphasize the social situatedness of research data. My intention in acknowledging Kvale's analysis of interview in this study was to make my respondents feel as interested participants rather than data producers in order to help me complete my study. They should get the sense of willingness to be part of the group that would produce a new body of knowledge.

Semi-structured interviews allowed for flexibility and freedom on the part of my respondents. In choosing this type of interview, I considered the fact that I would be dealing with a variety of people who had different past teaching experiences, different social backgrounds and also different races. I was convinced that this type of interview would provide me with more information than would a structured interview. I would still consider the research purpose, though the content, the sequence and wording would still be of my choice as outlined by Kerlinger (1990) in Cohen *et al*. I will use group interviewing, mainly because the group of respondents is small, (composed of ten educators). This type of interview did not only save time, but was also useful because the group that I interviewed had been working together for some time in the same school and the rationale was also common, as pointed out by Watts and Ebbut (1987) in Cohen *et al* (2007). Another advantage of this type of interview was that group interviews could actually generate a wider range of responses as compared to individual interviews, and that was desired for this study. I also considered the time and working hours of educators, especially as it was then the middle of the year and educators were busy with teaching, revision and mid-year examinations. I decided to do this with as minimal disruption of their daily activities as possible.

3.5.2 Observations

Observations were used to verify information obtained in the interviews. I kept a daily diary on what I observed of my respondents. This helped me to make comparison

with the information obtained in the interviews. The reasoning behind using observation was to allow for documentation of any noticeable behaviour that might have been a result of the system of redeployment. One example was to observe whether or not the respondent were honouring all his/her teaching periods before making any judgment. Some tendencies- good or bad- were reported to the management. I tried to observe whether those habits were in fact happening. This kind of information assisted me in designing interview questions and in making observations after the interviews as to whether or not there were any changes in behaviours. There might also be other things to observe which might assist me. To clarify this point, my respondents were only ten, which were six white educators and three black educators. This made my plan possible because we were in the same school. Observation occurred without the respondents being aware, because if they were aware they might possibly change their behaviour in order to impress me. This provided me with accurate and desirable information.

3. 6 Data collection procedures

The semi-structured interviews were conducted on ten respondents to collect the required information. These interviews were conducted in order to learn more about the experiences of the participants in terms of redeployment. A group interview was conducted on five people initially and lasted about forty minutes to an hour. The second group was interviewed on the following day for the same amount of time. The estimated overall time for the interviews was about eighty minutes to two hours. Both groups were asked the same questions.

The interviews were conducted in a remote, quiet room with only the respondents and researcher in attendance. The purpose for this type of room was to enable recording to take place without any other unnecessary noise or outside influences being captured on record. During the interviews, the researcher took notes in case of defective recording or technical failure. Recording was done even if there were possibilities of the above failure, because it had the advantage of capturing data more accurately than hastily written notes, and made easier for the researcher to focus on the interview (Hoepfl, 1990).

I also conducted an observation process for a period of three months. Observation could lead to deeper understandings than interviews alone, because it provides knowledge of the context in which events occur, and may enable the researcher to see things that respondents themselves are not aware of, or that they are unwilling to discuss (Patton, 1990) in Hoepfl (1990). I did my observation from the outside (unobserved) so that the respondents would do things naturally. During my observation period, I was taking notes to use as a comparison with what I had recorded during interviews. This provided more data that was not captured during interviews.

3.7 Sampling

According to Arkava and Lane (1983) in De Vos, Strydom, Fouche and Delpont (2010) a sample comprises of elements of the population considered for accrual inclusion in the study, or it can be viewed as a subset of measurement drawn from a population in which the researcher is interested. The research will be conducted at a Comprehensive Secondary School in a rural area in Umgababa Tribal authority in Amanzimtoti Ward of Umbumbulu Circuit that is part of the Ethekwini Region of the KZN Department of Education.

For this study I chose a purposive sampling. This type of sample is based entirely on the judgment of the researcher, in that a sample is composed of elements that contain the most characteristic, representative or typical attributes of the population (Singleton, 1988 in De Vos *et al*, 2010). In my particular case, I used redeployed educators as my respondents.

Furthermore the results may not be generalizable except where other readers/researchers see their application. They are not easily open to cross-checking; hence they may be selective, biased, personal and subjective. They are further prone to problems of observer bias, despite attempts made to address reflexivity.

For this study, a group of redeployed educators (respondents) was selected. These respondents were chosen because the researcher had easy access to the school since he is also teaching there and it was convenient for him to gain access to the school and get permission from the principal to interview the respondents who are also

familiar to him (researcher). The group consisted of six females and four males. The researcher also chose this school because the issues that are contained in this study are sensitive and some of the information may easily be hidden by the respondents. The spirit of collegiality is very high in this school and the respondents were willing to participate in the study after the ethics and aims of this study had been observed and explained to them.

My study was located in the school that I am teaching at together with my respondents thus enabling interaction between my respondents. I was not sure as whether my respondents would be willing to be participants in all aspects of this study. As a result, I used the old educators redeployed to the same school prior to 2007 for sampling. The reason for this was that I needed recent information from my real respondents ranging from 2008 – 2010. In that sense, I could also make some comparison of the information.

3.8 Ethical issues

Cohen *et al*, (2007) expresses that interviews have an ethical dimension; they concern interpersonal interaction and produce information about human condition. Due to the above idea, I carefully considered the addressing of the issue of confidentiality prior to the interviews. A letter acknowledging and observing the anonymity of the respondents was issued before any study was conducted. It was stressed in the letter that the partaker could participate on their own free will and could withdraw from participation at anytime should they wish to do so. Questions used during interviews for a focus group had been selected in order to get only data relevant to the study. The issue of sensitivity and invasion of privacy was also observed throughout this study. Respondents could not be coerced to participate and rights of these people were duly observed at all times (Cohen *et al* 2007).

3.9 Data analysis procedures

The data analyzed in this study would depend on what the respondents said during interviews and also on what a researcher observed during the observation period. Audiotapes were transcribed, from oral form to textual form. The transcribed data were encoded using grounded theory's distinct coding procedures, named open coding, axial, selective coding and theoretical sampling (O'Callaghan, 1998).

Open coding is the process of breaking down the data into separate units of meaning (Goulding, 1999) in (Moghaddam, 2006). It takes place at the beginning of a study. The main purpose of open coding is to conceptualise and label data. Open coding starts the process of categorizing many individual phenomena. Separately categorized concepts are clustered around a related theme to structure more abstract categories (Brown, Stevenson, Troiano and Schneider, 2002) in (Moghaddam, 2006).

Axial coding is the process whereby data is put back together in new ways after open coding by making connections between categories. Once a concept has been identified, its attributes may be explored in depth, and its characteristics dimensionalised in terms of their strength and for weaknesses.

Selective coding is the final stage of data analysis. This can be described as the process by which categories are related to the core category ultimately becoming the basis for the grounded theory. Babchuk (1997), Strauss and Corbin (1990) as cited in Moghaddam (2006) define selective coding as the process of selecting the central or core category, systematically relating it to other categories, validating those relationships, and filling in categories that need further refinement and development.

Observation was recorded as notes to fill gaps left out during interviews. The researcher recorded what the participants were doing and this added to the new data that might not have been captured during recording. The observation was done after the interviews had been completed. This was to fill in the gaps and probably any missing information that was not captured during interviews.

In analysing the data, the researcher also considered the eleven factors in an interview:

Counting frequencies of occurrence (of ideas, themes, pieces of data, words).

Noting patterns and themes (Gestalts), which may stem from repeated themes and causes or explanations or constructs?

Seeing plausibility: trying to make good sense of data, using informed intuition to reach a conclusion.

Clustering: setting items into categories, types, behaviours and classifications.

Making metaphors: using figurative and connotative language rather than literal and denotative language, bringing data to life, thereby reducing data, making patterns decentring the data, and connecting data with theory.

Splitting variables to elaborate differentiate and ‘unpack’ ideas, i.e. to move away from the drive towards integration and blurring of data.

Subsuming particulars into general, notion of ‘constant comparison’ – a move towards clarifying key concepts.

Factoring: bringing a large number of variables under a small number of (frequently) unobserved hypothetical variables.

Identifying and noting relations between variables.

Finding interviewing variables: looking for other variables that appear to be ‘getting in the way’ of accounting for what one would expect to be string relationship between variables.

Building a logical chain of evidence: noting casualty and making inferences.

Making conceptual/theoretical coherence: moving from metaphors to constructs to theories to explain the phenomena (Cohen *et al*, 2007, 368 – 369).

3.10 Validity

Agar (1993) in Cohen *et al* (2007) claims that in qualitative data collection, the intensive personal involvement and in-depth responses of individuals secure a sufficient level of validity and reliability. In this study I was also fully involved in all the processes to ensure that the information is valid. That is why I chose the participants that are near me and work with me.

The respondents who participated in this study were easy to access by the researcher. The issue of validity was done by repeating the interview after three to four days with the whole group. This provided the validity by comparing this information with the initial interview. This was not a long process. It lasted for ten to fifteen minutes and

was followed up by thanking the respondents for their help. The researcher made a playback of the audiotapes to the respondents after he indicated that they were free to add to the information, if they felt that they had missed out some core issues during interviews. At that stage the respondents were aware of what was required and therefore less nervous (Cohen *et al*, 2007).

3.11 Reliability

Reliability is concerned with precision and accuracy. For research to be reliable it must demonstrate accuracy were it to be carried out on a similar group of respondents in a similar context, then similar results would be found (Cohen *et al*, 2007). The interviews were taken on ten respondents divided into groups of fives. This was done over a period of two days. To ensure reliability of information obtained from respondents, a retest of the same questions on a group was done before the information was synthesized and taken as wholly reliable. The reason for doing on the whole group was that questions were asked randomly and respondents were given time to respond on one question while the researcher looked at their notes to verify similarity of the respondents' answers. The observation process was very important in terms of reliability. The observer in this case was conducting observation from outside- meaning he did this unnoticed by the respondents. This ensured that what he observed was natural in its form as the respondents were not aware that they were being observed (Cohen *et al*, 2007).

3.12 Trustworthiness

Lincoln & Guba, 1985, p.290 speak of 'Researcher Presence'. They say "Participants sometimes react unusually to the presence of a researcher in the research procedure thus unduly influencing the data generated. To minimize this kind of influence, Patton suggests that participant researchers allow an appropriate period of time for themselves and participants to, "get used to each other" (Patton, 1990, p.473).

<http://www.omnivise.com/research/trustworthiness.htm>

In this inquiry, I included into the design of the research procedure one complimentary relationship-building technique. At the start of the group experiences, I designed this phase specifically to develop what counselors call a "working alliance" between all the participants and myself."

The most important issue here was to establish a sound rapport with the respondents prior to the real study. The researcher established questions which are not necessarily going to generate the data to be utilized in this study. This was meant to settle the respondents so that they answered their questions in an honest and truthful manner. The nature of this study was driven by the experiences of the respondents and thus respondents and a researcher needed a sound rapport in order to produce trusted and reliable data. Again it is unnatural for a person to imitate behaviour if he/she does not know that he/she is being constantly observed. The data that is going to be collected through unseen observation will be trusted.

3.13 Limitations

I had tried to consider all the possible limitations in this study before I planned it; however, multitude limitations might appear at any time Cohen *et al* (2007). Some of these limitations involved the broader departmental changes, which were beyond my control and which occur frequently those days. Those changes might include the writing of examinations, workshops, the redeployment of educators to other schools who might happen to be my respondents, resignation of the redeployed educators etc. There were also new posts interviews that were conducted that might result in the possible employment of my respondents elsewhere. There were also some incidental issues, which might involve strikes or national programmes like Confederation Cup 2009 (CAF) and Athletic meetings.

The sample in this study was too small as it was conducted from one school, therefore it could not be used for generalization. This was also another limitation. However this could be used to further any future research on the similar topic.

Another limitation that I encountered was that all my respondents were from the same school that I am also teaching. As a Head of Department in this school, the respondents could possibly say things that they thought I wanted to hear rather than giving out their experiences. I therefore, included the sample of the old redeployed educators and observation approach as a means of eliminating the aforementioned possibility.

3.14 Summary

In conclusion, this chapter has discussed the research design and methodology, highlighting the purpose of the research and determining the methodology and design of the research. The approach to this study was a case study, the instruments that would be used to for data collection which would be the semi-structured interviews and observation, how this data will be collected and utilised, ethical issues have been clarified well to the respondents, how the data would be analysed and synthesized. It also discussed the characteristic of validity, reliability, trustworthiness and imitations. In the next chapter, I present and discuss the data collected from the field.

Chapter 4

Data presentation and discussion

4.1 Introduction

The previous chapter reviewed the literature and theoretical frameworks relevant to this study which are the research design and methods, respondents in this study, data collection instruments, data collection procedures, sampling, ethical issues, data analysis procedures, validity, reliability, trustworthiness and imitations.

The purpose of this chapter was to present and discuss the findings of the study. The chapter presents and analyses the data that was collected through the semi-structured interviews and observation. Firstly, biographical data is important because they include experiences of the educators whose lives were affected. They also show what types of people were involved and how different people have been affected by the policy of rationalisation and redeployment. The study evolved around the following questions:

- What are the understanding and experiences of these redeployed educators regarding the redeployment process?
- What are their perceptions and experiences regarding their new community and the environment in the new school?
- What was the role of the education stakeholders (School Management Team, School Governing Body, Teachers Unions, Community leaders etc) regarding the facilitation of the redeployment and adaptation of the educators in their new environment?

Firstly, the general questions that were used to establish a rapport with the participants are presented. Secondly, the findings were presented according to the three main research aims. Thirdly, the analysis and comparison of derived data from the observation schedule conducted by the researcher were presented in tabular form to discuss the results. Finally, the chapter discusses the main issues emerging from the study.

4.2 Presentation of data:

Data is grouped in themes, categories and sub-categories. (Figure 1)

4.2.1 Biographical data (Figure 1)

	Resp. 1	Resp. 2	Resp. 3	Resp. 4	Resp. 5	Resp. 6	Resp. 7	Resp. 8	Resp. 9	Resp. 10
Age	52	49	54	47	54	39	37	42	32	31
Racial group	W	W	W	W	W	B	B	B	W	W
Gender	M	F	F	F	M	F	F	M	M	M
Teacher experience	10	8	28	7	4	4	4	9	3	3
Qualifications	PhD	ACE	ACE	ACE	Bed	Bed	Masters	Masters	ACE	Bed

The reason for including this information in this study was to establish the possible reason for their redeployment from where they were teaching. The age indicated that some of them were older and they might not cope with the new developments in the ex Model C schools. I cannot take away the possibility of their experience and qualifications that could be used to address the imbalances of the past by adding value to the schools in the rural areas, especially that the school they were deployed to is a comprehensive school with a diversity of curriculum. Most of these educators were White which could also be possible that their skills in the rural areas were needed because of their past experiences in the ex Model C. schools.

I conducted a meeting with the respondents; we came to an agreement which was followed by the issuing of letters stating the aims of the study and issues of confidentiality. All ten respondents consulted in this study were interviewed in a private and quiet place to avoid unnecessary disturbing noises that might be captured during taping (Computer Laboratory).

4.2.2 Racial distribution and gender distribution

Racial distribution and gender distribution were believed to have a significant understanding because it showed that the rationalisation and redeployment policy affected every teacher irrespective of race and gender, because its main aim was to redress the past imbalances in education. The group was divided into two smaller groups of five members and the last group had five members. The interview lasted for

forty minutes to an hour per group. The group was composed of three black educators and seven white educators. It also had five males and five females.

Interviews conducted indicated that the teaching experience of the respondents at the new school ranges between six years and six months. This is an indication that some of the educators have more experience in the new school than others. The study also indicated that their teaching experience generally varied vastly from twenty years to one and half years. This is also another big difference in terms of teaching.

Eight educators indicated that they had smaller numbers in classes at their previous schools as compared to the new school, one educator indicated that the numbers in classes he is teaching is almost the same as in the previous school and the last educator indicated that she had way more learners in her classes than her previous school.

The following collection was found in terms of teaching and workload. Seven educators indicated that teaching is the same, while three educators showed the difference. One educator who taught in an ex model C school had this to say:

My last school had between four and eleven learners in a Science class. The learners were mostly educated to the right level and most (not all) could understand the concepts discussed in class. In the school at which I now teach, most learners are several years behind, not only in concepts, but also in learning and listening. Classes range from twenty four to fifty nine.

The (2004) in Christie (1992) confirms the above statement when he talks about the shortage of qualified African educators and the facilities for training them, while well-resourced training facilities were given to other race groups and were under-utilised.

Another educator who has taught for several years in Gauteng had this to say during interviews:

Teaching at my new school is very different, a lot more stressful, exhausting, a lot of motivation needs to be done and the application of forceful measures. This does not give enough reward for your efforts. The classes are totally

overcrowded at my new school. The larger numbers in class put much strain on you – you are constantly marking and assessing.

This is an indication that schools are not the same and teachers have completely different workloads in different schools. The teaching is also not the same, presumably because of the imbalanced teaching equipments and resources, and the number of learners in a class is also a contributory factor. Thedi (2004) further talks about overcrowded classrooms, neglect of formal schooling for majority of population and under-investments in school facilities.

4.2.3 The educators' understanding and experiences of rationalisation and redeployment

The research aim is divided into two categories namely, 'understanding' and 'experiences'.

4.2.3.1 Understanding

When a question was asked about how much educators understood the policy of Rationalisation and Redeployment aims, the following response was obtained: Four respondents had little idea about the policy and another four did not understand the policy at all. However, two respondents indicated that they had an idea about this policy. One of these two educators said:

There is a need for skills, experiences and subject knowledge used in the ex C-model schools, to be transferred to schools in the rural areas.

I feel this is one educator who had little understanding of the policy, but she had an idea of what was happening when this policy was implemented. The data on understanding illustrates that most educators do not understand how this policy works and that is probably why it met with a lot of resistance during implementation.

Carter and O'Neill (1995) concur and point out that policy makers are usually at a different level of governmental decision-making than those who will be responsible for implementing proposed changes. This causes a conflict between the two groups.

I also observed that most educators did not understand how the policy of rationalisation and redeployment works. Seven educators indicated that they did not

know, while three educators indicated that they knew how it works. One educator who indicated that she knew how the policy works said:

When you are in excess, you can get redeployed where you are needed.

Another educator said:

Excess of educators move to vacancies where they at times are further from their homes.

Fullan (2003) suggests that people cannot simply make adaptive leap to thrive in new environments. He further talks of setting directions, developing people and redesigning the organisation that would build productive relations with parents and community. This means that it must not be taken for granted that a person can easily adapt to a new place. There is a need to establish a mentorship that would make a person adapt easily to a new place.

One educator indicated that she is under the impression that it was determined by the ratio of learners to teacher. Another one indicated that it is determined according to the number of learners and educator numbers in schools. It is clear that educators were not given the same understanding of how the policy works when they gave different answers. One educator explained that the principal

...summons the staff to meeting where they explain to the teachers how the school identifies which teachers are in excess.

This study revealed that most educators were not sure how the policy of rationalisation and redeployment assisted the schools in the rural areas. Only three educators indicated that they understood this. One educator said that policy provides schools in the rural areas with good teachers, who could teach scarce subjects. This is indicated in the above paragraph where educators provided different answers when they were asked how the policy worked.

The analysis above indicates that the policy implementers and the School Management Team have not done enough to communicate to the educators, how the policy works adequately, to ensure that redeployed educators are not punished, but should assist in the redistribution of human resource and skills to where they are needed most. When the educators were asked whether the policy of rationalisation

and redeployment should be continued, seven educators were against the continuation of the policy. One of these educators said:

No., it causes a lot of inconvenience to educators.

Another one commented:

I think that people should be allowed to live and work where they choose. In other countries a job due to its nature or location that which is unpopular usually comes with a higher salary in order to make it desirable enough to be filled.

However, three educators were of the idea that it should continue. One White teacher also indicated that:

In rural schools educators with experience, subject knowledge and English as the main language, can uplift learners.

The study also indicates that eight educators have never been informed about this policy at their previous schools prior to coming to the new school. Most of them indicate that they were told by the principals to go to the new school. However, two indicated that they were told that they should go to other schools. One teacher said:

If you lose your position and income because you are in excess, it ruins you. But by being redeployed, you can at least still earn a living and continue with contributions to Medical Aid, Pension and not interrupt your continuous service.

The above educator implied that if you were deployed, you had no choice or say, but Chudnosky (1998) suggests that the important factor is that the policy makers should engage the policy implementers all the time and they should form part of the whole process by providing support and guidance to the people who are directly involved in the policy implementation. This will eliminate any doubts on the redeployed educators.

My observation of the above statistics indicates that the people concerned with the implementation of the rationalisation and redeployment policy have not explained to educators how this works. This has caused a lot of hiccups, resistance, resignation and

stress. I think this is the reason why the process of redeployment and rationalisation is dragging slowly and has taken a long time to be finalised.

4.2.3.2 Experiences

Eight educators indicated in this study that they were shocked when they were informed that they were going to be redeployed to a new school. The following were the responses from three educators who were redeployed:

I was very surprised and shocked. I was unhappy that I was going to a rural school where it might be dangerous. After some thought, I felt positive and thought about the change I could make in these learners' lives.

Another response from the educator:

I was emotionally disturbed, angry and confused because I was uncertain about my future in the teaching profession.

The above statement is supported by Chisholm *et al* (1999) when they say “The impact of the policy was felt before it was introduced...” which means the changes through rationalisation and redeployment were not welcomed by human resource even before it were officially launched. Seemingly, educators became angry because they did not understand why they were deployed. The policy was not communicated well to them.

The findings from the responses of the above educators indicate that the process and communication were not correctly followed which is why they were angry, shocked and uncertain about their future. It would have been better if the procedure of redeployment was communicated, discussed thoroughly and understood by everybody involved the would-be deployed educators were informed.

Another educator said:

I was very happy since I was going to get a higher salary (as stated before my redeployment was voluntary. I was in a small school which was nice.

The above statement indicates that even if most educators felt that the policy was not good, not all of them had the same feeling as it is indicated by the above educator.

All educators indicated that they were informed by means of a written letter that they were redeployed, but two of them indicated that they were informed only in a meeting of the School Management Team verbally before the letters were given to them. The majority indicated that they were shocked when they read the letters that informed them of their redeployment. I think that the correct procedure to follow is to inform a person in a letter, but I still feel that there is a need to speak to a person with some words of encouragement about his/her future.

Eight educators indicated that a staff meeting was conducted and they were informed about the process of redeployment, but this did not mean that they understood how it worked. Two educators were not called to any staff meeting, but were only called and informed by the office of the process of redeployment before they were told that they were going to be redeployed. The correct procedure is to convene a staff meeting and explain how the process works so that it may not be a major shock when you are informed later that you unfortunately fit the criteria used for redeployment. This indicates that there is a need for the training of the people who are involved in the policy implementation as indicated in the previous chapter.

The other findings in this study is that some educators felt very bad when they were redeployed and also the same number indicates that the policy of rationalisation and redeployment was badly administered by people in managerial positions, which again was why they were shocked when they learned that they were going to be redeployed. This shows poor communication and lack of training on the side of the people who handle and implement policy. It should not come as a shock to a person because that person should long have contemplated the event, if the process had been effectively communicated. This is indicated in the first paragraph of their experience when an educator spoke about being surprised and shocked. Fullan (2003) explains that human resource in an education system must be well informed of any changes prior and be able to accept these changes.

In other countries like Sweden (Start, 2004 p.47), the policy of Rationalisation and Redeployment worked well because everybody had a say and understood how this policy was to benefit everybody. The literature suggests that there should be a well-structured training of all the stakeholders so that everybody has the same understanding of how this policy works. In that way, the policy would benefit everybody, eliminating most of the problems highlighted in literature, and this would result in the improvement of education in South Africa.

It is also interesting in this study to find that after ill feelings towards being redeployed had subsided and inadequate administering of the policy; all the respondents indicated that they were now feeling good and happy in their new environment. One educator said:

I am extremely happy at my new school. The learners are very appreciative of what I do. They are well disciplined despite the large numbers in class. I realise now the need for teachers with experience and subject knowledge in these schools.

The above statement uttered by this educator implies that something should be in place to retain the redeployed teachers and keep them happy in their jobs. Mulkeen (1992) in his study conducted in Zambia suggests that incentives should be paid to the redeployed teachers, especially those who are redeployed to rural areas. He even suggests the plan of paying this money by outlining that it should be calculated on a sliding scale, based in distance from the nearest tarred road.

Another educator indicated that he had mixed feelings when he was redeployed. His feelings were not the same as before because one should learn and live in the changing world. This is indicated when he said:

I am confused. I do not know whether to choose my carer or my family, but how will I support my family when I am not working. How will I also live without my family near me?

This is confirmed by Maile (2000, p. 172) when he says “Redeployment victims suffer a syndrome characterised by feelings of loss, anxiety, anger, insecurity, mistrust and stress”.

Maile (2000, p. 173) further supports the above statement when he communicates his idea that the country needed to undergo the changes in order to reach the standards of

other countries with a democratic status by saying “While redeployment has succeeded in distributing educators across the education system, it has also brought misery to the careers of some educators, especially those who have experienced the process first-hand.”

4.3 The role of the school leadership and management in welcoming the redeployed educators

Out of ten educators, nine indicated that the School Management Team played an important role in making them to adapt easily to the new environment. One educator said:

I was assigned to a staff member to mentor me. It helped a lot.

Further observation in this study is that there seems to be poor communication between the School Management Team and new educators in terms of giving a thorough explanation of how new educators are expected to behave when they are among the members of the community. This is confirmed by the study when seven educators indicate that there was no explanation on this. This is also confirmed by one White teacher who said:

I gradually learned it myself over the years, by observing, listening and making up my own mind. I asked a lot of questions and read between the lines.

Fullan (2009) supports the above idea by stating that there is a need to develop people which includes individual support, intellectual/emotional stimulation, modelling and redesigning the organisation including collaborative cultures and structures, building productive relations with parents and community.

The statement shows that there is a lack of support for the new educators in the education system. Supporting the above statement, Mthiyane (2006) in his study illustrates that the people are the most important components of any system and should be properly managed to perform up to the expected and desirable standard. This statement suggests that there should be policies and programmes in schools that would support new educators to adapt easily in a new environment.

It is also interesting to find out that one Black educator said he was helped by the School Management Team:

The issue of the induction/mentoring is clearly stated in the School Policy. There is no need for the school to start all over again especially as I've been teaching for more than seventeen years in the profession.

This statement indicates that this educator understands that the school policy covers the procedures of induction and mentoring in all the schools where he has been teaching.

This is a suggestion that the School Management Team does not have time to go over a school policy to address this issue. It is possible that they take it for granted that the educators know because it is not for the first time to teach. The study should not produce this percentage of educators who feel they were neglected when it comes to behaviour in the community. This may have been caused by the fact that the majority of the respondents were White teachers and the School Management Team may have overlooked this important section thus creating a distance between the new educators and the members of the community.

Only five educators indicated that they were given a tour around the school, one educator seemed not to remember whether this was done to her, but the other four educators indicated that they were not given any tour around the school. One teacher who was given a tour had this to say:

By knowing the school premises, it gave me a sense of security and belonging.

Another one said:

Knowing all places within the school helped me a lot to adapt easily.

This is undoubtedly one section that must not be overlooked by the School Management Team, even if they have assigned an old educator as a mentor to the new educator, but a follow up needs to be done to make sure that a new teacher is free to move around the school and perform his/her duties perfectly.

Four educators indicated that they were accompanied to a class on the first day. One educator also indicated that this was done by her mentor which was assigned to her by the principal. Another one stated that he went with a member of the School

Management Team who stayed with him in class for the whole period and he said he felt like he was being observed as to how he taught the learners.

Bloch (2006) states that the relations between educator unions and provincial departments have often been reduced to hostile ‘labour relations’ rather than a collaborative project to improve education quality. When an educator is helped by a member he/she often thinks that he/she is vindicated by the School Management Team and seeks to be assisted by a Teacher Union at school, even if this is for a good course. Most educators do not like to be observed when they are teaching. In short this means that when a member of a Management Team is trying to assist an educator, an educator thinks that his/her working rights are being violated and therefore needs a Teacher Union member to intervene even if the process was genuine.

One White teacher who was not accompanied to class indicated that she was only introduced at the assembly in the morning. This what she said during an interview?

My feeling talking to the learners for the first time was whether they understood me, whether or not I talked too fast or too slow. Whether they wondered why I was teaching at a rural school? May be they thought I was not good enough for an ex c-model school which was why I was brought here.

Van DeMille (n.d) <http://www.curriculumconnection.net/thomasjeffeducation.htm> illustrates the following “Public education (or conveyor-belt education) - A public education prepares everyone for a job, any job, by teaching them *what* to think” This statement indicates that new teachers should be placed in a mentor system on order to adapt easily on a new environment. It must not be taken for granted that because he/she is a qualified educator he/she can do things easily in a new environment.

One can observe from these utterances that new educators really need to be accompanied to the class when they go there for the first time, irrespective of how long the educator has been teaching. A new environment will always come with uncertainty and anxiety. I feel the School Management Team has got to work thoroughly on designing the programme to assist new educators in their new schools. The School Governing Body should be part of the welcoming of the new educators in the school as they form part of the important school stakeholders, even though they are not part of the process of rationalisation and redeployment of educators. This is

supposed to be both a management and governance function. In this area, the *Inkosi* is keen in involving all educators in the community activities as they also form part of this community. He wants also to involve them in facilitating the development projects in the community, even though they are not taking leading roles. The School Management Team should include this important section in the school policy. I have a feeling that the School Governing Body is not involved or given any responsibility in terms of welcoming new educators to the school. This explains that the new educators are not used to attending community meetings, rituals or any other ceremonies. This will definitely prolong adaptation into the community. The only place they will know will be school. The involvement of educators in public projects would make them to be known to the community and they will adjust easily in the new environment.

One educator indicated that all the new educators are introduced at a first parent meeting and it is not possible for them to recognise all the people coming to school as parents. They only know the members of the Governing body who frequently come to the school. For their matters and never get the chance of meeting them formally.

This study then shows that the new educators were never welcomed by any member of the School Governing Body, except when the educators were introduced for the first time during the parents' meeting. Parents meetings are not regular occurrence. This suggests that the School Governing Body is not fully involved in the school activities and also does not perform its duties properly. When it comes to the community members, I also think that there is still a lack of parental involvement in the school matters. I think a learner will learn much better if there is a triangular relationship between learner, educator and parent.

Footnote: (*Inkosi is a traditional leader in this community who provided the land to build the school and the name of the school is his grand father's name*)

4.3.1 The role of Local Teacher Unions in the Rationalisation and Redeployment process

Four educators indicated that they were invited to a Teacher Union meeting and were recruited to join a particular union and six educators indicate that they were welcomed by the leadership of teacher unions, but they indicated that this was due to the fact that

the leadership wanted them to join their unions. There are three prominent teacher unions in this school namely South African Democratic Teachers' Union (SADTU), Natal African Teachers' Union (NATU) and National Professional Teacher's Organisation of South Africa (NAPTOSA). As a result educators were persuaded to join one of the above unions. This indicates that Teacher Unions are interested in increasing their membership by welcoming the new members and invite them to their meetings.

It is also interesting to learn from this study that even though the teacher unions approached the new educators to join their unions, most of the new educators indicated that their leadership did not do anything to assist them adapt to the new environment. The following are the comments about Teacher Unions that were said by educators during an interview:

Educator 1:

In my opinion, to belong to a certain Teacher Union does not have an impact whatsoever on adapting to a new environment.

Educator 2:

They should help educators to settle into a new school rather than running after their signatures and doing nothing in terms of education.

This is a clear indication that teacher unions have a big role to play in a school in terms of welcoming and informing new educators about the structures before they recruit them to join their particular unions. The teacher unions should have their own policies and programmes within schools to help new educators, whether they are redeployed or not.

4.4 Observations

The observation schedule follows in the next page (figure 2)

In this study, the researcher also used observation process as a data collecting instrument to collect further information that may not have been covered during the semi-structured interviews. During this process the researcher acts as a 'complete observer'. A complete observer is a person who observes the participants while they are completely unaware of being observed (Cohen *et al*, 2007).

Cohen *et al*, (2007) indicates that the distinctive feature of observation as a research process is that it offers a researcher the opportunity to gather ‘live’ data from naturally occurring social situations. In this way, the researcher can look directly at what is happening in *situ* rather than relying on second-hand accounts.`

The reason why ‘observation’ techniques were used is because they are powerful tools for gaining insight into situations. But compared to other data collection techniques, they are beset by issues of validity and reliability Cohen *et al*, (2007).

The table (see page 62) Figure 1 analyzing the findings in this study on the observation schedule are divided into four sections namely: Mixing with other educators, attitude towards Management Team, attitude towards learners and attitude towards community members.

These four categories are essential to any new educator in a school because they determine how an educator will be able to adapt to a new situation and work comfortably. I say this as I have observed (from my own experience) that if you cannot mix with other educators in a school, you will not work with confidence or comfort; if your attitude is not positive towards management, you will begin to dislike them and thus defy their authority which is a major offence. If your attitude towards learners is negative, learners will also dislike you and your subject. If your attitude is also negative towards the community members, your safety is not guaranteed in the school. This is how the findings were laid out in the following table:

Figure 2.

Keys

Very evident : VE

Evident : E

Slightly evident : SE

Absent : A

PART 1: Mixing with other educators

Criteria	VE	E	SE	A
A. The educator mixes very well with other educators during breaks	7	2	1	0
B. The educator engages in social conversation with others	6	3	1	0
C. The educator participates, shares ideas with other educators	7	3	0	0
D. The educator shares jokes with other educators	5	3	2	0
E. The educator participates in sports with other educators	4	2	4	0
F. The educator talks to all educators in the staff room	5	5	0	0
TOTAL	34	18	8	0

PART 2: Attitude towards the School Management Team

Criteria	VE	E	SE	A
A. Signs of respect to management members	8	2	0	0
B. Requesting assistance from the management members	2	8	0	0
C. Displaying signs of friendship towards the management	7	3	0	0
D. Listens to management members when speaking	5	5	0	0
E. Contributes to meetings conducted by any management member	3	5	2	0
F. Makes suggestions to management	5	3	2	0
TOTAL	30	6	4	0

PART 3: Attitude towards the learners

Criteria	VE	E	SE	A
A. Friendliness towards learners	7	3	0	0
B. Exercising discipline to all learners	2	8	0	0
C. Regular honouring teaching periods	6	4	0	0
D. Advising learners	2	8	0	0
E. Offering extra assistance to learners	5	4	1	0
F. Listening to problems/questions of learners	3	6	1	0
G. Signs of friendliness/relationship with learners	4	6	0	0
H. Assisting learners with extra-curricular/cultural activities	4	3	3	0
I. Showing interest in activities done by learners	4	6	0	0
TOTAL	37	48	5	0

PART 4: Attitude towards the community members

Criteria	VE	E	SE	A
A. Attending to visiting parents in a friendly manner	1	5	4	0
B. Discussing learners' academic work with parents	0	8	2	0
C. Attending parents' meeting.	0	10	0	0
D. Assisting the community with any activities	1	6	3	0
E. Attending to community activities if the school is invited	0	7	3	0
F. Showing respect to community cultural/traditional activities	1	8	1	0
G. Invite community members for any assistance	0	4	6	0
H. Mixing with community members in any school occasion	0	10	0	0
TOTAL	9	58	19	0

The criteria of the observation schedule were divided into themes, sections and sub-sections (mentioned in 4.2 on page 52). An overall figure will be used to explain the frequencies obtained for each criteria which are very evident, evident, slightly evident and absent.

The following analysis indicated that in part 1 mixing with other educators 34 out of 60 frequencies is very evident, 18 out of 60 is evident, 8 out of 60 is slightly evident and 0 out of 60 is absent. This analysis shows that educators can mix and work well together, but there is still room to improve in this section. An excellent team is the one that works collaboratively. There is still evidence of racial differences.

Berkhout (1997) points out this by saying the differences exist not only in terms of quality of the facilities and the availability of teaching and learning materials, but also in regard to teacher attitude.

Part 2 is 'the attitude towards the School Management Team' shows that 30 out of 60 are very evident. Twenty 6 out of 60 is evident, 4 out of 60 is slightly evident and 0 out of 60 again is absent. The School Management Team heads the institution and therefore a positive attitude between educators and School Management must be very strong and positive in order for said institution to run smoothly. My experience also tells me that the school needs to run staff development workshops if there is evidence of educators not showing a positive attitude towards School Management Team. In most cases, one can realize that this is common in schools and the gap has not been successfully closed.

Fullan (1999) states that the moral purpose in education means making a difference in the life-changes of all students and contribution to societal development and democracy. In order for this to be successful, educators have to be developed within the school and there should be a mutual understanding between the School Management Team and educators.

In part 3, which is 'attitude towards the learners' there is a change as the findings of this study indicate that 37 out of 90 is very evident, 48 out of 90 is evident, 5 out of 90 is slightly evident and 0 out of 90 is absent. Looking at this analysis, I conclude that the language barrier is a possible cause for this. In most cases, learners from rural areas tend to have fear when addressed by a white person and will try, by all means, to avoid conversation in English. It will always be a problem when the learners only meet the White educators during the teaching periods and not engage in any informal conversation.

Part 4 attitude towards community members; shows that 3 out of 80 are very evident, 58 out of 80 are evident, and 19 out of 80 are slightly evident and 0 out of 80 is absent. Even though these statistics are not really unsatisfactorily bad, language barrier is once again an issue. Further than this community members are working during weekdays and during weekends and/or it is not therefore easy for these parties

to meet often to say the attitude is positive. One can also not dismiss the issue of illiteracy, on part of the parents to avoid meeting the teachers whether formally or informally. It has been mentioned in the previous chapter that this study was conducted in a community where the Inkosi is very eager to work collaboratively with educators in community development projects and also wants them to attend the community rituals so that they can meet parents informally and have a better understanding of the culture of the community.

4.5 Emerging issues

The following are the emerging issues that emerged from the study:

- I. Participants suggest that the Policy of Rationalisation and Redeployment needs to be thought through thoroughly.
- II. The process has to involve all the stakeholders.
- III. The Department of Education officials need to be thoroughly trained before they can cascade the policy to all the schools.

This chapter has elucidated the findings of the research and mentioned earlier in the chapter. Basically, the policy of rationalisation and redeployment needs to be thought through thoroughly, but has to involve all education stakeholders who in turn need to be thoroughly trained to make this policy work appropriately for everybody.

Govender (2001) speaks of the majority of South Africans that were anxious to experience the democratic values of justice, equality, liberty, democracy and peace that were embedded in the 1994 constitution. The educator rationalization and redeployment policy was made to address the issues of inequities and imbalances that have riddled the pre-democratic South African Education system. This policy was to facilitate the transformation of education under a single Department of Education.

4.6 Summary

In conclusion, the biographical data indicates that the interviewed educators are from different social backgrounds and their teaching experience is also different. There were White and Black educators involved and as a result their responses also varied due to the aforementioned reasons.

Secondly, this study shows that their understanding and experiences of the policy of rationalisation and redeployment is also different. Some had a little understanding and some did not. This is presented by means of numbers to show differences.

Thirdly, as indicated the role of the leadership and management of education stakeholders, is not clearly defined to these people. They do not function as well as they are expected in education.

Lastly, observation done by the researcher also indicates that while some educators show quick adaptation to a new situation, others were slow in adapting to their new environment. This results in the hindrance of a smooth and efficient running of the teaching-learning process. This chapter has discussed the data presentation and discussion. The following chapter will deal with the summary, conclusions and recommendations

Chapter 5

Summary, conclusions and recommendations

5.1 Introduction

The previous chapter dealt with data presentation, analysis and discussion. In this chapter the main conclusions and recommendations are presented. After a careful considerations of the data, certain clear conclusions emerge in terms of critical questions formulated in chapter one. Based on the emerging issues outlined in chapter four and the conclusions of this study, pertinent recommendations are made.

5.2 Summary of the chapters

Chapter One highlights the intentions of the Rationalisation and Redeployment Policy in school with the aim of redressing the imbalances of the past. It also dwells on the problems and resistance encountered during its implementation. This chapter again explores the experiences of redeployed educators to a rural school. It further explores how the process is managed and communicated. And as a new innovation, how was the redeployment process understood as well as how it was beneficial to them.

Chapter Two focuses on what the literature says about rationalisation and redeployment of educators. The main issues discussed in this chapter are the historical context, the importance of human resource management in education, the management of change in education and the importance of training of all the officials.

Chapter Three described the research design and setting and how they were justified. Secondly, it explored the theoretical and conceptual frameworks used in the study. The chapter further explains who the respondents were and what instruments were used to get information from them i.e. semi-structured interviews, observation and sampling. It further explained the observation of ethical issues. In conclusion, it explored possible limitations to the study.

The purpose of chapter Four was to present and discuss the experiences of the respondents in the study. It further explored the educators' understanding of the redeployment process; investigated their perceptions regarding the new community and the environment they encountered (cultural encounter) and explored the role of

the leadership and management of education stakeholders (School Management Team, School Governing body, Teacher Unions, Community leaders etc) to facilitating the redeployment and adaptation of the educators to new environment.

Chapter Five briefly discusses the summary of chapters, the conclusions and the recommendations that emerged from this study.

5.3 Conclusions

Most of the redeployed educators appeared not to understand how the policy of Rationalisation and Redeployment actually worked. Among these educators, some had very little understanding about the policy while others did not understand the policy at all. A minority of educators indicated that they understood the policy; I also discovered that they also had little understanding about policy implementation.

This study showed that educators did not understand how this policy helped schools in the rural areas. As a result of this perception, the majority again recommended that the policy should be discontinued.

I have also concluded through this study that the policy- makers and the policy- implementers had not explained to the educators involved how the policy would be of mutual benefit to the educators and learners. This was only a top-down process which did not involve all the people concerned (those who were to be affected by the policy). There was lack of a two-way communication.

The researcher has also employed an observation instrument to draw some conclusions in this study. The conclusion that I have drawn is that there is a need to strengthen the relationship between educators and parents. The findings about the feelings of the respondents towards the community indicated that very little can be drawn from the statistics with regards to the existence of a close relationship.

This study indicated that the role of the stakeholders is lacking in terms of assisting new educators to adapt to the new environment. The stakeholders I refer to in this study were the School Management Team, the School Governing Body and the Teacher Unions within the school. The School Management Team tried to play their

role, but they are the main stakeholders who are always with these teachers and who are supposed to be directing and involving other school stakeholders to start making their own programmes to mentor new educators. This study reveals that the Teacher Unions are only interested in increasing their membership, instead of embarking on the mentorship programme that will make new educators adapt more quickly. Chapter Five draws conclusions from the findings and makes some recommendations about the Rationalisation and Redeployment process.

5.4 Recommendations

5.4.1 The understanding and experiences of redeployed educators regarding the redeployment process

When I scrutinised the findings on this section, the study recommends that the policy of rationalisation and redeployment should be revisited, especially in those schools where there were problems with implementation. It recommends this because the redeployed educators were misinformed and they tended to resist the implementation of said policy. There should be a direct two-way communication and explanation of how the policy works. All the school stakeholders mentioned in the previous chapters must be part of this programme. There is no need to abandoning the old policy and make a new one. There is however a need for training all the people involved on how the policy should be handled because it involves the human resources. Everybody must understand that the policy was exclusively formulated to redress the imbalances created by the past regime and not to disadvantage educators. Every educator must understand how this policy works.

The above recommendations are further supported by the ASTI Paper and Department of Education and Science on the 'Redeployment Scheme' (2007) outlining the importance of redressing the imbalances of the past in the education system. It states in the literature review in Chapter two that:

In all cases the Director may assign a teacher to a school within the radius of 50 kilometres from his/her existing school or where the teacher so requests from his/her place of residence.

The Director will, to the greatest extent possible, seek to match a surplus teacher to a vacancy having regard to the curricular needs of the school and that surplus educators' qualifications and previous teaching experience.

The Director will satisfy him/herself that the teacher being redeployed will respect the ethos of the school to which he/she is being assigned and the educator will agree to respect the ethos of the school in question (ASTI Information Leaflet 2007, p. 3).

5.4.2 The perceptions and experiences regarding their new community and the environment in the new school

The study further recommends that the School Governing Body must be part of the mentorship system and be involved in the formulation of a programme. It is difficult for a White teacher to venture into a new rural area on his/her own especially when one issue raised previously was that the educators were not sure of their safety in the new environment. The School Governing Body can play an important role in making the new educators feel positive about the community and the environment. This can be done by inviting the new educators to social gatherings in the community, religious gatherings, community weddings and rituals. The study recommends that the School Management Team and the School Governing Body emphasize during parents meeting the importance of parental involvement in schools through extra-curricular activities and events taking place in schools.

5.4.3 The role of the education stakeholders (School Management Team, School Governing Body, Teachers Unions, Community leaders etc) regarding the facilitation of the redeployment and adaptation of the educators in their new environment

It also recommends that the School Governing Body through the School Management Team should select members either from the School Governing Body itself or from the community members who will be able to give guided tours in the community, as stated previously. At the same time, the chairpersons or site stewards of the Teacher Unions should have their own programme or policy to make the new educators adapt easily to the new school and the surrounding environment. This is one way of retaining new educators in the rural school. When these educators are happy with the

community and the environment they are working in, they are likely to work freely and stay longer in the school, as the school becomes like their second home.

5.4.4 Recommendations arising on my observations

Figure 1 of the observation schedule indicates that the relationship between the redeployed educators and other educators and School Management Team is minimal. This study recommends that this relationship should be strengthened through staff development programmes. There should be regular meetings and social clubs within the school to maintain the good relationship among staff members. A committee that may include some members of the School Management Team, educator, Local Teacher Union member and possible a member of the School Governing Body to facilitate the welcoming and mentoring programmes for new teachers.

The study further recommends that the School Governing Body invites educators to attend the community gatherings e.g. development programmes, marriage ceremonies, cultural rituals etc. The Inkosi in this area recommends that educators should be part of the community activities this is an opportunity for new educators to understand the community in a new environment. It is easy for educators to work freely in the community where they are welcomed and adored for the work they do. The Inkosi only addresses the educators and learners when there are functions at school and he was not interviewed in this study.

5.5 Chapter summary

This chapter outlines the main conclusions drawn in this study. Further, based on the findings and the conclusions drawn in this study, relevant recommendations are made.

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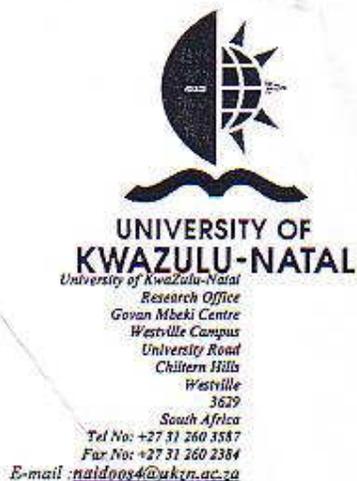
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APPENDICES

APPENDIX A



05 December 2009

Mr F S Hlongwane
Z 635 Umlazi
P O UMLAZI
4031

Dear Mr Hlongwane

PROTOCOL: Experiences of redeployed teachers (educators) to a rural school in KwaZulu-Natal

ETHICAL APPROVAL NUMBER: HSS/0863/2009: Faculty of Education

In response to your application dated 20 November 2009, Student Number: **971163438** the Humanities & Social Sciences Ethics Committee has considered the abovementioned application and the protocol has been given **FULL APPROVAL**.

PLEASE NOTE: Research data should be securely stored in the school/department for a period of 5 years.

I take this opportunity of wishing you everything of the best with your study.

Yours faithfully

Professor Steve Collings (Chair)
HUMANITIES & SOCIAL SCIENCES ETHICS COMMITTEE

SC/sn

cc: S E Mthiyane
cc: Ms Rishandhani Govender

APPENDIX B

Z 635 Umlazi

PO Umlazi

4031

30 November 2009

Attention: The Superintendent-General (Dr Cassius Lubisi)

Department of Education

Province of KwaZulu –Natal

Private Bag X9137

Pietermaritzburg

3201

Dear Sir

REQUEST FOR PERMISSION TO CONDUCT A RESEARCH

My name is Fidelis Sibongiseni Hlongwane, a Masters student and an educator at Esizibeni Comprehensive High School. As part of my degree fulfillment, I am required to conduct research. I therefore kindly seek permission to conduct research in one school under your jurisdiction in and around Umgababa. The school is Esizibeni Comprehensive High School. The title of my study is: **Experiences of redeployed teachers (educators) to a rural school in KwaZulu Natal.**

This study aims to explore the experiences of the redeployed educators to new schools as a means of trying to address the imbalances that were created by the apartheid regime. The planned study will focus on the redeployed educators in this school. The study will use semi-structured interviews; focus on group interviews, documents review and observations.

In addition, I will do observations of the educators using an observation schedule. When doing observations I will listen to what the participants say and watch what

they do and take notes. What will be included in the note taking will be: what was said, the details of who was speaking; how long the discussions took; the seating plan of the new educators during meetings and contribution by each member during meetings.

Responses will be treated with confidentiality and pseudonyms will be used instead of actual names. Participants will be contacted well in advance for interviews, and they will be purposively selected to participate in this study. Participation will always remain voluntary which means that participants may withdraw from the study for any reason, anytime if they so wish without incurring penalties.

For further information on this research project, please feel free to contact my supervisor, Mr Sipiwe Erick Mthiyane at Tel: (031) 260 1570, Cell: 0733774672
Email address: mthiyanes@ukzn.ac.za

In addition, should you have queries please feel free to contact me directly using the following details: Fidelis Sibongiseni Hlongwane; Tel Home 031 909 5609; Tel Work: 031 976 8362; Fax Home: 031 9091373; Fax Work: 031 976 8656; E-mail Home: bongah@netlab.co.za E-mail Work: esizibeni@netlab.co.za ; Cell: 0766343955

Research tools are attached herewith for your perusal.

Your positive response in this regard will be highly appreciated.

Thanking you in advance

Yours sincerely

Mr Fidelis Sibongiseni Hlongwane

APPENDIX C



**Application for Permission to Conduct Research in
KwaZulu Natal Department of Education Institutions**

1. Applicants Details

Name Of Applicant(s): FIDELIS SIBONGISENI HLONGWANE

Tel No: 031-9095609 Fax: 031-9091373 Email bongah@netlab.co.za

Address: Z 635 UMLAZI
PO UMLAZI,
4031

2. Proposed Research Title: Experiences of redeployed educators to a rural school in KwaZulu NATAL

3. Have you applied for permission to conduct this research or any other research within the KZNDoe institutions? Yes No

If "yes", please state reference Number: N/A

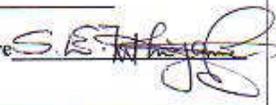
4. Is the proposed research part of a tertiary qualification? Yes No

If "yes"

Name of tertiary institution: University of KwaZulu NATAL

Faculty and or School: School of Education

Qualification: M.ED

Name of Supervisor: SE MTHIYANE Supervisors Signature: 

If "no", state purpose of research: N/A

5. Research Background:

The purpose of the study is to investigate and understand the experiences of the redeployed teachers (educators) to a rural school. I have included the name of 'educators' in my title because most of the literature still uses the name 'teachers' when referring to educators. In this study, I wish to understand what experiences of redeployed educators are in terms of environment, socio-economic factors, language barriers, teaching methods, culture (school and environment), and relationship with other educators and learners. I also wish to explore how they were inducted in a new environment and whether they are comfortable working under the new conditions. How did they come to know the new school and whether they came to the school because of the policy of Rationalisation and Redeployment? I also want to know whether they understood how this policy of Rationalisation and Redeployment works?

6. What is the main research question(s): 1. What are the understanding and experiences of the redeployed educators regarding the redeployment process? 2. What are their perceptions and experiences regarding the new community and environment? 3. What was the role of the education stakeholders regarding the facilitation of the redeployment and adaptation of the teachers in their new environment?

7. Methodology including sampling procedures and the people to be included in the sample:

The study is a case study. I will use the semi-structured interviews to collect the data. I will also use an observation schedule to further collect the data. An instrument to be used for observation is designed (included).

8. What contribution will the proposed study make to the education, health, safety, welfare of the learners and to the education system as a whole?:

The findings of this study can be used to improve the methods of communications when implementing the policy of Rationalisation and Redeployment. The suggestions in this study can also be used to minimise the problems, resistance and stress that came along with the implementation of this policy.

9. KZN Department of Education Districts from which sample will be drawn (please tick) -
Please attach the list of all schools

Amajuba	Umlazi	<input checked="" type="checkbox"/>	Sisonke
Othukela	Pinetown	<input type="checkbox"/>	Ugu
Zululand	Ilembe	<input type="checkbox"/>	Umgungundlovu
Obonjeni	Empangeni	<input type="checkbox"/>	Umzinyathi

10. Research data collection instruments: (Note: a list and only a brief description is required here - the actual instruments must be attached):

The semi-structured interviews and the observation schedule will be used to collect the data for this study (attached instruments and questions for semi-structured interviews).

11. Procedure for obtaining consent of participants and where appropriate parents or guardians:

A letter will be given to the respondents highlighting to them the intention of this study. The letter is accompanied by a consent form that will be signed by the participant who is willing to participate in this study.

12. Procedure to maintain confidentiality (if applicable):

A letter will be issued to the potential participants explaining the issue of confidentiality. Their real names will not be used anywhere in this study.

13. Questions or issues with the potential to be intrusive, upsetting or incriminating to participants (if applicable):

N/A

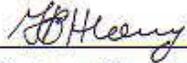
14. Additional support available to participants in the event of disturbance resulting from intrusive questions or issues (if applicable):

The letter highlights that any participant is free to withdraw from this study with no explanation. The participants will participate freely in this study.

15. Research Timelines: The interviews will take between 80-1 hour and the observation will take about two weeks

16. Declaration

I Fidelis Sibongiseni Hlongwane declare that the above information is true and correct



Signature of Applicant

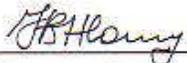
25-08-2010

Date

17. Agreement to provide and to grant the KwaZulu Natal Department of Education the right to publish a summary of the report.

I/We agree to provide the KwaZulu Natal Department of Education with a copy of any report or dissertation written on the basis of information gained through the research activities described in this application.

I/We grant the KwaZulu Natal Department of Education the right to publish an edited summary of this report or dissertation using the print or electronic media.



Signature of Applicant

25-08-2010

Date

Return a completed form to:

Sibusiso Alwar
Research Unit
Resource Planning
KwaZulu Natal Department of Education

Hand Delivered:

Office G25; 188 Pietermaritz Street
Pietermaritzburg 3201

Or

Ordinary Mail

Private Bag X9137
Pietermaritzburg
3200

Or

Email

sibusiso.alwar@kzndoe.gov.za or smiso.sikhakhane@kzndoe.gov.za

APPENDIX D



kzn education

Department:
Education
KWAZULU-NATAL

FIDELLIS S. HLONGWANE
Z 635 UMLAZI
PO UMLAZI
4031

Enquiries: Sibusiso Alwar

Date: 31/08/2010

Reference: 0073/2010

PERMISSION TO INTERVIEW LEARNERS AND EDUCATORS

The above matter refers.

Permission is hereby granted to interview Departmental Officials, learners and educators in selected schools of the Province of KwaZulu-Natal subject to the following conditions:

1. You make all the arrangements concerning your interviews.
2. Educators' programmes are not interrupted.
3. Interviews are not conducted during the time of writing examinations in schools.
4. Learners, educators and schools are not identifiable in any way from the results of the interviews.
5. Your interviews are limited only to targeted schools.
6. A brief summary of the interview content, findings and recommendations is provided to my office.
7. A copy of this letter is submitted to District Managers and principals of schools where the intended interviews are to be conducted.

The KZN Department of education fully supports your commitment to research: **Experiences of redeployed educators to a rural school in KwaZulu natal.**

It is hoped that you will find the above in order.

Best Wishes


R. Cassius Lubisi, (PhD)
Superintendent-General

...dedicated to service and performance
beyond the call of duty.

KWAZULU-NATAL DEPARTMENT OF EDUCATION

POSTAL: Private Bag X9157, Pietermaritzburg, 3200, KwaZulu-Natal, Republic of South Africa

PHYSICAL: Office G25, 188 Pietermaritz Street, Metropolitan Building, PIETERMARITZBURG 3201

APPENDIX E



kzn education

Department:
Education
KWAZULU-NATAL

FIDELLIS S. HLONGWANE
Z 635 UMLAZI
PO UMLAZI
4031

Enquiries: Sibusiso Alwar

Date: 31/08/2010

Reference: C073/2010

RESEARCH PROPOSAL: EXPERIENCES OF REDEPLOYED EDUCATORS TO A RURAL SCHOOL IN KWAZULU NATAL.

Your application to conduct the above-mentioned research in schools in the attached list has been approved subject to the following conditions:

1. Principals, educators and learners are under no obligation to assist you in your investigation.
2. Principals, educators, learners and schools should not be identifiable in any way from the results of the investigation.
3. You make all the arrangements concerning your investigation.
4. Educator programmes are not to be interrupted.
5. The investigation is to be conducted from 31 August 2010 to 31 August 2011.
6. Should you wish to extend the period of your survey at the school(s) please contact Mr Sibusiso Alwar at the contact numbers above.
7. A photocopy of this letter is submitted to the principal of the school where the intended research is to be conducted.
8. Your research will be limited to the schools submitted.
9. A brief summary of the content, findings and recommendations is provided to the Director: Resource Planning.

...dedicated to service and performance
beyond the call of duty.

KWAZULU-NATAL DEPARTMENT OF EDUCATION

POSTAL: Private Bag X9137, Pietermaritzburg, 3200, KwaZulu-Natal, Republic of South Africa

PHYSICAL: Office G25, 188 Pietermaritz Street, Metropolitan Building, PIETERMARITZBURG 3201

APPENDIX F

LETTER TO THE HEAD OF THE SCHOOL.

Z 635 Umlazi
PO Umlazi
4031
30 November 2009

Esizibeni Comprehensive High School
PO Box 567
Amanzimtoti
4125

Dear Sir

RE: A REQUEST TO CONDUCT RESEARCH

I am currently studying for a Masters in Education at the University of KwaZulu Natal. I am required to conduct a research as part of the coursework for a degree. I therefore kindly seek your permission to conduct research in your school. The title of the project is **“Experiences of redeployed teachers (educators) to a rural school in KwaZulu Natal”**. The purpose of the research project is to try and understand the experiences of redeployed teachers. Further to this, I want to understand how teachers feel about the rationalisation and redeployment policy and also know how it can well be modified to benefit schools in rural areas.

The project involves teachers’ observations, teacher interviews and document analysis. The interviews shall be conducted with the teachers during the non-teaching periods or at a convenient time to both teachers and your school and the document analysis will be done by me during my own time. The observation shall be approximately 24 days. The documents to be analysed are the Post Provisioning Norms Certificate and the minutes taken during the staff meeting that was explaining the process to be used during the redeployment of teachers. I will request your permission to tape-record the interviews as this will help the data capturing process.

The findings from this research will be used in the writing of my dissertation. Confidentiality and anonymity will be highly guarded; pseudonyms will be used in order to protect your school's identity and the identity of the teachers.

Please be informed that your participation in this research project is voluntary and you are free to withdraw at anytime. I assure you that your decision not to participate or withdraw will not disadvantage you in any way. There will be no financial benefits for your participation in the research project.

The findings of this research may be useful to your school, policy makers (developers) and the school stakeholders (School Management Team, School Governing Body, Teachers Unions, Community leaders etc).

This study is supervised by **Mr S.E. Mthiyane. Tel: (031) 260 1570, Email address: mthiyanes@ukzn.ac.za**

Your positive response will be highly appreciated.

My contact details are Tel: (031) 909 5909, Fax: (031) 909 1373, Cell 0766 343 955, Email address bongah@netlab.co.za

Thank you for you support and co-operation.

Yours sincerely
F. S. Hlongwane

RESPONSE SLIP

Permission to conduct research

is:.....

Mr..... Date:

.....

Signature:

(SCHOOL PRINCIPAL

APPENDIX G

LETTER TO THE RESEARCH PARTICIPANT

Z 635 Umlazi
PO Umlazi
4031
30 November 2009

Dear Participant.

RE: REQUEST FOR YOUR PARTICIPATION IN THE RESEARCH PROJECT

I am currently studying for a Masters in Education at the University of KwaZulu Natal. I am required to conduct a research as part of the coursework for a degree. I therefore kindly seek your permission to conduct research in your school. The title of the project is **“Experiences of redeployed teachers (educators) to a rural school in KwaZulu Natal”**. The purpose of the research project is to try and understand the experiences of redeployed teachers. Further to this, I want to understand how teachers feel about the rationalisation and redeployment policy and also know how it can well be modified to benefit schools in rural areas.

The project involves teachers’ observations, teacher interviews and document analysis. The interviews shall be conducted with the teachers during the non-teaching periods or at a convenient time to both teachers and your school and the document analysis will be done by me during my own time. The observation shall be approximately 24 days. The documents to be analysed are the Post Provisioning Norms Certificate and the minutes taken during the staff meeting that was explaining the process to be used during the redeployment of teachers. I will request your permission to tape-record the interviews as this will help the data capturing process. The findings from this research will be used in the writing of my dissertation. Confidentiality and anonymity will be highly guarded; pseudonyms will be used in order to protect your school’s identity and the identity of the teachers.

As a new redeployed teacher in this school, I am of the view that you are a relevant resource person for this research. Please be informed that your participation in this research project is voluntary and you are free to withdraw at anytime. I assure you that your decision not to participate or withdraw will not disadvantage you in any way. There will be no financial benefits for your participation in the research project.

The findings of this research may be useful to your school, policy makers (developers) and the school stakeholders (School Management Team, School Governing Body, Teachers Unions, Community leaders etc).

This study is supervised by **Mr S.E. Mthiyane. Tel: (031) 260 1570, Email address: mthiyanes@ukzn.ac.za**

Your positive response will be highly appreciated.

My contact details are Tel: (031) 909 5909, Fax: (031) 909 1373, Cell 0766 343 955, Email address bongah@netlab.co.za

Thank you for you support and co-operation.

Yours sincerely

F, S, Hlongwane

Please read and sign the following declaration and indicate your full names as indicated in the attached schedule.

DECLARATION

I(Full names of participant) hereby confirm that I understand the contents of this document and the nature of the research project, and I consent to participating in the research project. I understand that I am at liberty to withdraw from the project at anytime, should I so desire. My decision to participate or to withdraw will not result in any disadvantage to me.

.....

.....

SIGNATURE OF PARTICIPANT

DATE

APPENDIX H

Semi-structured interview questions:

General questions to establish a rapport with the participants:

1. How long have you been teaching at this school?
2. How long have you been teaching at your previous school?
3. What would you say is the difference between these schools in terms of teaching, number of learners and workload?

What are the teachers' understanding and experiences of rationalisation and redeployment?

Understanding:

1. What do you know about rationalisation and redeployment?
2. How does the policy of rationalisation and redeployment work?
3. What is the normal (correct) procedure to determine the teachers that are in excess in a school?
4. How does the policy of rationalisation and redeployment assist schools in rural areas?
5. Do you think that the policy of rationalisation and redeployment should be continued? Why?
6. Have you ever been informed about the policy of rationalisation and redeployment in your previous school before you came to this school? How were you informed prior to your redeployment?

Experiences:

1. How did you react when you were informed that you were going to be redeployed to a new school?
2. How were you informed about your redeployment? What was your reaction upon receiving the news of redeployment?
3. Was there a staff meeting prior to your redeployment explaining how the process will work? Was the process fair/justified? Did the explanation in the meeting made you feel that you will be among the teachers to be redeployed?

4. What is the general feeling among the redeployed teachers?
5. What have been your experiences of administering the policy of rationalisation and redeployment?
6. Are the experiences/feelings that you felt when you were redeployed the same as now in the new environment? If not, what could possibly be the reason for this?
7. Do you feel the policy of rationalisation and redeployment is justified? Explain.
8. What is your general perception of the rationalisation and redeployment policy now as you are in a new environment?
9. Has the redeployment to a new school changed your lifestyle/teaching process?
10. Do you enjoy/not enjoy teaching in a new school? What do you enjoy/not enjoy?
11. What is the difference between your old school and the new school? Explain fully referring to teaching?

What are the teachers' perceptions regarding the new community and the new environment?

1. How did the School Management Team, the School Governing Body, Teacher Union structures within the school, Educators and learners welcome you in your new school? Were you officially introduced to these bodies? How was it done? Did you feel welcome or threatened?
2. Were you assigned a mentor on your arrival? How did you get along with your mentor? Was he/she helpful to you in terms of adapting quickly in your new school?
3. What do you think of your colleagues in the new school?
4. What was the reaction of learners on your first day in class? Is that reaction the same as now? Explain.
5. Was the school policy explained to you and a copy issued to you? What do you think of it?
6. Do you often meet the members of the community? What is your general feeling about them?

7. Have you attended any parents' meeting in your new school? Were you formally introduced to the parents? What is your perception of the parents in your new school?
8. Have you ever invited any parent regarding the learner's behaviour, school work etc? What did you deduce in that meeting?
9. What are your general feelings about the culture in your new school?
10. Can you explain any efforts/means that you have done to adapt quickly in your new school?
11. How do you deal with issues that entail cultural background?
12. Can you explain any differences that you feel are important between your old school and your new school?

What is the role of the leadership and management of the education stakeholders (School Management Team, School Governing Body, Teachers Unions, Community leaders etc) to make you adapt easily in the new environment?

1. How did the School Management Team help you to adapt easily in the new environment?
2. Did the School Management Team explain to you how to behave when you are among the community members? Were the members of the School Management Team willing to assist you on this?
3. Were you given a tour guide within the school premises by any School Management Team member? How did this help you to adapt easily and recognise important places?
4. Were you accompanied to the class on the first day by a member of the School Management Team? How long did she/he stay with you in class? What was your feeling talking for the first time to learners in the presence of the School Management member?
5. Did the members of the School Governing Body come to welcome you at school? What is your feeling about them?
6. Was there any attempt by the School Governing Body to introduce you to the community members (especially community leaders)? If so, how did they do it? Did you feel welcome or threatened to the new environment?
7. Did the members of the School Governing Body explain the expected behaviour from you in the new community, attending community

meetings/rituals/religious ceremonies etc.? How did this help you to adapt easily to the new environment?

8. How were you welcome by the leadership of Teacher Unions within the schools? They must have persuaded you to join their unions. Did they give you enough time to adapt and think about your decision?
9. What is your general feeling about Teacher Unions within the school in terms of making you adapt easily to a new environment?

APPENDIX I

Observation schedule

Name of teacher :
Observer :
Date :
Time :
Observation starting time :

Evaluation scale

VE - VERY EVIDENT

E - EVIDENT

SE - SLIGHTLY EVIDENT

A - ABSENT

PART 1: MIXING WITH OTHER EDUCATORS: VE E SE A

A. The teacher mixes well with other teachers during breaks.

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B. The teacher engages in social conversation with others

.....

C. The teacher participate shares ideas with other teachers

.....

D. The teacher shares jokes with other teachers

.....

E. The teacher participate in sports with other teachers

.....

F. The teacher talks to all teachers in the staffroom

.....

PART 2: ATTITUDE TOWARDS THE MANAGEMENT TEAM: VE E SE A

A. Signs of respect to management members

.....

B. Requesting assistance from management members

.....

C. Displaying signs of friendship towards the management

.....

D. Listens to management members when speaking

.....

E. Contributes to meetings conducted by any management

.....

F. Makes suggestions to management

.....

PART 3: ATTITUDE TOWARDS LEARNERS: VE E SE A

A. Friendliness towards learners

.....

B. Exercising discipline to all learners

.....

C. Regular honouring teaching periods

.....

D. Advising learners

.....

E. Offering extra assistance to learners

.....

F. Listening to problems/questions of learners

.....

G. Signs of friendliness/relationship with learners

.....

H. Assisting learners with extra-curricular/cultural activities

.....

I. Showing interest in activities done by learners

.....

PART 4: ATTITUDE TOWARDS COMMUNITY MEMBERS: VE E SE

A

A. Attending to visiting parents in a friendly manner

.....

- B. Discussing learners' academic work with parents
.....
- C. Attending parents' meetings
.....
- D. Assisting community members any activity
.....
- E. Attending to community activities if the school is invited
.....
- F. Showing respect to community cultural/traditional activities
.....
- G. Invite community members for any assistance
.....
- H. Mixing with community members in any school occasion
.....

APPENDIX J

Document analysis schedule.

Document analyzed

PPN Certificate:

1. Does the document show all the important school identification like Year of Staff establishment, service centre, EMIS number Quintile and Name of school?

2. How is the distribution of learners allocated according to classes? Is the information correct?

3. Is the table of post allocation correctly written? Does it correspond with what we know in this school?

4. Does the post establishment correspond with the post allocation and signed by the Superintendent General?

Minutes of the meeting conducted to decide teachers who are in excess:

- 1. Do the minutes have an agenda, time, venue and date? Are these correctly documented? Explain.

- 2. How many members were present in this meeting? If not, did the membership form the quorum?

- 3. Do the contents of the minutes correspond with the agenda?

- 4. Were there any dissidents on the content of the meeting? If yes, how was this problem solved before the agreement?

- 5. Comments on the meeting in general (especially the procedure to determine teachers that will be redeployed).
