

Teachers' mental health status, stress levels and incidence of burnout during a period of change and reorganization within the South African Education System.

by

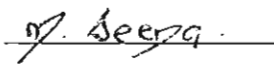
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DECLARATION

Unless otherwise indicated in the text, this dissertation represents my own work.



Madhumati Jeena

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ABSTRACT

The education system in South Africa is undergoing vast changes in the post apartheid era. These include amalgamating the previously segregated departments, developing disadvantaged schools, financial cut-backs and the implementation of the controversial Right Sizing Document (1996). Kwa Zulu-Natal currently has a severe shortage of education facilities. Many children are not attending school and there is a dire need for qualified educators. Outcomes Based Education is being phased in, concurrently with the other changes. Despite this, the Right Sizing Document calls for a reduction in teaching personnel. It is unclear how reorganisation and the prospects of redundancy and redeployment have affected teachers.

The aims of this study were to determine teachers' mental health status, stress levels and incidence of burnout during a period of major transformation and to explore teachers' perceptions of the changes. The researcher used a descriptive cross-sectional design. A sample of 217 teachers was used, from urban primary and secondary government schools in the Pietermaritzburg North region.

Data were collected using two standardised self-report measures, the General Health Questionnaire (Best 30 item version) and the Maslach Burnout Inventory. Teachers were also asked to respond to a list of statements on Redundancy and Reorganisation Issues, designed by the researcher. The data were analysed by z-tests, analysis of variance, Pearson's correlation, Mann-Whitney tests and Kruskal-Wallis one way analysis of variance. Responses to an open-ended question were analysed qualitatively.

The findings indicated extremely high distress levels for all the respondents, irrespective of age, gender and post level, in comparison with published norms and the findings of other studies. This distress did not appear to be associated with their own professional role and competence as teachers but seemed to relate to the uncertainty of their employment situation. The impact of the current changes on teachers' psychological and physical well-being were reflected by their responses to statements

in the Redundancy and Reorganisation section of the questionnaire.

It is recommended that the education authorities should develop a recovery strategy to address this urgent situation. Consultation and negotiation with teachers should be an inherent aspect of reorganisation and change, to prevent a repetition of the current situation. The role of professional organisations and various other issues that warrant further investigation are specified.

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CHAPTER ONE

1.1 INTRODUCTION

South Africa is in a period that is characterised by rapid change and reorganisation in the post- apartheid era. All sectors in South Africa are undergoing transformation to bring about equity and to address the imbalances of the past. The cornerstones of change are housing, economics, health and education.

The change in education means uplifting the previously disadvantaged schools, amalgamating the previously segregated departments and the implementation of the Right Sizing document, HMR Circular No. 14 (Appendix one). All of the above changes would have a considerable impact on teachers, since change would involve redistribution of staff, cut-backs and possible redundancies.

Stress among teachers has been extensively researched (Rigby, Bennett and Boshoff, 1996). Several studies have already revealed that teaching is a highly stressful career and the incidence of burnout is high (Cooper, 1995, French, 1993 and Rigby, 1989). According to Jackson et al (1986), increased stress levels in teachers often culminate in strong negative feelings towards teaching, such as discouragement and frustration and finally a desire to leave. While some teachers will leave the profession, others stay but are plagued by a multitude of physical, emotional and behavioural stress - related manifestations (Cooper, 1995). The negative impact of excessive teacher stress on the school system is serious. According to French (1993) increase in teacher stress may significantly impair a teacher's ability to display effective instructional behaviours and good working relationships with students, reduced tolerance for typical student behaviour and withdrawal of commitment to profession. Rigby and Bennett (1996) say that teacher stress affects not only the teacher but the students, the school, the teaching profession and the educational system.

Any form of change is often characterised by increased stress levels. The added stress

of change is likely to have an additional impact on teachers. According to Rigby (1989), change in itself is inherently stressful. A report by the ex- Natal Education Department (1991) on teacher workload, showed an escalation in teacher stress in the previous three years. Teachers have also been working under more stressful conditions in recent years, owing to the uncertainty with regard to what might happen to education in the near future (de Haas, 1995). Teachers are feeling less secure, and find themselves having to cope with pupils from groups (other racial and socio-economic) with whom they may have had little contact and for many, this can be stressful. (de Haas, 1995).

Moodley (1995), reported that stressed teachers may also exhibit a variety of physiological, psychological and behavioural symptoms such as sleep disturbance, migraine headaches, muscular pains, depression, irritability, boredom, aversion to change, poor interpersonal relations, withdrawal, and frequent absenteeism. In support of Moodley (1995), Pierce and Molloy (1990) associated high levels of burnout with poorer physical health, higher rates of absenteeism and lower self confidence.

This study sets out to assess the mental health status, stress levels and the incidence of burnout among teachers who are facing the possibility of redeployment, severance, and redundancy, during this period of rapid reorganisation and changes in education in schools in the Province of Kwa Zulu-Natal.

1.2 RIGHT-SIZING OF SCHOOLS IN SOUTH AFRICA

Change is vital to any organisation and it represents the struggle between what is and what is desired. The process of Right Sizing is driven by the Provincial Task Team and a Provincial Redeployment Agency. The former is a working group of the latter, but has been established as a responsible committee in its own right, which sets out the nationally-agreed procedures to be followed in the process of right-sizing. The aim of the process is to redistribute posts and funding at educational institutions to give effect to the policy of equity in education between the various races. The entire process is to

be phased in over a five year period commencing on 1 April 1995 in accordance with a decision by the Minister of Education.

The phasing in of equity in the funding of education across the newly amalgamated provincial education departments will result in the number of educator personnel increasing in the schools of some former departments and decreasing in others. In order to manage the process of equity, excess educators in education departments or components thereof will have to be redeployed or made redundant.

Educators in the service of public schools in Kwa Zulu-Natal, were given an option to apply for a Voluntary Severance Package. This decision was taken by the Education Labour relations Council (Resolution No. 3 of 1996). This was done to allow educators who prefer to leave the service, to do so and to create room for the absorption of educators who are in excess (Annexure One - Right-sizing document). The best and most experienced educators were removed from the system. The remaining teachers were forced to adjust over-night to an explosion in teacher: pupil ratio. This threw the entire education system into chaos. Poor management and almost non-existent communication with teachers, by the education authorities, are major contributors to the current crisis in education. The process has thus far cost the taxpayers more than R1 billion.

Media continually report the uncertainty in education, the lack of finance, severe financial cut-backs, poor planning by the department and lack of communication with all parties concerned. Just six weeks before the start of the 1998 school year the Education Department is bent on retrenching 5000 temporary teacher in Kwa Zulu-Natal. In the latter half of 1997 the Kwa Zulu-Natal Treasury proposed that 20 466 temporary teachers be sacked in an attempt to rescue the Education Department's strained budget. The department is expected to overspend by R800 million on its 1997/8 budget of R6,124 billion (Pillay, 1997).

Teachers, teacher unions and the parent community reacted to the proposed

retrenchments with marches, placard demonstrations, mass meetings and the handing over a memorandums to the education departments. The uncertainty around the possible retrenchments interrupts the planning for the new year and creates anxiety in the staffroom.

The writer personally experienced a taste of the lack of continuity in schools in 1997, as new timetables had to be drawn up after 30 April, when many educators were granted severance packages. The discontentment, high absenteeism and high anxiety levels were evident in almost every school. The problem was compounded by high pupil-teacher ratios, lack of resources, increased work load, and the proposed phasing in of Outcomes Based Education in schools from the beginning of 1998.

Competition and rivalry increased among teachers who were striving to fill many of the vacant posts left after severance packages were granted. Friends and collegial support were lost in the process and stress and burnout levels rose rapidly. This was further compounded by schools being administered by educators who lacked the requisite skill and experience in administration. In some schools the entire management was granted severance packages and the schools were left in the hands of inexperienced teachers. Lack of planning and foresight on the part of the education department, ignored the mental well-being of teachers during a period of high anxiety and stress. Professional support or counselling programme were not integrated into the reorganisation programme.

In a country that is striving for democracy after apartheid, education is a vital cornerstone to its future development and up-grading. To neglect education seems short-sighted and its impact is far reaching. One of the most crucial aspect of education is teachers. Their well-being, psychological, physical and emotional is of utmost importance. To neglect this would be to fail education as a whole.

1.3 OBJECTIVES OF THIS STUDY

The aim of the study was to examine teacher's mental health status, stress levels and incidence of burnout during a period of major re-shuffling, reorganisation, cut-backs, phasing in of Outcomes Based Education and possible retrenchments. This study investigates whether differences in these health measures can be associated with gender, age and post level of teachers. The perception of teachers on redundancy and reorganisation issues were also gathered.

The results of this study could provide useful information for stress management, stress reduction and peer-collaboration programmes which are necessary because of the reports of increasing pressures discussed above. A major weakness at present is the omission on the part of the education authorities to provide professional support, intervention strategies and stress management programmes for teachers. Dunham (1983) recommends the following in a stress reduction programme: more support from all levels of the hierarchy, more consultation, more meetings to discuss, share feelings and experiences with other teachers and positive moves to involve teachers in the decision-making process. Basson (1988) in discussing stress among Educational Psychologists suggested that a component of the training focuses on self-development, stress-management and the equipping of students with the skills to prevent burnout. There is no reason why such techniques cannot be incorporated as pro-active measures into teacher training programmes. Having knowledge of the teacher's stress and burnout and their mental health status during a time of rapid change will be useful to the education department. When planning for change, programmes could be implemented to help teachers cope with the anticipated changes.

With this in mind, and noting that teachers are the major role-players in any change process in education, this study examines aspects of teachers' mental health at this time. Particular attention will be paid to the possibility of redundancy occurring as a result of the major reorganisation within the education department. The results of this study could be used when planning

teacher support service. It would provide direction as to which teachers would need the most support, in terms of age, gender and post-level.

In the following chapter the literature concerning the health status of teachers and the issue of reorganisation will be reviewed. Theoretical matters and empirical findings will be discussed in relation to the present reorganisation in Kwa Zulu-Natal. The third chapter presents the design and specific objectives of this study. The research questions are specified and the rationale for the selection of instruments given. In the fourth chapter, the research findings are presented and analysed in terms of the research questions. The fifth chapter discusses the findings in relation to the material reviewed in chapter two. In the final chapter, the implication of these findings for theory and practice are identified. Strengths and weaknesses of this study are indicated. Recommendations for further research into these issues are given in the light of the process and findings of this investigation.

CHAPTER TWO

LITERATURE REVIEW

2.1 INTRODUCTION

Any discussion about education in South Africa needs to be located within the historical context of a country that has had to contend with over three hundred years of colonialism and the system of apartheid. The consequences of this history for education are enormous (Wedekind, 1995). The background to the study is provided by a brief account of the historical development of education in South Africa and how this has impacted on teachers.

The first formal school was reportedly established in 1658 at the Cape, specifically for the newly arrived slaves (Molteno, 1984). Missionaries and the Dutch East India Companies made attempts to educate the 'African' population. From the onset then, education can be viewed as the ruling group exercising a form of social control over other subordinate groups of people. Although education was seen as an important means of social control, one cannot speak of state sponsored mass education having been seriously undertaken until the Nationalist government started implementing its apartheid policies in the 1950s (Wedekind, 1995). According to Wedekind (1995), it was this infamous policy that sought forever to damn Black people to be " hewers of wood and drawers of water", which ironically gave large numbers of Black people access to some form of schooling for the first time. Control came in the form of Christian National Education and liberal thinkers came with the ideas of ' separate - but-equal ' education. Here schools were racially separated to suit current economic and political thinking. With the release of Nelson Mandela and the induction of a Government of National Unity in the first half of 1994 major changes began in South Africa. Education was one of the primary foci of change.

The previously racially divided education departments in South Africa formally ceased

to exist and became part of the new provincial education authority on 1 April 1995.

This marked a symbolic end to a long history of a divided and divisive schooling system. According to Wedekind (1995), the change in structure does not just signal the end of a part of our history, rather it marks the beginning of a long process of undoing, adjustment and rebuilding.

During this period of rapid change teachers will be facing a great many challenges. Changes will be taking place in the administrative structures, composition of the pupil body, curriculum, the methods used in the classroom and the relationship between teachers and their pupils. During this period of change, teachers will require support and ongoing training (Wedekind, 1995).

Change in any organisation is inevitable; however, the impact of change on stress-levels, burnout and mental health status on the individual is often not considered. This has considerable consequences for the individual, organisation and society. With this in mind this chapter sets out to discuss changes in education, stress, burnout, mental health, and redundancy. Information on various models, perspectives, current debates, research findings and consequences of stress and burnout will be included. Relevant South African studies will be reviewed.

2.2 CHANGE IN EDUCATIONAL ORGANISATIONS

2.2.1 What is change ?

There is widespread agreement in the literature that change and renewal are among the most important aspects of an organisation. When an organisation fails to change, it stagnates and eventually declines. Consequently, change and renewal can be regarded as essential for the development of an organisation. An implication of this is that the school as an organisation has to be seen as a dynamic entity (Theron, 1996). Organisational change is perceived as an integral aspect of the functioning of an

organisation. According to Theron (1996), the goal of organisational change must be to improve the quality of working life of people involved in a school. But what is change? Change represents the struggle between what is and what is desired. It is also an unavoidable feature of human experience. Change is a process pursued for and by people. Most important, according to Theron (1996), change begins and ends with individuals acting in unison to make schools effective.

A distinction can be made between planned and unplanned change. Planned change implies a deliberate alteration in the status quo. Planned change is always preferred, since change takes place according to specified goals and objectives. Change can take many forms, for example, social, technocratic, interactive and transformational change. The form of change that best describes the current changes in education is “transformational change”. This involves radical change when the education system is working poorly. External and internal forces insist on radical changes; the change is dramatic in form and rapid in impact, and will ultimately change the entire culture of the organisation radically (Theron, 1996).

The theories of Kurt Lewin (1935, cited in Theron, 1996) on organisational change deal with the interaction between the various forces that bring about change and forces that resist change. According to Lewin (1935), change is not a static but rather a dynamic balance of opposing forces active within an organisation. Any existing situation within a school is in equilibrium, that is, the result of driving forces and resisting forces working against each other. Any change would involve a driving force for change and forces of resistance. A balance or state of equilibrium has to be reached between the two forces. This is depicted in Figure 1.

There are several models of change, e.g. Havelock’s two models of change, problem solving model, and the linkage model of change (Theron, 1996). Of the relevant models, the two models that seemed most relevant are: the organisational development model of change and the concerns-based adoption model of change. These will be discussed further.

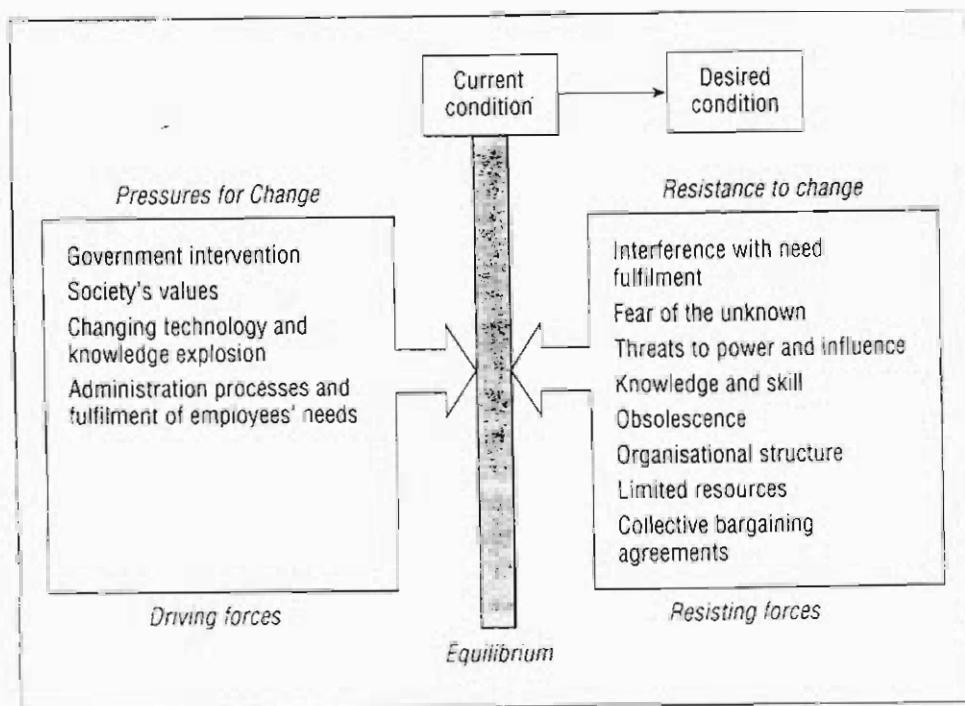


Figure 1

Forces for change and resistance to change

(Lunenburg and Ornstein, 1991, p 220)

2.2.1.1 The organisational development (OD) model of change.

A basic assumption of OD is that the nature of the group or organisation is the source of many of the problems associated with changing schools. The focus of change for OD is the group, not the individual. According to Hall and Hord (1987), schools are a system of people working at tasks interdependently; eventually they begin collaborating with other sets of individuals as they move from one task to another. The ultimate goal of OD is the development of organisational adaptability, and improving subsystem effectiveness. If one has to examine one aspect of the many changes that are currently occurring in South Africa, one would see that the process is contrary to the basic assumption of the OD model. In the implementation of Outcomes Based Education and the implementation of Curriculum 2005, teachers were not invited to participate in its development (The Educators' Voice, 1997). Educators are the agents

of change and it is their experience and expertise that should inform the development of the curriculum.

For the change to be maintained, continuity in leadership personnel (the school principal) is important (Theron, 1996). Clearly this aspect of continuity of leadership was not followed in South Africa. Most of the Severance Packages that were granted were to senior educators, many of whom were holding promotion posts (i.e. leadership personnel). Ironically, disorganisation was also created by senior department education personnel who began to implement the changes but subsequently volunteered for the Severance Package and left at an advanced stage of the change process (The Educators' Voice, 1997).

A shortfall of this model is that the perceptions of the individual are not considered. In South Africa many educators complained about lack of consultation by the education authorities and of changes being imposed. The teachers' union, SADTU, echoed this view in their newspaper, The Educators' Voice (1997), when they complained of lack of transparency, democracy and participation on the part of the education department. The perceptions of the individuals involved are very important, as the individuals make up the group. The perceptions, attitude and commitment of the individual can determine the extent of success or failure of the change.

2.2.1.2. The concerns-based adoption model of change.

Many models of change pay little or no attention to the impact of change on teachers and their perceptions of change. According to the concerned-based adoption model of change, the perceptions of the individual in the change process is important for successful change (Hall and Hord, 1987). This model is based on the following seven assumptions and assertions (Hall and Hord, 1987) :

Understanding the point of view of the participants in the change process is critical.

For the change to be successful, the perceptions of the clients (teachers) must be

understood by the change facilitators, and the clients must have insight into their own perceptions as well.

Change is a process, not an event

Implementing educational innovations is a process: this process requires time. There are steps and phases in the process that can be used to plan and pace change.

It is possible to anticipate much that will occur during a change

In a change process there are many predictable events and happenings. Thus the reactions to interventions can be anticipated. Consequently many aspects of the change process can be planned. By planning for the expected, effective facilitators are better able to handle unanticipated occurrences, and to utilise their limited time and resources well.

Innovations come in all shapes and sizes

The process of innovation encompasses either a product innovation (example text book or curriculum change) or process innovations, such as instructional procedures.

Innovation and implementation are two sides of the coin of the change process

In all cases, regardless of the type of change, developing the innovation and implementing it requires parallel sets of steps and procedures.

To change something, someone has to change first

The ultimate effectiveness of an innovation depends on whether teachers and others change in order to incorporate the new practice. The first step, therefore, is to develop a picture of how each staff member experiences the change process as an individual.

Everyone can be a change facilitator

Often responsibility for change is assigned to one person. This view is limiting according to this model. Change is seen in this model as a shared responsibility that involves everyone at one time or another.

According to the concerns-based model, change is a process for and by the people. It has a technical and a human side. It starts and ends with individuals, who in combination, make schools effective (Hall and Hord, 1987). In the current changes in education, the human side was apparently ignored. Often teachers were blamed for the current crisis. The headlines in *The Natal Witness* (9 January 1998) reads: “Bengu warns lazy teachers.” (Sibusiso Bengu is currently the Minister of National Education). The article further reports that the Minister asked teachers to pull up their socks or be fired. He recommended that teachers be evaluated on their teaching performance and the provincial authorities should fire those who are not up to scratch. The unacceptable nature of the criticism of teachers by the government and the media is a source of anxiety and anger. Teachers need to be supported and guided through this period of rapid change and punitive comments should be avoided.

2.2.2 Resistance to change

Change becomes most meaningful when there is resistance to it and there will always be resistance to change (Theron, 1996). Resistance is the general response to proposed change. This is related to the insecurity around the loss of the familiar and reliable, loss of personal choice and values, understanding the reasons for change, fear of change, mistaken perceptions in respect of change, and lack of skills (Van der Westhuizen and Theron, 1996). Change can be a painful process yet the outcome can be refreshing and rejuvenating for the teacher, pupil and the school as a whole. This is clearly shown in the history of education in South Africa.

Historically, as far as black education was concerned, demand for change in education was enormous. It took the form of boycotts, protest marches and strikes. The crux of all these events in black education is the demand for change and renewal of the existing system. The poor results and lack of facilities in black education elicited demands for change from pupils, teachers and the parent community to make education more productive (Van der Westhuizen and Theron, 1996).

Change in education occurred rapidly over the past five years. After the elections and the planning of the new non-racial educational system, there is now new resistance to the process of change in education. Change often lead to financial restraints, which in turn meant a decrease in personnel, text books and stationery. Teachers, teacher unions and parents resisted such cutbacks. For the parents it meant greater financial input by them. This gave rise to resistance from within and outside of the education system.

Change in education in South Africa is intended not only to bring about equity of provision. Changes in teaching methods, syllabi and modes of assessment are also planned. Curriculum 2005 is already planned to be phased in over the next five years. A new approach to teaching is called the Outcomes Based Education. This approach will be implemented in Grade one in 1998. Teachers are anxiously anticipating the introduction of Curriculum 2005 and Outcomes Based Education. It is expected to create further confusion and to send teacher motivation and confidence plunging to new depths. The new curriculum requires small classes and skilled and dedicated teachers yet the new policy direction will entrench a system which provides exactly the opposite. For the teachers in South Africa, it is the first time that they will be given a comprehensive definition, outline and statement of how education should take place. This change has not come without resistance. Educationists and Parents who have criticised the Outcomes Based Education complain that this method of education had failed in many overseas countries (Stielau 1997). Educators complained that they were not sufficiently consulted in the planning of Curriculum 2005. They felt that their professional self-esteem had been undermined. Educators were also critical of the demand to implement a curriculum which they had not constructed. Teachers were not sufficiently trained to teach in this style and schools were not prepared for this change.

Thus, any form of change or non-change is usually accompanied by resistance. The important question is: "To what extent is change resisted in education?" Very little information can be traced on this aspect. Theron (1996) discussed two studies,

that of Trump(1987) and Perry (1993). From Trump's study, carried out in secondary schools in Ohio (USA), it appeared that resistance to new ideas was the second greatest single factor experienced by school principals when implementing new teaching programmes. The two problem areas were the time allocated for its implementation and the teachers' resistance to new ideas. Whatever the extent is to the resistance of change, it is an important factor to consider when implementing change

For the purposes of the current study, an understanding of the teachers' experiences through all the changes and resistance, provides a backdrop to the study. The contribution of these experiences to their current stress, burnout and mental health status cannot be ignored.

2.3.2. Problems caused by organisational and curricular changes in education.

Dunham (1992), studied major changes in education in England. The teachers were under pressure to use new and more rigorous methods of assessment and to maintain high professional standards in the face of reduced financial supports in schools. These changes and the experiences that teachers were experiencing are similar to the current transformation in education in South Africa. Some teachers viewed the change as positive and an opportunity for fresh patterns of teaching, new relationships, opportunities for personal and professional growth. Other teachers perceived the changes as a threat and with apprehension. Their apprehension included the following important aspects (Dunham, 1992, p 5) :

- * Leaving the security of a familiar environment in the previous school.
- * Working in larger and more complex schools.
- * Teaching pupils who had a much wider range of abilities, behaviour and attitude.
- * Adaptation to major organisational and curricular changes.
- * Coping with personal losses, of old friends, heads of departments and pupils.
- * The sources of stress were not staggered to allow for adjustment. Major changes came too quickly.

The situation was captured well in a staff report by a teacher : “ We felt that when this school was opened we were thrown into far too much change. There were too many ideas that we were trying to operate all at the same time and this gave us a great deal of insecurity. We lacked stability. We had far too many things that we could not cope with and this was the root cause of our trouble. We felt that it was not too late to impose some stability, to stop the changes, to keep going as we are and build slowly on what we have got. We want to improve the quality of life for the children in the school but we cannot do this when we are developing too rapidly to give ourselves a secure base from which to work.” (Dunham, 1992, p 8).

The teachers in Kwa Zulu-Natal may be going through similar experiences.

2.3. STRESS

2.3.1 Introduction

Dunham (1992, p 3) defines stress as, “ a process of behavioural, emotional, mental, and physical reactions caused by prolonged, increasing or new pressures which are significantly greater than coping resources.” A similar but longer definition is offered by Kyriacou and Sutcliffe (1978) , “ teacher stress may be defined as a response of negative affect (such as anger or depression) by a teacher usually accompanied by potentially pathogenic physiological and bio-chemical changes (such as increased heart rate or release of adrenocorticotrophic hormones into the bloodstream) resulting from aspects of the teacher’s job and mediated by the perception that the demands made upon the teachers constitute a threat to his self-esteem or well being and by coping mechanisms activated to reduce the perceived threat. ” Both these definitions are comprehensive and are considered relevant to this study

It is important to note that stress is difficult to measure and define. According to Bernard, 1968, cited in Glowinkowski and Cooper (1985), a well recognised factor is whether a certain amount of stress might be of benefit to the individual. Most studies,

at least implicitly, require the individual to rate pressure negatively. They leave little room to accommodate the individual who feels under pressure, but at the same time derives satisfaction from that pressure. For some people a reduction in 'job clarity' may mean an increase in 'autonomy', yet for others it may represent a taxing burden of ambiguity.

There is a myth that goes : " I will be at my best under no stress at all." However, it has been shown that no pressure often leads to poor task performance and a lack of motivation. The same applies when you are over stressed. The secret seems to lie in achieving a balance between the two extremes - finding that level of pressure which leads to good motivation and effective task performance. This optimum stress level varies from individual to individual, so it is urgently necessary to discover that level of stress beyond which your psychological and physical well-being is endangered (de Haas, 1994).

Early studies on occupational stress focussed on industry and ignored the human service sector, such as the teacher (Rigby, 1989). On the other hand ,Maslach and Jackson, 1986) have shown that human service professionals are more likely than others to experience job burnout. Since burnout is one of the reactions to high levels of stress it seems that occupational stress for this sector is a serious problem which needs to be addressed. In recent years teaching has steadily moved up the 'league table' to become one of the most stressful occupations around (de Haas, 1994). Research on teacher stress has tended to concentrate on defining the stressors which lead to teacher stress. Few studies have paid attention to the impact of major transformational change in education on teachers' stress and burnout levels.

2.3.2 Perspectives on stress

Bennett (1989) understands stress as being ordinary and commonplace phenomenon but its clearly definable properties are elusive. This view emphasizes some of the difficulty around the conceptualization and definition of stress. Over the

years attempts have been made to conceptualise and define stress. There are three major approaches to understanding the nature of stress in teaching: **The first approach** to understanding stress looks at the pressure exerted on teachers in schools. This model suggests that people, too, have their limits. Up to a point, stress can be tolerated. When it becomes intolerable, damage may result, either psychological or physiological, or both (Dunham, 1992). From this perspective, stress is a set of causes, not a set of symptoms. This view is often criticised since it does not take into account individual differences in response to stress such as personality factors and previous experience to similar demands (Dunham, 1992).

The second approach is concerned with the forms taken by teachers' reaction to these pressures. These may consist of emotional and bodily manifestations such as headaches, anxiety, agitation, irritability, weepiness, depression, mounting tension, frustration, and a general unpleasant emotional state. This view defines the concept of stress in terms of the degree to which a person is experiencing persistent and high levels of anxiety or tension. This perspective has a strong medical orientation in trying to understand stress. This is also often seen as its major weakness. This view is criticised in that it does not take into account other important manifestations of stress which are not emotional or psychological, for example, ineffectiveness in the performance of one's role in school and loss of confidence (Dunham, 1992).

The third approach to stress is concerned with both the pressures, reactions and coping resources. Stress from this perspective is concerned with an excess of pressures over coping resources. It also is concerned with identifying the demands which teachers perceive and experience as stressful and the behaviour they use to tackle these demands. It is called the **Interactional approach** (Dunham, 1992).

In order to account for weaknesses in both response-based and stimulus-based definitions of stress, an **Interactional approach model** is proposed by Sutherland and Cooper (1990).

2.3.2.1. The Sutherland and Cooper model.

According to this model, people are seen as continually interacting with their environment. During this time they weigh up perceived demands and their perceived capability to meet those demands. Stress is therefore seen as a result of the existence of a relationship between the person and the environment (Louw and Edwards, 1993). The problem is around defining this relationship. Sutherland and Cooper's model is comprehensive and is widely supported by researchers today (Louw and Edwards, 1993). Sutherland and Cooper (1990), in their reformulation of the traditional interactional models, considered five major issues (Figure 2). **In the environment** there exists potential sources of stress, e.g. events, situations and objects. An **individual's perception** of the event or object depends on their familiarity with it or previous experience or exposure to it. **A cognitive appraisal (judgement)** of the level of threat arises from the potential stressors. This is influenced by the individual's previous experience. When there is a difference between the **actual demand and actual ability**, on one hand, and perceived ability and perceived demand, on the other hand, distress, pressure or strain may result. When this happens, successful coping may restore the balance, while unsuccessful coping results in psychological, physiological and behavioural problems, which may be short or long term. **Feedback** is built into the system and this influences decisions/appraisals made by the individual.

To further illustrate the interactional model of stress, Figure 3 shows a number of physiological and psychological factors interacting on one another, resulting in the stress response. Figure 4 provides a workplace example of the interactional nature of stress symptoms.

2.3.3 Gender and stress

The findings on gender differences have been equivocal. Some studies report gender

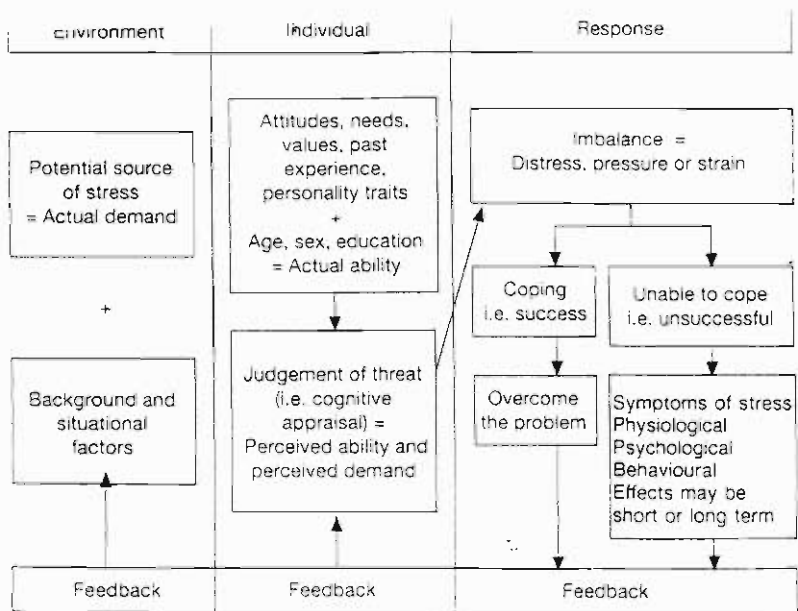


Figure 2

An interactional model of stress (Sutherland and Cooper, 1990 p 18)

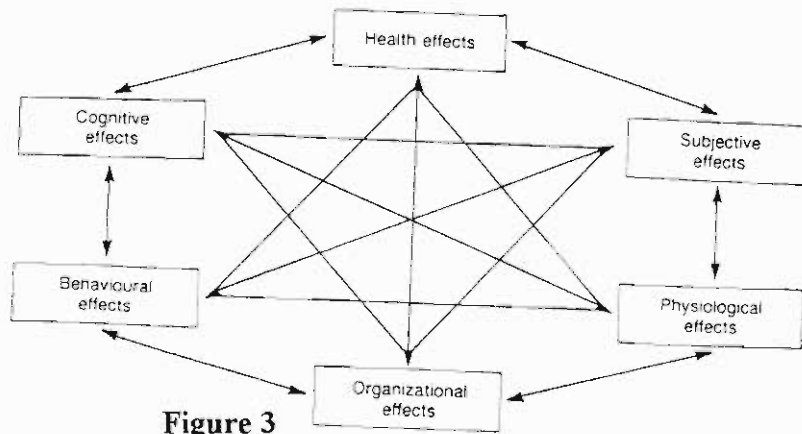


Figure 3

Interactional nature of the symptoms of the nature of stress (Louw and Edwards, 1995 p 650).

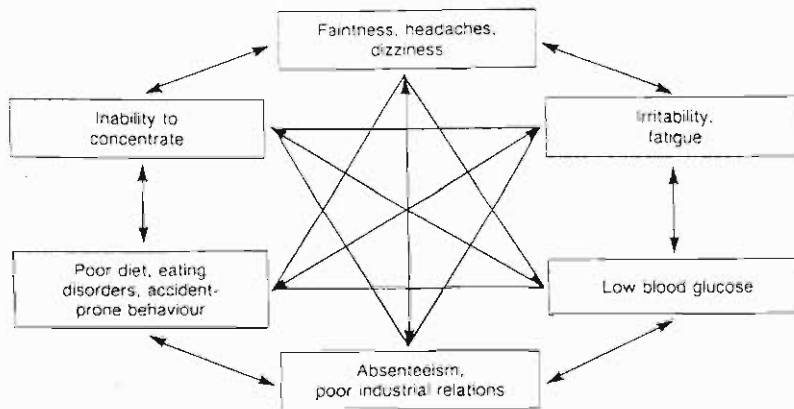


Figure 4

A workplace example of the interactional nature of stress symptoms (Louw and Edwards, 1995 p 650)

differences, while others do not. Kyriacou and Sutcliffe (1978) found female teachers appeared to find several items regarding pupil misbehaviour a greater source of stress than their male colleagues, whereas the latter reported greater stress for administrative and paper work.

2.3.4 Age and stress

Kyriacou and Sutcliffe (1978) found younger (and less experienced) teachers reported greater stress around issues of punishing pupils, difficult classes, maintaining discipline and attitude of principal.

2.3.5 Post-level and stress

According to Kyriacou and Sutcliffe (1978) teachers listed a greater number of items as stressful than heads of departments. Heads of departments found administration and paperwork more stressful.

Cooper and Kelly (1993), in their study of occupational stress among head teachers, found that male head teachers' level of job satisfaction was higher and their mental health was better than that of female head teachers. Female head teachers suffered significantly greater job dissatisfaction than their male counterparts.

2.4 BURNOUT

2.4.1 Introduction

It should be recognised that stress and burnout are not the same thing. Burnout is more a derivative of stress than a synonym (Van der Merwe, 1993). Black (1991) points out that burnout is the result of unmediated, or unsuccessfully mediated stress, that is, having no 'buffer' or support systems. Black (1991) also notes that stress can lead to burnout, but not all individuals who are stressed are 'burntout'. Burnout

therefore is the final step in the progression of unsuccessful attempts at coping with a number of stress conditions. Various studies cited in Friesen and Sarros (1989) have shown that burnout and work stress are highly correlated.

The concept of burnout has developed empirically rather than theoretically. The concept has been shaped by four somewhat overlapping perspectives. Bryne (1994) cited four major perspectives of burnout and its development over time. **Firstly**, Freudenberger's model (1973) provided a clinical perspective of burnout. Here burnout is seen as a state of exhaustion that resulted from working too intensely and without concern for one's own needs. The **second** perspective, a social-psychological perspective of Maslach and Jackson (1981 b) took a more research-oriented approach by trying to identify working conditions that are conducive to burnout. Freudenberger (1973) perceived burnout as precipitating even more effort on the part of the professional worker. Maslach (1982) views burnout as a condition that leads to the worker withdrawing and treating clients in a detached, dehumanised manner. The **third** perspective, that of Cherniss (1980) provides an organisational perspective to burnout. He sought links between burnout and particular features of the work environment, but he did so from an organisational perspective. **Finally**, the social-historical perspective (Sarason, 1983) emphasizes the impact of society at large on the precipitation of burnout, rather than the individual or the organization. Sarason says that societal values embracing the philosophy of individualism over sense of community become the a catalysts to burnout. There is continuing debate around the source of burnout in the work place. The conventional view is that burnout derives from the presence of strain-making stressors. Other observers shift the focus to the absence of positive motivators (Friesen and Sarros, 1989).

2.4.2 Definition and components of burnout.

Klarreich (1990) defined burnout as a process of progressive emotional deterioration, with a four phase process essentially moving from idealism through disillusionment, frustration and despair. The term "burnout" evokes different responses from

Individuals and is all too often used as a buzz word. Generally the burnout syndrome has been linked with identifiable psychological and behavioural responses to unmediated work stress in a variety of helping service professionals.

A widely accepted conceptualization of burnout is provided by Maslach and Jackson (1986), who defined burnout as “a syndrome of Emotional Exhaustion, Depersonalization, and reduced Personal Accomplishment that can occur among individuals who do ‘people work’ of some kind (p 1). A key aspect of the burnout syndrome is increased feelings of Emotional Exhaustion; as emotional resources are depleted, workers feel they are no longer able to give of themselves at a psychological level. The development of “Depersonalization” is yet another important aspect of the burnout syndrome. This involves the negative or cynical attitudes and feelings about one’s clients. The third aspect is reduced “Personal Accomplishment”, i.e. the tendency to evaluate oneself negatively, particularly with regards to one’s work with clients. Teachers may feel unhappy about themselves and dissatisfied with their accomplishments on the job (Maslach and Jackson, 1986). Maslach and Jackson (1986) have provided an understanding of teacher burnout. However, it is suggested that critical dimensions of this phenomenon may have been missed, perhaps as a result of not including sufficient data from public school teachers in the original research and formulation of the burnout concept (Blase, 1982).

For the purposes of this study, the definition of burnout by Maslach and Jackson (1986) will be used, including the three components as described above, i.e. Emotional Exhaustion, Depersonalization and feeling of low Personal Accomplishment. Thus, burnout is used as an umbrella term referring to three related, but loosely coupled, reactions to teaching.

Although most theories of burnout claim the sources of burnout to be either environment or individual, few have attempted to integrate the two. Recent literature, however, accepted that the source of burnout can be the result of individual, environment and organisational factors. The ecological model acknowledges this and

adopts a more systemic approach to burnout (Carroll and White, 1982).

2.4.3 The ecological perspective

According to Rutsch (1997) burnout is a work related concept, and the work environment therefore receives considerable attention in the literature. However, cognizance must be taken of the fact that other environments or ecosystems can and do play an important role in determining whether or not, to what degree, and in what fashion a person will experience burnout. The ecological perspective views burnout as a form of ecological dysfunction (Carroll and White, 1982). According to this perspective, ecology is concerned with the inter-relationship of organisms or ecosystems. Carroll and White (1982) go on to discuss that the person, his/her ecosystems, and the reciprocal impact each has on the other must be understood. By using the work of Bronfenbrenner(1979) one can depict the individual's work environment as containing the person and environment components (i.e. microsystems, mesosystems, exosystems and macrosystems : Figure 5).

According to Bronfenbrenner (1979), the **microsystem** pertains to the smallest organised ecosystem within which the person performs most of his/her work(such as the office, home, classroom). The **mesosystem** represents the next level of organisation of the work environment. It encompasses all of the microsystems that together form a larger whole(e.g. all of the offices that comprise the business; or all the classrooms that make up the school.). The **exosystem** encompasses those elements of the larger environment that impinge most directly and frequently on the mesosystem. For example, a schools' exosystem would include the school board, the surrounding community, and the local legislative bodies. The **macrosystem** includes elements that are larger, more impersonal, more distant and global than those of the micro-meso-and exosystems. The influence of the macrosystem, moreover, is often experienced more indirectly. Examples of macrosystem's influences that may lead to burnout include economic conditions impacting on retrenchments rates, high interest rates, policy making and natural disasters (Carroll and White, 1982). Teachers are not

in the position to influence the above and feelings of frustration and burnout easily set in. The focus of this study is on the impact of change (at macrosystemic level) on the individual teacher at the micro level.

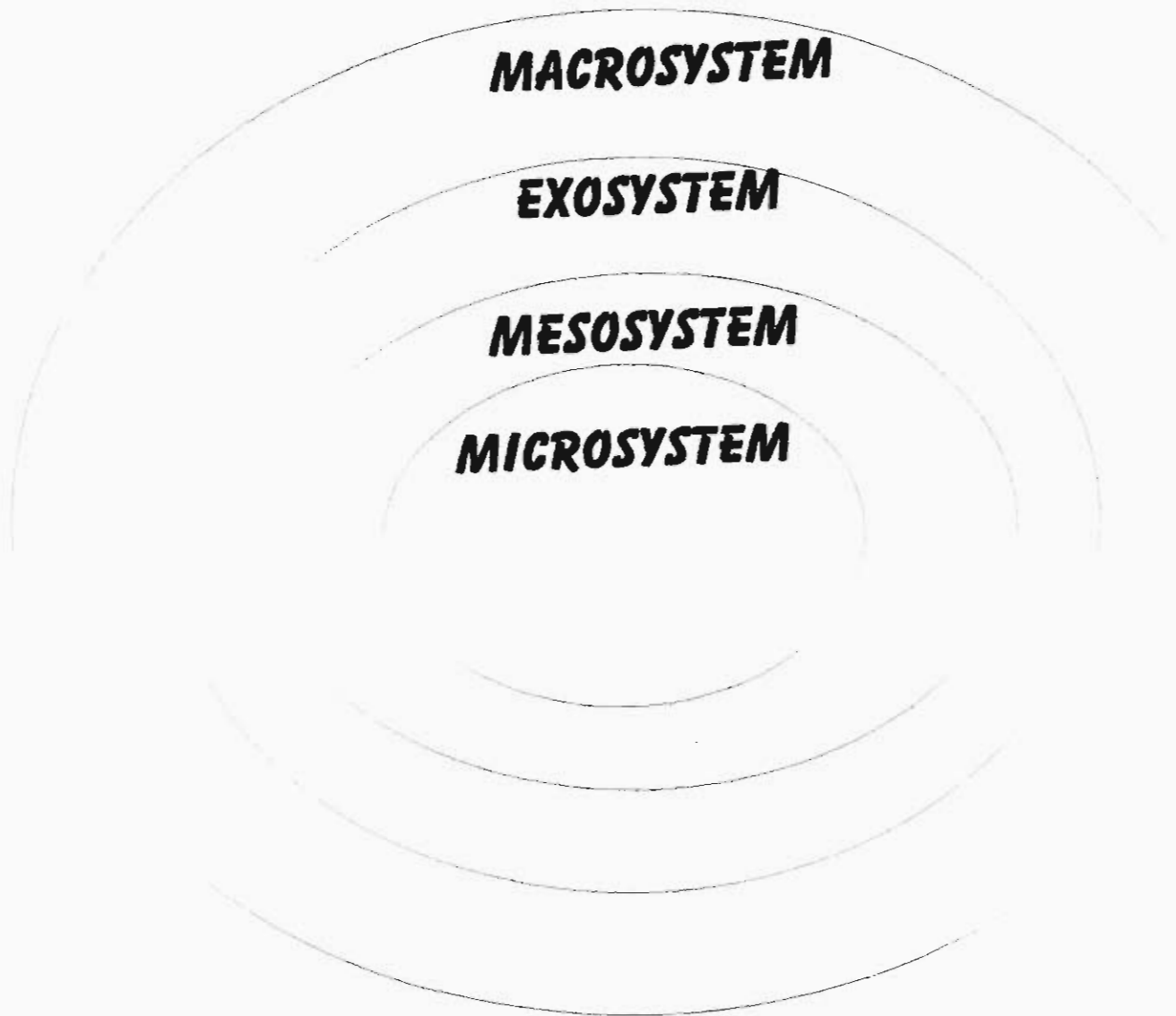


Figure 5

An ecological model for the analysis of burnout (Bronfenbrenner, 1979)

2.5 SOURCES OF TEACHER STRESS AND BURNOUT

The literature on the sources of occupational stress, teacher stress, and burnout cover similar areas and are often inter-linked. It is important for the purposes of this study to

BROAD FRAMEWORK	EXAMPLES
Factors intrinsic to the job	<ul style="list-style-type: none"> *poor physical working conditions, such as lack of teaching resources *inadequate school buildings *job overload -high teacher-pupil ratios, time pressure *too much administrative work *physical danger, increased crime and violence in schools .
Role in the organisation	<ul style="list-style-type: none"> *role ambiguity and role conflict *responsibility for others and pupil's needs.
Career development	<ul style="list-style-type: none"> *poor promotion prospects *poor status in society *lack of job security
relationships at work	<ul style="list-style-type: none"> *poor relationships with pupils *poor relationships with community and parents *lack of recognition of work done
organisational structure and climate	<ul style="list-style-type: none"> *lack of communication *lack of participation in decision-making *poor salaries and service conditions
School interface with home and society	<ul style="list-style-type: none"> *work-home interface : work overload affects home life. *home-work interface : life changes affect work.

Table 1.

Sources of teacher stress and burnout (Rutsch, 1977, pp 29-30)

locate it within the teaching profession. Table no.1. was compiled using the work of Rutsch (1977). A broad framework to factors that may contribute to teacher stress and burnout is provided with specific examples.

2.6 CONSEQUENCES OF STRESS AND BURNOUT

According to Cedoline (1982), stress becomes a problem when it ceases to be a healthy stimulus and creates a burden that the individual cannot handle without harmful effect. This harmful type of stress is often referred to as “distress”. Distress is seen as any perceived threat or discomfort that alerts the person and activates psychological and physiological responses (Cedoline, 1982). Stress could lead to mental ill health, job dissatisfaction, marital disharmony, coronary heart disease, tardiness, absenteeism, slow output, increase in stress related diseases, depression, apathy, high blood pressure, increased digestive acids, and faster breathing. Listed above are the consequences to the individual only (Cooper, 1983). There are also organisational consequences, such as cost due to absenteeism, lowered performance, low morale, increased medical bills (Bennett, 1989). The consequences of burnout are potentially very dangerous for the staff, the clients, and the larger institution.

According to Maslach and Jackson(1986), burnout can lead to a deterioration in the quality, care or service provided by the staff. The correlation of particular interest in this study is that of burnout and poor health. Burnout may result in a teacher desiring to relinquish teaching.

Kyriacou and Sutcliffe investigated the association between self-reported teacher stress and three responses related to job satisfaction, absenteeism and intention to leave teaching. They found a negative association between stress and job satisfaction, a positive association between stress and intention to leave. The association between self-reported teacher stress and frequency failed to reach significance. They found that 23.5% of their respondents indicated an intention to leave the profession.

When on the job change events occur in large numbers to people already working

under highly stressful conditions, the incidence of sick leave, accidents and inattention to work increases rapidly. A study conducted by Marshall and Cooper (1981) on stress, asked their subjects to select major sources of organisational stress. They found that the similarity of selection, regardless of organisational type, was rather surprising. They found that change events or episodes which occur on the job are most stressful.

2.7 CONCEPT OF MENTAL HEALTH

In this study the concept of mental health will refer to the broad idea of mental well-being or psychological well-being. The concepts of mental health, mental well-being and psychological well being are often used interchangeably . The definition put forward by Gerdes (1992) is most suitable : “ mental health refers to the optimal development of a person’s potential and the effective coping with life-tasks and roles associated with a particular stage of life.” (p 41). Warr (1978) describes psychological well-being as a concept which is to do with people’s feelings about their everyday-life activities. Such feelings can range from negative mental states (dissatisfaction, unhappiness, worry etc...) to a positive outlook or a state called positive mental health. It is important to note at this stage that mental health in this context has no direct connection with mental illness in a clinical sense (Banks et al, 1980).

The instrument chosen to measure mental health in this study is the General Health Questionnaire (GHQ) (Goldberg, 1972) (3.4.1). This measures the inability to carry out one’s normal healthy functions and appearance of new reactions. This is ideal for the purposes of this study where one wants to determine the subjects’ mental health status and their reactions to the current changes in education. The instrument comprises a set of questions which form a ‘ lowest common multiple ‘ of symptoms which will be encountered in the various differentiated syndromes of mental disorder (Banks and Jackson, 1982).

2.8 THE ISSUE OF TEACHER REDUNDANCY

In order to understand the potential impact of redundancy on individuals and their families one must first understand the meaning of work. Work not only provides one with an income but it also has latent consequences such as imposing a time structure, regularity, contact with colleagues, shared experiences, and it defines aspects of personal status and identity. Jenkins et al (1982), pointed out that it is these latent consequences of work which help one to understand the motivation to work and to understand why workers must be psychologically supported when these conditions arise.

Previous studies on the impact of unemployment focussed on descriptive and biographical accounts, with emphasis on the association between unemployment and low self-esteem, humiliation and on damage done to the families. More recent studies have shown that high rates of unemployment are shortly followed by high rates of admission to psychiatric hospitals, suicide and mortality in general (Jenkins et al. 1982). Unfortunately these links have not been investigated by other researchers.

Banks and Jackson (1982) revealed that GHQ scores were consistently higher for unemployed subjects and these subjects displayed an elevated probability of suffering from minor psychiatric disorders. They concluded that the experience of unemployment was more likely to create increased symptoms, rather than the other way round. Cox et al (1983) in their study on the assessment of well-being, found no fundamental gender differences in the experience and reporting of symptoms of ill-health.

According to Lewis (1935), cited in Jenkins et. al (1982), unemployment is a cause of poor mental health. It is also possible that those individuals with poor mental health are more likely to be unemployed than individuals in normal mental health. Owens, (1966) cited in Jenkins et. al.(1982) demonstrated that the rate of sickness absence is consistently higher among men threatened by redundancy, especially in the period

immediately prior to closure.

In another important pioneer study, Kasl et al (1975), monitored changes in health in men whose jobs were lost through factory closure. The men were visited by a nurse a month before the factory closed, and two months, six months, one year and two years after closure. This study found that the anticipation period (of unemployment) might be most stressful. It was during this period that physical and psychological symptoms were most significant. By the time the discharged worker actually leaves a job he may already have paid the price in terms of deteriorating mental health.

In an explorative study Jenkins et al (1982) examined the effect of the threat of redundancy on the mental health of a group of professionals. They found a considerable reduction in minor symptomatology after the withdrawal of redundancy notices. The most common symptoms displayed were poor sleep, depression, fatigue, anxiety, poor concentration and irritability. They also reported that alcohol consumption levels were high, 25% of male journalists and 16% of female journalists.

Hepworth (1980), in her study on the psychological impact of unemployment, found that the well-being of the men studied was low. The scores on the GHQ of 62% of the sample indicated that they were at risk of suffering from non-psychotic disturbance.

Hepworth (1980) found that the 35-44 age group had the highest mean score on the GHQ (suggesting poor mental health). The age group 55-65 felt bitter that they had been 'thrown on the scrap heap' and were rather depressed, but others (who were nearing retirement age) welcomed unemployment for all the free time it offered.

2.9 REVIEW OF SOUTH AFRICAN STUDIES.

The following studies have specifically focussed on teacher stress in South Africa. All of these studies are in Kwa Zulu-Natal, mostly in the Pietermaritzburg region. The diversity and contrast within this region is vast and is entrenched in the history of

different education departments for the various races. All these studies are recent.

2.9.1 South African studies on teacher stress.

Rutsch (1997) used the Maslach Burnout Inventory (MBI) in an exploratory study of the relationship of demographic and personality factors to burnout in high school teachers in the Pietermaritzburg area. Rutsch (1997) used a predominantly white sample. The current changes and restructuring in education might have impacted on these teachers as well. Rutsch (1997) found that younger teachers were more prone to burnout than older teachers; males and females did not appear to differ in their experiences of burnout.

Moodley (1995), studied burnout among teachers in the period just prior to circulation of the Right Sizing document(Appendix one). This study focussed on Indian teachers in Kwa Zulu-Natal. Although changes in education had begun, major changes came later. The primary aim of his study was to ascertain whether teacher burnout is accompanied by physiological, psychological and behavioural symptoms. Moodley (1995), as background to his study, presented two important points. Firstly he pointed out a steady increase over the years in the number of teachers applying for medical boarding, thus indicating a steady decline in the general health, both physically and psychologically (Table 2.).

TABLE	NUMBER OF APPLICANTS FOR MEDICAL BOARDING	NUMBER OF MEDICAL BOARDINGS GRANTED
1990	52	41
1991	55	46
1992	102	93
1993	356	229
1994	277	130

Table 2

Medical boarding statistics (Moodley, 1995 p 5).

Secondly he noted that the education system in South Africa has as one of its pre-employment requisites for teachers (like all other public and civil servants) the completion of the Health Questionnaire, 81/97850 (Z 27), (Appendix three). Thus teachers supposedly began teaching in most cases with a clean bill of health. It was the impact of their job conditions which probably contributed to the current levels of stress, burnout and mental health status. His study revealed interesting results: teacher burnout is accompanied by distinct physiological, psychological and behavioural symptoms. Fatigue, muscular pain, headaches, sleep disturbances, colds, leg cramps, chest pains, not being appreciated in the job, tenseness, moodiness, anger, irritability, boredom, depression, consumption of caffeine, cannot enjoy leisure, giving up the job, fault finding, and isolation correlated significantly with burnout. Psychological consequences tended to predominate over physiological and behavioural consequences.

Rigby (1989), as part of her study on stress inoculation training on teacher stress, attempted to identify stressors. For this aspect of her study, she used teachers in the Pietermaritzburg area. Rigby (1989) found that task overload was identified as a top priority cause for teacher stress. The second primary cause was thwarted ambition and teacher's perception of the assessment method as being 'unfair'. The third stressor identified was the responsibility for others. This included the responsibility for educating, disciplining and motivating pupils. Black teachers identified societal pressure as affecting them. This included legislation, financial pressure, poor working conditions, the political awareness of pupils, boycotts, riots and police intervention. Many of the stressors identified may be difficult to change within the bureaucratic organizational structure.

de Haas (1995) in her writings on the integration of schools in South Africa and the increasing stress on teachers, also examined the sources of stress at this time of rapid change. In particular she examined stress relating to class management, teaching practice and structural issues within the school system. The aspect of structural issues is of relevance to this study. According to de Haas (1995) structural issues may lead to

teachers feeling angry and/or dis-empowered. At the core of these issues lies the authoritarian and hierarchical system of educational administration. Teachers often feel that they have been given far too little information, with little or no consultation. Departments of Education gave very little in the way of guidance in the process of change, and in many cases the schools themselves had to take the lead.

2.9.2 South African studies using the General Health Questionnaire (GHQ)

There are a few studies that have employed the General Health Questionnaire (GHQ) with South African samples. Although none of these studies have used the GHQ on a sample of teachers, Leeb's study seemed most relevant.

Leeb (1986) used the GHQ to evaluate the psychological impact of unemployment. She administered a Zulu translation of the 30-item version to a black working class sample in Kwa Zulu-Natal. Leeb (1986) found that her scores were high, indicating poor health status. She divided her sample into three groups on the basis of their total GHQ scores (Table 3).

Group one	those scoring 1 - 10	'normal'
Group two	those scoring 11 - 20	'moderately distressed'
Group three	those scoring 21 - 30	'severely distressed'

Table 3

Categorisation of GHQ scores (Leeb, 1986, p 7)

John (1996) translated the GHQ into Zulu. He used 257 bilingual high school students. The sample of this study scored much higher on the GHQ than foreign samples. John (1996) suggested raising the cut off score for South African samples. About 75% of the sample scored over 5 on the English version and 72% scored over 5 on the Zulu version. Pillay et al (1992) did not report a mean GHQ score but state that 94.4% of primary caregivers from a conflict-ridden area scored above 4. O'Neil

(1988) in her study with shop stewards found a mean GHQ score of 10.00 using the 30-item version. This is almost identical to the findings of John(1996).

2.10 Rationale for this study

Teachers are constantly exposed to reorganisation and change. The pace of this change is accelerated in Kwa Zulu-Natal at the present time. The stress related to change is a compounding factor to the other inherent stressors in teaching. An assessment of teacher stress levels, burnout and mental health status during a period of rapid change might be used to inform the education authorities of the concomitants of this change and ultimately assist in developing effective stress-management programmes. Results from this study could be used to prepare teachers more effectively for future changes and enable administrators to anticipate the correlates of change.

CHAPTER THREE

METHODOLOGY

3.1 INTRODUCTION

The theoretical considerations in the previous chapter provided the base on which to build the research design. In this chapter a description of the research methodology is presented. This includes a description of the sample, procedure of the research, psychometric instruments used and discussion on the self-administered questionnaire.

3.2 RESEARCH AIMS

The education system was and still is undergoing vast changes in the post apartheid era. Redundancy, redeployment and reorganisation are the current buzz words. But how has all this affected teachers? **The aim of this study** was to determine teachers' stress levels, incidence of burnout and mental health status during a period of major transformational change. These issues will be examined in terms of teacher age, gender and post-level. A further aim was to determine teachers' perceptions of the current changes and reorganisation in education. The research design is a descriptive study with a cross-sectional design. A sample of teachers (3.3), were given a questionnaire (3.4) to respond to, i.e self-reporting. The questionnaire included two standardised psychometric instruments viz. the General Health Questionnaire (Best 30 item version) and the Maslach Burnout Inventory. The questionnaire also included a section on Redundancy and Reorganisation Issues.

In the present study the General Health Questionnaire (GHQ) (Goldberg, 1972) was used to measure mental health status. The GHQ identifies a disturbance in normal health rather than lifelong psychiatric disturbance. Its purpose is to show an inability to continue to carry out one's normal "healthy" functions and the appearance of new phenomena of a distressing nature. In this study the distressing factor could be the current changes in education. The change involves the possibility of redundancy,

redeployment, right-sizing and severance packages

Teachers have a limited ability to change, often because they feel threatened. Teachers may feel that they have developed a stake in the status quo and then view change as a motion of no confidence in their work (Theron, 1996). No change occurs without sacrifice and adjustment; resistance to change forms an integral part to the whole process of change. The purpose of the present study is to determine the mental health status (psychological well being) of teachers during this time of change. A high score would indicate poor psychological well being. In this study the poor mental health (psychological well-being) could be caused by the reorganisation, change and redeployment in education. The GHQ scores from this sample will be analysed using Goldberg's (1972) cut-off score of 3 - 4. The subjects used in the GHQ standardisation study ranged from severely ill to normal. Subjects were classified into three calibration groups, namely : "normals" , "mildly ill" and "severely ill". Demographic information of Goldberg's sample are presented in Appendix 5.

The Maslach Burnout Inventory (MBI) (Maslach and Jackson, 1986) was used to measure teachers' stress and burnout levels during this time of change. The MBI uses three subscales, Emotional Exhaustion (EE), Depersonalization (DP) and Personal accomplishment (PA) to determine burnout levels. Chronic stress can be emotionally draining and can lead to burnout.(Maslach and Jackson, 1986). The consequences of burnout are potentially very dangerous for the pupils, teachers and the entire education system, since burnout can lead to a deterioration in the quality of service provided by the staff. The scores of the three subscales (Emotional Exhaustion, Depersonalization and Personal Accomplishment) of the MBI from this study are compared with the norms reported in the standardization study (Maslach and Jackson, 1986). Demographic information on the subjects used in the standardization study (Maslach and Jackson, 1986) is supplied in Appendix 6.

Teachers' perceptions of redundancy and reorganisation were obtained by asking teachers to respond to nine items designed by the researcher. Eight of these were

structured as statements while the ninth was an open ended question. Responses to these will also be presented.

3.2.1 Research hypotheses and aims

1. The overall GHQ scores of this sample are expected to be higher than Goldberg's (1972) cut-off score of between 3 - 4 (15 indicates high distress level), in view of the situation these respondents are facing.

2.1 The GHQ scores for this sample of females are expected to be higher than the standardised norms of females (Goldberg, 1972).

2.2 The GHQ scores for this sample of males are expected to be higher than the standardised norms for males (Goldberg, 1972).

2.3 To determine whether significant differences in mental health, as measured by the GHQ (Goldberg, 1972) exist between males and females of this sample.

3. To determine whether significant differences in mental health as measured by the GHQ (Goldberg, 1972) exist among the three age categories of this sample.

4. To determine whether significant differences in mental health as measured by the GHQ (Goldberg, 1972) exist between those at post level one and those above post level one.

5.1 To determine whether there would be significant differences between the standardised norms for each of the three subscales of the MBI (Maslach and Jackson, 1986) and the scores of this study.

5.2 To determine whether any significant correlations exist among the three subscales of the MBI for this sample.

6.1 It was predicted that there would be a statistically significant difference between the standardised norms of females, for each of the three subscales of the MBI (Maslach and Jackson, 1986) and the scores of the females from this study.

6.2 It was predicted that there would be a statistically significant difference between the standardised norms of males, for each of the three subscales of the MBI (Maslach and Jackson, 1986) and the scores of the males from this study.

6.3 To determine whether there would be significant difference in each of the three subscales of the MBI(Maslach and Jackson, 1986) exist between males and females of this sample.

7. To determine if any significant differences are found for each of the three subscales of the MBI (Maslach and Jackson, 1986) and among the age categories of this sample.

8. To determine whether significant differences are found for each of the three subscales of the MBI (Maslach and Jackson, 1986) for those at post- level one and for those above that post level.

3.3 SAMPLE

The population from which the subjects of this study were taken, is teachers from urban government primary and secondary schools in the Pietermaritzburg north region. An intact sample from this population was chosen for reasons of convenience and easy accessibility, since they were in close proximity to the researcher's place of residence. A total of 10 schools participated in the study with a total complement of 217 teachers. Teachers, principals, deputy principals and heads of departments were invited to participate by completing the questionnaire.

Since this study's proposed subjects were teachers , permission had to be sought from the principal of each school, the teaching staff and the relevant authorities to carry out the research. A letter requesting permission from the Kwa Zulu-Natal Department of education to proceed with this research is included as Appendix four. Once this permission was granted by the relevant authorities, initial contact was made with the schools. Appointments were set up with the principals and the staff representatives of

twelve schools. During each meeting the aims and objectives of the project were discussed, and the length of the questionnaire and the amount of time needed were conveyed. Subsequently the staff representative approached the staff to obtain their consent to participate as subjects in the research. Twelve schools were approached in this manner. The teachers from two (secondary) schools declined to participate. Additional demographic information on the teachers' age, gender and post-level can be found in Chapter 4.

3.4 PSYCHOMETRIC INSTRUMENTS

The data for this study were obtained exclusively by self-report questionnaires. Other methods of data collection that were considered were, the interview, indirect observation and reports from principals. One could have also examined teachers' medical reports and absentee rates. These methods were not used as they would intrude into the subjects' personal and confidential domain and this could be threatening to the subjects. Time constraint was also an issue and thus it was decided that the best method of data collection for this study was the self-report questionnaire. This method of data collection, is known to be one of the more reliable and valid technique of data collection (McMillan and Schumacher, 1993). Advantages of self report questionnaires are that they are relatively economical, have standardised questions, questions can be written for specific purposes, can ensure anonymity, and they are easy to administer and score .

There are many disadvantages regarding the use of self-report questionnaires. The first criticism is about the structure and content of the questionnaire and the second is around the respondents. A well structured questionnaire should be clear, free of ambiguity, avoid double-barrel questions and the avoid of biased items or terms. Thus a well structured questionnaire can reduce these problems. Fortunately in this study the questionnaire consisted mainly of standardised questions. The second criticism involves the respondents, who may want to please the researcher and will provide responses they think the researcher wants. The subjects' defensiveness can

influence their responses. Goldberg (1972) argues that defensiveness is an intrapsychic process, and individuals may be reluctant to reveal their inner experiences to other people. Another disadvantage is that the respondents may be influenced by what they feel is socially desirable. This may be particularly true in a study such as this where teachers may want to give the impression that they are coping well and may not admit to feeling burnt out (Rutsch, 1997).

Despite these disadvantages, self-report questionnaires were chosen as the method of data collection for this study. These shortcomings can only be addressed and reduced but not eliminated, by careful briefing of the clients and proper administration of the questionnaire. It was also decided that the researcher would administer and collect the questionnaires personally. This ensured a high response rate.

The questionnaire that was designed for this study included two psychometric instruments in order to investigate the mental health status and burnout levels. (Appendix 2). The questionnaire consisted of: General Health Questionnaire (thirty question version) by Goldberg (1972), Maslach Burnout Inventory (Maslach & Jackson 1986) and a section on Redundancy and Reorganisation issues.

What follows is a discussion on the three sections of the questionnaire. The discussion will include the validity and reliability of each of the psychometric measures used.

3.4.1 The General Health Questionnaire (GHQ)

The GHQ is a mental health instrument developed by Goldberg and published in 1972. It is a self-administered screening device designed for detecting diagnosable non-psychotic psychiatric disorders. The GHQ is concerned with two major features, the inability to carry out one's normal healthy functions, and the appearance of new reactions of a distressing nature. It thus measures two important aspects of mental health which are relevant to this study. Where information is being sought on the impact of current changes in education (the appearance of new reactions of a

distressing nature) on teachers mental health (the inability to carry out one's normal healthy functions) status. In this study the GHQ was used to measure mental health status (psychological well being) during a time of change in education.

Goldberg (1972) describes the context in which the GHQ was developed as one of growing interest amongst psychiatric epidemiologists to measure the prevalence of non-psychotic illness in the community. The period was also marked by a growing interest in "community psychiatry", a move towards providing clinical care to individuals and population groups in a community setting rather than in psychiatric institutions. Goldberg (1972) states that the aim of his project was to devise a self-administered questionnaire that would identify respondents with non-psychotic psychiatric illness, by assessing the severity of their psychiatric disturbance.

3.4.1.1 Scoring of the GHQ

To achieve its aim of detecting non-psychotic psychiatric illness at the time it is completed, the GHQ assesses the way the respondent has felt, thought and behaved in the time leading up to the occasion on which it is completed. Respondents are asked to compare the extent of their current experience of each item with the extent to which it is usually experienced. The item is scored as being present only if it is being experienced " more than usual" (Goldberg 1972). This means that the questionnaire should give information only about the current mental state, so that a respondent should score high if the questionnaire is completed during a period of illness, but low if it is completed during a period of health (Goldberg, 1972).

This focuses the measurement away from long-term possession of neurotic traits. Thus two phenomena are measured, one being the emergence of a new distressing phenomena and the other being the inability to continue one's normal healthy functions. According to Goldberg (1972) the focus of the GHQ is on the present, at the expense of the past and the future. The questionnaire thus differs from most existing scales, which in the main aim to give information about their respondents which is fairly

constant over time.

The GHQ can be scored in two possible ways as described by Goldberg (1972). The first method involves each item having a four-point response scale ranging from 'not at all' to 'much more than usual', known as the Likert scoring method. The second method is the binary method of each item being scored either 0 or 1, which is referred to as the GHQ scoring method. For the purposes of this study, it was decided to use the GHQ scoring system. Reliability and validity test (Goldberg, 1972) on the use of the two methods of scoring revealed that of the five reliability and validity coefficients, two were slightly better and three were slightly worse if the Likert scoring method is used, Appendix 8. This study follows the procedure adopted by Leeb (1986), O'Neil (1988), and John (1996) in using the GHQ as a binomial scale. Scoring is done by allocating a score of 1 for an unhealthy response and a score of 0 for a healthy response with a maximum score of 30. Thus a high score would indicate low (poor) general health or illness and zero represents the 'normal' end of the scale.

3.4.1.2 Reliability

The reliability and validity of the GHQ have been well established for the general population (Goldberg, 1972). The GHQ in the 30 best item version has a reliability coefficient of 0.92, when scoring according to the GHQ method used in this study.

Slight variations in reliability and validity are reported by Goldberg (1972) depending on the method of scoring used. (See 3.4.1.1 and Appendix 8)

Since the development of the GHQ, studies have reported the successful use of the GHQ in several occupational settings. Banks et al (1980) found the GHQ to be psychometrically sound in three studies employing large samples of employees in an engineering firm, recent school leavers, and unemployed men. Jenkins, MacDonald, Murray and Strathdee (1982) used the GHQ in examining the mental health effects of the threat of redundancy in a professional group.

3.4.1.3 Validity

In general, the GHQ, in its original English version and in its various translated versions has been shown to possess good validity as a first stage screening device (John, 1996). Leeb (1986) stated that the GHQ is well suited to the South African situation because it has been proven to be effective over most populations and not to differ significantly when affected by variables such as race, age or sex.

The GHQ has been subsequently used in community and other psychological research.

3.4.2 The Maslach Burnout Inventory (MBI).

The MBI was chosen as a psychometric measurement for occupational stress and burnout, since it measures burnout in human service workers. According to Belcasto, Gold and Hays (1983), the MBI is a, “sound tool (psychometric) for measuring burnout or occupational stress.” (p 364).

They also report that the inventory is not simply another index of job satisfaction but measures an additional construct of stress that is particular to occupational stress. The MBI is based on the concept of burnout as a syndrome, a progressive response that occurs over time as a direct result of working in a helping relationship. Research indicates that the inventory provides a psychometrically sound tool for measuring burnout and particularly for measuring occupational stress (Belcastro, Gold and Hays, 1983)

The inventory is designed to measure three aspects of the burnout syndrome, each measured on a separate subscale. They are Emotional Exhaustion, Depersonalization, and lack of Personal Accomplishment. The first subscale, Emotional Exhaustion, (EE) is assessed in terms of the subjects' subjective experiences of emotional over-extension, and general work exhaustion. The second, Depersonalization, (DP) subscale assesses the level of emotional detachment and impersonal response patterns of the

subject in relation to her/his recipients (in this case pupils). The third, Personal Accomplishment, (PA) subscale measures the subjects' feelings of competence and success in their work with people. The MBI was presented in its original form (Maslach, 1981).

The three sub-scales of the MBI, have been found to be highly reliable with good attention to validation criteria. (Jones, 1981 cited in Arthur 1990). Developing valid instruments to measure burnout is an important consideration in research. Perlman and Hartman (1982) cited in Arthur (1990) suggested the use of the MBI in combination with other instruments.

3.4.2.1 Scoring

The MBI takes about 10 to 15 minutes to fill out and contains 22 items. Respondents are asked to rate each item according to the intensity and frequency of their experience. The frequency that the respondent experiences feelings related to each subscale is assessed using a seven point response format. (i.e. 0 = never; 1 = a few times a year; 2 = once a month or less; 3 = a few times a month; 4 = once a week; 5 = a few times a week; 6 = everyday), using an anchored response format(Maslach and Jackson 1981 c), thus creating a more standardised response scale.

The Personal Accomplishment sub-scale is scored in the opposite direction: a high score on personal accomplishment indicates a low level of burnout.

Scoring is done using a scoring key which indicates responses must be added to obtain a score for each subscale. Numerical cut-off points are presented by Maslach and Jackson (1981c) for subjects in teaching, post-secondary education, social services, medicine, mental health, and others. Table 4 , categorises the MBI scores according to low, average or high (used only for teachers):

	NUMBER OF ITEMS	LOW	MODERATE	HIGH
Emotional exhaustion	9	0 - 16	17 - 26	27 and over
Depersonalisation	5	0 - 6	7 - 12	13 and over
Personal Accomplishment	8	39 and over	32 - 38	0 - 31

Table 4

Categorisation of MBI Scores for teachers (Maslach and Jackson, 1981c, p 3)

For statistical analysis, the original numerical scores were used rather than the categorisation of low, moderate and high.

Maslach and Jackson (1981c) see burnout as a continuous variable ranging from low to moderate to high degrees of burnout. As measured by the Maslach Burnout Inventory, a high degree of burnout is reflected in high scores on the Emotional Exhaustion and low scores in the Personal Accomplishment subscale.

3.4.2.2 Reliability

Reliability coefficients for the MBI were based on subjects who were not involved in the item selection procedures. The various subscales were found to have the following reliability coefficients: EE = .90; DP = .79; and PA = .71, and are found to be acceptable coefficients (i.e above .65). In terms of test-retest reliability the findings, based on a sample of 53 are as follows: EE = .82; DP = .60 and PA = .80. All of these are significant beyond the .001 level (Maslach and Jackson 1981c).

3.4.2.3 Validity

Maslach and Jackson (1981c) discuss both the convergent and discriminant validities of the MBI. The former was demonstrated in three ways. The **first** involved a correlation between subjects' scores on the MBI and an independent behavioural rating made by people who knew the subjects well. The **second** involved the correlation of subjects' MBI scores with a measure of the presence of specific occupational characteristics that are believed to contribute to the burnout experience. The **third** correlation was between MBI scores and "measures of various outcomes that have been hypothesized to be related to burnout" (Maslach and Jackson (1981c) p. 10). Almost all of these correlations proved to be significant confirming the validity of this test as a measure of burnout.

Discriminant validity was obtained by "distinguishing it from measures of other psychological constructs which might be presumed to be confounded with burnout" (Maslach and Jackson, 1981c p 10). Low correlations between these burnout subscales and other measures of job satisfaction were found when reviewing studies conducted with lawyers, rehabilitation workers and mental health workers (Arthur, 1990).

In terms of the possible confounding effect of social desirability, it was found that none of the MBI subscales correlated significantly with the Crowne-Marlowe Social Desirability Scale at the 0.05 level (Belcastro, et al, (1983) and Arthur, 1990).

3.4.3 Redundancy and Reorganisation Issues

This section was constructed by the researcher, and it consisted of three parts. The **first** was designed to gather demographic data, where subjects were asked to supply data concerning their age, gender, and post level. The **second** part was designed to gain information around the subjects' perception of reorganisation, change and possible redundancy in education. This section consisted of eight items. The subjects

were asked to rate a given statement on a five point scale, ranging from Strongly agree , Agree, Uncertain, Disagree and Strongly Disagree. The rating scale values are clearly specified on the test form. The **third** part was an open ended question, " The uncertainty about my career as a teacher has" . This item was included to elicit information that the researcher might not have touched on or missed in the research.

3.5. PROCEDURE

Once permission from the Kwa Zulu- Natal Department of Education was obtained, arrangements were made with each of the ten schools to administer the questionnaire to the teachers. All work undertaken was outside of instruction time. Teachers were asked to stay in after school for an approximately 30 minutes session to complete the questionnaire.

Each session commenced with a brief presentation. This included an outline of the nature of the study , assurances of confidentiality and all the necessary information to complete the questionnaire. The subjects were informed that they would not have to fill their names on the questionnaire (to ensure confidentiality), that participation was voluntary and that the results would only be used for research purposes. Subjects were asked not to discuss any of the items with their colleagues. They had to complete the questionnaire in one sitting and no time limit was imposed. The questionnaire was to be handed back to the researcher once completed. Minor administrative problems and the practical details regarding the completion of the questionnaire were resolved immediately as the researcher was present throughout the session. The researcher was also available directly after each session for questions and comments. The researcher offered subjects an opportunity to discuss any unresolved issues or anxiety after completing the questionnaire. None of the subjects took up this offer. Finally, the subjects were thanked for their participation in the study.

This chapter began with a discussion of the research design, the sample used and the choice of Psychometric instruments. The validity and reliability of these instruments

was described. This chapter ended with a report on the procedures of data collection.

Chapter four consists of the results obtained and a description of the statistical procedures used for the analysis of the data.

CHAPTER FOUR

RESULTS

4.1 INTRODUCTION

This chapter presents the results obtained and describes the statistical procedures used in the analysis of these results.

The demographic data, MBI scores and GHQ scores were tabulated to facilitate analysis. The responses from the Redundancy and Reorganisation section were individually analysed to seek out issues that are causing stress and burnout in teaching. This was also done to gather information on teachers' perception of reorganisation and change in education. The data will be analysed with regard to the issues identified in Chapter Two and specifically with regard to the research questions, listed under 3.2 in Chapter Three. All statistics were calculated using the Statistical Package for Social Sciences (SPSS-X, 1997).

The interpretation is divided into the following sections:

- 4.2. Descriptive data
- 4.3. Presentation of the results of the GHQ in terms of the research questions 1-4
- 4.4. Presentation of the results of the MBI in terms of the research questions 5-10.
- 4.5. Responses to the Redundancy and Reorganisation questions.
- 4.6 Analysis of responses to the open ended question.
- 4.7 Summary of results.

The implications of the findings are discussed in Chapter Five.

4.2 DESCRIPTIVE DATA

4.2.1 Ages of respondents

The ages of the respondents ranged from 20 years to over 41 years. The data for ages

of the respondents were collected according to three age categories. Of the total sample 30.85% were between the ages of 20-30 years; 48.3% were between 31-40 years old and 20.9% were over 41 years old. Table 5 illustrates the above information:

Age Categories	Percentage	n
20 to 30 years	30.8	62
31 to 40 years	48.3	97
41 years and over	20.9	42

n = 201 (missing cases 16)

Table 5
Age distribution total sample

4.2.2 Gender

The sample was characterised by an unequal proportion of 55.8% females and 44.2% males. This is shown in Table 6.

GENDER	PERCENTAGE	n
MALES	44.2	95
FEMALES	55.8	120

n = 215 missing cases = 2

Table 6.
Gender distribution of total sample

4.2.3 Post -Level

All principals, senior deputy principals, deputy principals and heads of departments were regarded as “Management” and were categorised as post level two and over, for the purposes of this study. All post level one personnel were “Teachers”. Teachers at post level one constituted 90.1% of the respondents, while 9.9% of the respondents

were at Management level (Table 7).

POST LEVEL	PERCENTAGE	n
POST LEVEL ONE	90.1	191
POST LEVEL TWO AND OVER	9.9	21

n = 212 missing cases = 5

Table 7.
Post - Level distribution of total sample

4.3 GENERAL HEALTH QUESTIONNAIRE (GHQ)

The data pertaining to the GHQ were computed using the GHQ method of scoring (see Chapter 3.4.1.1) in order to address Research Questions 1 to 4.

Research Question One

1.The overall GHQ scores of this sample are expected to be higher than Goldberg’s (1972) cut off score of between 3-4 (a score above 4 indicates high distress level.), in view of the situation these respondents are facing.

Of the 217 questionnaires administered, only 199 of the respondents completed this section. The other 18 had no response for this section. The GHQ mean for this sample was 22.7, the Standard Deviation was 1.4. A mean of 22.7 from this study indicates a “severely distressed” sample (Table 8). The Standard deviation of 1.4 indicated the sample was consistent in their responses with little variability.

MEAN = 22.7	STANDARD DEVIATION = 1.4
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n = 199

Table 8.
GHQ mean and standard deviation for this study.

In the development studies of the GHQ, Goldberg (1972) used a cut off score of 3 or 4 for the GHQ- 30. A person scoring above this was considered to be a ‘case’ (indicating high level of distress). If Goldberg’s (1972) cut-off score was employed for the present study, **all of the respondents would be classified as severely distressed(Table 9)**. The lowest score is 19.5 and the highest score is 27. Thus the GHQ scores of the present study are extremely high scores for teachers at that point in time, indicating high distress levels and poor mental health status.

GHQ SCORE	FREQUENCY
19.5	2
20	3
20.5	8
21	6
21.5	22
22	26
22.5	49
23	24
23.5	19
24	10
24.5	11
25	5
25.5	7
26	3
26.5	1
27	3

n = 199 missing cases = 18

Table 9.
GHQ scores and frequency.

Research Question Two

2.1 The GHQ scores for this sample of females are expected to be higher than the standardised norms of females (Goldberg, 1972).

2.2 The GHQ scores for this sample of males are expected to be higher than the standardised norms for males (Goldberg, 1972).

GENDER	MEANS - NORMS	STANDARD DEVIATION NORMS	MEANS - SAMPLE	STANDARD DEVIATION SAMPLE
MALES	3.42	4.89	22.73	1.3791
FEMALES	4.73	5.94	22.76	1.4399

Z = 60.062 p < 0.001 (Males)

Z = 20.403 p < 0.001 (Females)

Table 10.

Comparison of Gender scores between the norms (Goldberg, 1976, p 141) and the scores of the current study.

In order to calculate significance, Z-tests were carried out. The scores for females of this sample were significantly higher than the scores of the standardised norms for females. Also the scores for males of this sample were significantly higher than the standardised norms for males (Table 10). Scores for both genders indicated poor mental health status and high levels of distress (p < 0.001).

Research question 2.3

2.3 To determine whether significant differences in mental health, as measured by the GHQ (Goldberg, 1972) exist between males and females of this sample.

Analysis of variance was computed to determine whether significant differences existed for research question 2.3. The value of $f = 0.560$ indicates that there is no significant difference in GHQ scores between males and females of this sample (p > 0.05).

Research Question Three

3.To determine whether significant differences in mental health as measured by the GHQ (Goldberg, 1972) exist among the three age categories of this sample.

The data for this question were analysed using a one way analysis of variance. The results are tabulated below in Table 11.

AGE 20 - 30 YEARS	MEAN SCORE 22.63	n = 56
AGE 31 - 40 YEARS	MEAN SCORE 22.57	n = 90
AGE 41 YEARS AND OVER	MEAN SCORE 23.35	n = 37

$f = .011$

Table 11.
Age differences in mean GHQ scores.

There was no significant difference among the three age categories at the 0.05 level. The mean score for the age group over 41 years was slightly higher than those of the other two age categories (Table 11).

Research Question Four

4.To determine whether significant differences in mental health as measured by the GHQ (Goldberg, 1972) exist between those at post level one and those above post level one.

When it came to post level and GHQ scores no significant differences were found using analysis of variance. The scores are tabled below (Table 12).

POST LEVEL	MEANS	STANDARD DEVIATION	n
POST LEVEL ONE	22.76	1.4381	166
POST LEVEL TWO AND ABOVE	22.74	1.0936	17

f = .102

Table 12.

Post level differences in GHQ scores.

4.4 MASLACH BURNOUT INVENTORY (MBI)

MBI scores were computed as discussed in Chapter Three section 3.4.2.1, and the following results were noted.

	MEANS	STANDAR D DEVIATIO N	RANGE	N	MALES	FEMALES	MISSING CASES
EE	23.139	12.829	53.000	192	81	111	25
DP	6.828	5.384	27.000	167	67	100	50
PA	36.446	8.320	35.000	193	82	111	24

Table 13.

Means and Standard Deviations for the MBI subcales.

	MEANS	STANDARD DEVIATION
EE	21.25	11.01
DP	11.00	6.19
PA	33.54	6.89

n = 4163

Table 14.

MBI norms (Maslach and Jackson, 1986 p 9).

Research Question Five

5.1 To determine whether there would be significant difference between the standardised norms for each of the three subscales of the MBI (Maslach and Jackson, 1986) and the scores of this study.

Differences between the norms for each of the three subscales (Maslach and Jackson, 1986) and the scores of the three subscales of this sample (Table 13 and Table 14) were examined by using a Z - test at the level of significance indicated below. The results are as follows:

- * The scores Emotional Exhaustion of the respondents from this study are significantly higher than the norms from the standardised study (Maslach and Jackson, 1986) ($Z = 2.007$ and $p < 0.05$).
- * The scores for Depersonalisation of the respondents from this study are significantly lower than the norms from the standardisation study (Maslach and Jackson, 1986). ($Z = 9.7613$ and $p < 0.01$).
- * The scores for Personal Accomplishment of the respondents from this study are significantly higher than the norms from the standardisation study (Maslach and Jackson, 1986) ($Z = 4.778$ and $p < 0.01$).

The means of the sample thus reflect a higher score (than the norms) in Personal Accomplishment thus indicating a low level of burnout and a greater sense of personal accomplishment. The significant higher score for Emotional Exhaustion of this sample describes feelings of being emotionally overextended and exhausted by one's work. The significantly lower score (than the norms) for Depersonalisation suggests a humane and positive relationship with the pupils.

Research Question 5.2

5.2 To determine whether any significant correlations exist among the three subscales of the MBI for this sample.

Pearson's correlation was used in order to address this research question. Significant correlations were found between EE and DP ($r = .6121$) as well as DP and PA ($r = -.3039$) at the $p < 0.01$ level. All other correlations were not significant.

Research Question Six

6.1 It was predicted that there would be a statistically significant difference between the standardised norms of females, for each of the three subscales of the MBI (Maslach and Jackson, 1986) and the scores of the females from this study.

6.2 It was predicted that there would be a statistically significant difference between the standardised norms of males, for each of the three subscales of the MBI (Maslach and Jackson, 1986) and the scores of the males from this study.

The mean scores for each of the three subscales for gender, for this study are presented below in Table 15, followed by the standardised norms for the three subscales of the MBI (Maslach and Jackson, 1986), (Table 16).

	EE	EE	DP	DP	PA	PA	N
	MEANS	SD	MEANS	SD	MEANS	SD	
MALES	19.65	12.0529	6.81	5.6018	38.03	8.1041	95
FEMALES	25.20	13.1869	6.59	5.2889	35.75	8.4899	120

SD = Standard Deviation N = 215 Missing cases = 2

Table 15.

Relationship of Gender and MBI scores of this study

	EE	EE	DP	DP	PA	PA	N
	MEANS	SD	MEANS	SD	MEANS	SD	
MALES	19.86	10.47	7.43	5.99	36.29	6.76	2247
FEMALES	20.99	10.66	7.02	6.34	36.50	6.56	3421

Table 16.

MBI norms for gender (Maslach and Jackson, 1986)

Significant difference between the norms for each of the three subscales for gender (Maslach and Jackson, 1986) and the scores of the three subscales for gender of this sample were calculated by using a Z- test at the level of significance indicated below. The results are as follows :

- * A significant difference was found between the females for emotional exhaustion ($Z = 3.458$), the score for the sample of the current study being higher. $p < 0.01$.
- * A significant difference was found between the males for personal accomplishment subscale ($Z = 2.063$), the score for the sample of the current study being higher. $p < 0.05$
- * No significant difference was found for males for the subscale, emotional exhaustion ($Z = 0.167$, $p > 0.05$) and for the depersonalisation subscale ($Z = 1.053$, $p > 0.05$).
- * No significant difference was found for females for the subscale, depersonalisation ($Z = 0.869$, $p > 0.05$) and for the subscale personal accomplishment ($Z = 0.958$, $p > 0.05$)

Research Question 6.3

6.3 To determine whether significant differences are found for each of the three subscales of the MBI (Maslach and Jackson, 1986) between males and females in this sample.

Using the analysis of variance, the scores for EE for females ($F = .004$) are significantly higher indicating greater emotional exhaustion. DP indicated no significant difference between males and females. While for PA males scored significantly higher than females. This implies that males in this study have a greater sense of personal accomplishment than females.

Research Question Seven

7. To determine if any significant differences are found for each of the three subscales of the MBI (Maslach and Jackson,1986) among the age categories of this sample.

AGE	EE	EE	DP	DP	PA	PA
	MEANS	SD	MEANS	SD	MEANS	SD
20 - 30 YEARS	23.00	12.1161	6.72	4.7009	37.54	6.5412
31- 40 YEARS	22.60	12.9300	6.69	5.5638	35.49	8.2772
OVER 41 YEARS	23.50	13.7555	5.87	6.0388	38.46	9.1389

SD = Standard deviation

Table 17.

Relationship of age and MBI scores

Analysis of variance was used to examine the data for significant differences among the three age categories for each of the three subscales of MBI (Maslach and Jackson, 1986) (Table 17). **No significant differences were found.**

Research Question Eight

8. To determine whether significant differences are found for each of the three subscales of the MBI between those at post level one and those above post level one.

The MBI scores for each of the three subscales for the two post level categories are tabled below (Table 18). Analysis of variance revealed **no significant differences** for each of the three subscales of the MBI, between those at post level one and those above post level one.

	POST LEVEL ONE	POST LEVEL TWO AND ABOVE
EMOTIONAL EXHAUSTION	23.87	22.81
DEPERSONALISATION	6.67	6.68
PERSONAL ACCOMPLISHMENT	37.40	36.64

Table 18.

Relationship of Post-level and MBI scores

4.5 PRESENTATION OF RESULTS OF THE REDUNDANCY AND REORGANISATION ISSUES.

This section is divided into two parts, First the responses of the structured questions on Redundancy and reorganisation issues will be presented. This is followed by a summary of the responses to the open-ended question.

4.5.1 Redundancy and reorganisation issues - results of structured questions.

A summary of the responses to the statements on Redundancy and Reorganisation issues follows. Table 19 lists the statements to which the respondents were asked to respond. It is followed by Table 20 which summarises their responses.

NUMBER	QUESTION
1.	I am concerned about the issues around redundancy and right sizing of schools
2.	Concern about redundancy and right sizing have made me feel more stressed than usual.
3.	All this talk about redundancy has not affected my health.
4.	I was just as effective as a teacher before the issue of redundancy was raised.
5.	If my financial security is assured, in terms of a package, I would not mind leaving my job.
6.	I am reluctant to give up teaching at this stage.
7.	If necessary I will be willing to move to another part of the province in order to continue teaching.
8.	I am reluctant to leave the area in which I am teaching.

Table 19.

The questions on Redundancy and Reorganisation Issues.

RESPONSE	STRONGLY AGREE	AGREE	UNCERTAIN	DISAGREE	STRONGLY DISAGREE
QUESTION 1.	42.1%	24.5%	14.8%	9.7%	8.8%
QUESTION 2.	30.7%	34%	19.1%	14%	2.3%
QUESTION 3.	12.5%	31%	21.3%	22.2%	13%
QUESTION 4.	31%	36.1%	10.6%	14.8%	7.4%
QUESTION 5.	27.9%	27.4%	16.3%	18.6%	9.8%
QUESTION 6.	22.2%	33.3%	20.4%	15.7%	8.3%
QUESTION 7.	7.4%	10.6%	17.6%	24.1%	40.3%
QUESTION 8.	36.3%	31.6%	11.6%	10.2%	10.2%

Table 20.

Tabulation of results of Redundancy and Reorganisation Issues.

4.5.1.1 Age and Redundancy issues.

The Kruskal-Wallis 1 -way Anova (non-parametric) was used to analyse the data for age by redundancy. Once again question five had significant differences (chi-square = 8.9309 with $p < .008$), thus showing that older teachers (41 years and older) were strongly in agreement with the question, “ If my financial security is assured, in terms of a package, I would not mind leaving my job.”

4.5.1.2 Gender and Redundancy issues.

There were no significant results with regard to gender and redundancy issues. Mann-Whitney U tests were used.

4.5.1.3 Post-Level and Redundancy issues.

Responses to these items were analysed using the Mann-Whitney U tests. The following three questions reflected significant results, for educators who were at post level two and above ($P < 0.05$ for all three questions):

5. “If my financial security is assured, in terms of a package, I would not mind leaving my job.” Significantly more post-level one (teachers) respondents strongly disagreed with this statement. ($U = 1448.5$)

6. “I am reluctant to give up teaching at this stage.” Significantly more post-level two respondents strongly disagreed with this statement, i.e they were happy to leave teaching at this stage. ($U = 1216.5$)

8. “I am reluctant to leave the area in which I am teaching.” Significantly more post level two respondents strongly disagreed with this statement, i.e they were happy to leave the area in which they were teaching. ($U = 1470.5$)

4.6 RESPONSES TO THE OPEN - ENDED QUESTION.

The last question in the questionnaire was an open ended question. The aim was to capture important information that could have been omitted or missed in the structured statements and the psychometric measures. The responses were analysed for content and allocated into seven categories, Table 21.

CATEGORY	RESPONSES	FREQUENCY
A	Stressed, fearful, frustrated, uncertain, worried and emotionally disturbed. My stress levels are high and it has affected my personal/family life. I often feel irritated and worried at home.	37
B	Teaching is no longer a profession, it has lost its status, it is an unworthy profession, it is not worth the number of years you studied. The uncertainty and increased stress level has affected my professional duties. Not as effective as a teacher, not giving of my best in the class room.	16
C	God has his plans, Larger forces are at work, I am more focussed and serious about teaching now. I am not entirely happy with the 'package' , This is a good time to move up the post level structures/ promotions opportunity has increased. Concern about teaching second language users.	10
D	Change is good, things will work out, the redeployment is essential in South Africa, I am optimistic that the changes would not be that bad.	10
E	Not unduly concerned about the current issues. It has not affected my professional duties. All the uncertainty has not affected me.	9
F	I am frustrated with teaching and I am looking at other career options. I have applied for other jobs.	8
G	The high stress levels have had a direct effect on my health.	5

n = 92

Table 21.

Categorisation of responses to the open - ended question.

Category “A” which reflects high stress levels among teachers had the highest frequency. The second highest frequency reflected the teachers’ disappointment with the profession and its drop in status. A number of teachers attempted to come to terms with the changes by offering explanations, e.g “ God has his plans” and “ There are larger forces at work.” or “ I am not really uncertain about my career. I believe strongly that we are in a transitional phase and certain changes have to be made to create equity and advantage the disadvantaged people, more especially the African pupils.”

4.7 SUMMARY OF RESULTS

In summary poor mental health status was recorded for this sample as measured by the GHQ. This sample can be described as “severely distressed” . Also mental health scores for both genders were significantly higher than the standardised norm (Goldberg, 1976). No significance for mental health status was found between the three age categories of this sample. Also no significance existed between the genders of this sample. When it came to post-levels, no significance was found between the post levels for mental health status.

Regarding the results of the MBI, there was a significantly higher score (than the norms, Maslach and Jackson, 1986) for personal accomplishment thus indicating a low-level of burnout. A significantly higher score (than the norms, Maslach and Jackson, 1986) on the subscale emotional exhaustion was also indicated. While the scores for depersonalisation from the current sample were significantly lower than the norms (Maslach and Jackson, 1986). Significant correlations existed between emotional exhaustion and depersonalisation, as well as between depersonalisation and personal accomplishment.

When it came to gender and MBI scores, the scores for females of this sample, on the subscale emotional exhaustion was significantly higher than the norms (Maslach and Jackson, 1986). The subscales depersonalisation and personal accomplishment

revealed no significant difference for females.

Lastly, on the subscale personal accomplishment males scores significantly higher than the norms (Maslach and Jackson, 1986). No significant relationship existed for males on the subscales emotional exhaustion and depersonalisation.

When comparing scores of the MBI within the current sample, females scored significantly higher on emotional exhaustion and males scored higher on personal accomplishment. Interestingly no significant differences were found between the various age categories and MBI scores. Also no significance was found between post-levels and MBI scores.

Redundancy and reorganisation issues, indicated concern around the current changes in education together with increased stress level. A large number of teachers indicated that the current stress has impacted on their health. 27.9% strongly agreed and 27.4 % agreed that they were willing to leave the profession if their financial security was assured. Also 40.3% of the teachers were not willing to move to other parts of the province. When it came to the open-ended question, the majority of the teachers indicated increased levels of stress, frustration, irritation ,fearfulness and emotional disturbance.

These results will be discussed in detail in the following chapter.

CHAPTER FIVE

DISCUSSION

5.1 INTRODUCTION

The purpose of this study, as pointed out in Chapter Three, was to determine teachers' stress levels, incidence of burnout and their mental health status during a period of major transformation. These issues are examined in terms of teacher age, gender and post level. A further aim was to determine teachers' perceptions of the current changes and reorganisation in education. This chapter will discuss the findings of this investigation and make comparisons with the findings of other researchers in the above light.

It is important to note that any random sample of teachers, is a sample of those teachers who have remained in the profession. Others, for numerous reasons, one of which may be stress, have left the profession (Rutsch, 1997). Furthermore by the time that the information for this study was gathered, many teachers had already taken the decision to volunteer for a severance package. Many of the older teachers who were in post-level two and above were happier to take early retirement in the form of severance packages, rather than staying and experiencing the changes. A probable reason could be the stress related to the enormous and rapid changes. This study did not differentiate these teachers from those who have remained in the profession. The vast number of teachers who left having taken the voluntary severance package, provided many opportunities for promotion posts and acting positions. These opportunities for promotion also absorbed some of the impact of the stress around change. It left some teachers motivated and rejuvenated, while others were left disappointed. The data collected should be interpreted in the above context. The results will be discussed under the following sub-headings :

- 5.2. Mental health status of teachers.
- 5.3 Teacher stress and burnout.
- 5.4. Redundancy and Reorganisation issues.
- 5.5 Summary.

5.2. MENTAL HEALTH STATUS OF TEACHERS.

The responses of these teachers to the General Health Questionnaire indicated high distress levels and poor mental health status. The mean GHQ score indicated a ‘severely distressed’ sample (Goldberg, 1976). The extremely high mean score can probably be explained in the context of the current changes in education and the resistance to it. (2.2.2). The GHQ is designed to measure the appearance of new phenomena of a distressing nature (3.2). To isolate the changes as a single factor that leads to poor mental health maybe simplistic. Change can be seen as a compounding factor to all the other stressors that are inherent in teaching (2.5). This is also evident in the results of the Question 1, of the Redundancy and Reorganisation Issues, where 42.1% of the teachers strongly agreed and a further 24.5% of the teachers agreed that they are concerned about the redundancy and Right Sizing in schools. Also a further 30.7% of the teachers strongly agreed and 34% of the teachers expressed increased stress levels directly related to the current changes (Question Two of the Redundancy and reorganisation issues). This is also evident in the high scores for Emotional Exhaustion in the MBI (5.3.1.1).

In response to Question 3, on Redundancy and Reorganisation Issues, 13% strongly agreed, 22.2% agreed and 21.3% were uncertain on the issue : “ All this talk about redundancy has not affected my health.” This suggests that teachers may have underestimated the effects of redundancy issues on their health, given the high levels of distress as indicated by the GHQ scores.

It is important to note that GHQ standardised scores for teachers are unavailable and therefore comparison had to be made with scores from other samples. Four other South African studies have used GHQ, namely, Leeb (1986), O’Neil (1988), Pillay et al. (1992) and John (1996). John(1996), in his study of a South African sample of bilingual (English-Zulu) speaking students, the mean GHQ score was 9.28. O’Neil (1988) obtained the mean GHQ score of 10.00 (SD = 5.16) with a sample of South African shop stewards. The Leeb (1986) study does not report a mean GHQ score.

But 71.7% of her sample (n = 113) of employed and unemployed adults, scores between 1 and 10. Pillay, et al. (1972) did not report mean GHQ scores but state that as many as 94.4% of their sample of primary caregivers from a conflict-ridden area, scored above 4. In all of these cases the mean scores are above the cut-off score of 4. This indicates high distress levels and poor mental health status, according to the developer of the instrument (Goldberg, 1976).

Other related studies have indicated similar results. Moodley (1995) discusses the increasing number of teachers applying for medical boarding (Table 2) over the years thus indicating a steady decline in the general health of teachers, both physical and psychological. This is consistent with the high GHQ score of this study. Moodley's results are discussed in Chapter Two (2.9.1) and are similar to the results of this study. Kasl et al (1975) found that the anticipation period (of unemployment) might be most stressful. It was during this period that physical and psychological symptoms were most significant. This is useful to know, since the teachers in this sample are also in anticipation of change. Thus their physical and psychological states might be similarly affected, as shown by high GHQ scores. Jenkins et al (1982) examined the effects of the threat of redundancy on the mental health of a group of professionals. They found a reduction in minor symptomatology after the withdrawal of redundancy notices (2.8). These studies consistently show that change in an organisation has a negative impact on an individual's mental health status.

5.2.1 The relationship between demographic variables and Mental Health Status

5.2.1.1 Age and Mental Health Status

The findings of this study revealed no significant difference in GHQ scores among the three age categories. This finding is consistent with the findings of Banks et al (1980). The mean score for the age group over 41 years was slightly higher than that of the other two age groups. This trend is consistent with Hepworth's (1980) study, where the age group 35-44 had the highest mean score, suggesting poor mental health.

The trend towards higher scores for the older age group may suggest that older teachers will resist the changes because they are set in their old styles. It may be the case that there was covert pressure by the department for the older teachers to either retire or apply for the severance package. Subsequently, severance packages were granted mainly to the older teachers. The psychological pressure and stress around making such decisions could be reflected in the GHQ scores of this age group.

5.2.1.2 Gender and Mental health Status

The scores for both males and females in this study were significantly higher than the standardised norms for the GHQ (Goldberg, 1976). The scores for males and females within this sample did not differ significantly. This implies that the changes affect everyone in an organisation, irrespective of gender.

This finding is consistent with those of Cox et al (1983) and Banks and Jackson (1982). Their data suggested that there are no fundamental gender differences in the experience and reporting of symptoms of ill-health. Cooper and Kelly's (1993) study revealed gender differences. Female teachers seem to be more resilient and better 'copers' than their male counterparts, who show significantly poorer mental health in all sectors of the educational system (Cooper and Kelly, 1993).

5.2.1.3. Post-level and Mental Health Status

No significant differences were found between the GHQ scores for the two Post level categories. This is consistent with the findings of Banks et al (1980), who found no significant differences in the health status of workers at different job- levels and ages.

5.3 TEACHER STRESS AND BURNOUT.

Means and standard deviations related to the three dimensions of burnout, Emotional

Exhaustion, Depersonalisation and Personal Accomplishment, in this study were compared to the sample in Maslach and Jackson's (1986) study. The overall scores for the present study indicated a lower degree of burnout than the norms (Maslach and Jackson, 1986). This sample indicated higher scores for Emotional Exhaustion and Personal Accomplishment. Depersonalisation scores were lower. This result is interesting since one would have expected a higher incidence of burnout among these respondents considering their current circumstances. However the higher score in Emotional Exhaustion may more accurately reflect the teacher's feelings of being exhausted by their work. Further discussion on the results of each of the three subscales follows.

5.3.1.1 Emotional exhaustion

The scores for Emotional Exhaustion of the respondents from this study are significantly higher than the norms (Maslach and Jackson, 1986). The nine items in this subscale describe feelings of being emotionally overextended and exhausted by one's work. A high score corresponds to higher degrees of experienced burnout.

These results concur with the findings of Rutsch (1997). Where the mean score for Emotional Exhaustion is higher than the norms (Maslach and Jackson, 1986). This implies that the respondents from both these studies were emotionally exhausted. This is an interesting finding since both the studies were conducted during the same year (1997) and revealed similar findings despite the fact that different populations were used. This suggests that the changes in education were impacting on the stress levels of the wider teacher body. Moodley's (1995) study revealed scores for Emotional Exhaustion that were also closer to the norms, at a time just before the reorganisation began.

If one has to closely examine the questions that constitute this subscale, one would discover that they are closely related to stress and exhaustion around the job (Table 22). However, the impact of the change in education can be seen in

the responses on Redundancy and Reorganisation Issues. In Question two, 30.7% of the respondents strongly agreed and 34% agreed with the statement, that they are concerned with the issues of change. Thus a large percentage of the respondents are feeling particularly stressed around the reorganisation that is currently occurring. It appears from the findings for Emotional Exhaustion that the stress may be also related to their role as teachers. Interestingly in their response to Question four of the Redundancy and Reorganisation issues, 7.4% strongly disagreed and 14.8% disagreed with the statement concerning their effectiveness as a teacher before the changes. The majority of these teachers indicated that their effectiveness in the classroom is not compromised by the stress related to the changes.

<p>I feel emotionally drained from my work.</p> <p>I feel used up at the end of the work day.</p> <p>I feel fatigued when I get up in the morning and have to face another day on the job.</p> <p>Working with people all day is really a strain for me.</p> <p>I feel burned out from my work.</p> <p>I feel frustrated by my job.</p> <p>I feel I'm working too hard on my job.</p> <p>Working with people directly puts too much stress on me.</p> <p>I feel like I'm at the end of my tether.</p>
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Table 22

MBI question on Emotional Exhaustion
(Maslach and Jackson, 1986)

5.3.1.2 Depersonalisation

The scores for **Depersonalisation** of the respondents from this study are significantly lower than the norms from the standardisation study (Maslach and Jackson, 1986) as a high score corresponds to higher degrees of experienced burnout. This indicates that

the stress and burnout levels of this sample are not high. Depersonalisation measures the extent to which teachers have a negative or cynical attitude towards the students. (Table 23, for questions on depersonalisation). Callous or even dehumanised perceptions of students can lead the teachers into believing that the students are somehow deserving of their troubles (Maslach and Jackson, 1986). The teachers in this sample do not exhibit negative or cynical attitudes and feeling towards their

<p>I feel I treat some students as if they were impersonal objects.</p> <p>I've become more callous towards people since I took this job.</p> <p>I worry that this job is hardening me emotionally.</p> <p>I don't really care what happens to some students.</p> <p>I feel students blame me for some of their problems.</p>
--

Table 23

MBI questions on Depersonalisation

(Maslach and Jackson, 1986)

students. This concurs with the results found by Moodley (1995). The score for Depersonalisation complements the results for the subscale on Personal Accomplishment and suggests that these teachers have good relationships with their students. The low score for Depersonalisation indicates that the teachers view their pupils in a positive light. Thus the main concerns (stress and burnout) of the teachers are not around their relationship with their students. Their high distress levels (as indicated by the scores from the GHQ) have another source, probably the current changes in education.

5.3.1.3 Personal Accomplishment

The scores for **Personal Accomplishment** of the respondents from this study are significantly higher than the norms from the standardisation study (Maslach and Jackson, 1986). This implies a higher sense of personal accomplishment and a lower

level of burnout. This is a crucial aspect for teachers since it examines their relationship with the pupils and their ability to help them. A teacher's sense of accomplishment in these respects is very important since there are few other areas in which teachers can look forward to, for reward. The questions for Personal Accomplishment are listed in Table 24. They relate specifically to the performance of the teacher in the classroom, rather than to the broader professional role.

I can easily understand how my students feel about things.
I deal very effectively with the problems of my students.
I feel I'm positively influencing other people's lives through my work.
I feel very energetic.
I can easily create a relaxed atmosphere with my students.
I feel exhilarated after working closely with my students.
In my work I deal with emotional problems very calmly

Table 24

MBI questions for Personal Accomplishment
(Maslach and Jackson, 1986)

The scores for Personal Accomplishment in this study are higher than those reported by Rutsch (1997) (Table 25) for teachers from both private and government schools. The current study included teachers from public schools only.

	EE	DP	PA
Current study	23.13	6.82	36.44
Rutsch's study	27.46	8.31	33.48
Moodley's study	22.88	4.58	35.90

Table 25

Comparative scores of three studies.

However the mean score of this sample for Personal Accomplishment is close to that

found by Moodley (1995) (Table 25). Both scores are higher than the norms presented by Maslach and Jackson (1986). Moodley's sample and the sample of the current study were predominantly Indian teachers in schools formerly administered by the House of Delegates.

5.3.1.4 Distribution of respondents : degree of burnout

Maslach and Jackson (1986) conceptualise burnout as a continuous variable, ranging from low to moderate to high degrees of experienced feeling. It is not viewed as a dichotomous variable, which is either present or absent. Maslach and Jackson's (1986) numerical cut-off points and categorisation of scores are reflected in Table 4. To further explore the burnout phenomenon in this sample of teachers the author examined the distribution of respondents in the three categories of burnout (i.e. high, average and low) on each subscale.

	EE	DP	PA
LOW	38.3%	62.8%	49.5%
MODERATE	20.9%	24.5%	24%
HIGH	40.8%	12.8%	26.5%
	n = 196	n = 196	n = 196

Table 26

Distribution of scores of MBI subscales in percentage.

A closer examination of the results (Table 26) revealed that for Emotional Exhaustion, in which a high score reflects burnout, 40.8 % of the respondents score high. Emotional Exhaustion alone does not reflect burnout. It has to be examined together with a high score in depersonalization. In this case 12.8 % of the sample responded with a high in the category. A low score in Personal Accomplishment also indicates a high degree of burnout, 49.5 % of the respondents scored a low in this category. Thus the overall picture shows a high degree of stress and burnout which can be attributed to the general pressures associated with teaching (2.5) and to the current changes in

education (1.2).

5.3.2. The relationship between demographic variables and stress and burnout.

5.3.2.1 Age and MBI scores

This study showed no significant differences among the various age categories for MBI scores. This was consistent with Moodley (1995), who found no significant difference among his four age groups in their experience of burnout.

5.3.2.2 Gender and MBI scores

The scores for **Emotional Exhaustion** for females are significantly higher than those of males. Females of this sample had a higher score for Emotional Exhaustion than the norms (Maslach and Jackson, 1986). This finding is consistent with Maslach and Jackson (1981 b), where females experienced more emotional exhaustion than males. Maslach (1982 a) suggests that as women are generally more emotional than men, they may become more emotionally involved in their jobs and hence experience more emotional exhaustion. Kyriacou and Sutcliffe (1978) (2.3.4) found female teachers found pupil misbehaviour a greater source of stress, while males found administrative (paper work) more stressful.

When it came to the subscale for **Personal Accomplishment**, males scored significantly higher than females (38.03 = males females = 35.75) within this sample. This can be possibly explained in the well documented fact that more males are promoted in teaching than their female counterpart. Statistics on upper management clearly indicates this. The current changes provide opportunities for promotion and “acting” posts, which may have contributed to the high score for Personal Accomplishment for males.

No significant difference for **Depersonalisation** was found between genders in this

study. This is not consistent with research by Maslach and Jackson (1986). They found that males teachers tend to score higher than female teachers on the Depersonalisation scale. They suggest that a possible explanation for the difference could be sex role socialization that results in the different career expectations of men and women. The fact that no significant difference could be found in this study could be explained in terms of the changing role of both males and females in society and that females are taking their jobs more seriously and greater promotion opportunity exists now for females, especially in South Africa as a result of its affirmative action policies. According to this policy females must be given equal opportunity for jobs and promotion to correct the previous disparities (Gender issues is one of the three aims of the Affirmative Action in South Africa).

Moodley (1995) found no significant differences MBI subscale scores, between the sexes in his study.

5.3.2.3 Post level and MBI scores

No significant differences were found between post-level and MBI scores for this study. Again this was consistent with Moodley (1995), who found no significant difference in his study between the various post levels.

Cooper and Kelly (1993) assessed occupational stress. They found that head teachers' levels of job dissatisfaction and mental ill health was higher than those of their female counterparts. Female head teachers suffered significantly greater job dissatisfaction than their male counterparts. Trump(1987) found that school principals regarded implementing new teaching programmes as stressful because of teacher resistance to changes.

5.4 REDUNDANCY AND REORGANISATION ISSUES.

5.4.1 Responses to the structured statements.

The teachers' responses to the statements on Redundancy and Reorganisation Issues reflects the current uncertainty in education. The teachers were divided in their attitude towards remaining in the profession. In response to Question 5 on the possibility of taking a severance package, 27.9% strongly agreed and 27.4% agreed (combined score of 55.3%) that they are willing to leave teaching. The financially lucrative incentive offered by the education department may have influenced this response. The other option could be that the teachers are disappointed with education and the profession, and would therefore prefer to leave. Many of the teachers who opted for the severance package are young and not ready for retirement. The impact of a large number of trained and experienced teachers leaving at the same time has created a void that is difficult to fill. The schools are left with teachers who are already stressed having to cope with these vacant posts. In many schools, classes had to be compressed and teacher workload increased in order to cope in the wake of the granting of severance packages. Despite the current uncertainties many teachers were committed to the profession and willing to remain in it. As many as 55.5%(combined "strongly agree" and "agree" score) of the teachers indicated that they are reluctant to give up teaching at this stage. There are two possible explanations for this finding. One is that they are committed to teaching and enjoy it. The other is that they need the job, since other jobs are scarce in the current economic climate with rising unemployment figures. If this question is examined in the light of Question 5, where 55.3 % of teachers were willing to leave teaching if their financial security is assured, then probably many teachers are remaining in teaching only for their financial security.

One option that the department of education has considered is the redeployment of teachers to schools where their services are needed. Question 7 and 8 examined whether teachers are happy to leave their current school and area. A move like this would imply teaching in a new socio-economic- cultural environment. Moving to teach

in other areas could mean being exposed to higher crime rates. One teacher commented that going to teach in black schools is unsafe as even the black teachers don't feel safe in their own schools. Ironically it could also mean a promotion, since many of the lucrative higher level posts are vacant in the predominantly Black rural areas where the services of trained teachers are required. The reactions to this question reflect the above dilemma. Where 18% of the teachers were willing to leave their current school and teach elsewhere even in another provinces, 67.9% of teachers were not happy to leave the current area in which they are teaching.

5.4.1.1 Age, gender and Post- level differences in response to Redundancy and Reorganisation issues.

The responses of questions 1 - 8 were analysed for differences in age, gender and post level (4.5.1.1, 4.5.1.2 and 4.5.1.3). No significant gender differences were found, implying that teachers of both genders hold similar perceptions on the issues raised.

Older teachers and teachers who were in post- level two and above (in most cases these constituted the older teachers) were happier to leave teaching by taking severance packages. This was expected as the state was encouraging this trend. The intention of the state was to phase in equity in the funding of education between the provinces. The issue of severance packages has already been discussed in 5.4.1

Interestingly teachers at post- level two and above were happy to leave the current area. This might have to do with the promotion opportunities that exist in the other areas. These teachers presumably are experts in their fields and being more qualified and experienced, have a better chance of being promoted. Other teachers felt it was “unfair to be shuffled around as it (the department of education) deems fit.”

5.4.2 Teachers' comments on Redundancy and Reorganisation issues.

For the purposes of analysis, teachers' responses to the open-ended question were

categorised in seven categories (Table 21).

Category “A” included comments indicating high stress levels, fearfulness, uncertainty, being worried, emotionally disturbed and irritated. The highest number of comments fell into this category. Dunham(1992) associated stress with deteriorating health (2.3.1). The consequences of this are manifested in the personal and family life. The consequences of high stress levels can be seen in the context of Sutherland and Coopers’ model (1990) (2.3.2.1) and Figures 2, 3 and 4. Many comments attributed the increase in stress to the current changes. Marshall and Cooper (1981) (2.6) found that regardless of organisational type, change in events or episodes on the job are most stressful. One teacher commented, “I feel demotivated. Your efforts with the pupils do not count. Other factors beyond your control determine your future.” Another teacher commented on the stress and tension among the teachers, “There is tension among staff as to who should be made redundant.” In many schools this issue is one that is highly controversial. Teacher in-fighting is centred around the criteria for redundancy. Principals saw this as opportunity to get rid of “lazy teachers”.

Category “B” brought to light teachers’ disappointment with teaching and its declining status. The second largest number of comments fell into this category. Teachers generally commented on their disappointment with the profession. Many felt that teaching is not worth it; it has lost its status; it is no longer a professional job. Many commented on the impact of the increased stress levels on their professional duties. Some of the comments that were made reflect the teachers’ disappointment. “Made me realise that teaching is no longer a worthy job,” “ this is what our career has been lowered to” and “I am totally disappointed with my career. I have spent a great deal of money to obtain my teacher qualifications and now I am disillusioned.” This category also includes comments by teachers who felt that their effectiveness as teachers had been compromised by the current situation in education. Thus the brunt of organisational change is felt in the classroom. Teachers are aware of this and try very hard to leave their frustrations outside the classroom, as indicated by the MBI scores in this study.

Category “C” involved a philosophical rationalisation of the situation, acceptance of it, seeing change in a positive light, and general optimism about teaching. Others viewed the problem in spiritual and religious terms. Comments made were as follows : “ redeployment will benefit the disadvantaged people in South Africa”, “ the current uncertainty means future advancement.”and “ this is part of God’s greater plan. ”

Category “D” showed that teachers saw the change as necessary and viewed the stress as a challenge. They also expressed their satisfaction with teaching. This view is supported by Kyriacou and Sutcliffe (1979), who found that a significant number of teachers were either very satisfied or fairly satisfied with teaching. Also many writers have agreed that a certain amount of stress is useful (2.3.1).“I am not in any way deterred, I am not under any threat or fear. I have accepted the challenges of changing South Africa”, was the comment of one teacher.

Category “E” comprised of comments that indicated that teachers were not unduly concerned about the current education situation. The current situation has “has not bothered me”. This detached attitude could be a coping mechanism to ward off the anxiety. Also various defence mechanisms can be evoked, such as rationalisation, denial, selective inattention, withdrawal, and passivity. In this study some of the comments suggested a denial of the current stressors in education. This could suggest depression in the individuals, given the high GHQ scores.

Category “ F ” consisted of comments by the teachers expressing their intention of leaving teaching and looking for alternate careers. The relationship between self-reported stress and an intention to leave an occupation was researched by Kyriacou and Sutcliffe, 1979. They reported that 23.5% of their respondents had intentions of leaving teaching (2.5). The percentage in this sample is 8.6%. This figure might have been considerably higher without the option of the severance package. But in this sample teachers had taken positive attempts to leave the profession, by applying for other jobs. Some attributed their intention to leave directly to the uncertainty in education. “ The uncertainty has forced me to reassess my career and the direction in

which my life is heading.”

Category “G” showed some teachers reporting that the high stress levels had directly affected their health. This is a well known and researched consequence of stress and burnout (2.6). Cedoline (1982), in discussing the consequences of stress and burnout, said that stress impacts on an individual’s physical well-being. A teacher in the present study reported ulcers due to the pressures in school.

5.5. SUMMARY

The overall picture that emerges shows high distress levels and poor mental health status.

Initially, there was an apparent contradiction between the scores of the MBI and GHQ. Closer examination revealed the content of the MBI focuses on the teachers’ professional role and not on organisational issues. The scores revealed lower levels of stress and burnout than the norms (Maslach and Jackson, 1986). This was reconciled when the distribution of MBI scores were examined. The MBI scores now complemented the high scores in the GHQ which indicates poor mental health status.

Teachers of this sample scored high in Personal Accomplishment. This shows a greater sense of personal accomplishment, which may be associated with the current promotion opportunities. The Depersonalisation scores were low, indicating that the teachers of this sample have a positive and supportive attitude towards their pupils. The score of this study for Emotional Exhaustion was significantly higher than the norms (Maslach and Jackson, 1986), indicating increased feelings of emotional exhaustion as emotional resources are depleted. The difference for MBI scores between the genders of this sample showed that females were more emotionally exhausted than the males, while males scored higher on the Personal Accomplishment subscale.

Analysis of the Redundancy and Reorganisation issues provided information to contextualise the study. The results clearly indicated that the teachers were anxious and stressed about the current changes in education. A large number of teachers reported that this has had a negative impact on their health and personal lives. Their source of stress appeared to be related to the uncertainty and changes in education and not as a result of their professional duties. Some teachers were considering leaving the profession. A large number of the older teachers were willing to leave the profession if their financial security was taken care of. Many teachers' indicated their anxiety about leaving their current demographic area of teaching. This would imply teaching in a different socio-economic-cultural area. However, a substantial number of teachers viewed the current situation in education as an opportunity for promotion and were willing to move to other provinces to teach. A large number of teachers still found teaching a rewarding and challenging job and were able to cope with the uncertainty in education.

CHAPTER SIX

CONCLUSION

6.1 INTRODUCTION

This study set out to examine teachers' mental health status and stress levels in Kwa Zulu-Natal, at a time of reorganisation and change within the education department. The findings indicate that the distress levels were extremely high for all respondents, irrespective of age, gender and post level. Such individuals would be considered to be in need of professional help and support. This form of support is lacking within the education structures and requires urgent attention and implementation.

Teachers of this sample initially appeared not to be highly stressed and their levels of burnout were lower than the norms (Maslach and Jackson, 1986). This contradicted the high distress levels as shown by the General Health Questionnaire (GHQ). Closer scrutiny of the Maslach Burnout Inventory (MBI) revealed two important facts. Firstly the MBI measures stress and burnout specifically relating to a teacher's professional role. It does not measure the impact of the wider organisational issues on the teacher. Secondly, an examination of the distribution of MBI scores revealed that for the subscale Emotional Exhaustion the scores from this study were significantly higher than the norms (Maslach and Jackson, 1986). An examination of the MBI scores with the above in mind showed that the scores of the GHQ and MBI complement each other. The high GHQ score and responses to the questions on Redundancy and Reorganisation issues indicate that teachers are affected by the rapid changes.

This study suggests that the high distress levels are not associated with the teacher's role function but are more likely to be the consequence of the changes within the education department.

The impact of the current changes on teachers' psychological and physical well-being

was reflected by their responses to questions in the Redundancy and Reorganisation section of the questionnaire. A large number of teachers indicated that uncertainty and rapid changes had impacted directly on them both psychologically and physically. Some teachers felt comfortable with the changes which they saw as necessary. Others saw promotion opportunities in the current situation and were prepared to move and teach in other parts of the country. Some older teachers indicated their desire to leave teaching, with severance packages that assured their financial security.

Attributing a single cause to stress, burnout or poor mental health would be simplistic. Poor psychological well-being is a result of a number of compounding factors. The interpretation of the results involved a great deal of speculation and, in many cases, generated more questions than answers.

Ellis (1998) summarised the current situation quite succinctly, "In the three and a half years since he took charge, Minister Sibusiso Bengu has created a highly demoralised, demotivated and ill-disciplined teaching profession and student body. He has presided over a chaotic and incompetent administrative structure which has proved incapable of holding the system together." p 6.

This study is based on a specific sample within a given time frame. The problems and challenges that teachers have to face must be understood in relation to the wider socio-economic context.

The context of this study is important. These findings reflect the views of a particular group of teachers. The teachers used in this study are from an urban area with well established and resourced schools. In another setting, even within the Pietermaritzburg region, the teachers' responses might have been different. In a rural area, for example, teachers' primary source of stress may be escalating violence in schools or the lack of basic resources. A recent survey has shown that 25% of schools in Kwa Zulu-Natal have no water supply, 13% of schools have no toilets, 61% have no electricity, 51% have little or no text books and a backlog of 15 000 classrooms (Bridgraj, 1997).

6.2 IMPLICATIONS OF THIS STUDY

The extremely high distress level of the teachers in this sample warrants serious investigation and urgent intervention by the education authorities. Support for teachers is needed through this crucial time of transition. The pressure on teachers is tremendous, in the face of media reports and criticisms from parents and the community. If the necessary support is not provided urgently, teacher stress and burnout may reach even higher levels and this will ultimately have a negative impact on the entire education system. Media continually report the problems that teachers have to face, the failure of staff reduction and redeployment measures, possible retrenchment of thousands of temporary teachers, problems with provision of textbooks, inadequate facilities and poor results.

As a matter of urgency the focus of the education department should be the implementation of a recovery programme. The recovery programme could be implemented either through teacher organisations like the South African Democratic Teachers Union or the existing departmental network. This would save time and money. A representative (facilitator) from each school could be trained by professional psychologists, in identifying stress and burnout symptoms, stress management and basic counselling skills. They would be well-placed to run support programmes at schools and encourage teachers to discuss their concerns in a safe environment. These facilitators would need to receive continued support, training and assistance from the professional psychologists. The facilitator could also refer serious cases for psychological help, to other agencies.

The above programme could be maintained as a continuous stress-management and supportive structure for teachers in the education department's welfare services. Incorporated into the welfare service could be staff development programmes, counselling, practical workshops, training on effective coping methods, problem-solving techniques and time management. Support programmes could save the education department thousands of rands by reducing absenteeism,

medical expenses and a reduction in the number of teachers applying for medical boarding.

As a pro-active measure, stress management should be included as an integral part of teacher - training. Student teachers could be trained to cope with the pressures of teaching, thus promoting the psychological well-being of future teachers.

Teachers are the key agents to change. No change in school would be successful without the positive and active support of the teachers. Any change in education should arise out of negotiation and consultation with the teachers. The vision of this change should be clear and shared by all personnel in the education department. The change should be seen as a challenge and as a new way of doing things rather than as a threat. An integral part of change should be psychological support throughout the planned changes. It should include a three fold plan. **Firstly**, a pre- change plan would be developed to help teachers cope with the anxiety, fears and anticipation of change. **Secondly**, a plan would be provided to support teachers through the change. This would help teachers to adjust to the changes and to discuss concerns that may arise in the change - process. **Lastly**, a post-change plan should be implemented to monitor teachers' feelings. Stabilisation of the change will prevent regression to old ways.

6.3 STRENGTHS AND LIMITATIONS OF THIS STUDY

The aim of research in the social science is to provide accurate and reliable understanding of human behaviour and systematic procedures need to be followed. The strength of this study was in the design. It was a familiar design which has been tried and tested.

Very few procedural problems were encountered during this study. The use of standardised psychometric instruments provided norms against which the scores could be interpreted. The inclusion of a set of questions to localise and contextualise the study made it a current and topical one.

The familiarity of the author with the current situation contributed to a further understanding of the issues being assessed. This made it easier to obtain permission for the study and to discuss the issues with the education leaders.

It must be acknowledged that correlational studies are limiting, due to their incapacity to demonstrate causality. However, as the stress system is both complex and dynamic, it does not easily lend itself to reductionist or simplistic research. Few (if any) of the relationships between variables can be considered unidirectional.

Self-report questionnaires are useful and worthwhile. However more objective measures are needed to show a clear association between the individual psychological and physical well-being and organisational factors that contribute towards stress. These objective measures may include absenteeism and medical records, in order to complement the picture provided by the data from the self-report measures.

This study concentrated on the impact of the current situation on teachers' professional role. However stress invades all aspects of one's life. In this study the impact on the teacher's personal lives was not examined. It would have enabled the researcher to understand the extent and effects of stress, if data had been collected on the amount of alcohol intake, drug taking and incidence of marital disharmony.

Data were collected at the end of the school year (November). This is a stressful part of the year with the added pressure of marking, report-writing and general closure requirements taking place. The above pressures could have contributed to the high distress scores.

6.4 RECOMMENDATIONS FOR FUTURE RESEARCH

Findings such as those presented open the way for a new range of research initiatives. Some of these may potentially be of considerable benefit to teachers operating in an increasingly demanding profession. Important topics of educational research could be

the multiple changes, contradictory pressures teachers have to cope with within schools and how they see their roles changing.

This study is relevant to the sample that was studied within a specific socio-economic - cultural setting and a limited time-frame. A replication of this study in other settings and contexts, might provide information that could be used when planning change. It would also provide an understanding of the well-being of teachers during the change process.

The stress and burnout issues that arise directly out of the teachers' professional work are well researched. Understanding the teacher in the context of major organisational change still needs to be researched. South Africa is currently undergoing change at such an accelerated pace in all aspects of education that it creates an ideal setting for such research to be undertaken.

What is needed is a teacher-specific measure of stress and burnout, but one that is comprehensive enough to incorporate organisational pressures, personality predisposition and strain scales (Cooper 1995). Instead of being designed with specific hypothetical constructs in mind, e.g., the change in the teachers' role or school discipline are linked to stress outcomes. It should include an array of potential stressor variables which range from job to organisational factors.

Stress and burnout occurs over a period of time. It is better, in terms of improving the accuracy of results, to do the survey at regular intervals. It would be useful to do a follow-up study at the end of the anticipated five year plan to reorganise education in South Africa.

Another interesting study would be to compare the recommendations of the Right Sizing Document with the actual change that occurred. The process of the change and reaction of the teachers, parents and community would be very useful for future planning. The latest news on the Right Sizing document is that it has been "put on

hold". One can only speculate on the possible chaos in education, when the process of change is instituted and subsequently "put on hold". The decision to put the Right Sizing Document "on hold" must indeed have been a prudent one on the part of the education authorities. In January 1998 the Right Sizing document was replaced with the HMR1 circular. This document was totally rejected by teachers and the community, on the grounds that it was drawn up without consultation with teachers at grass root level. The HMR1 circular announced the termination of temporary teachers' services and set out teacher quotas to facilitate redeployment. In response to the document the various parent and teacher organisations threatened to close down schools in Kwa Zulu-Natal. Once again the education authorities reacted by withdrawing the contentious document (Pillay, 1998). The impact of such actions on teachers well-being needs investigation.

The reasons why teachers resist change are numerous and varied. Awareness of and insight into the reasons why teachers resist change will put the education department in a better position to manage the resistance to change. If the education department is to bring about successful change, they should be conversant with the reasons for resistance to change and to how teachers react to change. It would be useful to study this resistance aspect in education, to identify exactly what teachers resist and what is causing distress. This would provide useful information for future planning.

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APPENDIX ONE
Right Sizing Document

PROVINCE OF
KWAZULU-NATAL

ISIFUNDAZWE
SAKWAZULU-NATAL

PROVINSIE VAN
KWAZULU-NATAL

DEPARTMENT OF EDUCATION
AND CULTURE

UMNYANGO WEFUNDO
NAMASIKO

DEPARTEMENT VAN ONDERWYS
EN KULTUUR

ADDRESS:
IKHELI:
ADRES:

PRIVATE BAG 304
ISIKHAMA SEPOSI ULUNDI
PRIVAATSAK 3838

TELEPHONE:
UCINGO:
TELEFOON:

ENQUIRIES:
IMBUZO:
NAVRAE:

REFERENCE SUSP
INKOLBA:
VERWYSING:

DATE: 1996-08-15
USUKU:
DATUM:

HRM CIRCULAR NO. : 14

TO: RECTORS OF ALL COLLEGES OF EDUCATION AND PRINCIPALS OF ALL SCHOOLS
PRINCIPALS OF TECHNICAL COLLEGES AND TEACHERS' CENTRES
HEADS OF ALL DIVISIONS OF THE KWAZULU-NATAL DEPARTMENT OF EDUCATION AND
CULTURE
CHAIRPERSONS OF GOVERNING BODIES AND MANAGEMENT COUNCILS

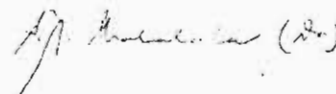
RIGHT-SIZING OF THE PROVINCIAL EDUCATION DEPARTMENT : APPLICATIONS FOR
VOLUNTARY SEVERANCE

1. The accompanying documentation is for the information of all education institutions under the control of the KwaZulu-Natal Department of Education and Culture.
- 2.1 Some of the documents apply only to mainstream state and state-aided primary and secondary schools, because these are the institutions affected by the right sizing programme at present.
- 2.2 Colleges of education, technical colleges, schools for LSEN and pre-primary schools will become part of the right sizing process in due course, once agreements relating to staff provisioning have been reached. Documentation will be distributed directly and specifically to these institutions as soon as possible.
- 3.1 Documents B and C, containing Resolution 3 of 1996 and the Procedure Manual respectively, should be studied by heads of all institutions and made available to the educator staff for their information.
- 3.2 In addition, the following documents have general applicability:
 - F1 Glossary of Terms
 - F5 Guidelines on the Procedure Manual
 - F7 Addresses of Teacher Unions
- 3.3 For a better understanding of the process, however, the documents relating to the programme in schools should be read, since the process in other institutions will take a similar form.
- 3.4 Forms G1 - G3b are for the use of ordinary public and state-aided schools only.
4. VOLUNTARY SEVERANCE
 - 4.1 Information regarding the voluntary severance package is applicable to all educators.

- 4.2 In particular, attention is drawn to Resolution 3 of 1996, to the Procedure Manual, to paragraph 2 of F5 (Guidelines on the Procedure Manual), and to section 3.2 of HRM Circular No. 5 of 1996 (in particular to the first three paragraphs of that section).
- 4.3 The time is now appropriate for all educators (in whatever type of institution they serve) to apply for the voluntary severance package if they wish to do so.

The official form (Annexure A3), as supplied with HRM Circular No. 5/1996, should be used and applications should be submitted by 16 September 1996.
- 4.4 These applications should be accompanied by the form headed SECTION F: RETENTION OF KEY PERSONNEL, if applicable.
- 4.5 In order to facilitate the administration of this process, duplicates of the form (Annexure A3) should also be sent to:

The Chairman
Provincial Redeployment Agency
KwaZulu-Natal Department of Education and Culture
Private Bag 9044
PIETERMARITZBURG
3200



DR S N SHABAIJALA
ACTING SUPERINTENDENT GENERAL

A

THE SCOPE AND OBJECTIVES OF THIS DOCUMENTATION

The attached documents provide information and instructions to schools regarding the right-sizing programme by which posts at education institutions will be redistributed to give effect to the policy of equity in education.

The process is to be driven by a Provincial Task Team (PTT) and a Provincial Redeployment Agency (PRA). The former is a working group of the latter, but has been established as a responsible committee in its own right by the so-called Procedure Manual, which sets out the rationally-agreed procedures to be followed in the process of right-sizing. These committees are departmental committees on which representatives of the teachers' unions serve as participants in the management of the programme.

The Procedure Manual, a copy of which is enclosed, relates to the implementation of Resolution 3/1996. A copy of this important document is also included in order that the agreed principles underlying the process should be known and understood by all involved.

The attached documents do not deal with the voluntary severance package, although this is part of the right-sizing programme. The reason is that this aspect is excluded from the briefs given to the PTT and the PRA. Relevant information has already reached schools in district circulars.

The following documents are included and should be closely studied to facilitate a fuller understanding of the procedures and to ensure that everything required of schools is properly done.

- B. Resolution 3/1996
- C. The Procedure Manual
- D. An outline of the right-sizing programme
- E. Procedures to be followed by schools
- F. Various annexures

- F1. A glossary of terms with explanations
- F2. The Inform Staffing Form (Step 1)
- F3. Post norms for HODs and Deputy Principals
- F4. Post norms for LDC/N schools
- F5. Guidelines on the Procedure Manual, Excess Staff and Redeployment
- F6. Written notification to principal regarding the SRC
- F7. Addresses of teachers' unions
- F8. Guidelines to the completion of the forms

G. Various forms to be completed

- G1. Statement of teacher and educator numbers
- G2a. SRC recommendations: excess educators
- G2b. Profile of excess educator
- G3a. SRC recommendations: vacant/desired posts
- G3b. Description of each vacant/desired post

EDUCATION LABOUR RELATIONS COUNCIL

RESOLUTION NO. 3 OF 1995

AGREEMENT ON A THREE YEAR CONDITIONS OF SERVICE ADJUSTMENT PACKAGE FOR EDUCATORS

Noting the State's offer for a three year conditions of service adjustment package for the public service as a whole, for the financial years 1996/97 to 1998/99, the parties to the Educator Labour Relations Council agree as follows:

1. RIGHT-SIZING OF THE PUBLIC SERVICE

- 1.1 The public service should be right-sized in accordance with government policy and the available resources through collective agreements.
- 1.2 The right-sizing regarding the educator sector should be effected within the context of the agreements already reached in order to effect equity in the funding of education between provincial education departments, which has to be phased in within five years from 1 April 1995 in accordance with a decision by the Minister of Education, and effecting equity in the funding of education institutions within provincial education departments.
- 1.3 The phasing in of equity in the funding of education between provincial education departments will result in the provision of educator posts for addressing provincial imbalances and shortages in terms of posts. However, it is not envisaged that the total educator personnel provision in the country will be reduced. In order to maintain the process of ensuring equity, excess educators in education departments or departments thereof will have to be redeployed.
- 1.4 Educator/learner ratios have already been agreed to, taking into account a variety of factors, including affordability by the State. These ratios are to be phased in over a maximum period of five years commencing on 1 April 1995, according to post provisioning scales agreed to in the Provincial Chambers of the Council. These ratios have to be re-negotiated annually. The norms for post provisioning are the educator/learner ratios, post provisioning scales and the agreed upon grading of schools. These norms are applied within the framework of the revised post level scale norms set to be agreed upon. To these norms will be added norms for post provisioning outside education institutions.
- 1.5 The Council, comprising the provincial education departments, provincial schools and colleges of education.
- 1.5.1 The Council is ready to negotiate on the norms concerning pre-primary schools when the State submits proposals in this regard.
- 1.5.2 An agreement on the norms concerning colleges of education should be reached within three weeks of the date of this agreement.
- 1.6 The above-mentioned educator/learner ratios already agreed upon and still to be agreed upon will also apply for the 1997 school year.
- 1.7 The employer will present a discussion document within three weeks and an agreement shall be reached within six weeks of the date of this agreement on norms for the provision of educator personnel employed outside education institutions. The phasing in of these norms and the possible redeployment of the personnel concerned, shall be done in accordance with the terms of this agreement.
- 1.8 The employer records that with effect from the date of this agreement a hold is put on all employer-initiated discharges of educators which would require the application of sections 8(1)(d) or (e) of the Educators' Employment Act, 1964. The only employer-initiated discharges that will be allowed to continue in terms of section 8(1)(b) or (c) of the Act are in respect of educators who have already been served with final notices regarding their discharge and where it is such educators' desire that their discharge be continued with (e.g. persons who have been notified of their pending discharge due to the rationalisation of education departments as well as those of education institutions) of Resolution 1 of 1995.
- 1.9 The process to be followed in the implementation of a revised post provisioning scale at an educational institution which will have the effect that educators will become in excess, as set out in paragraph 5 of Resolution No. 3 of 1995, is replaced by the following process:

1.5(a) VOLUNTARY SEVERANCE PACKAGE

- (i) Any educator may volunteer for a severance package, as set out in Annexure A, in order to allow educators who prefer to leave the service, to do so and to create room for the absorption of educators who are in excess. The terms and norms according to which this provision shall apply, are as set out in Annexure A.
- (ii) This provision shall apply until the Minister of Education has ascertained and is satisfied that the objectives relating to the application of the agreed post provisioning scales in a specific year have been reached. The Minister will take into consideration inputs received from the MECs responsible for education and the Council. During the duration of this agreement, this provision may be re-examined and withdrawn annually by the Minister in order to deal with further phases of effecting equity, and by giving due notice to the parties in the Council and having considered the views of the Council. The application of the provision shall be made by 1 May 1996 for the

year 1996 and the Minister is requested to promulgate regulations in this regard as soon as possible.

1.5(b) FILLING OF VACANCIES

- (i) All vacancies existing at the commencement date of these measures and vacancies occurring after the said date as well as vacancies which occur as a result of the creation of new posts and which will not have to be abolished after completion of this exercise, are reserved for purposes of accommodating serving educators that should be redeployed according to prevailing practices including those with reference to governance structures at education institutions.
- (ii) For the purposes of redeployment, temporary educators employed (not as replacements) in substantive posts (an approved educator post or an approved staff establishment) will be treated in the same way as permanent educators. In respect of substitute educators the educator in whose place such substitute was made shall come into consideration for redeployment on the same basis as other educators and the contract of the substitute educator shall terminate on the date of the redeployment of the educator occupying the relevant post or the date at which the educator, occupying the post, takes the voluntary severance package. Notice in this regard shall be served on a relevant substitute educator at least one month prior to the termination of a contract. For the purposes of this agreement, where the services of substitute educators have been utilised in such a manner that they have been denied the opportunity of being appointed in a substantive post in a temporary or permanent capacity, such educators' position will be considered individually on their merits for being treated in the same manner as permanent educators.
- (iii) The above-mentioned vacant posts may only be filled if the agreed upon post provisioning scale determined in terms of the provincially agreed upon educator/learner ratio will not be exceeded. The same principle applies for the filling of posts outside education institutions.
- (iv) Vacancies referred to in subparagraph (ii) may be filled in a temporary capacity until the completion of interviews has been completed in a specific year. Temporary appointments should not exceed 4 months (excluding educators being redeployed).
- (v) In respect of the filling of posts which have already been advertised before the conclusion of this agreement and where interviews have already taken place or are in the process of being held, the following will apply:
- (a) posts of principals and heads may be filled according to gradings agreed upon in Resolution No. 10 of 1995 and any amendments thereto;
- (b) a range of posts other than those of the principals and heads the suitable filling of such posts may only be considered if such filling will not cause an educator to become in excess in terms of the agreed post provisioning scale for the relevant year.
- (vi) In respect of the filling of posts which have already been advertised, but where interviews have not been held, the educators on the provincial and national redeployment lists will receive priority for the suitable filling (to be defined in the redeployment procedure manual) of these posts, provided that promotion posts may be filled where it is in the interest of education and will not cause redeployment in the year of such filling. Should decisions on the filling of such posts not be made within 30 days of this agreement, the applications identified by the advertisements may be considered for suitable appointment.
- (vii) Vacancies shall be put on record in the relevant Provincial Redeployment Agency (PRA) as well as in the Central Redeployment Agency referred to in paragraph (c)(iv) hereafter.

1.5(c) REDEPLOYMENT OF EDUCATORS WHO ARE IN EXCESS

- (i) The minimum staff norms inside education institutions are determined by the staff provisioning scales agreed upon in the Provincial Chambers. Where this minimum is exceeded by the staff numbers prevailing after the process of voluntary severance packages has provided a remaining indication of staff members who will leave the service, that number of staff are in excess. The same measure applies mutatis mutandis to the staff numbers outside education institutions.
- (ii) (a) A School/College Right Using Committee (SCRC) shall recommend to the redeployment agency the following staff members in excess and shall be composed as follows:
- A representative of the department, who could also be the principal or head of the institution, as well as the principal or head if he/she is not the departmental representative, and in the case of a co-employee, two members of such a functioning structure.
 - Three staff members duly elected by all the educator staff at the institution.

The functions of the CRA shall be as follows:

- (aa) To establish a computerized central data base of educators in excess. Information shall be provided by the provincial education departments of educators who have been identified as in excess if a decision on the redeployment of such educator could not be taken within 30 days of their identification as being in excess. The information shall be in the form as set out in Annexure A2.
- (bb) To establish a computerized central data base of vacancies to be filled through redeployment. The information shall be in the form as at Annexure A3.
- (cc) To ensure that complete required data are supplied timously.
- (dd) To expeditiously make available to an official, identified by each provincial education department, information on vacancies and educators available for transfer.
- (ee) To receive reports on decisions about transfers and to update the data bases.
- (ff) To bring problems regarding the redeployment of educators to the attention of the Director General of Education, the relevant heads of provincial education departments and the Bargaining Committee.
- (gg) To co-ordinate the redeployment of educators being dealt with by the PRA.

The functions of the PRA shall be the same as in (aa) to (gg) above except that it shall deal only with matters relating to a specific province and shall further keep the CRA informed of developments in the specific province. The PRA shall endeavour to redeploy educators identified as being in excess. If after 30 days a decision on the redeployment of such educators in a province could not be finalized, the details of such educators shall be provided to the CRA in order that the redeployment processes of such educators can run concurrently from and inter-dependently.

- (iii) Where the application of criteria for the grading of educational institutions has the effect that the level of a post of principal or senior officer from the post level at which the educator was employed is raised above the level of the post to which he/she is appointed, such educator shall retain higher rank and ability position until he/she vacates his post concerned. Such principal or senior officer shall endeavour to obtain posts equivalent to his/her rank. The Minister requires the provisions of section 10 of Regulation 5 of 1995 and 2nd provision shall be reviewed after 2 years.
- (vii) Clauses 4th, 5 and 6 of Resolution 5 of 1995 are withdrawn with immediate effect.
- (ix) Measures and procedures contained in this agreement which are in conflict with the provisions in Resolution 5 of 1995, will be regarded as having replaced the relevant provisions in Resolution 5 of 1995.
- (x) Provisions of provincial management plans, drawn up in terms of Resolution 5 of 1995, which are in conflict with any of the provisions of this agreement shall be revised to ensure that they are in accordance with the provisions of this agreement.
- (xi) An agreement on the possible introduction of an assistance programme for personnel whose services are terminated voluntarily shall be reached within three weeks of the date of this agreement.
- (xii) After the redeployment of educators in a provincial education department has been completed for a specific year, the seats in excess according to the post provisioning states agreed upon in a specific province for that specific year, shall be established.
- (xiii) An agreement will be reached within the Bargaining Committee of the Council within three weeks of this agreement on a procedure manual, which shall deal with the principles and procedures relating to the redeployment of educators who are in excess.
- (xiv) The measures relating to the redeployment of educators will come into effect from 1 July 1995.

2. VOLUNTARY SEVERANCE PACKAGE

A voluntary severance package for educators as set out in Annexure A is introduced subject to the provisions of paragraph 9.16(iii). The content of Annexure A is agreed to.

3. PENSION BENEFITS

The restructuring of pension benefits of educators and related provision measures to set out in Annexure B. Refer to the provisions of paragraph 9.16(iii).

4. MEDICAL ASSISTANCE

- 4.1 An improved basis for medical assistance by the State to educators at retirement or termination of service as well as an adjustment of the maximum employer contribution in respect of medical scheme membership fees payable by educators are agreed to. The relevant measures

members at the institution as well as one representative of a functioning governing body of a state education institution.

- (bb) The representative of the department shall act as chairperson and shall take the initiative to establish the SCRC within 30 days of the date of this agreement. The department shall inform the SCRC that it should commence with its duties after which the SCRC shall hold its first meeting within 10 days of such notification. The SCRC shall submit its recommendations to the department within 30 days of the notification of the department. Subsequent to the recommendations the department may request an SCRC to make further recommendations, in which case the abovementioned time scales shall apply. Should recommendations not be furnished within 30 days the relevant department shall appoint a departmental representative to fulfil the functions of the SCRC, taking into account the inputs of interested parties as far as practicable.
- (cc) The SCRC shall appoint from its members a secretary to keep full and proper records of proceedings, the integrity of which shall be retained by the relevant provincial department of education for safe keeping and which shall refer copies thereof to the PRA and CRA.
- (dd) Members of the SCRC shall at all times refrain from allowing personal interests to interfere with their functions.
- (e) (xi) In identifying staff members who are in excess the following principles shall be applied in a fair and objective manner:
 - Firstly the particular needs of the institution and the extent to which an educator satisfies these needs shall be taken into consideration.
 - Secondly the principle of last in first out (LIFO) shall be applied as follows:
 - LIFO shall be applied separately for each post level and subject or phase;
 - The period of continuous service of the specific incumbent on the specific post shall be the service period for the application of LIFO and for the purpose of the agreement shall include any such service rendered at a similar institution.
 - (xii) Staff members in excess shall be identified in a fair and objective manner. Staff members in excess and priority shall be given to their vacancies. The number of educators volunteering for the severance package shall be taken into account in the process of identifying staff members in excess.
 - (xiii) In the application of the above-mentioned criteria, unfair labour practices such as nepotism and nepotism discriminatory actions shall not be applied.
- (iv) Transfer of staff members in excess are compulsory. The following shall be taken into account:
 - The preferences of educators for placement elsewhere as far as possible.
 - In highly exceptional cases an MEC may classify an educator identified as being in excess as untransferable after reviewing advice in this regard from the Provincial Task Team and taking into account the rules of natural justice. In such a case the classification of being in excess is canceled and another educator should be classified as in excess. The right of appeal is recognized as well as the right of an educator to follow the approved dispute resolution procedure where such educator is of the opinion that higher rights are being prejudiced.

When a transfer necessitates a change of headquarters, a transfer of the household will be effected at State expense, and if an educator indicates a preference for the transfer.

- (v) For particulars of the staff members in excess that be made available to the relevant Provincial Redeployment Agency as well as the Central Redeployment Agency referred to in paragraph (e).

- (vi) Provincial Redeployment Agencies (PRA) in each province and a Central Redeployment Agency (CRA) are established in terms of this agreement. The CRA is established in the Department of Education and the Inter-provincial Task Team (IPTT) established in terms of Resolution 5 of 1995 is continued in terms of this agreement and will play a coordinating role in the functioning of the CRA, facilitate the process of redeployment and deal with related matters.

A provincial task team is established by each provincial education department, which shall consist of the SCRC members in that province and shall fulfil the same role as the IPTT at provincial level.

applicable to educators in terms medical assistance refer to the provisions in the applicable Public Service Staff Code (PSSC) chapters. The agreed terms as will be taken up in the PSSC are at Annexures C and D.

- 4.2 The employee parties record that they require full information on the criteria and formulae regarding the maximum Band amount and that they may wish to renegotiate in this regard.

5. REMUNERATION ADJUSTMENTS

5.1 New salary grading system

- 5.1.1 A new salary grading system shall be implemented with identical salary levels for educators and staff in the rest of the public service. The salary grading system shall be implemented over a period of three financial years and shall be subject to agreement being reached on the matters dealt with in this agreement and referred to in paragraph 9.1(b).

- 5.1.2 Bearing in mind that educators will be accommodated within a salary grading system applicable to the broader public service, the Council supports the broadband system consisting of the salary ranges as set out below and agrees to those aspects applicable to educators:

- 5.1.2.1 Six broad bands are identified in the said system consisting of the sixteen salary ranges as indicated below.

It is noted that the broad bands will mainly comprise the following categories of staff in the broader public service and it is agreed that the application of the salary ranges in education will be set out in Annexure E:

BROAD BAND RANGES	SALARY
Lower skilled staff	1 and 2
Skilled staff	3 to 5
Highly skilled production staff	6 to 9
Highly skilled supervisory staff	10 to 12
Management staff	13 and 14
Senior Management	15 and 16

- 5.1.2.2 Educators shall be a separate salary structure group.
- 5.1.2.3 The design of the broadbands in the broader public service shall be followed in the process of implementing the new salary grading system.
- 5.1.2.4 The number of post and salary levels shall be reduced and post designations will be adjusted accordingly as set out in Annexures E and F.
- 5.1.2.5 After the salary structure has been fully phased in, each salary range shall consist of three salary notches and each successive salary notch shall exceed the previous salary notch with 4.75% (rounded off).
- 5.1.2.6 The salary ranges shall increase by 30.4% (rounded off) from the minimum notch of one range to the minimum notch of the next higher range. The difference between the maximum salary notch of one salary range and the minimum salary notch of the next higher salary range shall be 9.7% (rounded off).
- 5.1.2.7 The required post gradings, job descriptions and minimum entry requirements for candidates shall be determined to be specifically.
- 5.1.2.8 For the different salary structure groups salary ranges shall be selected and applied.
- 5.1.2.9 It is noted that the following guideline on intraservice commensurate salaries shall apply in the broader public service:

SALARY GROUP RANGE	DESCRIPTION
1	Unskilled
2	Unskilled
3	Unskilled
4	Unskilled
5	Unskilled
6	Unskilled
7	Unskilled
8	Unskilled
9	Unskilled
10	Unskilled

- 5.1.2.10 A salary notch in the salary range applicable to the relevant rank is allocated to a person based on the criteria approved in the translation tables in Annexure G or criteria for determining a person's salary at higher appointment, referred to in paragraph 5.1.2.5. Progression to a higher notch, after a first one year on a notch, may be effected in accordance with criteria based on higher personal merits, which includes experience, skills and/or other appropriate attributes of value to the department.

5.1.2.11 The salary ranges for the different salary structure groups shall be as follows:

- 5.1.2.10 An educator on post level 1 to 4, as set out in paragraph 5.1.2.4, who improves higher education qualifications which has the effect that his/her REQV improves, will receive a cash bonus if, according to Annexure E, a new salary "scale" does not become applicable as a result of the higher REQV. If the improvement in REQV has the effect that a new salary "scale" becomes applicable, the educator's salary will adjust to the lowest notch of the applicable new salary "bracket" which will ensure a minimum of one notch increase.

- 5.1.3 Regarding the educator salary structure group the following shall apply:

- 5.1.3.1 The existing system of allocating categories to educators' qualifications and attaching different salary levels to these categories, is amended.

- 5.1.3.2 A system of allocating a Relative Education Qualification Value (REQV) to educational qualifications is introduced and the document Evaluation of Qualifications for Employment in Education, 1996, shall be amended accordingly. The Transition from categories to REQV's is as follows:

PRESENT CATEGORY	REQV
A	10
B	11
C	12
D	13
E	14
F	15
G	16
H	17

- 5.1.3.3 The post levels for educators shall be reorganised as follows:

PRESENT POST (VET)	REVISED POST LEVEL
1	1
2	2
3	3
4	4
5	5
6	6
7	7
8	8

NOTE

The ordinary designation on post level 1 will be Teacher. In view of the uncertainties and unanswered questions pertaining to the collapsing of post levels 1 and 2 and the role of the HOD, it is agreed that the present position which will include a new designation of Senior Teacher be investigated by the Research Committee to address specifically:

- (a) the impact which the collapsing of post levels 1 and 2 will have on the hierarchy and line of authority of institutions;
- (b) the impact which it will have on the administrative capacity of institutions;
- (c) the implications for the salary ranges for the financial years 1997/98 and 1998/99; and
- (d) the financial implications which this will have for the proposals in respect of the 1997/98 and 1998/99 financial years.

The Research Committee will complete its investigation within six months of the agreement.

- 5.1.3.4 The salary ranges are allocated to post and REQV levels as follows:

POST AND REQV LEVELS	SALARY RANGE
REQV 1	1
REQV 2	2
REQV 3	3 to 5
REQV 4	4 to 6
REQV 5	6 to 8
REQV 6 and higher	7 to 8
Senior teacher	9

- 5.2.5 The employer's communication that Funds are not made available in the Vote: Improvement of Conditions of Service for the salary progression referred to in paragraph 5.1.3.7(b) and that any progression will be subject to the availability of funds according to the existing budgetary provisions, is noted. Refer also to paragraph 5.1.2.10.
- 5.3 Improvement plan for 1997/98
- 5.3.1 An amount of R6.5 billion on a full year cost basis shall be set aside for the improvement of conditions of service in the 1997/98 financial year.
- This amount can be supplemented with savings as a result of the right-sizing of the public service up to an amount of R11.3 billion on a full year cost basis. The improvements shall be implemented with effect from 1 July 1997.
- 5.3.2 It is noted that R1 477 billion (full year cost) of the above-mentioned amount has been set aside for raising promotions in the public service, excluding educators.
- 5.3.3 The employee parties record that the agreement reached in the Public Service Bargaining Council pre-empts negotiations in the Public Service Co-ordinating Bargaining Council on the utilisation of the amount which will be made available for 1997/98 to their detriment, that they were not involved and that they do not regard themselves as being bound by the said agreement.
- 5.4 Improvement plan for 1998/99
- An amount of R6.5 billion (full year cost) shall be set aside for improvements to conditions of service for the 1998/99 financial year. This amount can be supplemented with savings as a result of the right-sizing of the public service up to an amount of R11.3 billion (full year cost). The date of implementation shall be 1 July 1998. Improvements to the salary ranges shall be negotiated.
- 5.5 With regard to the contents of paragraph 5.3 and 5.4 it is noted that the State is expected to be transparent with regard to the amount which could be saved and the way in which it is to be utilised.
6. The parties to the Council are committed to identifying and addressing any disparities in the conditions of service of educators. Such identified disparities shall be dealt with as a matter of urgency through the collective bargaining process taking into consideration the proposals for the improvement of conditions of service for 1997/98.
7. It is noted that a number of matters relating to pensions will be dealt with by the Pensions Task Team (PTT) on 3 May 1996 and that the Council will thereafter deal with proposals referred to it by the PTT.
8. The parties to the Council confirm their commitment to providing an accelerated impetus to the enhancement of a culture of teaching and will deal with this matter separately taking into account all relevant aspects including the upgrading of underqualified teachers, the responsibility of teachers to their learners and all members of the community and the responsibility of teachers to invest in their self-development.
9. GENERAL PROVISIONS
- 9.1 This agreement shall be subject to:
- the provisions of applicable legislation; and
 - agreement being reached by the parties on the following matters:
 - The matters referred to in paragraphs 1.5, 1.7, 1.9(c)(a) and (b), 5.1.3.5;
 - the pension benefits relating to the voluntary severance packages; and
 - the proposals relating to the restructuring of pension benefits.
- 9.2 No amendments to this agreement shall be in force or effect unless reduced to writing and signed at least by the parties carrying the majority vote.
- 9.3 The parties agree that the implementation of the redeployment measures is a sector specific matter for education.
- 9.4 The agreement comes into effect immediately and is valid until 31 March 1999.
- 9.5 The Minister is requested in terms of section 10(6)(a) of the Education Labour Relations Act, 1993 to make this agreement binding upon all employers and employees as defined in the Act and to publish these matters that have to be prescribed in terms of the Educators' Employment Act as regulations.

Signed at Pretoria on this 20th day of April 1996

PL3	6
REQV 10	7
REQV 11	8
REQV 12	9
REQV 13 and higher	9 and 10

PL4	8
REQV 11	9
REQV 12	10
REQV 13 and higher	10 and 11

PL5	12
REQV 13 and higher	

PL6	13
REQV 13 and higher	

- 5.1.3.5 An educator when appointed to a post level for the first time, is appointed on the minimum notch of the lowest salary range applicable to such post level. In the case of a serving educator being promoted to a higher post level, such an educator should gain at least one salary notch at the date of promotion, which may be progression to a higher salary range applicable or to a higher salary notch, or an overlapping range or to a notch between two successive ranges which may occur during the phasing in period.
- 5.1.3.5 An agreement shall be reached within six weeks of the date of this agreement on the following matters:
- Measures regarding the salaries of educators who are re-appointed after a break in service.
 - Measures regarding recognition for obtaining higher qualifications by educators appointed on or appointed to post levels 1 to 4, in cases where a new salary band does not become applicable and transitional measures regarding educators whose salaries have previously been determined in terms of the category system and who are re-appointed after the new measures have been introduced.
 - The maximum entry requirements for appointment in or promotion to a post.
 - The number of vacant posts and the number of appointments.
 - The related post level and notch points tabled.
 - Revision of the agreements on the grading of education institutions.
- 5.1.3.7 An agreement shall be reached within six months of the date of this agreement on the following matters:
- Measures regarding the appraisal and rewarding of outstanding performance.
 - Salary progression in a post level within salary ranges and from one salary range to another.
 - The implementation measures concerning the utilisation of the rank of Senior Teacher in 1997/98 financial year.
 - Appointments for all educator posts.
 - Criteria and underlying principles for the determination of post establishments of education institutions.
- 5.1.3.8 The general conditions shall be resolved within three weeks of this agreement.
- 5.1.3.9 Disputes relating to this agreement shall be dealt with in a manner which does not delay the implementation of the provisions.
- 9.2 Improvement plan for 1996/97
- 9.2.1 It is agreed that in the first phase of implementing the new salary grading system, R2,625 billion be utilised for improvements for educators with effect from 1 July 1996.
- 9.2.2 Relevant aspects of the salary grading system at Annexure H will apply to educators, as indicated at Annexure E.
- 9.2.3 The salaries of educators in service on 1 July 1996 shall be adjusted with effect from that date as indicated at Annexure G.
- 9.2.4 Educators who are currently remunerated on personal salary scales and/or salary notches higher than the present category prevailing scales and notches shall be translated to the applicable revised salary ranges, except if their present salaries and/or salary scales are higher than the new salary ranges. In the aforementioned cases the educators shall retain their existing salaries and salary notches until their salary key scale as personal and shall not receive a salary adjustment until

ANNEXURE A

SPECIAL INITIATIVE WHEREBY SERVING EDUCATORS ARE AFFORDED THE OPTION TO REQUEST THAT THEIR SERVICES BE TERMINATED ON A VOLUNTARY BASIS AND A PRESCRIBED SPECIAL SEVERANCE PACKAGE BE PAID

1. OBJECTIVE

To provide a mechanism which will facilitate the redeployment of educators in order to attain equity in the provision of personnel.

2. MEASURES GOVERNING VOLUNTARY TERMINATION OF SERVICE

- (1) Any educator may volunteer for a severance package in order to create room for the absorption of educators who are in excess and to afford educators who prefer to leave the service the opportunity to do so.
- (2) Departments should seriously consider approving requests of personnel relating to the voluntary termination of their services in view of the objective stated in paragraph 1 above.
- (3) In considering such requests, departments should take into account that after consulting the relevant educators, the effective date of termination of service of key personnel can be postponed for a certain period in order to allow for suitable succession. This period must preferably not exceed 18 months. The availability of funds should be taken into account and no additional funds will be provided for this purpose.
- (4) For purposes of determining which educators should be regarded as "key personnel", as contemplated in (3) above, the State's obligation to ensure that learners' education programme is not interrupted should be used as its guideline.
- (5) Should it not be possible for the head of department or his/her delegatee to approve requests for voluntary termination of service, taking into account the mechanism of postponing effective dates of service termination, such requests must be submitted to the relevant MEC for a final decision.
- (6) This provision shall apply until a request is made which shall be withdrawn by the Minister. The provision may be re-activated annually during the duration of this agreement by the Minister in order to deal with further phases of effecting equity.
- (7) Individual requests must be in writing on the prescribed pro forma at Annexure A1.
- (8) The employer records that it is its policy that candidates who identify themselves for voluntary termination of service under this provision shall not be re-appointed as an educator unless, under exceptional circumstances in terms of the existing provisions regarding the re-appointment of educators who resigned or were retired prematurely, it is found to be in the State's interest to re-appoint such an educator provided that such appointments are in a temporary capacity for a fixed period not exceeding one year.
- (9) The employer records that it is its policy that candidates who identify themselves for voluntary termination of service under this provision shall relinquish any claims to benefits payable under any other provision.

3. STATUTORY PROVISIONS

The provisions of section 8(1)(c) of the Educators' Employment Act, 1994 are to be utilised to effect the discharge of educators who have voluntarily identified themselves in terms of this initiative to be discharged. Provided that the severance package indicated in paragraph 4 infra will apply.

4. SEVERANCE PACKAGE APPLICABLE TO EDUCATORS WHO HAVE VOLUNTARILY IDENTIFIED THEMSELVES TO BE DISCHARGED IN TERMS OF THIS SPECIAL INITIATIVE

A severance package consisting of the following will apply:

(a) Pension Benefits

The following pension benefits are payable:

- (i) Members of Government pension funds who have attained the age of 55 years and who have completed at least 10 years' pensionable service. A gratuity and an annuity determined in terms of the formula that applies at the member's pension age. The benefits will not be scaled down, nor will any additional period of pensionable service be added.
- (ii) All members who have not yet attained the age of 50 years, as well as those who have attained age 50 but have less than 10 years' pensionable service. A gratuity equal to the greater of:

the cash resignation benefit payable in terms of the formula set out below:

$$\text{GRATUITY} = [(R1 \times N1) + (R2 \times N2)] \times Z \times D \times \text{INTFAC} \times \text{SEVFAC}$$

where -

- R1 = member's actual rate of contribution (as % of salary) as at 30/04/1996
- N1 = member's actual (unadjusted) period of pensionable service as at 30/04/1996
- R2 = the rate of 7,5%
- N2 = member's period of pensionable service rendered subsequent to 01/05/1996
- Z = average annual pensionable salary of member during his/her last 36 months of pensionable service. Should the member have less than 36 months' pensionable service, it will be the average annual pensionable salary during his/her full period of pensionable service
- D = factor equal to or less than 1, as set out in rule 14.3.1 of the Rules of the Government Employees Pension Fund (see below)
- INTFAC = 100%, plus 2,5% for each full year of the member's pensionable service
- SEVFAC = 100%, plus 10% for each full year of pensionable service up to 20 years, 15% for each full year of pensionable service between 20 and 30 years and 20% for each full year of pensionable service in excess of 30 years.

(RULE 14.3.1 OF THE GEPF)

D = determined by subtracting a number calculated in accordance with the table below from 100% and dividing the result by 10 000.

TABLE

Completed months of pensionable service	Calculation of number
0 to 36	0
37 to 120	0 plus 26 for each completed month of pensionable service in excess of 36 months;
121 to 240	2 184 plus 17 for each completed month of such service in excess of 120 months;
241 to 360	4 224 plus 11 for each completed month of such service in excess of 240 months;
361 to 480	5 544 plus 7 for each completed month of such service in excess of 360 months;
481 and over	6 384 plus 5 for each completed month of such service in excess of 480 months;

(ii) Members who are between the ages of 50 and 55 years, and who have completed at least 10 years' pensionable service. A choice of either of the following benefits:

- A gratuity and an annuity calculated as in par (i) above. Provided that these benefits are reduced by 0,3% for each month between the member's age and the age of 55 years, or
- a gratuity calculated as in par (ii) above.

(Note: Reference to "pensionable service" above is also regarded as reference to a "pensionable period".)

(b) Severance Pay

Severance pay is paid equal to one week's remuneration for each completed year of continuous service within the broader Public Service.

(k) Subsidised Motor Transport

A person who, on the last day of his or her duty, participates in the subsidised motor transport scheme, will not have the choice to return the subsidised vehicle granted to him or her. Should he or she choose to retain the vehicle, he or she:

- is obliged to repay any outstanding debt in full; and

- shall be paid an amount equal to a maximum of six times the monthly repayment of the loan on the vehicle.

(l) Other Service Benefits

(i) Vacation Leave Credits

A leave gratuity is paid in terms of the provisions and measures in the Regulations made in terms of the Educators' Employment Act, 1994 (the Regulations).

(ii) Home Owner Allowance

An amount is paid equal to a maximum of six times the monthly home owner allowance payable in terms of the Regulations for which the person concerned qualified on his or her last day of duty.

(iii) Official Quarters

Occupation of official quarters may be continued for a period not exceeding one month. A person's evacuation of official quarters after expiry of one month must nevertheless be postponed for a maximum period of three months if it is deemed necessary to avoid serious hardship.

(iv) Medical Assistance

Benefits are paid in accordance with the measures in the Regulations, which make provision for medical assistance to educators on retirement or the termination of their services. A proposed revised set of measures in this regard is at Annexure C. In cases where officers do not immediately qualify for medical assistance in terms of these measures, a cash amount equal to a maximum of six times the maximum monthly employer contribution payable in terms of these measures to the medical scheme of which the person concerned was a member on the last day of duty, shall be paid.

(v) Pro Rata Service Bonus

A pro rata service bonus is payable.

(vi) Expiry Obligations

Exemption from all service obligations shall be granted. For this purpose service obligations include, but are not limited to, all contractual obligations arising from study/training agreements and agreements with regard to military training. Exemption according to this subparagraph does not include other debt a person may have, e.g. in terms of the Motor Finance Scheme for Senior Officers or subsidised motor transport.

(vii) Resettlement Benefits

Resettlement benefits in terms of the Regulations are payable with the exception that only officers older than 55 years of age qualify. This age restriction does not apply to persons who have to evacuate official quarters at their headquarters in order to occupy other private accommodation at such headquarters.

(viii) Period of Notice

The minimum period of notice is one month unless a service contract specifically provides for a longer period. Instead of keeping a person in service for the full period of notice, his or her services may be terminated with his or her consent at the beginning of or during the notice period. In such instances a further package which covers the unexpired period of notice up to the date of discharge, shall be calculated additional to the normal package and be paid out in the form of a once-off, all-inclusive amount to compensate for the undermentioned service benefits:

- (a) Pensionable salary
- (b) Fixed remunerative allowances
- (c) Pro rata service bonus
- (d) State's contribution to the applicable pension fund
- (e) Cash value of the vacation leave accrual which is forfeited.

(ix) Motor Finance Scheme for Senior Officers

An amount shall be paid equal to a maximum of six times the monthly basic allowance payable in terms of the MFS for which the person concerned qualified on his/her last day of duty.

PROCEDURE MANUAL FOR THE IMPLEMENTATION OF RESOLUTION 3/1996

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(Note: This document has been copied from the Manual supplied by the Department of Education (national) and has been amended only by the addition of paragraph numbering for the sake of easier reference.)

PURPOSE

This Procedure Manual has been compiled to assist those involved to manage the right-sizing of education institutions. Its purpose is to set out the procedural and substantive measures for the redeployment of educators as required by Resolution 3 of 1996 of the Education Labour Relations Council (ELRC) and to clarify and expand on the said resolution. In no way does it replace or seek to replace the resolution.

Any individual using this manual should therefore not read into it any personal interpretation or procedure. Should any individual be unclear of what is required of him or her in exercising any duty or function which arises from the implementation of Resolution 3 of 1996 of this manual, such individual should seek clarification from the head of

set out further details of the necessary contact persons and information in an addendum to this manual. In the event of provincial education departments not being clear on matters emanating from this manual, clarification should be sought from the Inter-provincial Task Team (IPTT).

2. BACKGROUND

On 30 April 1996 agreement was reached on a three year conditions of service adjustment package for educators. The agreement also provided for the right-sizing of educational institutions which includes the redeployment of teachers where such teachers are in excess of the establishments.

Paragraph 1(c)(xiii), page 10, of the Agreement, provides that:

"An agreement will be reached within the Bargaining Committee of the Council within three weeks of this agreement on a procedure manual which shall deal with the principles and procedures relating to the redeployment of educators who are in excess."

It is important to note that the voluntary severance package will be available until sufficient response has been elicited and that it will run concurrent with natural attrition and redeployment.

3. MATTERS FOR INCLUSION IN THE MANUAL

The following matters identified in the Agreement are covered in the Manual:

- 3.1 Identification of staff in excess and shortages [para 1(c)(i) and (iii)(aa)]
- 3.2 Functions, principles and procedures to be followed by the School/College Right-sizing Committee (SCRC) [para 1(c)(iii)(aa)-(ad)]
- 3.3 Functions and procedures of the Provincial Task Team (PTT) [para 1(c)(iv)-(vi)]
- 3.4 Functions and procedures of the Provincial Redeployment Agencies (PRA) [para 1(v)]
- 3.5 Functions and procedures of the Inter-provincial Task Team (IPTT) [para 1(vi) and Resolution No. 5/1995, as amended by Resolution No. 3/1995]
- 3.6 Functions and procedures of the Central Redeployment Agency (CRA) [para 1(v)(a)-(c)]
- 3.7 Voluntary Severance Package [para 2]

It is deemed necessary, however, to go beyond the direct demands of the agreement and give guidance also on other matters which may arise during the implementation of the resolution or which may be the cause of uncertainty of differing interpretations.

There are, however, a number of related matters which are difficult to set out comprehensively in a manual, but which should be identified and engaged in by the relevant education departments and the relevant employee parties.

It is essential that a re-focused strategic short term and long term planning occurs which will empower SCRCs which are to be established to deal effectively with the full spectrum of the Agreement must include a plan to meet the required agreed upon learner/educator ratio, the voluntary severance package, natural attrition, redeployment and retraining. It is of the utmost importance that such planning does not delay the process of redeployment.

4. RESPONSIBILITIES, FUNCTIONS, COMPOSITION AND PROCEDURES OF COMMITTEES

- 4.1 In the final analysis overall responsibility for the implementation of the Agreement lies with the provincial education department as employer. In this process other parties to the ELRC should be encouraged to play a supportive rôle. At various levels and stages of the process responsibility for voluntary severance and redeployment may also involve upon others, such as:
 - in identifying staff in excess - the SCRC
 - i.r.o. staff provisioning scales - the ELRC
 - i.r.o. general co-operation - all CS educators and governance structures.

- 4.2 Throughout the process of applying voluntary severance and redeployment, the rules of natural justice shall apply.

4.3 The School/College Right-sizing Committee

A SCRC is to be established at each school/college by the representative of the provincial education department, where educators are in excess as well as where a possibility may arise that educators in excess will have to be absorbed within 14 days of the commencement of the third school term of 1996. (Note: This has been further qualified by an agreement reached in KwaZulu-Natal that every school should have a right-sizing committee (see Doc D). Furthermore, the time frame given here is impossible to meet.)

The task of the SCRC will be to recommend to the provincial education department whether, and if so, which educators shall be regarded as being in excess and which vacancies exist at a specific school/college. The functions, composition and procedure of the SCRC shall be as follows:

4.3.1 Functions

- The SCRC shall recommend to the provincial education department, and in the case of state-aided institutions via the governing body, which educators at the relevant school/college are in excess and which educators who opt for the voluntary severance package could be regarded as key personnel, with due regard being given to the prevailing circumstances at the school/college.
- In the event of the SCRC not being established or failing to fulfil its function the relevant provincial education department shall appoint a departmental representative to perform the function of the SCRC, taking into account the inputs of the interested parties as far as practicable.
- The SCRC shall advise the provincial education department about the revised interim core curriculum and the interim curriculum needs of an institution. This implies also the extent to which educators employed at such institution fulfil these revised interim curriculum needs.

4.3.2 Composition

The SCRC shall be composed as follows:

- A representative from the relevant provincial education department, who can also be the head of the school/college.
- The head of the school/college where such head is not the representative of the relevant provincial education department.
- Two (2) members of a functioning governance structure in the case of state-subsidised institutions OR one (1) observer from a functioning governance structure in the case of a state education institution.
- Three (3) members of the CS educator staff of the institution, democratically elected by all the CS educator members of staff at the relevant school/college.
- One (1) observer from each trade union which has members of the staff of the institution, there are two provisions in this instance:
 - The observer may be either a member of staff of the institution concerned or another representative of the trade union, and
 - The union shall only be represented on the SCRC if it is also represented in the Education Labour Relations Council.

4.3.3 The Chairperson

The Chairperson shall be the representative of the provincial education department. He/she shall initiate the establishment of the SCRC upon written notification. He/she shall arrange the first meeting of the SCRC within 10 days of notification. He/she shall perform all duties and functions which, by usage and custom, normally pertain to the office of chairperson.

4.3.4 The Secretary

- A secretary shall be elected by the members of the SCRC from among their own number.
- The secretary shall be responsible for keeping full and proper records of proceedings, including audio recordings where this is practicable.
- The minutes of the meetings shall be duly approved by the SCRC and signed by the chairperson and the secretary.

- The originals of all minutes and other documentation submitted by individuals or parties to the SCRC, together with the audio recordings of meetings, where applicable, must be forwarded by the chairperson to the provincial department for safekeeping. The department, in turn, must provide the Provincial Redeployment Agency (PRA) as well as the Central Redeployment Agency (CRA) with copies of the minutes of such meetings. Alternatively a final report embodying all decisions taken by the SCRC and signed by all members of the SCRC as a true reflection of all the proceedings of the body, may replace the minutes and recordings, but NOT the documentation.

4.3.5 Procedure

The following procedure shall apply:

- The Chairperson shall convene the first meeting of the SCRC within 10 days of notification.
- The SCRC shall submit its recommendations on the educators in excess within 30 days of notification, and/or which vacancies exist at a specific institution to the provincial education department, and in the case of state-aided schools via the governing body.
- At its first meeting the SCRC shall familiarise itself with the contents of Resolution 3 of 1996 and this manual. Such procedure shall be fair, transparent and in accordance with the principles contained in Resolution 3 of 1996.
- The SCRC must take into account the revised interim core curriculum needs of the schools and all other relevant factors. It is the responsibility of the SCRC to advise the provincial education department about the revised interim core curriculum and interim curriculum needs.

Based on the agreed learner/educator ratio, the SCRC must determine the number of educators in excess.

Note: In this process provincial education departments must adopt a holistic approach when dealing with educators in excess, the voluntary severance package, natural attrition and redeployment and endeavour to restrict the disruption of the school programme. Where it is possible to meet the need and requirements of the staff in applying such a holistic approach and applying the principle of retaining to meet the lack of skills and expertise, such retaining must be considered as an alternative.

- Should the SCRC not be clear on any of its functions or the requirements of Resolution 3 of 1996, the provincial education department will provide an official with the necessary expertise to brief the relevant SCRC.

4.4 The Provincial Task Team (PTT)

4.4.1 Functions

- to co-ordinate the transfer of educators in excess within provinces;
- to advise the Provincial Redeployment Agency (PTA) and the Central Redeployment Agency (CRA) via the inter-provincial Task Team (IPTT) regarding educators in excess and their transferability, or otherwise;
- to advise the MEC about the non-transferability of educators identified as being in excess; and to bring unresolved problems regarding the redeployment of educators in excess to the attention of the Head of Education and the MEC;
- to keep the CRA informed concerning the progress of the process and to provide it with a list of educators not yet redeployed after the expiry of the 30-day intra-provincial phase of the process;
- to develop all the necessary measures and documents needed to drive the process of right-sizing into provincial education department;
- to inform an educator in writing that he/she has been identified as being in excess.

4.4.2 Composition

The PTT shall be constituted in accordance with the specific needs of the province, but shall include, at least,

- representatives of the provincial education department
- one representative of each of the teacher unions admitted to the provincial chamber of the ELRC.

4.4.3 The provincial department shall appoint a chairperson to co-ordinate the activities of the PTT and the chairperson shall also be responsible for co-ordinating activities between the province and the IPTT as well as providing information on vacancies as required by paragraph 10 (b) (v) (dd) of Resolution No. 3 of 1996.

4.4.4 The PTT may co-opt additional members to meet such needs as may arise.

Note: It is noted that in a number of provinces an arrangement of members in matters relating to the functioning of the provincial chambers, and this arrangement could be utilized for the composition of the PTT.

4.4.5 Procedures

4.4.5.1 Dealing with educators in excess

- The PTT shall be responsible for the data base to be used by the province for the redeployment of educators. The IPTT is responsible for the data-base which will be utilised by all provinces.
- The PTT shall ensure that the particulars of educators identified by the SICRC as being in excess are fed into the data-base.
- The PTT shall review all records referred to the PRA by the MEC in order to ensure that the SICRC has complied with the requirements of Resolution 3/1996 and that proceedings are retained in safekeeping by the provincial education department. Any irregularities should be reported to the provincial education department.
- The PTT shall forward copies of all records of proceedings to the CRA via the Chairperson of the IPTT.

4.4.5.2 The PTT shall recommend to the PRA of the relevant provincial education department how the educators identified as being in excess will be accommodated with the suitable filling of posts.

- The PTT shall also recommend to the PRA measures which will ensure that receiving schools/colleges supply these educators in an expedient, fair and transparent manner when what dealing with educators who are in excess and who are available for appointment to vacant posts. As far as is reasonably possible, educators should be redeployed legally within the same category and secondarily within the same province; only thereafter may inter-provincial redeployment be considered.
- Advice to MEC on non-transferability of educators identified as being in excess.
- The principle underlying redeployment remains that the transfer of educators identified by the SICRC as being in excess is compulsory. It is recognised, however, that in highly exceptional cases educators may be declared non-transferable.
- In the event of such educators applying to the provincial education department to be declared non-transferable, the PTT, after due consideration of the merits of such case individually and as fully motivated by the educator concerned, shall advise the relevant SICRC as to whether the educator's case should be regarded as a higher/exceptional case and whether such classification should be declared, if so, the declaration of the relevant educator as being in excess may be cancelled.
- In the event that an educator's classification as being in excess is cancelled, the relevant SICRC shall be requested to identify another educator at the same institution or transfer, in which event the SICRC shall follow the same procedure as outlined in the relevant code of

Note: While every case shall be considered on its merits and the PTT and MEC must take into consideration the interests of the educator and the department, including but not limited to, the provisions of section 8 of the Constitution of the Republic of South Africa, the educator's personal and financial circumstances, as well as his/her preferences.

The Provincial Redeployment Agency (PRA) Composition and Functions

4.5.1 Composition

Provincial education departments should consider appointing the following individuals:

- Chairperson, CS educator in charge of staff provisioning
- CS educator, staff provisioning officer
- Administrative co-ordinator
- Labour relations expert
- Personnel practitioner

- Appointments practitioner
- Finance officer
- Computer/statistics officer
- Secretarial/administrative staff
- Legal advisor

The PRA may co-opt additional members to meet such needs as may arise.

4.5.2 Functions

The functions of the PRA are those identified on page 6 of Resolution No. 3 of 1996 (the same as that of the CRA).

4.6 The Inter-provincial Task Team (IPTT)

4.6.1 Functions

- to co-ordinate the transfer of educators identified as being in excess between provinces;
- to establish and up-date regularly a data-base for the redeployment of educators identified as being in excess and transferable between provinces;
- to receive reports from the SICRC via the PTT and the IPTT on educators identified as being in excess; and
- to advise the CRA on the redeployment of educators both inter- and intra-provincially as well as on other matters regarding the redeployment of educators which will enable the CRA to advise the Director-General of Education, the relevant heads of provincial education departments and the ELRC.

4.6.2 Composition

The IPTT will consist of:

- Representatives from the Department of Education, one of which shall act as Chairperson;
- One (1) representative from each of the teacher unions in the Bargaining Committee of the ELRC;
- One (1) representative from each of the provincial education departments.

4.6.3 Procedure

- The IPTT shall meet regularly, as required, to deal with the functions identified in paragraph 4.5.1 above;
- The IPTT must at each meeting analyze the progress being made by the provincial education department with regard to:

- the vacancies in the relevant province;
- the functions and progress of the SICRC;
- the functions and progress of the PTT;
- the reports of the SICRC;
- problems being experienced in the various provinces;
- up-dating of the provincial and national data-bases.

- The chairperson shall, after each meeting, draft a report to the CRA on the matters referred to in subparagraph 9.2.2 and recommend to the CRA which matters in any should be referred to the ELRC.

4.7 Administrative Advisory Service

The provincial education departments must immediately establish an administrative advisory service to furnish educators who opt for the severance package, or educators who require information regarding their benefits, with such relevant information in respect of their benefits.

SEVERANCE

1 The Position of the Temporary Educator

There are three classes of temporary educator:

- (a) Substitutes (ie teachers in posts substituting for a permanent incumbent who is temporarily on some form of leave, secondment or promotion in an acting capacity, and who are due to return to the post at some future date).

- Should a permanent incumbent, for whom a temporary teacher is substituting, vacate his/her post (through resignation, severance, natural attrition, redeployment end the contract of the substitute teacher shall terminate on the date that the permanent incumbent vacates the post, with the proviso that the substitute shall be given at least one month's notice of the termination of his/her contract.
- Where the services of substitute educators have been utilised in such a way that they have been denied the opportunity of being appointed in a substantive post in a temporary or permanent capacity, the position of such educators will be considered individually on their merits when deciding whether they should be treated in the same manner as permanent educators or not.

(b) Part-time Teachers

In terms of the right to apply for voluntary severance, to qualify for redeployment or to remain in their current positions (should these not be abolished) part-time teachers will be treated in the same way as permanent teachers.

(c) Temporary teachers in substantive posts

In terms of the right to apply for voluntary severance, to qualify for redeployment or to remain in their current positions (should these not be abolished) temporary educators in substantive posts shall be treated in the same manner as permanent teachers.

Note: For the purposes of the voluntary severance package and redeployment, temporary teachers shall be considered as equal in status to their permanently appointed colleagues when measuring them against the needs of the institution.

Severance Procedure

5.2.1 Attention is invited to the following existing rights:

- Any educator in the employ of the national or provincial departments of education may volunteer for severance by completing the relevant application form (sent as an annexure (A3) with HRM Circular No. 5/1996) and returning it to the relevant section of the employing department so as to reach it before the cut-off date which will be announced by the Minister after due notice and consultation.
- The employing department has the right to consider an application on its merits, taking into account the mechanism of postponing effective dates of termination of service. Any motivation by the applicant, the head of the institution or the chairperson of the governing body of a functioning governance structure or the SiCRC in respect of key personnel, as well as the objectives to facilitate the redeployment of educators in order to attain parity in the provision of personnel. The recommendation of the SiCRC in respect of educators who are in excess and who have to be redeployed shall also be an indication if such applicant has already been identified as being in excess. If an application is refused by the head of a provincial education department the applicant may appeal to the MEC whose decision will be final (refer ANNEXURE A, paragraph 2(5) of the Agreement). If the employing department approves such an application it shall have the right to negotiate with the relevant employee the terms of acceptance of such application within the framework of the Agreement, including the final day of service of the educator concerned, taking into account the provisions of paragraph 9.2. In the cases of 'Key Personnel' such period may be extended to eighteen months (see also paragraph 4.3).
- The provincial education department may, after consulting the functioning governance structure of the institution concerned, stagger the termination dates of staff, or delay them, to ensure reasonable succession and minimal disruption of the education process, bearing in mind the financial implications.

Note: In the case of an educator who opts for the voluntary severance package and is identified as a key personnel member, and that educator prefers to be retired because he/she turns 55 years and it may affect the choices regarding the package, the option of retiring the educator and then employing him/her on a contract basis for the key period, shall also be negotiated.

5.2.2 Date of Calculation of Benefits

Where severance occurs at the conclusion of the shortened or normal period of notice, benefits are calculated in terms of the measures applicable on the date of notification of discharge irrespective of the date of termination of service. Benefits other than the pension benefits shall be determined in terms of the salary applicable on the last day of service. Pension benefits are calculated as provided for in Annexure A of Resolution No.3 of 1996.

5.2.3 Key Personnel

The SiCRC identifies, and after consulting with the relevant educator(s), recommends to the provincial education department which educators should be regarded as key personnel. In their determination the SiCRC shall give due recognition to:

- the uninterrupted delivery of the education programme at the institution, and
- the proposed period required for the suitable filling of the post(s).

5.2.4 Formal notification of outcome

The individual and his/her institution should be formally notified by the provincial education department of the outcome of an application of severance within 60 days of the lodging of the application. Should the application be successful, the date of termination of service should be reasonable and should be balanced against the educational needs of the institution and the ability of the relevant provincial education department to meet its obligations in respect of the payment of benefits. In the case of applications which are rejected, the accepted appeal process will apply as indicated in paragraph 4.3.1 above.

5.2.5 Cancellation of Application

Educators who have already submitted their applications for the voluntary severance package have the right up till 31 July 1996 (sic), to withdraw their applications. Furthermore, an individual educator may apply for the withdrawal of an application for severance up to 7 working days after the date of the letter by the provincial education department informing him/her of the outcome of the application.

5.2.6 Benefits

Benefits paid to educators shall be in terms of the relevant clauses in the agreement, which should be explained to staff members by the relevant provincial education department. Special emphasis needs to be placed on the fact that while pension benefits are based on a period of pensionable service, severance pay is based on years of actual and continuous service.

6. SCHOOL/COLLEGE ESTABLISHMENT

This shall be calculated according to relevant national and provincial agreements and shall be provided to each institution by the relevant provincial education department before the identification of staff in excess can be finalised.

7. IDENTIFYING STAFF IN EXCESS (refer paragraph 4.3.5)

- 7.1 The process of identifying staff in excess shall commence immediately. This process runs parallel with the process regarding the voluntary severance package. Replanning shall take place as more information about approvals of the voluntary severance package becomes available.
- 7.2 The residual staff complement is defined as the existing staff complement before the implementation of the agreed upon post provisioning scales (both for total staff complement and for promotion post provisioning) for the specific year, minus the number of staff who have applied for voluntary severance.

Note: In deciding which teachers are to be regarded as being in excess, the revised core curricular needs of the institution will have to be taken into account. This could result in the posts of teachers who volunteered for severance being filled by a teacher (from inside or outside the institution) who qualifies for redeployment while a teacher on the residual staff of the school may be identified in excess at the same time.

7.3 The following further procedure shall be followed in identifying staff as being in excess:

7.3.1 Interim provincial staff provisioning scales must be determined as provided for by Resolution No 5 of 1995. This will in turn determine what the staff complement will be for a specific school/college from a specific date, and until a different scale comes into effect (at the start of a following year).

7.3.2 Once it becomes clear that a specific school/college still exceeds the staff complement which it is entitled to in terms of the agreed upon post provisioning scales, the SACRC is activated.

7.3.3 The SACRC first ascertains the future core curriculum needs of the school/college.

7.3.4 The SACRC must establish beyond doubt that the school/college actually exceeds the staff complement. In doing so cognisance must be taken of the following:

- the negotiated norms for staff provisioning
- the new staff establishment as provided by the provincial education department
- those educators whose applications for voluntary severance have been approved.

7.4 The SACRC must also establish which educators, if any, are willing to have themselves declared voluntarily in excess and thus transferable. Such educators shall receive preferential treatment in respect of transfers to places or institutions of their choice.

7.5 Once the revised core curricular needs of the institution have been determined and all the relevant details of the educators on the school have been ascertained, it is essential which educational post capacity these needs, the SACRC must determine in a fair, objective and transparent manner which staff members are in excess. This must be done separately for each post level and subject or phase.

7.6 In order to afford an educator who has been informed in writing that he/she has been identified as being in excess the opportunity to submit any representation with regard to non-transferability within 7 days of the date of such notification and during the period of consideration of representation, such educator shall not be transferred.

7.7 After the application of all the above criteria and measures, if a decision still has to be taken regarding two or more educators competing for the same post, the principle of last in, first out (LIFO) shall, as a last resort and with great circumspection (as), be applied on the following basis:

- LIFO shall be applied separately for each post level and subject or phase, and
- the period of continuous service of the specific incumbents on the specific post level shall be the service period for the application of LIFO, and which includes all continuous service rendered at any state or state-aided educational institutions.

Note 1: Educators will be transferred to their new post levels as agreed upon in Resolution No.3 of 1995 before it can be decided which educators are competing for the same post. Furthermore, where two former post levels have been combined to form one new post level (eg old post levels 4 and 5 are combined to form new post level 3) the total period of service in both of the previous levels combined shall be regarded as the service period on the new level.

2. The provincial education department may, after consultation with the relevant SACRC, overrule recommendations of the SACRC only when it is clearly in the interest of education, the school and the department.

3. Once the number of posts on the establishment corresponds with the educators on the staff, both in terms of overall numbers and per post level, and the SACRC is satisfied that the revised core curricular needs of the school/college have been met, all educators on the establishment who meet the minimum requirements of the relevant post, shall be deemed to be permanently appointed, regardless of their previous status.

4. As every school/college must by definition have a principal/rector, no post of principal/rector may be declared in excess. This does not preclude a principal/rector from opting for voluntary severance.

8. FILLING OF VACANCIES

8.1 Vacancies that may be filled can occur in any of the following three ways:

- (a) Where the nationally agreed upon learner/educator ratio influences the post establishments of schools which are less favourable than the agreed upon post provisioning scales, new posts may be created in accordance with such agreed upon scales: such new posts may be permanently filled.
- (b) As a result of death, resignation or some other form of natural attrition, or voluntary severance, a post/post may fall vacant which can be filled without exceeding the negotiated staffing norms for the relevant year, such post may also be filled, but the educator who is employed must be made aware of the possibility of him/her being redeployed at a later stage, as a result of further right sizing in education and which may affect the school/college. The educator concerned must be made aware of the LIFO principle. If such educator was in a permanent position at his/her previous school/college, such educator will retain his/her permanent status when redeployed.
- (c) If a post becomes vacant, but the institution is unable to function without that post (eg the only Mathematics post in a small school, the only Home Economics post in a school where there is no qualified replacement on the staff), such post may likewise be filled but with the proviso that some other educator on the residual staff will have to be identified as being in excess.

Note: In all cases the post may be filled only by a teacher who qualifies for redeployment, or in the case of no such teacher being available, by another educator only in a temporary capacity.

8.2 Vacancies should be filled in the following manner:

- 8.2.1
- Once the vacancies to be filled have been identified, the PRA will arrange for the publication of a 'closed' Vacancy List in a Gazette which will be made available to schools in the relevant province. Vacancy lists to be published in Gazettes should be compiled on a regular basis.
 - Only educators who are to be redeployed in terms of LIFO arrangements may be considered for appointment into these posts.
 - Educators who wish to be considered for appointment shall indicate their interest by forwarding a formal application for the post to the provincial education department.
 - Should the applicant meet all the relevant criteria for appointment (including suitability as provided by paragraph 8.4) the applicant will be placed on a list together with all such applicants for the post.

8.2.2 The PTT will then recommend the appointment of educators in the following manner:

- educators who have voluntarily indicated their willingness to be declared transferable will be given preference in terms of their application. If two or more volunteers are competing for the same post, the principle of LIFO (as outlined in paragraph 7.7) is applied and the most senior educator is appointed. (This concession is made to give substance to paragraph 1(c)(iii)(b) of the Agreement).
- Applicants are ranked per post after applying LIFO and the most senior educator is appointed.
- In the event of the receiving institution/functioning governance structure rejecting such an appointment, a full motivation outlining the reasons for such rejection must be submitted to the provincial education department. All such cases will be evaluated on an individual basis and if found valid, the appointment is withdrawn and the next applicant on the list is appointed.

8.3 Vacancies that cannot be filled satisfactorily in terms of the above and where, for example:

- no suitable candidates apply for a post, OR
- no suitable candidates are registered on the redeployment lists of the PRA or DHA, OR
- principal/rector posts have been vacated as a result of voluntary severance, natural attrition, etc.,

may be advertised in an 'open' Vacancy List and candidates who are not redeployable may compete for them, provided that the successful candidate, in order to be appointed in a permanent capacity, qualifies in all respects to fill the post as advertised, in terms of Resolution No 13 of 1995.

8.4 A Suitable Post

A suitable post means:

- a post which is reasonably compatible with the post that the educator fills at the time of identification as

- a post which is compatible with the affected educator's qualifications and/or experience;
- as far as is reasonably possible, firstly within the same institution, secondly within the same area/city and thirdly within the same province, and only thereafter may inter-provincial redeployment be considered, unless the educator volunteers to be redeployed to another area/city or to another province.

9. REDEPLOYMENT

Educators identified as being in excess (refer paragraph 7) shall be redeployed in terms of the following measures:

- 9.1 Once identified and registered as in excess and redeployable, teachers may apply for vacant positions as provided for in paragraph 8.2.
- 9.2 Candidates who are suitably placed will move to their new posts after at least one calendar month's notice of transfer (refer Regulation 1 of the Regulations regarding the Terms and Conditions of Employment of Educators).
- 9.3 In the case where a reasonable offer has been made to an educator and:
- he/she can suitably fill such vacancy;
 - he/she is acceptable to the receiving institution,
- such educator shall either:
- accept the offer, or
 - have his/her name placed on the provincial redeployment list.
- 9.4 After 30 days on a provincial redeployment list candidates who have not been suitably placed will automatically have their names added to the inter-provincial redeployment list.
- 9.5 The PTT and IPTT shall attempt to match candidates and posts, and each candidate shall:
- be offered to at least five posts or, should less than five vacancies exist, to all such posts, provided that these vacancies may be offered simultaneously to other candidates and that the candidate(s) to respond positively within the specified time will receive priority;
 - choose either to accept a post offered OR opt for voluntary clearance, if this option is still available.
- 9.6 In terms of paragraph 5.9(c)(vi) where a transfer necessitates a change of headquarters, a transfer of household will be effected at State expense in terms of Regulation 90 of the Regulations Regarding the Terms and Conditions of Employment of educators. Educators who are willing to have themselves declared voluntary (sic) in excess and thus transferable, and who are transferred (refer paragraph 7.3), will also be transferred at State expense.
- 9.7 Where applicable, the costs involved in respect of interviews shall be borne by the receiving provincial education department.

10. DISPUTES

Disputes shall be dealt with as provided for in the Constitution of the ELRC. Provincial education departments will, however, ensure that grievances be dealt with as a matter of urgency and as close to source as possible, in order to avoid unnecessary frustration and conflict which arise from a formal dispute resolution procedure.

11. SUPPORT GROUP ASSISTANCE PROGRAMMES

The ELRC and the provincial education departments will be jointly responsible for dealing with assistance programmes in respect of educators affected by right-sizing.

D

THE RIGHT-SIZING OF POST ESTABLISHMENTS IN ORDINARY PUBLIC AND STATE-AIDED SCHOOLS

- 1.1 Agreements reached in the Education Labour Relations Council, viz. Resolutions 3, 5, 6, 8 and 9 have determined that the right-sizing exercise should now proceed according to agreed procedures.
- 1.2 These procedures are supplemented by agreements reached in the provincial ELRC Chamber.
- 2.1 The right-sizing exercise must be seen as a process, and not a single event, which will lead to equity in the staffing of schools and other education institutions.
- 2.2 Agreements in the ELRC have identified April 2000 as the latest date by which equity must be achieved.
- 2.3 The various parties to the provincial ELRC Chamber have concurred with the wish of the provincial Minister of Education and Culture that equity should be achieved as soon as possible and a time span of 2 years was agreed in the Management Plan.
- Delays in 1996, however, have occasioned the extension of this period to 2½ years and it is anticipated that the right sizing (equity) will have been achieved by April 1999, at the latest.
- 2.4 Such equity will be reflected by learner/educator ratios of 40:1 and 35:1 in primary and secondary schools respectively.
- 2.5 Post-provisioning scales for technical colleges, colleges of education and schools for LSEN have also been agreed and are to be implemented before April 2000.
- 2.6 Similarly, national norms for the provision of deputy principals and heads of department will be attained before this date (see Annexure F3).
- 2.6.1 The agreed norms for 1996/7, contained in Annexure F3, will be introduced at the same time as the Interim Staffing Norm (Step 1).
- 2.6.2 It should be noted that these promotion post norms are distinct from the Interim Staffing Norm by which a total post establishment is determined. Within this establishment, a number of HOD and Deputy posts will be allocated. (Those promotion posts are not additional to the establishment.)
- 2.6.3 The implication of this is that HODs, in particular, must be expected to teach a full teaching load, for if this is not the case, both deputy principals and educators will have to bear a greater burden, either classes larger than the optimum size, or less non-contact time.
- 2.7 It should be noted that negotiations around the agreed norms of 40:1 and 35:1 are on-going and they may be amended in the light of research to be conducted into, inter alia, the workload of educators and the functions of deputy principals and heads of department.
- 3.1 Within the framework of agreements and procedures, three different categories of schools may be identified:
- schools which are less favourably staffed than the agreed norms of 40:1 and 35:1;
 - schools which are more favourably staffed than the agreed norms of 40:1 and 35:1, but less favourably staffed than the Interim Staffing Norm (see Annexure F2); and

(iii) schools which are more favourably staffed than the Interim Staffing Norm.

3.2 A three-step process is planned, as follows:

3.2.1 Step 1:

The schools categorised in (ii) above will have to shed posts to achieve conformity to the Interim Staffing Norm (Step 1).

These posts will be redistributed to schools categorised in (i) above.

Schools categorised in (i) above will be unaffected. (This means that they will neither gain nor lose posts.)

(The implementation of this step is expected to release just over 3 000 posts for redistribution. This number will improve the staffing position in the least favourably staffed schools, but falls short by another 3 000 or so posts of bringing these schools up to the agreed norms of 40:1 and 35:1.)

3.2.2 Step 2:

At this time, the Interim Staffing Norm (Step 2) will be introduced. Now there will only be two categories of schools, viz:

- schools less favourably staffed than the agreed norms of 40:1 and 35:1, and
- schools which are more favourably staffed than these norms.

Schools in category (i) will benefit to the tune of an anticipated approximately 3 300 posts which will be redistributed to them. These posts will be shed by the schools in (ii), but will be insufficient in number to bring them down to the agreed norms.

3.2.3 Step 3:

At this time the Final Staffing Norm will be introduced. This will bring all schools to equitable staffing, except where the staffing norm differentiated on the basis of the inclusion of technical subjects, for example.

3.3 The following time-frame is planned:

3.3.1 Immediately:

The Interim Staffing Norm (Step 1) will be introduced.

Favourably staffed schools (those referred to in (ii) of para 3.1) will identify excess posts and educators in terms of this norm. The learner numbers as they exist on 26 August 1996 will be used in this exercise.

Less favourably staffed schools (those referred to in (i) of para 3.1) will identify:

- their priorities (subject/phases) with regard to posts which may be redistributed and allocated to them;
- their physical capacity to accept additional educators.

Following the introduction of the Interim Staffing Norm (Step 1), the process will include the concurrent submission of applications for voluntary severance on the part of those wishing to leave the service and the identification of those in excess, and therefore available for redeployment, and, later, the actual redeployment of some, if not all, of these educators.

By the beginning of 1997, all redeployment associated with this step will have been completed.

- 3.3.2 By April 1 1997, the Interim Staffing Norm (Step 2) will be introduced and the process described in 3.3.1 above will be repeated so that at the commencement of the school year in January 1998, no school will be more favourably staffed than the establishment determined by the Interim Staffing Norm (Step 2).

- 3.3.3 By April 1 1998, the Final Staffing Norm will be introduced and the process repeated.

(It should be noted that:

- The Interim Staffing Norm will be applicable only to more favourably staffed schools. It is a norm which enables the shedding of posts. It will not be possible for schools to gain posts to move upwards to this norm.
- Educators may be redeployed during 1996, 1997 and 1998. On the other hand, they may be retained in their posts until the end of the school year if their transfer would disrupt the school's capacity to fulfil the curriculum needs of its learners.
- The voluntary severance package may be offered by the Minister of Education and Culture in years subsequent to 1996.
- The plan set out above may be affected by financial considerations: the province will have to provide education within the constraints of its budget allocation.
- A growth in learner numbers may also have an impact on how the process unfolds. (The figures quoted in paragraphs 3.2.1 and 3.3.2 are based on assumed growth into account.)

4. SCHOOL/COLLEGE RIGHT-SIZING COMMITTEES

- 4.1 It is necessary for each school to establish a School/College Right-sizing Committee (S/CRC) in terms of the procedures set out in the Procedure Manual (Doc. C) and below.

(The responsibility for establishing the S/CRC rests with the principal, or another representative of the department (see 4.5.1). A formal letter of notification is included in the documentation as Annexure D7. (Doc.C/4.3))

- 4.2 The S/CRC will be required to identify, for recommendation to the provincial education department, excess posts and educators in the case of favourably staffed schools, and vacancies in the case of less favourably staffed schools and, indeed, other schools where vacancies may occur as a result of educators being granted severance, or attrition, or where, despite there being an excess of posts, there may also be a critical vacancy. (Doc.C/4.3.1)
- 4.3 In addition, the S/CRC should regard itself as being responsible for evaluating whether the existing complement of posts (the nature of the posts, not the number) is appropriate for the curriculum needs of the pupils. (In some cases, teachers were redeployed to new schools, for example, without sufficient attention having been given to the curriculum needs of the pupils. It is also possible that a school may not be able to offer appropriate subjects unless a post is created by redeployment. It is a concern, for example, that some pupils are being deprived of the opportunity of studying Zulu because the existing staff complement is unable to cater accordingly.) (Doc.C/4.3.1)
- 4.4 The S/CRC is also required to confirm the information provided in the questionnaire.

4.5 Composition of the S/CRC (See Doc.C/4.3)

Please note:

- The principal or acting principal of the school will establish the S/CRC on behalf of the department and take responsibility for its chairpersonship.
 - Should a situation exist where it is not possible for the principal/acting principal to fill the rôle of departmental representative on this committee, the department should be notified immediately and an alternative representative will be appointed.
 - Three (3) educators will be elected by the whole teaching staff of the school, in schools where the staff establishment is 3 or less, all members of staff should participate in the exercise.
 - In the case of a state education institution, a representative of a functioning governance structure, as an observer; or
- In the case of a state-aided school, two members of the Governing Body (which is the co-employer) as full members.

(Note: The enactment of the SA Schools' Bill will remove this distinction and all governing bodies will enjoy equal status.)

4.6 Functions of the S/CRC (Doc.C/4.3.1)

Please note:

- The primary function of the S/CRC, in the case of favourably staffed schools, is to identify and recommend, in terms of laid-down criteria and procedures, which posts and educators are 'in excess' and therefore eligible for placement on the Redeployment Register.
- It has the function, too, of identifying and describing vacancies which may exist, or which may occur, and prioritising these in terms of the school's needs. This is necessary to facilitate the compilation of a list of vacancies.

(Note: It is possible to have vacancies even in a school where an excess has been identified. A post which may fall vacant as a result of attrition or voluntary discharge may not be dispensable considering the curriculum needs of the school.)

- A further function is the identification of 'key personnel'. This relates to the voluntary severance package (HRM Circular No 5/1996, 4.9 and Annexure A3 (F)).
- It is clear that, as this process unfolds, it will be necessary for the school to give careful consideration to the academic programme of the school, especially with regard to specialist subjects in the primary phase and subject options and packages in the secondary. A decrease in the post establishment in favourably staffed schools is inevitable and, consequently, subject choices will have to be limited. The S/CRC should regard it as part of its responsibility to address this aspect of rationalisation as well.

4.7 Procedures to be followed by the S/CRC (Doc.C/4.3.5)

Please note:

- The S/CRC should be put in place within 10 days of receipt of this circular.
- Within 30 days of its being convened, the S/CRC shall submit its recommendations (see Forms E2a/b, 3a/b) to the Chairperson, Provincial Redeployment Agency, KwaZulu-Natal Department of Education and Culture, P/Bag 9044, Pietermaritzburg 3200. (In the case of state-aided schools, submissions must be routed via the Governing Body.)

3. These recommendations must be accompanied by either full minutes of all meetings of the S/CRC or a final report of the S/CRC signed by all its members to certify that it reflects the decisions of the committee as well as the reasons for such decisions. Copies of all documentation must be included.

4.8 General principles by which the S/CRC should operate

- 4.8.1 Since the curriculum needs of the school are to be considered at all times, the first task of the committee, in the case of a favourably staffed school, is to identify dispensable posts. Thereafter, consideration should be given to which educators may be tagged as being 'in excess'.
- 4.8.2 The process should be as transparent, objective and fair as possible.
- 4.8.3 Considering the sensitivity of the matter, it must be recognised that labour disputes could result. Thus, it is imperative that full records are maintained.
- 4.8.4 In a school with an excess of educators, opportunity must be provided for those wishing to do so to declare themselves 'voluntarily in excess'. This implies that they are volunteers for redeployment. The advantage of such a declaration is that these educators will receive preferential treatment in respect of transfer to places or institutions of their choice, where possible.
- 4.8.5 Excesses may occur in the total post establishment, as well as in terms of the number of HOD or Deputy Principal posts. Thus, it is possible that educators occupying promotion posts will have to be declared in excess and made available for redeployment. (This does not apply to principals, who cannot be in excess.)
- 4.8.6 In giving consideration to excess HODs or Deputy Principals, the revised post levels shall apply.
- 4.8.7 The only criterion to be considered by the S/CRC in the first instance is that relating to the "core curriculum needs of the institution", and the staff complement must be analyzed to "ascertain which educators best satisfy these needs" in terms of related experience and qualification.
- If two or more educators are 'in competition' for the same post, and all things are considered equal in terms of the above criterion, the principle of LIFO ("last in, first out") must be used to determine the educators in excess. This principle is explained in the Glossary, Annexure F1.)
- 4.8.8 The formal, written notification of his/her situation will be provided by the PTT to an educator in excess following its acceptance of the recommendations of the S/CRC.
- 4.8.9 Any grievance with regard to the decision of the S/CRC should be lodged by the aggrieved educator within 7 days of his/her receiving written notification. Within the same period, educators declared in excess who wish to be classified as non-transferable should submit their motivation.
- 4.8.10 It must be taken into account by S/CRCs that retraining is a means whereby an educator may be retained at a school despite a curriculum change. (Doc/C/4.3.5)
5. Queries regarding the School Right-sizing Committee and its procedures relating to the identification of excess and vacancies may be directed to the personnel sections at each regional office, as well as to District Managers and Superintendents of Education.

E

PROCEDURES TO BE FOLLOWED BY ALL SCHOOLS

1. Complete the form (G1) which reflects your pupil numbers (as they stand on 26 August 1996), the number of teaching spaces in the school and the number of posts currently on the school's teaching post establishment.
 2. Also on this form, calculate the number of posts generated by the Interim Staffing Norm (Step 1) which is set out in Annexure F2.
 3. Return this form by post or hand delivery to reach the address given below by no later than 16 September 1996.
- Address for all correspondence relating to the right-sizing process:
- THE CHAIRMAN
PROVINCIAL REDEPLOYMENT AGENCY
KWAZULU-NATAL DEPARTMENT OF EDUCATION AND CULTURE
PRIVATE BAG 9044
PIETERMARITZBURG
3200
4. It should be noted that the figures submitted will be regarded as the official and legal situation regarding the numbers of learners and educators in each school. The form requires the signature of the principal and the confirmation of the S/CRC to certify the validity of the figures given. The falsification of invalid figures will be regarded as criminal fraud.
 5. Within 10 days of receiving this documentation, the principal must establish a School Right-sizing Committee, or immediately contact the District Manager of the district into which the school falls if for any reason another departmental official should do this instead (see 4.4.1, 4.4.2).
 6. If the post establishment exceeds that generated by the Interim Staffing Norm (Step 1), the S/CRC must be activated immediately to commence the identification of excess.
 7. If the school has fewer posts than would be generated by the application of the agreed post provisioning scale represented by learner:educator ratios of 40:1 in the case of primary schools and 35:1 in the case of secondary schools, the S/CRC should identify the posts needed by the school (see Forms G3a,b). However, please take particular note of point 4.1 on page 2 of document F5.
 8. In the case of schools falling into the category described in para 6, educators must be given the opportunity of volunteering for transfer (para 4.7.4).
 9. Notice of meetings of the S/CRC must be supplied to the teachers' unions (see 4.5.6 and Annexure F7 for addresses).
 10. Once the S/CRC has reached its decisions, its initial recommendations must be submitted within 30 days of the receipt of this circular. (There may be subsequent recommendations as the process unfolds. Copies of all forms should be made and retained for later use.)
 11. It should be remembered that, in the meantime, some educators will have submitted their applications for the voluntary severance package. Once it is known whether these applications are approved or not, the S/CRC can reconvene, if necessary.

In the light of the applications submitted, the S/CRC should have given consideration as to which applicants should be identified as 'key personnel'.

F1

GLOSSARY OF TERMS

PTT: The Provincial Task Team

A departmental committee comprising officials of the department and representatives of the teacher unions. It has the task of co-ordinating the "transfer of educators in excess" within the province. It is also required to liaise with and inform both the Provincial Redeployment Agency and the Central Redeployment Agency regarding educators in excess and their transferability. It will advise the MEC with regard to those educators applying for classification as 'non-transferable'.

This committee, together with the PRA, will drive the whole process of right-sizing.

An Inter-Provincial Task Team (IPTT) has also been established to oversee the process in its national context.

PRA: The Provincial Redeployment Agency

This is also a departmental committee (in practice it has been decided that the PTT shall be a working group of the PRA, both under the chairpersonship of Mr A. Layman) comprising departmental officials and representatives of the teacher unions.

The PRA will deal with the administrative, as opposed to the professional, aspects of the right-sizing exercise. These will include the establishment and maintenance of a data base and the coordination of various administrative matters such as the publication of vacancy lists, notification of transfer, etc.

The PRA will report to the Central Redeployment Agency (CRA), which will oversee the right-sizing process when inter-provincial transfers are considered.

In excess:

A term applied to an educator occupying a departmental post at an institution where the number of posts exceeds that laid down by the staff establishment in operation at the time.

This may refer to an educator at post level 1, 2 or 3.

non-transferable

A term to describe an educator who, having been declared in excess, successfully motivates to the PTT and the MEC highly exceptional circumstances as to why he/she should not be redeployed.

Post provisioning scale:

This is used in the Procedure Manual and other documents reflecting resolutions of the ELRC to refer to a learner/educator ratio.

It does not apply to each institution in this form, but represents a provincial (and national) average. Each province will staff its schools according to its own agreed norms, which must ensure that the learner/educator ratio is not exceeded in the province as a whole.

Staffing Norm:

This term is used to describe the particular formulae by which posts are allocated to schools and other institutions.

Until the final step is reached, the staffing norms to be used are labelled 'interim'.

Post establishment:

The total number of educator posts allocated to an institution, regardless of their post level.

ELRC: The Education Labour Relations Council, a national body in which agreements between employer and employee parties are reached.

ELRC Chamber:

The provincial 'branch' of the ELRC in which the KwaZulu-Natal Department of Education and Culture and the various provincial teacher organisations reach agreement.

LSEN: Learners with Special Education needs.

ELSEN: Education for Learners with Special Education needs.

Management Plan:

A negotiated and agreed plan by which the KwaZulu-Natal department would deal with the right-sizing process.

School College Right-sizing Committee (SCRC):

- A committee to be formed at each school. It must comprise:
- the principal, or another departmental representative, as chairperson,
 - the principal, if not included in a),
 - three educators elected by the whole teaching staff of the school (or all the members of staff where the staff establishment is 3 or less),
 - a representative of the community government, elected at the discretion of two representatives of the Governing Body of a state-aided school,
 - a representative of each teachers' union which has members on the school's staff and which is a party to the ELRC as observer.

Redeployment Register:

A register, to be compiled and maintained by the PRA, of all educators identified as being in excess and, therefore, available for redeployment.

Key Personnel:

Educators who, having been granted the voluntary severance package, are critical in the school's capacity to fulfil its curriculum obligations. By negotiation with the department, such persons may be retained for up to 18 months before they are discharged.

(These severance benefits will be calculated at the end of their service, not at the time at which the package is approved. However, owing to the penalties which may be suffered by an educator who will turn 55 during the period of extended service, such a person may leave service at the time of the granting of the package and, because he/she is aged 'key', be appointed 'on contract' for a period not exceeding 12 months.)

LIFO
The principle of 'last in, first out', an objective criterion by which a SCRC may have to reach a decision where two or more educators are in competition for a particular post.

CONTINUOUS SERVICE IN POST LEVEL AS FOR A PARTICULAR POST IS REQUIRED.
LIFO shall be applied separately for each post level and subject or phase. The period of continuous service of the incumbent since his/her first appointment shall be the service period for the application of LIFO and shall include all continuous service rendered at any state or state-aided education institution, in the case of Level 1 Educators only.

(In deciding which MOU should be redeployed in the case of a school having an excess of posts at this post level, for example, assuming that they meet equally the curriculum needs of the school, the one who entered service most recently would be the one identified, regardless of the length of service as a teacher.)

THE INTERIM STAFFING NORM (Step 1)

This annexure is applicable to all ordinary (mainstream) public and state-aided schools, including those with classes officially established for LSEN.

The Interim Staffing Norm is further applicable to all schools which will have an excess number of educator posts once the norm is applied. These schools will have to shed posts and, therefore, educators.

This norm takes no account of different post levels but concerns itself with the total number of teaching posts at a school, including those occupied by management personnel.

It has four components, as follows:

1. A **basic allocation** based on the number of pupils and an optimal class size for each phase;
2. A **non-contact allocation** to enable teachers to have non-contact, or non-teaching time;
3. A **management allocation** to allow for the management of the school;
4. An **additional allocation** for schools offering certain technical, agricultural subjects and music (as an examination subject).

The post establishment of the school is calculated, as follows:

1. The number of learners must be divided by the optimal class size, as shown:

Secondary Phase

This is considered to be grades 8 - 12 (standards 6 - 10). Combined schools with a secondary component will take into account only the number of learners in grades 8 to 12.

Divide the number by 30. (This refers to A in form E1)

Senior Primary Phase

This refers to grades 4 - 7 (standards 2 - 5). Combined schools should consider only the number of learners in these standards.

Divide the number by 40. (This refers to B in form E1)

Junior Primary Phase

This refers to grades 1 - 3 (class 1 standard 1) and official reception classes (grade 0) attached to the school and taught by teachers on the official staff establishment. (Private reception classes are excluded even if these have been established at public schools.)

Divide the number by 35. (This refers to C in form E1)

The decimal fraction's must be corrected to 1 decimal place (.05 or above goes to 0.1).

EXAMPLE

A combined school with the following pupil numbers:

Junior Primary	187
Senior Primary	256
Secondary	301

Basic allocation for the JP phase = 187 divided by 35 =	5,3
Basic allocation for the SP phase = 256 divided by 40 =	6,4
Basic allocation for the Secondary phase = 301 divided by 30 =	10,0
The Basic Allocation, altogether =	21,7

2. Calculate the non-contact allocation by multiplying the basic allocation by 0,111 in the case of the secondary phase, and by 0,07 in the case of the senior primary phase. (There is no non-contact allocation for the JP phase.)

(Continuing the example above:

The allocation for the SP phase will be 6,4 x 0,07 =	0,4
The allocation for the Secondary phase will be 10,0 x 0,111 =	1,1

Thus the total non-contact allocation is 1,5, and the running total so far, 23,2.)

3. The management allocation, for all schools, is 1 + 0,05 of the total basic allocation.

(In the example above, a figure of 1 + (0,05 x 21,7) would have to be added. Thus the total post allocation would be 21,7 + 1,5 + 2,1 (1,085 goes to 1,1) = 25,3)

Thus, the total number of educator posts will be 25 (0,5 or more would be rounded off upwards)

4. If the school falls into any of the following categories, an extra allocation is allowable:

A technical school, or an ordinary school offering technical subjects

The total number of pupils studying the following subjects must be multiplied by 0,0078.

Electrician's Work	Technika (Electrical)
Fitting and Turning	Trade Theory and Workshop Practice
Metalwork	Welding and Metalwork
Motor body repairing	Woodwork
Metalwork shops	Turntoolmaking
Plumbing and Sheetmetalworking	

(These are the only technical subjects for which additional staff are allocated at present. Some schools offer technical subjects not listed. Special cases will be considered, but a separate motivation must be submitted and the circumstances must be investigated before a decision is made. No pupil should be studying more than one of these subjects. All the subjects are phase 4 subjects except Trade Theory and Workshop Practice, which is a third phase subject confined to a school offering technical subjects in the fourth phase. (Schools offering no technical subjects, or Woodwork alone in the fourth phase, should be offering Industrial Arts in the third phase. This subject is not included in the list.)

(In a school where 35 pupils did Fitting and Turning, 43 did Motor Mechanics and 156 at the third phase level did Trade Theory and Workshop Practice, the extra allocation would amount to 234 x 0,0078 = 1,8 additional posts. This figure should be added to the total before rounding off. If this applied to the school exemplified above, the total number of educator posts for which the school qualifies is 21,7 + 1,5 + 2,1 + 1,8 = 27,1, which is 27 posts.)

A school where music is offered as a fourth phase examination subject

The additional allocation may also be applicable to schools which offer music in phase 3, provided the pupils are at a grade IV standard or, where a disadvantaged background has militated against instruction in music, a special approach is made to the District Manager. It will be required that if music is studied as an examination subject, the pupils will have to possess the aptitude to study the subject successfully and, also, that the instrumental facilities are available for individual tuition. The allocation is only included for schools where music is offered as an examination subject in the fourth phase.)

The number of pupils studying music is to be multiplied by 0,067.

Agricultural Schools

These schools, which must be dedicated agricultural schools, will gain an additional 2 posts.

POST PROVISIONING FOR DEPUTY PRINCIPALS/HEADS OF DEPARTMENT

Deputy Principal (For all years, 1996 - 2000)

Primary schools: 1st post at 520 2nd post at 1040

Secondary/Combined schools: 1st post at 455 2nd post at 910

Heads of Department (For 1996/97)

TABLE A 1996

TYPE OF SCHOOL	MORE FAVOURABLY STAFFED PRIMARY	LESS FAVOURABLY STAFFED PRIMARY	MORE FAVOURABLY STAFFED SECONDARY*	LESS FAVOURABLY STAFFED SECONDARY*
1st Post	XXX	150	XXX	150
2nd Post	150	500	150	200
3rd Post	500	1000	200	600
4th Post	1000	XXX	600	1000
5th Post	XXX	XXX	1000	XXX

TABLE B 1997

TYPE OF SCHOOL	MORE FAVOURABLY STAFFED PRIMARY	LESS FAVOURABLY STAFFED PRIMARY	MORE FAVOURABLY STAFFED SECONDARY*	LESS FAVOURABLY STAFFED SECONDARY*
1st Post	150	150	150	150
2nd Post	320	320	200	200
3rd Post	520	520	455	455
4th Post	880	880	770	770
5th Post	XXX	XXX	1050	1050

* includes combined schools

NOTE:

- The above tables clearly show the move to equity which should be reached fully, as far as these promotion posts are concerned, in 1997.
- The difficulty about the posts of HOD is that in order to achieve the national norm by 1997, a considerable number of posts will have to be added. This, in turn, impacts on affordability and the logistical capacity of the Department to advertise and fill a large number of promotion posts.
- The norms given in the tables above should be seen, in the short term, as the norms to which excess posts are to be measured, rather than as norms to be met by the advertisement and filling of posts. In favourably staffed schools, where the number of deputy or HOD posts exceeds the given numbers, the excess posts will have to be considered for redeployment. They will be redistributed to schools which fall short of the optimal norms in each of 1996 and 1997.
- It is reiterated that educators occupying promotion posts which are in excess must be dealt with in the context of the redeployment programme. Within the parameters associated with fair labour practice, schools will not be permitted to hold more promotion posts than the number to which they are entitled.
- As soon as it is possible to do so, those posts which remain vacant after the redeployment has taken place, will be advertised so that schools will have as many substantively filled promotion posts as the number given above to which they are entitled.

5. Schools with special/remedial/hard of hearing classes.

In terms of Resolution 9 of the ELRC, different categories of LSEN were allocated appropriate weightings so that they continue to benefit from the extra allocation of educators and significantly smaller classes.

The extra allocation is calculated according to the formulae given below. Since educator posts allocated for this purpose should be used solely in pursuit of ELSN, any fraction of a post in excess of 0,1 should be taken up to the next whole number.

The number of extra posts (the LSEN pupils have already been included in the pupil count) is determined by multiplying the number of LSEN pupils who fall into each of the three categories by the factor indicated.

It should be noted that this procedure grants an additional allocation. For every 35 or 40 special class pupils, as the case may be, a post is granted in terms of the normal basic allocation of posts. Thus, there should be more dedicated special class/remedial teachers than the number awarded in terms of the table below.

	JP	SP
Moderately Intellectually Disabled (Special Classes)	0.028	0.025
Moderately Learning Disabled (Remedial classes/units)	0.057	0.05
Partially Hearing classes/units	0.057	0.05

The following are given as examples:

No.	CATEGORY OF LSEN	PHASE	ALLOCATION	EXTRA POSTS
28	Special class	JP	$28 \times 0.028 = 0.78$	1
37	Special class	JP	$37 \times 0.028 = 1.036$	1
43	Special class	JP	$43 \times 0.028 = 1.20$	2
17	Special class	SP	$17 \times 0.05 = 0.85$	1
21	Remedial class	JP	$21 \times 0.057 = 1.197$	2
44	Remedial class	JP	$44 \times 0.05 = 2.2$	3
13	Partially hearing unit	SP	$13 \times 0.05 = 0.65$	1

F4

LSEN SCHOOLS: STAFFING NORMS AND REDEPLOYMENT

The table below reflects the weightings agreed in ELRC Resolution 9/1995. These provide the link between the post-provisioning norms (learner:educator ratios) in mainstream schools and those which will have to be implemented in special schools and schools for specialised education. They are designed to provide LSEN with appropriate concessions in terms of class size.

The ratios given are to be seen as average ratios which should be attained across the province. Because of the complex nature of LSEN schools, and indeed this whole sector of education, the allocation of posts has required more attention than the staffing norm for mainstream schools. Thus, this circular will be followed by another in due course which will specifically address the situation in schools for LSEN and the procedures to be followed with regard to the rationalisation programme.

In the meantime, they should form Right-sizing Committees as called for in this circular in order to identify vacancies in terms of their existing post establishments which may result from natural attrition or the granting of the voluntary severance package. Schools which hold the opinion that they are under-staffed in terms of the final agreed norms, should request additional posts by identifying these as vacancies in Form 3. The identification of excesses will be called for at a future date.

(NOTE: ISN: Interim Staffing Norm (Step 1); FAN: Final Agreed Norm (40:10:1 in mainstream schools.)

DISABILITY	WEIGHT FACTOR	JP ISN	JP FAN	SP ISN	SP FAN	SEC ISN	SEC FAN
Severely Learning Disabled	3.0	12:1	13:1	13:1	13:1	10:1	12:1
Severely Mentally Handicapped	3.0	12:1	13:1	13:1	13:1	10:1	12:1
Epileptic	3.5	10:1	11:1	11:1	11:1	8:1	10:1
Cerebral Palsied	3.5	10:1	11:1	11:1	11:1	9:1	10:1
Physically Disabled	4.0	9:1	10:1	10:1	10:1	8:1	9:1
Severe Behaviour Problem	4.0	8:1	10:1	10:1	10:1	8:1	9:1
Hard of Hearing/Partially hearing	3.0	12:1	13:1	13:1	13:1	10:1	12:1
Partially sighted	5.0	7:1	8:1	8:1	8:1	6:1	7:1
Blind	5.0	7:1	8:1	8:1	8:1	6:1	7:1
Deaf	5.0	7:1	8:1	8:1	8:1	6:1	7:1
Autistic	5.0	7:1	7:1	7:1	7:1	5:1	6:1
Moderately Intellect. Disabled (Special class)	2.0	15:1	20:1	20:1	20:1	15:1	18:1
Moderately Learning Disabled (Remedial class)	2.0	15:1	12:1	12:1	12:1	10:1	12:1

F5

GUIDELINES ON THE PROCEDURE MANUAL:
EXCESS EDUCATORS AND THE PROCESS OF REDEPLOYMENT

This annexure should be read in conjunction with parts B and C of the document. It offers elaboration on some of the points already covered and gives further explanation as to the process of redeployment.

- 1.1 The position of temporary teachers is covered in C, Para 5.
- 1.2 It is only temporary teachers occupying substantive posts who are to be treated similarly to permanent colleagues, not those who are substitutes for a fixed contract period.

1.3 Seconded Teachers

Those who have been seconded elsewhere for whatever reason will not fall within the right-sizing procedures at their current institution.

Their substantive posts will have to be considered, along with others if there is an excess, at the institution at which the post is actually held. Thus, their substantive posts may be declared in excess at the institution where they are part of the post establishment.

2. Severance

- 2.1 The information relating to the voluntary severance package has already been supplied by the Department.
- 2.2 Applications for severance may now be submitted. The Application Form has already been supplied with HRM Circular No. 5 of 17 July 1996. Applications already submitted on the form provided with Circular No. 1 will stand. However, any educator who submitted an application, in line with the receipt of Circular No. 5 by his/her school must make application on the prescribed form. Indeed, all applications must be made on the prescribed form.

The closing date for applications is: 16 September 1996.

- 2.3 While any educator may apply for the severance package, it is no educator's right to be discharged by this means. The employer is empowered to discharge educators in the interests of efficiency and economy. (C/5.2.1)
- 2.4 It is the task of the PTT to recommend to the MEC which educators should be regarded as 'key personnel'. Such recommendation should be made by the SACRC in the first instance. The appropriate form is contained as an annexure to Circular No. 5. (C/5.2.1, 5.2.2)
- 2.5 The educator identified as 'key personnel' who, having successfully applied for severance, would be penalised by his/her turning 55 during the 'extra' period of service (up to 18 months) is provided for. He/she may be re-employed for up to 12 months as an 'exceptional' circumstance. (The educator who is 55 is not able to exercise the option of taking the full pension payout in the form of a gratuity.)

3. Excess Staff

- 3.1 The identification of excess, if necessary, should ignore all factors other than the core curriculum needs of the school. The exercise may not be used to lay off temporary educators, nor those with an indifferent professional record. Should it be necessary for a school to take disciplinary action against an educator, the proper channels must be employed; the redeployment programme may not be used for this purpose. (C/7.2)
- 3.2 In the case of promotion post-holders and where identification of excess is necessary, educators will be transferred to their new post levels (i.e. those agreed in Resolution 3/1996) before it can be decided which of them are 'competing' for the same post.

Furthermore, where two former post levels have been combined into one new post level (e.g. the previous post levels 3 and 4), the total period of service in both of the previous levels shall be regarded as the service period on the new level. (C/7.7 (note 1))

F7

ADDRESSES OF TEACHERS' UNIONS

ASAE: Association of South African Educators

Contact Person: Mr D van der Spuy (Secretary)
 Postal Address: P O Box 492
 Amanzimtoti
 4125
 Telephone: 031-9033268
 Fax: 031-9033268

APEK: Association of Professional Educators - KwaZulu-Natal

Contact Person: Mr D Pyman (Chief Executive Officer)
 Postal Address: P O Box 7331
 Durban
 4000
 Telephone: 031-831966
 Fax: 031-831911

NATU: Natal African Teachers' Union

Contact Person: Mr E Bivela (Professional Secretary)
 Postal Address: P O Box 7831
 Empangeni Road
 110
 Telephone: 0351-21608
 Fax: 0351-21608

SAAVSE: South African Association for Vocational and Specialised Education

Contact Person: Mrs F Harvey (Representative, KwaZulu-Natal)
 Postal Address: 241 Frong Road
 Durban
 4001
 Telephone: 031-251177
 Fax: 031-251147

SADTU: South African Democratic Teachers' Union

Contact Person: Mr T G. Mkhizha (Regional Representative)
 Postal Address: P O Box 4075
 Durban
 4000
 Telephone: 031-3054004
 Fax: 031-3054004

SAOV: Suid Afrikaanse Onderwysersvereniging (KZN)

Contact Person: Mev I Diker (Umsogende Beampte)
 Postal Address: P O Box 17131
 Congella
 4013
 Telephone: 031-259424
 Fax: 031-252020

F8

GUIDELINES TO THE COMPLETION OF THE FORMS (G1 - G3b)

FORM G1

1. INFORMATION REGARDING THE NAME AND LOCATION OF THE SCHOOL

- The PERSAL number is a five-digit number to be found at the head of the paysheet for the school.
- Give the full title of the school, but use HS, SS, PS, LPS, CPS, etc., to denote the type of school.
- This is the postal address of the school.
- Identify the departmental region into which the school falls according to the current (new) demarcation and the magisterial district in which it is located. (Use the regional abbreviations: PSH (Port Shepstone), DBS (Durban South), DBN (Durban North), EMP (Empangeni), ULU (Ulundi), PMB (Pietermaritzburg), LYS (Ladysmith), VRY (Vryheid).
- Provide code and number for both phone and fax, if available.

2. INFORMATION REGARDING PUPIL NUMBERS AND CLASSROOMS

- Indicate the lowest and highest grades accommodated in the school.
- This part of the table must account for all pupils in the school except those accommodated in an 'unofficial' reception class (grade 0). Those in special or remedial classes are to be included in this count. Schools which cater for more than one phase, as described in the table, must submit numbers for each of the phases according to the table. (For example, a primary school which cater for pupils in grade 0 and in all the primary phase grades, must submit separately, under the 'secondary' heading, the number of pupils in that grade. (Pupils in grade 0 must be included only if the reception class is 'official'. It should be staffed by an educator whose post is included in the official post establishment and the school must have been authorised to establish such a class. 'Private' reception classes, taught by privately-paid teachers, are to be excluded.)
- The number of pupils in authorised Special or Remedial classes must be recorded per phase. They should have been included in the numbers given in b) above.
- A classroom is defined as a teaching space in which a class of pupils may be accommodated for all periods during the school day. Rooms which are equipped with fixed equipment for specific subjects should not be included, but general purpose rooms and those which, at one time 'spare', have been converted into rooms for other purposes, must be included. (The main intention of this question is to determine whether understaffed schools have the physical capacity to accommodate additional teachers.)
- Refer to the Annexure relating to Technical Subjects and Music.

3. POST ESTABLISHMENT

- This must reflect only the official number of educator posts which have actually been established at the school. The number may differ from the number of educators on the staff. For example, a new school staffed only by seconded educators will have a staff establishment of 0.
- This number should only reflect the number of educators actually teaching at the school at the present time. A post-holder who is not functioning as a member of the staff should not be included. Thus, this number may exceed the number in a) if educators have been seconded to the school, or be less than a) in the event of their being non-functioning personnel who have, nevertheless, been retained on the establishment.
- Full information on how to calculate the post establishment in terms of the Interim Staffing Norm is contained in Annexure F2.

FORM G2a

- The post description should indicate the curriculum grade(s) of the post reported as dispensable. If there is not

2. It is thought that the most common reasons for a teacher being identified as excess have been listed. However, there are numerous other possibilities and if the reason in that case is not included in the list, it is requested that the information be submitted on an additional sheet. It is understood that a reason is offered in order for the PTT to inform the educator accordingly.

FORM G2b

1. Should the excess educator wish to bring any other factor to the notice of the PTT, he/she is welcome to submit an accompanying document.
2. This will not be taken as a motivation for non-transferability formally notified the educator. This letter having been identified, stated and supported by accompanying certified documents. This will only be received after the PTT has access. Such motivation will have to be clearly stated where appropriate.

FORM G3a

1. This form is a summary of the posts which a school will be able to advertise in the "closed" vacancy list.
2. All schools may have vacancies for a variety of reasons. However, the most favourably stated schools will be able to request the creation of a post or posts. These will be listed as "closed".
3. The posts listed should be ranked in order of priority and each post should be accompanied by a job description. This should be a comprehensive description of each post listed. The job description should be submitted on form G3b, which is a comprehensive description of each post listed.

FORM G3b

1. This form should be submitted for each post listed in G3a.
2. Describe as fully as possible the nature of the post, including the number of hours and the grade allocated, where applicable, at the foot of the page.
3. Extra information may be submitted in a supplementary sheet.
4. The questions relating to the vacancy of the position are not applicable, but it is requested that as much information as possible be given in order to assist in the recruitment of the employment from other areas.

3.3 The Glossary of Terms (Annexure F1) should be consulted for a definition of LIFO as it should apply to this process. The phrase 'on the specific post level' (C/7.7) refers to the incumbent, not the continuous service. Thus, when applying LIFO only educators of the same rank must be considered and the 'last in - first out' is the one whose date of first appointment is the latest.

3.4 Applications for educators in excess to be declared non-transferable should be submitted to the PTT within 7 days of the educator receiving written notice of his/her being in excess. (If no written notice will be provided by the PTT) (C/7.6)

The educator may motivate why his/she is non-transferable from the institution, the town, the locality or the province.

4. Vacancies (C/Para 8)

4.1 The agreed-upon post provisioning scale is that agreed at national level and is 40 and 35.1 in the year 2000. In KwaZulu-Natal, the agreed norm is 40.1 and 40.1 for Primary and Secondary school respectively for 1996 and 1997. Thus, only up to this level of staffing may posts be created and permanently filled. Such posts may only be established by the Department; schools may not pre-empt any such posts. (C/8.1 to 8.3)

4.2 The PRA and PTT will maintain a Redeployment Register. This will contain the names of those educators who have volunteered for redeployment as well as those who have been declared to be in excess. The register will include relevant details about the educators concerned.

4.3 At the same time, the PRA and PTT will maintain a list of vacant for filled posts.

4.4 It must be noted that vacancies may be filled only by educators on the Redeployment Register, except that in urgent and critical cases, a temporary appointment may be made but its termination date being the actual term end.

4.5 The PRA will publish a so-called 'closed' vacancy list as soon as possible. This will be 'closed' in the sense that the gazette will be circulated only to schools in the province and those schools on the Redeployment Register. This process of 'closed' advertisement will not be confined to one circular.

4.6 Applications for these posts shall be submitted to the Department, which will make the appointments considered suitable for the posts.

4.7 The ranking shall reflect the following priority order:

- those who have volunteered for redeployment;
- the most senior educator.

4.8 The name of the recommended educator will be submitted to the school for the consideration of the governing body.

4.9 The governing body (i.e. a governance structure which is functional) receiving institution has the right to reject the recommended applicant, but must supply a full written motivation as to why the educator is unacceptable. If the motivation is accepted, the PTT will make a further recommendation.

DEPARTMENT OF EDUCATION AND CULTURE
UMNYANGO WEMFUNDO NAMASIKO
DEPARTEMENT VAN ONDERWYS EN KULTUUR

Province of KwaZulu-Natal

Isifundazwe saKwaZulu-Natal

Provincie KwaZulu-Natal

288 Pietermaritzburg Street, Pietermaritzburg

Private Bag 9044, Pietermaritzburg 3200

Telephone/Celling/Telefoon: 0331 - 552111

Fax/Iskhahlaneyo/Faks: 0331 - 943808

INQUIRIES: IMIBUZONAVRAE: A Layman

REFERENSIEMKOMBAVERWYSING:

15 August 1996

The Principal/Acting Principal

Dear Sir/Madam

RIGHT-SIZING OF POST ESTABLISHMENTS AT EDUCATION INSTITUTIONS

This notification confirms your appointment as the departmental representative to establish, and chair, a School Right-sizing Committee at your school, in terms of the procedures agreed to in the Education Labour Relations Council on 19 June and 27 June 1996.

The composition, functions and procedures to be followed are set out in the circular to which this notification is an annexure.

The committee must be established within 10 days of your having received this notification.

Yours faithfully

S.N. SIBABALALA (DR)
Acting Secretary of Education

APPENDIX TWO

Questionnaire

EDUCATORS SURVEY

HOW OFTEN	0	1	2	3	4	5	6
	Never	A few times a year or less	Once a month or less	A few times a month	Once a week	A few times week	Every day

HOW OFTEN

0 - 6 Statements :

1. _____ I feel emotionally drained from my work.
2. _____ I feel used up at the end of the work day.
3. _____ I feel fatigued when I get up in the morning and have to face another day on the job.
4. _____ I can easily understand how my students feel about things.
5. _____ I feel I treat some students as if they were impersonal objects.
6. _____ Working with people all day is really a strain for me.
7. _____ I deal very effectively with the problems of my students.
8. _____ I feel burned out from my work.
9. _____ I feel I'm positively influencing other people's lives through my work.
10. _____ I've become more callous toward people since I took this job.
11. _____ I worry that this job is hardening me emotionally.
12. _____ I feel very energetic.
13. _____ I feel frustrated by my job.
14. _____ I feel I'm working too hard on my job.

HOW OFTEN	0	1	2	3	4	5	6
	Never	A few times a year or less	Once a month or less	A few times a month	Once a week	A few times week	Every day

15. _____ I don't really care what happens to some students.
16. _____ Working with people directly puts too much stress on me.
17. _____ I can easily create a relaxed atmosphere with my students.
18. _____ I feel exhilarated after working closely with my students.
19. _____ I have accomplished many worthwhile things in this job.
20. _____ I feel like I'm at the end of my tether.
21. _____ In my work, I deal with emotional problems very calmly.
22. _____ I feel students blame me for some of their problems.

(Administrative use only)

cat

cat

cat

cat

EE : _____ DP : _____ PA : _____

5.

1. Age

20 - 30
31 - 40
+ 45 41

2.. Gender

Male	Female
------	--------

3. Post

Management	Teacher
------------	---------

4. I am concerned about the issues around redundancy and right sizing of schools.

Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
----------------	-------	-----------	----------	-------------------

5. Concerns about redundancy and right sizing have made me feel more stressed than usual.

Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
----------------	-------	-----------	----------	-------------------

6. All this talk about redundancy has not affected my health.

Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
----------------	-------	-----------	----------	-------------------

7. I was just as effective as a teacher before the issue of redundancy was raised.

Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
----------------	-------	-----------	----------	-------------------

8. If my financial security is assured, in terms of a package, I would not mind leaving my job.

Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
----------------	-------	-----------	----------	-------------------

6.

9. I am reluctant to give up teaching at this stage.

Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
----------------	-------	-----------	----------	-------------------

10. If necessary I will be willing to move to another part of the province in order to continue teaching.

Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
----------------	-------	-----------	----------	-------------------

11. I am reluctant to leave the area in which I am teaching.

Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
----------------	-------	-----------	----------	-------------------

12. The uncertainty about my career as a teacher has

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.....

.....

APPENDIX THREE

Department of Education - Health Questionnaire



GESONDHEIDVRAELYS HEALTH QUESTIONNAIRE

HIERDIE VORM MOET DEUR KANDIDATE VIR PERMANENTE AANSTELLING IN DIE STAATSDIENS VOLTOOI WORD
THIS FORM MUST BE COMPLETED BY CANDIDATES FOR PERMANENT APPOINTMENT IN THE PUBLIC SERVICE

**VIR DEPARTEMENTELE GEBRUIK
FOR DEPARTMENTAL USE**

Aanvaar/verwerp ingevolge voorskrifte
Accepted/rejected in accordance with directions

.....
Handtekening—Signature

Datum Date	/	19	Rang Rank
---------------	---	----	--------------

Departement
Department

A

1. Van (in blokletters) Surname (in block letters)	Identiteitsno. Identity No.	
2. Voorname First Names		
3. Ouderdom Age	j. yrs.	4. Lengte Height
		cm
		5. Liggaamsmassa Body mass
		kg

B

1. Is u suksesvol ingeent? Have you been successfully vaccinated?	Ja Yes	Nee No	
LY U. OF HET U AL OOIT GELY AAN— ARE YOU SUFFERING OR HAVE YOU EVER SUFFERED FROM—	DUI AAN MET 'N KRUIS IN DIE TOEPASLIKE KOLOM. MARK WITH A CROSS IN THE APPROPRIATE COLUMN		INDIEN ENIGE ANTWOORD JA IS, GEE BESONDERHEDE VAN DIE AARD, GRAAD, DATUM EN DUUR VAN DIE SIEKTE IF ANY ANSWER IS YES, GIVE DETAILS OF THE NATURE, SEVERITY, DATE AND DURATION OF THE ILLNESS
2. Enige velsiekte? Any skin disease?	Ja—Yes	Nee—No	
3. Enige aandoening van die beenstelsel en/of gewrigte? Any affection of the skeleton and/or joints?	Ja—Yes	Nee—No	
4. Enige aandoening van die oë, ore, neus of tande? Any affection of the eyes, ears, nose or teeth?	Ja—Yes	Nee—No	
5. Enige aandoening van die hart of bloedomloopstelsel? Any affection of the heart or circulatory system?	Ja—Yes	Nee—No	
6. Enige aandoening van die bors of asemhalingsstelsel? Any affection of the chest or respiratory system?	Ja—Yes	Nee—No	
7. Enige aandoening van die spysverteringstelsel? Any affection of the digestive system?	Ja—Yes	Nee—No	

LY U, OF HET U AL OOI GELY AAN— ARE YOU SUFFERING OR HAVE YOU EVER SUFFERED FROM—	DUI AAN MET 'N KRUIS IN DIE TOE- PASLIKE KOLOM. MARK WITH A CROSS IN THE AP- PROPRIATE COLUMN		INDIEN ENIGE ANTWOORD JA IS, GEE BESONDERHEDE VAN DIE AARD, GRAAD, DATUM EN DUUR VAN DIE SIEKTE IF ANY ANSWER IS YES, GIVE DETAILS OF THE NATURE, SEVERITY DATE AND DURATION OF THE ILLNESS
8. Enige aandoening van die urinêre stelsel en of geslags- organe? Any affection of the urinary system and or genital organs?	Ja—Yes	Nee—No	
9. Enige senuwee-aandoening of geestes afwyking? Any nervous affection or mental abnormality?	Ja—Yes	Nee—No	
10. Enige ander siekte? Any other illness?	Ja—Yes	Nee—No	

C

	Ja—Yes	Nee—No
1. Het u enige gehoor-, spraak- of gesigsgebrek? Do you suffer from any defect of hearing, speech or sight?		
2. Is u liggaamlik gestrem en maak u gebruik van kunstledemate? Are you physically disable and do you use artificial limbs?		
GEE BESONDERHEDE VAN DIE AARD EN GRAAD VAN DIE GEBREK GIVE DETAILS OF THE NATURE AND SEVERITY OF THE DISABILITY		

D

	Ja—Yes	Nee—No
1. Het u ooit enige operasie(s) ondergaan? Have you undergone any operation(s)?		
GEE BESONDERHEDE VAN DIE AARD EN DATUM VAN DIE OPERASIE(S) GIVE DETAILS OF THE NATURE AND DATE OF THE OPERATION(S)		

E

Ek verklaar dat die inligting hierbo waar en juist is en dat ek geen inligting oor my gesondheidstoestand verswyg het nie
I declare that the above information is true and correct and that I have not withheld any information regarding my health

.....
Handtekening—Signature

.....
Datum—Date

APPENDIX FOUR

Request for permission to undertake research.



University of Natal

THE ACTING EXECUTIVE DIRECTOR
EDUCATION & CULTURE SERVICES
EDUCATION AGENCY (EX. HOD)
PRIVATE BAG X 54323
DURBAN
4000
6 AUGUST 1996

School of Education
Faculty of Humanities

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APPLICATION FOR PERMISSION TO UNDERTAKE RESEARCH IN
SCHOOLS IN THE PIETERMARITZBURG REGION

I am a student at the University of Natal Pietermaritzburg and I am studying for a Master's Degree in Educational Psychology. I am interested in undertaking research in some of the schools in the Pietermaritzburg area.

The aim of the study is to establish the health status of a group of teachers during a time of re-organisation in education. All work undertaken at schools will be **outside of instruction time and the pupils will not be affected**. The following instruments will be used to gather data:-

1. The General Health Questionnaire.
2. The Maslach Inventory.

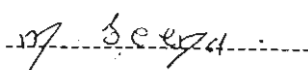
The time of administration will be arranged to suit the principals of the schools concerned. It is anticipated that the principals will allow for a 15 minute time slot during a staff meeting. The teachers will be briefed on the purpose of the research and instructed on how to complete the questionnaire. Teachers will be asked to participate on an anonymous basis and will, of course, be free to decline.

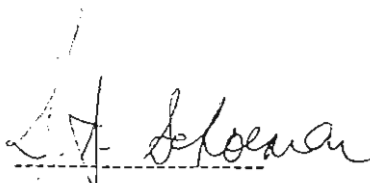
Permission is hereby sought to approach the principals of 5 local Secondary schools in order to ask for their cooperation in undertaking this project:

1. Woodlands Secondary
2. Esther Payne Smith Secondary
3. Kharina Secondary
4. Heather Secondary
5. Northbury Secondary

A copy of the research will be forwarded to you on completion. I shall be grateful if you will inform me whether I may proceed with this research.

Thank You


M. JEENA [MS]


SUPERVISOR

APPENDIX FIVE

Demographic Data for the three calibration groups (Goldberg, 1972) p 114.

DEMOGRAPHIC DATA FOR THE THREE CALIBRATION GROUPS

SEX:

	<i>Females</i>	<i>Males</i>
Severely ill	52	48
Mildly ill	49	51
Mean of ill groups	50½	49½
Normals	51	49

SOCIAL CLASS:

	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>Unclassifiable</i>
Severely ill	0	18	46	9	17	10
Mildly ill	2	21	57	6	3	11
Mean of ill groups	1	19½	51½	7½	10	10½
Normals	5	27	46	8	7	7

AGE:

	<i>16-19</i>	<i>20-9</i>	<i>30-9</i>	<i>40-9</i>	<i>50-9</i>	<i>60-9</i>	<i>70+</i>
Severely ill	1	31	28	21	12	5	2
Mildly ill	10	18	32	24	12	3	1
Mean of ill groups	5½	24½	30	22½	12	4	1½
Normals	5	23	26	25	13	7	1

Distribution in percentage
n = 115

APPENDIX SIX

Normative Data on the the GHQ Study (Goldberg,

1972) p 141.

NORMATIVE DATA SHOWING VARIATION IN
GHQ SCORE BY SEX, RACE, AGE, SOCIAL CLASS
AND MARITAL STATUS

SEX	60-ITEM GHQ—LONDON			30-ITEM GHQ—PHILADELPHIA		
	<i>n</i>	<i>mean</i>	<i>SD</i>	<i>n</i>	<i>mean</i>	<i>SD</i>
Males	203	7.73	9.78	297	3.42	4.89
Females	350	10.41	11.55	616	4.73	5.94

($t = 2.77, p < 0.01$) ($t = 3.28, p < 0.01$)

RACE	30-ITEM GHQ—PHILADELPHIA		
	<i>n</i>	<i>mean</i>	<i>SD</i>
White	569	3.97	5.44
Black	339	4.92	5.96

($t = 2.46, p < 0.05$)

AGE	60-ITEM GHQ—LONDON			30-ITEM GHQ—PHILADELPHIA		
	<i>n</i>	<i>mean</i>	<i>SD</i>	<i>n</i>	<i>mean</i>	<i>SD</i>
15-24	108	9.64	10.82	139	4.90	6.00
25-34	110	9.04	10.32	152	5.01	6.06
35-44	142	9.64	11.23	154	4.15	5.27
45-54	100	10.98	13.08	196	4.38	6.06
55-64	63	8.64	9.29	124	3.06	4.44
65-74	30	5.63	7.03	141	4.27	5.49

(Analysis of variance $F = 1.22$ on 5; 547 df. Not significant)

(Analysis of variance $F = 2.00$ on 5; 900 df. Not significant)

MARITAL STATUS	60-ITEM GHQ—LONDON			30-ITEM GHQ—PHILADELPHIA		
	<i>n</i>	<i>mean</i>	<i>SD</i>	<i>n</i>	<i>mean</i>	<i>SD</i>
Single	(9)	(8.67)	(10.47)	175	4.73 ^f	5.75
Engaged	21	14.10	10.45			
Married	103	14.20	13.20	561	3.93 ^e	5.40
Separated				56	6.82 ^d	6.89
Divorced	25	17.80 ^a	11.80	29	5.31	6.23
Widowed	52	11.58 ^b	11.40	81	3.88 ^a	5.59

(Between a and b; $t = 2.06, p < 0.05$)

„ c and d; $t = 3.66, p < 0.01$

„ d and e; $t = 3.00, p < 0.01$

„ e and f; $t = 2.42, p < 0.05$)

APPENDIX SEVEN

Demographic Data for MBI Study Maslach and Jackson, 1986, p34

Demographic Norms for the MBI Subscales

Variable	N	Emotional Exhaustion		Depersonalization		Personal Accomplishment	
		M	SD	M	SD	M	SD
Sex							
Male	2,247	19.86	10.47	7.43	5.99	36.29	6.76
Female	3,421	20.99	10.66	7.02	6.34	36.50	6.56
Race							
Caucasian	1,511	23.14	11.39	8.86	6.38	37.12	6.85
Black	199	17.80	10.53	5.19	5.01	37.62	7.10
Asian-American	32	25.03	13.61	10.58	7.96	34.75	7.73
Other	93	19.92	10.83	8.11	5.71	36.17	7.99
Age							
30 and under	1,044	23.86	11.23	9.36	9.06	35.91	6.58
31-40	1,197	22.26	10.78	8.25	6.05	37.26	6.63
41-50	641	20.24	11.06	6.66	5.56	38.19	7.67
51 and over	624	17.96	10.93	5.29	5.09	38.41	6.90
Marital Status							
Single	732	24.28	11.19	9.35	6.43	35.89	6.71
Married	2,017	19.95	10.63	7.04	6.02	38.04	6.74
Divorced	478	22.29	11.19	7.75	5.97	37.22	6.73
Other	281	23.01	12.36	7.34	6.43	37.30	7.01
Education							
No College	269	22.99	11.77	8.57	6.86	36.54	6.97
Some College	664	21.32	11.29	8.00	6.54	35.33	6.66
Compl. College	664	19.08	9.97	7.49	5.70	31.48	6.95
Postgrad Work	1,878	21.13	10.74	7.35	5.67	37.88	6.42

Note: See Table 1 for occupations represented in samples.

APPENDIX EIGHT

**Reliability and validity coefficients on the two scoring methods of the
GHQ**

RELIABILITY AND VALIDITY COEFFICIENTS, AND DATA RELEVANT TO CASE IDENTIFICATION, FOR PROGRESSIVELY SHORTER VERSIONS OF THE QUESTIONNAIRE USING THE GHQ SCORING METHOD, AND SHOWING THE EFFECTS OF USING THE LIKERT SCORING METHOD FOR THE 60-ITEM VERSION OF THE QUESTIONNAIRE

	RELIABILITY			VALIDITY		Cutting score	OVERALL MISCLASSIFICATION RATE		SENSITIVITY		SPECIFICITY	
	Test retest (Pts.)	Test retest (Drs.)	Split half	GP	STH		GP %	STH %	GP %	STH %	GP %	STH %
GHQ SCORE												
60 Items	0.76	0.51	0.95	0.80	0.77	11/12	8.5	10.9	95.7	80.6	87.8	93.3
36 Items ('BEST')	0.75	0.50	0.94	0.79	0.77	6/7	12.5	9.8	95.7	83.9	80.4	93.3
36 Items ('OAS')	0.76	0.54	0.92	0.81	0.76	7/8	10.0	13.2	92.5	67.7	87.8	96.7
36 Items (Physically ill)	0.78	0.52	0.93	0.79	0.74	4/5	12.0	13.2	94.6	77.4	82.2	91.6
30 Items	0.77	0.53	0.92	0.80	0.72	4/5	11.0	14.3	91.4	64.5	87.0	91.6
20 Items	0.73	0.49	0.90	0.77	0.72	3/4	13.0	14.3	88.2	64.5	86.0	96.7
12 Items	0.73	0.52	0.83	0.77	0.72	1/2	14.5	12.1	93.5	74.2	78.5	95.0
LIKERT SCORING												
60 Items	0.75	0.58	0.96	0.78	0.76	46/47	14.0	15.4	92.5	77.5	80.4	88.4