RIGHTSIZING IN PUBLIC SCHOOLS:
THE EXPERIENCES OF EDUCATORS AND STAKEHOLDERS
OF
RATIONALISATION AND REDEPLOYMENT AS POLICY

By

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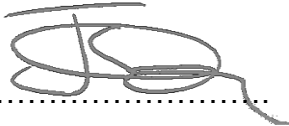

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DECLARATION OF THE RESEARCHER

I, Seshoka Joseph Rapeta, student no. 30135079 solemnly declare that the thesis, *Rightsizing in Public Schools: The Experiences of Educators and Stakeholders of Rationalisation and Redeployment as Policy,* is submitted in accordance with the requirements for the Doctor of Philosophy at the University of South Africa, is my own original work and has not previously been submitted to any other institution of higher learning. All the sources cited or quoted in this research study are indicated and acknowledged by means of complete references with a comprehensive list of references.

June 2019

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Signature   Date

DEDICATION

This study is dedicated to my mother, Mrs Mmamotlatso Rapeta and my late father, Mr Johannes Rapeta, who laid a foundation of my success.

I wish to express a word of heartfelt thanks to my wife, Maria Rapeta for the love, support, care and courage you give me all the time.

My grateful gratitude thanks goes to my lovely children, Tshepo, Glad, Comfy and Kamo for the joy you give me. To you I say: I have set a standard.

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ABSTRACT

Rationalisation and redeployment of educators in South Africa negatively affects teaching and learning in schools. The purpose of this study was to explore the experiences of educators and stakeholders on rationalisation and redeployment as a policy. The study was conducted in schools of the Mopani district in Limpopo Province. Limpopo schools experience redeployment every year as the learner enrolment fluctuates. This increase or decrease of learner enrolment causes compulsory transfer of educators from the school with low enrolment to the school with greater enrolment.

A legal framework, social justice and transformational leadership theory underpinned this study. The study used a qualitative research framework and methodology located within the constructivist paradigm to explore the experiences of educators and stakeholders on rationalisation and redeployment as a policy. This qualitative study employed a case study design, the case being redeployment of educators. Principals, educators, secretaries of school governing bodies, union members and circuit managers were selected as stakeholders to participate in the study. Semi-structured, face-to-face interviews were conducted with principals, secretaries of governing bodies, union members and circuit managers. Two focus groups with educators, who were once redeployed, were used, one from a primary school and the other from a secondary school. Observations and document analysis were also used in this study for triangulation. Data were coded and analysed through qualitative content analysis.

The study found that rationalisation and redeployment affect the morale of educators. It was also revealed that principals use the process for their personal advancement. Again, rationalisation and redeployment hinder the school performance as it takes place in the middle of the year. This study recommended that rationalisation and redeployment be done once within a three-year cycle. It was also recommended that redeployed educators should be counselled to boost their low morale.

ABBREVIATIONS AND ACRONYMS

ANC   African National Congress

CA   Collective Agreement

CBA   Collective Bargaining Agreement

CCMA   Commission for Conciliation, Mediation and Arbitration

COSATU   Congress of South African Trade Unions

CTT   Circuit Task Team

DBE   Department of Basic Education

DoE   Department of Education

DTT   District Task Team

EEA   Employment of Educators Act

ELAA   Education Laws Amendment Act

ELRC   Education Labour Relations Council

FEDSAS   Federation of Governing Bodies of South African Schools

FET   Further Education and Training

FIFP   First In, First Placed

GET   General Education and Training

HOD   Head of Department

LDoE   Limpopo Department of Education

LIFO   Last In, First Out

LRA   Labour Relations Act

MEC   Member of Executive Council

PAM   Personnel Administrative Measures

PEU   Professional Educators Union

PSCBC   Public Service Co-ordinating Bargaining Council

PTT   Provincial Task Team

R&R   Rationalisation and Redeployment

RCL   Representatives Council of Learners

RDP   Reconstruction and Development Programme

RSA   Republic of South Africa

SADTU	South African Democratic Teachers Union
SACE	South African Council for Educators
SASA	South African Schools Act
SA-SAMS	South African School Administration and Management System
SGB	School Governing Body
SMT	School Management Team
UK	United Kingdom
USA	United States of America
VSP	Voluntary Severance Package

CHAPTER 1
INTRODUCTION TO THE STUDY

1.1   INTRODUCTION

In South Africa, the only educator who is not subject to school rationalization and redeployment is the principal, except when two schools merge; the rest of the staff is constantly subject to rationalization and redeployment depending on learner enrolment. Rationalisation is the redistribution of financial and human resources in order to effect equity (Chudnovsky, 1998), while redeployment is seen as the process of transfer of permanent educators from one school to another (Vandevelde 1998). Post establishment, usually issued and allocated to schools on or before 31 December prior to the start of the next academic year, based on the educator-learner ratio, is dependent on the current educator-learner ratio, which is 1:40 (one educator is to forty learners) in primary schools and 1:35 (one educator is to thirty-five learners) in secondary school as agreed by the Department and educator unions in the Education Labour Relations Council (ELRC) (Mthombeni, 2002:2; Soudien, 2001:34). The redeployment policy states that, if a school has more or excess educators than the number allocated for according to learner enrolment, then redeployment of the excess is to be done.

The pre-1994 education system was fragmented with major inequalities between the different departments because of the previous government's policies on education funding. The post-1994 democratic government identified the urgent need for transformation of the country's education system. In June 1998, the now-unified South African Department of Basic Education (DoE), together with local teacher unions, took the decision to right-size the country's public schools through rationalisation and redeployment of educators as a means of education transformation. The decision came after the Department realised that resources, financial, physical and human, were unequally distributed in schools, which saw white and black urban schools better resourced than Black Township and rural schools. Mestry (2017:4) posits that public schools in the townships are often overcrowded with fewer educators appointed, while in

wealthy schools, more educators are employed above the provisioning of the Department of Education and are not paid by state subsidies. These schools are characterised by smaller classes and many more educators than schools located within townships. One issue that arose is that prior 1994, many schools were overcrowded with a high educator-learner ratio while other seemingly, well-resourced schools had a low educator-learner ratio.

In order to effect transformation and correct the imbalances would mean a strain on the country's resources. Hence the introduction of the Education Labour Relations Council (ELRC, 1998), which served as a rationalisation and redeployment policy. The purpose of this collective agreement was to attain equity in public schools by redeploying resources and educators, from areas of over-supply, white and black urban, to areas of under-supply, poor black and rural (Chisholm, 1999) and in the process, reorganising the staff component in the institution to become cost-effective (Nemutandani, 2009:6). This rationalisation and redeployment of educators was inevitable in public schools as a means to address educator shortages in poorly resourced schools; however, educators from well-resourced schools were reluctant to make the change (Meier, 2005:171). Affected and surplus educators were offered redeployment, voluntary severance packages (VSP) and retrenchment as options. Initially, the intention of the DoE was to address inefficient utilisation of an enormous pool of educators in the system at that particular time. However, it has since become standard procedure, implemented across most circuits and districts annually, in response to an imbalance of educator-learner ratios.

The DBE's approach to redeployment started on a voluntary basis with the principal ascertaining whether educators on his staff wished to be considered for redeployment. Educators would express interest in voluntary redeployment and specify the geographic area to which they wished to be redeployed. If there were no volunteer educators, compulsory redeployment was embarked upon with educators for deployment identified. In identifying surplus educators, schools had to consider the curricular needs of the school and in addition, the most junior educator would be nominated, as per the 'last in, first out'

(LIFO) principle. If the school felt that the junior educator was important to the school, the second-most junior could be nominated. The principal, observed by unions at school level, managed the whole process of redeployment.

The historical background of the conceptualisation of redeployment as policy has had political, social and economic impacts on education. The implementation of the redeployment policy started at the upper-management level in each province and was filtered down to the educators within schools. The experiences of redeployment, in turn, began with educators at school level and then moved to the upper-management level. Redeployment affected the culture and atmosphere within schools as well as the morale of educators. The process of implementation has resulted in educator dissatisfaction, union disputes, governing bodies taking the Department to court, principals being victimised, and the Department becoming disorganised by delay tactics. This is the impetus that propels this research, which seeks to explore the experiences of educators and stakeholders, such as governing bodies, unions and district officials, on the redeployment of educators.

1.2   BACKGROUND AND ORIENTATION TO THE RESEARCH STUDY

The purpose of this study is to explore the experiences of educators and stakeholders on rationalisation and redeployment as policy. This section defines the concept rationalisation and redeployment, and further orientates the study with a discussion of rationalisation and redeployment in public schools in South Africa. Finally, this section looks at the application of redeployment in South Africa and internationally.

1.2.1   Defining the Concepts Rationalisation and Redeployment

According to Chudnovsky (1998), rationalization is the redistribution of financial and human resources to achieve equity, while Vandevelde (1998: 3) defines redeployment as the process of transferring permanent educators from one school to another. Rationalisation, as applicable in the private sector, is the action of making a company,

process or industry more efficient, especially by dispensing with superfluous personnel to avert retrenchment (Guha, 2002:506). In South African public schools, rationalisation and redeployment means to transfer educators horizontally from one to school to another according to needs in terms of the educator-learner ratio. Thus redeployment is defined as "a compulsory movement of educators from schools with low learner enrolment to schools with high learner enrolment" (Mosoge & Taunyane, 2012:182).

1.2.2   Rationalisation and Redeployment – The current South African situation

When rationalisation and redeployment was re-introduced in 1999, the trade unions, especially the South African Democratic Teachers Union (SADTU), accepted this conditionally (Chisholm, 1999:120-121). This policy dictates that educators declared additional in one institution would be redeployed to where they would be needed and not dismissed (Mulaudzi, 2016:7516). Chisholm (1999:120-121) further posits that the intensification of educators' work and the new forms of control, which resulted in a reduction of the budget were being contested. The policy of rationalisation and redeployment sparked undue political interference between the department and the unions to such an extent that the African National Congress (ANC) at the Mangaung Conference in 18 December 2012 called for a rethink of the policy (Maqhina, 2016). The Mangaung Congress urged the provinces to adhere to the policy of redeployment to avoid conflicts with educators, but Congress has resolved that different systems should be established to avoid yearly migration of educators.

Educator shortages and distribution of educator resource constraints have been among the primary challenges facing educational systems in developing countries over the past two decades (Luschei & Chudgar, 2015:3). That is the reason South Africa developed the rationalisation and redeployment policy to address the challenge. According to the Collective Agreement Number 2 of 2003 of Education Labour Relations Council (ELRC, 2003), redeployment in schools occurs due to change in curriculum changes; grading of schools; merging or closing down of schools; financial constraints and learner enrolment. Although any of the above-mentioned factors may cause redeployment of educators in

schools, learner enrolment is one that cannot be guaranteed to remain the same year in and year out. To address this issue, teacher unions urged the Department to utilise the current year's learner enrolment to determine post establishment for the following year (Maqhina, 2016). It seems that even though the South African government attempted to tackle equity, redress and social justice in education, much uncertainty exists about the implementation of policies that affect the fundamental changes and transformation in education (Mestry, 2013:177), and as a result, tended to have a negative effect on the morale and motivation of educators.

1.2.3   Rationalisation and Redeployment – International Situation

In the United Kingdom (UK), Devolved School Management allows principals to redeploy staff flexibly within their schools and take into account the strengths and weaknesses of assigning roles to individual staff members (Sneddon, 2009:1). Therefore, principals are able to manipulate the system to retain the right educators in their school sites during redeployment (Courtney & Gunter, 2015:397). Against this background, principals are accountable for the poor performance in their schools. The correct procedure is that schools first begin the process of retaining those educators who best meet the curricular requirements of their schools (North Yorkshire County Council Schools and Colleges, 2008). According to Sneddon (2009:1), before schools embark on compulsory redeployment, voluntary transfer is sought whenever possible and every effort is made to minimize the number of transfers against the wishes of educators. The procedure of voluntary transfer is similar to that of compulsory transferees.

The causes of redeployment in United Kingdom among others as posits by Wallace (2000:613), is the decrease in learner enrolment which resulted from a drop in birth rate. Poppleton and Riseborough (1990:213) added that the dramatic birth rate affected drop educator morale that led to loss of job security as schools closed and merged.   As far as Department of Education and Children (2009) is concerned, redeployment is considered when a position ceased to exist or became additional due to the school needs and is identified as being unnecessary.

1.3   RATIONALE FOR THE STUDY

Robinson (2002:290) argues that educator redeploying should be aimed at the improvement of the practice of teaching with a view to developing student learning. Lemon and Stevens (1999:222), meanwhile, regard education as an investment in the development of countries to generate economic growth. Redeployment of educators has to be implemented with the aim of benefitting school learners. Schools can achieve and maintain strong workforces by attracting high-quality educators, selecting the best educators from the pool of candidates available, and retaining those educators who are particularly effective (Boyd, Lankford, Loeb, Ronfeldt & Wyckoff, 2011:88).

In undertaking educator redeployment, the South African government wanted to address equity and redress the Apartheid legacy of inequality in the education system, which left urban schools better resourced than their rural counterparts (Mthombeni, 2002:11). The government, through redeployment, meant to deal with managing educator costs, forgetting that there are instances where equity or quality may require an increase in some aspects of educator costs (Mehrotra & Buckland, 2001:4572). The economic aspect of redeployment policy is that a large proportion of the education budget was spent on educator salaries and very little was left to improve education.

My interest in the topic was the result of my own experience thereof during 20 years as an educator in Limpopo. Up until 2000, I served on the school governing body (SGB) as secretary, during which time I witnessed the redeployment of several educators. In 2004, the school to which I was attached, received two new educators through rationalisation and redeployment. By the time I left in 2015, the school had one additional educator waiting to be redeployed. What concerned me about the process of redeployment of educators was that teaching and learning was severely affected every time a replacement was required from the remaining staff pool. This was a challenge faced by the schools as educators were resistant to take up further roles and responsibilities left by the deployed educator. Although there is need to redeploy educators to the needy schools, Mulkeen

(2006:4) posits that educators prefer to teach in urban areas leaving rural schools with unfilled posts.

1.4   PROBLEM STATEMENT

In the Limpopo province, rationalisation and redeployment has created chaos in teaching and learning in the schools. Mbabela, Ndamase, Van Aardt and Nkonki (2014) reported that Motherwell's Masiphathisane School had lodged a complaint that, although the school had received teaching and learning materials, it still had staff shortages. One educator had retired in September, another had passed away in December and a third submitted a notice for early retirement because of ill health. None of these vacancies were timeously filled. The school has had to reshuffle the timetable and ensure that there are educators in classes even though they were overloaded. Modisaotsile (2012:4) argues that educators who leave teaching profession need to be replaced by an equal number of educators. Rationalisation and redeployment in Limpopo Province created workstation uncertainty to educators' teaching environment. Educators moving from one school to another at any given time of the year disrupted, not only teaching and learning, but also the whole school management plan. This movement of educators confused learners who were given new educators at random during the course of the year. The process of rationalisation and redeployment of educators is an ongoing issue that still affects schools and educators (Tshinnane, Tshiovhe & Monobe, 2017:146) in South Africa. According to the Education Labour Relations Council's (ELRC) "additional educators may be absorbed into suitable vacant posts at other institutions with the agreement of the school governing body (SGB) of the receiving institution concerned" (ELRC, 2002). Therefore, the process of rationalisation and redeployment lies from start to finish in the hands of school principals in Limpopo, as in the rest of the country. As a result, educators, governing bodies, unions, and the District Office place all the blame on principals when even the slightest mistakes occur in the process. Each stakeholder would like the implementation process of redeployment to meet their expectations and it is clear that no educator would appreciate being forcefully transferred against his or her will. The social aspect of this process is that redeployment has affected many female educators, who cannot move with

their families to new schools (Lemon & Stevens, 1999:229). There is definitely tension surrounding who is to be transferred and who remains where they are. School governing bodies (SGBs) also are tasked with making recommendations for the appointment of educators. Unions, meanwhile, are eager to defend their members against any maladministration of the process and are always ready to lodge disputes. The District Office mostly wants to adhere to deadlines of submissions. In light of the brief aforementioned information, I would like to pose the research question for this thesis as follows:

What are the experiences of educators and stakeholders on the rationalisation and redeployment of educators as a policy?

The main question necessitated the formation of sub-questions. These sub-questions were formulated as follows:

- What are the causes of rationalisation and redeployment in schools?
- What are the roles of principals and stakeholders in the redeployment of educators?
- How are principals and stakeholders capacitated to implement rationalisation and redeployment of educators?
- To what extent do rationalisation and redeployment affect teaching and learning?

1.5   AIMS AND OBJECTIVES

The broad aim of this study was to explore how educators and stakeholders experience rationalisation and redeployment as a policy in Limpopo. In order to achieve the above-mentioned aim of this study, the following objectives had to be achieved:

- Identify the causes of rationalisation and redeployment in schools.

- Explore the roles of principals and the stakeholders on rationalisation and redeployment.

- Analyse capacity building of the above-mentioned structures to implement rationalisation and redeployment.

- Determine how rationalisation and redeployment affect teaching and learning.

1.6 SIGNIFICANCE OF THE STUDY

The phenomenon of rationalisation and redeployment is the main focus of the study and many sectors could benefit from this study. This study could be a significant endeavour in promoting collective decisions to which principals must adhere, especially within the context of a democratic society. Principals could also be assisted to better understand their roles and the roles of other stakeholders in redeployment. The School Management Team (SMT) (especially the principal) could find this study helpful in understanding the role of other stakeholders in the redeployment process. The study would demonstrate the importance of educators and the need to focus their individual concern in terms of redeployment as service providers. Moreover, this study would provide recommendations to policy makers on how to effect the redeployment of educators more effectively.

The habitual practices on rationalisation and redeployment suggest that school governing bodies (SGBs) are marginalised during the process of redeployment of educators. This study would assist in better understanding the value of SGB roles, particularly their recommendations, since it is the utmost importance to the acceptance of a new educator through redeployment. This study could also demonstrate the importance of SGB involvement in the redeployment process. Recommendations, based on findings from the empirical study, could promote the quality of teaching and learning in schools. The study could also add data, which would be useful for future reference to researchers on the subject of redeployment of educators, to the existing literature on the topic. This study could contribute to the existing body of knowledge in this particular field of rationalisation and redeployment of educators. Researchers see the world from the vantage-point of research; this study would raise awareness about the current status of the redeployment

of educators within Limpopo communities. The study would bring understanding to learners to realise the reasons for loosing or gaining an educator in redeployment. At times, learners and stakeholders are ignored with regard to issues surrounding the removal of educators, despite the fact that this has a direct impact on their studies. Lastly, the study could assist policy-makers in reviewing existing policies and using the findings in the refinement of policy revision in order to ensure the proper rationalisation and redeployment of educators.

1.7   THEORETICAL FRAMEWORK

This study is confined within the transformational administration hypothesis of Burns (1978), later extended by Bass (1985), the social equity hypothesis upheld by Rawles (1999) and the Bill of Rights as settled in the Constitution of South Africa of 1996. Theory is a frame that helps a researcher attempt to explain and predict a particular phenomenon (De Vos, 2002:40). Rationalisation and redeployment of educators is framed within the concepts of equity, equality, transparency, fairness and justice. Therefore, the study is underpinned by a legal framework (The Constitution of South Africa and legislations), transformation and social justice theory. The Constitution was established to unify the country by protecting the rights of the people and explaining their obligations in addition to maintaining values such human dignity, equality and the promotion of human rights and freedom, non-racialism and non-sexism, the rule of law and a vote for every adult citizen (Joubert & Prinsloo, 2001:15). The constitution advocates equity (Employment of Equity Act, Act No. 55 of 1998) and equality (RSA 1998a, s9) in the workplace. Equity in the school place means every educator should receive fair treatment. The purpose of the utilisation Equity Act, as set in the Act itself, is to achieve equity within the work, by promoting civil rights and honest treatment engaged through the elimination of unfair discrimination and implementation of social action measures to redress disadvantages.

A transformational leadership approach has been deemed relevant for this study because stakeholders involved in rationalisation and redeployment, such as the principals, SGBs, union leaders and department officials, are leaders in their spheres. Transformational

leadership is described as a process in which leaders and followers raise one another to higher levels of morality and motivation (Bass, 1985:21). Krishna (2011:152) describes transformational leaders as raising "the consciousness of their followers by appealing to ideals and morals values such as liberty, justice, equality, peace, and doctrine, and not to baser emotions like worry, greed, jealousy or hatred".

Social justice was also found to be relevant to this study because it addresses fairness as justice. Theoharis (2007:227) describes social justice as a tool that supports a process built on respect, care, recognition and empathy. The removal of educators through redeployment after having taught in the same school for many years, sounds unfair and unjust. Social justice is outlined because the intervention was to reclaim, sustain and advance the inherent human rights of equity, equality and fairness in instructional activities (Mafora, 2013:3). Stakeholders in rationalisation and redeployment can apply democratic principles advocated by the Constitution. Principals can apply transformational leadership and social justice to maintain good relationships with educators even after rationalisation and redeployment.

1.8   RESEARCH METHODOLOGY

Research methods are seen as various procedures and schemes that help the researcher collect data and find a solution to a problem (Rajasekar, Philominathan & Chinnathambi, 2013:5). The research methodology employed in this study is briefly outlined in the subsequent sections.

1.8.1   Research Paradigm

A research paradigm is the frame of reference from which the researcher views life or understands reality (De Vos, Strydom, Fouche & Delport, 2005: 261; Maree, 2007:31). It is also a range of different paradigms competing to understand the world, since everything can be seen from more than one perspective (Scott & Morrison, 2006:170). Mertens

(1998:6) describes a paradigm as a way of looking at the world through philosophical assumptions that guide and direct thinking and action.

As this study focused on the experiences of educators and stakeholders on rationalisation and redeployment in South African public schools, the interpretivist paradigm was deemed appropriate. Henning, Van Rensburg and Smit (2004:20) and Hatch (2002:15) reveal that interpretivists believe that multiple realities exist, but that these realities are imperfectly grasped as individuals, who experience the world from their own perspectives, construct them. Constructivist Paradigm researchers use the term to interpret the meaning of a certain situation (Mertens, 1998:10). According to constructivism, knowledge is socially constructed by people who participate and are involved in the research process (Gall, Gall & Borg, 2010:343). In this research, I depended on participants to construct knowledge about the redeployment of educators in public schools.

1.8.2   Research Approach

The research approach of this study was qualitative, located within the constructivist paradigm, which calls for a selection of qualitative methods in order to better understand the different realities constructed by different people in a specific context (Mertens, 1998:161). The reason for selecting a qualitative approach is that it is non-numerical and descriptive and that it utilises language to practise reasoning and to communicate meanings and feelings that describe the situation (Rajasekar *et al.* (2013:9). In addition, a qualitative approach assisted in conducting an in-depth study of the research problem, in this case, the experiences of educators and stakeholders on rationalisation and redeployment in public schools (Martella, Nelson, Morgan & Marchand-Martella, 2013:325). Through a qualitative approach, I was able to study redeployment in its natural setting and to make sense of it by understanding it from the perspective of the participants (Mertens, 1998:159). It was helpful to explore this phenomenon consistently in its entirety through a qualitative approach, which is concerned with the quality of particular activity rather than how often it occurs (Fraenkel & Wallen, 2006:430). My research study, on

human values, ensured the selection of qualitative methods conducive to more credible and useful findings (Mertens, 1998:163).

1.8.3   Research Design

De Vos *et al.* (2005:268) and Gray (2009:131) define a research design as the decisions a researcher makes in planning the study, regarding the collection, measurement and analysis of data. A case study is an inquiry into a specific case which could be "an individual, a group, a community, an instance, an episode, an event, a subgroup of a population, a town or a city" (Kumar, 2014:155), while an instrumental case study research focuses on one setting or event at a time (Martella *et al.*, 2013:324) to understand other settings or similar contexts also. I used an instrumental case study of approximately ten schools in the Mopani district, to research the phenomenon of redeployment in public schools. The advantage of an instrumental case study is that it enables the researcher to investigate the case in-depth, probe and conduct follow up sessions through long-term engagement with the case (Ashley, 2012:102).

1.8.4   Research Methods

Research methods are the techniques that are required to conduct research. In this section, sampling and data collection techniques are described. This is followed by the method used to analyse data, methodological rigour and ethical consideration.

1.8.4.1   Site selection and sampling

The research study was located in the Mopani district in the Limpopo province. The Mopani district is situated in the far North-East of Limpopo and is comprised of the three former homelands: Lebowa, Venda and Gazankulu. The three dominant languages, Sepedi, Tshivenda and Xitsonga, are equally used. The district is comprised of rural villages, where most of the schools are situated. This research study took place at

selected public schools to which educators were transferred during the redeployment process.

A sample is a small portion of the total population that forms the subject of the study and from which information is obtained (De Vos *et al.*, 2005:195; Fraenkel, Wallen & Hyun, 2012:91; Maree, 2007:79). I chose a purposive sampling of ten schools in the Mopani district, in the Limpopo province and used snowball sampling to identify redeployed educators as participants since I was no longer attached to schools at the time of the study.

1.8.4.2   Data collection

The collection of empirical data for this inquiry is vital for the acquisition of rich information. In this research study, I used one-on-one interviews, focus group interviews, document analysis, and observation as data-collection techniques to collect and triangulate data.

- **Interviews**

An interview is a process whereby the researcher and participant interact in a conversation based on questions related to a research study (DeMarrais, 2004:54). I used semi-structured face-to-face interviews to collect data from principals whose schools were affected by redeployment either in one of these two ways: the learner enrolment had increased, thus the school needed educators or the learner enrolment had decreased the school, thus there was a surplus (See Annexure-O Interview schedule for principals). Data was also collected with SGB secretaries and chairpersons of unions (SADTU & PEU).

- **Focus Group interviews**

A focus group interview is a mechanism in qualitative research in which attitudes, opinions or perceptions about an issue, product or programme are explored through a free and

open discussion between participants and the researcher (Kumar, 2014:156). I conducted two focus group interviews with educators who were redeployed to gain their experience. The advantage of focus group interviews is that participants express their feelings and opinions easily by feeding off one another (Bernard & Ryan, 2010:41).

- **Document analysis**

Documents are ready-made sources of data that are easily accessible to the researcher and as such, are a valuable source of information in qualitative research (Merriam, 1998:112). I analysed documents such as the management plan, minutes, forms, collective agreements, policy and Acts to understand the phenomenon of rationalisation and redeployment. I requested some of these documents from the schools, whereas others were found on websites.

- **Observations**

Observation is a purposeful, systematic and selective means of watching and listening to individuals (Kumar, 2014:173). I also observed the process of matching of educators for deployment, conducted by Circuit Task Team (CTT). This team was comprised of the Circuit Manager and four union members from two unions, the South African Democratic Teachers Union (SADTU) and Professional Educators Union (PEU) respectively (See Annexure S Observation protocol).

1.8.4.3   Data analysis

Qualitative content analysis is regarded as a systematic process of coding, categorising and interpreting data to provide explanations of a single phenomenon of interest (McMillan & Schumacher, 2014:395), which starts before the collection of data, in the conceptualisation of ideas regarding the research topic (Bernard & Ryan, 2010:109). In this case, patterns are sought in data and for the concepts that help to explain why those patterns are there in the first place.

The purpose of analysing qualitative data is to summarise what the researcher has seen or heard through common words, phrases, themes or patterns (Maree, 2007:100). I used ATLAS.ti, a computer assisted qualitative data analysis software, to analyse data which was more convenient since the total number of participants was 17 including two focus groups, which means 17 interviews, two focus groups (each comprised of three participants) recordings as well as my observations and document analysis.

I used qualitative content analysis to analyse data and the following steps were followed:

(a) **Prepare and Organise the Data**

I separated the data into a few smaller, more workable units that was less intimidating than a vast amount of uncategorised data (McMillan & Schumacher, 2014:397). The first step was to transcribe all audio recordings verbatim (Lodico, Spaulding & Voegtle, 2010:181) and then began with the process of cutting and sorting out data in order to separate and mark each item in terms of its identifying characteristics (Maree, 2007: 104). I wrote notes while listening to the recordings of the interviews and described issues or ideas using participants' own words. Since the data were collected in four ways, namely, interviews, focus groups, document analysis and observation, I converted notes and other information into a format that was easy to facilitate analysis (McMillan & Schumacher, 2014:398). Interview data were organised according to individual participants by grouping answers together across participants (Best & Kahn, 2006:270). I also organised data by questions looking across all participants and their responses in order to identify consistencies and differences (Taylor-Powell & Renner, 2003:2). Observations were considered individually, per setting and event and document analysis was used to confirm participant responses.

(b) **Code the data**

Lodico *et al.* (2010:183) define coding as "the process of identifying different segments of the data that describe related phenomena and labelling these parts using broad category

names". Coding data began by reading and re-reading of the data carefully, line-by-line in order to create a mental picture of the whole (Creswell, 2014:268), and then assigning unique codes to significant or meaningful parts or segments (McMillan & Schumacher, 2014:398). The idea behind coding is to tag or index the text or to assign it a value on a scale (Bernard & Ryan, 2010:87). I identified small items of data called segments that stand alone and contain one idea (McMillan & Schumacher, 2014:398). I used the following typical coding sequence:

- I chose an interview or set of field notes to review.
- I reviewed the data by thinking about ideas and behaviours that seem important.
- I highlighted the parts of data that relate to one idea and created a code word.
- I continued creating codes for the rest of the interviews and other field notes.
- I also made a list of all codes created.

The coding process enabled me to retrieve and collect text and data associated with thematic ideas (Maree, 2007:105).

(c) Establish categories and themes

In the process of data analysis, I identified major and minor themes in the coded data in order to explain what I have learnt in the study (Lodico *et al.*, 2010:185). Categories or themes representing main ideas were used to describe the meaning of similar coded data (McMillan & Schumacher, 2014:404).

(d) Analyse and interpret data

Data were analysed by breaking data into separate components for scrutiny. Interpretation involves explaining the findings based on data from the participants. I put similar codes together to form a category, which was then labelled to capture the importance of the codes. I assigned abbreviated codes, words or symbols and placed

them next to the themes and ideas found to analyse data (Taylor-Powell & Renner, 2003:2).

(e)   Reporting data findings

I reported and interpreted my data by using participants' own words in order to capture the realities of the persons and situation studied (Lodico *et al.*, 2010:193). Therefore, I used themes and connections to explain my findings by attaching meaning and significance to the analysis (Taylor-Powell & Renner, 2003:5).

1.8.4.4   Methodological rigour

Cohen, Manion and Morrison (2002:129) argue that trustworthiness replaces conventional views of reliability and validity in qualitative research and is determined in qualitative research by credibility, transferability, dependability and confirmability (Kumar, 2014:219). To further ensure trustworthiness of a study, two or more methods of data collection should be employed for the convergence of information about an aspect of human behaviour from a variety of sources (Cohen *et al.*, 2002:112).

- **Credibility**

I employed member checking after the completion of the transcripts to establish trustworthiness and credibility for the study (Cohen *et al.,* 2011:185; Creswell, 2014:283; McMillan & Schumacher, 2014:355). After transcription of the data, I took the draft reports back to the participants for comments (Becker & Bryman, 2004:251). The purpose was to ascertain credibility of research findings by being verified by participants. As I had collected data via interviews, observation and document analysis, I could ascertain the trustworthiness of the findings in this study, confirming that the purpose of using many strategies was to provide evidence from multiple sources (Mertens, 1998:181).

- **Dependability**

Since this was a case study, the findings cannot be generalised. Dependability is concerned with the reliability on a set of findings and looks at whether the same results would be obtained if the same phenomena were observed again (Trochim & Donnelly, 2007:149). I kept records of all stages of the research process, as supported by Becker and Bryman (2004:253). I conducted an audit of dependability by attesting to the quality and appropriateness of the interview process (Mertens, 1998:184).

- **Confirmability**

Becker and Bryman (2004:253) posit that confirmability addresses issues such as whether the researcher allowed personal values to intrude in an unwanted way. In addressing confirmability, after data collection, I listened to the voice recordings and transcribed the voices into text to avoid bias. I used an audit trail to establish confirmability by giving details about the process of data collection, data analysis, and interpretation of the data.

- **Transferability**

Mertens (1998: 183) argues that, in qualitative research, transferability is determined by the reader through distinguishing similarities between the research site and the receiving context. In addressing transferability, I provided the background of the sampled schools as well as the interview schedule.

1.8.4.5   Ethical considerations

I obtained ethical clearance as a requirement for University of South Africa before I collected data. Fraenkel and Wallen (2006:53) and Fraenkel *et al.* (2012:61) posit that ethics is a matter of right and wrong. In this study, I considered ethical dimensions such

as confidentiality, anonymity, privacy, informed consent and voluntary participation of the participants.

- **Confidentiality**

I protected the participants' right to privacy by avoiding publicising the participants' information, in agreement with Fraenkel and Wallen (2006:53) who suggest that the real names of the participants be completely removed from all data-collection forms. I further ensured confidentiality for participants by not sharing their information with others for any purpose other than research (Kumar, 2014:286). I ascertained that the information supplied by participants remained anonymous. After collecting data, I ensured that no one had access to data except the supervisor. I informed the participants about confidentiality before they participated in the study so that they were free to decide whether to participate or not (Fraenkel *et al.,* 2012:64; McMillan & Schumacher, 2014:134).

- **Anonymity**

According to Cohen *et al.* (2002: 61) and Henning *et al.* (2004: 13), the information provided by participants should not reveal their identities. Therefore, this study, I used pseudonyms to ensure identities of the participants are kept anonymous, as supported by Fraenkel and Wallen (2006:53). I ensured that information provided by participants was kept confidential, as it is unethical to disclose an individual participant information (Kumar, 2014:286).

- **Privacy**

Throughout this study, I respected the privacy of the participants and other individuals. I ensured that the personal information of the participants is not divulged to a third party as perceived by Cohen *et al.* (2002:60). The names of the institutions and names of

participants were kept private and I was sensitive with questioning as prying could constitute an invasion of privacy (Kumar, 2014:185).

- **Informed consent**

This research study is likely to help society directly or indirectly, therefore it was vital to obtain the participants' informed consent in order to protect participants from harm (Fraenkel *et al.,* 2012:63; Kumar, 2014:284). I understood that it is my responsibility as a researcher to protect the participants from harm by requesting their informed consent (Cohen *et al.*, 2002:50; Fraenkel *et al.*, 2012:63). I gave participants consent forms to read and sign, and I then stored these forms safely but separately from the results of the study (McMillan & Schumacher, 2014:130). I further assured participants that participating in this study involved no risk and posed no danger to them. I also informed them that they were free to withdraw from the study at any time if they so desired.

- **Voluntary participation**

According to McMillan and Schumacher (2014:130), voluntary participation means that people should not be compelled, coerced or forced to participate. I gave my participants a consent form in which I clearly explained to them that their participation was absolutely voluntarily and, that they were free to choose to participate or not to participate. Informed consent was an indication that the participant was willing to participate in the research study. Participants were also made aware that their participation was voluntary and that they were at liberty to withdraw at any given time.

1.9   DEFINITION OF KEY CONCEPTS

The key concepts such as rightsizing, rationalisation and redeployment, cross transfer, horizontal transfer, secondment, and additional educators are defined below as they are used in this study.

Rationalisation

According to Chudnovsky (1998), rationalisation is the redistribution of financial and human resources in order to effect equity. Rationalisation deals with the changes in an organisation so as to add efficiency and equity (Mthombeni, 2002:7). The Department of Education wanted to effect equity in terms of the education labour force that exists in the system. Rationalisation and redeployment is the process of achieving equity at school by redeploying excess educators to the needy schools without tampering with their posts.

Redeployment

Vandevelde (1998:3) defines redeployment as the process of transfer of permanent educators from one school to another. According to Mthombeni (2002:7), redeployment means the transfer of educators from over-staffed schools to under-staffed schools in terms of the educator-pupil ratio. Redeployment means the transformation of overstaffed schools to understaffed schools (Tshinnane *et al.,* 2017:145). For the purpose of this study, the concept of redeployment is used to describe the compulsory transfer of excess educators from schools with more educators to the needy schools with fewer educators to ensure equity.

Cross-transfer of Educators

This is the process whereby two educators at the same post level decide to exchange their working environment for mutual benefit of both. In certain circumstances, each of them moves closer to his or her home.

Horizontal Transfer of Educators

In this case, an educator approaches the Department to request a transfer, based on crucial personal reasons, from one school with the post to another school that may not have the same post at that time.

Secondment of Educators

Secondments arise when new schools do not have enough educators. Educators from the surrounding schools are then seconded by the Department to start these new schools.

Additional Educators

These are the educators declared additional to the staff establishment by the schools with too many educators in relation to learners. Additional educators are educators who could not be absorbed by the school after staff establishment. They are waiting to be redeployed to other schools short of educators.

Rightsizing

This is the process by which a corporation reorganises or restructures its business by reducing costs using the reduction of the workforce to achieve maximum benefit (Khanduja & Mishra, 2012). For the purpose of this study, the concept of rightsizing is used to describe the reduction of educators by moving staff to another school that has a vacancy.

1.10   CHAPTER DIVISION

Chapter 1 – Overview and the Background of the Study

This chapter outlined the study, giving the introduction, research problem, research question, aims and objectives, theoretical framework, brief overview of the research design methodology and definition of concepts.

Chapter 2 – Literature Review

This chapter includes literature of scholarly research and the theoretical framework used regarding rationalisation and redeployment of educators.

Chapter 3 – Methodology and Research Design

An in-depth description of the research process, including the research design and methodology, is explained in more detail. Methodological rigour and ethical considerations are also discussed in this chapter.

Chapter 4 –Data Analysis and Findings, Interpretation and Presentation

Data presentation, analysis and description are presented in Chapter four, followed by data interpretation and discussion.

Chapter 5 – Conclusion, Implications and Recommendations

The final chapter contains the summary of findings, discussions and recommendations for policy, practice and further research. It also discusses the limitations of the study.

1.11   CONCLUSION

This study explored the experiences of educators and stakeholders on the issue of rationalisation and redeployment of educators as a policy. The introductory chapter provided the introduction and problem statement of the research study. Research questions, aims and objectives were described and were followed by a brief outline of the research design and methodology used in the study. Due to the resignation, retirement and unforeseen terminations of educator employment, redeployment of educators is a policy that has been put in place in schools in South Africa. The following chapter provides

a review of the literature on rationalisation and redeployment of educators as well as the theoretical framework that underpins the study.

CHAPTER 2

RATIONALISATION AND REDEPLOYMENT OF EDUCATORS

2.1   INTRODUCTION

This chapter provides an overview of research conducted by scholars on rationalisation and redeployment of educators. The purpose of this literature review was to investigate the findings of scholars on the redeployment of educators and establish possible gaps or silences in these reviews. The phenomenon of rationalisation and redeployment has been well researched in the last 15 years because it was a new concept in South African schools. In this review, the Constitution, transformational leadership and social justice theory frame the investigation of rationalisation and redeployment of educators in public schools. The main aim of this study was to explore how educators and stakeholders experience the process of rationalisation and redeployment as a policy and the implementation thereof in Limpopo.

This chapter reviews the literature pertaining to the experiences of educators including principals and stakeholders such as the governing bodies, educator unions and department officials with regard to rationalisation and redeployment of educators in public schools. The study is positioned within the broad concepts of rationalisation and redeployment of educators in public schools, but specifically in the field of Education Law and Policy as well as Education Management. The purpose of procedures for the implementation of the educator staff establishment, according to Collective Agreement No.3 of 2006 (ELRC: 2006), is to provide a fair and transparent staffing of schools. A further aim was to facilitate and expedite the transfer of additional educators to staff establishment. There was also a need to identify additional educators and vacant posts in order to achieve equity in educator staff provisioning.

2.2   BACKGROUND

Policies in the democratic South African government predominantly emerged from the African National Congress (ANC) and Policy and Elective Conference as a ruling party (Mashau & Mutshaeni, 2015:428). The rationalisation and redeployment policy is one of the policies revised at the Mangaung conference in December 2012 to resolve education needs and protect schools from disruptions. The redeployment process had to unfold in a fair and transparent manner in the midst of trade unions as observers. Proper consultation was necessary between the educators and principals including the consent of the school governing body. The educator unions had to observe the process while the department at district level transfers the additional educators to the poor school. According to Zengele (2013a:61), the migration of learners from poorly resourced to well-resourced schools after 1994 and dissolution of apartheid in South Africa, resulted in some educators being declared superfluous in their schools. In this regard, Wilmot and Dube (2015:94) stated that black schools were under-resourced caused by division and a racially-segregated education system. Bush and Glover (2016:213) concur with Wilmot and Dube (2015) that schools in townships, rural areas and informal settlements continue to experience a range of problems, including inadequate infrastructure, under-trained and demotivated educators, low expectations and poor post-school employment prospects. Elliott (2016:57) views the poorly and well-resourced schools as two systems of education, one representing privilege and opportunity and the other lack and disadvantage, but also being racially divided. This advantage and also racially divided has resulted in rural schools with poor resources being more affected by redeployment as compared to well-resourced schools.

Redeployment in schools depends upon learner enrolment that determines the required number of educators. At the beginning of the year, schools experience movement of learners seeking greener pastures at other schools, that is, schools that have produced better Grade 12 results in previous years. If this occurs, the enrolment at the poorly performing schools drops while better performing school registrations increase. In this context, Mthinyane, Bhengu and Bayeni (2014:296) point out that the consistently poor

performance of a school, especially at Grade 12 level, results in learners resolving to move and seek better quality education at different schools. It is the responsibility of schools to market themselves with good learner performance, given that parents are not content to place their children at poorly performing schools. According to Coetzee (2014:3) parents continue to remove their children from low quality schools and seek alternative schools that are performing better.

Relocation of parents has become another factor for redeployment where schools that are newly built in new residential areas, increases enrolment which has an effect on older established schools. Naicker, Combrinck and Bayat (2011:7) concluded that learner enrolment at schools fluctuates due the relocation of families to different areas. Ndebele (2014:455) concludes that Gauteng province experienced in-migration of pupils from other provinces while other provinces found a reduction in learner numbers. The migration of the school-going population would mean that those provinces which experienced loss would be affected by rationalisation and redeployment. One reason for this migration is that learners usually move with their parents who pursue job opportunities in larger cities situated in provinces such as Gauteng and the Western Province (Ndebele, 2014:455).

Woolman and Fleisch (2008:64) posit that some provincial education departments fail to manage the flows of large number of learners across provinces. The Reconstruction and Development Programme (RDP) of the government to build houses in 1994 allowed many parents from other provinces to obtain houses in Gauteng closer to their work, which led them to take their children, since parents would not get it childless (Greyling, 2009:1). This resulted in other provinces losing learners to Gauteng, which gained more. The larger the number of learners in a school, the greater the number of educators required in that school. In order to avert redeployment, some schools have been tempted to fake learner enrolment; however, Maqhina (2016) postulated that the Department promised to take serious action against principals and educators who are found to have inflated learner enrolment to avoid losing surplus educators.

2.3   UNDERSTANDING THE COMPLEXITIES AND PROCESS OF REDEPLOYMENT

After studying the redeployment process, I understand that it is just an annual circle of events. The circle starts with a snap survey when schools submit statistics of enrolment to the Department of Education. A snap survey is the legislative responsibility conducted by schools on the 10th day of schooling providing education information to the education system as whole in order to support planning, monitoring and decision making (DBE, 2011). Then the Member of the Executive Council (MEC) of the province issues post-establishment together with the management plan which determines the eligible number of educators per school in that academic year. Guided by post establishment, additional educators would be identified. Additional educators would then be matched at the Circuit level. School Governing Bodies would recommend the absorption of the matched educators to their school.

The following figure represents the redeployment process and details are discussed below:
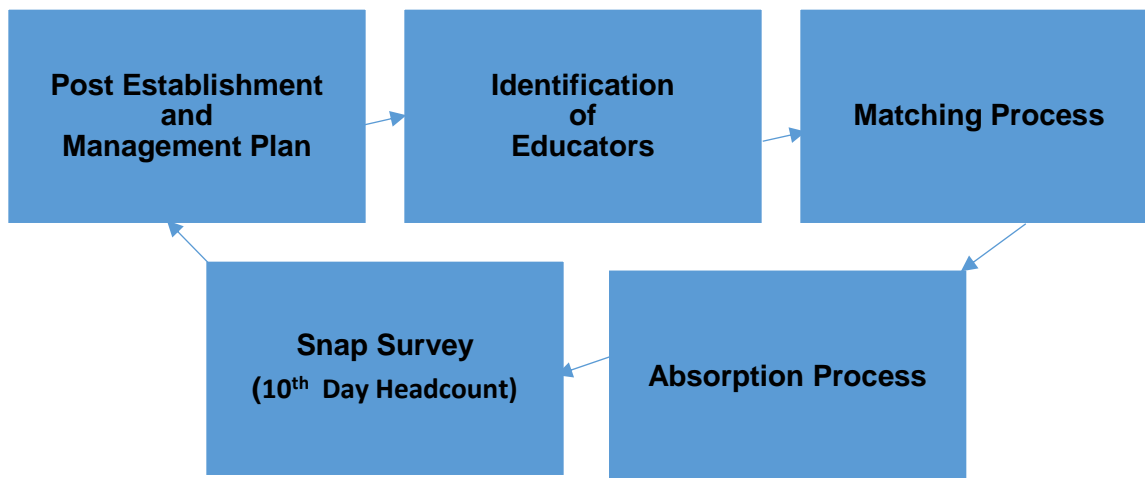
Figure 2.1: The Redeployment Process

- **Snap Survey**

At the beginning of every year, schools complete a snap survey form (10th Day Headcount) (DBE, 2011). This form requires learner and personnel information of all who are attached to the school, irrespective of whether they are available or absent on that day. The information is either submitted electronically through the South African School Administration and Management System (SA-SAMS) or manually. The details required from the learners among others are learner enrolment, age, gender, class and repeaters. Staff information includes number of educators in that school, qualification, subject/s taught, grades and years of experience. This information is submitted to the Department in order to determine post establishment for schools.

- **Post Establishment**

Post establishment is a document that indicates learner enrolment and number of educators per school, inclusive of management posts. In secondary schools, post establishment include subject weight codes to enable schools to match educators accurately. The Department issues post establishment to schools based on the information supplied by schools after the snap survey. The post establishment is worked out on a given learner enrolment in a particular school using a ratio of 1:35 in secondary schools and 1:40 in primary schools (meaning one educator for thirty-five learners in secondary schools and one educator for forty learners in primary schools) (ELRC, 2016). This is followed by a management plan, which is a programme of action with a time frame for each activity. Upon the receipt of post establishment, the principal should allocate administrative and curricular duties and responsibilities to all posts, according to the new post establishment.

- **Identification of Educators**

Once the schools receive their post establishments, they begin to identify whether they have a shortage of educators or a surplus of educators (that is a number of educators

additional to the post establishment). The principal convenes an urgent special formal meeting of the educator staff at that school and presents the allocation of work (ELRC, 2016). The purpose of the meeting is to consult in order to hear the views of staff which are recorded. The minutes of the meeting are duly signed and should be kept safely. The principal initially dissolves the staff and declares all additional. Thereafter, with the help of all educators, the principal begins to re-match educators to the posts guided by responsibilities and curricular needs of the school. The principal, after consultation with staff educators, may recommend the re-matching of educators to vacancies that exist or will exist in the near future (not longer than six months) at that school. The near-future vacancies refer to those that exist due to other educators leaving the system as a result of retirement, relocation, resignation, promotion and employer-initiated discharges, where the date of exit is known (ELRC, 2016). When re-matching educators, the principal is guided by experience, rank, competencies and the qualification profile of the educator. The principle of "Last In, First Out" (LIFO) is applied especially where two or more educators are competing for the same posts. Those educators that cannot be re-matched to the post due to curricular needs of the school are declared additional to the post establishment. A list of such additional educators with their details, including subjects that they able to teach, is sent to the district/circuit.

- **Matching Process**

The circuit receives the list of both vacancies and additional educators depending on the outcome of the post establishment at each school. Vacancies from the poor schools also indicate the curricular needs of that particular school. The Circuit Task Team (CTT), comprised of Circuit Manager and union members, match additional educators to the available vacancies guided by curricular needs of the school (ELRC, 2016). Educators that cannot be matched by the circuit have their names submitted to the district to be matched. Additional educators not being matched remain at their schools.

- **Absorption Process**

After schools have received the educators in terms of the curricular needs, the circuit requests the SGB to consider and recommend the absorption of these educators. In transferring the educator to a specific school, the Circuit Manager must give the educator reasonable notice of the date on which he/she must report for duty at the new place of work (ELRC, 2016).

2.3.1 Causes of Rationalisation and Redeployment

In 1998, the Department of Education made the decision to restructure education through rationalisation and redeployment (R & R) of educators in public schools with the intention to attain equity and equality in the educational system (Soudien, 2001:33). The purpose of rationalisation and redeployment policy was to achieve greater equity, where the distribution of educators was uneven in rural and urban schools, through equitable sharing of educators across different schools (Onwu & Sehoole, 2011:121). The workload that increased through an overcrowded curriculum, the number of subjects taught per grade and departmental accountability (Mashaba & Maile, 2019:7), may be other causal factors for redeployment.

The matter underpinning equity was schools with low learner enrolment but greater numbers of educators. Thus, the main purpose of redeployment was to address equity through distribution of educators to the needy schools (Mosoge & Taunyane, 2012:182; Onwu & Sehoole, 2011:121 Soudien, 2001:33). Rationalisation was to cut back on the numbers of staff members additional to the post establishment of overstaffed schools (Govender, 2001:1) and to benefit learners through appointment of best qualified teaching staff (Zengele, 2013b:63). As previously stated, a number of issues arose, one of which is the decline in learner enrolment resulting in the closure of some schools (Fairhurst & Nembudani, 2014:158). De Villiers (2016:70) added that the movement of learners from lower income socio-economic schools, led to educators being declared additional to the post establishment of those schools, but if they wanted to remain in the system, they had

to adhere to the call of redeployment. Educator deployment and disruption in public schools have been reported to be causal factors of migration of learners from public school to private schools (Savides, Pillay & Govender 2015 cited by Grobler, Moloi & Thakhordas, 2017:338). Badat and Sayed (2014:138) concluded that the 1995 redeployment was poorly implemented and the intention to secure equity through the more equitable deployment of educators and their expertise failed. This led to some educators resolving to take voluntary severance packages (VSP) and give up teaching.

The policy of redeployment improved the curricular needs of the school which would help learners be assigned the right educator, if well implemented. In contrast to the principles of the policy, it seems that the needy schools were victims that received unskilled and poorly quality educators (Maringe, Masinire & Nkambule, 2015:376). This policy brought uncertainty, instability and poor results as well as unintended upheavals in schools (De Villiers, 2016:70; Mthinyane *et al.,* 2014:302; Onwu & Sehoole, 2011:125). To educators, this was perceived as the cul-de-sac of their teaching career.

As a means of achieving the agreed ratios, in April 1996, a three-year conditions of service adjustment package for educators was negotiated (Lemon & Stevens, 1999:228). The three options, tabled by the Department included being redeployed or volunteering to take severance package or being retrenched, became a threat to educators. A Voluntary Severance Package (VSP) allowed those educators who did not wish to be redeployed, to leave the teaching without the option of returning. Educators who remained were subjected to being moved from schools with excess staff to those with insufficient staff. Initially, educators additional to the post establishment were expected to apply for those vacant posts, but currently the district just matches educators to suitable vacancies with a placement letter informing them of the allocation (Lemon, 2004:274; Zokufa, 2007:16). The redeployment policy was perceived as a thorn and a threat to job security of educators (Lumadi, 2014:178). The remaining educators viewed their positions as unsecured which unsettled them at work. Experienced and well-qualified educators opted to take the voluntary severance package (VSP) instead of mentoring the new educators (Mosoge & Taunyane, 2014:183). VSP appears to have contributed to the crisis of

Mathematics and Science in schools because in resignation of educators, there is no sifting and selection; every educator who felt like resigning did so. At present, the science education system heavily relies on imported educators especially those from other African countries such as Zimbabwe to compensate for the massive shortage of (quality) science educators (Mafukata, 2016:33).

Redeployment of educators in South Africa is seen as the phenomenon that brought pressure and stress in schools (Mahlangu, 2014:315) with educators and management in conflict at the expenses of learners (Zengele, 2013b:67). Educators fear the unknown teaching environment that results in resistance to be redeployed. The adaptation after losing an educator may also pressurise management to make adjustments to fill the gaps in the learning areas left by the redeployed educator.

The Department, school governing body and teacher unions, as stakeholders, are tasked to oversee the process of redeploying educators (Lemon & Stevens, 1999:8). However, the actual process and implementation of redeployment policies are seen to be conducted by an autocratic approach (Zengele, 2014:472). In an autocratic manner principals dominate and dictate terms as to who should be redeployed and in addition, the mechanism of principals to manipulate the process exacerbates the situation. According to Zengele and Pitsoe (2014:334) the implementation of redeployment policies in schools have favouritism trends; for example, educators on good terms with the principals are likely to receive favour while others are redeployed. It is now well established that redeployment can impair the culture of teaching and learning in schools (Mamabolo, 2002:16).

The other major causes of redeployment are due to the merging of schools. The Member of the Executive Council (MEC) may, by notice in the *Provincial Gazette*, merge two or more public schools into a single school according to South African Schools Act (Act No. 84 of 1996). The following have been identified as reasons for the merger or closure of public schools (DBE, 2009):

- **Number of learners**

The decline in the learner enrolment has become a serious challenge to the cost effectiveness of maintaining such schools. A reduction in learner enrolment often contributes to problems with staff establishment and curriculum provisioning (DBE, 2009). Educators are forced to teach multi-grade across phases. In this case, the school with lower enrolment should be closed and merged with the nearby school. The principal and educators in the closed school are obliged to transfer to the merged school or any school where there is a need.

- **Curriculum considerations**

Schools with low enrolment are unable to cater for adequate curriculum choices. Educators are expected to teach several grades in one classroom (DBE, 2009). The quality of teaching and learning is compromised when educators are overburdened. Learners on the other hand are forced to take the available subjects rather than choosing their own. These channels the career path of learners in one direction which could compromise their future professions.

- **Accessibility of schools**

The distances travelled by learners are important criteria to consider when merging schools (DBE, 2009). Many learners travel long distance to and from the school. In rural areas where transport is scarce, learners walk vast distances to schools. On their arrival they are tired and cannot concentrate. To ensure safety in the school premises, public school must have an access control visit procedure by educators, learners, parents and government officials.

- **School infrastructure**

The other criterion to determine merging is the infrastructure. Many schools in rural areas do not function properly due to lack of adequate facilities such as no water in the school yard, no properly functional toilets and dilapidated buildings (DBE, 2009).

- **Retention of learners**

The proximity and the size of rural school do not always support the smooth progression of learners from General Education and Training (GET) phase to the Further Education and Training (FET) phase (DBE, 2009). Small schools in close proximity should be merged into one entity.

- **Attracting and retaining educators**

Small rural schools do not have large staff establishment and cannot attract and retain many educators in rural areas (DBE, 2009). Many educators prefer to work in townships and developed villages where there is access to transport and tar roads.

2.3.2   Redeployment of Principals

The redeployment of principals, as a result of rationalisation, mergers and/or closure of schools is dealt with by province in terms of ELRC Collective Agreement No. 2 of 2003 (ELRC, 2003) on schools that were merged and others closed, as mentioned in sections 12A and section 33 of SASA. There is a challenge of placing principals from merged or closed schools in schools where principals exist. Where there are principals redeployed as a result of the merger, closure or rationalisation of schools, could be transferred in rank to Post Level 2 (PL2) Departmental Head (HOD) guided by the notch which will not increase or decrease the principal's remuneration. On the same note, the P2 principal could be transferred in rank to Post Level 3 (PL3) (Deputy Principal) guided by the notch which will not decrease or increase the principal's remuneration. P1 or P2 principals, whose notch falls within the Pl notches, have a choice to be transferred to the rank of PL1 educator. P3 or P4 principals, whose schools merged or closed, could be transferred

horizontally to a suitable vacant post in line with the provisions of Personnel Administration Measures (RSA, 2016).

The procedure of redeploying principals is done on condition that candidates meet the curricular needs of the school to which they are transferred. Additional principals are given a closed vacancy list from which they are able to make their selection. When selecting, principals identify at least three (3) posts in the closed vacancy list, in order of preference, to which he/she wants to be transferred. The employer effects the transfer in terms of section 8 of Employment of Educators Act 76 of 1998. In the case where more than one principal is identified for the same post as their first preference, the principle of 'First In-First Placed' (FIFP) applies. If the FIFP fails, then the candidate is subjected to interviews where the SGB would recommend the preferred candidate.

2.3.3   Emergence of Rationalisation and Redeployment as a policy

When rationalisation and redeployment was re-introduced in 1999, the trade unions, especially South African Teachers Union (SADTU), accepted this conditionally (Chisholm, 1999:120-121). This policy dictates that educators declared additional in one institution would be redeployed to where they would be needed and not dismissed (Mulaudzi, 2016:7516). Even though the South African government has attempted to tackle equity, redress and social justice in education, a number of issues have emerged such as the many policies that were causing confusion (Dada, Dipholo, Hoadley, Khembo, Muller & Volmink, 2009:7), particularly with their implementation that would affect the fundamental changes and transformation in education (Mestry, 2013:177). In addition, educator shortages and distribution of educator resource constraints have been a primary challenge, as seen in educational systems in the developing countries over the past two decades (Luschei & Chudgar, 2015:3). To address the challenge, the South African Education system developed the rationalisation and redeployment policy.

According to the Collective Agreement Number 2 of 2003 of Education Labour Relations Council (ELRC, 2003), redeployment in schools occurs due to change in learner

enrolment, curriculum changes, grading of schools, merging or closing down of schools and financial constraints. Any of the above-mentioned factors may cause redeployment which would lead to educator mobility. Learner enrolment is one of the factors that cannot be guaranteed to remain the same year in and year out and it is on the previous year's statistics that the Department implements redeployment where the fluctuations cause redeployment to be inevitable. However, teacher unions have urged the Department to utilise the current year's learner enrolment to determine post establishments (Maqhina, 2016).

The Head of the Department (HOD) in a province must inform each school every year of its new post establishment (ELRC, 2003). All vacancies must be advertised in a closed vacancy list and applications of suitably qualified additional educators, as a result of operational requirements, must be considered first. The school governing body (SGB) must ensure that all candidates identified by the relevant department are interviewed before other candidates. The Head of the Department (HOD) may transfer a surplus or additional educator to another post that matches his/her skills and experience in terms of section 6 or 8 of the Employment of Educators Act of 1998 (RSA, 1998b). The right-sizing committees, comprising representatives of the Education Department, school governance committees and observers from teacher unions, are given the task of making the recommendation on which educators should be redeployed (Lemon & Stevens, 1999:228). The Employment of Educators Act (EEA), section 8(2) states that the policy of redeployment may only be carried out with the approval of the school governance. Therefore, the only required inclusion of the SGB in rationalisation and redeployment is to recommend on appointment and not when matching and absorbing educators. Thus, it is the responsibility of the SGB to recommend to the HOD the appointment of additional educator/s.

When declaring a CS1 educator additional, the educator must be classified according to main subjects (Secondary) or phases (Primary), as the principal allocates permanent educators in terms of subjects or phases, taking into consideration the approved curricular needs of the school. When applying redeployment of educators, the curricular needs of

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the school must be prioritised coupled with equity (Zengele, 2013b:65). In essence, the curricular needs of the school inform the selection committee who should leave and who should remain. Redeployment is the mechanism to close the vacant posts where the process should follow fair procedure at all costs; however, if conflict of interest exists where two or more educators have the same qualifications, the principle of 'Last in First Out' (LIFO) should apply (Zengele, 2013b:65). In secondary schools, LIFO must be applied based on the weighting of subjects and performance. The best interest of the child, in terms of section 28 of the Constitution is to retain the best educator; thus, an educator who performs better is preferable to a long service educator with poor results. Adnot, Dee, Katz & Wyckoff (2017:56) postulate that the most effective educators should be retained while the poorly performing educators should exit. When applying LIFO, the period of continuous service has to include all services rendered at any public educational institution (ELRC, 1998). In order to achieve uniformity in all schools, the Department has developed two standards for the entire system being a educator-learner ratios where for secondary schools a ratio of 1:35 was used and in primary a ratio of 1:40 was used (Mestry, 2017:4; Soudien, 2001:34). The educator-learner ratio was coupled with the weighing of learning areas in secondary schools. This ratio resulted in many schools experiencing overstaffing where they were forced to lose personnel through redeployment or retrenchment (Soudien, 2001:36). Schools with many streams used to employ more educators for those streams which amounted to more educators in terms of educator-learner ratio. In some instances, schools have more educators in one stream and no educator in other streams. Zengele (2014:472) links the process of identifying and redeploying excess educators together with the filling of promotional posts as problematic as the process becomes hectic since it involves school governance, unions and the department.

There is notion that educators who are absent without leave from work from time-to-time are declared in excess during redeployment (Zengele, 2014:473; Zengele & Pitsoe, 2014:335) which is not correct. In a transparent process, schools can reach consensus on who should go and who should remain. In fact, all educators are supposed to be treated fairly and equally during redeployment process, as stated by policy (ELRC, 1998

& RSA, 1998a). Ultimately, redeployment should create a conducive atmosphere which ensures that educators perform well rather than being unhappy and problematic at work (Lumadi, 2014:171). The current trend of redeployment appears to favour union members, with manipulation of the process to satisfy their needs, rather than the curricular needs of the school, as cited by Zengele and Pitsoe (2014:336).

A collective agreement was signed in 2014 between teacher unions and the Department of Basic Education on the permanent appointment of temporary educators in vacant substantive posts and the transfer of serving educators in terms of operational requirements (ELRC, 2014). It was aimed at clarifying the procedure on the transfer of educators affected by operational requirements (ELRC, 2014). It was decided that vacant posts that exist through natural attrition (retirement, medically unfit, resignation, death) or promotions, will be reserved for redeployment for excess educators and Funza Lushaka Bursary holders. The Funza Lushaka Bursary is a multi-year programme that promotes teaching in public schools to enable eligible students to complete a full teaching qualification in an area of national priority.

Educators may lodge a dispute with their unions or principals if they are not satisfied with the unfolding of the redeployment in their schools. If the dispute cannot be resolved, then it can be forwarded to the District Task Team (DTT). Thereafter, the issue may be transferred by either party to the Provincial Task Team (PTT) in an attempt to resolve it. Lastly, matter may be tabled in the ELRC for resolution in terms of the resolution procedures.

2.4   COLLECTIVE AGREEMENT

A Collective agreement (CA) is a resolution reached through the process of collective bargaining that takes place inside various bargaining councils such as Public Service Coordinating Bargaining Council (PSCBC) and ELRC, and is a source of "law" (Beckmann, Bray, Forster, Maile, Smith & Squelch, 2000:29). Botha (2000:27) defines a collective agreement as a written agreement between one or more registered trade

unions, and one or more employer organisations concerning employment conditions and terms or any other matter of mutual interest to employers and employees. Margerison and McArthur (2006:7) describe a collective agreement as any agreement or arrangement which is made by or on behalf of both parties (trade union and employer) on specified matters relating to employment, trade union membership or facilities and consultation or negotiation machinery. It is imperative for employers and registered trade unions to conclude a legally binding collective agreement in order to mitigate disputes. The Department and educator trade unions in South Africa have signed several collective agreements on rationalisation and redeployment. The first collective agreement on rationalisation and redeployment, resolution 6 of 1998, gave educators the opportunity to take voluntary severance packages if they did not wish to be redeployed; but were able to volunteer for redeployment.

Each time a new collective agreement is signed, it replaces the old. Currently, schools use Collective Agreement No.4 of 2016 (ELRC, 2016), involving the transfer of serving educators in terms of operational requirements. The purpose of this agreement is to replace the provisions of Collective Agreement 2 of 2003 regarding the transfer of serving educators in terms of operational requirements (ELRC, 2003). In the education sector, a collective agreement binds all educators who are members of trade unions and non-members of trade unions, which is the reason for educators complying with rationalisation and redeployment. Unions cannot resist redeployment because they were part of the decision. A collective agreement remains binding for the full period of agreement. The Minister has right to enforce its collective agreement concluded in the Education Labour Relations Council (ELRC), which is responsible to negotiate in good faith (Rossouw, 2004:50).

In the United States of America (USA), educator trade unions and their bargaining resolutions are seen as the obstacles that hinder quality education (Donn, 2011:63). Educator collective bargaining agreements restrict the school districts to allocate educators in a manner that would benefit students (Donn, 2011:63). Collective bargaining agreements with educators make it difficult to dismiss an incompetent educator which is

only accomplished through state education law in New York (Donn, 2011:64). Districts reformed staffing policies by granting increased hiring autonomy to schools and eliminating seniority-based transfers (Simon, Johnson & Reinhorn, 2015:1). Teacher collective bargaining agreements (CBAs) regulate school district policies on issues from educator hiring, transfer, association rights, and workload to evaluation, grievance, benefits and leave, and layoffs, and recall (Goldhaber, Lavery & Theobald, 2015:4).

In South Africa, collective agreements negotiated in the bargaining councils apply to the relationship between state employees and their employers in the education sector of the Public Service and are binding on both employers and employees embraced by the agreement (Beckmann *et al.,* 2000:165). If unions lodge disputes on a collective agreement, the dispute is adjudicated through the Commission for Conciliation, Mediation and Arbitration (CCMA) or labour court, which is mandated to resolve disputes.

2.5   STAKEHOLDERS IN REDEPLOYMENT

In this section of the chapter, experiences of stakeholders which include principals, educators, the school governing body, trade unions, district and circuit members, as well as learners are discussed in terms of capacity, roles and challenges of redeployment.

2.5.1   The Circuit and District offices

In Limpopo, schools report to the circuit, and the circuit reports to the district and from district to the province. It is the responsibility of the District office to inform the declared additional educator in writing. The District takes the initiatives to transfer the additional educators in terms of the existing legislation. Additional educators are to be matched and placed within their district through the assistance of District office.

2.5.1.1   Capacity of district

The District is managed by the district manager who oversees circuit schools. A District Task Team (DTT) must be established in each district to deal with all issues of redeployment (ELRC, 2014). Educator unions must also be represented in the DTT. A Circuit Task Team (CTT), established at each and every circuit, should consist of the Circuit Manager, two representatives (one from each union) from educator unions as observers. The Department has to provide an environment that is conducive to foster commitment and confidence among staff while promoting the values of fairness and equity in the workplace (ELRC, 1998). The Head of the Department (HoD) is responsible for the appointment of permanent educators after the SGB has made recommendations in terms of South African School Act (SASA). Simply, the Department is the employer of educators in public schools and responsible to furnish the job descriptions. The provincial Department decides on promotional posts in South Africa which constitute the size of school management team (SMT) (Bush & Glover, 2013:22).

2.5.1.2   Roles of circuit

The role of the Circuit Task Team (CTT) is to facilitate the identification of additional educators in a circuit and deal with the process of matching and placement of additional educators in the circuit (ELRC, 2014). They also resolve grievances of additional educators, and refer unresolved grievances to the DTT. They maintain updated records of additional educators as well as their matching and replacement. The District Task Team must monitor co-ordination and implementation redeployment of additional educators in the district (ELRC, 2014). It is the function of the DTT to oversee and recommend the transfer of educators to the PTT.

Matching and placement of additional educators to the vacant posts is done by CTT in Limpopo province. They liaise with the principals and union representatives on new developments on redeployment and make necessary recommendations. Another function is to ensure that grievances of additional educators are resolved. The Circuit Manager is entitled to declare an audit based on the total number of educators per phase, total number of learners per phase, all educators declared additional and the total number of

vacancies (ELRC, 1998). The recommendation for appointment of educators during the redeployment is discussed with Department at district level in the presence of union representatives (Zengele, 2013b:62). After the staff meeting, the principal liaises with the circuit about the educator declared additional. The Circuit Manager has to inform the educator who is declared additional in writing (ELRC, 2002). It is the duty of the circuit to effect transfer in terms of the existing legislation. Additional educators are to be matched within the circuit as a matter of priority.

The procedure for dealing with the placement of former Further Education and Training (FET) College Lecturers would be managed and co-ordinated by the Provincial Task Team (PTT). The PTT would match the affected educators to appropriate vacant school-based posts that match their skills and experience (ELRC, 2014); however, the placement at school is subject to the recommendation of the SGB. The PTT would identify appropriate office-based posts to match and place educators who could not be matched at the school. Other educators would be secured posts in other State Departments, or be offered severance packages despite attempts to` suitably place them.

2.5.1.3   Challenges faced by districts

The Department of Basic Education (DBE) acknowledges that unions have an external influence over principal performance and accountability. The DBE, as the employer, enters into negotiations about the performance agreement with the teacher unions representing educators, but unions reject the implementation (Heystek, 2015:2). A possible reason why districts have difficulty holding the principals accountable is when unions block the implementation of the accountability process.

Research has revealed that district offices experience corruption and nepotism on the side of the principal and unions in the process of redeployment (Zengele, 2014:473). In addition, it seems that district officials also benefit from favouritism deployment which is a possible reason that district has difficulty in putting an end to this practice, as cited by Zengele (2014:474). The State's response to the educator redeployment strategy has

brought challenges which have impacted negatively on teaching and learning (Wilmot & Dube, 2015:100).

2.5.2   Principals

The principal, as the head of the school, is supposed to be at forefront of reassigning and redeploying educators during the process (De Villiers, 2016:73). It is imperative for principals to manage stakeholders carefully in a way that would meet their hopes and expectations (Bytheway, Chigona, Bladergroen & Bagui, 2015:29). Gutstein 2004 (cited by Grobler *et al.,* 2017:338) acknowledged that school leadership must understand the behaviours and emotions when implementing changes that may affect the work. Principals are expected to drive these changes at school in the midst of educator and union resistance (Grobler *et al.,* 2017:353). However, it is alleged that principals also manipulate the process of redeployment (Zengele 2013b:64) to eliminate enemies and reinstate their friends. Mahlangu (2014:315) cautioned that in toxic leadership, people are rewarded for agreeing with the manager while those in opposition are severely punished. Principals in some schools, it seems, use the policy of redeployment to shield and protect their friend educators and eliminate their enemies. These practices prompt unions to be watch-dogs of their members which practice hinders the culture of teaching and learning in schools (Zengele, 2013b:63).

2.5.2.1   Capacity of principals

Mathibe (2007:523) perceives the principal as a human resource manager who organises programmes that utilise the knowledge of the educators to enhance quality teaching and learning in the school. The principal, a professional with school management or leadership qualifications and qualities, gives direction to the school in order to enhance teaching and learning. In contrast, authoritarian leadership and management of principals can hamper the smooth running of the school since educators become passive receivers of instructions. Kheswa (2015:333) believes in shared learning focus and in-depth

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problem solving between the principals and educators to maintain good relationships. A number of longitudinal studies involving capacity of principals have reported lack of necessary skills and training for management and leadership to execute their authority (Bush & Glover, 2013:36; Mathibe, 2007:523). A skilful, well-trained and capacitated principal runs the school administration effectively. Mestry (2013:165) maintains that in terms of the Employment of Educators Act of 1998 (EEA) principals should give proper instructions, see to the day-to-day administration and learning at the school.

Unskilled leadership results in poor performance in schools. It is therefore imperative that principals should be capacitated to manage the democratic processes and co-operate with different stakeholders in the school including learners, parents and community (Mathibe, 2007:537) and be skilled in order to maintain linkages with the world of learning (Mathibe, 2007:531). Mathibe (2007:537) posits that if the principal is not learned, every staff development to improve qualifications is a threat unto him. Therefore, it is vital that the principal and educator continually develop themselves professionally to motivate both educators and learners to develop and succeed. Some reports show that principals who have not received adequate training on the implementation of redeployment, resort to nepotism and harm to other educators (Mosoge & Taunyane, 2012:183), while others report that lack of skills for senior officials is a result of the government deploying comrades in political and institutional appointments, called cadre deployment (Pattilo, 2012: 71-72).

The Department embarks on the process of cascade training, where one department official trains the next, which results in poor training because the last person trained might only have received sixth-hand information. As a result, principals are left with less confidence to unfold the process of redeployment. If the quality of education in a school deteriorates, the declaration of the Education Laws Amendment Act (ELAA) 2007 (DBE, 2007) gives the Head of Department (HoD) the authority to take action against the school governing body. The action by the Head of Department (HoD) is supported by section 16A which expects principals from underperforming schools to provide the governing bodies with a school improvement plan. In short, the principal and the school

management teams are held accountable for poor performance at by district officials (Mashaba & Maile, 2019:16).

2.5.2.2 Roles of principals

The education system of South Africa is bureaucratic placing the principal at the top of the hierarchical level at school in order for him to carry out policy mandates, rules and regulations (Grobler *et al.,* 2017:338). Principals of schools have dual roles to play, namely, that of an employer (as they represent the HoD) and that of an employee as an educator (Nong, 2005). "The role of the principal is to coach, stimulate, direct and to co-ordinate group and individuals to attain designated tasks and organisational goals" (Mathibe, 2007:536). The principal's role includes ensuring the best possible resource achievement, allocation and evaluation, and the security of the site and property (Bush & Glover, 2016:213). As head of the school, the principal handles every issue pertaining to educators, learners and the entire institution, a role delegated by the Head of the Department to manage public schools (Serfontein & De Waal, 2013:52). The school principal has to ensure that learning areas and periods are equitably distributed among the staff. A year programme including learner admission, subject allocation and allocation of learning and teaching resources are expected to be completed before the end of each year in order to enable teaching and learning to resume on the first school day of the academic year (Mafora & Phorabatho, 2013:118). The principal is responsible for the professional management of the school and redeployment is one of their responsibility (Woolman & Fleisch, 2008:68). In essence, the process of redeployment should be completed before the end of each year so as to give principals chance to allocate learning areas to educators in accordance with their qualifications and experiences.

In South Africa, as in Australia where the responsibility for the identification of additional educators and the management of this process during redeployment rests with the principal (Victoria State Government, 2017:2). The principal is the manager of the process of rationalisation and redeployment of educators at school level. He convenes a staff meeting with the educator staff to identify the additional or surplus educators. In that staff

meeting, duly minuted, the principal recommends the absorption of educators based on curricular needs of the school to the existing posts or posts that will exist in the near future (not longer than six months). The principal, together with the staff, identify the additional educators to the post establishment using the ratio of 1:35 in secondary schools and 1:40 in primary schools. Thereafter, the principal submits the names and profile forms of the additional educators to the District office.

The principal acts as a resource person on behalf of the Department during redeployment (Zengele, 2013b:62). The role involves the filling of posts because after selection there should be appointment. As a resource person, the principal has to ensure that the process of transferring educators between schools runs according to the curricular needs of the school and Resolution 4 of 2016 (Mafora & Phorabatho, 2013:122; Zengele, 2013b:62). As collective agreements emphasise that all educators should be treated fairly, the role of the principal during redeployment is to ensure that the process runs accordingly as stipulated in the Collective Agreement (Zengele & Pitsoe, 2014:335). Redeployment involves parties such as the school governing body (SGB), unions, the department and the educators. It is the responsibility of the principal to ensure co-operation and collective action between all parties (Mathibe, 2007:533) to accomplish a common goal.

Certain skills are required to carry out these responsibilities and as such, principals are seen as the leaders of the SGB, jacks-of-all-trades, interpreters of policies, without whom nothing can be achieved (Mahlangu, 2014:317). The view that the principal is the leader of the SGB is incorrect and based on incorrect practices. The principal is a member of the SGB and he/she represents the HOD in the SGB. However, some principals tend to dominate the affairs of the school governance ignoring other stakeholders (Mahlangu, 2014:319) or undermine the rules to manipulate the process. It is out of this dominance that unions react and take over the process to suit their needs. Ultimately it creates tension and conflict between principals and other stakeholders in meetings with no trust in each other (Mahlangu, 2014:319). The division among stakeholders in a school retards the progress of the institution.

2.5.2.3 Challenges faced by principals

As principals and educators deal with the day-to-day business of the school (Woolman & Fleisch, 2008: 50), they should engage in positive and constructive conversation in order to run the school better. Kheswa (2015:332) deduced that the interaction between the educators and principals can determine the culture of the organisation and its expectation and as such, it is imperative for principals to involve educators in the decision making process (Mafora & Phorabatho, 2013:118). The inclusion of educators minimises rejection of resolutions taken by the management.

Many principals struggle to manage positions of trust and distrust (Saunders, Dietz & Thornhill 2014 in Heystek, 2015:2) with their subordinates at school. Principals, as the forerunners of redeployment in schools, may become victimised by educators who are declared additional. Principals are tasked with maintaining morale and self-esteem so that additional educators feel a strong sense of pride and belonging to the school (Tan, 2018:24). At times, the resentful relationship is extended to other educators who sympathise with educators declared additional. Although Nong (2005) concludes that some principals target educators who are not in their good books for redeployment, Maringe *et al.* (2015:376) posit that principals are not supposed to redeploy unwanted, troublesome and ineffective educators but do need to release good educators as well as part of the process. Soudien (2001:38) reports that, in some instances, principals have been threatened with disciplinary hearings by the Department for refusing to implement redeployment. This reluctance comes about when principals are unsure as to whether what they are doing is the right thing or not. A further issue to arise is that principals feel that the implementation of redeployment is not properly coordinated from the district office (Mafora & Phorabatho, 2013:122). A final issue is that of the shortages of Mathematics and Science educators. Some schools continue to receive educators through redeployment that are not competent to teach those subjects (Maringe *et al.,* 2015:376). The issue has grown in importance in light of recent appointments of Mathematics and Science educators from the neighbouring states.

The alliance of unions and government also hinders principals in carrying out their tasks fully. This is seen when unions block principals from holding educators accountable for poor performance (Mafora, 2014:75). Unions also make it difficult for principals to effect improvement in the performance of educators and learners (Heystek, 2015:8). School governing bodies have emerged as one of the stakeholder groups that has proved to be difficult to manage since many do not have management skills (Bytheway *et al.,* 2015:29).

2.5.3 Educators

An educator is defined as any person appointed to perform duties, who teaches, educates or trains other persons or who provides professional educational services, including professional therapy and education psychological services, at any public school, departmental office or adult basic education centre and who is appointed in a post on any educator establishment (RSA, 1998b; RSA, 1996b).

2.5.3.1 Capacity of educators

According to Labour Relations Act 66 of 1995, educators have the right to seek protection and support from their unions (RSA, 1995). Educators need to be in possession of a three-year teaching diploma or a four-year teaching degree in order to qualify as educators in South Africa. Over and above this professional qualification, educators are expected to register with South African Council of Educators (SACE) in order to practise as educators.

2.5.3.2 Roles of educators

The core duties and responsibilities of the educator jobs as outlined in Personnel Administration Measures (PAM) (RSA, 2016) include, but are not limited to the following:

- To engage in class teaching which fosters a purposeful progression in learning and which is consistent with the learning areas and programmes of subjects and grades as determined.

- To be a class educator.

- To prepare lessons taking into account orientation, regional courses, new approaches, techniques, evaluation, aids, in their field.

- To take on a leadership role in respect of the subject, learning area or phase, if required.

- To plan, co-ordinate, control, administer, evaluate and report on learners' academic progress.

- To recognise that learning is an active process and be prepared to use a variety of strategies to meet the outcomes of the curriculum.

- To establish a classroom environment that stimulates positive learning and actively engaged learners in the learning process.

- To consider and utilise the learners' own experiences as a fundamental and valuable resource.

Redeployment targets at transfer of educators from one school to another depending on learner enrolment. It is imperative that the entire staff express their own views in a formal staff meeting on the identification of additional or surplus educators. Additional educators are supposed to co-operate with all initiatives in order to be placed successfully in vacant substantive posts. They should also comply with any reasonable offers for permanent placement made by the Circuit Task Team (CTT). In the case of disputes, educators concerned may independently pursue the matter with unions. Good communication alleviates mistrust among colleagues (Kheswa, 2015:331) and if they are involved in decision-making in their institution, educators develop a sense of belonging. However, educators complain that they have not received information and training on the redeployment process (Mosoge & Taunyane, 2012:183).

2.5.3.3 Challenges faced by educators

Educators can experience negative emotions at the workplace such as frustration, disappointment, anxiety, anger, fear, embarrassment and sadness (Oni, Babalola & Atanda, 2014:126). However, literature reports that when educators are the victims of redeployment, widespread job insecurity, mistrust, low morale, frustration, disillusionments, demotivation, uncertainty, depression and work-related stress are manifested (De Villiers, 2016:70; Mafukata, 2016:42; Maile, 2005:174; Motala & Pampallis, 2002; Nemutandani, 2009:4; Ramproop, 2004). Mashau and Mutshaeni (2015:431) and Maphalala (2014:80) found that many educators have been demoralised by the uncertainty and distress during the rationalisation and redeployment process. Staff members perceive that an authoritarian leadership style of principals leads to conflict, low morale and depression (Kheswa, 2015:338), and suggest that the Department tends to put the educational welfare of learners first thus ignoring the morale of educators who deliver the service (Maphalala, 2014:78).

Educators regard redeployment as a threat that disrupts their teamwork and solidarity hence, they are reluctant to move (Maringe *et al.,* 2015:376). In addition, the process tends to disrupt teaching and learning as educators become reluctant to teach particularly if load distribution is affected, with redeployed educators not being given a choice of learning, but are put into learning areas which they have never taught (Nemutandani, 2009). Mafora and Phorabatho (2013:122) contend that the physical relocation of educators is often delayed, which leaves schools with shortages of staff. In addition, Zokufa (2007:23) reported that the social life of educators is adversely affected when they are forced to abandon their families to take up a new post due to redeployment. Lemon (2004:274) and Novelli and Sayed (2016:25) realised that some educators resigned as a way of opposing the move, while others appealed on the grounds of marriage, ill health and other reasons, a conclusion reached by Jansen (2008) who deduced that redeployment is a causal factor of exodus of quality experienced educators from the education system. As educators resign due to redeployment, schools are pressurised to absorb educators with mismatched qualifications.

Research into the process of redeployment has uncovered strange results. Many educators established that principals favour educators who belong to unions (Mafora, 2013:7). Many additional educators placed on the redeployment list, were not declared additional based on the curricular needs of the school, but because they had differences with the principals (Mafora, 2013:10; Nong, 2005). The negative side of redeployment is that an educator, who has been declared additional and is redeployed to another school, may again be declared additional in that school if the enrolment decreases (Zokufa, 2007:32). In that case, it would mean such an educator would always be on the redeployment list, hence 'last in, first out'. Some educators willing to be redeployed were often challenged when principals influenced the recipient SGB to refuse to absorb them into their schools (Nong, 2005). Redeployment is not a welcome process for educators as they regard it is a way to remove them from their work in schools.

As previously discussed, in the process of redeployment, educators are absorbed or appointed in the vacant posts, and it is expected that all staff members must be fully apprised of the implementation procedure for the sake of transparency. Initially, educators declared additional are given the opportunity to volunteer to be redeployed to another school or apply for a severance package (Soudien, 2001:36). If there is a problem concerning redeployment, educators need to report to their unions (Zengele, 2013a:20). The union then take up the dispute with the departments and the CCMA if necessary to defend their members. The CA 3 of 2006 (ELRC, 2006), gives assurance to all educators affected that the implementation of the staff establishment will be treated fairly. It further states that the exercise cannot be used to punish or victimise educators

Soudien's study (2001:37) revealed that educators rejected the idea that redeployment produces equality. Instead, they argued that the process brought stress and uncertainty to educators. When the Soweto Girls' School began redeploying educators in 1996, one of the first to do so, feelings in the school ran high, ranging from resignation, hope that it would end soon, anxiety, insecurity and anger (Chisholm, 1999:121). Evidence suggests that redeployment is among the contributory factors that cause depression, anxiety and poor performance among educators (Mthombeni, 2002:22). Considering this evidence,

most researchers are of the view that the redeployment policy contributed to low morale which resulted in educator attrition with a loss of experienced staff. In contrast, Mehrotra and Buckland (2001:4573) claim that deployment of educators can improve quality and equity without damaging educator morale and motivation. One educator from the area where I worked was declared additional twice. Then he was supposed to be moved to the third school. He absconded for three weeks returning with a letter from the doctor stating that he was stressed, illustrating the tension and anxiety experienced by educators identified as additional.

Mafora (2014:76) posits that principals do not consult other educators in the same department when they declare educators additional during redeployment which creates a gap by losing committed educators. It is clear that principals work and decide with other stakeholders on whom to move during redeployment. Mosoge and Taunyane (2012:183) found that educators declared additional showed resistance, uncertainty, loss of confidence, loss of morale, stress and uneasiness. Moreover, most educators declared additional are the ones that are often at loggerheads with the principal (Zengele, 2014:474). To some educators, redeployment was seen as a burden (Soudien, 2001:42), a process not readily accepted.

Trade unions are observers during the process of redeployment, which should put educators at ease (Zengele, 2013b:64). The Department expects educators to comply with the process, but it seems that union officials have an interest in promotional posts in order to place their comrades in leadership positions (Mhlongo, 2017:11). Educators are worried when unions show interest in promotions during redeployment rather than protecting them as educators (Zengele, 2013b:66). Educators admit that the process of redeployment at schools is abused by principals, unions and district officials (Zengele, 2014:474). As a result, tension emerges which retards the progress of redeployment particularly as educators mistrust the process (Zengele, 2014:474).

Redeployment has been used as a strategy to achieve efficient and equitable distribution of educators (Mehrotra & Buckland, 2001:4573). The last two decades have seen a

growing trend towards the rapid increase of learner enrolment in urban areas by children coming out of rural schools (Mulkeen, 2006:3). Recent evidence suggests that more educators prefer to teach in urban areas which leave rural schools with vacant posts (Mulkeen, 2006:4). Garson (1998) noted that a large number of Mathematics and Science educators left teaching when they were forced to relocate. Manik (2014:154) remarked that some South African educators were recruited by other countries due to dissatisfaction with work conditions, discrepancy in wages and varying curricula issues. Forcing educators to be redeployed to rural areas was unsuccessful (Mulkeen, 2006:16). Educator deployment, redeployment and transfer ended up not equalising the educator-learner ratio, but resulted in thousands of experienced educators opting to take voluntary severance packages (Luschei & Chudgar, 2015:6).

2.5.4   School Governing Body (SGB)

So far, very little attention has been paid to the role of the school governing body in the redeployment of educators. The governing body is obliged to be committed to a participative decision-making, involving individuals and interest groups in decisions regarding issues that have direct influence on the school (Joubert & Bray, 2007:107). The expectation of South African School's Act (SASA) is participation of learners, parents and educators in partnership for the democratic transformation of society (Fareed & Waghid, 2005:25; Mafora, 2013:1; Serfontein, 2010: 94). Serfontein (2010:109) argues that democratically elected members of the SGB have the right to voice their opinion in terms of legislation. The idea of a partnership is to improve schools through the joint efforts of parents, educators, learners, members of their local communities and various education departments.

2.5.4.1   Capacity of School Governing Bodies (SGBs)

The school governing body (SGB) recommend the appointment of educators in public schools (RSA, 1996b) therefore; it has the legal obligation to assist the Department in the permanent placement of educators. The South African Schools Act 84 of 1996 (s16 (1))

states that the governance of a public school is vested in its governing body (RSA, 1996b) and the professional management of the school is the responsibility of the principal under the authority of the HOD. The SGB must perform its functions effectively and efficiently to promote the best interest of the school. The constituency of SGB membership in South Africa is comprised of parents elected by parents, educators elected by educators, and learners in public secondary schools elected by learners. Beckmann and Minnaar (2010:140) claim that the aim of the Schools Act was to put schools under the control of parents so that they are empowered to govern the school for the best interests of their children. The membership of the SGB is comprised of parent component with more than half of all of the members who may vote in the SGB. It is imperative for the SGB to receive training on the principle of democracy in order to understand their functions and execute their duties fairly (Adams & Waghid, 2005 in Mafora, 2013:1).

Once school governing bodies are elected, they all have equal governance power of the school without each component representing the sectoral interest of the group that elected them (Joubert & Bray, 2007:36; Roos, 2009:58). The nature of parents, educators and learners in the governing bodies does not imply that all partners have to agree on all issues (Roos, 2009:57). People differ in ideas in order to agree on certain issues. The fact that parents are in the majority implies that they have a strong and decisive voice in the SGB (Beckmann & Prinsloo, 2009:174).

The Schools Act places an obligation upon the SGB to determine school policies which the principal, together with educators, must implement (Mestry, 2013:163). Xaba (2011:201) posits that the capacity to govern is among the challenges of SGBs to govern. The question here is whether the SGBs are capacitated in terms of training to render tasks facing them. A number of researchers have reported on inadequate training of the governing body that has resulted in uncertainty of their functions as well as managerial inefficiency (Mestry, 2013:3). Certain skills, knowledge and expertise are necessary for school governance to discharge responsibilities as perceived by Maluleka (2008:2). Most SGB members have low levels of education and do not have necessary skills to execute their powers at school (Van Wyk, 2004:50; Zengele & Coetzer, 2013: 18). As a result, the

Department has been taking the initiative to conduct training and hold workshops to newly-elected school governing bodies which capacitates them with legal responsibilities. In terms of s19 of SASA the department is forced to provide such training while s16A of SASA provides that the principal must provide assistance to the SGB.

However, the principal should not marginalise governing bodies on the grounds of illiteracy. Chetty (1998:48) and Maile (2002:329) postulate that some principals marginalise certain parent components in the governing body from school and quality improvement decisions on the fact that illiteracy is a justification. In promoting the best interests of school, Joubert and Bray (2007:36) encourage school governing body members to work together as a team, irrespective of their different academic qualifications, different skills and interest. Serfontein and De Waal (2013:62) contend that courts respect the significant roles of school governance bodies to function. It does not means that the governing bodies should operate in isolation of the Department of Education. The SGB is an organ of state and as such it is involved in what is called cooperative government with other government agencies.

The SGB is responsible to recommend the permanent placement of additional educators in any substantive vacant post; but if the SGB declines or refuses to recommend an additional educator, it has to provide substantive motivation. No absorption of additional educators can be implemented without the recommendation of the SGB.

2.5.4.2   Roles of SGBs

The SGB, as a democratically elected structure, carries out an important role in addressing the issues pertaining to the education of learners in public schools. The general role of the SGB is to promote the best interests of the school by determining the curriculum needs of the school. The SGB is tasked with recommending to the Head of Department in the Province the appointment of teaching staff at the school (Mthinyane *et al.,* 2014:299). In the redeployment of educators, the role of the SGB is to recommend the appointment of the redeployed educator in that school and in particular, to recommend

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the appointment of the best qualified, committed and competent educators for vacant posts (Beckmann & Prinsloo, 2009:181).

Section 20 of SASA describes the functions of the SGB as follows: promoting the best interests of the school and its development; providing support to educators and the principal in carrying out their duties; recommending to the Head of the Department the appointment of educators at the school (RSA, 1996b). Recommendations take place at a formally constituted SGB meetings, which needs a quorum. The SGB must ensure that the principles of equity and redress are complied with when recommending candidates. Thereafter the SGB submits their recommendation in their order of preference to the Head of the Department. According to Woolman and Fleisch (2008:74), the SGB has the power to hire and fire educators, particularly with the new powers given to governing bodies by the Education Laws Amendment Act (ELAA), which tends to affect the professional right of principals (Heystek, 2010:103). The redeployment of school staff is vested upon the SGB of that school, as advocated by Woolman and Fleisch (2008:74).

The governance of a public school is vested in the governing body which ensures to promote the best interest of the school by acting on behalf and in the name of the school. Every public school is a juristic person with legal capacity to perform its functions, as prescribed in the South African Schools Act 84 of 1996 (RSA, 1996b). Through legislation, school governance is given autonomous powers and functions to govern schools within the framework of the Constitution. Through these legitimate powers, the SGB is able to execute power over discipline, grievances, appraisal, promotion, recruitment, selection, appointment and dismissal of educators (Gann, 1998:74; Quan-Baffour, 2006:10).

The role of the governing body in supporting and challenging the principal is a consistent feature of governing practice in policies and guidance (James, Connolly, Brammer, Fertig, James & Jones, 2014:105). Despite the problems of illiteracy, lack of confidence and the associated lack of knowledge of legislation, some schools are moving forward to develop, monitor and evaluate policies (Mestry & Khumalo, 2012:102).

2.5.4.3 Challenges faced by SGBs

The South African Schools Act 1996, section 20(1)(i) states that the "school governing body must recommend to the Head of Department the appointment of educators at the school, subject to the Employment of Educators Act, 1998 (Act No.76 of 191998) (RSA, 1998b), and the Labour Relations Act, 1995 (Act No.66 of 1995)" (RSA, 1995). This means that when appointing educators, the school governing body must recommend the best candidate for their children. In terms of redeployment, the SGB works in accordance with the Resolution of Education Labour Relations Chamber (ELRC, 2002) No.1 of 2002, 4.10.2 which states that "Additional educators maybe absorbed into suitable vacant posts at other institutions with the agreement of the school governing body of the receiving institutions concerned". This is confirmed by Resolution No.1 of 2002 (ELRC, 2002) 4.11.1, in that, "Absorption of additional educators into vacant posts in a permanent capacity in terms of this agreement shall be effected through the recommendation of the SGB".

All parties such as school governing bodies must participate in dialogue, and decisions should be based on consultation, collaboration, mutual trust and participation (Mabovulo 2009 in Serfontein, 2010:99). In most meetings of the SGB, however, principals tend to dominate decision-making. It is reported that governing bodies of schools located in cities and suburbs usually are enlightened and perform much better than their counterpart in rural schools (Mestry, 2013:3) where the majority of parents tend to be having low levels of education. Principals dominate meetings and suppress the SGB since they are unfamiliar with meeting procedures (Botha 2012 in Kheswa, 2015:333), which results in the SGB perceiving themselves as merely rubber stamps with little influence (Serfontein, 2010:99).

In practice, even though parents are in the majority in the SGB, schools (in particular the principal) appear to be manipulating and marginalising the SGB in implementing the process of rationalisation and redeployment of educators (Mafora, 2014:77). The power to transfer, promote and appoint additional educators during redeployment is left to school

governance (ELRC, 1998). The SGB is supposed to verify the selection prior to submission to the Head of Department for final say in the redeployment (Zengele, 2013b:62). However, schools do not follow this process, which has become a thorn to educationists and public as argued by Zengele (2013b:62). Zengele (2014:476) and Zengele and Pitsoe (2014:336) maintain that the South African Teachers Union (SADTU) has influenced the process intentionally by intimidating governing bodies and overpowering the control of redeployment from the SGB in order to appoint their comrades, thus overlooking school curricular needs. In another major study, Gina (2006:48) found that some governing bodies abuse their authority of recommendation by accepting bribes from candidates. In contrast, some school governing bodies hold excessive power to such an extent that they run even the management part of the school, especially in villages where the principal is not the son of the soil.

Rationalisation and redeployment of educators has created tension between educators and the Department to such an extent that some of these disputes have had to be resolved in court. In the court case of *Simela v MEC for Education, Eastern Cape 2001 (9) BLLR 1085 (LC),* educators were given letters of misconduct and instructed not to report at their school and later seconded to other school (Joubert & Bray, 2007:94). These educators went to court to seek an interdict to stop the Department's action. The court held that the transfer or appointment of educators in the Employment of Educators Act requires the consent of the educators involved as well as the consent of the governing bodies of the schools, and no such consent had been given in this case. This is regarded as unfair redeployment.

In another court case, *Grove Primary school and others v MEC Western Cape 1997 (4) SA 982 (C)*, the court held that a collective agreement between the Department of Education and the ELRC to unilaterally transfer all educators that were additional to existing vacancies without regard to the rights of approval of the particular school governing bodies, was illegal (Joubert & Bray, 2007:95). The SGB was undermined and marginalised in this case.

The unreported matter of the *Federation of Governing Bodies for South African Schools (FEDSAS), Limpopo v Department of Education (Case no.30801/2003 TPD)* illustrates the overriding importance of obtaining a governing body's recommendation for transfer (Joubert & Bray, 2007:95). In this matter, the principal of Laerskool Pietersburg (primary school) received letters from the Department of Education, Limpopo Province during December 2003 informing the governing body that additional educators were to be transferred to his school (Joubert & Bray, 2007:95). The governing body held interviews and found that a number of educators were unsuitable and as such, transfer of these educators would not be recommended. The Department then informed the governing body that it had not been entitled to interview the educators to determine their suitability. The Department then gave notice to four temporary educators in the same school that their services would be terminated the following day. Thereafter the Department gave notice that the additional educators would be transferred temporarily in terms of Section 8(5) of the Employment of Educators Act until further notice. The Department followed the same procedure at other public schools in the province. The Federation of Governing Bodies of South African Schools (FEDSAS), a voluntary association of school governing bodies, applied to the court for an order preventing the Department of Education, Limpopo Province from transferring educators not recommended by the governing body (Joubert & Bray, 2007:95). The respondent (Department of Education) argued that it was entitled to transfer the additional educators in terms of ELRC Resolution 6 of 1998. In accordance with the transformation policy, additional educators can be transferred in terms of Personnel Administration Measures (PAM), with such a collective agreement taking the form of personnel regulations issued by the Minister (Smit, 2007:95).

The court found that the Respondent incorrectly relied on Resolution 6 of 1998, repealed during 2001. The respondent was not entitled to transfer in terms of the purported collective agreement and in any event, did not follow the correct procedure in terms of stated resolution. In terms of Section 20(1)(i) of the Schools Act, the governing body of a public school must recommend the appointment of educators to schools, subject to the Employment of Educators Act and the Labour Relations Act. The Employment of Educators Act contains the specific provision in section 6(3)(a) that any appointment,

promotion or transfer to any post at a public school, may only be made on the recommendation of the governing body. These provisions are phrased in imperative terms, which confirm that the required recommendation of the governing body is peremptory (Joubert & Bray, 2007:95). In essence the criteria, procedure and provisions regarding transfers are identical to the requirements for appointing educators. The court also held that even if such a collective agreement had been in force, section 6(3) (a) and 8 (2) of the Employment of Educators Act would require the recommendation of the governing body to transfer educators. By virtue of legislation, it would be subject to the specific provisions of the employment of Educators Act. The role of SGB in rationalisation and redeployment to recommend the transfer of additional educators is thus reinforced. The unreported matter of Pudulogo Primary School v MEC of Education, North West Province (Case no.14754/2005 TPD) is an example of a case where the recommendations of the governing body were totally disregarded by the Department (Smit, 2007:100). It remains doubtful whether a Head of Department may totally disregard the recommendation of a governing body by unilaterally forcing an appointment or transfer of educators onto an unwilling school. The facts are briefly that the Department had been transferring excess educators to schools with vacancies in the Province without obtaining governing body recommendations. In this particular case, the educator, initially did not consent and refused to be transferred because he felt unqualified to teach the subjects for which a vacancy existed (Smit, 2007:100). The vacancy was thereafter duly advertised as an open vacancy and the governing body followed the interview and selection procedure meticulously. On the morning of the interviews, the governing body (interviewing committee) was informed by the Department that the South African Democratic Teachers Union (SADTU) had objected to the vacancy being advertised and that the objection had been upheld. This implied that the vacancy had been withdrawn (Smit, 2007:100). The Interviewing Committee went ahead with the interviews and the governing body thereafter recommended a temporary educator of the school as the preferred candidate (Smit, 2007:100).

However, the Department refused to appoint the recommended educator and instead transferred the initial educator, a member of SADTU, who had subsequently consented

to the transfer. The school brought an urgent application to court requesting that the recommended educator be appointed and the transfer be declared void (Joubert & Bray, 2007:100). The Respondent (MEC of Education, NW) argued in its pleadings that Resolution No. 6 of the Collective Agreement of 1998 with SADTU and other Teacher Unions required that preference be given to the redeployment of additional educators. The Respondent also averred that in terms of the Personnel Administration Measures (PAM), it was entitled to withdraw erroneously advertised vacancies at any time (Smit, 2007:100). Lastly, it was averred that the decision of the governing body was unduly influenced by the temporary educator. However, before the matter went to Court, the Respondent conceded that its arguments were erroneous and offered to settle the matter. The Court ordered the recommended educator to be appointed (in terms of the settlement) and awarded a punitive cost order in favour of the school (Smit, 2007:100).

It seems that SGB and the Department are at loggerheads about the criteria to be used to place redeployed educators. The SGB wants to fulfil its role and verify the suitability of the candidate to the vacant post by interviewing the redeployed educator. The Department in turn, opposes the criteria by reprimanding those SGBs who interview redeployed educators. The Department gives the impression that the role of the SGB is to verify curricular needs and match educators without interviewing them.

2.5.5   Trade Unions

A trade union, according to the Labour Relations Act (LRA) (RSA, 1995: s213) means an association of employees whose principal purpose is to regulate relations between employees and employers, including any employers' organisations. A recognised trade union means any trade union which is a member of the Education Labour Relations Council (ELRC). In South Africa, the right of teacher unions to exist is entrenched in the Constitution of the Republic of South Africa (RSA, 1996a). Although Oni *et al.* (2014:123) posit that the days of unionisation came to an end due to privatisation of institution of learning, unions in South Africa are still powerful. Educational unions have emerged as powerful platforms for nepotism, corruption and cronyism which intervene when

placements of educators are made (Elliott, 2016:58). Even though affiliation is not compulsory, educators are affiliated to different educator unions, to represent them on work-related issues. During rationalisation and redeployment, one union representative per trade union is invited by the Department to observe the process. It is the responsibility of the union to ensure that its members are fairly treated during redeployment and as such, lodge disputes to convey their grievances with any malpractice.

2.5.5.1 Capacity of trade unions

The Labour Relations Act (Act No. 66 of 1995) section 4 outlines the employee's right to freedom of association, which includes the right of every employee to participate in forming a trade union or federation of trade union and also to join a union (RSA, 1995). Trade union officials have the right to enter the employer's premises for the sake of recruiting membership or to communicate with their members (RSA, 1995). Representatives of trade unions are also entitled to convene meetings with their members outside working hours at the employer's premises (RSA, 1995). The purpose of the trade union is to stand between the employer and the workers. Pienaar and Van Wyk (2006:544) note that the majority of educators in South Africa joined trade unions in order to secure their jobs. A trade union, such as the South African Democratic Teachers Union (SADTU), is in alliance with the government and is included in decision making concerning the Department of Education. Onwu and Sehoole (2011:130) argue that educator unions in South Africa influence policy making more than in other countries. But it is the very same unions that retard and oppose the implementation of government policies.

Mothata, Lemmer, Mda and Pretorius (2001:170-171) acknowledged that South African educators' unions are involved in policy-making bodies such as Education Labour Relations Council (ELRC). When applying policies, unions are often in opposition to the implementation and block the process by lodging several disputes. People have criticised and blamed South African Democratic Teachers Union (SADTU), the largest union, for interrupting schooling (Mashau & Mutshaeni, 2015:429) by organising street protests

against decisions of the Department. School day activities of unions disrupt teaching and learning in schools and educators hide behind the union for failing to spend time with learners in class (Zengele, 2013a:18). Bush and Glover (2016:221) claim that teacher unions contribute to under-performance in South African schools by adopting a negative approach to initiatives intended to promote improvement. Mosoge and Taunyane (2012:181) postulate that unions create the impression that educators are not professionals but workers by influencing policy initiatives by government.

Unions pledge to protect the needs of their members (Pienaar & Van Wyk, 2006:548; Zengele, 2013a:23) and have the legal right to execute their duties to defend their members in welfare cases. During redeployment, the expectations of educators are that the union would tackle any issue of their interest, should the need arise (Pienaar & Van Wyk, 2006:548). Unions have to ensure that there is no harassment and intimidation during and after redeployment and as such, have a legal right to observe the process of recruitment of educators (Mthinyane *et al.*, 2014:300). This is the rightful position of unions during recruitment and redeployment as stated by EEA.

Educator unions are singled-out as stumbling-blocks to change in education (Badat & Sayed, 2014:133) as they protest and lodge disputes about every policy to be implemented. In addition, disruptions to lessons caused by teacher unions' 'go slow' (Wilmot & Dube, 2015:100) have had an impact on teaching and learning. The hindrance to change is caused by the alliance between educator union and the government (Badat & Sayed, 2014:145).

2.5.5.2   Roles of trade unions

The purpose of trade unions in the work environment is to ensure the protection of the workers (Maile, 2005:178) by defending them from being dismissed or charged with misconduct (Pattilo, 2012:36). Trade unions defend the interests of their members and improve their working conditions, serving as a spokesperson between workers and the employer in expressing the needs and aspirations of workers. Trade unions ensure that

their members are up to date with the employment laws by workshopping them, including redeployment in particular (Maile, 2005:178). This could be one of the reasons why many educators join the unions.

The role of the teacher unions should be to address the promotion of quality education; support for weak schools; provision of professional counsel and advice to poor performing schools and educators. Coetzee, Marais and Bray (2008:135) outlined some of the functions of unions as to promote professional behaviour; negotiate service benefits; represent members in labour disputes; provide information to members about matters of general and academic interest; promote the education interests of learners; promote skill and knowledge through personnel development; provide professional advice; and make reports about teaching matters public.

Trade unions in South Africa, especially the Congress of South African Trade Unions (COSATU) of which SADTU is an affiliate, take advantage of their alliance with the government and manipulate the process of redeployment. During the process of redeployment, one union member per trade union is invited to observe the process (ELRC, 2005). The role of the unions, as observers, is to be present at all meetings of the panel during short listing, interviews and matching during redeployment (ELRC, 2008). As observers, unions are not supposed to be directly involved in the processes of shortlisting and interviewing, but should verify that approved procedures and practices are adhered to in a fair, consistent and uniform manner. Unions also have the right to draw the attention of a Departmental representative to any irregularities observed during the proceedings.

Unions often take the responsibility of governance in the appointment of educators (Zengele, 2013a:19). During the process of redeployment and recruitment, unions undermine the authority of the SGB, claiming that they are not knowledgeable and take over the role of the Department and the SGBs. (Zengele, 2013a:22). It is reported that unions ignore their role of observer and become partakers in the process (Zengele & Coetzer, 2013:18). Zengele (2013b:61) argues that educator union representatives are

invited to be part of the selection committee to observe and monitor the process, which is in line with the Collective Agreement 2 of 2005 during redeployment of educators, but their role is not to recruit and place their comrades, and such action could be illegal.

2.5.5.3 Challenges faced by trade unions

Several attempts have been made by unions and education stakeholders to object to the current ongoing decisions of redeployment of educators. Based on the experiences of the previous redeployment phases, unions and education stakeholders have questioned the implementation of the current phase (Mbabela *et al.*, 2014). The South African Democratic Teachers Union (SADTU) in the Eastern Cape objected to the decision of a second round of redeployment stating that the previous one had left union members "sick and stressed" (Mbabela *et al.*, 2014). Unions further suggested that the Department review the decision because the previous redeployment had caused serious social tragedy, where some families were split and children lost in the process due to relocation (Mbabela *et al*, 2014).

Research has criticised unions for impeding the prerogative of government to provide quality basic education by infringing on the rights of learners while fighting for the rights of their membership, and indiscriminately protecting their members who have been deemed insubordinate (Paddy & Jarbandhan, 2014:149). Educator unions emerge as a crucial factor that leads to school decline and ultimately redeployment of educators (Mthinyane *et al.,* 2014:296).

Zengele and Coetzer (2013:21) argue that the role of the union is not to look after the interest of union officials but to consider the interests and wellbeing of all educators. Unions claim power to manipulate the process of recruitment from the school governing body which results in chaos in schools (Mthinyane *et al.*, 2014:299). The tendency of patronage-based politicising of unions affects the school results when cadre deployment is done without relevant qualifications. Zengele (2013b:61) declared that the redeployment process was hijacked by unions to use it as a tool to place their comrades

in better positions who are often not suitable, thus sacrificing the best interests of the child being taught by the best educator.

Educators are not content with the action of union officials because, instead of observing the process of redeployment, they develop the interests of and protect their members (Zengele, 2013b:64). It is the responsibility of the union to protect educators from harassment and guard against robbing and cheating during rationalisation and redeployment of educators. But the Department is silent about SADTU malpractice deployment and redeployment because COSATU is politically their strongest supporter. In the end, educators have nowhere to turn for help if union officials are corrupt (Zengele & Coetzer, 2013:22). Zengele (2013b:61) cautioned that such malpractice may demoralise some educators with better qualifications who are marginalised for promotional posts. Educators are discouraged to study and upgrade qualifications because when applying for promotional posts, their qualifications are not considered.

Unions, on the other hand, lodge disputes to the district in favour of their members who claim that they were not fairly treated when declared additional. The process of redeployment is left with loopholes and flaws every time it is implemented.

2.5.6   Learners

A learner is primarily a person enrolled in a school, who attends classes and receives guidance from the educator to do whatever activity is assigned. Learners enrolled in public primary or secondary schools determine the number of educators in that school. A learner is defined as any person who receives education or obliged to receive education in terms of South African Schools Act (RSA, 1996b).

2.5.6.1   Capacity of learners

The core business of education in South Africa is learner-centred. Teaching and learning is dependent on learners as potential clients brought to school by their parents who are

eager to obtain the best products, in this case education. The enrolment of learners at schools determines the number of educators needed with the rationalisation and redeployment policy applying the ratio of 1:35: secondary and 1:40: in primary schools. It means if the number of learners increases, more educators are needed and vice versa. The enrolment of learners, especially in secondary schools, is subjected to the performance of that school at Grade 12. Therefore, the enrolment of schools fluctuates yearly depending on the end-year results for that school. Therefore, one often witnesses the exodus of learners from public to independent schools or from townships to suburbs which results in schools in townships being forced to shut down while others combined due to the decrease in learner enrolment (Mestry, 2013:176). Mestry (2013:175) further posits that this is motivated by the quality of education offered in those institutions.

2.5.6.2   Roles of learners

The role of learners in rationalisation and redeployment is to accept any educator given to the school without question. Representatives of the council of learners (RCL) are excluded from the SGB meetings when matters pertaining an educator is discussed, in terms of SASA (RSA, 1996b). I strongly believe that learners have the right to know who is additional and who is coming to teach them in the rationalisation and redeployment process. Redeployment has left a number of learners without educator supervision in classrooms (Pena 2009 in Myburgh, Poggenpoel & Nhlapo, 2015:2). In contrast, in terms of ELRC CA 1 of 2014, the Department of Education has committed itself to the principle that no class should be without an educator (ELRC, 2014). Classes left without a educator prompt an unsafe environment where fights and other violent incidents occur.

2.5.6.3   Challenges faced by learners

Surprisingly, the effects of implementation of redeployment upon stakeholders, including learners in public schools, have not been considered. Learners are the core centre of the education business. If the process of redeployment is not carried out carefully, it may infringe the basic fundamental rights of learners and other stakeholders, and as a result,

learners are affected when educators are transferred or redeployed (Myburgh, Poggenpoel & Nhlapo, 2015:2).

2.6 INTERNATIONAL PERSPECTIVE ON RATIONALISATION AND REDEPLOYMENT OF EDUCATORS

Rationalisation and redeployment of educators is a global phenomenon taking place both internationally and locally. The United Kingdom (UK) is one of the developed countries that experiences rationalisation and redeployment. Educators in the UK have been redeployed over a number of years and in the majority of cases it has been effective with beneficial effects for both schools and educators (Margerison & McArthur, 2006:1). However, Lindley (2013:335) reported that compulsory redeployment has had a negative impact   on the professional lives of educators.

Courtney and Gunter (2015: 413) explain that in the UK, principals are mandated to employ and dismiss educators if they are deemed to be incompetent. Redeployment in the UK is geared to avoid redundancy, reducing indirect costs to school budgets by assuring security of employment to staff. Redeployment contributes to the maintenance of morale, and ensures that key educators are retained (Margerison & McArthur, 2006:3). Collins (2001) in Courtney and Gunter (2015:397) posits that responsible principals know how to put the right educator in the "bus" and get rid of the wrong educators on the bus while relevant ones are put on the right seats during redeployment. The redeployment process is committed to ensuring that the procedures do not discriminate directly and indirectly on grounds of race, colour, ethnicity or national origin, religion or belief, gender, gender reassignment, sexual orientation, marital status, disability, age or trade union membership and activity (Scottish Borders Council, 2012:1). All educators are treated fairly and consistently to minimise uncertainty and anxiety during periods of redeployment (Scottish Borders Council, 2012:1).

The principal is responsible for identifying any redeployment opportunities within the school. Courtney and Gunter (2015:392) noted that highly successful principals celebrate

for retaining the right educators in their schools and eliminating those who do not fit with the vision or focus of the school as a way of moving their schools to greatness. The educator-learner ratio in average class size is 23.5:1 in public funded primary schools, a contrast to 40:1 in South African primary schools. In secondary schools, the ratio is not clear since class sizes vary across the subjects.

The first step of redeployment is voluntary redeployment managed by the principal. Volunteers are required to establish a firm commitment and will be treated equally as compulsory transferees (Sneddon, 2009:1). If it is not possible to avoid compulsory redeployment, a selection committee is composed to finalise the selection and inform the staff (North Yorkshire County Council Schools and Colleges, 2008). According to Sneddon (2009: 1), the following items should be considered when educators are considered for compulsory transfer: the needs of the school; the suitability of educators for well-known vacancies; personal circumstances of educators; and where appropriate, the educator's service to the council (not the school concerned) (Sneddon, 2009: 1). If there is more than the required number of volunteers, the principal makes a decision based on keeping a satisfactory balance of skills and experience to ensure the future viability of the school concerned (Department of Education and Children, 2009:3). Volunteers are required to make a firm commitment and are treated in the same way as compulsory transferees (Sneddon, 2009:1). Educators who are subject to compulsory transfer would be assisted as necessary in identifying suitable job opportunities and are supported as necessary with training and development (Scottish Borders Council, 2012:2). In the UK, redeployed educators are interviewed by a personnel advisor to ascertain job preference (Margerison & McArthur, 2006:3). The composition of the interview panel for redeployment should be the same for the normal recruitment (Department of Education and Children, 2009:4). This procedure is advantageous to schools and learners in order to ensure that the most competent educator is appointed to fill the vacant post. The role of the principals in redeployment is to remove teachers from post establishment who do not fit and put the right ones in the system. This creates a mission to remove educators who are declared incompetent (Courtney & Gunter, 2015:397). Principals are given freedom to manage the process, which in turn implies

delegation of power within managerial hierarchies (Simkins, 2000:321), but it may also imply the disempowerment of other groups such as political representatives and workers, including professional workers. The criteria for redeployment is 'last in, first out' (LIFO), and principals deviating from this principle are required to give reasons for their decision (Sneddon, 2009:1).

Legislation has given school governing bodies in the UK powers to establish personnel policies to meet the needs of their institutions (Simkins, 2000:325). The school governing body must be comprised of various stakeholders such as parents of pupils and members of the school's wider community and the staff (James *et al.* 2014:104). During the governing body meetings, principals take a significant role to policy development, scrutiny and implementation (James *et al.*, 2014:114). The governing bodies of schools have been granted considerable powers to manage their own affairs including the management of block budgets (Simkins, 2000:318). At the same time, governing bodies are urged to be committed to the aim of avoiding compulsory redundancies in schools (Margerison & McArthur, 2006). The governing body is responsible for considering redeployment candidates for suitable alternative employment within the school (Redeployment procedure, 2015). Where any internal vacancies of the same grade or lower are available and the employee meets the essential criteria of the person specification, they should be offered a preferential interview for the post. A preferential interview means one where the employees at risk or under notice of dismissal, are interviewed prior to any other candidates. If they are appointable, they should be offered the post without considering any other candidates. The school that receives an educator through redeployment is entitled to a once-off grant (Margerison & McArthur, 2006:6). The education department covers the travelling costs of the redeployed educators from home to the new place of work for a period of four years (Margerison & McArthur, 2006:6).

The governing body accepts the responsibility to retain staff where possible in their schools (Margerison & McArthur, 2006). Governing bodies may award additional salary points for excellent performance as well as defined responsibilities. They are also required to review the performance of the head teacher annually and to determine his or

her salary accordingly (Simkins, 2000:325). Educators that have been compulsorily transferred are immune from further compulsory transfer for the same reason for three years in Scotland, for example (Aberdeenshire Council, 2014:1). An educator who has been compulsorily transferred from a school has the right to return to that school should a vacancy arise within twelve months of transfer, provided that the requirements of the job description and person specification are met (Aberdeen City Council, 2013.4).

South Africa differ from UK in that SGBs are not hands on in rationalisation and redeployment. Additional declared educators in the United Kingdom are subject to interviews to determine work preference (Margerison and McArthur, 2006), although this is not the case in South Africa. In South Africa, additional educators are not immune to the additional compulsory transfer, which means they can be declared additional in their new institution, depending on learner enrolment. Once an educator is redeployed in a particular school, he has no right to return to that place if a vacancy arises, unlike in UK.

2.7   THEORETICAL FRAMEWORK

The purpose of my study is to understand the experiences of educators and stakeholders on rationalisation and redeployment of educators. My research study is framed within the transformational leadership theory of Burns (1978), and later expanded by Bass (1985), and the Bill of Rights, as entrenched in the Constitution of South Africa of 1996. The legal framework, consisting of legislation on rationalisation and redeployment and the South African Constitution, is discussed in the following sections, followed by a section on social justice and thereafter, transformational leadership discussed with a model to illustrate the various dimensions of transformational leadership.

2.7.1   The Legal Framework: Legislation on rationalisation and redeployment of educators

The Department of Basic Education emphasises that in the making of appointments and filling of posts in the public service, due regard should be given to equality and the other

democratic values and principles enshrined in the Constitution (Gauteng Department of Education (GDE), Circular 02/2013). Since the purpose of this research is to explore the experiences of educators and stakeholders on the redeployment of educators, the following Acts, discussed below, were considered for the study: the National Education Policy Act 1996, the South African Schools Act 1996, the Employment Equity Act 1998 and the Employment of Educators Act 1998, Children's Act, the Labour Relations Act and the Public Service Act.

(a)   The National Education Policy Act 1996

The National Education Policy Act encourages the participation of parents in the education of their children and further guarantees the right of every person to be protected against unfair discrimination within or by an education department or education institution on any grounds whatsoever. It means that no educator can be declared additional because of age, religion, gender and race since such could amount to unfair discrimination. The involvement of parents in the education of their children is not a privilege but a right and duty. If parents are not involved in the transfer and absorption of educators in the redeployment process, it is not justified by law. The Act also advocates the "broad public participation in the development of education policy and representation of stakeholders in the governance" (RSA, 1996c). Section 4(e) states that, "the minister may determine national policy for the ratio between educators and students" (RSA, 1996c). The educator-learner ratio determines post-establishment in public school.

(b)   The South African Schools Act 1996

The South African Schools Act (SASA), section 20(1) (i) states that "The governing body of a public school must recommend to the HoD the appointment of educators at the school, subject to the Employment of Educators Act, 1998, and the Labour Relations Act, 1995 (RSA,1995). All governing bodies are reminded that they should recommend competent candidates for the appointment to the vacant posts in terms of section 20(1)(j) of the South African Schools Act. It is not to the best interest of the child to be taught by

incompetent educators. This Act emphasises that no appointment or transfer to a public school may be made without the recommendation of a governing body.

(c)   The Employment Equity Act 1998

The Employment Equity Act seeks to promote equal opportunity and fair treatment in employment through the elimination of unfair discrimination (RSA, 1998a). Zengele (2009:472) argues that redeployment targets incompetent educators that absent themselves regularly from schools. If such educators are declared in excess, it would be argued as to what procedure has been followed. Terms of section 5 of this Act (EEA, 1998) recommends that, "every employer must take steps to promote equal opportunity in the workplace by eliminating unfair discrimination in any employment policy or practice". Principals are the immediate employers representing the Head of Department (HOD) in public schools who should eliminate any form of unfair discrimination when coming to rationalisation and redeployment of educators. The Department prohibits the use of any form of unfair discrimination as provided for in section 6(1) of the Employment Equity Act of 1998, which states that , "No person may unfairly discriminate directly or indirectly, against an employee, in any employment policy or practice, on one or more grounds, including race, gender, sex, pregnancy, marital status, family responsibility, ethnic or social origin, colour, sexual orientation, age, disability, religion, HIV status, conscience, belief, political opinion, culture, language, birth or any other arbitrary ground". The EEA advocates the application of affirmative action measures to suitably qualified people from designated groups. Equal employment opportunities should be equitably represented in all schools. Section 15.2(c) concludes that affirmative action "must include making reasonable accommodation for people from designated groups in order to ensure that they enjoy equal opportunities and are equitably represented in the workforce of a designated group". Practically, rationalisation and redeployment should bring equity in terms of race and gender especially to rural and urban schools. According to section 51(3), "no person may favour, or promise to favour, an employee in exchange for that employee not exercising any right conferred by this Act or not participating in any proceeding in terms of this Act". Nepotism in any form is discouraged in redeployment.

The right person for the right reasons should be fairly redeployed to the right school for the benefit of the poor learners.

(d)   The Employment of Educators Act 1998

The Employment of Educators Act of 1998 (RSA, 1998b), section 6(a) states that

> *any appointment, promotion or transfer to any post on the educator establishment of a public school may only be made on the recommendation of the governing body of the public school. If they are educators in the provincial Department of Basic Education concerned who are in excess of the educator establishment of a public school due to operational requirements, that recommendation may only be made from candidates identified by the Head of Department, who are in excess and suitable for the post concerned.*

The SGB is required by law to recommend the transfer and appointment of educators during the process of rationalisation and redeployment. The principal alone cannot finalise the process without the consent of the SGB. The purpose of this Act is to ensure that there is no nepotism and discrimination of educators during the process of redeployment (Zengele, 2014:472). In terms of section 7(1), appointments and filling of posts, the Act recommends that, "in making of any appointment or the filling of any post on any educator establishment under this Act, due regard shall be had to equality, equity and the other democratic values and principles which are contemplated in section 195(1) of the Constitution of the Republic of South Africa, 1996, and which include the following factors, namely:

- the ability of the candidate; and
- the need to redress the imbalances of the past in order to achieve broad representation".

Marais (2016) significantly postulate that the rural and urban schools of South Africa were using different educator-learner ratio where rural schools encountered overcrowded classes. Regarding the transfer of educators in terms of section 8(1) of the Employment of Educators Act emphasises that:

- the Director-General or the Head of Department may transfer any educator in the service of the relevant department to any post or position in any other department of State with the prior approval of the person in that other department of State having the power to appoint or transfer and with the consent of that educator; and

- the Director-General may transfer any educator in the service of the Department of Basic Education to any other post in the Department; and

- the Head of the Department may transfer any educator in the service of the provincial Department of Basic Education to any other post in that department.

- subject to subsections (4) and (5), no transfer to any post on the educator establishment of a public school or further education and training institution shall be made unless the recommendation of the governing body of the public school or the council of the further education and training institution, as the case may be, has been obtained (RSA, 1998b).

(e)   The Public Service Act 1994

Section 11 of the Public Service Act of 1994 deals with appointments and filling of posts states that-

- In the making of appointments and the filling of posts in the public service due regard shall be had to equality and the other democratic values and principles enshrined in the Constitution (RSA, 1994).

- In the making of any appointment in terms of section 9 in the public service:

> i.   all persons who applied and qualify for the appointment concerned shall be considered; and
>
> ii.   the evaluation of persons shall be based on training, skills, competence, knowledge and the need to redress, in accordance with the Employment Equity Act, 1998 (Act 55 of 1998), the imbalances of the past to achieve a public service broadly representative of the South African people, including representation according to race, gender and disability" (RSA, 1994).

At school, the relevant executing authority is the SGB which has the power to recommend the movement of educators.

2.7.2   The Legal Framework: The South African Constitution

South Africans embarked on multiparty negotiations in drafting a Constitution in the early 1990s, which reformed the country (Joubert, 2015:18). The Constitution, implemented in 1997, incorporates the values of human dignity and freedom, racialism, non-sexism, supremacy of the Constitution, the rule of law, universal adult suffrage, a common voters roll, regular elections and multiparty democratic government that should ensure accountability, responsiveness and openness (Oosthuizen, Roos, Smit & Rossouw, 2009:26). The Constitution is based on democracy which is understood as the government that belongs to the people, created by the people for the people themselves. This research was informed by the legal framework entrenched in the Constitution of 1996 that regulates rationalisation and redeployment of educators. Chapter two of the Constitution contains the Bill of Rights which guarantees the protection of individual fundamental rights (Oosthuizen *et al.,* 2009:27). Section 7(1) of the Constitution compels the state to respect, protect, promote and fulfil the rights in the Bill of Rights (Joubert & Prinsloo, 2009:32). Principals in their capacity as employees are entitled to fundamental human rights such as their right to freedom of expression, their right to privacy, their right to human dignity as well as their right to just administrative action (Mestry, 2013:164).

The following fundamental rights, applicable in education, are discussed in line with the redeployment of educators.

(a)   Equality

Section 9 is known as the equality provision and cornerstone of the Constitution of 1996. Subsection 1 states that "everyone is equal before the law and has the right to equal protection and the benefit of the law" (RSA, 1996a). Equality advocates for equal treatment of people in the court of law and equal treatment of people by the government. Section 9(3) states that "the state may not unfairly discriminate directly or indirectly against anyone on one or more grounds, including race, gender, sex, pregnancy, marital status, ethnic or social origin, colour, sexual orientation, age, disability, religion, conscience, belief, culture, language and birth" (RSA, 1996a). Redeployment of educators should incorporate the principle of equality. All educators must be treated equally without unfair discrimination. Equality must be distinguished from differentiation. People have the right to be treated differently without discriminating against them unfairly. Equality means educators with the same situation must be treated in the same way. Joubert and Prinsloo (2009:46) argue that discrimination can be fair if it is substantiated justifiably on its purpose to attain equality.

In redeployment, there are cases of disabilities which can amount to differentiation treatment without unfair discrimination. Female educators who are on maternity leave have to be treated differently, according to the policy on redeployment. Each case can be treated differently depending on its nature and circumstances. Prinsloo (2015:50) posits that it is impossible to deal with the affairs of people without treating people differently because laws differentiate. Nepotism in redeployment is a direct infringement of equality in education. Union nepotism and corruption in the implementation of redeployment (Elliott, 2016:581), is also a violation of equality. If educators are given favour and priority over others, it amounts to unfair discrimination. The same thing applies to principals using redeployment to eliminate their adversaries, it is unconstitutional.

(b)   Human dignity

Human dignity is one of the fundamental human rights that are the cornerstone of the protection of other rights. Section 10 states that "everyone has inherent dignity and the right to have their dignity respected and protected (RSA, 1996a). Educators are entitled to human dignity even in the process of redeployment. The declaration of additional educators in the redeployment process can impair the human dignity of those educators if not correctly handled. To be additional in school is associated with being redundant and it can ultimately damage educators emotionally. Again, dignity of a person can be damaged when people are treated with contempt (Joubert & Prinsloo, 2009:48). Principle of LIFO affects new educators in the redeployment process. On the other hand, redeployment also has an effect on learners. Violations of human dignity at school can be witnessed when learners assault and kill each other and girls are raped and sexually abused, sexually harassed and assaulted at school (Joubert & Prinsloo, 2009:49). Most occur when learners are left alone in the class without an educator due to the redeployment process. In addition, educators are sometimes transferred at any time in the middle of academic year which could affect the teaching and learning process.

(c)   Privacy

The Constitution provides the right to privacy including the right not to have their person, property or home searched, their possessions seized or the privacy of their communication infringed (RSA, 1996a). Joubert and Prinsloo (2009: 51) argue that this right includes the right to protect access to information on individual's personal matters, which forms part of dignity of a person. The right to privacy of educators can be violated when additional educators cannot be transferred to a particular school due to personal reasons. Only his or her immediate senior can be informed, but this information should not be disclosed to the entire staff. Disclosure of such information to the staff without the consent of the owner would amount to violation of the right to privacy of the individual. Other circumstances may be when an educator cannot be transferred due to certain

illness, the third parties are not supposed to know since this could invade privacy of the educator.

(d)   Freedom and security of the person

Educators have the right to freedom and security of the person during the redeployment process. Therefore, any forms of violence, torturing and treatment or punished in a cruel, inhuman or degrading way would amount to invasion of freedom and security of a person (RSA, 1996a). The literature about redeployment revealed that some principals use redeployment to eliminate educators they dislike from the school (Nong, 2005). Unto them, it is a punishment that can reprimand the remaining educators. Such a removal is cruel and inhuman in nature and it increases selfishness of principals. It is tantamount to the invasion of the security of the person. Freedom and the security of the person is closely related to human dignity and privacy.

(e)   The right to life

Section 11 is a straightforward human right that cannot be limited. Human life cannot be threatened or be put in danger. There are many educators who approach the district to request horizontal transfer for the sake of their health. Based on the right to life that is approved by medical doctors, these educators are granted permission to transfer. This also must be considered during redeployment process where an educator, who due to health reasons approved by a doctor, cannot be transferred. If the place that he is supposed to be transferred to, can pose health risks to such an educator, the particular educator must be excused.

(f)   The right to basic education

In South Africa everyone has the right to a basic education including adult basic education. Educators are employed to fulfil the right to basic education to learners. The moment an educator, employed in a particular school and responsible for the curricular

needs of such school, is removed through redeployment process, that move infringes the right of such learners to basic educators. The basic right to education, in terms of section 29, is awarded to everyone, including children and redeployment infringes the right of learners to education when learners are left without an educator (Pena, 2009 in Myburgh *et al.,* 2015:2).

(g)   The best interest of the Child (section 28(2)) of the Constitution

Section 28 (2) of the Constitution of 1996 states that "A child's best interests are of paramount importance in every matter concerning the child" (RSA, 1996a). Children, like women in South Africa are among the groups that were previously disadvantaged and marginalised. Besides being side-lined, they were also abused both physically and mentally. Section 28 compels government institutions such as the school to protect and respect the children's rights in the educational contexts (Prinsloo, 2015:68). The interest of the child is of paramount importance in the appointment of educators. The redeployment process identifies the best educators in a school and declares those incompetent educators as additional. It is important to prioritise the curricular needs of school when transferring educators. When matching, schools are given any educators who cannot teach those subjects since some educators do not meet the curricular needs of the school. What is the best interest of learners in those schools that need Mathematics and Science? The state infringes the children's rights by pleasing unions in the absorption of the educators while giving learners incompetent educators. The child's best interest is to get the best educator in redeployment and also not to lose such an educator. Literature revealed that there are some instances where principals only release incompetent educators to be redeployed (Maringe *et al.,* 2015:376).

(h)   Environmental rights (Section 24)

According to section 24, everyone has the right to a healthy environment (RSA, 1996a). Educators and learners deserve a school environment that is safe from any harm or danger to their wellbeing. Due to health reasons, some educators cannot work under

certain environmental conditions. Some educators due to health reasons cannot work under certain conditions of environment. Therefore, their objection to be redeployed in such areas must be considered, provided their conditions are supported by doctors. Absence of educators in classes poses a threat to the safety of learners. Violence, bullying, assault of learners creates an unsafe environment at school. The presence of educators in class can mitigate these incidences. Educators and learners have the right to an environment that is not harmful to their health and wellbeing. The school must create an atmosphere that is conducive to education and training.

Labour relations (Section 23)

Section 23 provides that everyone has the right to fair labour practices (RSA, 1996a). In simple words, it means everyone has the right to be treated fairly with respect at the work place. The redeployment process has prompted many issues that need to be resolved through section 23. Some additional educators claim that they were unfairly declared additional and, to resolve this kind of dispute, unions become involved. Some educators go to the extent of taking the matter to court to protest that their labour relations Act has been infringed. The labour relations would among others deal with unfair discrimination in the appointment, promotion and dismissal of educators, reasonable conditions of employment, the professional status of educators, grievances procedures, the resolution of labour disputes and disciplinary action against educators (Joubert & Prinsloo, 2009:61)

2.8   SOCIAL JUSTICE

Social justice is defined as the intervention to reclaim, sustain and advance the inherent human rights of equity, equality and fairness in educational activities (Mafora, 2013:3) and was found to be relevant in rationalisation and redeployment of educators. Blackmore (2009:7) states that social justice embraces a number of terms such as equity, equality, inequality, equal opportunity, affirmative action, and most recently diversity. Social justice supports a process built on respect, care, recognition and empathy (Theoharis, 2007:223). Adams and Anne-Bell (2016:3) perceive social justice as both a goal and a

process, with the principle being fairness (Rawles, 1999:10). The goal of social justice is full and equitable participation of people from all social identity groups in a society that is mutually shaped to meet their needs (Adams & Anne-Bell, 2016). In short, social justice is what people feel when they are convinced that they are not being discriminated against unfairly or treated unfairly but have equal and fair accesses to the resources that society offers.

Leadership for social justice involves identifying and undoing oppressive and unjust practices and replacing them with more equitable, culturally appropriate ones (Furman, 2012:194). To function as transformative agents, school leaders need to be deeply committed to social justice agenda and stubbornly persistent in their efforts (Scheurich & Skrla 2001 in Furman 2012:194). The role of leadership is to facilitate the opportunity for empowerment and creating spaces for democratic processes (Goldfarb & Grinberg 2002:167). According to Le Roux (2014:13), there are still inequalities in the education system of South Africa based on race included in teacher education programme. It is rare to see educators from suburbs being redeployed to townships or village schools. The process for attaining the goal of social justice should also be democratic and participatory, respectful of human diversity and group differences, and inclusive and affirming of human agency and capacity for working collaboratively with others to create change (Adams & Anne-Bell, 2016:3).

Redeployment in South Africa is in direct contrast to the theory. Rationalisation and redeployment of educators in South Africa has brought social implications and logistical challenges as it involves uprooting families and disrupting lives of educators (Roos, 2009), moving the educator from home to a school located far away where there are no relatives. A primary concern of redeployment is when a married female educator is posted away from her family, which would mean separation from her husband. Domination cannot be ended through coercive tactics that recreate domination in new forms (Adams & Anne-Bell, 2016:3).

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One of the main obstacles of redeployment is language and ethnic groups. Mulkeen (2006:7) reported that educators are reluctant to locate to the area where the first language differs from theirs. Although South Africa is a multilingual country with 11 official languages, people are mostly comfortable where their first language is spoken. Brodie, Lelliott and Davis (2002) added that where one is not fluent in the language spoken locally, he/she may feel isolated socially in that area. The vision of social justice is a world in which the distribution of resources is equitable and ecologically sustainable, and all members are physically and psychologically safe and secure, recognised, and treated with respect (Adams & Anne-Bell, 2016:3). Recognition and respect for all individuals and groups requires full inclusion and participation in decision-making and the power to shape the institutions, policies, and processes that affect their lives (Adams & Anne-Bell, 2016).

2.9 TRANSFORMATIONAL LEADERSHIP

Transformational leadership was also found to be relevant to the phenomenon of rationalisation and redeployment of educators. Transformational leadership can be defined as the leader's effect on followers where they feel trust, admiration, loyalty and respect toward the leader and they are also motivated to do more than they originally expected to do, raising the consciousness of their followers by appealing to ideas and morals values such as liberty, justice, equality, peace and humanitarianism, not to baser emotions such as fear, greed, jealousy, or hatred (Krishna, 2011:152). Lentz (2012:14) posits that transformational leadership focuses on pushing good morals and needy ideas forward. Principals and stakeholders with good morals and empathy can make the redeployment process successful. The reason for incorporating transformational leadership is because transformational leaders are interested in achieving organisational goals which include the interests of multiple stakeholders rather than focusing on shareholders (Waldman, Siegel & Javidan 2006 in Besieux, Baillien, Verbelce & Euwena, 2015:3). Transformational leaders are proactive, raise awareness levels of followers about inspirational collective interests, and help followers achieve unusually high performance outcomes (Gates, 2013:449), seeking to meet the higher-order needs of followers (Banks, McCauley, Gardner & Guler, 2015:3). In an organisation,

transformational leadership inspires followers to rise above their own self-interests and they thus have a profound and extra-ordinary effect on their followers (Schlechter, 2009:326).

A good transformational leader changes followers' awareness of issues by exciting, arousing and inspiring them to give extra effort to achieve group goals (Schlechter: 2009:326). Transformational leadership is future-oriented rather than present-oriented and that strengthens organisations by inspiring followers' commitment and creativity (Belasen & Frank, 2012:193). This kind of a leadership is geared towards grooming followers to be excellent leaders rather than focusing on oneself. The transformational leader creates positive identification with both the leader and the work unit, and affects the feelings of the follower (Belasen & Frank, 2012:193).

Transformational leadership should develop a positive impact of team work through good communication with other members (Lehmann-Willenbrock, Meinecke, Rowold & Kauffeld, 2015:1017). Both the leader and the followers are offered an emotional bond that raises the level of motivation and morality through transformational leadership (Belasen & Frank, 2012: 193). Brower and Balch (2012:12) posit that transformational leaders raise awareness among and include stakeholders in transformational decision making in order to enhance leadership practices. Moyo (2015:58) agrees that decision making in terms of a transformational leadership model should be a contribution of all members. In my study, school stakeholders such as principals, educators, school governing bodies, unions and the district need to come to a collective agreement on the issue of redeployment. Good transformational leadership can improve the processes of rationalisation and redeployment

Transformational leadership, comprising four dimensions, namely: idealised influence, inspirational motivation, intellectual stimulation and individualised consideration (Bass, 1985;196), draws on the confluence of vision and interpersonal communication to mobilise support and commitment of followers (Belasen & Frank, 2012:196). Figure 2.2 below, illustrates this model of transformational leadership.
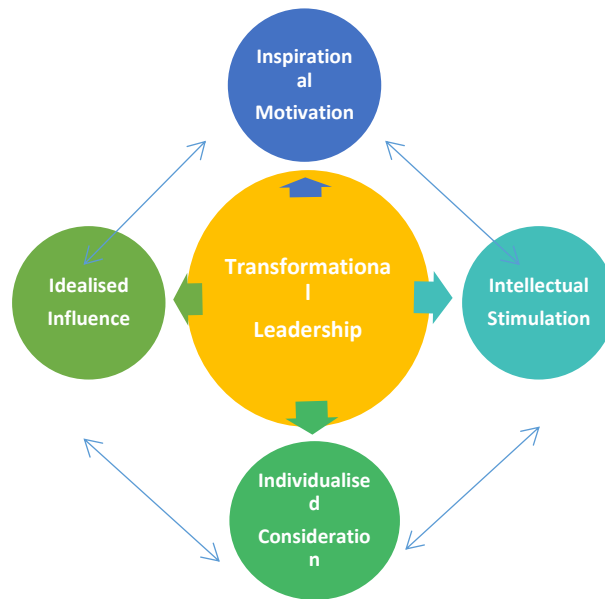
Figure 2.2:   Dimensions of transformational leadership (Researcher's depiction, 2019)

2.9.1.1   Idealised influence

Belasen and Frank (2012:193) refer to idealised influence as high standards of moral and ethical conduct of leaders. Idealised influence is separated into attributes by leader and follower behaviours (Gilbert, Horsman & Kelloway, 2016:159). Stakeholders such as SGBs, principals, union leaders as well as district officials serve as leaders in rationalisation and redeployment, whereas educators are followers. Idealised influence is displayed when trust and respect of followers are engendered for accepting radical and fundamental changes (Bass, 1985; Gates, 2013:450). The transformational leader provides vision and a sense of mission, instils pride, gains respect and trust (Schlechter, 2009:327), and is an example of self-sacrifice to benefit the group (Besieux *et al.,* 2015:4).

Judge and Piccolo (2004) posit that idealised influence characterises the way a leader, as a role model, portrays his behaviour to his followers. A leader, who is held in high personal regard, should engender loyalty from followers (Belasen & Frank, 2012:193). The handling of rationalisation and redeployment process by stakeholders conveys a message to educators. High morals and good ethical standards epitomise the transformational leader and as such, principals, as leaders in schools, should serve as

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examples to educators. This dimension advocates the empowerment and involvement of followers in decision making. Transformation means transparency as well as accountability, therefore the process of rationalisation and redeployment requires leaders that adhere to this principle.

2.9.1.2   Inspirational motivation

Inspirational motivation refers to leaders with a strong vision for the future, based on values and ideas that generate enthusiasm (Belasen & Frank, 2012:193). A leader must put forth his vision and be able to inspire and motivate followers to accomplish the attainable vision (Gates, 2013:450; Banks *et al.,* 2015:3). Good leaders inspire their followers by communicating high expectations, using symbolic actions and persuasive language to focus efforts and expresses important purposes in simple ways (Belasen & Frank, 2012:194; Schlechter, 2009:327). Bass (1985:21) argues that inspirational motivation leadership occurs when a leader encourages his followers to achieve beyond expectations. A leader should communicate and inspire their subordinates and at the same time, should be able to build confidence in their followers (Besieux *et al.,* 2015:4).

2.9.1.3   Intellectual stimulation

Intellectual stimulation occurs when leaders challenge existing organisational norms (Belasen & Frank, 2012:194). Followers need to be stimulated to be innovative and creative. It is important for the leader to individualise needs and encourage followers to apply different approaches (Henker, Sonnentag & Unger, 2015:245). Leader also encourages divergent thinking and push followers to develop innovative strategies (Belasen & Frank, 2012:194). At the same time, they need to reconsider the way of solving old problems in new ways (Gilbert *et al.,* 2016:159). Besieux *et al.,* (2015:4) and Gates (2013:450) postulate that a leader through intellectual stimulation encourages employees to question mundane beliefs by being innovative and creative in putting new ideas forward. A leader should be in a position to promote intelligence, rationality and careful problem solving (Schlechter, 2009:327).

2.9.1.4   Individualised consideration

Individualised consideration is when followers are treated in unique ways which meet their needs (Bass, 1985:21). Individualised consideration refers to leader behaviour aimed at recognising the unique growth and developmental needs of followers as well as coaching followers and consulting with them (Belasen & Frank, 2012:194). Schlechter (2009:327) and Gates (2013:451) concur with Belasen and Frank (2012) that transformational leader gives personal attention treating each employee individually needs through coaching and advises for achievement and growth. Educators are unique and deserve to be treated individually different according to their situation and background when coming to redeployment. Banks *et al.* (2015:3) argue that a transformational leader attends to individual's needs and encourages followers to take risks. This includes encouraging and listening to educator needs when they are declared additional as advocated by Besieux *et al.* (2015:4).

Figure 2.2 below presents the theoretical framework designed for this study.

Theoretical Framework
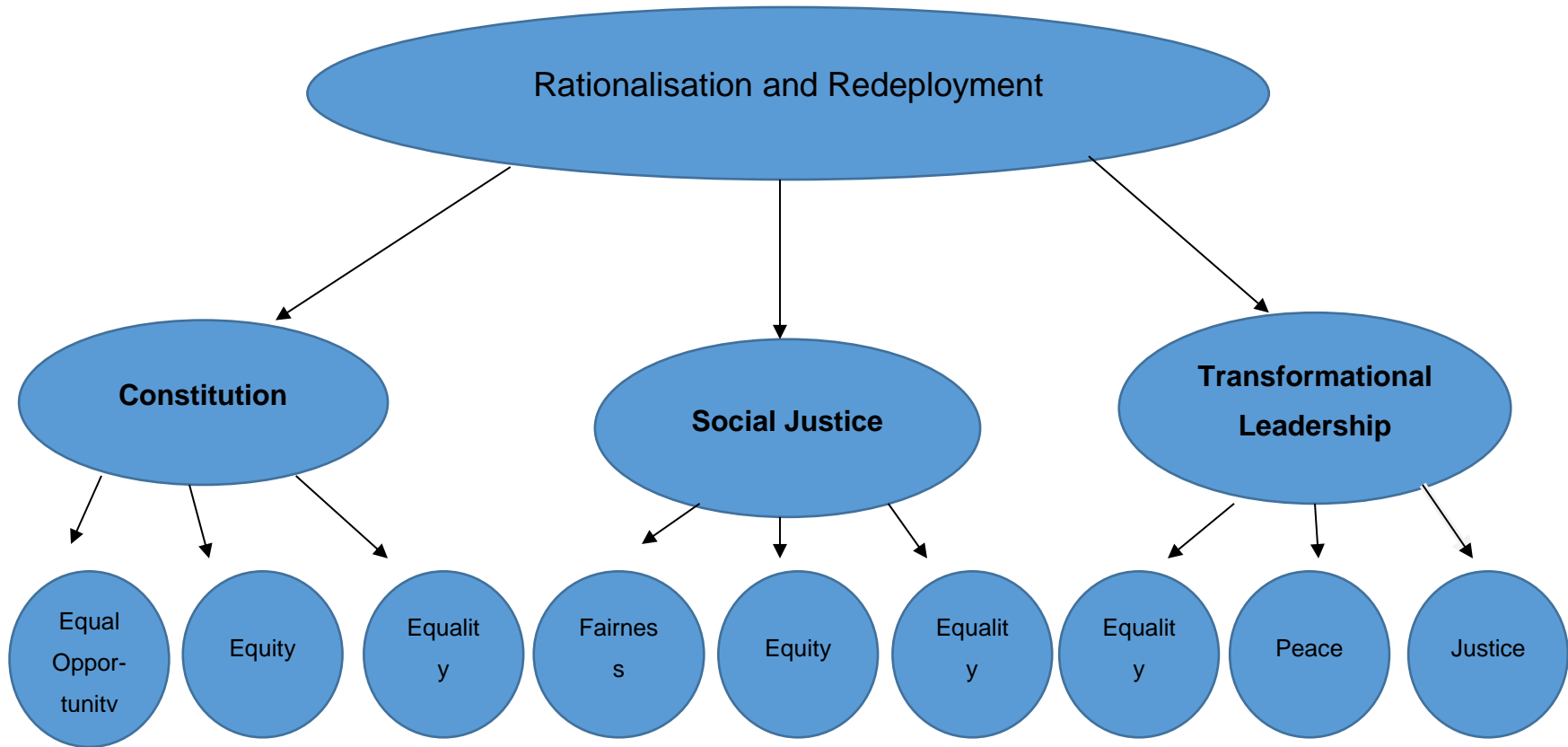
FIGURE 2.2: THEORETICAL FRAMEWORK (RESEARCHER'S DEPICTION, 2019)

2.10 CONCLUSION

The objective of this chapter was to review literature on rationalisation and redeployment. Relevant materials of scholars both local and international were amassed and reviewed to present an academic argument related to redeployment. The literature shows that rationalisation and redeployment negatively affect educators. Since rationalisation and redeployment take place annually, teaching and learning are interrupted. Findings and recommendations of the reviewed literature identified gaps which this research hopes to fill. The chapter that follows describes the research design and methodology applied in the study.

CHAPTER 3
RESEARCH DESIGN AND METHODOLOGY

3.1 INTRODUCTION

The previous chapter dealt with a review of the literature on rationalisation and redeployment from both a South African and an international perspective. This chapter builds on the information presented in the previous chapter in order to develop the most appropriate way to conduct the study. Firstly, the chapter looks at a research paradigm which would give this study a perspective or frame of reference as well the epistemology and ontology. The chapter continues with a discussion on the research approach and the research design. The chapter also describes the techniques that are used to develop a sample, then collect, analyse and interpret data. The final section of this chapter describes the measures employed to ensure the trustworthiness and credibility of the results, the ethical issues surrounding the study and the measures taken to ensure the safety of the participants. A provision for the rationale is made by using qualitative research through constructing and developing knowledge for rationalisation and redeployment of educators in public schools, which is the phenomenon researched.

3.2 PARADIGMATIC PERSPECTIVE

A paradigm is the researcher's frame of reference for viewing life or understanding reality (De Vos *et al.,* 2005:261; Maree, 2007:31). Scott and Morrison (2006:170) perceive a paradigm as a series of competing views to understand the world since everything is seen from a different perspective. Mertens (2010:16), for example, describes a paradigm as a way of looking at the world through philosophical assumptions that guide and direct thinking and action. Guba and Lincoln (1994) identified four paradigms, namely positivism, post positivism, critical theory and constructivism.

As the general objective of this study was to gain an in-depth understanding of the experiences of educators and stakeholders on rationalisation and redeployment of

educators in South African public schools, an interpretivist stance is taken with the social constructivist paradigm. Interpretivists believe that multiple realities exist, but they are imperfectly grasped as individuals experience the world from their own angle and construct their realities (Hatch, 2002:15; Henning *et al.,* 2004:20). According to Johnson and Parry (2015:16), the goal of interpretivism is to highlight the socially constructed reality of a phenomenon or social group.

3.2.1   Social Constructivist Paradigm

Social constructivism provides practical guidelines for ways to understand and manage the context of multiple perspectives and diversity (Rodwell, 2015:4). Constructivists see knowledge as a process of making meaning through communication with participants in order to understand the meaning they attach to their cultural and historical context (Mills, Bonner & Francis, 2006:2). Hartas (2010:43) claims that the social world is a social reality that has a historical and political basis, shaped by people's action and construction of meaning, and their experience of power structures and agency.

Constructivism assumes that social actors produce social reality through social interaction, which means that they change their views and understandings of social reality through interaction (Eriksson & Kovalainen, 2016:15). In social constructivism, individuals seek understanding of the world in which they live and work (Creswell, 2013:24). Constructivists claim that truth is relative and that it is dependent on one's perspective (Baxter & Jack, 2008:545). It is Tshabangu's (2015:41) opinion that the social act of engaging participants in meaning construction goes beyond the mere stating of facts that may exist, but provides for a negotiated understanding of what is going on in their social worlds. Constructivism assumes that every person determines his or her own meanings and constructions of events and that human potential is unlimited (Rodwell, 2015:6). Constructivist researchers do not address the process of interaction among individuals, but also focus on the specific context in which people live and work in order to understand the historical and cultural settings of the participants (Creswell, 2014:8).

Working within the constructivist paradigm, participants, by being part of the research process, constructed meaning out of their experiences regarding an in-depth understanding of rationalisation and redeployment of educators in their schools (Gall *et al.,* 2010:343). I listened carefully to what people said or did in their life settings. The focus was on multiple perspectives over a one "true" perspective to overcome some of the problems with overlooking important dimensions of problem solving when a unique, individualist view is maintained (Rodwell, 2015:6). In order to develop subjective meaning of my participant experiences, I relied as much as possible on the different views of the situations (Creswell, 2013:24-25). Subjective meanings are negotiated socially and historically by interacting with others through historical and cultural norms that operate in individuals' lives (Creswell, 2013:25). The interpretive researcher operates between multiple worlds when engaged in research, that is, the social world of participants and the world of his or her own sociological perspective (Tshabangu, 2015:51).

In this research study, I depended on participants to construct their knowledge on the rationalisation and redeployment of educators in public schools. I reported holistically from the perspective of those individuals being researched and interpreted the study findings from their perspective (Bakkabulindi, 2015:23). I also sought to establish the meaning of a phenomenon from the views of participants (Creswell, 2014:19). The goal of the research was to rely as much as possible on the participants' view of the situation studied (Creswell, 2014:8).

Interpretivism and social constructivism are interested in how people, as individuals or as group, interpret and understand social events and settings (Eriksson & Kovalainen, 2016:20). In social constructivism, the intention is to construct the meaning others have about the world (Creswell, 2013:25). The paragraphs that follow identify and describe the paradigm selected for the study at the hand of the researcher's epistemological and ontological positions.

3.2.1.1　Epistemology

Epistemology is defined as "the nature of knowledge – its nature and forms, how it can be acquired and how (it can be) communicated to other human beings" (Cohen *et al.,* 2011:6). Epistemology relates to how the researcher comes to know and what constitutes that knowledge (Bakkabulindi, 2015:23). In epistemology, the question is: how can what is assumed to exist be known? Waring (2012:16) argues that under constructivist thinking, epistemology constitutes the accounts and observations of the world that provide indirect indications of phenomena, and so knowledge is developed through the process of interpretation. Social constructivists believe that knowledge is socially constructed in the research process and that the duty of the researcher is to understand this complex experience from the participants' point of view (Mertens, 2010:249).

I was able to get closer to participants in order to gain knowledge and experiences of educators and stakeholders on rationalisation and redeployment. Participants were engaged through interviews especially during data collection. Data collection methods such as interviews, observations, and document analysis were predominant in this paradigm to interact with participants on the phenomenon studied in qualitative research (Bakkabulindi, 2015:23). This study was conducted in the field where participants live and work in order to understand what they say about their experiences (Creswell, 2013:20). NVivo quotes were used to validate participants' responses. Reality is co-constructed between the researcher and the researched and shaped by individual experiences (Creswell, 2013:36).

3.2.1.2　Ontology

Bakkabulindi (2015:23) posits that ontology deals with the questions of whether reality is objective or subjective. Ontology concerns the ideas about the existence of and relationship between people, society and the world in general (Eriksson & Kovalainen, 2016:14). Creswell (2013:20) posits that ontological issues relate to the nature of reality and its characteristics. The question that I addressed relating to ontology was "what is the

nature or form of the social world?" Waring (2012:16) contends that the constructivist view of reality is neither objective nor singular, but consists of multiple realities that are constructed by individuals through lived experiences and interactions with others (Creswell, 2013:36). Reality is socially constructed and perceptions may change throughout the process of the study (Mertens, 2010:18). This means that reality is understood to be based upon perceptions, and experiences that may be different for each person, and may change over time and contexts (Eriksson & Kovalainen, 2016:14). The social constructivists believe that reality is understood through human activity, and it cannot be discovered because it does not exist prior to its social construction (Hartas, 2010:44). Reality on rationalisation and redeployment was constructed through the lens of my participants, with every participant perceiving the research phenomenon from his or her angle of life.

Based on the preceding explanation, the ontological position of this study is a constructivist one. As an interpretivist, I believe that reality and the individual who observes it cannot be separated (Bakkabulindi, 2015:23) and reality as constructed rather than objective. I believe that educators and stakeholders constructed knowledge for themselves during participation in this study, but also through their experiences as participants in rationalisation and redeployment of educators.

3.3 RESEARCH APPROACH

Three research approaches, quantitative, qualitative and mixed methods research are used in conducting research (Creswell, 2003). Within each approach, specific research methodology or procedures that a researcher used in his work of describing, explaining and predicting phenomenon is followed (Rajasekar *et al.,* 2013:5). These various procedures help researchers collect data and find a solution to a problem. The research approach followed in this study was qualitative, located within the constructivist paradigm.

Qualitative research is concerned with the quality of a particular activity (Fraenkel & Wallen, 2006:430) understanding how people choose to live their lives, the meanings they

give to their experiences and their feelings about their condition (Newby, 2010:115) rather than how often it occurs. The main aim of qualitative research is to get the meaning, feelings and the description of the situation in order to understand the subjectivity within the area of interest of the study. It mainly explores the subjective aspects of an individual, or group of individuals being studied. Qualitative research is a non-numerical descriptive that applies reasoning by using words which means that qualitative data cannot be graphed (Okeke, 2015: 217; Rajasekar *et al.,* 2013:9).

The goal of qualitative research is a holistic picture with depth of understanding rather than a numeric analysis of data (Ary, Jacobs, Sorensen & Walker, 2014:32). Qualitative methods offer an effective way of interpretation that informs the study of research problems addressing the meaning of individuals or groups that ascribe to a social or human problem (Creswell 2013:44). The advantage of qualitative research is that detailed and exact analyses of a few cases can be produced, in which participants have much more freedom to determine what is relevant for them and then are able to present it in its context (Flick, 2015:11). The constructivist paradigm, that accepts that multiple realities exist, prompted this study to use qualitative methods in order to gain understanding of the constructions people have in that context (Mertens, 2010:18). The qualitative research approach enabled me to conduct an in-depth study of the experiences of SGBs, principals, educators, and unions during the process of rationalisation and redeployment in public schools (Martella *et al.,* 2013:325). The importance of using a qualitative approach is that it allowed me to gather data in a natural setting by talking directly to people and seeing them behave and act within their context (Creswell, 2013:45).The qualitative approach also enabled this study to make sense of the data by understanding it within its broader social context (Scott & Morrison, 2006: 182). I developed data collection instruments to examine documents, observe behaviour and interview participants (Creswell, 2013:45). Through a qualitative approach, I studied rationalisation and redeployment in its natural settings to make sense of it by interpreting this phenomenon through the meaning participants brought forward. I understood the phenomenon of rationalisation and redeployment by focusing on the total picture rather than breaking it down into variables (Ary *et al.,* 2010:29). A qualitative approach is willing

to use data of different types and from different sources and combine them into an analysis and interpretation of a situation (Newby, 2010:116). Lauer (2006:76) outlines the advantage of qualitative research as giving more emphasis to context and holism and less to isolation and analysis of the object of study into its parts.

In qualitative research, the behaviour is studied as it occurs naturally (McMillan & Schumacher, 2014:345). Naturalistic enquiry means obtaining data in as natural a setting as possible (Newby, 2010:117). Qualitative research is used when there is a need to study a group through exploration (Creswell, 2013), as in this study, and when there is a need to empower individuals to share their stories, hear their voices, and minimise the power relationships. Finally, as Creswell (2013:48) perceives it, qualitative research is used to develop theories when existing theories do not adequately capture the problem.

3.4   RESEARCH DESIGN

A research design is a plan or strategy that describes "the conditions and procedures for collecting and analysing data" (McMillan & Schumacher, 2014:6). De Vos *et al.* (2005:268) and Gray (2009:131) define research design as decisions a researcher makes in planning the study for the collection, measurement and analysis of data. The research design or strategy selected for this qualitative study is a case study design. The use of qualitative case studies is a well-established approach in an in-depth research strategy exploration that investigates a phenomenon from multiple perspectives of the complexity and uniqueness of a particular project, policy, institution, programme or system in a 'real life' context (Demetriou, 2013:257; Thomas, 2016:10). According Ary *et al.* (2014:32) and Creswell (2012:293) there are many different types of qualitative research designs, but eight are considered to be frequently used: basic interpretative studies, case studies, content analysis, ethnography, grounded theory, historical studies, narrative inquiry, and phenomenological studies.

3.4.1 The Case Study Design

According to Yin (2009:47-48), there are four types of case study designs: single case (holistic) designs, single-case (embedded) designs, multiple-case (holistic) designs and multiple-case (embedded) designs. McMillan and Schumacher (2014:32) define a case study as a qualitative research design that allows for the examination in detail of a "bounded system", using sources of data found within the system or case. A qualitative case study ensures that the issue is not explored through one lens, but rather a variety of lenses which allows for multiple facets of the phenomenon to be revealed and understood (Baxter & Jack, 2008:544). The case study, seen as a frame that offers a boundary (Thomas, 2016:21), is a necessary method for certain important research tasks in the social sciences (Flyvbjerg, 2006:241).

A case could be an individual, a group, a community, an instance, an episode, an event, a subgroup of a population, a town or a city (Ary *et al.,* 2010:29; Kumar, 2014:155). A case study approach was used to allow a genre provision that usually takes place within the qualitative paradigm that focuses on smaller groupings or individuals and attempts to answer questions about contexts, relationships, process and practices (Hamilton & Corbett-Whittier, 2013:23). A case study is a design of inquiry aimed at arriving at a detailed description, an in-depth analysis and understanding of the entity developed by the researcher of a case, often a programme, event, activity, processes, or one or more individuals (Creswell, 2014:19; Ary *et al.,* 2014:32,). I used a case study design, integrating the usage of multiple methods such as interviews, observation, documents and focus groups to research the phenomenon of rationalisation and redeployment in public schools (Ary *et al.,* 2014:32).

Atkins and Wallace (2012:108) identify several advantages of case study as provision for the researcher to capture or interrogative that 'real world' - be that a situation, an organisation or a set of relationships - in all its complexity. Since participants in this study were members from the education sector such as principals, the governing bodies educators, department officials and union members, each school constituted a case study

examining the experiences of participants on the transfer of educators during rationalisation and redeployment in public schools. Martella *et al.,* (2013:324) posit that case study research focuses on one participant, setting or event at a time and the advantage is that it helps to investigate the case in-depth, to probe and drill down through long-term immersion with the case (Ashley, 2012:102).

Since there are different types of case study, I used an instrumental case study. The purpose of using an instrumental case study was to explore and describe rationalisation and redeployment of educators with the aim of gaining new knowledge which may inform policy development (Fouche & Schurink, 2011:322). In a single instrumental case study, the researcher focuses on an issue or concern and then selects one bounded case to illustrate the issue (Creswell, 2007:74). However, it goes further, and is used to understand more than what is obvious to the observer (Tellis, 1997). The case is often looked at in depth, its contexts scrutinised, its ordinary activities detailed, because it helps to pursue the external interest (Stake, 1995). I used an instrumental case study to examine cases of transfer of educators during rationalisation and redeployment in public schools in order to gain insight into some broader issues (Lodico *et al.,* 2010:158). The advantage of the case study is that it focuses on real-life situations and tests views directly in relation to the phenomenon as it unfolds in practice (Flyvbjerg, 2006:235). An instrumental case study provided insight into the redeployment of educators as an issue and achieve the goal of accessing the experiences of principals and stakeholders (Stake, 1995; Willig, 2008:214). According Flyvbjerg (2006:221), the case study produces the type of context-dependent knowledge research on learning necessary to allow people to develop from rule-based beginners to virtual experts.

3.5   RESEARCH METHODS

This section outlines actions taken in selecting a sampling strategy, site selection and selection of actual participants and gaining permission to conduct the study. It further describes the data collection techniques and the process of data analysis.

3.5.1   Sample Selection

De Vos *et al.,* (2005:195); and Maree (2007:79) define sampling as a small portion of the total population which together comprise the subject of the study. A sample is also described by Fraenkel *et al.,* (2012:91) as the group from which information is obtained. Three types of sampling are discussed below: purposive sampling, snowball sampling and convenience sampling.

3.5.2   Purposive Sampling

Participants involved in the study as individuals, are expected to contribute their experiences and views from their particular life situations (Flick, 2015:11). Bernard and Ryan (2010:365) describe purposive sampling as a quota sampling without grid because of the informant purpose it serves, by giving rich information with respect to the studied phenomenon (Gall *et al.,* 2010:348). Qualitative researchers select participants purposively and integrate small numbers of cases according to their relevance (Flick, 2015:11).

In this study, I used personal discretion to select a sample based on prior information as a way to differentiate purposive sampling from convenience sampling (Fraenkel *et al.,* 2012:100). I chose a purposive sampling of nine schools from two circuits that represented the whole population of schools in the Mopani District, Limpopo province. I selected secretaries of governing bodies per school, as well as the principals as the heads of schools. Purposive sampling was used to select educators who were affected and participated in by the process of rationalisation and redeployment to participate in focus group discussions. However, I was aware that with purposive sampling it might happen that judgement on estimating the representativeness of a sample might be in error regarding the information needed (Fraenkel *et al.,* 2012:100).

Strydom and Venter (2002:207) confirm that the judgement of the individual researcher is obviously too prominent a factor in this type of sample. The disadvantage of purposive

sampling method is that the researcher exercises judgement on the informant's reliability and competency. The remedy is that qualitative research helps the researcher collect data until the data are saturated. In this study, I used two strategies of purposive sampling being snowball and convenience sampling.

3.5.2.1   Snowball sampling

Tracy (2013:136) and Heckathorn (2011:357) regard snowball samples as a method for studying a network structure that fits the needs of scholars whose concern is to reach difficult-to-access or hidden populations. Heckathorn (2011:356) outlines snowball sampling as that which starts with initial subjects serving as "seeds," through which wave one subjects are recruited; then wave one subjects in turn recruit wave two subjects; and the sample subsequently expands wave by wave like a snowball growing in size as it rolls down a hill. The sample begins with a convenience sample with bias of unknown magnitude and unknown direction and this bias is then compounded in unknown ways as the sample expands from wave to wave (Heckathorn, 2011:357). This sampling involves approaching a single case that is involved in the phenomenon investigated in order to gain information on other similar persons (Strydom & Venter, 2002:208).

According to Bless, Higson-Smith and Sithole (2013: 176), snowball sampling is useful for identifying some participants and then relying on each participant to guide them to the next. The snowball sampling disclosure strategy finds a person who has the desired characteristics and uses the person's social networks to recruit similar participants in a multi-stage process (Sadler, Lee, Lim & Fullerton, 2010: 370). Snowball sampling has become a widely used method in qualitative research on hard-to-investigate populations or equivalent hidden populations (Heckathorn, 2011: 356). The sampling of a hidden population begins with a sample of convenience of the initial subjects, because if a random sample could be extracted, the population would not qualify as hidden (Heckathorn, 2011: 356). In this sampling method, researchers begin by identifying several participants who meet the study criteria and who have similar characteristics, and then ask these people to recommend a colleague, friend or family member who also has

similar characteristics (Palinkas, Horwitz, Green, Wisdom, Duan & Hoagwood, 2015:535; Sadler *et al.,* 2010:370; Strydom & Venter, 2002: 208; Tracy 2013: 136).

Snowball sampling plans can expand rapidly. The snowball technique is excellent for cases in which the researcher needs to investigate a relatively unknown phenomenon (Heckathorn, 2011: 357; Strydom & Venter, 2002: 208). Qualitative snowball sampling is a form of intentional sampling that is normally done after a study begins and occurs when the researcher asks the participants to recommend other people to take samples (Creswell, 2012: 209).

Since I was no longer attached to a school as an educator, identifying educator participants was a challenge. I therefore relied on snowball sampling to identify the relevant participants. I approached one educator who was affected by rationalisation and redeployment and he suggested others who were experiencing similar problems. Thus, snowball chain or network sampling occurs when the initially selected participants suggest the names of others who would be appropriate for the sample, and the next subjects might then suggest others (Ary *et al.,* 2014:458). The snowball samples increase in size as the researcher asks the study participants to recommend other participants.

Snowball sampling not only saves time and money, but its effort can produce better quality research and also in-depth information (Strydom & Venter, 2002: 1999). The technique is more efficient and less expensive than the use of traditional recruitment strategies to bring participants together in proportion to the focus community (Sadler *et al.,* 2010: 370). Another advantage is that snowball sampling is culturally competent and engenders the inherent trust among potential participants (Sadler *et al.,* 2010: 370). The disadvantage of snowball sampling is that the sample can quickly skew to one type of group, clique, or demographic due to participants suggesting others who are similar to themselves (Tracy, 2013:136), and ultimately, the conclusion reached in a study may be biased due to participants with similar characteristics being included (Sadler *et al.*, 2010:371). A potential solution is to recruit a handful of participants who represent a maximum variation, and then to generate several smaller snowballs from that diverse initial sample

(Tracy, 2013:136). Secondly, a high refusal rate, which is a common place under the latter circumstances, contributes to a type of self-selection bias that can compound the study outcome (Sadler *et al.,* 2010:371).

3.5.2.2   Convenience sampling

Convenience sampling is to collect information from participants who are easily accessible to the researcher (Palinkas *et al.,* 2015:536). Convenience sampling, chosen because it is convenient, easy, and relatively inexpensive to access, is appropriate when time and money are scarce, but may indicate laziness (Tracy, 2013:134). Participants were selected opportunistically based on availability, time, location or ease of access (Ary *et al.,* 2014:459).

I selected participants who had knowledge and experience about redeployment of educators in schools (DeMarais, 2004:58). I regarded the secretaries of the governing bodies to be rich with information on the rationalisation and redeployment of educators in public schools since they are members of the SGBs and take notes and minutes at meetings. In this qualitative research, I was guided by personal judgement as to who was likely to provide the 'best' information (Kumar, 2014:248). Principals of schools were selected as key informants and as resource persons who could provide more information on how rationalisation and redeployment of educators could be implemented. I assumed that as principals are trained on implementing the process of rationalisation and redeployment in public schools, they would be in possession of the relevant documents pertinent to this study.

3.5.3   Site Selection

Choosing a site is a negotiation process to obtain freedom of access to a site that is suitable for the research problems and feasible for the researcher's resources of time, mobility, and skills (McMillan & Schumacher, 2014:377). This research study was conducted in the Sekgosese and Mamaila circuits forming a cluster called Masekgo in the

Mopani district of Limpopo province. The Mopani district is situated to the far North-East of Polokwane, in Limpopo. The district is comprised of the three former homelands being Lebowa, Venda and Gazankulu. Differences in language and culture characterise this district since the three dominant languages of Sepedi, Tshivenda and Xitsonga are equally used. When educators are transferred during rationalisation and redeployment, there is the possibility of being deployed to a school where communication could be a challenge. The district is comprised of deep rural villages and it was at selected schools in these villages where educators were transferred due to rationalisation and redeployment in public schools.

3.5.4   Participant Selection

Since the study took place in deep rural villages of the Mopani district, all schools selected were classified in the Quintile 2 group. Quintiles are determined by the Minister of Education every year to identify schools that may not charge school fees. South African schools are grouped into five Quintiles ranging from the poorest to the least poor. Quintile 1 and 2 are a group of schools that cater for the poorest; they do not charge school fees but they do receive the highest money allocation per learner. School principals from the Quintile 2 group, whose schools were affected by redeployment, were also selected to participate in this study.

The selection criterion was only educators who were once declared additional and transferred to other schools. Secretaries of SGBs of schools that were affected by redeployment were also selected, since the role of the SGB in redeployment is to recommend the appointment of educators. Union chairpersons, as representatives of educators in the bargaining chamber, were selected. Unions are supposed to observe during the process of rationalisation and redeployment. The majority of educators in the Mopani district are members of unions. Circuit Managers, on behalf of the Department, were also selected to participate in this study because the matching process takes place at circuit level.

Table 3.1 below shows the profile of each participant:

Table 3.1: Participant Profiles

Participant Number	Position	School Quintile	Redeployment Status
P1	Principal	Quintile 2	Released
P2	Principal	Quintile 2	Released
P3	Principal	Quintile 2	Received
P4	Principal	Quintile 2	Released
P5	Principal	Quintile 2	Released
P6	Principal	Quintile 2	Released
P7	Principal	Quintile 2	Released
P8	Principal	Quintile 2	Received
P9	Principal	Quintile 2	Received
SGB 1	SGB Secretary	Quintile 2	Received
SGB 2	SGB Secretary	Quintile 2	Released
UM 1	Union Chairperson	N/A	N/A
UM 2	Union Chairperson	N/A	N/A
CM 1	Circuit Manager	N/A	N/A
CM 2	Circuit Manager	N/A	N/A
FG1	Educators	Quintile 2	Released
FG2	Educators	Quintile 2	Released

3.6 DATA COLLECTION

Prior to commencing the study, ethical clearance was sought. I obtained an ethical clearance certificate from the University of South Africa (See Annexure-A) and I also received approval from Limpopo Department of Education to conduct study in their schools (See Annexure-H).

In order to understand the research phenomenon empirically, qualitative data were collected from a number of sources, in a variety of ways and at various time points during interviews, focus groups, document materials and observation. I intentionally chose the

four data collection techniques for the purpose of triangulation. Below I briefly discuss each technique and how I applied it.

3.6.1   Interviews

Interviewing, a primary source of data in qualitative research (Merriam & Tisdell, 2016:137), is a process where the researcher and participant interact in a conversation based on questions related to a research study (DeMarais, 2004:54). Interviews are a very flexible research tool which can be used to gather a range of different types of information, including factual data, views and opinions, personal narratives and histories, which makes them useful as means of answering a wide range of research questions (Atkins & Wallace, 2012:86).

As not everything can be observed, data collected through interviews find out what is in and on someone else's mind (Martella *et al.,* 2013:331), which is why researchers regard interviews as a predominant mode of data collection in qualitative research (Becker & Bryman, 2004:268; De Vos *et al.,* 2005:287; Fraenkel & Wallen, 2006:455). Qualitative interviews provide access to social worlds as evidence of what happens within and how individuals makes sense of themselves, their experiences and their place within these social worlds (Miller & Glassner, 2016:52). This notion is reinforced by Stake (2010:95) who outlines the following reasons for interviews: to obtain unique information or interpretation held by the person interviewed; and finding out about "a thing" that the researcher was unable to observe.

There are a number of approaches to interviewing such as one-on-one interviews, focus group interviews, telephonic interviews and email interviews (Creswell, 2012:218). In this study, I used face-to-face interviews as well as focus group interviews. Interviews allow the researcher to engage with research participants individually face-to-face (Atkins & Wallace, 2012:86). As interviews were useful to gather information regarding an individual's experiences and knowledge, opinions; beliefs and feelings (Best & Kahn, 2006:267; Remenyi, 2012:49), I employed in-depth interviews for explaining the social

world from the points of view of research participants (Miller & Glassner, 2016:56), and to gain in-depth knowledge. The experiences of educators on redeployment were of utmost important to this study as they are affected by redeployment as well as the experiences of SGBs, principals and departmental officials on the rationalisation and redeployment of educators in public schools (DeMarais, 2004:52). Unions are also concerned about redeployment as they are representatives of educators in the bargaining chamber.

There are three types of interviews, such as structured, unstructured and semi-structured interviews. The purpose of structured interviews is to check the applicability of the interviewer's ideas (Robinson & Lai, 2006:108) maximising comparisons across responses to interview questions (Lankshear & Knobel, 2004:201). In contrast, an unstructured interview primarily aims to discover the espoused theory (Robinson & Lai, 2006:108) and has no prepared list of questions.

In this study, I used face-to-face semi-structured interviews to collect data (Becker & Bryman, 2004: 268) from nine principals, two SGB secretaries from different schools, two union members, and two departmental officials. A semi-structured interview, falling halfway between a structured and unstructured interview (Lankshear & Knobel, 2004:201), usually consists of a series of questions that, although presented in the general form of an interview protocol, may be asked and answered in any sequence, and may be augmented by additional probing or exploratory questions in order to collect comprehensive data (Bryman, 2012:470).

I selected semi-structured interviews to gain a detailed picture of a participant's beliefs about a particular topic (Greeff. 2002: 302) and because they are more flexible than structured interviews (Greeff, 2002:302). I also wanted to include a list of pre-prepared questions as a guide but then be in a position to follow up or probe particularly interesting avenues of participant's responses (Greeff, 2002:302; Lankshear & Knobel, 2004:201-202). I found it advantageous to use the semi-structured interview format because, firstly, it allowed me to change the order of questions according to the direction of the interviews

(Gray, 2014:385) and I had the freedom to not repeat the semi-structured interviews exactly the same way with each participant (Lankshear & Knobel, 2004:202). The semi-structured interview allowed for probing of views and opinions, clarification and to check that participants understood what was being asked (Atkins & Wallace, 2012:86; Gray, 2014:386). The follow-up questions, through probing and clarification, helped to obtain rich information. Bernard and Ryan (2010:31) describe probing as the key to achievable in-depth interviewing.

In-depth interviews are purposeful interactions through which I learned what others know about the research topic, in order to discover their experiences and what they think about it (Mears, 2012: 170). The reason for this style of interviewing is that I wanted to hear what participant had to say in his or her words, in his or her voice (Lichtman, 2006:119).

The interviews process

Semi-structured interviews were conducted with nine principals, two circuit managers, and two members of governing bodies, two union members and two focus groups of educators, chosen purposefully as stakeholders in those schools. After receiving an approval from the Department, participants were invited to participate and then sign a consent form giving permission to voice record the process of interviews. I requested permission from the schools to interview the principals as managers of schools (See Annexure-E), and prior to the interviews, each principal signed a consent form (See Annexure-J). An approval letter from the Province was presented to the Circuit together with the letter to request permission to interview Circuit Manager (See Annexure-D). Circuit Managers represented the Department in this study because they are the overseers of rationalisation and redeployment in the circuit. Permission was requested from SGB to interview SGB secretaries (See Annexure-F), who were purposively selected because of their expertise in governing body matters and information, including documents such as minutes of every meeting conducted in those schools. SGB secretaries were given a consent form to sign as a way of agreeing to participate in the study (See Annexure-L). Chairpersons of the two unions, SADTU and PEU, formed part

of the study because the majority of educators are members of these unions. Firstly, permission was requested from their unions (see Annexure-G) and once permission was granted, they were given a consent form to sign (See Annexure-M). I requested permission from the principals (See Annexure E) to interview educators, who in turn signed a consent form (See Annexure K). Educators affected by redeployment were chosen to participate in the focus group interviews (See Annexure R).

Interviews were conducted at schools on the agreed-upon day, at a time convenient to the participants. At the beginning of every interview, I introduced myself to the participants and clarified my role as a researcher. I also reminded participants that their participation in this research study was voluntary and that they were at liberty to withdraw at any given time. I requested permission from participants to use voice recorder to ensure an accurate recorded conversation (Creswell, 2012: 221). The use of a voice recorder assisted in listening what participants said more carefully and comparing the data transcription. In addition, the voice recorder helped to capture a good deal of the interviewee's intonation, voice quality, hesitations and self-corrections (Lankshear & Knobel, 2004:199). I checked and tested my voice recorder before I took it into the research room. The interview questions were orchestrated in a way which takes into consideration the unconstrained wording of questions, and furthermore empowered the researcher to build up a conversational style which made space for the interviewer to investigate, probe, and ask clarity-seeking questions in a particular subject area (Patton, 2002:343). I also took field notes during interviews. The data were recorded on a digital audio recorder and transcribed manually. I organized the recording and transcribing equipment of interviews in advance to avoid problems (Creswell, 2013:173).

3.6.2   Focus Group interviews

I conducted two focus groups with redeployed educators, one focus group comprising of three participants from primary school educators and the second comprising of three participants from secondary school educators. The focus group sessions were held after school hours as per agreement with the participants. Each of the focus group discussions

was held in the principal's office made available by the principal because of lack of classroom space. Focus groups usually consist of about six to eight participants, but I was unable to find more people to participate in these focus groups.

A focus group interview is a mechanism in qualitative research where attitudes, opinions or perceptions about an issue, product or programme are explored through a free and open discussion between participants and researcher (Kumar, 2014:156). It is a way of collecting qualitative data, typically engaging a small number of people in an informed group discussion "focused" around a particular topic or set of issues (Holstein & Gubrium, 2016:84). The group should neither be too large nor too small (Kumar, 2014:157) but should have at least three or more participants (Morgan, Ataie, Carder & Hoffman, 2013:1276). Okeke (2015:212) describes focus groups as a process that involves bringing together people or individuals with similar characteristics, who can then in a social and free manner, share and compare experiences, thoughts and ideas (Morgan, 2012:164) guided by an interviewer.

The participants were selected on the basis of common characteristics that relate to my topic, being educators who are redeployed to another school (Greeff, 2002:305; Kleiber, 2004:91). The focus groups did not depend on question-and-answer system of interviews but on inter-communication within the group. Issues such as a new work place, interaction with new colleagues, new learners and new management were part of similar characteristics of redeployed educators as participants. Gray (2014:468) points out that the purpose of the focus group is to generate interactions and discussions within the group about the phenomenon and situations while in this study the aim was to obtain perceptions, opinions and attitudes of those redeployed educators as they shared their experiences. The focus group approach was good because I wanted to stimulate people to reveal the underlying reasons for their behaviour and beliefs (Okeke, 2015:212), promoting self-disclosure among participants (Greeff, 2002:306) and express their feelings and opinions easily by feeding off one another (Bernard & Ryan, 2010:41). This is confirmed by Lichtman (2006:129) who adds that focus group interviewing may trigger thoughts and ideas among participants that do not emerge during an individual interview.

Before I undertook the focus groups, I completed an ethics application, and I also prepared information sheets, consent forms, and letters of invitation (Gibbs, 2012:188). I used the semi-structured questions with questions moving from general to specific to ensure the coverage of important issues and was flexible when responding to group-initiated concerns (Lichtman, 2006:129; Mertens, 2010:242). The discussion was based on series of questions (Focus Group Schedule: Annexure R), and as the researcher I acted as a 'moderator' for the group posing the questions, keeping the discussion flowing and enabling group member to participate fully (Holstein & Gubrium, 2016:84). I avoided asking each focus group participant questions, but facilitated the group discussion actively encouraging group members to interact with each other.

Through the focus groups, I uncovered issues that individualised responses from one-on-one interviews possible would not yield (Scott & Morrison, 2006:112). Focus groups are relatively assembled quickly and cheaply and provided data which I began to analyse immediately after each session was completed (Gray, 2014:469).

3.6.3   Document Materials

Data was also generated by using document analysis which helped to gain rich and relevant information. Mertens (2010:373) argues that since it is impossible for a researcher to be in all places at all times, documents such as minutes, agenda, and policies which amounted to 52 documents give the researcher information that would otherwise be unavailable. Henning *et al.,* (2004:99) regard the collection of documents as valuable sources of information. Documents are convenient to use and often free or available at only a small cost, and can also be collected during a shorter space of time than interviews, questionnaires or data based on observation (Harber, 2010:114).

I requested public record documents that regulate rationalisation and redeployment in schools such as minutes, Management plans, Post establishments, Collective Agreements, Acts and Policies as Merriam (1998:112) perceives them as ready-made sources of data easily accessible to researcher. In considering ethics, I requested

permission from the selected schools to access the documents and records. Merriam and Tisdell (2016:174) pointed out that the purpose of analysing documents is to learn more about the situation, person or event being investigated. Martella *et al.* (2013:314) further outlines the three advantages of document analysis as involving permanent products, they can be studied by several individuals at different times and information that cannot be obtained through interviews may be available in documents.

I only chose to retrieve information from documents that were relevant to what I was researching. Other documents requested from the principals during interview meetings were forms that additional educators complete. Additional documents were requested from the unions on redeployment. Tellis (1997) posits that documents are stable and they can be reviewed repeatedly, but their challenge is that they are difficult to retrieve and are not always easily accessible.

3.6.4 Observation

Observation is a purposeful, systematic and selective means of watching and listening to individuals (Kumar, 2014:173) and is part of living in our common sense interaction with the world (Merriam & Tisdell, 2016:138). At times people may not feel free to talk about or may not want to discuss all topics, but the researcher might observe dissension and strife among certain staff members that an interview would not reveal (Merriam & Tisdell, 2016:139). The eyes see a lot, simultaneously noting the, what, when, where, and why of the phenomenon observed as it delights particularly to the story of the research question (Stake, 1995:90). Thus, observation comprises of noting or capturing behaviour and events that are encountered in the process (Best & Kahn, 2006: 264).

Merriam and Tisdell (2016:137) differentiate observations from interviews as follows: first, observations take place in the setting where the phenomenon of interest naturally occurs rather than a location designated for the purpose of interviewing; second, observational data represent a first-hand encounter with the phenomenon of interest rather than second-hand accounts of the world obtained in an interview. As a technique for gathering

information, the observational method relies on a researcher's seeing and hearing things and recording these observations, rather than relying on subjects' self-reported responses to questions or statements (McMillan & Schumacher, 2014:224). It is the responsibility of the observer to know what is happening, to see it, to hear it, and to try make sense of it (Stake, 2010:94). Interpretation is a part of observation and continues to reshape the study along the way (Stake 2010:91). Nieuwenhuis (2007:84-85) suggested four types of observation used in qualitative research, namely, complete participant, observer as participant, and participant as observer and complete observer.

In this study, as a non-participant observer, observations generated data to verify the credibility of the qualitative research findings (Baruth, 2013:24). The purpose of the observation was to observe Circuit task team meetings during the matching process of educators, in two circuits in Mopani district. The Circuit Task Team (CTT), comprised of the Circuit Manager and two union members, one from each union, were observed in meetings as this was an opportunity to listen, watch and record what informants said and did (Scott & Morrison, 2006:167). I observed in the natural setting of CTT meetings in order to understand the complexity of human behaviour and interrelationships among groups (Lichtman, 2006:139). During observations, an observation protocol as well as observation schedules were used (See Annexure S). I also used a code sheet to record instances of specified behaviour (Merriam & Tisdell, 2016:140). I focused mainly on the situation and I wrote down notes after the meeting. The observer as a participant comes to a social situation to engage in activities appropriate to the situation and to observe the activities, people and physical aspects of the situation (Spradley, 1980:56). I looked for patterns of behaviours to understand the assumptions, values and beliefs of participants and made sense of the social dynamics, but I remained uninvolved and did not influence the dynamics of the settings (Nieuwenhuis, 2007:85). The advantage of observation is to provide a record of the actual behaviour that occurs (Ary *et al.,* 2010:219) and obtain first-hand experience and access unexpected information (Martella *et al.,* 2013:313). Stake (1995:60) posits that another advantage of observation is to help the researcher understand the case better, giving the researcher the opportunity to record information as it occurs in a setting (Creswell, 2012:213) and to understand the complexity of human

behaviour and interrelationships among members of different stakeholders (Lichtman, 2006:139). The disadvantage of observation is that it invades another person's space, which could threaten the sense of trust (Hopkins, 2007:71).

I took field notes as soon as possible after observing because observation is fieldwork (Merriam & Tisdell, 2016:150), keeping a detailed record of both objective and subjective feelings (Spradley, 1980:56). Mertens (2010:367) contends that it is essential for the researcher during observation to observe long enough to identify salient issues and avoid premature conclusion. Hopkins (2007:71) cautions about guarding against the natural tendency to move too quickly into judgement in the observation. Observations were analysed by checking whether the process of CTT matching tallied with that of the interviews and document analysis.

3.7   DATA STORAGE

I took it upon myself to describe how I would store data and protect the confidentiality and anonymity of participants in this study before, during, and after data collection (Creswell 2013:175). I developed backup copies of computer files to store data. Computer files were encrypted with a password for security. I engaged several data storage activities before, during and after data collection. Hard copies such as interviews notes and voice recordings were kept securely in a locked filling cabinet where no one except the researcher had access. I developed a proper master list, filing and back-up systems for both "hard and soft" data (Stake, 2006:34), a step that would ease future retrieval of the stored data. Backups are important in avoiding accidental damaging and deletion of stored information. I stored the other data on memory sticks, while electronic files, MP3 files and digital records were transferred onto the laptop and burned to compact discs (CDs), which were stored separately in a locked cabinet. I followed these data storage principles to ensure proper data storage and protection of the confidentiality and anonymity of participants in this study.

3.8   QUALITATIVE DATA CONTENT ANALYSIS

Qualitative data refers to non-numeric information such as interviews, notes, video and audio recordings, images and text document, concerned with interpreting what a piece of text means rather than finding the numerical properties of it (Smith, 2015:2). Cohen *et al.* (2011:537) define data analysis as the process of "organising, accounting for and explaining the data". McMillan and Schumacher (2014:395) added that this process "is primarily an inductive process" that involves sorting the data into categories so that emerging themes, patterns and trends and the relationships between categories can be identified and studied. Qualitative data analysis can be divided into five categories, namely, content analysis, narrative analysis, framework analysis and grounded theory. I used qualitative content analysis to analyse data.

Content analysis, used to analyse things such as books, brochures, written documents, transcripts, news reports and visual media (Nieuwenhuis, 2007:101), is a systematic approach to qualitative data analysis that identifies and summarises message content (Nieuwenhuis, 2007:101). According to Ary *et al.* (2014:32), content analysis focuses on analysing and interpreting recorded material to learn about human behaviour. Qualitative content analysis is used to explore and identify overt and covert themes and patterns embedded in a particular text (Bezuidenhout & Cronje, 2014:234). Content analysis is a process of looking at data from different angles with a view to identifying keys in the text that help to understand and interpret the raw data (Nieuwenhuis, 2007:101). Strydom and Bezuidenhout (2014:191) posit that content analysis is an inductive and interactive process looking for similarities and differences in text that corroborate or disconfirm theory. Content analysis allows the researcher to test theoretical issues to enhance understanding of the data (Elo & Kyngas, 2008:108). The study uses qualitative analysis in order to gain insight into the systematic process of coding, categorising and interpreting data to provide explanations of a single phenomenon of interest (McMillan & Schumacher, 2014: 395). Bernard and Ryan (2010:109) added that those analyses which start before collecting data, by conceiving ideas of what a researcher wanted to study, was the search for patterns in data and for the ideas that explain why those patterns are there in the first

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place. Maree (2007:100) concludes that the purpose of analysing qualitative data is to summarise what a researcher saw or heard through common words, phrases, themes or patterns. The advantage of content analysis is that it allows the researcher to collect and analyse large amounts of data. I used the following steps to analyse data:

3.8.1   Preparing and Organising Data

I collected four types of data – observations, interviews, focus group interviews and document analyses. To organise the data, I separated it into workable units since vast amounts of data are overwhelming (McMillan & Schumacher, 2014: 397). I created and organised files for the data on my computer (Creswell, 2013, 182) to ensure safe storage and easy analysis. The first step was to transcribe verbatim 270 minutes interviews from audio-tapes into a text form (Lodico *et al.,* 2010:181). By typing up the transcripts, I developed a familiarisation with data at an early stage (Gray, 2014:604). After each interview, I had taken notes while listening to the voice recordings and identified issues or ideas using participants' own words. I reviewed the data by listening to the voice recordings several times and then reading and examining the transcripts in order to get a sense of the whole data (Creswell, 2013:183) and to ascertain whether enough data was collected (Lodico *et al.,* 2010:182). Organising involves the reading and re-reading of the text (Taylor-Powell & Renner, 2003:2). As I immersed myself in the data, I got the sense of interview responses and was able to break it into parts. While reading the transcripts, I wrote notes or memos in the margins of the transcripts. Reading and re-reading field notes, documents and transcripts helped to get a general flavour of what was happening (Gray, 2014:604). While reading, I noted down initial ideas composed of phrases, ideas or key concepts that were found on the transcripts.

Then I began with the process of cutting and sorting out my data in order to separate and mark each bit of data in terms of its identifying characteristics (Maree, 2007:104). I took these notes and other information and converted them into a format that facilitated analysis (McMillan & Schumacher, 2014:398). Interview data were organised according to individual participants by grouping answers together across participants (Best & Kahn,

2006:270). I organised data by questions looking across all participants and their responses in order to identify consistencies and differences (Taylor-Powell & Renner, 2003:2). Again, observations were also considered individually per setting and event. I used a computer programme entitled ATLAS.ti to help me with the phase of analysis which consisted of coding the data and then establishing categories and themes.

3.8.2   Coding the Data

Lodico *et al.* (2010:183) define coding as the process of identifying different segments of the data that describe related phenomena and labelling these parts using broad category names. The process of coding conversation and text into meaningful is a challenging task (Lichtman, 2006:167), but the idea is to tag or index the text or to assign it values of a scale (Bernard & Ryan, 2010:87). Saldaña (2016:4) describes coding in qualitative inquiry as a word or short phrase that assigns summative, salient, essence capturing, and evocative attribute for a portion of language-based or visual data. Coding is a system that makes the process of analysis manageable and can be applied to all texts, including focus groups, notes, observations, interviews, written texts, visual images and any tangible interpretable artefacts (Bezuidenhout & Cronje, 2014:235).

I used inductive content analysis to organise qualitative data which includes using open coding, creating categories and abstraction (Elo & Kyngas, 2008:109). The ATLAS.ti 8 software was used to support the coding process which helped to code the data, retrieve text based on keywords, rename or merge existing codes without perturbing the rest of the codes, generate visualisations of emergent codes and their relationships to one another.

In open coding, notes and heading are written in the text while reading (Elo & Kyngas, 2008:109). I read through the written material again and wrote headings down in the margins to describe all aspects of the content. In order to analyse and interpret these qualitative data accurately, I used data reduction, coding and decoding analytic processes (Saldaña, 2013:83). I carefully read through the transcribed data, line by line, and divided

it into units (Maree, 2007:105). I coded data as I collected to avoid waiting until all data were collected (Gray, 2014:604). At that stage I underlined the key words or phrases and making notes in the margins. This helped to identify issues coming from my data. Each unit of data was assigned its own unique code and then grouped into small categories (Saldaña, 2009:5-6). The coding process helped to retrieve and collect together text and data associated with thematic ideas (Maree, 2007:105). Then I searched for patterns, seen as repetitive, regular or consistent occurrences of action or data that appear more than twice in coded data (Saldaña, 2016:5), to categorise similarities, differences, frequencies, sequences, correspondences and causations (Hatch, 2002:155). Searching for patterns in coded data to categorise them may sometimes mean grouping things together that have something in common (Saldaña, 2009:6). Patterns were more trustworthy evidence for the findings since they demonstrated habits, salience, and importance in people's daily lives (Saldaña, 2016:5). I put similar codes together to form a category which was then labelled to capture the importance of the codes. I identified small pieces of data called segments that stood alone and contained one idea (McMillan & Schumacher, 2014:398).

3.8.3   Establishing Categories and Themes

I used qualitative content analysis to group data together into chunks, and assign them to broader categories of related meanings (Bezuidenhout & Cronje, 2014:235). Categories that represent main ideas were used to describe the meaning of similar coded data (McMillan & Schumacher, 2014:404). I used an interpretivist approach to analyse the collected data of the experiences of educators and stakeholders on rationalisation and redeployment as a policy. The gathered data from semi-structured interviews, focus groups, document analysis and observations were analysed and interpreted as social interaction. I structured the data into codes and themes, which I applied to all the text. For data to have sense, I checked patterns that were embedded in the text to develop more categories and subcategories. In the process of data analysis, I identified major and minor themes in the coded data in order to explain what I had learnt in the study (Lodico *et al.,* 2010:185).

3.8.4   Analysing and Interpreting the Data

Interpretation involves explaining the findings based on data from the participants. I put similar codes together to form a category, which then was labelled to capture the importance of the codes. I assigned abbreviated codes, words or symbols and placed them next to the themes and ideas found to analyse data (Taylor-Powell & Renner, 2003: 2). Code labels were in the form of direct words used by participants. I created themes that formed common ideas, and I then grouped them into sub-themes by segments of data in order to reduce the information. In the second reading of data, I started to modify codes. I removed one code that seemed to apply to the same phenomenon (Gray, 2014:604). I then identified the codes that relate to a concept in the literature and, made use of a literature category.

3.8.5   Reporting Data Findings

In Chapter 4, I report on and interpret data by using participants' own words in order to create reality of the persons and situation studied (Lodico *et al.,* 2010:193). It is a simple description of what participants had said or done. Interpretation involves explaining the findings based on data from the participants. After development of the codes, formation of themes from the codes and organising the themes, I attached meaning and significance to the data. This was a combination of personal views as contrasted with a social science construct or idea (Creswell, 2013:187). I looked for connections between categories and concepts that were created from the data (Gray, 2014:604). I developed ideas about some of these connections and returned to the literature to see if the evidence could confirm or refute them. Therefore, I used themes and connections to explain the findings by attaching meaning and significance to the analysis (Taylor-Powell & Renner, 2003:5). I presented an in-depth picture of the case in a narrative supplemented with a table (see Table 3.1).

3.9   METHODOLOGICAL RIGOUR: TRUSTWORTHINESS

Cohen *et al.* (2000:129) argue that trustworthiness replaces conventional views of reliability and validity in qualitative research. Trustworthiness in qualitative research is determined by credibility, transferability, dependability and confirmability (Kumar, 2011:219). In order to enhance the quality of data and to ensure rigour in this study, I also used Guba's criteria as employed by the positivist investigators (Shenton, 2004) as follows:

3.9.1   Credibility

Credibility revolves around the question whether findings in the research study are credible and believable from the perspective of the participants (Becker & Bryman, 2004:251; Trochim & Donnelly, 2007:149). Credibility in qualitative research concerns the truthfulness of the inquiry's findings (Ary *et al.,* 2010:498). Credible reports are those that readers feel trustworthy enough to act on (Tracy, 2010:843). Qualitative credibility is achieved through member checking and triangulation or crystallisation and thick description. Each of these aspects of credibility used in the study is discussed below.

3.9.1.1   Member checks

Member checking is a presentation of a recording or draft copy of interviews to the persons providing the information and asking for correction and comment (Stake, 2010:126). Mertens (2010:257) posits that member checks involve the researcher seeking verification with the participant groups about the constructions that are developing as a result of data collected and analysed. Member checking was done within the interviews as topics were rephrased and probed to obtain more complete and subtle meanings (McMillan & Schumacher, 2014:355). At the end of each interview, I summarised what participants said and asked them if the notes reflected what they had said as an accurate synopsis (Hamilton & Corbett-Whittier, 2013:136).

Creswell (2013:252) argues that member checking involves taking data, analyses, interpretations, and conclusions back to the participants so that they can judge the

accuracy and credibility of the account. As data were collected and analysed, I integrated a process of member checking, where interpretation of the data were shared with the participants, and the participants had the opportunity to discuss and clarify the interpretation and contribute new or additional perspective on the issue under study (Baxter & Jack, 2008:556). I took the transcribed data back to educators, principals, SGB secretaries, union members and department officials to reflect on the accuracy, the clarity and provide alternative language requesting participants to review, comment and critique field notes and data transcriptions for accuracy and meaning as member checks (Ary *et al.,* 2010:500; Becker & Bryman, 2004: 251). This increased the time I spent with participants and enabled me to validate their understanding and insight as credibility (Koonin, 2014, 258). The purpose was to ascertain that the research findings were more credible by being verified by participants.

The reason for member verification is to look for precision, possible numbness and new meanings. Robinson and Lai (2006:63) are of the view that the purpose of member checking is to increase validity and not simply to gain agreement. I also wanted participants to check what was missing from transcripts. Member checking allowed for sharing and dialoguing with participants about the study's findings, and providing opportunities for questions, critique, feedback, affirmation and even collaboration (Tracy, 2010:844). The procedure was to ensure that not only the researchers' etic perspective but also the emic perspective of the research participants were included in the case study (Gall *et al.,* 2010:358).

3.9.1.2   Triangulation

A definition of triangulation is the use of two or more methods of data collection in the study to obtain more information of aspects of human behaviour (Cohen *et al..* 2000:112; Evans, 2013:152; Tellis, 1997). Triangulation of data sources, data types or research is a primary strategy that can be used and would support the principle in case study research that the phenomenon be viewed and explored from multiple perspectives (Baxter & Jack, 2008:556; Mertens, 2010:258) and can thus ensure consistency (Stake,

2010:123). Triangulation means that a conclusion reached on the basis of one set of methods or sources of evidence is confirmed by the use of at least one additional method or source of evidence (Mertens, 2010:257; Robinson & Lai, 2006:62; Smit, 2003:131) to provide corroborating evidence (Creswell, 2013:251).

Tellis (1997) postulates that no single source has a complete advantage over the others; rather, they might be complementary and could be used in tandem. The process might produce convergence, or it might clarify the reasons for apparent contradictions among findings about the same phenomenon (Gall *et al.,* 2010:358). Tracy (2010:843) posits that the concept of triangulation emerged within realist paradigms that are geared to rid research of subjective bias. Triangulation addresses the issue of internal validity by using more than one method of data collection to answer a research question (Barbour, 2001:1116). This process involves corroborating evidence from different sources to shed light on a theme or perspective (Creswell, 2013:251).

In this study, I achieved credibility by using multiple sources of data, and multiple methods known as triangulation (Ary *et al.,* 2010:498 Comparing what the participants said in the interviews with the information generated from document analysis and during observation of CTT matching, assisted in ascertaining credibility. Ary *et al.* (2010:500) confirm that evidence of credibility is visible when interviews, related documents and recollections of other participants produce similar description of an event or when a participant responds similarly to a question asked on three different occasions. I attempted to look at the phenomenon of redeployment through a number of different lenses, understanding the phenomenon of rationalisation and redeployment of educators through a combination of data sources such as interviews, observations and relevant documents (Ary *et al.,* 2010:500).

When qualitative researchers locate evidence to document a code or theme in different sources of data, they are triangulating information and providing validity to their findings. Triangulation can be done to verify certain ideas and concepts. I used multiple methods such as interviews, observation, and document analysis to check factual data.

Triangulation helped in the conclusions by showing how different methods have independently produced the same conclusion. The need for triangulation arises from the ethical need to confirm the validity of the processes and increasing the reliability of the data and the process of gathering it (Tellis, 1997).

3.9.1.3   Thick Description

Thick description gives an account of the phenomenon under research that is logical, coherent, and gives more than facts by offering an interpretation of the information (Henning *et al.,* 2004:6). Tracy (2013:235) established that thick description is related to the ability of qualitative research to tap into tacit knowledge and is an integration of the empirical information and theoretical knowledge. I spent more time with participants and probed for more information in order to achieve thick description.

3.9.2   Transferability

Transferability is the ability of the findings to be applied to a similar situation and delivering similar results (Koonin, 2014:258). Ary *et al.* (2010:501) and Trochim and Donnelly (2007:1490) define transferability as the degree to which the findings of a qualitative study can be applied or generalised to other contexts or to other groups. Ary *et al.* (2010:501) and Mertens (2010:259) argue that in qualitative research, the reader, through the necessary comparisons and judgement, distinguishes similarities between the research site and the receiving context to determine transferability. The responsibility of the researcher is to provide sufficient detail to enable the reader to make such a judgement (Mertens, 2010:259). In addressing transferability, I provided the background of the sampled schools as well as the interview schedule. This study was a qualitative report based on sampled schools. I provided accurate, detailed and complete descriptions of the contexts and participants to assist the reader in determining transferability (Ary *et al.,* 2010: 501).

3.9.3   Dependability

Dependability is concerned with the consistency of behaviour or the extent to which data and findings would be similar if the study were replicated (Ary *et al.,* 2010:502; Trochim & Donnelly, 2007:149). I kept records of all stages of the research process as supported by Becker and Bryman (2004:253). I conducted the audit of dependability by attesting to the quality and appropriateness of the interview process (Mertens, 2010:259). Transcripts of interviews, field notes, minutes of meetings with participants, draft reports, and a copy of the voice recordings of the interviews were kept in order to establish dependability. I also used an audit trail, code-recoding and triangulation to ensure dependability (Ary *et al.,* 2010:502).

An audit trail is established when the researcher is able to show others the original field notes, checklists, observation notes, or section of an interview from which the researcher drew a particular inference (Robinson & Lai, 2006:61). I invited other people to check the validity of my interpretations by organising and retrieving original information (Robinson & Lai, 2006:61).

3.9.4   Confirmability

Confirmability is the extent to which the results of the research findings could be attested to by other scholars (Trochim & Donnelly, 2007:149). Koonin (2014:259) argues that confirmability refers to how well the collected data support the findings and interpretation of the researcher. Confirmability deals with the idea of neutrality or the extent to which the research is free of bias in the procedure and the interpretation of results (Ary *et al.,* 2010:504). Becker and Bryman (2004:253) posit that confirmability addresses issues such as whether the researcher allowed personal values to intrude in an unwanted way. Mertens (2010:260) concludes that a confirmability audit can be done together with the dependability audit. In addressing confirmability, after data collection I listened to the voice recorder and transcribed the voices into text. I also used direct quotes in order to support findings from the data.

3.10   THE ROLE OF THE RESEARCHER: REFLEXIVITY

Tracy (2013: 2) refers to self-reflexivity as a careful consideration of the ways in which past experiences, views and roles of researchers affect these interactions and interpretations of the same investigation with the scene of the investigation. Through reflexivity, researchers recognise the changes produced in themselves as a result of the research process and how these changes have affected the research process (Palaganas, Sanchez, Molintas & Caricativo, 2017:426). The researcher reveals his position of bias, values and experiences that contributes to the qualitative research study (Creswell, 2013:215). According to Gough (2003:22), reflexivity facilitates a critical attitude towards the location of the impact of the context and the subjectivity of the researcher in the design of the project, the collection of data, the analysis of data and the presentation of findings. In qualitative research, the researcher is the key instrument to observe, collect data and interview people (Fraenkel & Wallen, 2006:112). Therefore, the investigator's voice is inevitable. Finlay (2003:4) argues that reflexivity can be used to continuously monitor and audit the research process. The purpose of reflexivity is for researchers to talk about their experiences with the phenomenon they are exploring. According to Gough (2003:23), reflexivity implies that researchers make their individuality and its effects visible in the research process. A reflection is based on their own interpretation of cultural, social, gender, class and personal policies (Creswell, 2013:215). Gray (2014:606) posits that reflexivity implies the understanding that the researcher is not a neutral observer, and is involved in the construction of knowledge. The investigator must be aware of how these experiences may have shaped the findings, conclusions and interpretations drawn in a study (Creswell, 2013:216). Maso (2003:40) provides evidence that researchers bring with them their own emotions, intuitions, experiences, meaning, values, commitments, presuppositions, prejudices and personal agendas, their position as researchers and their spontaneous or unconscious reactions to issues and events in the world.

I developed an interest in the phenomenon of rationalisation and redeployment of educators during my 21 years of experiences as an educator in deep rural schools.

Throughout these years, redeployment affected our school due to the decline of enrolment. I witnessed colleagues being unfairly declared additional by the principal. One third of the staff comprised educators from other villages while the rest were local people, including the principal. Colleagues from other villages were victims of redeployment irrespective of their scare skills. The principal would come to the staff meeting with a list of those he declared additional which caused unhappiness and bitterness since the process should unfold transparently in a staff meeting according to policy.

The principal deliberately ignored the principle of last-in-first-out in order to shield sons and daughters of the soil. Initially I thought rationalisation and redeployment should be done away with since it threatened the comfort zone of educators. I now understand and realise the importance of redeployment in schools. There are schools that experience increase in learner enrolment and yet they have fewer educators on the staff. Those educators are stressed with a heavy workload. Other schools encounter decreases in learner enrolment and with more staff. This study changed my perspective to realise that it is proper for educators to be transferred to another school if enrolment decreases. This experience affected the findings in this study. Tracy (2013:3) maintains that a person's demographic information provides the basic ingredients of a researcher's perspective. Reflexivity is the process of continually reflecting upon interpretations of both the experience and the phenomena being studied so as to move beyond the partiality of previous understanding and investment in particular research outcomes (Finlay, 2003:108). I recognise that my own background shapes interpretation and I position myself in the research to acknowledge how interpretation flows from personal, cultural, and historical experiences (Creswell, 2013:25).

3.11   ETHICAL CONSIDERATIONS

The implications of identifying ethical values and principles are that in conducting research that involves human participants, one should act in ways that benefit people, or at least in ways that avoid harm to others (Sotuku & Duku, 2015:127). It is possible to harm others at the cost of succeeding in social research. Fraenkel *et al.,* (2012:61) and

McMillan and Schumacher (2014:129) posit ethics is a matter of knowing right and wrong from a moral perspective. In this study, I considered ethical dimensions such as confidentiality, anonymity, privacy and freedom of participation as discussed below.

3.11.1   Informed Consent

Informed consent is a principle that ensures that participants in a research project have the right to be informed that they are being researched, the right to be informed about the nature of the research and the right to withdraw at any time (Ryen, 2016:32; Sotuku & Duku, 2015:116). I understood again that it was my responsibility as a researcher to protect participants from harm by requesting their informed consent (Cohen *et al.,* 2000:50; Fraenkel *et al.,* 2012:63). Flick (2015:32) posits that studies should generally involve only people who have been informed about being studied and are participating voluntarily. I conveyed the importance of the research to the participants and stressed the essential role of their contribution to the research.

Before I collected data, I negotiated with the identified participants and found out if they were willing to participate in the study (Sotuku & Duku, 2015:116). They were given consent forms to complete and sign, thus obtaining the participants' informed consent (Kumar, 2014:284). I reminded my participants that their participation was absolutely free and voluntary and they were free to discontinue at any time. The participants' consent forms were read and signed, and then placed in a safe place but separated from the results of the study (McMillan & Schumacher, 2014:130). A signed consent form becomes a guarantee that participants are informed about the research and consent to participate (Ryen, 2016:38). Making consent as informed as possible demonstrated respect for individuals' autonomy since they able to make a more objective personal decision about withdrawing from the study if they come to feel that they no longer wish to participate (Atkins & Wallace, 2012:32). I further assured participants that there were no risks and danger as a result of participating in this study. By so doing, I was affording participants an opportunity to exercise their rights of choosing whether they wish to participate or not in the research study (Ary *et al.,* 2014:56; Sotuku & Duku, 2015:117).

3.11.2   Privacy

Throughout this study, I respected the privacy of participants and other individuals. I ensured that the personal information of participants was not divulged to a third party as perceived by Cohen *et al.* (2000:60). I was careful not to probe and pry, aware that some issues are sensitive and that too much could constitute an invasion of privacy (Ary *et al.,* 2014:56; Kumar, 2014:185). McMillan and Schumacher (2014:363) posit that deception violates informed consent and privacy.

3.11.3   Anonymity

Cohen *et al.* (2000:61) and Henning *et al.* (2004:13) maintain that the information provided by participants should not reveal their identity. Anonymity means the researcher is obliged to protect each participant's identity, and the location of the research place. A consistent anonymisation of the data and a parsimonious use of context information were employed to ensure that the identity of participants is hidden from readers (Flick, 2015:36). I used pseudonyms to guarantee and ensure anonymity of participants as supported by Fraenkel and Wallen (2006:53). Since this study deals with workplace situations where participants may express their views and opinions on work-related issues, some of which might include criticisms of management, I therefore ensured that participants remained anonymous (Gray, 2014:74). It is unethical to identify an individual participant (Kumar, 2014: 286), therefore participants' pseudonyms were recorded as Participant 1-9, for example.

3.11.4   Confidentiality

Ensuring confidentiality, means protecting the identity of individual (Flick, 2015:36), thus ensuring their right to privacy by avoiding publishing the participant particulars and the information that they shared. Fraenkel and Wallen (2006: 53) encourage that the real names of the participants be completely removed from all data collection forms, so personal data of participants such as their names, addresses and workplaces were

removed so that inferences to persons and such like become impossible or, at the very least are hampered. I further ensured confidentiality to participants by not sharing their information with others for any purpose other than research (Kumar, 2014, 286). I ascertained that the information supplied by participants remained confidential. After collecting data, I ensured that no one had access to it except the researcher. Participants prior to participation in the study (Fraenkel *et al.,* 2012: 64; McMillan & Schumacher, 2014:134) were assured that the information they give would be kept confidential. I also assured them that the information they gave would be used for this study only.

3.11.5   Voluntary Participation

According to McMillan and Schumacher (2014:130) voluntary participation means that people should not be compelled, coerced or forced to participate. I invited the participants to be part of the study. Then I gave participants a consent form where relevant information regarding the study was outlined, and in which I explained that their participation was absolutely voluntarily and that they were free to choose to participate or not to participate. Informed consent was an indication that the participant was willing to participate in this research study and was free to discontinue at any time.

3.11.6   Trust and Rapport

Trust refers to the relationship between the researcher and the participants (Ryen, 2016:33). Trust is the classic key to good field relations and is a challenge which constantly unfolds during the research process, though more so in either graphic studies than in other kinds of fieldworks (Ryen, 2016:33). I came close to the participants by visiting the institutions in order to gain trust and rapport as we spent time together and so built up a good relationship (Ryen, 2016:38).

3.12   CONCLUSION

This chapter focused on the research design and methodology, discussing how qualitative tools were used to collect data. Data were collected from principals, educators, school governing body members, union members and circuit managers and analysed through qualitative content analysis. Credibility, transferability, dependability as well as confirmability were all established to ensure trustworthiness in this study. The chapter that follows deals with the presentation, discussion and interpretation of data.

CHAPTER FOUR
DATA PRESENTATION AND DISCUSSION

4.1   INTRODUCTION

The purpose of this inquiry was to explore the experiences of educators and stakeholders on the rationalisation and redeployment as an education policy. The previous chapter dealt with research design and methodology where it was explained how qualitative data were collected in the form of interviews and two focus group interviews. Observation and document analysis were added as supportive data. The participants in this study comprised nine principals, two focus group interviews of educators, two SGB members, two union members and two circuit managers as department officials. Qualitative content analysis was used to code data, analyse and establish themes. This research study was guided by the Constitution, social justice theories and transformational leadership, as depicted in Chapter 2.

The Constitution is relevant to my study, especially the Bill of Rights because it guarantees the protection of individual fundamental rights. Social justice advances the inherent human rights of equity, equality and fairness in educational activities (Mafora, 2013:3). Transformational leadership is appropriate for the study since it seeks to raise the consciousness of the followers by appealing to ideas and moral values such as liberty, justice, equality, peace, and humanitarianism, not to baser emotions such as fear, greed, jealousy, or hatred (Krishna, 2011:152).

This study answered the following five research questions:

- What are the causes of rationalisation and redeployment in schools?
- What are the roles of principals and stakeholders in the redeployment of educators?
- How are principals and stakeholders capacitated to implement rationalisation and redeployment of educators?

- To what extent do rationalisation and redeployment affect teaching and learning?

Rationalisation and redeployment appear to be an easy process that has to follow guidelines and procedures, as outlined in the ELRC Collective Agreement no.4 of 2016. However, its implementation at the school level has become a more complex and challenging task. Research findings from this study showed that participants were less satisfied with the way rationalisation and redeployment were implemented, a finding confirmed in the literature review which highlighted educator and stakeholder complaints on many issues about this process (Zengele, 2014).

This chapter presents and discusses the findings from interviews, two focus groups meetings and document analysis. I conducted face-to-face interviews with school principals, two union members, four school governing body members and two circuit managers. Subsequently, I organised two focus groups interviews with educators. I aimed at a focus group interviews of six educators, but only three arrived. I used qualitative content data analysis to analyse and interpret my data regarding the experiences of educators and stakeholders on rationalisation and redeployment as a policy. The collected data were organised and chunked into small units, and similar and differing responses from participants were grouped into categories.

The findings presented below attempt to answer the central research question: *What are the experiences of educators and stakeholders on the rationalisation and redeployment as a policy in Limpopo?* In presenting the findings, quotations from participants are indented and written in italics.

4.2   FINDINGS FROM THE STUDY

The study was conducted within the two circuits (Sekgosese East and Mamaila called Masekgo cluster) of the Mopani district in Limpopo province. All schools in Masekgo fall

under non-fee-paying schools, and generally, they mostly lose educators through rationalisation and redeployment.

One on one interviews and focus group interviews were used to collect data from principals and educators and I also interviewed nine principals, two school governing body members, two union members and two circuit managers using semi-structured questions. Shayi (2015:62) posits that an interview is a two-way conversation whereby the researcher asks the participant questions with the aim of collecting data to learn about the ideas, views, opinions, and behaviours of the participant in a particular situation.

I also conducted two focus group interviews with educators from primary and secondary schools. The rationale behind focus group interviews was to give educators an opportunity to air their views on their experiences in redeployment. Both educator groups had typical characteristics of being redeployed to other schools (Greeff, 2002:305; Kleiber, 2004:91). In addition, data was also generated by using documents, considered valuable sources of information (Henning *et al.,* 2004). Documents that regulate rationalisation and redeployment in schools such as minutes, management plans, and post establishment, collective agreements, acts and policies were accessed. Finally, as a non-participant observer I was able to observe Circuit task team meetings during the matching process of educators, in two circuits in the Mopani district. The meetings provided me with an opportunity to listen, watch and come to an understanding of the process involved in redeployment.

The following themes emerged from the data:

- Experiences of principals of rationalisation and redeployment.
- Experiences of educators of rationalisation and redeployment
- Experiences of school governing bodies (SGBs) of rationalisation and redeployment
- Experiences of unions of rationalisation and redeployment
- Experiences of circuit managers of rationalisation and redeployment

- The causes of rationalisation and redeployment in schools.
- The challenges of rationalisation and redeployment
- Opportunities for rationalisation and redeployment
- Roles and competency of stakeholders of rationalisation and redeployment.

Each main theme has a number of sub-themes and these are outlined in Table 4.1, below:

Table 4.1: Summary of the central themes and sub-themes

Main Themes	Sub-Categories (Sub-themes)
1. Experiences of principals in rationalisation and redeployment.	• Redeployment destabilises schools and causes the low morale of educators • Additional educators are reluctant to teach • Principals redeploy incompetent educators
2. Experiences of educators in rationalisation and redeployment	• Educators opt to resign to avert redeployment • Nepotism of principals • Educators resist redeployment
3. Experiences of school governing bodies (SGBs) in rationalisation and redeployment	• SGBs are marginalised during redeployment • Schools lose best educators • Schools receive poor educators
4. Experiences of unions in rationalisation and redeployment	• Dissatisfaction from members • Educators have a negative attitude towards redeployment • Principals use redeployment to get rid of educators they dislike.
5. Experiences of circuit managers in rationalisation and redeployment	• Redeployment affects schools negatively • Matric results decline • SGB rejects redeployed educators
6. The causes of rationalisation and redeployment in schools.	• Effect on school performance • Forced school curriculum changes • Impact of learner enrolment

7. The challenges of rationalisation and redeployment	• Period of redeployment • Educators are moved from secondary to primary schools, and vice versa • Disruption of teaching and learning
8. Opportunities for rationalisation and redeployment	• Schools gain educators • Saving costs • Job security
9. Roles and competency of stakeholders on redeployment	• Competency of stakeholders • Roles of stakeholders in redeployment

4.2.1 Theme 1: Experiences of Principals of Rationalisation and Redeployment

School principals are central to the process of redeployment as they handle this process from the beginning with identification of additional educators until the educator is transferred to a poor school. Principals of schools are responsible for the smooth running of the school. Amongst others, they ensure that there are sufficient educators per grade as well as per learning area. When redeployment affects their schools, it also affects their management as well. The participants assisted in giving their experiences as principals and as one of the stakeholders in the rationalisation and redeployment process. In schools that need educators, the principal handles the process until the school receives the suitable educator through rationalisation and redeployment. Above all, redeployment of educators affects principals in one way or another, which means that their experience in this regard is vital for this study. Findings relating to the experiences of principals in rationalisation and redeployment are outlined below as sub-themes.

4.2.1.1 Sub-theme: Redeployment destabilises schools and causes low morale of educators

One of the first issues of rationalisation and redeployment, as experienced by principals, is school destabilisation. When educators are moved from one school to another, this disrupts the organisation of the school. Destabilisation of the school means disrupting the smooth running of the school (Tshinnane *et al.,* 2017:147) in terms of yearly planning,

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programmes and teaching and learning. Educators become discouraged and stressed by leaving the school where they may have worked for years. As a result, additional educators become demoralised and reluctant to carry out their professional duties. Principal 4 reports that:

> *The experiences that I got in rationalisation and redeployment is that it sometimes causes destabilisation at school. The process does not come as early as January or late December. It may sometimes be done during March-April. Also, as it causes movement, it destabilised the process in the school.*

Principals raise the concern that when redeployment takes place during the course of the year, it affects the smooth running of the school. At the beginning of the year, schools are expected to implement the planning and put logistics in place to allocate specific responsibilities. However, when educators are assigned specific duties and later are transferred to another school in the middle of the year, the movement destabilises the school. Principal 4 also voiced concerns about the timing of redeployment indicating that it causes destabilisation since it is done during the year where the planning and organisation is disrupted. Principal 1 indicated that losing an educator has a ripple-effect on teaching and learning and plans have to be revised or rescheduled:

> *My experience has been that quite often, the issue of rationalisation and redeployment destabilises the school in many ways. Once that person leaves, you have to start afresh. At least to the destabilisations of teaching and learning as far as I am concerned.*

When educators are redeployed, allocation of learning areas and the drawing up of a general time-table has to begin again. Mafora and Phorabatho (2013:118) attest that a year programme such as learner admission, subject allocation and allocation of learning and teaching resources are expected to be completed before the end of each year to enable teaching and learning to resume on the first school day of the year. Taking this

into account, rationalisation and redeployment disrupt the organisation of the school such as the programme and the general timetable, especially when it takes place during the course of the year. Schools are expected to revise the timetable when they receive new educators and when they lose educators, making it is difficult for schools to accomplish long-term planning. The findings also show that at times redeployment can affect the most experienced educator, meaning that such an educator may be identified for redeployment leaving learners without an educator to continue with the teaching and learning process.

Educators affected by redeployment, especially those newly absorbed in a particular school, need induction, mentoring and coaching. When educators are transferred, it means re-allocation of educator responsibilities. I am of the view that additional educators should report to their new workstation in early December before schools close for the festive season. It would enable the school management team to plan their school programme for the following year effectively without hindrances. There would also be no delay in teaching on the first day of the academic year.

Morale is regarded as a feeling, a state of mind, a mental attitude, and an emotional attitude (Mendel 1987 in Lumsden, 1998:2). A healthy school environment depends on good educator morale and job satisfaction which is found in an environment conducive to working. Enthusiastic and motivated educators are not only useful to the school in that they produce good results, but also loved by learners. Rationalisation and redeployment in schools is seen as a factor that diminishes the morale of educators.

> *If an educator is affected by rationalisation and redeployment teaching Grade 12, once that educator is declared additional, his morale goes down. Even if such an educator has to go to class, you can see that the educator is no longer active nor happy because he knows he will be going at any time.* (P1: interview)

Participant 1 posits that educators who are declared additional no longer render their services positively in that school. They become anxious about the move and feel they are

no longer wanted, which tends to affect their emotions and attitude. In addition to indicating that redeployment causes the low morale of educators, educators that are declared additional become demoralised to such an extent that they do not take their work seriously, and this could have implications for teaching and learning, especially at Grade 12 level where learners are preparing for their final examinations. Educators that are declared additional become demotivated, stressed, and frustrated, which affects their morale and attitude to teaching. It is difficult for an educator who is demoralised and demotivated to produce good results, especially when he/she knows that at any given time he/she may be moved to another school. The literature confirms the finding that redeployment is counted among the one of the causes of educator stress (Shumba, Maphosa, Rembe, Okeke & Drake, 2016:150).

Research has indicated that the education system tends to put the educational welfare of learners first and ignores the morale of educators who deliver the service (Maphalala, 2014:78). This is all very well but one should take note that the improvement of performance in schools entirely depends on educators' job satisfaction (Shah & Jumani, 2015:313). This notion is confirmed by Lumadi (2014:171) who found that employees who are happy at work perform well which means that motivated educators are willing to offer their services and be fully productive. Principals who monitor that effective teaching and learning is taking place, have observed this effect on identified additional educators.

Principal 8 revealed that educators regard redeployment as a demotivation aspect in their jobs. Educators also think that principals use redeployment to remove certain educators from their schools, as indicated by Principal 8.

> *Oh, they respond negatively because it affects their morale where one has to move from one school to another. They sometimes regard it as if that you are chasing those people that we don't like as principals. They sometimes forget it is the curriculum needs which determines who should go. So it brings also threats to say I am being targeted to move from this school. So the redeployment was used. Even though the*

process followed the correct procedure, after that you will find that the morale of the educator regarding teaching is low, because he has to relocate. (P8: interview)

Educators that are identified as additional do not understand why they have been identified and not others. They feel principals have targeted them because he/she does not want them. Mashau and Mutshaeni (2015:432) confirm this finding that redeployment causes the lowering of morale as educators become demoralised once they think they may leave the institution, especially if they have taught there for years. A possible interpretation of this finding is that once educators are identified as additional, they feel side-lined and lose the confidence of belonging and tend to become unproductive in the class. The educator job applies the mind more than the physical body. Therefore, once the mind is tormented, preparation and presentation of the matter would be difficult. A plethora literature supported the finding that educators who are the victims of redeployment experienced widespread job insecurity, mistrust, low morale, frustration, disillusionment, demotivation, uncertainty, depression and work-related stress when they are declared in excess (De Villiers, 2016:70; Mafukata, 2016:42; Maile, 2005:174; Motala & Pampallis, 2002; Nemutandani, 2009:4; Ramproop, 2004). Research by Oni, Babalola and Atanda (2014:126) reveal that educators experience negative emotions in the workplace such as frustration, disappointment, anxiety, anger, fear, embarrassment and sadness, which are exacerbated with a process such as redeployment.

Mosoge and Taunyane's research (2012:183), conducted in the Lejweleputswa district, Free State province, is aligned with these findings that educators declared additional, become stressed and ultimately they lose morale and confidence. Dedicated educators are motivated to develop themselves, which has a positive effect on the quality of education (Heystek & Minnaar, 2015:149). Maphalala (2014:80) and Mashau and Mutshaeni (2015:431) report that many educators have become demoralised by the uncertainty and distress caused by rationalisation and redeployment.

The social justice approach advocates respect, care, recognition and empathy (Theoharis, 2007:223). The additional educators need to be cared for and understood in order to boost their morale. It is vital that educators who are declared additional are fully supported by counselling. The counselling would serve as therapy and support from the day they are identified as additional until they are absorbed in a new school. Since transformational leadership requires leaders to inspire their followers (Belasen and Frank, 2012: 194), the principal can motivate additional declared educators.

4.2.1.2   Sub-theme: Additional educators are reluctant to teach

Additional educators awaiting redeployment to another school are reluctant to teach at the school where they are no longer wanted. The duties and responsibilities of the educator are to engage in class teaching which will foster a purposeful progression in learning and which is consistent with the learning areas and programmes of subjects and grades as determined (ELRC, 2016). An educator is obliged to teach learners as long as his contract is still valid. Rationalisation and redeployment aim to fill vacant posts with the existing additional educators. The policy of redeployment says that once an educator is declared additional, he/she must move to the school where his services are most needed. Educators who unreasonably refuse to be redeployed are not entitled to severance pay and are deemed to have resigned with effect from a date to be determined by the Head of Department (HOD) (ELRC, 1998:3).

The empirical data revealed that many educators declared additional, resist transfer or redeployment. Others give ill-health as a valid reason for resistance while others hide behind age. These findings suggest that once the process of rationalisation and redeployment begins, educators become restless. They no longer enjoy their work, and begin to panic thinking that they are going to be moved to another school. Principal 2 describes his experiences in this way:

It affects teaching and learning. Once educators are declared additional, they no longer take their work serious, because they know that at any time they will be leaving. (P2: interview)

Principals report bunking of classes by educators who are declared additional. Once they are on a list for redeployment, they no longer honour their classes and teaching duties. The above finding resonates with Maringe *et al.* (2015:376), who argue that educators regard redeployment as a threat that disrupts their teamwork and solidarity, hence they are reluctant to move. Educators cited reasons such as ill-health, spouse illness, age, and family chores to resist redeployment and thus relocation. Moving from one school to another is in itself a change of environment. These findings suggest that educators who oppose redeployment resist change at the same time. This leads to the inconvenience of those schools are waiting for the educator. According to Education Labour Relations Council Resolution 6 of 1998, "educators who unreasonably refuse to be redeployed are not entitled to severance pay and are deemed to have resigned with effect from a date to be determined by the Head of the provincial education department" (ELRC, 1998). Resistance to redeployment is tantamount to self-dismissal from the duty.

The process of redeployment has such a negative effect on educators that, even before the announcement, educators are afraid that they will be identified. Once educators are declared additional in their school, it has been reported that educators become unwilling to render services. As Principal 3 reported on this issue:

The educators so affected, even before the actual declaration can be made, as long as educators know that a certain number of educators are going to leave, then they begin to jostle around to the extent that even the interpersonal relationships between educators become strenuous… Also, when they begin to think in that way, then they lose focus and concentrate on this human feeling of wanting to be safe to the extent that they compromise or even sacrifice their professionalism.

If it becomes sacrificed, it becomes compromised that even some of them you have to trot them to go to class occasionally. (P3: interview)

Educators declared additional feel insecure as though they no longer belong to that school, they begin to dislike the current school and refuse to continue giving services. This finding is confirmed by Modisaotsile (2012:2) who posits that educators lack commitment to continue teaching their learners. Tshinnane *et al.* (2017:147) added that educators that are declared additional become depressed and refuse to teach learners. This study found that educators who are declared additional undergo a change that affects interpersonal relationships and their professionalism. It seems that during redeployment the declared additional educators are reluctant to work and do not honour their classes while waiting to be transferred. The concerned educator feels isolated and abandoned and loses the will to continue teaching the lessons, which means that learners suffer since classes are not taught and there is no participation in extra-mural activities. The principal would prefer that the educators continue with the teaching, as ultimately, acts which indicate loss of professionalism and duty, affect the results of that school at the end of the year. However, in some cases, principals become afraid to approach additional educators because an element of hostility has developed between the two. Indeed, the delay of transfer may traumatise the educator who is waiting to be moved to another school, in some cases, they spend months to years waiting before they are placed in a new school.

Learners have the right to a basic education in terms of s29 of the Constitution. Additional educators who are absent from classes without leave while waiting to be redeployed, infringe the right of learners to a basic education. It takes a transformational leader to influence and persuade demoralised educator to stay motivated (Bass, 1985).

4.2.1.3   Sub-theme: Principals redeploy incompetent educators

Educators are employed based on their competency and knowledge of subject matter. It is also expected of educators to co-operate with colleagues of all grades to maintain a

good teaching standard and progress among learners and to foster administrative efficiency within the school (ELRC, 2016). Some participants expressed the belief that educators that are declared additional are identified as lazy, incompetent and annoying, which was the reason for their being declared additional in their schools. It is rare for the schools to remove the best hardworking educators through redeployment.

This study found that redeployment targets incompetent educators, who cannot deliver what is expected of them as professional educators. Principal 3 reported that even before educators are physically removed, they develop an attitude, which is adversarial and such that they are not in a position to deliver the curriculum as expected. The sentiment below summarises what he said:

> *The experience that one has gathered over the years is that it is doubtful that you will receive an educator who will add value to the school regarding the curriculum delivery. In most case, educators shared off or declared additional, is an educator whom that school can survive without. And you always find that this educator wants in any respect. It might be regarding conduct; it might be regarding subject content and the ability to offer the subject matter in the manner that learners would benefit maximally from those educators. So, the kind of experience that we had over time regarding receiving educators from other school is not a good one…* (P3: Interview)

Educators who are targeted for redeployment are those the school can do without. Empirical data reveals that incompetent educators are redeployed. Additional educators are often identified for a number of reasons: poor conduct, non-professionalism, poor subject content knowledge and the inability to be pedagogical sound. Incompetent educators influence results since teaching and learning is affected negatively. Bridges (1990:3) defines incompetency as the inability or the unintentional or intentional failure to perform the educator's usual teaching duties in a satisfactory manner, which warrant dismissal from the duty after the legal due process. Schools target incompetent educators that the school can survive without to remove during rationalisation and redeployment.

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Educators, who produce poor results and absent themselves from work from time-to-time, are declared additional during redeployment (Zengele, 2014:473; Zengele & Pitsoe, 2014:335).

The findings suggest that schools in need of educators receive incompetent educators through redeployment, and Maringe *et al.* (2015:376) concur with this finding that poor schools are victims that receive unskilled and low-quality educators, which confirm this study's findings. However, principals are accountable for performance in their schools and as Principal 3 reported, when the school receives a redeployed educator certain things needs to be put in place such as continued mentoring and even micormanaging as well as ensuring that the educator is aware of the behaviour and professionalism expected and understands the culture of the school. Every learner deserves a caring, competent and qualified educator (Adedeji & Olaniyan, 2011:16).

One of the participants confirmed that he had released a poor performing educator the previous year through redeployment:

> *The experiences are very different. We usually receive educators that are not good regarding curriculum and also regarding human relations. Schools typically don't release educators that are hard workers. Therefore, we are given very difficult educators. I had an experience of working with one educator who always absents himself from work, not doing the job correctly. So my experience is that the schools will never release any educator who is right regarding rationalisation and redeployment processes. I got that experience. We also released one last year, who was not doing well and that educator I understand has even resigned now as I speak. I know these things.* (P8: Interview)

Principals confirm that they only release those educators who are not capable and competent in terms curriculum delivery for redeployment. Principals, as managers of schools, are accountable for the performance of the school. The Department calls

principals for accountability meetings every quarter. For schools to produce good results, principals depend on competent educators, well versed in subject and pedagogical content knowledge and are important role players in the delivery of quality education (Heystek, 2010).

Rationalisation and redeployment affect teaching and learning negatively. In some cases the curriculum needs of the school are not fulfilled and the post then remains vacant since the redeployed educator per se, cannot perform. In many schools, the existing vacant posts are for Mathematics and Science educators, but schools continue to receive educators through redeployment that are not competent to teach those subjects (Maringe *et al.,* 2015:376).

Principals are supposed to consider the curricular needs of the school when redeploying educators rather than personal issues. Maringe *et al.* (2015:376) concur with this finding that principals rarely release good educators; only those who are ineffective as educators in implementing the curriculum and problematic in their conduct and professionalism are redeployed. It seems that in many cases, principals do use their emotions and act unprofessionally during the redeployment process. However, Principal 3 reports that the best interests of the school need to be foregrounded. A long-term plan should be in place to ensure the effective management of the school, taking into account the curricular needs, and it is this sentiment that should drive the process of rationalisation and redeployment.

The empirical data found that rationalisation and redeployment destabilise the smooth running of the schools, while also causes low morale amongst educators. Educators who are declared additional are reluctant to teach even though they, according to policy, are still in the employment of the Department. At schools, principals target incompetent educators to remove during redeployment (Courtney & Gunter, 2015:397). The literature illustrated that schools receive unskilled and low-quality educators in redeployment. Principals tend to target unwanted educators, who feel they are victims, of redeployment. Important to note in this context is that educators have the right to dignity in terms of s10

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of the Constitution. When educators are declared additional because they are incompetent, it impairs the dignity of such educators. In simple terms these educators are regarded as redundant and useless. Other schools are likely to reject them if they are removed because of incompetency.

4.2.2 Theme 2: Experiences of Educators of Rationalisation and Redeployment.

An educator in the context of this study is a conveyer of knowledge and skills to learners according to a curriculum and developmental level. When educators are first appointed to a particular post, they are selected based on their competency having undergone an interview after submitting their application. The function of redeployment is transference of educators depending on the learner enrolment and the process is moving educators from one school to others to fill the vacant posts. Redeployment affects educators and seems to test their capabilities even though they were declared competent when appointed. Many educators perceive this process as a threat to their positions. Two focus group interviews were conducted with the purpose to uncover the experiences of educators; one in a primary school and another in a secondary school.

4.2.2.1 Sub-theme: Educators opt to resign to avert redeployment

Rationalisation and redeployment are amongst others causes of educator attrition in public schools. Resignation, in the context of this study, is a termination of the employment contract by giving up the position prematurely. One educator in a focus group alluded to the fact that educators resign to avert redeployment.

> *According to my experience that one has encountered, my assumption was that on the bases of those negativities that were alluded. Two most experienced educators who were supposed to be redeployed according to principal terminated their contracts. Immediately when they knew that they are going to be redeployed somewhere, they tended their*

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resignation letters. As I was indicating that even myself if the situation could not go as I thought, I was going to resign and to look for another avenue. As a result, the school lost the skills of those experienced educators who resigned. (E2: Focus Group 2)

Educators declared additional often decide to resign rather than be transferred away from home. The data provided convincing evidence that some educators who are declared additional and thus facing redeployment opt to resign than to be transferred to another school, as a way of averting transfer. Adedeji and Olaniyan (2011) confirm the finding that educators choose to go for early retirement or move to another profession and venture into other avenues than to face redeployment. These findings suggest that the Department loses the most experienced educators through rationalisation and redeployment which leaves a gap in a school and as such, their experience and skills are lost to the profession. The ELRC Resolution 6 of 1998 makes provision for educators declared additional to retire voluntarily (ELRC, 1998). However, the recent resolution does not cater for voluntary severance packages (VSPs).

Rationalisation and redeployment frustrate educators to such an extent that some think of resignation Lemon (2004:274) and Novelli and Sayed (2016:25) support this finding by maintaining that some educators resign as a way of opposing to be moved, while others appealed on the grounds of marriage, ill health and other reasons. Work relocation is frustrating since it affects one's family, personal life and work lifestyle. Some educators, who do not want to be transferred to a new school through redeployment, resign the moment they are declared additional instead of waiting to be redeployed, while some resign when they arrive at the new school.

The findings suggest that experienced educators resign rather than wait to be redeployed. The experience that these educators have accumulated over years of teaching, become a loss to the institution and the profession. It is thought that at times educators resign prematurely, which could be as a result of the pressure of redeployment. Work relocation is frustrating since it affects one's family, personal life and work lifestyle. This implies that

educators that are declared additional get frustrated and resign, not wanting to give the process a chance to prove itself. Rood and Ashby (2018:14) added that these educators describe their identities and their location within the public school as increasingly hopeless, frustrating and isolating.

There is currently an upsurge in educator resignation in South Africa caused by different factors, but one may be the redeployment process where the findings suggest that the best educators are lost through resignation. Mahlangu (2014:315) believes that redeployment of educators in South Africa is a phenomenon that has brought enormous pressure and stress into schools. Generally, educators do not like to be involved in the process of redeployment. The focus group interviews confirmed this sentiment in that educators resist being transferred to other schools and tend to resign to avert redeployment. Furman (2012:194) accordingly argues that leadership for social justice involves identifying and undoing oppressive and unjust practices. It is proper when educators resign because it is their time, but if they are pushed it becomes unfair. In this study it was found that educators are motivated by the redeployment process to resign.

4.2.2.2   Sub-theme: Nepotism of principals

The Department provides schools with the guidelines and management plan on how to run the rationalisation and redeployment process. One of the principles is that the process must be fair and transparent. ELRC Resolution 6 of 1998 states that all educators, who are affected by the rationalisation and redeployment process, are treated fairly. Management in education should be able to draw on the professional competencies of educators, build a sense of unity of purpose and reinforce their belief that they can make a difference (ELRC, 2016).

The principal, as the head of the school, is supposed to be at the forefront of reassigning and redeploying educators during the process (De Villiers, 2016:73). It is imperative that principals manage stakeholders carefully in a way that would meet their hopes and expectations (Bytheway *et al.,* 2015:29). This study revealed that some principals use

their authority to decide who should be redeployed and do not use criteria set by policy. The decision of who must go is not taken during the formal staff meeting, but in the office of the principal before the formal meeting commences, as Educator 1 from Focus Group 2 lamented:

> *What I detected is that the principal is the one who can decide. Even though there was an indication that we look at the curriculum needs. So, by curriculum needs, you will also detect that the needs or the requirements you have are more than those that are favoured by the principal. Another thing that I discovered was that more especially the principal or SMT had a pre-plan decision which must be taken in the staff meeting. So, in our case what I realised is that one of the casualties which were supposed to be redeployed was the HOD. And you will remember that when coming to Maths and Science, those are the needed subjects, but the one educator who became the victim was the one who teach Maths and Science at the expense of geography. Because the HOD of geography was supposed to be redeployed. And then he had favouritism from the principal. That's why a Maths and Science teacher became a casualties… Just to verify that the principal is the one who decides, because the one whom I could match with, I was not matched with him. Those who were having the same subject that I have, but the principal who was not teaching the very same subject decided to match with me knowing that he will not be redeployed as a principal. That why it brought a lot of tension and frustration with that regard. Hence, I said that it is the principal who can decide on who can go and who cannot go.* (E2: Focus Group 2)

The criteria that are used to identify additional educators in public schools is fraught with problems in the sense that it gives principals more power to manipulate the process of redeployment. The principal has the final word about whom to redeploy and also about whom to retain. The curricular needs of the school are manipulated in such a way that it

suits the principal to remove those that he does not want on the staff. The findings suggest that the authority of principals goes unchallenged in rationalisation and redeployment, with principals dominating the decisions. These findings imply that educators do not have a voice when coming to redeployment, and it seems that it is true of the school management team and the school governing body, who are there to 'rubber stamp' what the principal has decided about redeployment.

Aslanagun (2011:4) describes power as a process of removing the obstacles as a way of achieving the goals in the organisation. The rationalisation and redeployment policy seems to have a loophole which principals use to eliminate their foes from the system, a trend of principals exercising dictatorial practices when managing their schools. Mafora (2013:7) acknowledged that the majority of educators perceive principals as biased in favour of educators who belong to their union, ethnic group, friendship circle, or show blind loyalty. Staff members perceived that the authoritarian leadership style of principals leads to conflict, low morale and depression, as discerned by Kheswa (2015:338).

Mafora (2013:10) supported this finding saying that the majority of educators, who were placed on the redeployment list, were not declared additional based on the curricular needs of the school, but because they had differences with the principals. This finding suggests that principals use their power and authority to declare educators additional in rationalisation and redeployment and manipulate the redeployment process to advance their personal needs. Educators allege that principals, unions and district officials abuse the process of redeployment at schools (Zengele, 2014:474). Tshinnane *et al.* (2017:149) affirmed that redeployment brought disputes between principals and educators. Heystek (2015:2) claimed that if leaders do not trust those they lead, they tend to implement stricter control criteria and actions which creates tension between principals and educators.

The Constitution advocates equality in the workplace. Equality in s9 of the Constitution affirms that the state may not unfairly discriminate directly or indirectly against anyone on one or more grounds, including race, gender, sex, pregnancy, marital, status, ethnic, or social origin, colour, sexual orientation, age, disability, religion, conscience, belief, culture,

language and birth (RSA, 1996a). The malpractice of a principal by manipulating the redeployment process amounts to unfair discrimination.

4.2.2.3 Sub-theme: Educators resist redeployment

Educators, identified as additional, often experience the emotions of fear and uncertainty. The fear of change and relocation to a new working environment brings much anxiety for a transition to a new school. Moving from a school where one has worked for years is not easy, taking into account the relationship that one has built over a long period with colleagues and learners. Educators, who refuse redeployment, are not entitled to severance pay and are deemed to have resigned with effect from a date to be determined by the Head of the provincial education department (ELRC, 1998). Principal participants highlighted the concept of educators' resistance to redeployment as follows:

> *… Educators resist to be redeployed because they are afraid of*
> *unknown workstations …* (P1: interview)

The reason why educators resist redeployment is because they are afraid to be taken to unknown workstation. A new institution goes hand in glove with the new colleagues and new learners. Another principal participant expressed himself in this way:

> *… Not all educators do appreciate this process. To some it is seems as*
> *if it is a punishment, even if the guiding principle is followed but to some*
> *it sounds as if it sort of punishing, so not all educators usually accept,*
> *accept it …* (P7: Interview)

Educators do not like the process of redeployment. They resist being transferred to the new workstation. Data collected from a focus group with educators also revealed that additional educators develop a fear of the unknown when they are supposed to assume

the new post in another school through redeployment. Educator 1 expressed his concern and emotions in this way:

> *… I felt so bad; I felt so isolated. At first, I thought maybe the particular principal had emotional issues with me which I never knew. Then I thought perhaps the school I am attached to is not the right one. Perhaps somewhere, somehow I am going to the relevant school. I had to adjust to what was said. My problem was that I was afraid of the unknown because I never knew I would be removed from the school I worked so long. I was scared of the unknown because I did not know whether I had to leave the province or maybe I have to be taken to a school far from my home place. I thought of the kids, I thought of those things, and I said my God, I would do.* (E1: Focus Group 1)

Educators also declared that they felt isolated and disowned by their institutions. At the same time, they become scared of leaving their school and joining a new school. Maringe *et al.* (2015:376) confirmed this finding by saying educators regarded redeployment is a threat that disrupted their teamwork and solidarity; hence they are reluctant to move. The aim of rationalisation and redeployment is to fill the vacant posts with the existing additional educators. The empirical data revealed that educators that are declared additional to the post establishment resist transfer. Educators cite reasons such as ill health, spouse illness, age, and family chores to resist redeployment. Moving from one school to another is in itself a change of environment. These findings suggest that educators who resist redeployment resist change at the same time. This leads to inconveniencing those schools awaiting additional educators.

Doubts about their ability and suitability about being at the right school creeps into the minds of educators, and they fear the thought of moving to a new school which could be located far from home. However, the findings suggest that, irrespective of the fear that educators feel, many realise that the teaching profession is vital in the education of South Africa's youth and so are positive about taking up the new positions. The recipient school

is generally relieved when receiving new educators particularly when all vacant posts are filled which will enhance teaching and learning. This study found that educators declared additional to the post establishment experience an unknown fear when they are to be redeployed, which leads to educators' dislike of the rationalisation and redeployment process. It is not uncommon for people to be afraid of change so the transition of educators to new learners, new colleagues and new management represents a severe challenge to principals.

According to the Education Labour Relations Council resolution 6 of 1998, "educators who unreasonably refuse to be redeployed are not entitled to severance pay and are deemed to have resigned with effect from a date to be determined by the Head of the provincial education department" (ELRC, 1998). This means that once an educator is declared additional, he/she must move to the school where his services are needed most, and if educators refuse redeployment, are not entitled for severance pay and are deemed to have resigned with effect from a date to be determined by the Head of Department (HOD) (ELRC, 1998). Resistance to redeployment is tantamount to self-dismissal from the duty. According to transformational leadership, a good leader changes followers' awareness of issues by exciting, arousing and inspiring them to put in extra effort to achieve group goals (Schlechter, 2009:326). Principals should ensure that they inspire and support additional educators until those educators understand redeployment and become willing to move to the needy schools.

4.2.3 Theme 3: Experiences of School Governing Body of Rationalisation and Redeployment.

The school governing body has an important role to play in the appointment of educators. The composition of SGB allows parents to outnumber other components and in addition, they hold key positions such as those of chairperson and the treasurer. The SGB is responsible for recommending the appointment of educators and the appointment of senior positions. In the redeployment process, they sign for the educator who is redeployed to their school. Although school governing bodies are excluded in the

matching process when educators are redeployed, it affects them since they are the ones who appointed them based on their competency.

4.2.3.1 Sub-theme: SGBs are marginalised during the redeployment process

The rightful position of parents in education is to take the lead through the school governing body to improve the conditions of teaching and learning for their children in school. Marginalisation of SGBs was expressed by Principal 1:

> *… There are instances where the SGB is reluctant to sign acceptance letters on the grounds that they were not consulted …* (P1: Interview)

SGBs are manipulated during redeployment to just append their signatures when a particular educator is absorbed in their school without their consultation. This quotation reflects unfounded assumptions on the part of the principal and such assumptions can be challenged. Another principal participant alluded to this point in this way:

> *I still have a personal issue with the SGB. I am not happy the way the department allow us to elect SGB members. As a principal, you represent the HOD of the province in a school. One of the roles is to guide the SGB, but look at me guiding SGB chairperson on matters that are relatively educational. Therefore, it takes me back to a point where I do not even know whether this is the relevant person for this capacity… Look at us in rural school; the old woman who has never been to school, who cannot even count numbers is … Such a person cannot even be able to give a report to the parents on … matters.* (P4: Interview)

Principals marginalise SGBs on the ground that they are illiterate and they do not understand educational matters. Data from the SGBs found that SGBs are informed of the process instead of them being involved. SGB 1 explained:

The principal most of the time notify us as SGB members in the meeting. They told us that because of the enrolment we are expecting certain individuals. He told us that four educators are needed. After that he will go to the circuit, presenting the requirements of the school until the circuit will call us as SGB to a meeting, especially the secretary and the chairperson to sign those educators. … they give us the names, those who qualify for that post, we take from there whether this one is relevant to us, until we are satisfied as SGB including the principal. (SGB 1: interview)

These findings suggest that SGBs were not involved at circuit level where matching of educators is done. Even at the school level when educators are declared additional, SGBs are not consulted. SGB members are only significant when confirming the appointment of the new redeployee to their school. Chetty (1998:48) and Maile (2002:328) confirm this finding by saying that the parent component of the SGBs tends to be marginalised during the process of redeployment of educators since in rural areas, many parents are illiterate or semi-illiterate, a fact reported in research that some principals marginalise the parent component from school and quality improvement decisions based on the fact of illiteracy as a justification. These findings match those emanating from my observations at the circuit office. I found that the circuit task team is comprised of the circuit manager, two members from Professional Educators Union (PEU) and two members from the South African Democratic Teachers Union (SADTU); but there were no representatives of the SGB in the task team which means that in many instances, the SGBs are not included in the process and procedures during redeployment. The SGBs were only called after educators who met the school's curriculum needs were matched. This study found that SGBs are marginalised when matching educators to the vacant posts. It seems as if principals also do not form part of the team, as they are not present when educators are paired. From my observation, stakeholders that are involved in the circuit task team when matching additional educators to the vacant posts are circuit managers and union members.

Mafora (2014:77) endorsed the above finding that even though parents are in the majority in SGBs, they are manipulated and marginalised by principals. The fact that parents are in the majority would imply that they have a strong and decisive voice in the SGB because resolutions should represent the interest of the majority which are the parents of the learners (Beckmann & Prinsloo, 2009:174). However, this study revealed that SGBs are marginalised. When educators are appointed, SGBs play a significant role in recruitment until that candidate is recommended. However, SGBs are excluded when declaring educators additional, but are included as recipients to the compulsory transferred additional to their school (ELRC, 1996). The exclusion of SGBs in the determination of additional educators suggests that they are marginalised. The issue of redeployment of educators is rarely discussed in the SGB meetings. It seems that members hear that educator so and so is redeployed to a particular school, with parents mostly getting information from their children rather than being officially informed.

The National Education Policy Act encourages the participation of parents in the education of their children and further guarantees the right of every person to be protected against unfair discrimination within or by an education department or education institution on any grounds whatsoever. The SGB is a legal body that represent the parents on the governing body. Any form of marginalisation is tantamount to unfair discrimination. The reason I used transformational leadership is because transformational leaders are interested in achieving organizational goals that include the interests of multiple stakeholders rather than focusing on shareholders (Besieux *et al.,* 2015:3, in Wildman et al, 2006). The SGB is one of the stakeholders in education and plays a vital role of recommending the appointment of educators in redeployment.

4.2.3.2 Sub-theme: Schools lose best educators

Section 6 and 8 of the Employment of Educators Act 6 of 1998 states that, the employer may only transfer an educator permanently to a school on the recommendation of the governing body of such school. The process of appointing new educators ensures that the best educators are employed. This process starts with the advertisement specifying

the requirement. Upon the receipt of the applications, a sifting process is done to ensure that applicants meet the minimum requirement. Thereafter, the SGB constitutes a panel which shortlists applicants until they get the best five candidates. Then the candidates are called to an interview to compete for the post. This process allows the SGB to recommend the best candidate for the position. Beckmann and Prinsloo (2009:181) report that the obligation of the school governing body toward the school is to recommend the appointment of the best qualified, committed and competent educators in vacant posts.

This study found that some of the best educators are lost through rationalisation and redeployment. The interviews with members of the school governing body revealed that the educators that they recommended as best end up being lost to another school due to redeployment.

> *So, our school was one of the schools which was affected by R&R and then my experience as the SGB member in R&R it is because it sometimes affects educators who are most needed at the school caused by the rule code last in first out. Where you will find that the educator who came first, is not so much adaptive but because he is the one who came first, he must remain at the school and the one who came in last must go whereas it is the one who is having good results.* (SGB 2: interview)

The comments of the SGB member above suggest that the most important educator in a school can be affected by redeployment and be obliged to transfer, especially when the principle of LIFO is applied. Sayed and Badroodien (2017:143) confirmed the above finding that the policy of redeployment led to the loss of large numbers of senior and experienced educators or principals, who also had invariably worked in the most disadvantaged areas. Redeployment seems to target the very same educators that the SGB regard as necessary for the school. The findings suggest that SGBs are concerned that redeployment drives their best educators out the school. When parents enrol their children in a particular school, they first check the curriculum of the school. Therefore,

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when educators offering those curricular subjects are redeployed, they become concerned. This study found that schools often lose the best educators through rationalisation and redeployment. Mosoge and Taunyane (2014:183) posit that experienced and well-qualified educators who are declared additional opted to take voluntary severance package (VSP), supports this finding.

Section 28 of the Constitution states that a child's best interests are of paramount importance in every matter concerning the child (RSA, 1996a). It is the best interests of the child to retain the best educator in the redeployment process.

4.2.3.3   Sub-theme: Schools receive poor educators

The role of the SGB in the redeployment process is to recommend the appointment of educators to its school from the list drawn up by Head of the Department, with the following priorities being considered: additional permanent educators in order of seniority, and educators who meet the minimum requirement for appointment.

Even though the SGB members are supposed to be involved in the redeployment of additional educators both in and out of the school, the reality differs. Data from the interviewed SGB revealed that during redeployment they are not involved in making decisions about who is best suited for the school. SGB 1 summed up the situation:

> *Unfortunately, we are just called to say come and sign this educator.*
> *We don't interview the individual educator before signing. When we are*
> *satisfied with the particulars, we endorse this educator to come to our*
> *school. Most of the time we got the report from the principal saying that*
> *the educator we received is terrible. He got a problem with late coming,*
> *not attending the class* … (SGB 1: interview)

SGBs also complain that some educators transferred to their schools through redeployment are of poor quality (cf 4.2.1.3) since they do not have the opportunity to

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interview and evaluate them before appointment. A principal can write a negative report on certain educators and the SGB signs this off. This finding resonates Maringe *et al.* (2015:376) who argue that the needy schools were victims that received unskilled and poorly quality educators in redeployment. It tallies with what I found in my interview data (SGB 1). The findings suggest that in practice, the task of the SGB in redeployment is to sign the educator who meets the curricular needs of their school without interacting with or interviewing the educator. It seems that many educators, who appear on the list of redeployment, identified as additional, are latecomers, absconders or bunk classes. Later, principals complain about educators received through redeployment as problematic.

According to the Department, the absorbed educators through redeployment are not supposed to be interviewed to check their suitability (Joubert & Bray, 2007:95). However, the policy states that the SGB must recommend the appointment of redeployed educators (ELRC, 1998). The study found that schools receive poor educators on redeployment who have be to absorbed into schools needing educators to align with learner enrolment and to fill vacant posts. When schools receive poor quality educators it is not in accordance with the best interests of the child. Section 28 of the Constitution is infringed during redeployment when the officials compromise the process and match incompetent educators.

4.2.4   Theme 4: Experiences of unions of rationalisation and redeployment.

The ELRC collective agreement Resolution 6 of 1998 of rationalisation and redeployment was signed between the Minister of Education and the educator trade unions (Mthombeni, 2002:2). Union must be safeguard the interests of the educators about rationalisation and redeployment. In Limpopo, the majority of educators belong to the two main dominant trade unions SADTU and PEU. As a result, the experiences of unions to check if the process followed the agreement were essential to this study and the following sub-themes emerged from the interviews with trade union members.

4.2.4.1 Sub-theme: Dissatisfaction from members

This study found that trade unions experienced dissatisfaction from their members. As reported by Union Member 1:

> *So, teachers are very much uncomfortable with the process and as union members, and also because we are leading them. We come to grip with a lot of complains from educators, when this process unfolds. And then you will find that most educators feel that the whole process becomes some kind of victimisation. So, at most, educators do not like this process. So, it is one of the very, very difficulties that we experience as union leaders, to make sure that this process is clearly understood and how it is carried out.* (UM 1: Interview)

Union members reported that educators do not like redeployment, finding the process difficult and upsetting; it is as if the decision of redeployment was taken without their consent. Some educators feel that the process is one of victimisation. The Union leaders feel that it is their duty to ensure that the process goes well and is carried out according to the correct procedures. During the interview, Union Member 2 said:

> *Educators are not happy with the process because it affects the school, the performance of the school at some stage. Again, it affects the health, their social life, you know many things. It affects them a lot. Like I indicated at the beginning that the issue of relocation at an old age where you find that you are 50 of you are 45, it becomes a problem. If one was used to knowing something, then after five years he relocates to another school. Here the teachers are not happy with the terms of redeployment. Somewhere they will resist to the extent that we will have to intervene and talk to those educators as members of the task team of the circuit to say this is the situation. Somewhere they will even*

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> *produce the medical evidence to show that they are not feeling well and*
> *they cannot relocate.* (UM 2: Interview)

The unions also expressed the sentiment that educators are not happy with redeployment since it affects their family and social life and in addition, redeployment affects many issues of school life, which includes the running of the school, the performance of the learners, as well as the physical and psychological health of educators. Redeployment is a difficult process to cope with, especially when educators have been in a position for some years or if they are older with many years of experience. Educators take their complaints, which include citing that they are too old to relocate while others mention problems of ill-health supported by medical certificates, to the union in the hope that it will intervene and sort out their complaints.

Zengele and Pitsoe (2014:336) maintain that the current trends of redeployment appear to favour union members. However, this contradicts with what I found in my interview data that union members are dissatisfied with redeployment. Trade unions play an important role in representing the grievances of the majority of its members once educators have reported their problems concerning redeployment to their unions (Zengele, 2013a:20). Unions are well known by their slogan "an injury to one is an injury to all". Educators believe in the power of their union and believe their union has the power to reverse all negative decisions regarding redeployment. If it is not reversed, then educators feel that the union let them down. However, members are of the view that individual issues are less represented to the employer compared to the demand of the majority. Pattillo (2012:35) contends that academics blame SADTU members for their selfishness and concern with their interests. The findings in this study are that members are not well represented in rationalisation and redeployment. Educators are victimised and when educators are wrongly declared additional, the union is silent. Social justice advocates that the role of leadership is to facilitate the opportunity for empowerment and creating spaces for democratic processes (Goldfarb & Grinberg 2002:167). Unions must ensure that they protect and support the interests of their members and tackle any redeployment issues their members raise.

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4.2.4.2   Sub-theme: Educators have a negative attitude towards redeployment

Union members report that redeployment leads to a negative attitude among educators. This study found that educators do not like redeployment at all, are resistant to the process and as such develop a negative attitude. To educators, redeployment is like job termination. Union Member 1 in this study commented on the negative attitudes of educators:

> *… educators do not really like this process. I said this initially on your first question. Educators do not like the process. So, they react quite negatively to the process and most of them, once the process starts, it is met with resistance. So, you will find that we experience a whole lot of problems, the educators will be blaming, saying it is like principals are victimising them for other things which might be transpiring in schools. So, a lot of them resist, they do not want to move from school A to school B. At most, we find it a complicated process ... You will still expect that you will come up with a lot of problems that educators will be showing up, as a way of resisting to move from school A to school B.* (UM 1: Interview)

Educators have a negative attitude towards redeployment; hence they resist being redeployed (cf 4.2.2.3) stating that they are victimised by principals (cf 4.2.4.3). Oni *et al.* (2014:126) lend support to the view that educators identified as additional have a change in attitude, and tend to experience negative emotions such as frustration, disappointment, anxiety, anger, fear, embarrassment and sadness. Soudien (2001:39) found that when the redeployment process begins, educators become suspicious of each other, form cliques and quickly become despondent. The transfer of educators in posts declared additional in the process of rationalisation, which follows guidelines and principles, is compulsory. These educators leave a huge gap that the remaining educators must close.

As a result, teaching and learning is disrupted and the smooth running of the school is compromised.

The above finding is supported by Lumadi (2014:178) who comments that educators feel that they are constantly under threat as the redeployment policy is perceived as a thorn in the side and a threat to job security. As previously stated, educators do not like the process of redeployment especially as this is an annual event once schools receive post establishment to indicate how many educators should be on the staff according to the current year's learner enrolment. Educators that are not absorbed in the post-establishment have to be redeployed.

People usually work in a particular environment by choice through the process of appointment, not by force. In contrast, educators are forced to relocate during the process of redeployment. An educator who fails to do that is deemed to have dismissed him/herself from the post. Another issue to arise is that highlighted by Sayed and Badroodien (2017:143), who state that redeployment was unpalatable with many being deeply uncomfortable with moving across school boundaries that under apartheid had been circumscribed by race. Krishna (2011:152) posits transformational leadership as raising the consciousness of their followers by appealing to ideas and moral values such as liberty, justice, equality, peace, and humanitarianism, not to baser emotions such as fear, greed, jealousy, or hatred. Principals and union leaders as transformational leaders have to influence educators to appreciate the process of redeployment.

4.2.4.3   Sub-theme: Principals use redeployment to get rid of educators they dislike

The professional management of a school is vested in the principal, as prescribed by the South African Schools Act (SASA), Personnel Administrative Measures (PAM) and the Education Laws Amendment Act (ELAA). Rationalisation and redeployment policy advocates transparency and fairness when carrying out the process. One representative per trade union party to Council shall be invited by the District/Circuit Manager to observe

the process of determining additional posts, as well as vacant posts. All information used at this meeting shall be made available, in writing, to the observers and the union on request.

Victimisation is against the law and is regarded as unfair discrimination. The procedure of redeployment advocates fairness and transparency; hence it is observed by unions and monitored by the Department. Victimisation may likely affect the hardest working educator for the mere reason that he is not on good terms with the principal. The study revealed that educators regard rationalisation and redeployment as a mechanism to victimise them. If a particular educator is not wanted for a specific reason, he or she can be removed through rationalisation and redeployment according to participants.

> *In many cases, I want to tell facts. Majority of principals we use emotions. If I don't want you, this is automatically a possibility; I got a chance to let you go … You are looking for the material conditions ground. In my view, it is not the question of the skill but is the question of emotions and heart …* (P5: Interview)

This response from Principal 5 implies that educators who are victimised by principals, tend to be declared additional in redeployment. The above findings suggest that the best interest of the child is not considered, but the innate feelings of the principal. Educators identified for rationalisation and redeployment are at the mercy of principals. It is the responsibility of the unions to interfere and lodge disputes in the case of an educator victimised through redeployment. The study of Tshinnane *et al.* (2017:149) found that school principals dislike redeployed educators being appointed to their schools, as the thought is that they were not cooperating in their previous schools and were perhaps seen as unsuitable as educators. Therefore, these educators become the victims of redeployment in the new schools. Kheswa (2015:338) stated that educators experience depression, insomnia and job dissatisfaction as a result of the harsh treatment from the principals.

Unions also alluded to the fact that principals remove educators they dislike. One of the participants, Union Member 2, described this tendency:

> *Let me just say some principals who have taken advantage of this process to get rid of certain educators, because in some instances you find a situation where principals will abuse this process to get rid of the educators, they do not want to see in their schools …* (UM 2: Interview)

Often the principals manipulate the process of redeployment to advance their personal desires. The findings suggest that principals ignore procedures and principles of rationalisation and redeployment, abusing their position by taking advantage to get rid of educators they no longer want to have on their teaching staff. It seems that educators, who prove to be difficult or challenging in some respect, find themselves targeted for redeployment. Some research has shown that principals manipulate the process of redeployment to eliminate their enemies and reinstate their friends (Zengele, 2013b:64), while some principals target educators who are not in their good books to eliminate during redeployment (Nong, 2005).

Union Member 2 reported that principals manipulate redeployment ignoring the criteria for redeployment.

> *A principal would say, I don't want to get rid of this one. It is the principal; there is nothing I can do. This one is under-qualified, and you must make sure that you deploy him, and the principal says no, no. It is very difficult.* (UM 2: Interview)

Unions regard the decision of the principal as final regarding redeployment of educators. Mashaba and Maile (2019:16) support this finding by saying that principals do not treat educators equally; some educators are favoured and others are not. Unions are supposed to observe the process to minimise unfair practices. In the formal staff meeting where redeployment is implemented, there should be a union site steward (one of the educator

staff member) observing the process. The site steward is the representative of the union at the site, in this case, the school. He is elected by members of a particular union to represent the union at that institution, and writes a report to the union to say the process was free and fair to all members.

Unions find that principals use redeployment to remove educators who are not on good terms with them as identified in the complaints of the educators to the union, which are relevant since the process is monitored by their union. It is the right of the union to lodge a dispute if any of their members are deemed to have been unfairly redeployed. However, it seems that educators are not satisfied with the way unions represent them in redeployment.

Kheswa (2015:333) inferred that when principals are authoritarian in their management style, it hampers the organisational culture because they may dominate; determine policies and procedures with no group participation or consultation, resulting in little or no effective communication flow among staff members. As a result, schools have lost committed educators in redeployment due to unilateral decisions of principals on who should go, as conjectured by Mafora (2014:76). The process of redeployment must, in future, be reversed to ensure that it is properly done following all the procedures of redeployment.

Section 12(1)(e) of the Constitution of 1996 states that everyone has the right to freedom and security of the person, which includes the right not to be treated or punished in a cruel, inhuman or degrading way (RSA, 1996a). When principals use redeployment to remove educators they dislike, it contravenes the freedom and security of those educators. Such a removal can be seen as cruel and inhuman nature in that it seeks to satisfy the selfishness of principals. It is tantamount to the invasion of security of the person. Additional educators feel they are isolated and disowned when identified for redeployment as they sense that there is no animosity between themselves and their principal.

**4.2.5   Theme 5: Experiences of Circuit Managers of rationalisation and
        redeployment.**

The Department of Education (DoE) is the employer of educators in public schools with power being decentralised to each of the provincial departments of education. The Limpopo Department of Education (LDoE), in turn, has decentralised some of its powers to districts and circuits. Circuit managers serve as overseers of between 34-40 primary and secondary schools. They assume the position of the immediate employer to all the staff in those schools. The rationalisation and redeployment policy expect circuit managers, with the help of principals, to determine the additional and vacant posts in schools of their jurisdiction. Some rationalisation and redeployment issues are finalised at the circuit level. Circuit managers were interviewed in this study as representatives of the Department to undercover their experiences of the rationalisation and redeployment process.

4.2.5.1   Sub-theme: Redeployment affects schools negatively

Redeployment has been on-going in various provinces and this movement of educators from one school to another through redeployment, affects schools negatively (Govender, 2016:218). Circuit Manager 1 reports on this situation:

> *Our experiences indicate that rationalization and redeployment is a
> process that negatively affects schools. Yes, then, and schools are
> negatively affected because as educators move from one school to
> another, sometimes those who are doing well are in excess and were the
> of the school. But due to rationalization and redeployment, those
> educators are supposed to be transferred and the school now suffers as a
> result.*

The movement of educators from one school to another due to redeployment affects schools negatively. This study revealed that schools suffer as it disturbs the setup, the planning, the organisation and the smooth running of the school, causing instability in schools. In many cases, educators who are performing well and are an asset to the school are targeted for redeployment which results in good educators being lost in the rationalisation and redeployment process. Circuit Manager 1 went on to report that, although some educators develop a negative attitude towards redeployment, some take the process positively:

> *You see, they take it to be disturbing, if once you start, you embark on the process of redeployment; you know there is always a notion of disliking it. They take it as punishment. They think it is there to disturb their setups. That is why their attitude is negative towards this one. Generally, teachers do not like it, because they say it causes instability in the schools. And so, it does that.* (CM 1: Interviews)

Redeployment disturbs the school's setup and educators do not like it. Tshinnane *et al.*, (2017:150) agree to the above finding that redeployment brings frustration to both school managers and educators facing the redeployment process. Educators generally find the process of redeployment upsetting and unsettling, particularly as it disturbs the smooth running of schools, particularly when it occurs during the course of the school year. The year programme for the circuit should be drawn in the last quarter of the year for the following academic year. This allows the school to develop their year programme in line with the circuit programme. When educators are transferred during the year, school planning becomes disorganised, and reshuffling has to occur to close the gap and programmes are interrupted and have to be reassigned. Educators, in addition, are inconvenienced by the sudden move to other schools and as such, their planning and preparation is also affected. Schools and educators affected by redeployment are expected to perform the same way as schools with sufficient educators (Gobingca, Athiemoolam & Blignaut, 2017:197).

Good leaders inspire their followers by communicating high expectations, using symbolic actions and persuasive language to focus efforts and express important purposes in simple ways (Belasen & Frank, 2012:194; Schlechter, 2009:327). A transformational leadership approach expects leaders to inspire their followers by changing their negative attitude on redeployment. Through idealised influence and a sense of trust and respect shown by the Circuit Managers will assist educators in accepting radical and fundamental changes (Bass, 1985; Gates, 2013:450).

4.2.5.2 Sub-theme: Matric results decline

Although the Limpopo Province's 2017 matric results showed an increase in learner performance, the previous two years' results had declined. Limpopo is one of the provinces that has to date been affected by redeployment. The Department, through circuit managers, acknowledges that rationalisation and redeployment affect the school performances. In this study, it was found that because redeployment could take place at any time during the academic year, it has a particular negative effect on teaching and learning. Circuit Manager 1 expressed it in this way:

> *Yes, it affects all the grades including the matric results. You know it does affect it. It does affect the performance of learners because sometimes it is done during the course of the academic year, mid-year and as a result, those changes impact negatively on the performance of learners.* (CM 1: Interview)

Redeployment affects the matric results since it is done in the middle of the year. Learners become frustrated by losing an educator mid-year and perform badly at the end of the year. This finding is supported by Mthinyane *et al.* (2014:302) who concluded that rationalisation and redeployment policy causes uncertainty, instability and eventually poor results in schools as well. Tshinnane *et al.* (2017:147) reported that redeployment contributes to the high failure rate in schools. The findings suggest that changes made in the middle of the year impact negatively on the performances of learners at the end of the

year, particularly those of Matric (Gr 12) learners, if they happen to lose an educator in the middle of the year. *"Redeployment affects all the grades including the Grade 12 results,"* said Circuit Manager 1 in the interview which confirms that matric results are affected by rationalisation and redeployment, a significant finding as schools are rated by the matric pass rate. This process tends to affect all learners and causes them to do poorly at the end of the year. In addition, research has found that rationalisation and redeployment has affected staff establishments to such an extent that the remaining educators are unable to manage the curriculum and complete the school plan effectively (Gobingca *et al.,* 2017:197).

When educators are transferred mid-year, some classes run out of educators, which influences the results at the end of the year. In this case, the right to basic education of learners is contravened, hence the decline in matric results. According to Section 28 of the Constitution of 1996, the best interests of the child, are also infringed when poor performance caused by redeployment results in the decline of matric results.

4.2.5.3   Sub-theme: School Governing Bodies reject redeployed educators

This study found that the SGBs reject educators who are known for their lack of professionalism particularly those who have been reported with incompetency. A good educator is not measured by curriculum knowledge only, but by his conduct as well. When a candidate applies for a particular post, he/she must include two or three people as references. The employer wants to verify the conduct of that particular candidate before appointing him/her. Since rationalisation and redeployment policy is silent about the conduct of the educator, the Employment of Educators Act (Act 76 of 1998) dwells more on the conduct of an educator. An educator becomes a role model to learners. Learners young as they are assimilate everything their role model does both good and bad. In some cases, SGBs reject redeployed educators, but when Circuit Manager 2 was interviewed, he reported on something positive:

You absorb certain educators to their schools because of the influence of parents they reject them sometimes. But what do we usually do to the principals, we indicate to them that you are also part of the department? We don't expect you to influence, let's say Mr R is known to the community, now we want to redeploy him from one school to another. You will find that that other school that is receiving Mr R knows the behaviour of Mr R, and now they are reluctant to absorb him... It is wrong for principals to influence the SGB to say Mr R is known to be taking a lot of alcohol. So, he is a drunkard, and he is coming here to destabilise our school ... If we meet that kind of resistance from SGBs and we will always call them. (CM 2: Interview)

The SGBs often reject educators who are coming from other schools through redeployment. Some SGBs are influenced by principals to deny certain educators either due to the bad conduct of such educator incompetency in terms of curriculum delivery. Nong's (2005) study lends support to the reports that educators willing to be redeployed face a challenge when principals influence their SGB to refuse to absorb them into their schools. These results suggest that parents, with a majority voice on SGBs, reject educators who are known for their lack of professionalism. As previously reported, the SGB has the authority in the recommendation of appointment of educators. Section 6(3)(a) of the Employment of Educators Act (Act 76 of 1998) emphasises that any appointment, promotion or transfer to any post on the educator establishment of a public school may only be made on the recommendation of the governing body of the public school. However, as reported earlier, SGBs lack capacity and are excluded from the redeployment process.

However, this study found that SGBs tend to reject educators from other schools. SGBs have influential power to decide who must be appointed with the majority of posts being filled or not filled based on the decisions of the SGB. However, the Circuit Managers do meet with SGB members and persuade them to reverse their decisions about educators

not being redeployed to their schools, particularly if the curriculum needs of the school are to be met.

What emerges from the findings is that in many cases, the redeployed educators are not wanted at their new schools because of their previously noted lack of professionalism. However, the principal, as the leader of the school and a transformational leader, has the responsibility to ensure that the new educator is mentored in his new role and made aware of the culture of the school. A principal with a strong vision for the future of the school, based on values and ideas that generate enthusiasm (Belasen & Frank, 2012:193), inspires and motivates his staff, particularly those redeployed to the school to develop their professionalism (Gates, 2013:450; Banks *et al.,* 2015:3). In many cases, the behaviour of the educator undergoes a change within the new environment, once again showing professionalism in carrying out duties and ensuring teaching and learning. Additional educators, like any employee, have the right to fair labour practices in terms of section 23 of the Constitution (RSA,1996a). When additional educators are rejected by the SGB and principal, the rejection amounts to unfair labour practices.

4.2.6   Theme 6: Causes of Redeployment

Redeployment in South African public schools does not happen in a vacuum, but a number of factors cause it. The factors that cause transfer of serving educators in terms of operational requirements are based on, but not limited to the following:

- change in learner enrolment;
- curriculum changes or a change in learner's involvement in the curriculum;
- change to the grading or classification of an institution;
- merging or closing of institutions; and
- financial constraints (ELRC, 2016).

Principals, unions, SGBs, educators and circuit managers, further elaborated on the causes of redeployment. I wanted to find out as to, according to their opinion what they

regard as the main causes of redeployment. The following sub-themes emerged from the data.

4.2.6.1   Sub-theme: Effect of school performance

School performance is determined by the pass rate of that particular school. Schools that are performing better are likely to attract more learners whereas poor performing schools experience learner reduction. Since there are many schools in a particular area, good performance of learners is regarded as one way to attract learners and increase enrolment. Secondary schools are measured by the Matric (Grade 12) results at the end of the year. Union member 1 raised a number of issues found in the process of redeployment:

> *You know the process since it started to date, there are bad consequences for teaching and learning. You know it affects quite a lot about teaching and learning because this is an annual process, it happens every year. So, this leaves much of the classes without educators. You will find that the school is also affected. When educators who are affected leave the school, they leave a backlog of work. You will find that the school, the learners have dropped in numbers but when the teachers are leaving, the lack of work remains there, it becomes too much for the educators who are left in the school. So, they are unable to cope with the work that has been left by the affected educators who have been redeployed. For instance, a school where four educators had to leave and are left with 9 educators. The ones who are left becomes a problem because even when the four are there, they might also have their responsibilities, which they will also complain that it is too much, now the four have left. Now they also have to take over the responsibilities of the four who have left. So there is a whole juggle of educators who are unable to perform at their utmost best. Teaching and learning are affected.* (UM1: Interview)

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Redeployment leaves a huge gap at school, and when educators are redeployed their responsibilities need to be absorbed by the remaining educators. Due to an increase in responsibilities, educators are unable to perform at their best as they become overloaded with additional work and in many cases, have to teach subjects with which they are not qualified or experienced enough to teach. Other participants in this study highlighted this aspect.

> *If you are not performing as a school, learners start migrating. Again, if educators are not well-versed with their subject matter, learners will be bored and run away from your school.* (P2: Interview)

Schools with poor performance are likely to experience learners leaving the school which results in a drop of learner enrolment and in turn means redeployment of educators. Principal 2 believes that schools compete for learner enrolment with their performance. Parents tend to enrol their children at the best performing schools. Principal 8 also asserted that school performance also causes redeployment.

> *Usually, parents take their children to schools that are doing better. Our matric results have been moving up for the past five years. So that is why the intake of learners has also increased, now parents judge the school because of the actual results, then because of that, the enrolment increased, then we needed a teacher, and then this teacher came.* (P8: Interview)

Principal 8 reported that, even though their school is isolated from villages, it still attracts more learners due to their outstanding performances, which has seen increases over the past few years. As a result, more learners have moved to the school which has meant that a deployed educator moved to the school to address the need.

Principal 3 reported that:

The school has a unique character in the sense that it continued to excel in the subjects that are regarded as scarce skills, subjects like for instances Physical Science. Year in year out, we continue to produce the best results in the area. We continue to register distinctions in Physical Science. We also register distinctions in Mathematics as well as a subject like Accounting. That in itself continues to attract learners to our school, and the department cannot just match our school as such.

High performing schools in subjects seen as scarce skill subjects such as Physical Science, Mathematics and Accounting, are a magnet for learners whose parents want the best education for their children. The SBGs also understand that the reason that schools attract more learners is their excellent performance.

The cause is learners. Most of the learners around the area they flock to our school, because of maybe it is a neutral venue. This is the main problem that when learners are coming in, we need more educators. Other schools are losing learners, therefore when redeployment comes teachers will move from those schools to our school. (SGB 1: Interview)

Schools with increased learner enrolment as a result of high performance and good end-of-year results, need more educators which then results in redeployment. Unions also noted that parents prefer to take their children to the best performing schools, which contribute to their members being affected by redeployment. Union Member 2 maintained that incompetent educators and school performance cause redeployment.

The issue of the performance of the school. You will find that you've got two secondary schools in a village, but the other one is suffering and the other one is gaining. When you ask the parents why you are taking learners here, who are staying next to the school, they say that school teachers are not competent. (UM 2: Interview)

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The evidence of school performance is determined by the Matric (Grade 12) results. In South Africa, the Matric results are published in the media and even though the identities of learners are hidden, the name of the school and its percentage pass rates are disclosed. This is a very narrow managerialistic view of school effectiveness.

> *You see, the parents and learners would always prefer good performing schools, but our circuit is one of the top performing circuits in the district. So, it will just mean moving around the circuit, within the circuit. Moving from one school to the other is based on the matric results. If the matric results of a particular year are good, so learners are likely to change to be admitted to such schools. But in our circuit, we are not adverse scared because it just helps to teach within the circuit and as most of the schools are doing very well. Now the challenge here is the production of Bachelor passes, where a school, which produces quality results, will always draw more scores of learners. Yes. And we've got many such schools in the circuit.* (CM 1: Interview)

With the Matric pass rate per school published in the media, parents are aware of the better performing schools and tend to move their children to those deemed high performing. Research has shown that dissatisfied and incompetent educators find difficulty in producing good results (Shah & Jumani, 2015:314). It is imperative for schools to perform especially at Grade 12-level to maintain their staff.

The findings show that school performance influences learner enrolment. Thus, If performance declines, learners tend to migrate to better performing schools, learner enrolment then decreases and educators are redeployed as expressed by many participants in this study. Modiba (2016:177) concurs with this finding by saying that excellent learner results market a school in the form of keeping learners in one school and even attracting others to attend their institution.

In contrast to high performing schools, Circuit Manager 2 conveyed thoughts that reflect the concern of parents and underperformance.

> *Another cause might be if the schools is not well managed, and parents are aware that the school is not well managed, they tend to remove their learners from that particular school, in favour of another school. Another thing might be, that the schools are not well managed, it means the results will be affected. So if the school is not performing well, parents will be aware of that and then hence they will move their children from an underperforming school to a school that is performing, and that also affect the shifting and the movement of teachers.* (CM 2: Interview)

Poor performing schools it seems, are the result of poor management where principals who fail to manage human resources, in this case educators. Allowing the best educators to be redeployed and accepting poor quality educators, leads to poor learner performance. Mthinyane *et al.* (2014:296) concur with the above finding that the consistency of poor performance of a school especially with the Matric results, determines the removal of learners to seek better quality education in alternative schools, which become a factor for redeployment. Parents move their children from one school to another because of poor management which impacts on school performance. The findings mentioned above suggest that poor performing schools also struggle to attract new learners. Instead, their learner enrolment declines every year. The overall understanding is that most schools that lose educators in rationalisation and redeployment perform poorly regarding the results and learners then migrate to other schools (Modiba, 2016:177). Good performing schools take on new educators who have been redeployment, while poor performing schools lose educators who might well be experienced and competent. The best interests of the child are excellent performance in schools. This study reported that redeployment causes poor performances in school that infringes the best interests of the child in terms of section 28 of the Constitution.

4.2.6.2   Sub-theme: Forced school curriculum changes

Document analysis indicates that transfer of serving educators occurs due to operational requirements based on curriculum needs, learner enrolment and merging of schools. Forced school curriculum changes were found to be a contributory factor to the cause of rationalisation and redeployment (ELRC, 2016). The findings in this theme are that some schools have done away with specific curriculum streams which has forced educators in those streams to be redeployed to others schools where such curriculum streams are offered. In the same vein, learners followed suit to where their preferred curriculum streams are provided.

> *My understanding and my experience have been that the primary cause is the curriculum needs. For example, learners for some reasons migrate to some other schools, and you find that in a particular subject then you are left with very few learners. If I were to give an example, a stream, if it is a commercial stream and you find that, that stream is now left with few learners then obviously the educator concerned is going to be affected. Even if that educator is very experienced with the stream, as long as that stream has no children, the educator is bound to leave. It is the unfortunate part of it.* (P1: Interview)

Principal 1 mentioned the significant relationship between a particular curriculum stream and redeployment. He said if a specific stream of the curriculum is no longer offered in a particular school, then it is inevitable that educators who were responsible for that stream are redeployed. Document analysis confirmed that one of the causes of redeployment in schools is curriculum changes or addressing the curricular needs of the school. Educator post establishment may force the school to revise the curriculum needs of the school and in this case, some of the curriculum streams are unavoidably no longer offered. The findings in document analysis suggest that those educators whose subjects are no longer offered would be redeployed to other schools.

It is very simple. The causes of rationalisation and redeployment are the drop of learner enrolment to a point where some of the educators will be without learners. Our learners will be decidedly less regarding the ratio of 1:35 or 1:30. You find that there are fewer learners on, no learners in that stream. We have to move educators to where learners are or where that stream is offered in other schools. Educators must follow them. (P4: Interview)

Principal 5 believes that the decline of learner enrolment in a particular stream also causes the shutdown of certain curriculum streams, which means that educators teaching those subjects are forced to move to schools offering those subjects.

You know my view is that it is because of certain subjects like commercial subjects are dying. Learners are no longer interested in those subjects, but in some other cases, it is the attitude of teachers towards the subject. If you don't love your subject automatically, learners will not like it. At times learners would resolve to social sciences that appear to be easy for them on the expense of mathematics and another relevant subject. It results in having more learners in the social sciences and less in science stream. There you will be obliged to redeploy those educators in the science stream. (P5: Interview)

Certain streams are affected by redeployment to such an extent that the school may decide to terminate them. The findings raise the possibility that termination of streams is caused by both learner and educator attitudes. Educator attitudes play an important role in whether learners enjoy the subject or not. It seems that some subjects are no longer relevant to today's youth and in addition, some learners choose what they consider as easier subjects to the more difficult scarce subjects. This means that those easier subjects will have greater enrolment and thus have a greater need for educators, which means redeployment of the educators whose subjects not subscribed to.

Principal 9 reported always receiving new educators through redeployment:

> *Yes, they do. They do meet the curriculum needs because before the process of redeployment is taking place, we advertise the posts. We send our adverts to the circuit, the circuit office and in the circuit office; they do have a task team whereby the circuit manager is part of the task team. They check whether those who are on the list, I mean additional to their staff establishment, meets the requirements of our school. If they do, it is then that now they call us to tell us that we have educators who do meet your requirements.*

The above sentiment indicates that only those additional educators who meet the curricular needs of schools get the posts. Curricular needs assist the school to employ the relevant educators. The school's curriculum requirement is submitted to the circuit which facilitates the matching of educator to vacant position.

As a result of curriculum change, it becomes difficult to maintain all streams especially with enrolment decreases. Principal 6 elaborates:

> *When numbers are going down, you are no longer able to manage more streams. Most learners will be in need of specific subjects that the school does not have. Therefore, they are tempted to move to another school. They are tempted to move to another school where they will receive those specific subjects that they want to do.* (P6: Interview)

It seems that if learner enrolment decrease, the number of streams offered at the school is also affected to the extent that some streams may cease to be offered, which means that certain subjects are no longer available to students, who are then forced to move to a school that can offer that subject/s.

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Phasing out of a curriculum stream also causes redeployment, as reported by Educator 3 from Focus Group 1:

> *I was redeployed because I was in the commercial department. And then there were phasing out the commercial subjects. So, I had no problem with that.* (E3: Focus Group 1)

When educators in a particular stream number more than required, as per educator-learner ratio, the additional educators are bound to be redeployed. Union Member 1 also reported that the curriculum changes cause redeployment:

> *At times there are curriculum changes. You will find that there are certain particular subjects wherein schools might even change streams. Maybe, for instance, a commercial stream or a general stream in a particular school has been changed, or a school is now called aside stream, so obviously, we are going to lose other educators who won't be fitting into the new stream that comes in. So, change in curriculum also brings about, what you call the cause for rationalisation and redeployment. In our cases, these are some of the things that we found in our circuit to be affecting the whole process.* (UM1: Interview)

In some cases, educators react positively to the process of rationalisation and redeployment, as reported in a focus group:

> *… And then we were able to know that at our school we are affected by R&R based on the staff establishment, the number of educators, curriculum requirement. But in our case, it was the number of educators. Which means the number of educators was more in the stream. That is how it was done at our school. So, after that, they have written the numbers, they attached all educators at those numbers. And then after that, they took the minutes and also the affected educators, those who*

have been declared together with their subject that they are offering to the circuit … (E2: Focus Group 1)

These findings suggest that curriculum streams play an essential role in rationalisation and redeployment. However, in some cases, the educators were fully apprised of the situation and had even role-played the process. Because they were part of the process, they were prepared for the eventuality of being deployed. They found that the process was fairly done.

The most striking result to emerge from this data is that when the circuit task team matches educators, they do not consider the behaviour of the educators. Union Member 2 explains that meeting the curricular needs of the school per requirement is what matters most:

> *The issue of absenteeism or whatever that does not come in. We are looking at the issue of the curriculum needs, what are the needs of the school. Not whether this one is absent on Monday, very much problematic or maybe he wants to be the principal or whatever, no, no, because those are labour relation matters which needs to be tackled separately.* (UM2: Interview)

It seems that even poor behaviour and lack of professionalism is not taken into account when the circuit team matches educators to vacant posts. Circuit members feel that this issue is a labour related one, which needs to be handled as a separate aspect.

Circuit Manager 1 emphasises that the curriculum needs of the school come first when educators are matched.

> *Matching educators, you know the first thing that we usually do, is to check curriculum needs. We don't just match a teacher because he is additional. If a teacher is in excess, we checked to the next school what*

the curriculum need of that teacher is. So, it is then that we match such a teacher. Sometimes you will find that there are some teachers whose subject that they are teaching cannot be matched. As a result, even if he wants to go to a secondary school, we are likely to take him to a primary school because of the curriculum needs. Those who are teaching scarce subjects are always matched, and in most cases, it is not easy to declare them additional. (CM1: Interview)

The findings reveal that curricular needs of the school are a focus point and as such educators are matched on that basis. When applying redeployment of educators, the curricular needs of the school must be prioritised coupled with fairness (Zengele, 2013b:65). Findings from my observations concur as I found that curriculum needs of the school become the requirements for matching educator to the post. When matching educators to the vacant positions, I observed the circuit task team checking the curriculum needs of the school and what additional educators can teach. Additional educators list the subjects that they can teach per grade and schools with vacant posts also report the curriculum requirements per post. From my observation, the circuit task team checked the post requirements and the educator's subjects and matched them. I also noticed that some educators could not be paired because they did not meet the curriculum needs of the schools. In some cases, if a educator cannot be matched, then he/she may be redeployed to a primary school.

Shifting and movement of educators is part of the process of rationalism: The extract below shows the summary of what Circuit Manager 2 said:

The rationalisation is caused by if you might be having, say a post-establishment that says you must be twelve and no additional. And indeed, you find that there are twelve educators in the school but only to find that these teachers do not meet the curriculum requirement of that particular school. So, all we need to do is to redeploy some educators to create a vacancy. Say, for instance, a school needs

mathematics teachers, and within the school, there is not enough number of mathematics educators, we need to redeploy, I mean to remove some of the educators, so that they can give space for mathematics educators. So that shifting and movement are causing rationalisation and redeployment. So, it causes the movement of educators, those are the things that cause rationalisation and redeployment. (CM2: Interview)

The findings show that even if the educator number tallies with the post-establishment, the school may have additional educators who do not meet the curricular needs of the school. This usually happens when more educators are in the same stream, and other streams have a shortage of educators. To accommodate the need of that particular subject, the school has to declare some educators additional. Therefore, educators are deployed to schools where their subject specialisation is offered.

At times principals do not follow the process correctly and instead of following the right procedures, allow educators to volunteer:

You know we went to one school, and you will find that there is only on HoD, the school does not have any other Maths teacher except the HoD. Now this HoD is teaching mathematics and physical science in grade 12, is teaching mathematics in grade 10, he is teaching mathematics in grade 9. Then we were surprised why is it like this and we discovered that they did not make a rationalisation and redeployment correctly because they allowed everyone to voluntary leave and those educators who were not well comfortable with this, left with their experiences, you see, now the school is suffering. So, R & R is good because it gives a principal a chance to can balance and makes sure that the curriculum is well managed by the educators. (CM2: Interview)

Ignorance of curricular needs of the school lead to best educators being redeployed and scarce subjects remaining with no educators. Maringe *et al.* (2015) added that most of the existing vacant posts in rationalisation and redeployment need Mathematics and Science educators. It seems that sometimes procedures are not followed particularly when educators volunteer to be redeployed. Educators who volunteer to be redeployed are sometimes the ones teaching scarce subjects but that should not happen as the school would be left with a teacher vacancy that impacts negatively on the results. The rationalisation and redeployment process is a way of ensuring that all schools are equitably staffed and that curricular needs are addressed. Among educators declared additional, very few have Mathematics and Science as specialisation.

The findings in this study revealed that curriculum changes cause redeployment. Managing many curriculum streams with minimal workforce is impossible which means that schools are forced to narrow their curriculum streams, which causes movement of learners, a decrease in learner enrolment and ultimately a need for redeployment. Educators that are absorbed into a new establishment should meet the curricular needs of the school, as advocated by the ELRC Collective Agreement Resolution 4 of 2016.

Social justice theory advocates reclaiming, sustaining and advancing the inherent human rights of equity, equality and fairness in educational activities (Mafora, 2013:3). The correct procedure of matching additional educators is to meet the curricular needs of the vacant position of the school in need. Matching must be done fairly, respecting the principle of equality to achieve equity.

4.2.6.3   Sub-theme: Impact of learner enrolment

The policy of rationalisation and redeployment cites the change in learner enrolment as one of the causes of redeployment (ELRC, 2016). This study found that learner enrolment determines the number of educators in a particular school according to the sub-theme mentioned above. The schools that attract more learners are favoured by redeployment since they will be gaining educators. Learners have the right to go to their school of

choice. As a result, the school that they leave is affected by a decrease in enrolment, while in new schools an increase in enrolment becomes evident. Principal 2 indicated that the number of learners determines the number of educators in a particular school.

> *The causes of rationalisation and redeployment are due to many factors such as enrolment wherein the number of learners determines the number of educators. Sometimes learners migrate to another school of their choice.* (P2: Interview)

The number of learners in a particular school influences the number of educators in that school. The larger the involvement, the greater the number of educators who will be needed. Unlike in the past, each village has a secondary school, which has meant a decrease in the number of students from the oldest established secondary schools located further away from the villages. The only way schools can maintain their enrolment is to produce good results. Neighbourhood serves an advantage to learner enrolment in schools. P3 alluded to this fact by saying:

> *The causes are brought about by the decrease in learner enrolment. There are mushrooming secondary schools in villages, which used to be feeder villages to our school. And when those secondary schools begin to accommodate curriculum that stretches from 8-12, we started to have a loss of learners. The majority of learners remained in the main feeder villages. That brings about a reduction in the learner enrolment. When the post-establishment is developed then our school always get a knock in the sense that we experience a decrease in the enrolment because of the educator-learner ratio. Then we attract the infamous rationalisation and redeployment process.* (P3: Interview)

Schools that do not attract more learners annually experience a decrease in learner enrolment and so they become the reason for redeployment. The findings reveal that parents prefer to enrol their children in nearby schools. It seems as though every village

has a primary school which becomes the feeder school for a centrally placed secondary school. However, as new secondary schools open in villages, parents prefer to send their children to a school closer to home. Thus, the older established secondary schools experience a decrease in learner enrolment and thus become a victim of the rationalisation and redeployment process.

A Circuit Manager reported on the decline of learner enrolment:

> *Well, the cause of this rationalisation and redeployment in our circuit is as a result of declined enrolments of learners because the admission of learners, in fact, talk to the posts, the availability of teaching posts. So if the enrolment drops, then teachers start to be removed. Yes, that is the main cause.* (CM1: Interview)

Educators in the schools with low enrolment would be transferred to schools with higher learner enrolment. According to policy, there is a certain ratio of educator to learner, which must be adhered to. This means that the number of educators must be equal to the number of learners regarding the ratio. Change in learner enrolment causes redeployment as reported by union members:

> *Well causes most, in particular, are 1, of the major cause of this rationalisation and redeployment process of educators is the change in learner enrolment. While there is a drop in learner enrolment, it does affect the education of the educatorr-learner ratio …* (UM1: Interview)

> *Redeployment is caused by the decrease in the learner enrolment, especially in our schools. There are teachers who are more than the number of learners. You will find a school where they've got 300 learners, but then, all of a sudden, they have 30 educators, which regarding the post-establishment it is going to be more because there*

is a certain school with 4000 learners, but they've got 20 teachers.
(UM2: Interview)

Educators are supposed to be distributed equitably to all schools according to learner enrolment. Principal 8 mentioned that the decrease in learner enrolment causes educator imbalances in schools:

> *Normally the process entails the issue of enrolment. Now, normally where the enrolment goes down, and they find that the teacher people ratio is no longer balancing. When the process comes in, the enrolment says we needed an educator. And the Department cannot give you an educator if the process of redeployment is still on. They will finish the process and later on you will be allowed to advertise the post if no one is matched. But in that case where the enrolment increases, then obviously you will have to get a teacher, and that teacher will be from the pool of those who are in excess. So that is how it worked.* (P8: Interview)

New posts cannot be advertised if the redeployment process is not yet done. The Department waits for all educators to be absorbed, then it checks if there is still a need in terms of the enrolment, and finally, they are able to advertise new posts. In contrast to the decrease in learner enrolment, Principal 9 reported that enrolment at his school increases every year:

> *At our school, fortunately, our learners are increasing, instead of decreasing. Then as the learners are increasing, then we receive more teachers. That is why we receive instead of redeploying. Our learners are increasing every year.* (P9: Interview)

Because of annual increases of learner numbers, through the redeployment process the school receives new educators to fill the vacant posts and ensure that all learners have educators.

Principal 4 expressed concern about the educator: learner ratio that the Department uses to determine addition and vacancies. The ratio causes a decrease in learner enrolment, and it also affects curriculum streams:

> *The causes of rationalisation and redeployment are the drop of learner enrolment to a point where some of the educators will be without learners. Our learners will be very less regarding the ratio of 1:35 or 1:30. You find that there are fewer learners on, no learners in that stream. We have to move educators to where learners are or where that stream is offered in other schools. Educators must just follow them.* (P4: Interview)

A decrease in learner enrolment causes certain streams to shut down (cf 4.2.6.3). Gobingca *et al.* (2017:196) confirmed a lack of conformity to the specified educator: learner ratio by the Department of Basic Education in some schools which affect learner enrolment. Even if the learner enrolment increases, schools have to wait for the Department to redeploy an educator from the pool. No post is advertised before the process of redeployment is completed.

The Circuit Manager explained how movement of learners from one school to another result in a decrease in enrolment:

> *The concerns of this rationalisation redeployment, 1, it is the movement of learners from one school to another. No 2, it is caused by when learners move enrolment in the school drops, and as it drops, teachers need to be redeployed because the number of teachers in that particular school is no more equals to the number of learners. We use a ratio, of*

1:35, so if the enrolment drops it means we will have more educators in the school than required the number of educators. Hence we will need to redeploy them from one school to another that is the concerns of redeployment. The enrolment, if it goes down, it affects the number of educators in the school. (CM2: Interview)

Movement of learners from one school to another at the beginning of the year causes redeployment. Learner enrolment fluctuates every year depending on a number of variables. Naicker *et al.* (2011:7) felt that the relocation of some families to different areas is one reason for fluctuating learner enrolment. This means that schools with higher learner enrolment attracts more educators, as per post establishment, which is determined by the learner enrolment of that particular school. The extract below from the ELRC collective agreement Resolution 4 of 2016 indicates that every year schools must receive new educator post establishment:

Subject to regulations on post provisioning, a Head of a Provincial Department of Education must, from time to time, inform each institution of its new educator post establishment. As a result of operational requirements, the new staff establishment may provide for fewer posts than the existing staff establishment or the skills of the new establishment may not match the skills profile of the incumbent educators. As a result, some serving educators may be in addition to the new establishment. (B.6.2)

The school's post establishment from the Head of Department (HOD) determines the number of posts per school in line with learner enrolment. Govender (2016:218) confirms the finding that, when learner enrolment decrease, it means that the number of educators should also decrease and that additional educators should be redeployed to schools where learner enrolment has increased. This means that the educators attached to those schools are moved to other schools according to the policy of rationalisation and redeployment (Fairhurst & Nembudani, 2014:158). The findings of the document analysis

as well as the interviews with principals indicate that learner enrolment determines the number of educators allocated to a school for that particular academic year which means that change in learner enrolment causes redeployment and, in some cases, decline in learner enrolment results in the closure of some schools. Over seventy percent of principals interviewed suggested that they lose educators through rationalisation and redeployment.

The emerging of new secondary schools in every village has a major effect on learner enrolment in the older established secondary schools situated far from the village. The only way schools can maintain their enrolment is by producing good results. The neighbourhood serves an advantage to learner enrolment in schools to some of the learners. Learner enrolment in public schools is not static. Instead, it fluctuates annually depending on different circumstances. The transformational leadership approach is oriented towards an emotional bond that raises the level of motivation and morality through such a leadership position (Belasen & Frank, 2012: 193). It is the duty of principals as transformative leaders to motivate and inspire learners to enrol in their schools to avoid redistribution of school educators.

4.2.7   Theme 7: Challenges of Redeployment

Compulsory redeployment is fraught with many problems. Every year schools receive new post establishments, as per the collective agreement, determined by learner enrolment and the required number of educators. In some cases, educators are declared additional and cannot be matched due to lack of vacancies in schools. The following sub-themes emerged:

4.2.7.1   Sub-theme: Period of redeployment

After receiving post establishment, schools have to wait for the management plan to be implemented. A management plan is a programme that determines the period of every

action up until the additional educators are matched. The Department, as per policy, should implement the management plan towards the end of the academic year in preparation for the following academic year as reported by Circuit Managers who also highlight challenges experienced in the process:

> *It affects teaching and learning when it is not at the beginning of the year. Let's say it is done around in the middle of the year because teachers will have to move from one school to another. So, teaching and learning are affected, but if it is done and the R&R, the redeployment is done at the beginning of the year, it doesn't change much regarding teaching and learning. It only affect that when it is done during the year.* (CM2: Interview)

Redeployment should take place at the beginning of the year where minimal or no disruption occurs. However, redeployment that occurs in the middle of the year rather than at the beginning, affects teaching and learning. Circuit manager 1 alluded to the challenges of timing as follows:

> *The challenges are such that if not well implemented the schools are likely to suffer. The main challenge is that the time of the management plan is the one that tells us that whether redeployment will be effective or not. So if it is done towards the end of the year, in preparation for the next coming academic year, is fine. Usually, it doesn't have problems, because everybody will know where to start. In other words, we shall have a good start, but if it is done during the course of the year, you know it affects everything. It affects the allocation of subjects, and even the learners themselves are going to suffer if they receive a new educator and so on. So there we have got lots and lots of challenges. Yes, but unfortunately the Department had never done it on time. They will always do it very late in the year, and you will find it just for*

> *compliance, we do it for compliance, but it doesn't help the schools.*
> *That is the thing.* (CM1: Interview)

The management plan issued by the Department is what determines the period in which additional educators are likely to move to their new workstation. If educators are moved in the middle of the year, subject allocation in those schools will be affected as well as learners by receiving a new educator. These findings highlight concerns that educators are transferred during the middle of the year rather than at the beginning of the year. According to Circuit Manager 1, the transfer is only done to fulfil the resolution without benefitting schools.

An additional aspect of timing was raised by Principal 6 who reports that even though redeployment is done every year after schools have received their post establishment, movement of educators only takes place in March:

> *From 2014 I believe it is every year, the Department releases post staff establishment every November to be implemented in January and teachers will always be moving. You will see at the beginning of every March, there will be movement, and that starts like I said affects teaching very seriously.* (P6: Interview)

A further aspect of the timing is post establishment, which is issued every year followed by the management plan to ensure that schools have adequate educator staff. Principals of schools are expected to act on the management plan and reach the targeted date of submission. Principal 2 pointed out that it is a stressful process, particularly because of the time constraints:

> *At times it is stressful to realise that you are given three months to accomplish the process. Sometimes it comes during the middle of the year, for example, between June and September where we are busy with half yearly examination and trial exam in grade 12. In my view, the time given is not enough to implement the process.* (P2: Interview)

The management plan dictates the times at which particular actions should be carried out in redeployment. Principal 2 reported that at times the schools are given three months to complete the redeployment process. The findings illustrate that there is a set timeframe for the process. However, in some cases the process only happens during the middle of the year which impacts greatly on the staff, the learners, the teaching and learning and thus the smooth running of the school.

A further challenge in the redeployment process is the time taken between being declared additional and transferred to the new school. Educator 1 Focus Group 1 explained:

> *So it took a year for me to be taken from that school to the next school. So I thought maybe they have just forgotten about me, but I settled. There comes a time when I was called to say that they have found a school for me. I never knew the type of colleagues that I am going to meet.* (E1: Focus Group 1)

Educators often have to wait a long time to be transferred from one school to another school. The period of waiting for educators to be transferred varies greatly which not only affects teaching and learning, but causes a great number of negative emotions.

> *Let me start by saying that ever since I was declared additional, I never worked. I just felt that this is not my place anymore. They will have to see what they will do with the kids. I just went to school and remain passive. I just felt I don't belong to that school anymore. I was not willing to assist them in whatever things they asked me to do. I started to be rebellious. I thought I was just unfairly treated, that was that. I would walk from my home, go to school, and do nothing.* (E1: Focus Group 1)

Educators that are declared additional find it difficult to continue with their daily duties as usual. All what they want is to make the move from the school where they are no longer

needed. Additional educators are frustrated once they are declared additional. During their waiting time to be transferred, they feel that they no longer belong to that school and no longer want to continue with their work. Coming to terms with being identified as additional, results in some educators becoming frustrated, angry and rebellious, particularly if the process of moving from one school to another is delayed.

> *It took one month after being declared additional and transferred to the new school. I was full of anxiety whereby you can even meditate and think of resigning and look for other avenues…* (E2: Focus Group 2)

This participant reported that the month that he spent being additional was full of anxiety. This reveals that educators experience fear, frustration, uncertainty, self-doubt, anger and disappointment to the extent that resignation seems a preferable course of action. A suggestion to alleviate their fears would be for the educator to attend counselling and be given coping skills. Again, principals as transformational leaders are supposed to give moral support to additional educators.

Principal 7 noted that learners are affected when redeployment takes place in the middle of the year.

> *You see, the timing of the release of these educators is not conducive in the sense that you will find that the movement of these educators is done within the middle of the year. This affect learners, which according to me, it was supposed to be done by around December when schools are just about to be closed. So that when we start the following year, we start knowing very well that there are no educators to be moved and so on. Because this affects subject allocation. I mean the time when this is implemented, it affects subject allocation. It affects many things, re-shuffling.* (P7: Interview)

In addition to affecting learners, middle of the term redeployment brings unexpected workloads to the remaining educators. The subjects left without educators need to be taken up by the remaining educators on the staff. All these movements have an impact on many aspects of schooling, notwithstanding the results at the end of the year. Principal 8 articulated this sentiment.

> *Ja, it does affect teaching and learning because at some stages you will find teachers have to be removed during the year. The school has to juggle around trying to check who will take all the subjects the teacher was teaching. So the impact is very huge that it might even affect the results at the end of the year because sometimes you realize the person who remains, let's say I am taking Maths, if learners are more in Maths, and then you realize that you've got two teachers, they will have to teach Maths for the whole school. That will also affect the results because the major thing that affects is when teachers are removed in the year, not at the end of the year. Or just in the middle of the term. When the teacher goes, those who remain have to readjust and do the timetable again.* (P8: Interview)

Redeployment forces schools to readjust the general timetable and subjects' allocation thus affecting the overall annual plan. Principals at school believe that the circuit has power over the timing of redeployment.

> *Sometimes we communicate with the circuit indicating these problems trying to stop moving around teachers in the middle of the term. Sometimes we even engage the SGB so that we don't have to remove teachers in the middle of the term because that is costly and difficult for the learners. So that is how we manage it, but above all the issue remain with the circuit office. We are not there if they issue a due date that by this time educators must have been moved from school A to school B,*

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we can't do anything. Once educators get a letter, you cannot stop that
educator. We have got very little influence on that one. (P8: Interview)

The Department has the final decision on the time additional educators have to report to new schools. While the Department decides on the management plan, it becomes difficult for them to accomplish it in some cases as supported by Principal 3 where educators who were declared additional three years ago are still not matched up in new positions:

The challenges are quite numerous, for example, the Department of Education will develop a plan that has dates, but does not stick to it. Sometimes to the extent that it extends not more than a month, but years. While I speak to you now, there are educators not in our school but in our circuit, who have been declared additional in their subsequent establishment two or three years ago and have not moved. Therefore, it tells a story that the Department is not in a position to implement rationalization and reallocation as expected.

Principal 3 alluded to the point that the department sometimes fails to accomplish their management plan. There are educators who were declared additional two-three years ago and are still waiting to be transferred. Educators end up not being matched because of curriculum streams. In some schools some of the streams are no longer viable and are no longer being offered which means that educators specialised in those subjects, are no longer needed.

It is only when schools need a particular kind of curriculum like now, I am still having additional teachers in the commercial stream because most schools decided to drop that stream. Hence we cannot match them. Even when I declare them in another circuit, I mean in other circuits, still I could not find the schools that can absorb them because of that challenge. (CM2: Interview)

Additional educators pile up on the circuit list without being absorbed since there are no vacant posts that match their subject of specialisation. The management plan is decided by the provincial department and implemented by the circuit office and schools, as required. Rationalisation and redeployment policy states that an educator declared additional regarding previous processes and who currently finds himself/herself on a redeployment list of a provincial education Department, shall revert to being a full member of his/her current staff establishment (ELRC,1998). This implies that even though an educator has been identified for redeployment he/she remains a full member of that staff. As a full member of the staff the educator is obliged to fulfil all duties in that school as expected. The policy further states that this educator will be treated in the same manner as all the other educators at his/her educational institution for this procedure, oncehis/her status has been reverted. Together these results provide important insights into the period of redeployment as one of the challenges. This finding concurs with Papay and Kraft's (2016:792) claim that educators who assume their duty late in a year reduce student achievement. The impact ranges from frustrating learners to poor performance. The literature confirms that the redeployment process moves exceptionally slowly and unevenly, leaving educators demoralised and plagued by uncertainty (Tshinnane *et al.,* 2017:150).

To sum up, after receiving the post establishment, schools implement the management plan, which is a programme that determines the period of every action up until the additional educators are matched. The concern is that educators are transferred during the middle of the year, which affects teaching and learning. The waiting period for transfer of educators creates a challenge. This study found that educators who are assigned duties in the beginning of the year get disrupted whenever redeployment takes place in the middle of the year. While the Department decides on the management plan, it becomes difficult for them to accomplish it. The management plan may outline the time frame that suits the smooth running of the school, but practically, along the way there comes some delaying tactics which hinder its implementation. Educators have been moved in March and September when learners are preparing to write the examination.

The timing of redeployment disrupts teaching and learning especially when it takes place in the middle of the year. It infringes the rights to basic education (s29 of the Constitution) of learners. It leaves other learners without an educator in some schools. It also poses an unsafe environment (s24 of the Constitution) which compromises the wellbeing of those learners (RSA, 1996a) that are left without an educator while waiting for the educator's replacement.

4.2.7.2 Sub-theme: Secondary to primary and *vice versa*

Another challenge of redeployment is when educators who work and are qualified to teach in secondary schools are redeployed to primary schools and *vice versa*. Schools comprise of three phases: Foundation Phases, Intermediate Phases and Senior Phases. Educators, during their training, tend to specialise either in specific subjects or in specific phases. Normally, an educator would apply for a position which would suit her qualification and specialisation. This study revealed that redeployment misplaces educators placing them in incorrect positions. Principal 3 explains:

> *… there are instances where some educators who received training to teach in a secondary school as per University or College training for becoming educators, but when rationalisation and redeployment affect such educators. You find that when redeployment affect such educators who teach in Further Education and Training (FET) band which is grade 10-12, the educators are taken to teach in primary school.* (P3: Interview)

Some additional educators are redeployed from secondary to teach at primary schools, while some are taken from primary to secondary schools. Another example comes from Educator 1 in Focus Group:

> *Remember I was taken from a secondary school when they gave me the name of the school, I found it was a primary school. I felt awful since*

my qualification was that Secondary school FET for grade 10 to 12. When I was told I was going to the primary school, I felt the gap from that phase to another phase. This whereby I came to this, and I was given foundation phase. Oh, that was very difficult. I went to the class; I never knew what I had to do because I was used to teaching grade 12. Maybe for eight years, since I was employed, I taught grade 12. In the new school, I was given between ages 5 and 7. That was too difficult for me. I didn't know what to do, but I was told by the current principal that sooner or later I will be taken to the higher grade. Months went by; I was never taken to that grade. I just told myself I had to adjust to this situation. That was my experience. (E1: Focus Group 1)

Additional educators get frustrated when they are taken from secondary to primary schools. Teaching and learning are affected while they are trying to adjust. This speaks to how misplacement of educators occurs during redeployment. Placing an educator, trained to teach in secondary school with Grade 12 experience, in the foundation phase in primary school, raises the issues of loss of Grade 12 experience, lack of training, qualifications and experience in teaching at foundation level and finally, the possible trauma experienced by the educator during the transition and adjustment period.

Other participants in this study highlighted challenges which were difficult to overcome:

When I came here, they just pointed me the class to say, that is your class. I didn't know what grade it was; I had to ask the kids. Which grade are you in, they said grade 2. There were a lot of the so-called workbooks. I didn't know what it was; they look green, they look the same. I was stressed. I had to ask the learners what is this, what is that. They told me, how did you do this, they said ma'am, we will take this book and give. Remember they are foundation phase kids they don't take their books in their bags. Books stay at school. I said oh my God

that is matric in the primary. That is where I felt relieved; I just said I have to adjust. Nothing else. (E1: Focus Group 1)

This educator above reiterated that the curriculum in primary school especially foundation phase, was so different to what she had been teaching in the secondary school. It was a major challenge to adapt and become accustomed to teaching at level, understanding firstly the content, then the pedagogy in addition to the day-to-day programme. Another educator posed her frustration in this way:

The only challenge was that I was redeployed from high school to primary school. And then I got here where I am today. And then I was given a foundation phase of which I was not trained to teach. I was given grade 1. So when I come, I was hoping maybe I was going to senior phase since I have high school qualifications and training in the senior phase. They gave me grade 1 to teach, and I didn't know anything about small kids, and how to teach them, nothing at all. So, I have no choice because if I don't go to grade 1, and who knows what will happen to me. I had to teach those kids. I have to make sure that I adjust. Then I taught grade 1 for the whole year. Then the following year while I was adjusting, still adjusting, they took me out, so they give me the senior phase. So, I had to start again to adjust. (E3: Focus Group 1)

The educator complained she was given foundation phase to teach while she was trained to teach in Secondary School. While trying to adjust, she was moved to another phase within that Primary school. That had an impact on teaching as well. An educator in Focus Group 1 highlighted language barrier as another challenge when moved to Primary School. This is how she puts it:

And then the other challenge was the noise I did not use to. I was normally talking to educators to say this noise is too much. If you get in class, you find that they jump on chairs and tables. And I said how do

you teach learners when they are behaving like this. This is too much. I will see, when times goes on, what will happen. And then this year they will take me senior phase. I said I would see, but to me, I think they are like the same. I will see what to do to. I will adjust to their level so that I can teach them. Because to teach these learners especially when you are from high school, it is difficult, and it is demanding. For example, you can't teach them natural science in Sepedi and English. That one I can't do. They won't adjust. That is why when they go to secondary school, teachers here want them to understand the content of the subject. Maybe in Sepedi but that to me I think that one is not justice. If you are teaching Natural Science, let it be taught in English. Maybe if they are taught English to know how we are used to this language, and then they will learn. Unlike you used two languages. (E2: Focus Group 1)

The participant above narrated the way primary learners are noisy and restless as compared to secondary learners. An educator moving from a secondary school to primary school would take time to adjust and understand these learners. Language was found to be another barrier for educators used to teach in English in Secondary schools. The educator below explained the way she was stressed by shouting everyday so as to bring foundations learners to order.

When I came, I was given a week or two, to observe another teacher teaching learners and then from there I was given my class to teach. I had to adjust to make sure that they hear me. It was very stressful because I had to shout and I am not used to shouting. I even consulted about three times. Because I shout every day. (E3: Focus Group 1)

Educators complain that while they are transferred to different phases, they were not mentored. They had to adjust and adapt on their own. The way that primary schools and secondary schools run differs and this is particularly noticeable in the pedagogy and the

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discipline of learners. The findings show that secondary school educators had to adjust the way they taught to accommodate the age and phase of development. The way the learners behave and the noise level also challenged them. In addition, the medium of instruction was a further challenge as learners were accustomed to being taught in their home language while secondary school educators tend to teach in English as secondary school learners have a developed use of the language, while primary school learners are still acquiring and developing English. In some cases, educators were given a week or two or observing a primary class before taking over and then mentored through the year, but in most cases, educators were placed and had to just adjust to the teaching immediately.

Redeployment causes stress to educators, especially those who are transferred from secondary to primary schools. They all reported they had consulted a doctor as a way of managing stress. Participant E3: Focus Group 1 continued to say:

> *I don't remember myself taking painkillers. I had to move with move painkillers in my handbag because of the noise. They seek attention. I was never used to that. But sometimes, because I had painkillers, I would sleep in class. The principal would come and wake me up. She will say hey ma'am are you in. I thought you are not in class. I will say, principal, you know I was not, I am tired like she said I also consulted the doctor. The doctor said you here too much in the class. I would say yes, it is because there is a gap between grade 12 and grade 2 learners.*

Moving from one phase to another phase that one has never taught before becomes a risk to one's health. One of the frustrated educators redeployed from secondary to primary school echoed this. The circuit manager 1 justifies the move of educators from secondary to primary as follows:

> *So here it is possible that we can move a teacher from a primary school to a secondary school, depending on the subject that he or she teaches.*

That is the curriculum need I am talking about, but it is scarce. It is very rare because even primary schools have specialisation. Yes, there are those who are teaching sciences and those who are teaching commercial subjects from the primary schools. So, if in the primary schools are adequate now so that they don't need more educators, we can redeploy them to secondary schools. But from secondary to primary school, yes, it is always possible, but you know that those are their schools with all streams. (CM1: Interview)

According to the circuit manager, the subjects that educators can teach, which match the curricular needs of the vacant post for a particular school, inform the transfer. Primary schools have open streams as compared to secondary schools. Almost all additional educators can be matched in primary schools. This finding resonates with Mashaba and Maile's (2019:18) argument that educators with secondary school qualifications were redeployed to a primary school. It supports the findings from the focus group with educators wherein educators who are currently teaching at secondary schools were being moved to primary schools as curriculum needs differ from the subjects that the educators taught. If educators are redeployed from primary school to secondary it is because there are no vacancies in primary schools, which tends to be rare. These findings also suggest that this move impacts negatively on school performance. This study found that curricular requirements are the reason for redeploying educators from secondary to primary school and vice versa.

When educators are trained at university or college, they choose whether they want qualification to teach at the secondary or primary school. Some educators were misplaced when appointed, as not all educators are able to be absorbed in secondary schools. Both interviews and observations revealed that educators were taken from high school to primary in redeployment as invariably, educators can fulfil the curricular needs because the primary school phase covers a range of subjects.

The pressure of placing every educator forces the Department and unions to place a educator where there is a vacant post irrespective of whether he/she meets the curricular needs. Tshinnane *et al.* (2017:149) are of the opinion that incorrect matching of posts by Department of Education affects teaching and learning. Once educators are placed in wrong posts, the quality of teaching and learning is compromised. The learners suffer most by being given an educator not qualified or trained for a particular subject. When educators are transferred from secondary to primary school, it infringes on the best interests of the child.

4.2.7.3   Sub-theme: Disruption of teaching and learning

The findings revealed that rationalisation and redeployment had an impact on the school year programme including the general timetable. Due to other educators leaving or coming to the school, it means the general timetable has to be drawn up again or revised. Principal 8 reported on this aspect:

> *That is a worry because the post-establishment is issued almost every year in September. That will mean if the school A the enrolment has dropped, and then for that particular year, they will have an educator leaving. There is a continuous movement almost every year, each time the process is issued. I found that the same educator that has moved from school A to school B, even in the school B he is not doing well. He is also entitled to redeployment if the school may use the principle of LIFO, the issue of last in first out. That means the very same educator will move from school A to school B, and from school B to C up until to D …* (P8: Interview)

Teaching and learning is always affected when a particular educator is redeployed to another school. The findings also reveal how the process of continuous redeployment with LIFO may cause an educator to rotate with all schools. Although the policy states that educators who occupy posts, which are classified as additional at an institution, are

not automatically redundant (ELRC, 1998), it appears that if a certain educator is always redeployed wherever he is posted, he is regarded as redundant by those schools.

Principal 1 reports on the frustration of the process of redeployment and the implementation of the Management Plan:

> *It depends on the Department management plan if they issue management plan now and say in three weeks' time, the process must be completed. We know it means we are going work under pressure. It also means the affected educators will not wait to leave at the end of the year. They will be bound to leave immediately. It creates a difficult time with the learners and the remaining educators. This constant movement of educators every year, it creates havoc. It would be advisable for the Department to keep the figures for at least three to five years stable. Keeping the post-establishment the same, except when the enrolment increases in which such schools can be provided with ad hoc posts. This will give schools chances to plan their work properly. Instead, The Department doesn't wait for the end of the year to run the transition.* (P1: Interview)

Teaching and learning is compromised once the instruction comes from the authorities to instruct that this management plan should be accomplished in three weeks. The implication is that within three weeks educators must have been declared additional, matched to the vacant posts and transferred to their new workstation. The findings show that post establishment occurs at the beginning of the year, but schools wait for management plan to act on redeployment. This movement of educators affects the school, the learners and the community. Challenges arise when redeployment is done annually and is particularly affected by learner enrolment which has variable fluctuations. A suggestion arising from the findings is that the Department work on a three to five year cycle to develop more stability and continuity at schools.

Principal 6 comments on the challenge of Departmental influence:

> *In essence, the planning of the school depends much on what the Department does. Whatever plans you have made; the Department will always change them. Therefore, it means planning is just for compliance but not for implementation. For example, if I have planned with a school to start in January with ten teachers and in January the enrolment is down, I must release three educators. Where does the planning come in there? It means the whole plan is no longer going to be implemented. We must come up with another plan that will accommodate the seven educators as opposed to the ten that we planned. So, it means our planning depends much on what the Department tells us. Not on what we have planned for.* (P6: Interview)

The school programme and planning become disrupted by the middle of the year action of the management plan. Redeployment has such an unsettling effect on schools, in that planning done the previous year is disrupted with Departmental redeployment. Schools are led by the decisions of the Department on what to do and when to do it, which in itself is what should happen, but redeployment affects this planning when done during the course of the year.

Participant 2 expressed his concern about disruption of teaching and learning:

> *Teaching and learning suffer mostly when coming to rationalisation and redeployment. In case R&R is done during the year, it affects the teaching and learning negatively. Educators who leave, for example, around June will leave learners without an educator. Even though we have less enrolment, but still they are learners who are doing the very same subject that was taught by the leaving educator. It means those learners will be left without an educator.*

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Learners are left without an educator when their educator is declared additional. The movement disrupts teaching and learning in a way that those learners remain without an educator. This is critical when the situation pertains to Matric or Grade 12 level learners. Educator 1 in Focus Group 1 relates her experiences:

> *In my case, I left my previous school in September. Remember I was offering language in grade 12. I had to leave learners while they were busy preparing the Trial Examination. It was very bad for the learners because I had to tell them that tomorrow I am leaving for another school. They were shocked. They thought that was my decision to leave, maybe of the promotional post or whatever post. When I told them that it was because of R&R, it was not good at all. They said Mam, can't you talk to that school to wait for you until we finish writing final Exam. I said to them, other kids are waiting for me. I cannot do it. I left. After two to three weeks they called me because they had my number. They said, mam, we are facing challenges here. Can't you arrange some overtime for us here? I became angry and said no I couldn't. I wanted the principal to feel what I felt that day when he declared me in excess. That was that.* (E1: Focus Group 1)

Grade 12 learners were left without a language educator towards the last quarter of the year when they were preparing for their examination. It is a crucial time when learners are busy with revision and catch-up work. Transferring a vital educator to a new school in the middle of the year has serious consequences on the performance of learners particularly in exit examinations, which are crucial for entry into tertiary institutions. Another response from a principal participant reflected his concerns:

> *Redeployment affects teaching and learning, as I have said. Most of them are not up to standard, and you will find that he lacks in the subject given to him. You will find that there will be some problems, some challenges. Learners will always be complaining that they are not*

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teaching them well. You can do nothing because he is already there. You will have to compromise, but we try to help them. If we realise that there are some challenges, we try to help them but if somebody is lazy, nothing you can do, nothing. (P9: Interview)

It seems that the majority of redeployed educators lack subject knowledge irrespective of meeting the curricular needs of the school, probably a reason for being identified as additional in the first place. Teaching and learning is highly affected, and learners feel that their education is being compromised. Principal 9 does indicate that they try to support the in-coming educator in his new role; however, if that educator lacks professionalism, such as being lazy, it is difficult to change that behaviour.

Another educator in a focus group brought to light his experience:

> *When I came here, the teacher had already done almost all the work of the year. I didn't teach anything that year. Instead, I will mark the scripts to let time pass. In my previous school, I heard that I had left a gap in that flow, since I was the most experienced teacher from 8th to 12th grade (E1: Focus Group 2)*

The findings reveal the shocking effect that redeployment sometimes has on educators, learners and the teaching and learning process. In this case, the educator redeployed to a new schools, found that the preparation for the subject had been done and as such did not teach, while in his previous school, learners were left without an educator.

Educator 2 from focus Group 2 was partly fortunate with redeployment:

> *Yes, I can say it had an impact, but the same subject that I was teaching there is the same that I am offered to teach here. Unlike when you come to a new school in the middle of the year, when preparation has been done from January, they say to you now you are starting to teach a new*

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subject. I say a little because the other subject that I was given was a new subject. But it was not a problem because the teacher who was teaching the same subject was cooperative. I had to connect and organise everything through her so that I can prepare a final examination. Another subject that I am teaching was still the same one that I taught some years with the same method and curriculum. So, it didn't have a much negative impact with me. (E2: Focus Group2)

In this case, the redeployed educator was given the same subject to teach and the new subject was supported by a colleague. However, in many cases new subjects are given to redeployed educators to teach at their new school. This further disrupts teaching and learning when the said educators fail to prepare adequately as they lack subject content knowledge as well as pedagogical subject knowledge.

In moving to a new schools, redeployed educators face many challenges, one of which was highlighted by Educator 2 in Focus Group 2

As a teacher you must know your learners. Know their strength, their weaknesses, knowing their psychological problem, emotional problem, a social problem because during the year as you interact with them individually you may know who this is. So, this was a negative impact that one encountered. When learners are assessed and fail, you cannot know their problem at that particular time, because it was in the middle of the year. That was the challenge I faced with the new learners. (E2: Focus Group 2)

The findings show that working with learners throughout the year leads to an understanding of their problems and of the learning barriers which they face, which allows the educator to adapt the course or change the pedagogy to support the learners. If an educator is moved during the course of the year, it is a challenge to get to know each

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learner with their relevant problems in order to address them timeously He added that this aspect disadvantaged learners during assessment time.

Tshinnane *et al.* (2017:147) affirm the above finding that redeployment disrupts the smooth running of the school. The process tends to disrupt teaching and learning as educators become reluctant to teach particularly if load distribution is affected, with redeployed educators not being given a choice of learning area, but are put into learning areas which they have never taught (Nemutandani, 2009). The findings in this study are that redeployment is done every year and it disrupts teaching and learning. The timing of redeployment poses challenges, especially at the time when educators are transferred to the new workstation. The document analysis found that some educators assumed duty in the middle of the year. This disrupts teaching and learning according to the findings from the interviews. This was also confirmed by the management plan that shows the assumption of duty taking place in September and March.

At the beginning of the year, schools set goals to achieve by the end of the year. These set goals form part of the school programme where responsibilities are allocated to individual educators. The results of this study indicate that redeployment disrupts teaching and learning which was set to be followed in the school programme. When those educators allocated for specific duty are transferred, the whole year programme is derailed. This implies that redeployment management plan disrupts teaching and learning since it puts pressure on principals to complete it within a specific timeframe. Rationalisation and redeployment take place every year in Limpopo schools.

The ELRC resolution 4 of 2016 on redeployment states that the procedure for the identification of serving educators, in addition to the establishment because of operational requirements, needs to be performed on an annual basis (ELRC, 2016). Since redeployment is done every year, it implies that the process takes up more of the academic time. As a result, the principal is busy with the management plan rather than managing teaching and learning. The core business at school is teaching and learning; however, the process of redeployment disrupts teaching and learning. Both sections 28

and 29 of the Constitution are affected when proper teaching and learning is not taking place because of redeployment.

4.2.8   Theme 8: Opportunities for Redeployment

In spite of the challenges of redeployment, it also offers opportunities to schools and the educators. The purpose of rationalisation and redeployment is for the Department to save costs since one of its requirements is financial constraints. Saving costs are evident when, instead of advertising open vacant posts, the Department redeploys educators from the pool of additional educators. The fluctuating enrolment of learners have a major impact on the change of institution grading. Certain institutions are downgraded as a result of lowered learner enrolment. As enrolment increases, those institutions are supposed to be upgraded, meaning the principal from that particular school moves from lower level post to a higher-level post.

Rationalisation and redeployment have created opportunities in the Department, for schools and for educators. Document analysis confirmed that schools gain educators, educators' jobs are secured, the Department saves costs, and promotional posts are created. The following sub-themes emerged from the empirical data:

4.2.8.1   Sub-theme: School gain educators

Redeployment does not only have a negative effect on schools, but also good things. When the enrolment of a particular school increases, the workload also increases. Redeployment helps those schools gain educators to spread the workload and maintain an educator-learner ratio of 1:40 in primary and 1:35 in secondary. This study found that redeployment relieves the workload by giving the school additional human resources. Principal three indicates how they benefitted from redeployment.

> *There are times when it impacted a little positive in the sense that we*
> *gained a Head of the Department. He was redeployed from another*

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school into our school through rationalisation and redeployment. (P3: Interview)

The advantage of redeployment in the above case is that they acquired an experienced Head of Department from another school. When the school has more educators in a particular stream and would like to increase the number of educators in another stream, some educators in the stream with more educators are declared additional. In this case, the stream gains an educator by redeploying others. The Circuit Manager 2 explained the situation:

> *Say, for instance, a school needs a mathematics teacher, and within the school, there is not enough number of mathematics educators. We need to declare some educators additional to receive another one on redeployment. I mean to remove some of the educators so that they can give space for mathematics educators.* (CM2: Interview)

Another advantage of redeployment is that, even if learner enrolment tallies with the number of educators, but the school has a shortage in a particular subject, they can declare one additional in other streams in order to procure an educator for that particular subject. This point was elaborated on by Principal 5.

> *For those who are receiving teachers, it might be a positive effect because they will be getting the extra human resource. They will be getting new skill from another school. Because of that, the relationship will be good. It alleviates burden to those who are receiving.* (P5: Interview)

The findings show that redeployment has a positive side to it. In addition to an extra human resource, the redeployed educator may be bringing new skills which will be of value to the school.

When schools receive additional members for the workforce through redeployment, educators in that particular school find that there is a more even spread of the workload, and see the process as positive. Principal 3 clarified this concept below.

> *Then educators at the receiving school will respond positively towards rationalisation and redeployment process, in the sense that their interpretation will be that of gaining additional workforce that will lead to the reduction of the individual workload. In that respect, then educators respond favourably cordial to rationalisation and redeployment process.*
> (P3: Interview)

The receiving schools' workload is lessened in redeployment which makes the staff happy. At times redeployment becomes an advantage to the school to get the right educator:

> *Even though in some instances it becomes a blessing in disguise like what I was saying that you find that it is an advantage for a particular teacher. It is an advantage for the school because you then be given the right teacher who will be able to assist. So that is why I am saying it is in two ways sometimes. Sometimes you find schools complain, no you gave us the wrong teachers. Some would say you gave us the best educator.* (UM2: Interview)

Schools also stand an opportunity to receive the best educator, especially those whose streams discontinued in their schools and were redeployed. This idea may be further understood in light of what Badat and Sayed (2014:142) argued namely that good educators could be redeployed across schools rather than being confined to the well-resourced schools. The findings suggest that redeployment is an advantage for schools to gain experienced educators. The process of matching by the task team is to ensure that schools gain educators to guarantee that the curricular needs of the school are being met, a process which I observed.

Rationalisation and redeployment help schools in need of educators. After matching additional educators to the vacant posts, and considering the curriculum needs of the school, the SGB of that particular school recommends the acceptance of the educator. The document analysis revealed the form for the recommendation for the transfer of a serving educator regarding operational requirement. The form must indicate the meeting date where the decision was taken, the names of the educator, the personnel number of the educator and the post number. On completion of the form, the secretary of the SGB must sign it. The school then gains a permanent educator through redeployment, a process confirmed in the interviews with principals.

The South African government has undoubtedly made great strides in addressing equity and past imbalances in education, and this is demonstrated in many education policies such as rationalisation and redeployment of educators (Mestry, 2013:168). Redeployment, when used correctly, is a mechanism through which schools could be staffed with the right educator. Educators in the pool are all experienced to teach and work with learners. Unlike a new educator from the university or college, the redeployed educator is familiar with induction and mentoring. When the enrolment of a particular school increases, the workload also increases.

This study found that redeployment helps the schools in need of extra staff to gain educators to relieve them. Schools that have more educators in a particular stream, and that would like to increase the number of educators in another stream, declare some educators in the stream with more educators additional, in order to open up positions for the stream needing more educators. Even if according to the staff establishment of the school, they do not have additional educators, it is imperative that the school should declare educators additional to gain an educator needed for a particular subject. Schools can address their needs regarding specific subjects. It also helps schools retain learner enrolment because, in the absence of the relevant educator for a specific subject, learners would move to another school. The purpose of the rationalisation and redeployment policy was to achieve greater equity through equitable sharing of educators across different schools, as posed by Onwu and Sehoole (2011:121). The main purpose of redeployment

was to address equity through the distribution of educators to the poor schools (Mosoge & Taunyane, 2012:182; Soudien, 2001:33; Onwu & Sehoole, 2011: 121). The purpose of redeployment is to achieve equity and redress past injustices. This study found that schools gain educators through redeployment. The Employment Equity Act advocates achieving equity in the workplace by promoting equal opportunity and fair treatment (RSA, 1998a).

4.2.8.2   Sub-theme: Saving the cost and balancing the equation

The data revealed that the Department is able to fill the vacant post gaps because they have established a pool of educators who have been declared additional in their schools. Principal 1 referred to this point:

> *The Department does not have a particular plan or time. However, every time there is a need of educators, they go to the pool, pick up there, and close the gap. No posts are advertised. Many educators retired, others resigned while due some illness died, but no replacement in all these posts. And once there is a class without an educator the blame is upon the principal.* (P1: Interview)

The findings suggest that advertisement of positions is no longer done. It seems that through the process of redeployment, the Department is able to save costs. During document analysis, lists of additional educators and vacant posts were analysed. The list indicated that there were 43 additional educators in one circuit, and 13 educators who could not be matched. Heads of Department and deputy principals were also matched. The Department filled the vacant posts with the existing ones from the pool. In this case, costs of employing new ones were saved by redeployment; thus, the Department saves the cost through redeployment.

Rationalisation and redeployment helps the Department, in particular, to redistribute educators evenly to schools with no extra costs. The procedures provide for the

rationalisation and redeployment of educators within educational institutions to achieve equity in educator staff provisioning in the said institutions regarding approved policy on educator post provisioning (ELRC, 1998). New posts that exist due to death, retirement and resignation are reserved in a pool for redeployment. Promotional posts such as deputy principalship and head of Department positions are vulnerable to redeployment. Educators occupying these senior posts are always victims of redeployment, since their posts relate to a certain learner enrolment. In a school where there are two Heads of Department and one deputy principal, it would mean when the enrolment declines, it would end up affecting first the deputy, followed by educators, then the second Head of the Department. Recruitment becomes the last resort after all processes of rationalisation and redeployment are explored.

The current study found that the advantage of redeployment is to balance the equation educator-pupil ratio in schools. Principal 7 elaborated on redistribution of educators equally according to educator-pupil ratio and subject specification.

> *Rationalisation and redeployment help the department, in particular, to redistribute educators evenly in all schools to close the shortage gap. As I said, it is because some schools are under-staffed, and some are over-staffed. So that is the main cause even if the department is saying it is because of operational requirements. The main cause of this, because you will find that there are some schools where language teachers are offering only paper 1, where you will find about three educators offering English for example, one educator offering paper 1, another one paper 2, and other one paper 3. Only those subjects. So those are the schools which are over-staffed.* (P7: Interview)

The department uses redeployment to fill the vacant posts rather than advertising new posts. Principal 3 pointed out that redeployment is aimed at equity and redress:

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Sometimes at school, you find there is this issue of popular opinion. So the principal should be able to understand that we are dealing with a policy that seeks to strike equity and redress regarding human resource deployment at a school. (P3: Interview)

Rationalisation and redeployment address equity and redress in the teaching fraternity. Badat and Sayed (2014:138) concurred with this statement by saying redeployment intended to secure equity through the more equitable deployment of educators and their expertise. The findings suggest that redeployment aims to achieve equity and redress the imbalances of the past in the South African education system. There were schools that were over-staffed with less workload while other schools were under-staffed with more workload in public schools. The rationalisation principle aimed at reducing schools with excess staff by redeploying educators to schools with little staff to achieve an equal proportion of educator-learner ratio had taken a broader perspective (Govender, 2001: 1). As a result, the Department established the educator-pupil ratio as a tool to balance the equation across all schools. Before 1994, South Africa had different education systems for each particular race group. The imbalances created by these education systems range from infrastructure to human resources. Rationalisation and redeployment sought to resolve the human resource imbalances between well-resourced and under-resourced schools. Almost every paper that has been written on redeployment includes a section relating to the purpose of redeployment being to address equity through the distribution of educators to the poor schools (Mosoge & Taunyane, 2012:182; Soudien, 2001:33; Onwu & Sehoole, 2011:121). Redeployment aims at distributing educators equitably to schools. This study revealed that through redeployment educators are transferred from over resourced to under resourced schools in terms of human resource needs. The Employment Equity Act supports this sentiment.

4.2.8.3   Sub-theme: Job security

Job security is a concern of every employee. Educators like other employees become comfortable when they know that their job is secured. The rationalisation and

redeployment policy threaten the job security of educators (Lumadi, 2014:176). Principal 1 alluded to this notion:

> *Sometimes educators resist rationalisation and redeployment thinking that it terminates their jobs.* (P1: Interview)

One of the functions of the principal in redeployment is to give support and courage to the redeployed educators. Principal 5 elaborated:

> *You know as a principal, you have a responsibility to say to additional educator, you are a good teacher, committed, able and competent, but unfortunately, you are not partly based on the teacher-pupil ratio. The school curriculum cannot accommodate you. Therefore, that is also part of counselling to say you are not removed from the system or your permanent job. You are not vacating the teaching profession. You are deployed to another school where your responsibilities are needed most.* (P5: Interview)

This study found that principals must offer support through counselling, and assure redeployed educators that their jobs are secure even though they do not fit in the current school curriculum.

This study found that the job security of the redeployed educators is guaranteed, as confirmed by the union who assures job security to all redeployed educators by saying all avenues will be explored to ensure their placement:

> *So we will start with permanent educators, we will make sure that we look at the curriculum of each school and then look in the pool of the teachers who are additional. Then we try to match the educators against the vacancies that exist in the schools according to their learner enrolment. Once all the processes have been done, we will be able to match affected educators against the vacancies that exist from the pool.*

If there are still teachers who could not match so to say, then we will make sure that they are taken to other circuits. If the circuits cannot absorb them, they will be taken to the district. So we will appeal to other circuits in the district if there are vacancies to match those educators. (UM1: Interview)

Rationalisation and redeployment guarantee the job security of educators. Even though educators would be moved from one school to another, no educator would lose his/her job because he/she is declared additional. This finding is supported by Mulaudzi (2016:7516) who says that even though educators thought that redeployment meant termination, the process continues until the additional educator is matched to a new position wither in the schools in a particular circuit or within other circuits in the province. However, in the process of matching, some educators could not be matched and from my observation, those educators were left in the same schools. The jobs of educators were secured in the new workstation for those who are matched and also for those who could not be matched.

The rationalisation and redeployment policy guarantees the job security of all additional educators. Resolution No.6 (ELRC,1998) states that an educator declared additional in terms of this procedure, who cannot be redeployed due to no fault of the educator, shall be held additional in his/her present staff establishment until s/he can be suitably redeployed (12.1). It is further guaranteed that such an educator shall be optimally employed at the educational institution (12.2.b). Educators that are recommended by the SGB to their schools, secure jobs in those schools. The document analysis included a form completed by the Circuit Manager sent to a redeployed educator entitled: "Transfer regarding operational requirements – Yourself". This form informs the additional educator about his/her transfer to another school, and indicates the name of the educator, personnel number, name of the new school, name of the circuit and the assumption of duty date, signed by the Circuit Manager and the date. Below the form, the educator is expected to sign the agreement to be transferred.

This study found that the most advantageous aspect of rationalisation and redeployment is job security. Educators who are facing the possibility of unwanted redeployment, experience job insecurity and are not effective. These educators need assurance that redeployment does not put their jobs at risks. The policy of rationalisation and redeployment guarantees that all avenues should be explored to ensure the continued employment in education of educators who occupy posts, which are classified as additional to this procedure. Educators work better once they know that their job is secured. The Department and unions agreed on rationalisation and redeployment as a way to avert retrenchment and use educators in the pool to fill the vacant posts. According to Tshinnane *et al.,* (2017:146), educators who face redeployment feel that their sense of security is being affected; however, this study could not confirm that.

Job security of educators is associated with the principle of social justice being respect, care, recognition and empathy as advocated by Theoharis (2007: 223). This study found that redeployment guarantees the job security of educators.

4.2.9   Theme 9: Roles and Competency of Stakeholders on Redeployment

Rationalisation and redeployment involve stakeholders like principals, school governing body, unions and the Department. For stakeholders to carry out the redeployment effectively and efficiently, specific skills are needed. Stakeholder capacity on redeployment is of utmost importance. The Department is responsible for ensuring that all stakeholders, who are involved in redeployment, are capacitated.

4.2.9.1   Sub-theme: Competency of stakeholders

Competency of stakeholders in rationalisation and redeployment is of utmost important in order to implement the process effectively and efficiently. This study found that stakeholders received inadequate training on redeployment, as Principal 2 said that:

The skills and competencies that we have been through training. The department trained principals, union members and the school governing body about rationalisation and redeployment. However, this training is not sufficient since we were given micro-wave training. We were just fed with the information for the sake of implementing rationalisation and redeployment in our schools. That's is the reason we implement it wrongly most of the time. (P2: Interview)

The Department has taken initiatives to capacitate stakeholders through training and workshops. Workshops are some of the mechanisms the Department uses to teach new skills to the principals and stakeholders. However, stakeholders view the training and workshops as insufficient to fully equip and skill them. Principals must be skilled to manage the redeployment process correctly. Mathibe (2007:537) argues that it is imperative for principals to be capacitated in order to create and maintain democratic processes in schools and to work with school governing bodies. It is the responsibility of the Department to ensure that principals and other stakeholders that handle redeployment receive adequate training to capacitate them on redeployment. Training includes direct instruction, skill demonstration and involves workshops and presentations (Mathibe, 2007:524). Unions lodge disputes based on the wrong procedures applied by principals. There have been some longitudinal studies involving capacity of principals, that have reported lack of necessary skills and training of principals for management and leadership to execute their authority (Bush & Glover, 2013:36; Mathibe, 2007:523). Some researchers have reported on inadequate training of the governing body which has resulted in uncertainty of their functions as well as managerial inefficiency (Mestry, 2013:3).

The findings in this study revealed that principals lack the skills to run rationalisation and redeployment programmes:

To be fair, the principal doesn't have any skill because they are not trained. Above all, the process of matching is done at the circuit level.

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Now as principals what we do, we only identify the post-requirement for the post that we have, and then we absorb educators to that post-level and those that are not consumed we take them to the circuit. So that is the competencies that principals have. Principals work at that level. After identifying the post, the curriculum needs, then we submit to the circuit and trusting the rest will be done there. (P8: Interview)

Some principal participants mentioned that they had not acquired any skill to manage the process of redeployment. Principal 8 reported that the reason why they do not have skills is because they were not trained. However, it seems that the role of principals in the redeployment process is firstly to identify additional educators and secondly, to place and mentor redeployed educators.

Unions perceive continuous problems in redeployment with minimal workshops conducted. Union Member 1 alluded to this fact:

Regarding the skills and competencies, I understand that rationalisation and redeployment process is not a new thing. I can tell you that we are still facing a situation wherein we still have a lot of poor incompetency and skills as far as the management of the whole process is concerned. We do not have many workshops. Workshops are kept to the minimum. From our district and provincial leadership, we do not have much of the workshops that will capacitate us. So as of now, my experience is that there is no intense training on the management of the process, the process is continuously becoming a problem over and over. While we are supposed to do it, on an annual basis. (UM1: Interview)

Minimal workshops on redeployment result in poor implementation of the process, especially on the side of the principals. According to Mosoge and Taunyane (2012:183), principals did not receive adequate training about the implementation of redeployment, hence nepotism and harm to other educators. This aligns with the finding that principals

and stakeholders received 'microwave' training. The findings reveal that incompetency and lack of skills is an issue which has repercussions on the annual process of redeployment. Skills are acquired through workshops where training assists personnel to learn effective techniques, skills and knowledge to carry out their responsibilities efficaciously (Mathibe, 2007:525).

When post establishment is released, the Department calls all principals and stakeholders to the meeting to explain to them what is expected of them. This is confirmed by documents analysis which shows the invitation of principals and stakeholders to a meeting to discuss redeployment. The management plan document in the document analysis shows that the department organises formal training for principals and stakeholders to capacitate them on redeployment and as such, includes a timetable of some workshops conducted at the district and circuit level, and also the time when they should be held. However, this study found that these workshops are not enough to implement redeployment. As the policy on rationalisation and redeployment keeps changing, it is imperative for principals to be continuously trained on the agreement and how to apply it. When stakeholders are well trained, it becomes easier for them to implement redeployment.

4.2.9.2   Sub-theme: Roles of stakeholders in redeployment

Stakeholders have different roles to play in rationalisation and redeployment. It is imperative for each stakeholder to know its particular role to avoid confusion and friction. Each stakeholder's role is important in redeployment. Principal 2 below gives his understanding of the role he has to play:

> *My role in this process is to facilitate. We are given the document to follow in the process. As a principal, I don't have to victimise certain educators or eliminate individuals that I don't want.* (P2: Interview)

The findings on this theme identify the role of the principals as one to facilitate and manage the process. While facilitating the process, principals must ensure that curriculum needs of the school are met and that personal preference of individuals are considered. Principal 3 elaborates.

> *The main roles of principals in this process is to facilitate the process with what I earlier on described as the requisite skills. Remember rationalisation and redeployment process is a policy that is encapsulated in a collective agreement. And this collective agreement will seek to bring about equity and redress, but not to upset the ability of a particular school to deliver curriculum to the community. Now, it is very important for a principal to facilitate. He must understand that he is a facilitator of the process. The principal must be able to facilitate and understand that the thing that must win in this process of facilitation is the curriculum needs of the school and not personal preferences of the principal or a certain influential group at that particular school.* (P3: Interview)

This study found that the rationalisation and redeployment policy, encapsulated in the ELRC Collective Agreement Resolution 6 of 1998, to bring about equity and redress, indicates that the leading role of principals is to facilitate. While facilitating the process, principals must ensure that the curriculum needs of the school are met through a fair and structured process where all procedures are correctly followed. The principal, as the head of the school, is supposed to be at the forefront of reassigning and redeploying educators during the process (De Villiers, 2016:73). The document analysis found that principals do convene formal staff meetings where identification of additional and vacant posts is determined. I received a copy of the minutes of formal staff meetings held at some of the schools. These minutes explained the process followed in the identification of additional and vacant posts.

In contrast to the role played by the principals, the role of the SGB is to recommend the appointment of educators.

> *Our role is just to see how to fit a teacher. If he's got qualification for that post, we are just called to the circuit office. Then we check whether we accept this teacher to our school or not. If we don't agree, the teacher won't come. Our role is to make sure that we get quality, qualified educators to our school.* (SGB1: Interview)

This study found that the role of the SGB in redeployment is acceptance of educators who are appropriate in that they are suitably qualified and experienced to fill a vacant post in their schools. After the circuit task team has matched educators according to the curriculum needs of schools, SGBs are called in to confirm if the educator is suitable and then to sign that candidate to their school. The document analysis shows that SGBs must convene a meeting where a decision to absorb additional educator must be reached, based on whether the educator does meet the curriculum needs of their school. After this meeting, the SGB signs an acceptance form and returns it to the Circuit Manager. Section 6(3)(a) of the Employment of Educators Act 76 of 1998 emphasises that any appointment, promotion or transfer to any post on the educator establishment of a public school may only be made on the recommendation of the governing body of the public school. The school governing body is tasked with recommending to the Head of Department in the Province the appointment of teaching staff at the school (Mthinyane *et al.,* 2014:299). The SGB 1 participant explained that absorption of the new educator depends on their acceptance as well.

This study found that the role of the union member is to defend and represent its members, and to observe the process of redeployment. A union member elaborated on their role:

> *As a union, our role is to make sure that we orientate and prepare educators for the process. Before the process could start, we must*

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make sure that our educators, our members, know what to expect. So usually we will have some kind of workshops so that we make sure that they understand how the process is going to unfold. So, the other thing is to make sure that we give a fair presentation of members when the whole process starts. So that we guard against what educators usually do, to point their fingers at other departmental officials, where principals are victimised and all that kind of stuff. So, we make sure that there is a fair representation. That is our responsibility as unions, to make sure that members get a fair representation in the process of rationalisation and redeployment of educators. So that is our role represent our members that the process becomes democratic, free and fair and that no one of our members has been victimised at the process, but they are duly redeployed to where they are supposed to serve. (UM1: Interview)

The unions' role is to support and serve their members ensuring that their members are aware and prepared for the process of redeployment, that they are fairly represented, that guidelines and procedures are followed correctly, that members are not victimised during the process and that they are duly redeployed in suitable posts. What unions want to ensure is a democratic, fair and transparent process of redeployment through being members of the Circuit Task Team (CTT).

The CTT is comprised of a Circuit Manager and four union members. According to the guidelines, the role of unions is to observe the process. However, from my observation union members assist the Circuit Manager in matching relevant educators. During the process of redeployment, one union member per trade union is invited to observe (ELRC, 1998). The functions of the unions are to negotiate service benefits and represent members in labour disputes (Coetzee, Marais & Bray, 2008:135), defending its members from being dismissed or charged with misconduct (Pattilo, 2012:36). Pienaar and Van Wyk (2006:548) perceived that educators who are members of unions do not panic because they are confident that the union will be willing to intervene in their interest, should it become necessary.

The role of circuit managers in the process of redeployment is quality assurance that is to verify that the correct procedure has been followed. Circuit Manager 2 justified the statement below.

> *The critical role that we as circuit managers play in this process is just to verify the correctness or the rationale behind this. Whether indeed there is a need for a teacher to leave. Whether indeed there is a need for a teacher to leave from one school to other regarding curriculum need. So that is where we verify. We must also quality assure the information given to us by the unions and the schools because each school will submit here. We are just here to check whether there is a correlation with what has been said. Yes, it must not disappoint the schools in any way.* (CM1: Interview)

The role of the circuit managers is to ensure that the right educator is declared additional and placed at the right school. Lumadi (2014:177) agrees with the above finding that all stakeholders such as educators, unions, and School Management Team and School Governing Bodies must be included in the decision-making process. Good governance relies on consultation and positive action plans involving all role players (Serfontein, 2010:108). Quality assurance is a way of checking for faults and mistakes in a particular process. The redeployment process requires the completion of many forms. The role of circuit managers is to ensure accuracy in managing redeployment. The role of the Circuit Manager is to determine the additional posts of the approved establishment as well as the vacant posts. The document analysis confirms that the Circuit Manager informs the declared additional educator in writing on the document entitled "Re-Identification as being additional to the post-establishment: Yourself". The form gives the name of the educator and the personnel number. The educator must be consulted first before receiving the form and explain how and when he/she was declared additional.

To sum up this section, the findings reveal that every stakeholder's role is of utmost importance in the redeployment process. It is to the advantage of the school if each stakeholder knows its specific role in redeployment. The transformational leadership approach advocates inspiration of followers to rise above their own self-interests and ability of a profound and to have an extra-ordinary effect on followers (Schlechter, 2009:326).

4.3   CONCLUSION

The findings of the experiences of educators and stakeholders on the rationalisation and redeployment process revealed the complexity of this process. Stakeholders pointed fingers at each other for the failure to adhere to the correct procedures. Causes of redeployment were highlighted in interviews, observations and document analysis. It was interesting to note that, despite the challenges of redeployment, there are opportunities such as job security, obtaining educators and reducing costs in which the Department, schools and educators benefit. All stakeholders possessed the right guidelines and procedures documents that made the process easier to follow. Stakeholders agree to have been trained as their capacity to run redeployment, even though they regard it as inadequate.

The last chapter deals with recommendations based on the discussion of the findings in this study.

CHAPTER 5

CONCLUSION

5.1   INTRODUCTION

The previous chapter dealt with the presentation and discussion of the findings supported by literature. This research study explored the experiences of educators on rationalisation and redeployment as a policy. In this chapter, I present the summary, discussion and recommendation for the policy and practice on rationalisation and redeployment. I also suggest further research drawn from this study.

This study was guided by a main research question, which was then broken down into four subsidiary research questions. The main research question was: ***What are the experiences of educators and stakeholders on rationalisation and redeployment of educators as a policy in Limpopo?*** The four subsidiary research questions were:

- What are the causes of rationalisation and redeployment in schools?
- What are the roles, tasks and responsibilities of principals and stakeholders in the redeployment of educators?
- How are principals and stakeholders capacitated to implement rationalisation and redeployment of educators?
- To what extent do rationalisation and redeployment affect teaching and learning?

5.2   Rationale for rationalisation and redeployment

The rationale behind rationalisation and redeployment was the need to reach equity in educator provisioning between educational institutions within a province and between provinces. This study found that the one of the causes of redeployment is educator shortages in some schools which mean a move of educators from schools with a surplus of educators. Educators who quit the system through resignation, death, ill health and

age retirement leave vacant posts in those schools (Gobingca *et al.,* 2017:195). Posts that emerge through attrition are not advertised. Instead, the Department fills them with additional educators through redeployment. Schools, which are overstaffed, donate these educators to understaffed schools. The process of redeployment is delayed to such an extent that schools in need of educators run for a long time with shortages of educators. Gobingca *et al.* (2017:195) posit that the Department of Basic Education's implementation of redeployment process goes at slow pace and the quality of teaching and learning in schools is crippled. The shortages of educators influence the smooth running of the school. Educator shortages and distribution of educators' resources constraints have been among the primary challenges facing educational systems in the developing countries over the past two decades (Luschei & Chudgar, 2015:3).

5.3   MAJOR FINDINGS OF THE STUDY

The major findings of this study are here discussed in line with the research objectives. The broad aim of this study was to explore how educators and stakeholders experience rationalisation and redeployment as a policy in Limpopo. In order to achieve the above-mentioned aim of this study, the following objectives had to be achieved:

- Identify the causes of rationalisation and redeployment in schools.
- Explore the roles, tasks and responsibilities of principals and the stakeholders on rationalisation and redeployment.
- Analyse capacity building of the above-mentioned structures to implement rationalisation and redeployment.
- Determine how rationalisation and redeployment affect teaching and learning.

In line with the research question and the sub-questions, I discuss the findings from the perspectives of the broad aim and the specific objectives

5.3.1   Identify the Causes of Rationalisation and Redeployment in Schools

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This objective addresses the causes of rationalisation and redeployment in schools. This research study found the causes of rationalisation and redeployment as: destabilisation of schools and low morale of educators; educators' negative attitude to redeployment; effects on school performances; forced curriculum changes; impact on learner enrolment.

5.3.3.1   Effect of school performance

Redeployment affects school performances and is seen as a cause of the failure rate, especially in Matric or Grade 12, according to the findings in this study. Removing an educator from the class during the course of the year has a distressing effect on the learning atmosphere of learners. Teaching and learning is interrupted and this frustrates learners especially if they lose an educator. The school is obliged to replace the transferred educator by one of the remaining staff. The substitute is just a compromise since in many cases the more qualified and better educator has been transferred. In the year that learners receive substitute educators, school performance is likely to decline. When performance deteriorates, learners would leave and enrol in schools that perform better. The same thing applies when a new educator comes to a particular school through redeployment in the middle of the year. It would take such an educator a while before he/she could adjust to the school. Learners, on the other hand, would also take time to adapt and understand the style of teaching of the new educator. Learners' performance is likely to be affected with poor results.

5.3.3.2   Forced school curriculum changes

The current study found that curriculum change is a further contributory factor to rationalisation and redeployment. Primary schools have one solid curriculum stream that caters for all learning areas. In secondary schools, learners are given choices of streams, such as Science, Commerce and general streams. Learners have the right to choose their career path within these streams. Redeployment forces some of these curricular streams to shut down due to low learner enrolment which results in redeployment of educators. Learners are therefore forced to change to the remaining streams in those

schools or move to schools offering those streams. The right of learners to education (RSA, 1996a: s29) is infringed and the best interests of the child (RSA, 1996a: s28{2}) are also compromised when learners are deprived of the education of their choice.

5.3.3.3   Impact of learner enrolment

Learner enrolment determines the number of educators in a school. This study found that when the learner enrolment declines, educators in that school are redeployed. The factors that contribute to the decrease in learner enrolment among others are migration of learners from one school to another as reported by this study. Decline in learner enrolment further leads to closing down of some schools or the merging of other schools. Decline in learner enrolment is reported among the causes of merging of public schools in rural areas in this study.

Govender (2016: 218), who reports that when the number of students decreases, this means that the number of educators should also decrease, confirms and states that additional educators are then relocated to schools where enrolment of students has increased. Mestry (2013:173) added that many township schools have been forced to shut down, or to combine with other schools, in order to deal with low learner enrolment and educator redeployment. Educators and the principal attached to the closed school are supposed to be redeployed to the merging school. The fact that the principal of the closed school is subjected to redeployment to another school, also creates a problem. Transferring a principal to a school where there is already a principal creates tension. The transferred principal may occupy a lower post depending on his principal post level. This leads to the challenge of the existing principal since he may not feel free to lead in the midst of another principal. Again, if the redeployed principal post is higher than the host, there is a likelihood that the host may be demoted. I am of the view that when a particular school is closed down due to merging, the principal must be transferred to a school with no principal at all.

5.3.2   Explore the Roles and Responsibilities Stakeholders in Rationalisation and Redeployment

This objective addresses the roles and responsibilities of the stakeholders, which includes principals, SGB, CTT and union/s in redeployment. Lumadi (2014:177) acknowledges that all stakeholders such as educators, unions, SMTs and SGBs must be included in the decision-making process of curriculum transformation. The role of stakeholders was discussed from document analysis and the findings from the empirical data.

5.3.2.1   The role of the principal in redeployment

Principal as managers of schools are supposed to oversee the process of redeployment of educators. According to the document analysis the role of the principals is to convene a formal staff meeting in which he/she must inform the staff about the new educator post establishment (ELRC, 2016). He/she should again inform the staff of the procedure to be followed in identifying additional educators. Part of the principals' role is to recommend that additional educators be absorbed in the vacancies that will exist no longer than six months in that institution due to retirement, boarding, resignation, promotion and employer-initiated discharges, where the date of exit is known. It is also the role of principal to identify additional educators. In case the grievances emanate from the process, the principal must submit it in writing to the circuit manager.

According to the findings in this study, the role of the principals in redeployment is to facilitate the process. It was also found that principals guide and drive the process to their direction. The role of the principals is to initiate and manage redeployment at school level according to the curriculum needs of the school. These findings are confirmed by De Villiers (2016:73), saying that the principal as the head of the school is supposed to be at forefront of reassigning and redeploying educators during the process.

Educators that are declared additional in schools are incompetent according to the findings in this study. Principals manipulate rationalisation and redeployment to target at

those educators that do not cooperate, irritating, incompetent, absent themselves without leave and remove those he dislikes from his school. This is affirmed by Nong (2005) saying that principals targeted educators who are not in their good books. Rationalisation and redeployment are unjust to learners when at any given time their educator may be removed. It was reported (cf 4.2.1.3) that incompetent educators are redeployed. The current study found that redeployment becomes unjust to learners when they receive poor educators or lose good and experienced educators. The findings of this current study are consistent with those of Maringe *et al.* (2015:376) who found that schools continue to receive educators that are not competent to teach the subjects. Tshinnane *et al.* (2017:149) also remarked that learners from the school where educators are redeployed are left with no educators. The first group that spots that a particular educator is incompetent are learners. Unfortunately, they may not say anything but the results will show. The Constitution of South Africa states that *a child's best interests are of paramount importance in every matter concerning the child* (RSA 1996a, s28(2)). In the context of this study, it means redeployment must take the best interests of the child into account when redeploying educators. This implies that the best educators should be retained and the best educators should be appointed to serve the best interest of the child.

5.3.2.2   The role of the SGB in redeployment

It is imperative to distinguish the roles of each affected stakeholder in redeployment to avoid clashes and tensions. Document analysis show that the role of the SGBs is to recommend the appointment of educators. Section 6(3)(a) of the Employment of Educators Act, Act 76 of 1998 emphasise that "any appointment, promotion or transfer to any post on the educator establishment of public school may only be made on the recommendation of the governing body of the public school" (RSA, 1998b).

The role of SGB in redeployment is to recommend the appointment of redeployed educator to the recipient school. Educators are matched according to the curriculum needs of the school. This study found that SGBs reject redeployed educators in favour of their own even if such educators meet the curriculum needs of the school. This tendency

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retards the progress of redeployment process. As mentioned in the literature review, principals influence SGBs to reject redeployed educators (Nong, 2005).

This study has found that SGBs are marginalised when coming to redeployment of educators. SGBs are only seen when they have to sign for a new redeployed educator to their school; however, when identifying the additional educators, they are not involved. Empirical data indicate that SGBs are marginalised and side-lined because they do not have knowledge of redeployment. When educators are employed at first, the SGB is involved by composing a panel and ultimately recommend the best candidate. When the same educator is declared additional, the SGB is not informed. They receive a report later that a particular educator has been redeployed to a certain school.

5.3.2.3 The role of the Circuit Task Team in redeployment

The circuit managers as the overseer of the process should do quality assurance to ensure that the right educator has been redeployed and absorbed in a fair and transparent manner, according to the collective agreement requirement (ELRC, 2016). They should develop a list of educators absorbed into the school's new post establishments and develop a list of educators declared additional to the schools' new post establishments and their profiles. Again, they should develop a list of vacant posts and their curriculum requirements. Circuit managers should inform additional educators in writing that they have been declared additional in their institution. During the matching process, the circuit manager must invite unions to observe the process. The names of the qualifying additional educators must be submitted to the SGB for possible recommendation. Then the Circuit manager transfers the additional educator to the absorbed school.

From the observation data, it was found that union members who are invited to observe do not observe, but match educators to the vacant post. It was also found in the empirical data that there are some educators who were declared additional some years back and are not yet matched. These educators are still in the circuit pool instead of being taken to the district to be matched. Unions are against their members taken away from their circuit.

5.3.2.4 The role of the Unions in redeployment

The role of trade union according to document analysis is to observe in the formal staff meeting when educators are declared additional (ELRC, 2016) and to lodge a dispute if the process did not follow the right procedure. Unions are also expected to represent their members in a tribunal where grievances on redeployment are resolved. Unions are again expected to observe at the Circuit Task Team meeting when educators are matched. All these processes must be observed by trade unions in order to minimise victimisation and nepotism. However, this study has found that unions, instead of observing, are hands-on to favour certain members. Pattilo (2012:36) argue that the union always defends its members from being dismissed or charged with misconduct.

5.3.3 Analysis of how Stakeholders are capacitated to Implement Rationalisation and Redeployment

This objective addresses the capacity of stakeholders to implement redeployment. Certain skills and knowledge are required for stakeholders to run the process efficiently. It is imperative for stakeholders to be capacitated in order to carry out redeployment effectively and efficiently. The department takes initiatives to capacitate principals and stakeholders on redeployment through workshops and training. Empirical data findings revealed that principals and stakeholders agree that in every cycle of redeployment they were trained and workshopped. Union members were further trained by their unions.

This study has found that stakeholders received inadequate training on redeployment. The malpractices and mismanagement of the process occur because stakeholders did not receive thorough training on how to implement the redeployment of educators which raise major concerns about the practice. Disputes are lodged and it causes delays in finalising redeployment within specified times. On the other hand, the process meets with educator resistance which makes redeployment more complicated.

5.3.3.1 Determine the Effect of Rationalisation and Redeployment on Teaching and Learning

Under this objective, the impact of rationalisation and redeployment on teaching and learning are discussed. The findings were as follows: additional educators are reluctant to teach; educators declared additional opt to resign; schools receive poor educators and educators were moved from Secondary Schools to Primary Schools. These aspects of redeployment were found to be impacting negatively on teaching and learning.

5.3.3.2 Redeployment destabilises schools and causes low morale amongst educators

The findings of this study indicate that rationalisation and redeployment destabilise the smooth running of schools. When educators are transferred the general timetable, school programmes, school year plan and sub-committees are interrupted. The remaining educators are tasked with sharing duties and responsibilities left by the departing educator. This increases the workload of the remaining educators. The Personnel Administrative Measures (RSA, 2016) state that there should be an equitable distribution of workload between the various post levels, and within a post level, to ensure that educators on a particular level or an individual educator is not overburdened. It means redeployment should strive for equal distribution of workload. Workload and stress are common in school-based educators. Once an educator is overburdened, ultimately, he becomes stressed and dislikes his job. The vacant position left by the redeployed educator causes increased workload to the remaining educators. Workload impacts negatively on the performance of educators in schools. The heavy educator workload has a detrimental impact on effective teaching and learning (Gobingca *et al.,* 2017:195). The results of the school are affected when the educator's workload increases. Overburdened educators, caused by redeployment, bring stress and depression to educators in school.

5.3.3.3 Educators have a negative attitude towards redeployment

This research study found that educators develop a negative attitude towards redeployment. Redeployment occurs annually in public schools due to fluctuations of learner enrolment. This implies that educators expect to face this problem every year. Educators who were fortunate not to be declared additional in a year are likely to be affected in the next round of redeployment. At the same time, educators that are redeployed do not have a guarantee that they are to stay forever in the new school. Therefore, educators resist being transferred and they even blame their principals believing that there is a personal grudge. The whole process prompts educators to develop a negative attitude towards the process of redeployment.

5.3.3.4   Additional educators are reluctant to teach

Educators that are declared additional become reluctant to teach in those schools while awaiting transfer, as found in this study. Such educators begin to feel that they no longer belong to that school. If it takes a year before educators are transferred, which means learners in the needy school would also not have an educator for that year. Educators are not declared additional today and absorbed tomorrow. It sometimes takes between three months to a year before they are absorbed. There are processes and steps to be followed before an educator is able to be transferred. It is possible to force an educator to be in attendance in his class, but it is difficult to motivate him to teach. In actual fact, educators whose contract with the Department of Education is active are obliged to teach those learners in their respective schools as long as they are not yet transferred. Failure to do so amounts to breach of contract which is tantamount to serious misconduct.

It is imperative for additional educators to undergo counselling to alleviate the shock and emotional turmoil they encounter in the process. Redeployment of educators is a democratic policy which may be well understood by new educators in the system. It becomes difficult for educators who have been in the system prior to 1996, to understand and accept redeployment.

5.3.3.5 Educators opt to resign to avert redeployment

This study has revealed that educators choose to resign rather than facing redeployment. Voluntary Severance Packages (VSPs) and resignation due to redeployment, contribute to educator shortage. South Africa has experienced a shortage of educators over the years, especially in the Mathematics and Science learning areas. This deficit has led to recruitment of qualified and experienced educators from the neighbouring countries. Educator shortages in South Africa have worsened as s seem to have developed negative attitude to entering the teaching profession due to low incentives. Although the Department is recruiting students by offering bursaries, the majority of students prefer to enter other professions rather than teaching. As more educators resign due to redeployment, education in the country will suffer.

Since redeployment occurs annually, the Department is likely to experience more educator resignations, adding to the actual number of those who retire at the retirement age and leave the profession. I think learner enrolment and educator shortages in school affect each other. Parents cannot take their learners to schools where there are no educators. On the other hand, the Department also cannot leave educators at schools where there are no learners. The two variables influence each other in the sense that in the absence of one the other cannot exist.

5.3.3.6 Schools receive poor educators

The poor schools receive poor educators through redeployment. This study found that educators that are redeployed are poor in terms of curriculum delivery and conduct. Educators when trained at the universities or colleges chose their line of specialisation according to school phases. Specialisation helps when applying for a post to ensure that the candidate meets the curriculum requirements as specified. Educators are redeployed based on the subjects they currently teach. What most educators currently teach differs from their specialisation and that is why some have had to be redeployed. Additional educators are left with no choice, but to teach any subject given to them. When matched

they do not meet the curriculum needs because of their line of specialisation, but because of what they say they can teach. Only to find that they become so poor in delivering the subject matter of that subject. The general assumption is that, what an educator teaches, it is what he is qualified to teach. When matching educators, the following things must be considered: rank and level of the educator; qualifications and experiences of the educator; and preferences of the educator with regard to redeployment. The ELRC resolution 6 of 1998 states that "the employer shall provide a list of vacancies and their profiles from which the educator additional to the post establishment would, as per the agreed management plan of the respective provincial department, make a choice relevant to his/her profile for transfer" (ELRC, 1998). The most important relevant findings were that additional educators teach subjects for which they are not qualified nor trained in their new schools. These educators were usually redeployed to phases and subject areas in which they had no expertise (Maringe *et al.,* 2015, 376).

The present findings seem to be consistent with other research which found that redeployment affects teaching load distribution because redeployed educators are not given a choice, but are given learning areas which they never taught (Nemutandani, 2009). The best interests of the learner would be the best performance of the educator in that particular subject and majority of educators have general streams as their specialisation. Only a few have scare skills subjects like Mathematics and Physical Sciences. In the list of additional educators waiting to be matched, only educators with the same subjects are found. It becomes difficult to match those educators to the curricular needs of the schools with vacant posts. Tshinnane *et al.* (2017:150) affirmed that wrong matching and bad timing are some of the challenges in redeployment. Additional educators are supposed to indicate other subjects that they are able to offer apart from those in which they majored, so that those they can be place to teach subjects. In some schools, the new educator is often given something new to avoid giving him the core subject.

5.3.3.7   Educators are redeployed from secondary to primary and *vice versa*

This study has found that educators that are currently working in secondary schools are redeployed to teach in primary schools. And some from primary schools are redeployed to work in secondary school, although this tends to be rare. Of concern is the redeployment of an experienced Grade 12 for years to Grade 1 learners. It becomes a disaster for both the educator and the learners as the educator has not been trained in the pedagogical content knowledge, which differs greatly from that needed in secondary school phase.

This is the opposite of what social justice calls fairness and equality in society (Rawles, 1999:11). Justice is not done to these poor learners when given an educator who is not qualified to teach such and has never taught the grade before. It is also unfair that educators trained to teach in high school are redeployed to primary school and *vice versa*.

5.4　THEORETICAL FRAMEWORK

The purpose of this study was to explore the experiences of educators and stakeholders on rationalisation and redeployment as a policy. The study was framed within the Constitution of Republic of South Africa, social justice theory and transformation leadership theory.

5.4.1　Constitution

I investigated the experiences of educators and stakeholders on rationalisation and redeployment through the lens of the legal framework outlined in the Constitution. The Constitution of 1996 is the supreme law of the Republic and any other law or conduct inconsistent with it is invalid. One of the purposes of rationalisation and redeployment is to ensure equity and redress the imbalances of the past in the workplace.

The Employment Equity Act states that "No person may unfairly discriminate directly or indirectly, against an employee, in any employment policy or practice, on one or more grounds, including race, gender, sex, pregnancy, marital status, family responsibility,

ethnic or social origin, colour, sexual orientation, age, disability, religion, HIV status, conscience, belief, political opinion, culture, language, birth or any other arbitrary ground Employment Equity Act, 1998)". This act propels the rationalisation and redeployment policy to follow the right procedure in terms of the law.

However, this study revealed that principals used redeployment to advance preferential treatment by securing some educators while other educators are removed. According to section 51(3), "no person may favour, or promise to favour, an employee in exchange for that employee not exercising any right conferred by this Act or not participating in any proceeding in terms of this Act (Employment Equity Act, 1998)".

Again, this study reported that SGBs reject some educators who are contrary to the Employment Equity Act. Section 9(3) states that "the state may not unfairly discriminate directly or indirectly against anyone on one or more grounds, including race, gender, sex, pregnancy, marital status, ethnic or social origin, colour, sexual orientation, age, disability, religion, conscience, belief, culture, language and birth".

The Constitution states that "everyone is equal before the law and has the right to equal protection and the benefit of the law (RSA, 1996a)". If some educators are given favour and priority over others, it amounts to unfair discrimination. Section 28 (2) of the Constitution of 1996 states that "A child's best interests are of paramount importance in every matter concerning the child" (RSA, 1996a). This study reported that redeployment removes the best educators in a school and reinstates incompetent educators. It is thus imperative to take the best interests of the child into cognisance during redeployment. When educators who cannot teach some subjects are absorbed while they do not meet the curricular needs of the school, the best interest of the child is infringed. This conceptual framework advocates that employees have the right to be treated equally in the work place without unfair discrimination. It was found in this study that rationalisation and redeployment infringe the constitutional rights of both educators and learners.

5.4.2   Social justice

I also used the social justice theory to investigate the phenomenon of rationalisation and redeployment of educators. Social justice theory advocates equity, equality, inequality, equal opportunity, affirmative action, fairness and most recently diversity in educational activities (Blackmore, 2009:7; Mafora, 2013:3). This study revealed that additional educators are reluctant to teach in the schools where they are declared additional. These practices amount to unfair treatment of the learners who have the right to basic education. It is also unjust and unfair to redeploy an educator from secondary to primary schools and *vice versa*, as this study reported. Rationalisation and redeployment should be implemented fairly and transparently to minimise disputes and resistance. Decisions taken to redeploy educators should be justified. This research has shown that school principals manipulate redeployment to advance their personal interests. Educators in this study complain that they are not treated fairly and equally during the process. In some case, principals use favouritism in redeployment and eliminate educators they dislike. Rationalisation and redeployment as viewed through the lens of the theories used in this study, was found to be unfair and unjust to the learners when educators are removed during the middle of the year. There is no social justice in the process of rationalisation and redeployment. This theory is in line with the Constitution which advocates the same concepts of equity, equality, and equal opportunity.

5.4.3   Transformational leadership

Transformational leadership theory was used as a further framework to investigate the experiences of educators and stakeholders on rationalisation and redeployment as a policy. Transformational leadership appeals to ideas and morals values such as liberty, justice, equality, peace, and humanitarianism, not to baser emotions such as fear, greed, jealousy, or hatred (Krishna, 2011:152). This study revealed that Rationalisation and redeployment of educators affect educators' morale. Ultimately, educators opt to resign prematurely as a way to avert redeployment, as reported in this study. Stakeholders interviewed in this study were leaders in their respective institutions. They are expected to yield the characteristics of transformational leaders such as inspiring, stimulating,

motivating and caring for their subordinates. Principals in this study did not see themselves as transformational leaders who are supposed to give morale support to educators who are declared additional. Instead, they used the process to advance themselves by hindering others. Unions also would favour some educators over others. SGB again would demotivate educators by rejecting them in their schools. So transformational leadership was not seen in rationalisation and redeployment of educators.

5.5 CONTRIBUTION TO THE BODY OF KNOWLEDGE

This research study looked at various factors that could benefit the body of knowledge in the fields of Education Law and Policy as well as Education Management. The study set out to investigate the impact of rationalisation and redeployment of educators on teaching and learning, and how it affects learner performance. The body of knowledge benefits through the new insight that rationalisation and redeployment cause with the disruption on teaching and learning. This research study found some supporting researcher from the literature while some findings differ with what other scholars found. The study revealed new aspects on redeployment of educators that other researchers did not refer to.

5.5.1 Similarities

Under this subtopic, I wanted to check the similarities that this study found versus the findings of other researchers on redeployment. The following aspects are the findings that were confirmed by other scholars.

5.5.1.1 Redeployment destabilises schools and causes the morale of educators to go down.

Empirical data found that redeployment destabilises schools and causes the morale of educators to weaken and wane. Other scholars confirmed the aspect on destabilisation of school and the low morale of educators caused by redeployment. This aspect was not new in rationalisation and redeployment. Tshinnane *et al.* (2017:147) affirmed that redeployment disrupts the smooth running of the school while Mashau and Mutshaeni (2015:432) together with Maphalala (2014:80) alluded to educator demoralisation due to rationalisation and redeployment.

5.5.1.2 Additional educators are reluctant to teach.

Data collected in this study revealed that additional educators who are waiting to be redeployed were reluctant to teach in those schools. The reluctance of educator to teach after being declared additional is a fact with which other scholars concur. The study conducted by Tshinnane *et al.* (2017:147) pointed out that additional educators become depressed and refuse to teach learners. All they do is to relax and wait to be transferred to a new school. They begin to dislike everything in the current school and criticise every move.

5.5.1.3 Principals redeploy incompetent educators.

There seems to be a tendency that principals are careful enough to select those educators who are not competent enough in terms of delivering curriculum in redeployment. This aspect is observed by the recipient schools that educators are incompetent in terms of curriculum delivery. Maringe *et al.* (2015:376) maintained that schools continue to receive educators through redeployment that are not competent to teach subjects to which they are matched. Educators who are incompetent get poor results and usually absent without leave from work from time-to-time are declared additional during redeployment (Zengele, 2014:473; Zengele & Pitsoe, 2014:335)

5.5.1.4 Educators opt to resign to avert redeployment.

This study found that only some educators who are declared additional decide to resign rather than face redeployment. This includes experienced educators who teach scarce skill subjects. As a result, schools struggle to replace such educators. Lemon (2004:274; Novelli & Sayed, 2016:25) maintained that some educators resigned as a way of opposing to be moved. Adedeji and Olaniyan (2011) ascertained that educators choose to go for early retirement or move to another profession when they are facing redeployment.

5.5.1.5 Educators resist redeployment

Some educators declared additional resist transfer. They create many reasons that validate their resistance. Some argue that they were unfairly treated, and the process was not transparent. Some accuse principles of biasness and favouritisms. Educators regard redeployment as a threat that disrupts their teamwork and solidarity hence they are reluctant to move (Maringe *et al.,* 2015:376).

5.5.1.6 SGBs are marginalised during redeployment

School principals side-line the parent component in the SGB due to their lack of rationalisation and redeployment knowledge. This study found that when redeployment is carried out, SGBs are not involved. Only the recipient school would call the chairperson to come and sign for the new educator. Other studies found similar findings on this aspect. Some principals marginalise some parent component in the governing body from school and quality improvement decision on the fact of illiteracy as a justification (Chetty, 1998:48 & Maile, 2002:329). Mafora (2014:77) endorsed the fact that even though parents are in the majority in SGB, they are manipulated and marginalised by principals. These illegal practices and wrongful conducts need to be addressed.

5.5.1.7   Principals use redeployment to get rid of educators they do not like

Rationalisation and redeployment were found to have flaws in the sense that principals use it to serve their interests. It appears to be the right platform for principals to remove educators they dislike from their school. Educators that are not on good terms with the principal are victimised during redeployment. Nong (2005) opined that some principals target educators who are not in their good books to remove them during redeployment. Zengele (2013b:64) also validated that principals manipulate the process of redeployment to remove their 'enemies' and reinstate their friends.

5.5.1.8   Redeployment affects schools negatively

This study has found that redeployment affects schools negatively. When educators are moved during the course of the year, school programmes are disrupted. Learners become frustrated when they are left without an educator. Govender (2016:150) acknowledged that redeployment has been on-going in various provinces and has affected many schools.

5.5.1.9   SGB rejects redeployed educators

This study has found that SGBs reject redeployed educators through the influence of principals. Their reason might be to retain the post to appoint their own people. Those educators who are willing to be redeployed have a challenge when principals influence their SGB to refuse to absorb them in their schools (Nong, 2005).

5.5.1.10 Effect of school performance

School performance is regarded as one of the causes of redeployment in schools. According to this study, parents remove their children from underperforming schools and as result, the enrolment in those schools declines. Then it would mean educators in those

schools face redeployment. Tshinnane *et al.* (2017:147) also argue that redeployment affects schools' productivity which results in a high failure rate.

5.5.1.11 Forced school curriculum changes

Curriculum needs of the school are also regarded as a determining factor for redeployment. Once a particular stream is closed in school due to enrolment, it would mean educators who are teaching such streams are to be redeployed. Educators who were declared additional did not meet the curricular needs of their original institutions (Nong, 2005).

5.5.1.12 Impact of learner enrolment

Learner enrolment was found to be another factor that causes redeployment in schools. Decrease in learner enrolment means educators will be removed from that school, whereas increase in learner enrolment means that such schools require additional educator. When learner numbers decreases, it means that the number of educators should also decrease and that additional educators should be redeployed to schools where learner enrolment has increased (Govender, 2016:218)

5.5.1.13 Competency of stakeholders

Stakeholders are required to be competent in order to implement redeployment correctly. Participants in this study complained that they did not receive enough training on redeployment. They received 'microwave' kinds of workshops and training that were not fruitful in the implementation of redeployment. This point was also alluded to by Mosoge and Taunyane (2012:183) in that principals did not receive adequate training about the implementation of redeployment, hence nepotism and harm to other educators result.

5.5.2   Differences

As much as there were similarities in this study, there are also the differences or discrepancies. The differences found in this study are those aspects that differ from what other researchers found on the same aspect.

5.5.2.1   Matric (Grade 12) results decline

This study found that redeployment affects Grade 12 results. Removal of educators and bringing of the new ones affect Grade 12 students. Adaptation and getting used to the new educator retards learners' progress of study. A slight difference was seen with the findings of other scholars. Tshinnane *et al.* (2017:147) maintained that redeployment contributes to high failure rate in the whole school, and is not specifically restricted to Grade 12.

5.5.2.2   Period of redeployment

Educators are moved and placed in school at any time during the course of the year which disrupts the smooth running of the school. This study found that these movements interrupted school programmes and the year plan. The literature only found that redeployment processes move extremely slowly and unevenly (Tshinnane *et al.,* 2017:150). Scholars do not clearly specify the time schedule of redeployment.

5.5.2.3   Educators are moved from secondary to primary schools and *vice versa*

This study found that educators that are teaching in secondary schools are often redeployed to primary schools with primary educators being moved to secondary schools on rare occasions. Such educators take time to cope in a new work environment which is damaging to learners' development and progress. Other studies found that educators are wrongly matched and as a result they are not able to teach certain subjects (Maringe *et al.* 2015:376), having neither the subject nor pedagogical content knowledge. Tshinnane

et al. (2017:149) expressed their opinion that wrong matching of posts affects curriculum change.

5.5.2.4   Disruption of teaching and learning

Rationalisation and redeployment disrupt teaching and learning in schools according to this study. Redeploying educators in the course of the year leaves learners without an educator. Another study only found that redeployment in public schools is a causal factor of migration of learner from public school to private schools (Savides, Pillay & Govender, 2015 in Grobler, Moloi & Thakhordas, 2017:338).

5.5.2.5   Job security

Educators that are declared additional are guaranteed job security, this study found. Educators are redeployed to other schools that have vacancies, and not retrenched. Those educators who cannot be matched remain in their original workstation up until they are matched. Rationalisation and redeployment was agreed as a solution to educator job losses. Educators are guaranteed to remain in the system with all benefits. In contrast, Lumadi (2014:176) found that rationalisation and redeployment policy is a thorn and a threat to job security.

5.5.3   New Insight

The purpose of a research is to add knowledge to the existing knowledge in the world of research. Apart from similarities and differences that this study found, new knowledge has emerged from this study.

5.5.3.1   Nepotism of principals

Principals are vested with power and authority to manage rationalisation and redeployment. However, this study found that principals abuse their power by using

redeployment achieve their personal needs. They do not follow the right procedures to redeploy educators in a fair and transparent way. Instead, they manipulate redeployment for their own needs and impose their decisions upon educators. Educators are not offered the opportunity to challenge the decision of the principal. Other scholars did not mention this aspect.

5.5.3.2   Schools lose some of their best educators

Rationalisation and redeployment remove educators from their schools to other schools. This study found that not only bad educators are removed but well-qualified and experienced educators are also removed through redeployment. This pertains particularly to educators who are redeployed because their curriculum streams are no longer offered in the school. Since learner enrolment fluctuates yearly there may arise a need to reinstate the cancelled streams along the way. Then it is going to be difficult to regain their best educators because their schools would like to retain their services. Again, the malpractices of principals sometimes target the best educators that are not on good terms with the principals. In this case, the best interests of the child are infringed to promote someone's personal interest. Some hardworking and good educators are lost through redeployment. This aspect is new as other scholars did not report on it.

5.5.3.3   Secondary to Primary School and *vice versa.*

Empirical data in this study found that redeployment moves educators from secondary to primary schools and vice versa. The challenge with these educators is that they had secondary school qualifications and many years' experiences teaching in secondary schools. Once they are moved to primary schools, it becomes difficult for them to cope and adjust. This aspect was found to be new in this study and it impacts negatively on learners and their performances.

5.5.3.4　Dissatisfaction of some members

Educators belong to different trade unions, but the most popular educator unions in the area where the study was conducted are SADTU and PEU. This study revealed that educators were not satisfied with the way unions handled redeployment on their behalf. The fact that rationalisation and redeployment was an agreement between the Department and educator trade unions has made it difficult for unions to reject redeployment. Members being educators feel that this agreement has betrayed them because they do not want to be redeployed. This aspect brought tension between the unions and their members. The educator-learner ratio of 1:35 in secondary and 1:40 in primary schools has been one of the frustrations which educators have raised with their unions. Dissatisfaction of members is a further aspect not confirmed by literature.

5.5.3.5　Schools gain educators

Rationalisation and redeployment addresses shortage of educators in schools. This study found that schools in need of educators gain through redeployment. Schools with vacancies indicate their curriculum needs so that the CTT are able to match the right educator to that post. Schools do not only gain an educator, but they get an experienced educator in that field. A new educator from the university or college needs not only orientation but also induction, mentoring and coaching. An experienced educator in a new school would need orientation, mentoring and coaching even though he has had experience in the profession. Schools with vacancies are lucky to gain educators who have been exposed to learners and as such understand the challenges and pressures that schools encounter. This point was found to be new in this study.

5.5.3.6　Saving costs

The Department wanted to save the cost of employing new educators in the existing vacancies through rationalisation and redeployment, as found in this study. Posts that exist due to retirement, death, ill health, resignation and promotion are not advertised.

Instead, additional educators from other schools that are redeployed fill them. In this case, the Department saves money by filling those vacancies with educators in the pool. This concept was found to be new in the field of knowledge on redeployment.

5.5.3.7 Different roles of stakeholders in redeployment

Principals and stakeholders such as the SGBs, unions, and the Department are involved in redeployment. It is imperative to distinguish the role of each stakeholder in redeployment to avoid confusion and conflict of interests. This study was able to unpack the roles of each stakeholder in rationalisation and redeployment. Each stakeholder was found to play a vital role to ensure that the process ran smoothly. Although, this study found that some of the stakeholders overstep the boundaries and encroach on the role of other stakeholders, roles tend to be clearly outlined. This concept was also new in this study.

5.6 RECOMMENDATIONS FOR POLICY AND PRACTICE

5.6.1 The Role of Stakeholders

It is reported in this study that SGBs are marginalised in redeployment. They are only used as a rubber stamp on the decisions taken in their absence. Educators appointed to schools, are recommended by the SGB. It is imperative that even when their services are no longer needed, the SGB must be fully involved in the process. This study also found that unions, instead of taking on the role of observing, often match educators to the posts which create tension between the unions. One union tends to dominate the other in the CTT when they secure better opportunities for their cadre members.

I recommend that unions should take their rightful position of being observers in the CTT, while the Department often matches educators which means that the Department should monitor and ensure that during matching, unions only observe.

5.6.2 The Policy of Redeployment

Redeployment has created tension between educators and principals to such an extent that some of this conflict is not easy to be resolved. The policymakers should revisit the policy of redeployment. I recommend that once staff establishment is issued to schools, educators must be given the opportunity of horizontal cross-transfer to close the vacancy list as the first step. In a horizontal transfer, educators volunteer to go to schools where there is a need. Horizontal transfer should be allowed in schools where there are additional educators so that this does not create more shortages in schools. The recipient schools will also have the opportunity of screening the incoming educator and decide if he/she meets the curricular needs of the school.

5.6.3 Redeploying Educators from Secondary to Primary Schools and *vice versa*

Additional educators indicate their particulars such as follows: current school, subjects and grades taught qualifications and other subjects that he/she might be able to teach. The Circuit Task Team, responsible for matching educators, should consider all those facts and ensure that the right educator is matched to the right school. I recommend that educators from secondary schools be matched in secondary schools and those from primary be matched in primary schools, where possible. Should an educator be redeployed from secondary to primary school, he/she must be given senior phase classes, not foundation phase classes. The same thing should be applied to an educator who moves from primary to secondary school. Such an educator should be given Grades 8 and 9 to teach, not Grades 10 to 12, especially on their arrival. Those educators may move to other grades as the time goes on after adaption and adjustment to such school, as the need arises.

5.6.4   The Scheduling of Redeployment

This study reported that rationalisation and redeployment take place every year and as a result, the smooth running of schools is disturbed. I recommend that redeployment takes place once in three years to allow educators to settle in at schools and gain confidence and experience. This study found that redeployment process takes place during the course of the year, confirmed through interviews, observation and document analysis. The management plan, as one of the documents scrutinised during this study, indicates the programme and timeframe that show that educators are supposed to report to their new work station in September and October when learners are busy with revision and preparation for examination. I therefore recommend that redeployed educators should report to their new work station in the first week of December before schools close for fourth quarter. This will enable schools to decide on subject allocation and division of responsibilities for the coming academic year. The above-mentioned recommendation would minimise interruption caused during redeployment.

5.6.5   Redeployed Educators

Being declared additional comes as a shock to many educators. Educators that are affected suffer from stress to depression as a result of redeployment. In the UK, it is acknowledged that some educators may find their involvement in redeployment stressful and principals should ensure support is offered (Scottish Borders Council, 2012:4). The UK government has a free confidential counselling service accessible via 'First Assist' (Scottish Borders Council, 2012:4). Both the empirical data and theoretical data revealed that redeployment affects the morale of educators. It is impossible for the demotivated educator to be productive. Learners are also affected when educators are demotivated. I recommend that redeployed educators be offered counselling services which offers include psychological counselling and therapy to develop coping skills for the transition. The principal as transformational leader should offer motivation and moral support to additional educators. This recommendation is in line with Tshinnane *et al.* (2017:147) who

recommended that school managers offer educational and psychological support to their staff.

5.6.6 Training of Stakeholders

Policy and regulations of the Department of Basic Education are amended regularly to suit the current situation in schools. Therefore, training and workshops are vital to keep employees abreast with the changes. Redeployment, if not implemented correctly, impacts negatively on teaching and learning. A 'microwave' kind of training is not adequate training for stakeholders. I recommend that a full day's training should be done with all stakeholders involved in redeployment in order to go step-by-step through the procedures so that all stakeholders understand the process and what is expected of them. There should be a follow up training of stakeholders of rationalisation and redeployment.

5.7 RECOMMENDATION FOR FURTHER STUDY

This study focussed on the experiences of educators and stakeholders of rationalisation and redeployment as a policy. The findings of this study revealed a number of gaps around rationalisation and redeployment of educators in public schools. I therefore recommend a number of topics or areas for further research.

Topic 1: Rationalisation and redeployment of female educators.
To what an extent does rationalisation and redeployment impact female educators?

Topic 2: Redeployment of principals of merging schools.
How are principals from merged school redeployed?

Topic 3: Causes of educator resistance to rationalisation and redeployment.
What are the causes of educator resistance to rationalisation and redeployment?

5.8   LIMITATIONS AND DELIMITATIONS OF THE STUDY

The findings of this study are based on the experiences of educators and stakeholders on rationalisation and redeployment as a policy. However, care was taken to carefully capture the participants' voices and the collected qualitative data to ensure that they represent the picture of the participants' opinions on their experiences of the process of redeployment. The findings are only based on the responses of two focus groups composed of three educators, while interviews were conducted with nine principals, two school governing body members from different schools, two different union members and two circuit managers. The research was conducted in the Mopani district of Limpopo province, one of the nine provinces in South Africa. This research study was a case study; therefore, it is impossible to generalise the findings to a larger population. The qualitative method approach used in this study represents only the views of the participants interviewed.

The focus group was targeted at six redeployed educators from a primary school and secondary school. Even though recruitment and appointment were done with those educators in advance, on the day of a focus group interview only three educators turned up. In the first focus group session conducted in a primary school, one educator was absent, the second one left before the meeting while the third one could not attend because she is the class educator for all learning areas in grade one and she had no reliever. She could not leave the class without an educator. In the second focus group, conducted in a secondary school, only three educators participated. One educator was reported absent since the focus group was conducted three days after payday. The principal reported that this educator was always absent without leave two weeks after payday every month. This confirms the findings of the empirical data that some redeployed educators lack professionalism. The second educator had attended another meeting at the circuit. The third educator gave an excuse of marking half-yearly exams indicating that marks were urgently needed.

Since it is impossible to study every aspect of every subject, the scope of my study focused on the experiences of principals and stakeholders in the redeployment of educators. This study was limited to public schools in the Mopani district of the Limpopo province. The focus in terms of the participants was directed at the school principals, educators, school governing bodies, unions, and district officials. I did not include learners in my study because many are still minors and they would have needed their parents' consent to participate in research studies.

I used a qualitative research approach simply because I am interested in the nature of the phenomenon rather than in how often it occurs. I narrowed my literature to the roles of different stakeholders, and did not generalise the whole phenomenon of redeployment. Although there are many stakeholders in education, my study concentrated only on those involved in the redeployment of educators.

5.9   SUMMARY

It is acknowledged that rationalisation and redeployment have an impact on teaching and learning (De Villiers, 2016:70; Mafukata, 2016:42; Mafora & Phorabatho, 2013:118; Maile, 2005:174; Motala & Pampallis, 2002; Nemutandani, 2009:4; Ramproop, 2004; Tshinnane et al., 2017:147), speaking to results from the international study confirming that redeployment affects educators' professional lives (Lindley, 2013:335).

Chapter 1 began with the research questions, aims and objectives of the research study. Research design and methods used in the study, were clarified. A qualitative study was framed within a social constructivist paradigm applying semi-structured interviews, observations and document analysis.

Chapter 2 interrogated scholarly literature around rationalisation and redeployment of educators as a policy. This was followed by discussion of the with Bill of Rights of the Constitution of 1996 regarding the rights of educators in the case of redeployment. I also

describe the transformational leadership and social justice as theories that are applicable to rationalisation and redeployment of educators in this study.

Chapter 3 discussed the research design and methodology in more detail. The sample, sampling procedure and the data collection techniques of semi-structured interviews, focus group interviews, observations and document analysis were discussed in this chapter as well. The analysis of data collected was done through qualitative content analysis. Methodological rigour and ethical consideration of the study then brought the chapter to a conclusion.

Chapter 4 presented the findings from the data on face-to-face interviews, focus groups, document analysis, and observations. Discussion and interpretation of the findings was presented, supported by literature in this chapter.

Chapter 5 gave the conclusion and the summary of the study followed by recommendations. Limitations for the study were also described in this chapter.

5.10   CONCLUSION

The main purpose of this study was to explore the experience of educators and stakeholders on rationalisation and redeployment of educators as a policy through literature study and empirical data. Learner performance, particularly at Grade 12 level as well as curriculum change was found to be a causal factor of rationalisation and redeployment in this study. When some subjects are no longer offered those educators must be redeployed. Learner enrolment was identified as an additional causal factor of rationalisation and redeployment in this study.

This research study confirms that rationalisation and redeployment affect teaching and learning in schools because it tends to take place during the course of the year, a challenge for principals to overcome. This consequently, has a destabilising effect on the smooth running of the school. School planning and programmes are disrupted when

educators are transferred during the course of the year and this process results in poor performance in schools. Educators declared additional, are emotionally affected to such an extent that their morale is diminished, as reported in this study. This study revealed that educators that are declared additional become reluctant to continue teaching in those schools while awaiting redeployment and tend to develop negative attitudes towards redeployment. Educators who are declared additional resist being redeployed, according to this study, and often resign to avoid being deployed. Educators are not satisfied with their unions on rationalisation and redeployment, as reported in this study, as they feel that the unions are not supporting them in times of need. Learners are negatively affected by redeployment while waiting for a new educator and their education is particularly compromised when educators with secondary qualification are redeployed to primary schools. This study revealed that redeployment disrupts teaching and learning especially when educators are transferred in the middle of the year. Thus, it seems that the process of rationalisation and redeployment, instead of developing equity and equality, contributes to the decline of performance in schools and seems to have a marked effect on the Matric results.

This study found that there is malpractice on the side of the principals who use their power to advance their own interests during redeployment. This malpractice creates tension between the educators and the principal. It was reported that principals used redeployment to get rid of educators they dislike. If a principal is not on good terms with a particular educator, he uses the redeployment process to remove the educator from the school. In addition, the study found that incompetent educators are the victims of redeployment. This study found that SGBs are not fully involved in the process of redeployment. Instead, they only recommend the absorption of the new educator without interacting with that educator or work with the principal in the process. This study reported that some of the best educators are lost through rationalisation and redeployment. This becomes clearer when particular streams are closed and those educators are redeployed. SGBs and principals of schools complain that they receive poor educators through rationalisation and redeployment, which often results in SGBs rejecting redeployed educators, as articulated in this study.

This study found that there are opportunities for redeployment such as when poor schools gain educators. However, this has repercussions as a school which has a need in a particular subject may declare one educator additional in order to secure a new educator for the needy subjects. Rationalisation and redeployment is advantageous to the Department by saving the costs and balancing the equation within. Educators that are not transferred remain in their old schools according to this study. This confirms that their job as educators is secured.

Although this study was able to differentiate between the specific roles of each stakeholder in rationalisation and redeployment, it was found that stakeholders are inadequately trained to implement rationalisation and redeployment effectively. This qualitative study provided empirical data from participant interviews, observation and document analysis which affirms that redeployment is a challenge in schools in Limpopo province, whereas it should be facilitating equity and redress in resource provisioning to ensure quality education for all South African learners. The aim of rationalisation and redeployment of educators within an educational institution is to achieve equity in educator staff provisioning.

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APPENDICES

Annexure A: Ethics Clearance Certificate

UNISA | university of south africa

UNISA COLLEGE OF EDUCATION ETHICS REVIEW COMMITTEE

Date: 2017/04/12

Dear Mr Rapeta,

Decision: Ethics Approval from
2017/04/12 to 2019/04/12

Ref: **2017/04/12/30135079/12/MC**
Name: Mr SJ Rapeta
Student: 30135079

Researcher:

Name: Mr SJ Rapeta
Email: rapetsj@unisa.ac.za
Telephone: 0124296848

Supervisor:

Name: Prof B Smit
Email: smitb@unisa.ac.za
Telephone: 0824118847

Title **of** research:

Rightsizing in public schools: The experiences of educators and stakeholders of rationalisation and redeployment as policy

Qualification: D Ed in Education Management

Thank you for the application for research ethics clearance by the UNISA College of Education Ethics Review Committee for the above mentioned research. Ethics approval is granted for the period 2017/04/12 to 2019/04/12.

The low risk application was reviewed by the Ethics Review Committee on 2017/04/12 in compliance with the UNISA Policy on Research Ethics and the Standard Operating Procedure on Research Ethics Risk Assessment.

University of South Africa
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Open Rubric
Open Rubric

The proposed research may now commence with the provisions that:

1. The researcher(s) will ensure that the research project adheres to the values and principles expressed in the UNISA Policy on Research Ethics.

2. Any adverse circumstance arising in the undertaking of the research project that is relevant to the ethicality of the study should be communicated in writing to the UNISA College of Education Ethics Review Committee.

3. The researcher(s) will conduct the study according to the methods and procedures set out in the approved application.

4. Any changes that can affect the study-related risks for the research participants, particularly in terms of assurances made with regards to the protection of participants' privacy and the confidentiality of the data, should be reported to the Committee in writing.

5. The researcher will ensure that the research project adheres to any applicable national legislation, professional codes of conduct, institutional guidelines and scientific standards relevant to the specific field of study. Adherence to the following South African legislation is important, if applicable: Protection of Personal Information Act, no 4 of 2013; Children's act no 38 of 2005 and the National Health Act, no 61 of 2003.

6. Only de-identified research data may be used for secondary research purposes in future on condition that the research objectives are similar to those of the original research. Secondary use of identifiable human research data require additional ethics clearance.

7. No field work activities may continue after the expiry date 2019/04/12. Submission of a completed research ethics progress report will constitute an application for renewal of Ethics Research Committee approval.

Note:

The reference number **2017/04/12/30135079/12/MC** *should be clearly indicated on all forms of communication with the intended research participants, as well as with the Committee.*

Kind regards,

Dr M Claassens

CHAIRPERSON: CEDU RERC

mcdtc@netactive.co.za

Approved - decision template – updated 16 Feb 2017

Prof V McKay

EXECUTIVE DEAN

Annexure B: Permission Letter to Department

Enq: Rapeta S.J   Box 747

Contact: 0733956162   Duiwelskloof

Email: sjrapeta@yahoo.com   0835

The Head of Department

Department of Education Limpopo

Polokwane

Dear Sir

Request for permission to collect data in your schools

I am a PhD student at UNISA researching on the topic: The right-sizing in public schools: The experiences of educators and stakeholders on the rationalisation and redeployment as a policy.

I will use observations, interviews, focus group and document analysis to collect data. My participants in this study will be 9 principals, 6 educators (focus group), 2 governing body members (Chairperson/Secretary), 2 union members and 2 district officials who handle redeployment matters. Interviews of principals, educators and governing body will be conducted at schools and at the participants' convenience time after school ensuring that the process does not interfere with the daily duties of participants. The district officials and union members will also be interviewed at their workstation at their convenient time after working hours to avoid interfering with their duties. The interviews would last between 30-40 minutes per interview. In this study, I will consider ethical dimensions such as confidentiality, anonymity, privacy and freedom of participation. It is vital to obtain the participants' informed consent in order to protect them from any harm.

The study will be significant to the Department of Basic Education, all stakeholders of education and the entire community on the need to collaborative agreement on redeployment of educators. As I see the world from the vantage point of research, this study will also raise awareness about the status of the redeployment of educators within South African communities.

Looking forward for a green light to conduct my study in your institutions, I will always rely on your positive response.

Yours faithfully

Rapeta S.J

Annexure C: Permission Letter to District

Enq: Rapeta S.J   Box 747

Contact: 0733956162   Duiwelskloof

Email: sjrapeta@yahoo.com   0835

The District Manager

Department of Education

 Mopani district

Giyani

Dear Sir

Request for permission to collect data in your schools

I am a PhD student at UNISA researching on the topic: The right-sizing in public schools: The experiences of educators and stakeholders on the rationalisation and redeployment as a policy.

I will use observations, interviews, focus group and document analysis to collect data. My participants in this study will be 9 principals, 6 educators (focus group), 2 governing body members (Chairperson/Secretary), 2 union members and 2 district officials who handle redeployment matters. Interviews of principals, educators and governing body will be conducted at schools and at the participants' convenience time after school ensuring that the process does not interfere with the daily duties of participants. The district officials and union members will also be interviewed at their workstation at their convenient time after working hours to avoid interfering with their duties. The interviews would last between 30-40 minutes per interview. In this study, I will consider ethical dimensions such as confidentiality, anonymity, privacy and freedom of participation. It is vital to obtain the participants' informed consent in order to protect them from any harm.

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Looking forward for a green light to conduct my study in your institutions, I will always rely on your positive response.

Yours faithfully

Rapeta S.J

Annexure D: Permission Letter to Circuit

Enq: Rapeta S.J   Box 747

Contact: 0733956162   Duiwelskloof

Email: sjrapeta@yahoo.com   0835

The School Principal

Department of Education Limpopo

Polokwane

Dear Sir

Request for permission to collect data in your schools

I am a PhD student at UNISA researching on the topic: The right-sizing in public schools: The experiences of educators and stakeholders on the rationalisation and redeployment as a policy.

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Looking forward for a green light to conduct my study in your institutions, I will always rely on your positive response.

Yours faithfully

Rapeta S.J

Annexure E: Permission Letter to Principal

Enq: Rapeta S.J   Box 747

Contact: 0733956162   Duiwelskloof

Email: sjrapeta@yahoo.com   0835

The School Principal

Department of Education Limpopo

Polokwane

Dear Sir

Request for permission to collect data in your schools

I am a PhD student at UNISA researching on the topic: The right-sizing in public schools: The experiences of educators and stakeholders on the rationalisation and redeployment as a policy.

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The study will be significant to the Department of Basic Education, all stakeholders of education and the entire community on the need to collaborative agreement on redeployment of educators. As I see the world from the vantage point of research, this study will also raise awareness about the status of the redeployment of educators within South African communities.

Looking forward for a green light to conduct my study in your institutions, I will always rely on your positive response.

Yours faithfully

Rapeta S.J

Annexure: F Permission Letter to SGB

Enq: Rapeta S.J   Box 747

Contact: 0733956162   Duiwelskloof

Email: sjrapeta@yahoo.com   0835

The School Governing Body

Department of Education Limpopo

Polokwane

Dear Sir

Request for permission to collect data in your schools

I am a PhD student at UNISA researching on the topic: The right-sizing in public schools: The experiences of educators and stakeholders on the rationalisation and redeployment as a policy.

I will use observations, interviews, focus group and document analysis to collect data. My participants in this study will be 9 principals, 6 educators (focus group), 2 governing body members (Chairperson/Secretary), 2 union members and 2 district officials who handle redeployment matters. Interviews of principals, educators and governing body will be conducted at schools and at the participants' convenience time after school ensuring that the process does not interfere with the daily duties of participants. The district officials and union members will also be interviewed at their workstation at their convenient time after working hours to avoid interfering with their duties. The interviews would last between 30-40 minutes per interview. In this study, I will consider ethical dimensions such as confidentiality, anonymity, privacy and freedom of participation. It is vital to obtain the participants' informed consent in order to protect them from any harm.

The study will be significant to the Department of Basic Education, all stakeholders of education and the entire community on the need to collaborative agreement on redeployment of educators. As I see the world from the vantage point of research, this study will also raise awareness about the status of the redeployment of educators within South African communities.

Looking forward for a green light to conduct my study in your institutions, I will always rely on your positive response.

Yours faithfully

Rapeta S.J

Annexure G: Permission Letter to Unions

Enq: Rapeta S.J   Box 747

Contact: 0733956162   Duiwelskloof

Email: sjrapeta@yahoo.com   0835

The Secretary of PEU

Department of Education Limpopo

Polokwane

Dear Sir

Request for permission to collect data in your schools

I am a PhD student at UNISA researching on the topic: The right-sizing in public schools: The experiences of educators and stakeholders on the rationalisation and redeployment as a policy.

I will use observations, interviews, focus group and document analysis to collect data. My participants in this study will be 9 principals, 6 educators (focus group), 2 governing body members (Chairperson/Secretary), 2 union members and 2 district officials who handle redeployment matters. Interviews of principals, educators and governing body will be conducted at schools and at the participants' convenience time after school ensuring that the process does not interfere with the daily duties of participants. The district officials and union members will also be interviewed at their workstation at their convenient time after working hours to avoid interfering with their duties. The interviews would last between 30-40 minutes per interview. In this study, I will consider ethical dimensions such as confidentiality, anonymity, privacy and freedom of participation. It is vital to obtain the participants' informed consent in order to protect them from any harm.

The study will be significant to the Department of Basic Education, all stakeholders of education and the entire community on the need to collaborative agreement on redeployment of educators. As I see the world from the vantage point of research, this study will also raise awareness about the status of the redeployment of educators within South African communities.

Looking forward for a green light to conduct my study in your institutions, I will always rely on your positive response.

Yours faithfully

Rapeta S.J

Enq: Rapeta S.J   Box 747

Contact: 0733956162   Duiwelskloof

Email: sjrapeta@yahoo.com   0835

The Secretary of SADTU

Department of Education Limpopo

Polokwane

Dear Sir

<u>Request for permission to collect data in your schools</u>

I am a PhD student at UNISA researching on the topic: <u>The right-sizing in public schools:</u>
<u>The experiences of educators and stakeholders on the rationalisation and redeployment</u>
<u>as a policy.</u>

I will use observations, interviews, focus group and document analysis to collect data. My
participants in this study will be 9 principals, 6 educators (focus group), 2 governing body
members (Chairperson/Secretary), 2 union members and 2 district officials who handle
redeployment matters. Interviews of principals, educators and governing body will be
conducted at schools and at the participants' convenience time after school ensuring that
the process does not interfere with the daily duties of participants. The district officials
and union members will also be interviewed at their workstation at their convenient time
after working hours to avoid interfering with their duties. The interviews would last
between 30-40 minutes per interview. In this study, I will consider ethical dimensions such
as confidentiality, anonymity, privacy and freedom of participation. It is vital to obtain the
participants' informed consent in order to protect them from any harm.

The study will be significant to the Department of Basic Education, all stakeholders of
education and the entire community on the need to collaborative agreement on
redeployment of educators. As I see the world from the vantage point of research, this

study will also raise awareness about the status of the redeployment of educators within South African communities.

Looking forward for a green light to conduct my study in your institutions, I will always rely on your positive response.

Yours faithfully

Rapeta S.J

Annexure H: Approval Letter

PROVINCIAL GOVERNMENT
REPUBLIC OF SOUTH AFRICA

DEPARTMENT OF
EDUCATION

Ref: 2/5/6/1   Enq: MC Makola PhD   Tel No: 015 290 9448   E-mail:MakolaMC@edu.limpopo.gov.za

Rapeta S.J
Box 747
Duiwelskloof
0835

RE: REQUEST FOR PERMISSION TO CONDUCT RESEARCH

1. The above bears reference.

2. The Department wishes to inform you that your request to conduct research has been approved. Topic of the research proposal: **"THE RIGHT-SIZING IN PUBLIC SCHOOLS: THE EXPERIENCES OF EDUCATORS AND STAKEHOLDERS ON THE RATIONALISATION AND REDEPLOYMENT AS A POLICY ."**

3. The following conditions should be considered:

3.1 The research should not have any financial implications for Limpopo Department of Education.

3.2 Arrangements should be made with the Circuit Office and the schools concerned.

3.3 The conduct of research should not anyhow disrupt the academic programs at the schools.

3.4 The research should not be conducted during the time of Examinations especially the fourth term.

3.5 During the study, applicable research ethics should be adhered to; in particular the principle of voluntary participation (the people involved should be respected).

3.6 Upon completion of research study, the researcher shall share the final product of the research with the Department.

4 Furthermore, you are expected to produce this letter at Schools/ Offices where you intend conducting your research as an evidence that you are permitted to conduct the research.

5 The department appreciates the contribution that you wish to make and wishes you success in your investigation.

Request for permission to Conduct Research: Rapeta S.J

CONFIDENTIAL

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Best wishes.

_____
MUTHEIWANA NB
HEAD OF DEPARTMENT (ACTING)

29/02/16
DATE

Request for permission to Conduct Research: Rapeta S.J

CONFIDENTIAL

Annexure I: Consent Form to Circuit Managers

Dear Circuit Manager

PARTICIPATION IN STUDY ON RATIONALISATION AND REDEPLOYMENT

I am a PhD student at the University of South Africa wherein I am required to complete a research project in order to be awarded a degree in the field of Education.

The title of my study is "<u>The right-sizing in public schools: The experiences of principals and stakeholders on the rationalisation and redeployment as a policy</u>".

As this study implies, the study will be concerned with the experiences of principals and stakeholders who are involved in the process of rationalisation and redeployment of educators. It is therefore my great honour and privilege to invite you as Circuit Manager to become a voluntary participant and share with me your experiences.

I am intending to gather information in this research study by means of semi-structured individual interviews. Each interview will not exceed 1 hour and will be conducted on a date and at the venue and time of your own choice. With your kind permission, the interview will be audio recorded to facilitate collection of accurate information and later transcribed for analysis.

Please understand that your decision to participate is entirely voluntary and that your choice to participate or not will in no way affect your relationship with your employer or my University. Again, I want to assure you that the data gathered during this research study will be treated confidentially, and that no one will have access to obtain the raw data collected during interviews. At no time will you as an individual be mentioned by name or indeed be allowed to be identified by any manner or means whatsoever in the research report.

In order to ensure that you are comfortable with the information you give, you will be provided with a confidential written transcript of your own interview for which you will then be required to provide final approval of both content and the accuracy of information. You will also be allowed to withdraw from the study at any time without any negative consequences for you personally. At the end of the research study you will be provided with a copy of the research report containing both the findings of the study and recommendations based on these findings made by the researcher.

If you decide to participate in this research study, kindly indicate this by completing the consent form found on the final page of this invitation and returning it to me.

Thanking you in anticipation.

Yours faithfully

Rapeta S.J

Consent Form: Voluntary Participation in the Research Study entitled

"The right-sizing in public schools: The experiences of principals and stakeholders on the rationalisation and redeployment as a policy"

I, ……………………………………………………., hereby voluntarily and willingly agree to participate as an individual in the above-mentioned study introduced and explained to me by Mr. Rapeta S.J, currently a student enrolled for a PhD at the University of South Africa. I further declare that I understand, as they were explained to me by the researcher, the aim, scope, purpose, possible consequences and benefits and methods of collecting information proposed by the researcher, as well as the means by which he will attempt to ensure the confidentiality and integrity of the information he collects.

……………………………………………… …………………………..

Signature Date

…………………………………………………………………………….

Name and Surname

Annexure J: Consent Letter to Principals

Dear Principal

PARTICIPATION IN STUDY ON RATIONALISATION AND REDEPLOYMENT

I am a PhD student at the University of South Africa wherein I am required to complete a research project in order to be awarded a degree in the field of Education.

The title of my study is "<u>The right-sizing in public schools: The experiences of principals and stakeholders on the rationalisation and redeployment as a policy</u>".

As this study implies, the study will be concerned with the experiences of principals and stakeholders who are involved in the process of rationalisation and redeployment of educators. It is therefore my great honour and privilege to invite you as principal to become a voluntary participant and share with me your experiences.

I am intending to gather information in this research study by means of semi-structured individual interviews. Each interview will not exceed 1 hour and will be conducted on a date and at the venue and time of your own choice. With your kind permission, the interview will be audio recorded to facilitate collection of accurate information and later transcribed for analysis.

Please understand that your decision to participate is entirely voluntary and that your choice to participate or not will in no way affect your relationship with your employer or my University. Again, I want to assure you that the data gathered during this research study will be treated confidentially, and that no one will have access to obtain the raw data collected during interviews. At no time will you as an individual be mentioned by name or indeed be allowed to be identified by any manner or means whatsoever in the research report.

In order to ensure that you are comfortable with the information you give, you will be provided with a confidential written transcript of your own interview for which you will then be required to provide final approval of both content and the accuracy of information. You will also be allowed to withdraw from the study at any time without any negative consequences for you personally. At the end of the research study you will be provided with a copy of the research report containing both the findings of the study and recommendations based on these findings made by the researcher.

If you decide to participate in this research study, kindly indicate this by completing the consent form found on the final page of this invitation and returning it to me.

Thanking you in anticipation.

Yours faithfully

Rapeta S.J

Consent Form: Voluntary Participation in the Research Study entitled

"The right-sizing in public schools: The experiences of principals and stakeholders on the rationalisation and redeployment as a policy"

I, ………………………………………………….., hereby voluntarily and willingly agree to participate as an individual in the above-mentioned study introduced and explained to me by Mr. Rapeta S.J, currently a student enrolled for a PhD at the University of South Africa. I further declare that I understand, as they were explained to me by the researcher, the aim, scope, purpose, possible consequences and benefits and methods of collecting information proposed by the researcher, as well as the means by which he will attempt to ensure the confidentiality and integrity of the information he collects.

…………………………………………… …………………………..
Signature   Date

………………………………………………………………………………….
Name and Surname

Annexure K: Consent Letter to Educators

Dear Educator

PARTICIPATION IN STUDY ON RATIONALISATION AND REDEPLOYMENT

I am a PhD student at the University of South Africa wherein I am required to complete a research project in order to be awarded a degree in the field of Education.

The title of my study is "<u>The right-sizing in public schools: The experiences of principals and stakeholders on the rationalisation and redeployment as a policy</u>".

As this study implies, the study will be concerned with the experiences of principals and stakeholders who are involved in the process of rationalisation and redeployment of educators. It is therefore my great honour and privilege to invite you as educator to become a voluntary participant and share with me your experiences.

I am intending to gather information in this research study by means of semi-structured individual interviews. Each interview will not exceed 1 hour and will be conducted on a date and at the venue and time of your own choice. With your kind permission, the interview will be audio recorded to facilitate collection of accurate information and later transcribed for analysis

Please understand that your decision to participate is entirely voluntary and that your choice to participate or not will in no way affect your relationship with your employer or my University. Again, I want to assure you that the data gathered during this research study will be treated confidentially, and that no one will have access to obtain the raw data collected during interviews. At no time will you as an individual be mentioned by name or indeed be allowed to be identified by any manner or means whatsoever in the research report.

In order to ensure that you are comfortable with the information you give; you will be provided with a confidential written transcript of your own interview for which you will then be required to provide final approval of both content and the accuracy of information. You will also be allowed to withdraw from the study at any time without any negative consequences for you personally. At the end of the research study you will be provided with a copy of the research report containing both the findings of the study and recommendations based on these findings made by the researcher.

If you decide to participate in this research study, kindly indicate this by completing the consent form found on the final page of this invitation and returning it to me.

Thanking you in anticipation.

Yours faithfully

Rapeta S.J

Consent Form: Voluntary Participation in the Research Study entitled

"The right-sizing in public schools: The experiences of principals and stakeholders on the rationalisation and redeployment as a policy"

"The right-sizing in public schools: The experiences of principals and stakeholders on the rationalisation and redeployment as a policy"

I, …………………………………………………., hereby voluntarily and willingly agree to participate as an individual in the above-mentioned study introduced and explained to me by Mr. Rapeta S.J, currently a student enrolled for a PhD at the University of South Africa. I further declare that I understand, as they were explained to me by the researcher, the aim, scope, purpose, possible consequences and benefits and methods of collecting information proposed by the researcher, as well as the means by which he will attempt to ensure the confidentiality and integrity of the information he collects.

………………………………………………   …………………………..

Signature   Date

………………………………………………………………………………….

Name and Surname

Annexure L: Consent Letter to SGB Member

Dear SGB Member

PARTICIPATION IN STUDY ON RATIONALISATION AND REDEPLOYMENT

I am a PhD student at the University of South Africa wherein I am required to complete a research project in order to be awarded a degree in the field of Education.

The title of my study is "The right-sizing in public schools: The experiences of principals and stakeholders on the rationalisation and redeployment as a policy".

As this study implies, the study will be concerned with the experiences of principals and stakeholders who are involved in the process of rationalisation and redeployment of educators. It is therefore my great honour and privilege to invite you as SGB Member to become a voluntary participant and share with me your experiences.

I am intending to gather information in this research study by means of semi-structured individual interviews. Each interview will not exceed 1 hour and will be conducted on a date and at the venue and time of your own choice. With your kind permission, the interview will be audio recorded to facilitate collection of accurate information and later transcribed for analysis.

Please understand that your decision to participate is entirely voluntary and that your choice to participate or not will in no way affect your relationship with your employer or my University. Again, I want to assure you that the data gathered during this research study will be treated confidentially, and that no one will have access to obtain the raw data collected during interviews. At no time will you as an individual be mentioned by name or indeed be allowed to be identified by any manner or means whatsoever in the research report.

In order to ensure that you are comfortable with the information you give; you will be provided with a confidential written transcript of your own interview for which you will then be required to provide final approval of both content and the accuracy of information. You will also be allowed to withdraw from the study at any time without any negative consequences for you personally. At the end of the research study you will be provided with a copy of the research report containing both the findings of the study and recommendations based on these findings made by the researcher.

If you decide to participate in this research study, kindly indicate this by completing the consent form found on the final page of this invitation and returning it to me.

Thanking you in anticipation.

Yours faithfully

Rapeta S.J

Consent Form: Voluntary Participation in the Research Study entitled

"The right-sizing in public schools: The experiences of principals and stakeholders on the rationalisation and redeployment as a policy"

"The right-sizing in public schools: The experiences of principals and stakeholders on the rationalisation and redeployment as a policy"

I, …………………………………………………., hereby voluntarily and willingly agree to participate as an individual in the above-mentioned study introduced and explained to me by Mr. Rapeta S.J, currently a student enrolled for a PhD at the University of South Africa. I further declare that I understand, as they were explained to me by the researcher, the aim, scope, purpose, possible consequences and benefits and methods of collecting information proposed by the researcher, as well as the means by which he will attempt to ensure the confidentiality and integrity of the information he collects.

………………………………………………   …………………………..
Signature   Date

……………………………………………………………………………….
Name and Surname

Annexure M: Consent Form to Union Member

Dear Union Member

PARTICIPATION IN STUDY ON RATIONALISATION AND REDEPLOYMENT

I am a PhD student at the University of South Africa wherein I am required to complete a research project in order to be awarded a degree in the field of Education.

The title of my study is "<u>The right-sizing in public schools: The experiences of principals and stakeholders on the rationalisation and redeployment as a policy</u>".

As this study implies, the study will be concerned with the experiences of principals and stakeholders who are involved in the process of rationalisation and redeployment of educators. It is therefore my great honour and privilege to invite you as Union Member to become a voluntary participant and share with me your experiences.

I am intending to gather information in this research study by means of semi-structured individual interviews. Each interview will not exceed 1 hour and will be conducted on a date and at the venue and time of your own choice. With your kind permission, the interview will be audio recorded to facilitate collection of accurate information and later transcribed for analysis.

Please understand that your decision to participate is entirely voluntary and that your choice to participate or not will in no way affect your relationship with your employer or my University. Again, I want to assure you that the data gathered during this research study will be treated confidentially, and that no one will have access to obtain the raw data collected during interviews. At no time will you as an individual be mentioned by name or indeed be allowed to be identified by any manner or means whatsoever in the research report.

In order to ensure that you are comfortable with the information you give; you will be provided with a confidential written transcript of your own interview for which you will then be required to provide final approval of both content and the accuracy of information. You will also be allowed to withdraw from the study at any time without any negative consequences for you personally. At the end of the research study you will be provided with a copy of the research report containing both the findings of the study and recommendations based on these findings made by the researcher.

If you decide to participate in this research study, kindly indicate this by completing the consent form found on the final page of this invitation and returning it to me.

Thanking you in anticipation.

Yours faithfully

Rapeta S.J

Consent Form: Voluntary Participation in the Research Study entitled

"The right-sizing in public schools: The experiences of principals and stakeholders on the rationalisation and redeployment as a policy"

I, …………………………………………………., hereby voluntarily and willingly agree to participate as an individual in the above-mentioned study introduced and explained to me by Mr. Rapeta S.J, currently a student enrolled for a PhD at the University of South Africa. I further declare that I understand, as they were explained to me by the researcher, the aim, scope, purpose, possible consequences and benefits and methods of collecting information proposed by the researcher, as well as the means by which he will attempt to ensure the confidentiality and integrity of the information he collects.

…………………………………………… …………………………..

Signature   Date

………………………………………………………………………………….

Name and Surname

Annexure N: Interview Schedule for the Circuit Manager

Thank you for honouring the invitation to participate in the research study titled "The right-sizing in public school: The experiences of educators and stakeholders on the rationalisation and redeployment as a policy". Your participation is absolutely free and voluntary. You are free to discontinue at any time. Moreover, the information you give will only be used for this study and will be kept confidential. Just feel free, and if you have any question before we start you are welcome to raise it.

1.   What are your experiences in rationalisation and redeployment of educators in your school?
2.   In your view, what are the causes of rationalisation and redeployment in your school?
3.   What criteria do you use to match and absorb educators?
4.   How do educators respond to the rationalisation and redeployment in your school?
5.   What roles do circuit managers play in rationalisation and redeployment of educators?
6.   In your view, how does rationalisation and redeployment affect teaching and learning in your circuit?
7.   How do you manage rationalisation and redeployment in your circuit?
8.   How do other stakeholders respond on the rationalisation and redeployment?
9.   What capacity do circuit managers have to implement rationalisation and redeployment effectively?
10. In your view, what are the challenges in rationalisation and redeployment of educators?
11. Any other information that I did not ask, but important about rationalisation and redeployment.

Annexure O: Interview Schedule for the Principals

Thank you for honouring the invitation to participate in the research study titled "The right-sizing in public school: The experiences of educators and stakeholders on the rationalisation and redeployment as a policy". Your participation is absolutely free and voluntary. You are free to discontinue at any time. Moreover, the information you give will only be used for this study and will be kept confidential. Just feel free, and if you have any question before we start you are welcome to raise it.

1. What are your experiences in rationalisation and redeployment of educators in your school?
2. In your view, what are the causes of rationalisation and redeployment in your school?
3. What skills and competencies do principals have in carrying out rationalisation and redeployment process?
4. How do educators respond to the rationalisation and redeployment in your school?
5. What are your roles as principal in rationalisation and redeployment in your school?
6. What guidelines and principles guide you in when implementing rationalisation and redeployment?
7. In your view, how does rationalisation and redeployment affect teaching and learning in your school?
8. *How do you manage the process of rationalisation and redeployment in your*
9. When and how do you involve other stakeholders about the process of rationalisation and redeployment?
10. In your view, what are the challenges in rationalisation and redeployment of educators?
11. Any other information that I did not ask, but important about rationalisation and redeployment.

Annexure P: Interview Schedule for School Governing Body

Thank you for honouring the invitation to participate in the research study titled "The right-sizing in public school: The experiences of educators and stakeholders on the rationalisation and redeployment as a policy". Your participation is absolutely free and voluntary. You are free to discontinue at any time. Moreover, the information you give will only be used for this study and will be kept confidential. Just feel free, and if you have any question before we start you are welcome to raise it.

1. What are your experiences in rationalisation and redeployment of educators in your school?
2. In your view, what are the causes of rationalisation and redeployment in your school?
3. What skills and competencies do principals have in carrying out rationalisation and redeployment process?
4. How do educators respond to the rationalisation and redeployment in your school?
5. What are your roles as principal in rationalisation and redeployment in your school?
6. In your view, how does rationalisation and redeployment affect teaching and learning in your school?
7. What criteria do you use to absorb or release educators?
8. How do you manage the process of rationalisation and redeployment in your school?
9. In your view, what are the challenges in rationalisation and redeployment of educators?
10. How do you co-operate with other stakeholder in rationalisation and redeployment?
11. Any other information that I did not ask, but important about rationalisation and redeployment.

Annexure Q: Interview Schedule for Union Members

Thank you for honouring the invitation to participate in the research study titled "The right-sizing in public school: The experiences of educators and stakeholders on the rationalisation and redeployment as a policy". Your participation is absolutely free and voluntary. You are free to discontinue at any time. Moreover, the information you give will only be used for this study and will be kept confidential. Just feel free, and if you have any question before we start you are welcome to raise it.

1. What are your experiences in rationalisation and redeployment of educators in your circuit?
2. In your view, what are the causes of rationalisation and redeployment in your circuit?
3. What skills and competencies do unions have to monitor rationalisation and redeployment?
4. How do educators respond to the rationalisation and redeployment in your circuit?
5. What are your roles in rationalisation and redeployment of educators?
6. What guidelines and principles guide you when monitoring rationalisation and redeployment?
7. In your view, how does rationalisation and redeployment affect teaching and learning in your circuit?
8. How do you manage rationalisation and redeployment in your circuit?
9. As a member of Task Team in the circuit what criteria do you use when matching and absorbing educators?
10. What kind of co-operation do you get from other stakeholders on the rationalisation and redeployment?
11. In your view, what are the challenges in rationalisation and redeployment of educators?
12. Any other information that I did not ask, but important about rationalisation and redeployment.

Annexure R: Interview Schedule of Focus Group

1. What is experience in rationalization and redeployment (R & R)?
2. Which criteria were used and how was it applied?
3. Do you regard the procedure used to be fair and transparent? Why or why not?
4. Were you given chance to state your own views? What did you say or why not?
5. How did you feel when you were declared in excess?
6. How long did it take you to be transferred to another school? Why?

Annexure S: Observation Protocol

Title: "The right-sizing in public schools: The experiences of educators and stakeholders on the rationalisation and redeployment as a policy".

Name of the observer: Rapeta S.J   Place: Circuit

Event: Matching of Posts   Duration: 2h30 minutes

| Date/Time 12h00 – 14h30	Area Observed	Descriptive field notes of observed activities	Reflective notes
	Constituency of circuit task team	Structural composition of task team	Two (2) members from two (2) unions and the circuit manager from the department. Total of 5 members form circuit task team.
	Roles of union members	Responsibilities of members during matching	One member becomes the secretary. Other members participate in the matching discussion. Serve as advisory
	Roles of department official	Responsibilities of department officials during matching	Advisory role. Responsible for matching process
	Roles of governing body	Responsibilities of governing body during matching	No member of governing body was represented
	Matching procedure	Guidelines followed when matching. Matching discussion	Collective agreement. Transfer of teachers. Curricular needs per school
	Guidelines documents	Each member had guideline document.	Members time and again refer to guidelines clause numbers
	Skills and competency	Members displayed competency through participation	

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Annexure T: Turnitin Report

feedback studio

Rapeta Seshoka | Full Thesis

-- /0   ⟨ 2 of 2 ⟩ ?

Submitted in accordance with the requirements for
the degree of
DOCTOR OF PHILOSOPHY IN EDUCATION
in
LEADERSHIP AND MANAGEMENT
at the
University of South Africa

Supervisor: Professor B Smit
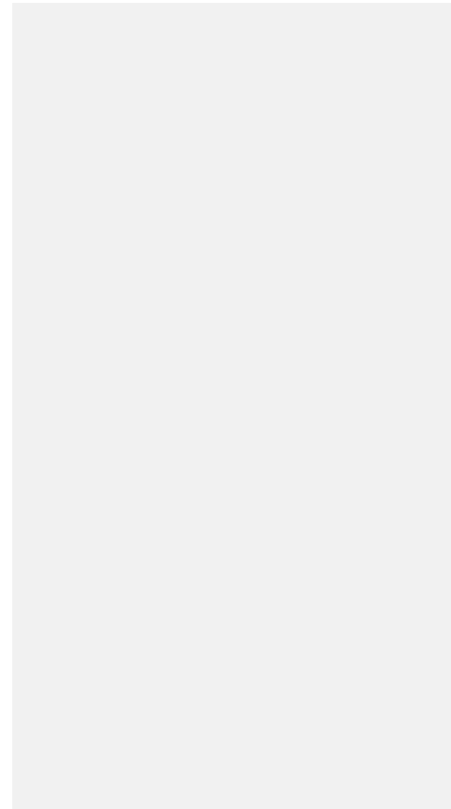
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Annexure U: Proof of Editing Letter

EDITING SERVICES

To whom it may concern

This letter serves to confirm that editing and proofreading was done for:

Seshoka Joseph Rapeta

RIGHTSIZING IN PUBLIC SCHOOLS:

THE EXPERIENCES OF EDUCATORS AND STAKEHOLDERS

OF

RATIONALISATION AND REDEPLOYMENT AS POLICY

Doctor of Philosophy in Education

Leadership and Management

University of South Africa

Supervisor: Professor Brigitte Smit

Cilla Dowse

26.04.2019

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