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THE EFFECTS OF EDUCATORS' RATIONALIZATION ON SCHOOL GOVERNANCE IN PUBLIC SCHOOLS OF THE VHEMBE DISTRICT, LIMPOPO PROVINCE

by

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DECLARATION

I, **NDANGANENI PHYLLIS NETSHIVHUYU,** hereby declare that the thesis titled:

"THE EFFECTS OF EDUCATORS' RATIONALIZATION ON SCHOOL GOVERNANCE IN PUBLIC SCHOOLS OF THE VHEMBE DISTRICT, LIMPOPO PROVINCE"

…is my own original work and has not been previously submitted and in any form, whatsoever, by myself or anyone else, to this university or any other educational institution for any degree or examination purposes. All resources that I have used or quoted have been indicated and duly acknowledged by means of complete references.

Netshivhuyu NP   **24 June 2021**

NDANGANENI PHYLLIS NETSHIVHUYU   **DATE**

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DEDICATION

This dissertation is dedicated to the following members of my family:

- My mom Vho- Masindi Selinah Maboho.

- My daughters: Tshilidzi, Rendani, Thabelo and Livhuwani.

- My sister: Thinavhuyo.

- My grandsons and daughters: Asakundwi. Arehone, Mulisa, Junior, Madanga Uafulufhedzea, Denga, Mulangi, Vhukhudo and Luvhani.

ABSTRACT

As a way of addressing inequity, the Department of Basic Education had to address racial discrimination to equalize the supply of human resources in terms of teacher-pupil ratio, through staff rationalization and redeployment in the education system in consideration of South African Schools Act (SASA) (Act 84 of 1996). It was to ensure that a uniform system of school governance was introduced in all public schools. The implementation of those changes in education procedurally posed a serious challenge to some of the educators. Some even refused to be redeployed to new schools. This study aimed at investigating effects of staff rationalization on school governance. The quantitative approach was followed in this study, and sixty experienced participants were purposely sampled. The sample size comprises 28 educators, 8 school managers, 8 HOD members, 6 SGB members, 6 Trade Union members and 4 circuit officials. Participants were drawn within the Vhembe District in Limpopo Province. From there, data was obtained from those participants through means of constructed questionnaires. The researcher analyzed quantitative data through the Statistical Package for Social Science (SPSS). It was expected that the results would reveal the outcomes of the implementation of staff rationalization by the Department of Basic Education. Finally, it was found that the implementation of rationalization and redeployment created a negative effect to most schools, which influenced the way in which schools are governed. Such ungovernability was a mechanism used by SGB members to demand more educators to address staff shortages at their schools. This research aimed at influencing the implementation of rationalization to be re- planned and implemented in a stress-free manner.

Keywords: Educators, Effects, Department, Governance, Absorption, Impact, Rationalization, Redeployment

LIST OF ACRONYMS

ABET	:	Adult Basic Education and Training
ANC	:	African National Congress
CS1	:	Assistant Educator
DoE	:	Department of Basic Education
DSM	:	District Senior Manager
ECD	:	Early Childhood Education
ELRC	:	Education Labour Relation Council
HCT	:	Human Capital Theory
HOD	:	Head of Department
IPTT	:	Inter-Provincial Task Team
LIFO	:	Last in First out
MASP	:	Mutually Agreed to Severance Package
NAPTOSA	:	National Professional Teachers Organization Association
OBE	:	Outcomes Based Education
PEU	:	Professional Educators Union
PAM	:	Personnel Administration Measures
PTT	:	Provincial Task Team
R&R	:	Rationalization and Redeployment
RGT	:	Redeployment and Governance Theory
SACE	:	South African Education Council
SADTU	:	South African Democratic Teachers Union
SAOU	:	Suid Afrikaanse Onderwysersunie
SASA	:	South African Schools Act
SGB	:	School-Governing Body
SMT	:	School Management Team
SPSS	:	Statistical Package for Social Sciences
TPR	:	Teacher: Pupil Ratio
VSP	:	Voluntary Severance Packages

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INTRODUCTION AND BACKGROUND OF THE STUDY

1.1 INTRODUCTION

This section analyses current observations, experiences, views, challenges and opinions to arouse readers' appetite to navigate this thesis (Nenty, 2009:20). As a way of addressing inequity, the Department of Basic Education had to equalize the supply of human resources in terms of teacher-pupil ratio, through staff rationalization and redeployment in the education system in consideration of South African Schools Act (SASA) (Act 84 of 1996). It was to ensure that a uniform system of school governance was introduced in all public schools.

During the oppressive apartheid regime, there was no single school system for all. School systems were divided, and the education governance and administration were characterized by discrimination along racial, colour, creed and ethnic groups. This meant, amongst others, that blacks and whites did not attend the same schools and did not receive the same education. Schools did not receive equal funding and the provisioning of educators was also different.

White schools were given preferential treatment at the expense of black schools in almost all aspects. To cater for all that, the apartheid regime established 19 different education departments. Chaka (2008:8) points out that each of the 19 education departments had its own school management council, which consisted of parents only. Educators were completely excluded from serving in the council, although they were crucial stakeholders in education. Though the role of the school management council was to ensure local control of schools, it had minimal power and could not take final decisions on any matter. Instead, the council had to refer cases or issues to the central government for final decision-making. The council would not even independently make policies but was expected to implement policies developed by the central government. Clearly, the apartheid regime was oppressive, undemocratic and racially divided because there was no single education system for all ethnic groups and races in South Africa.

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In 1994, the apartheid regime was replaced by a new democratic legal order. The new democratic government had a mandate to encourage the development of democracy and active citizenship. The democratic South African government started, amongst others, with changes in the Department of Basic Education, that is, the education system had to be transformed radically to address racial discrimination and inequity, which were rife during the apartheid regime. According to Maile (2005:173), the South African education system was restructured as part of the general social transformation. This included the implementation of transformation through educators' rationalization by means of a redeployment process to render service based on equal distribution of educators to all South African Public Schools.

SASA (Act 84 of 1996) was promulgated, with principles of inclusivity and decentralization underpinning it. Inclusivity meant that unlike in the apartheid regime where members of the community had no power to make decisions regarding the smooth running of the school. SASA (Act 84 of 1996) allowed different members of the community to freely participate and take final decisions for their schools, subject to the provisions of the South African Constitution (Act 108 of 1996). Decentralization meant that, unlike in the apartheid regime where policies were made by the central government, SASA (Act 84 of 1996) allowed parents, educators and learners, under the School Governing Body (SGB) structure to develop and implement policies subject to the provisions of the Constitution.

The new constitution clearly states that the governance of a public school is the responsibility of the school governing body while school manager sees to the professional management of the school. However, despite this progressive constitution, post-1994 democracy school governance in South Africa continued to experience challenges. Xaba (2011:201) observes: "School governance in South Africa was the single most important factor in education that seemed to experience apparently insurmountable challenges". The research conducted is focusing on an emerging issue that affects the field of Education. It is for this reason that this study sought to investigate effects of educators' rationalization on school governance. Given this background, the study sought to investigate how school governance was affected by the process of rationalization and redeployment of educators.

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1.2   STATEMENT OF THE PROBLEM

Moloto (2014:1) reports that in the Vhembe District, in Limpopo Province, angry parents who are part of the SGB members engaged in protest actions against the Department of Basic Education. They protested and closed many schools demanding quality education through the non-provisioning of educators.

Gxumisa (2016:2) also reported that three schools closed their doors in Limpopo as the community expressed its dissatisfaction over educators' service and demanded for more supply of educators. The staff rationalization and redeployment's departmental criteria and procedure was not accepted by some of those affected educators.

With the introduction of staff rationalization by the Department of Basic Education, came many challenges. A significant number of public schools in the Vhembe District of Limpopo Province were in crisis due to the ongoing protests. These protest actions spread to almost all public institutions in the country. In a period of 12 months or so, there was confusion within the Department of Basic Education regarding roles of each component of the SGB (Nkonkobe & Ntshobane, 2013:1-2). Despite being the majority component in the school governing body, parents also engaged in protests demanding more educators for their schools.

Most educators who had been declared to be in excess and redeployed were dissatisfied with the redeployment process (Gxumisa,2016:1-2). Some educators refused to move to needy schools and influenced parents' protests, demanding the provisioning of educators in their schools. In some instances, when educators were moved to needy schools, they left a gap in their previous schools, which resulted in parents protesting the department for taking away their educators. The affected schools become ungovernable since parents were the majority component in the school governing body.   Such ungovernability seemed to have negatively affected the overall school performance. Seemingly, there was confusion between the Department of Basic Education and public schools concerning how schools should be governed and how the redeployment process should be managed.

A lot of concern was on schools in the Vhembe District that were not well governed due to the escalation of protests in demand of quality education through provisioning of sufficient educators. Gxumisa (2016:1-2) indicates that three schools closed due to strikes and protests over educators' service, demand for more educators and textbooks. However, the Department of Basic Education insisted that the supply and provision of educators was done during the proclaimed process of staff rationalization and redeployment, as indicated by the Education Labour Relation Council (ELRC), Collective Agreement Number (2 of 2003) and ELRC Collective Agreement Number (1 of 2012). Educators were redeployed only after the release of staff post-establishment of each school. Therefore, parents who were protesting demanding for more educators were contributing to schools being ungovernable. These challenges regarding lack of sustainability of the governance of schools, negatively affected teaching and learning in public schools.

1.3   AIM AND OBJECTIVES OF THE STUDY

The study aimed at investigating the effects of educators' rationalization on school governance. The main idea of the Department of Basic Education was to address the issue of past imbalances by equalizing the supply of human resources guided by the teacher-pupil ratio acceptable in the education system.

The study was guided by the following objectives:
- To identify how rationalization and redeployment was managed in Vhembe District.
- To identify and analyze the effects of staff rationalization and redeployment on school governance.
- To investigate the rationale for implementing the process of staff rationalization and redeployment.
- To analyze challenges of the school governance during the rationalization process.
- To assess the SGB's role and functions during the rationalization and redeployment of educators.
- To propose measures that would improve the redeployment process.

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1.4   RESEARCH KEY QUESTIONS

How did the staff rationalization process affect the school governance?

Sub-research questions:

- How was the process of rationalization and redeployment managed in Vhembe District?
- What was the rationale for implementing the process of staff rationalization and redeployment of educators?
- Which are the effects of staff rationalization and redeployment on school governance?
- What were the causes of school governance challenges when the rationalization process was implemented?
- What was the SGB's role and their functions during the rationalization and redeployment process?
- What measures could improve the rationalization process?

1.5   HYPOTHESIS

A hypothesis is a statement that gives an underlying explanation or tentative phenomenon answer that focuses on the solution of what is predicted by the thesis problem. Welman, Kruger and Mitchel (2005:30) state that a research hypothesis is a positive statement about the relationship between operationalized variables. A hypothesis should clearly and concisely state the expected relationship (or differences) between variables in the study and should define those variables in operational, measurable or general terms (de Monteith, Van der Westhuizen & Nieuwoudt, 2009:xvi). Therefore, a hypothesis is meant to be an answer to a solution to a certain posed problem.

Leedy and Ormrod (2010:7) observe that research posits tentative solutions to the problem(s) through reasonable hypothesis. Kwayisi et al. (2008:55) define a hypothesis as a proposition or expectation which purports to explain or offer a solution to some phenomenon, event or the relationship between variables. In the case of this

study, there were disagreements between the Department of Basic Education and schools concerning staff rationalization. Educators felt that the redeployment was not well managed, and this caused some schools to become ungoverned. The hypothesis of this research is that the implementation of educators' rationalization in the Vhembe District of Limpopo Province negatively affected public schools' governance.

1.6   REVIEW OF LITERATURE

This section presents literature review conducted to trace and critically analyze findings of other researchers who have conducted research on problems similar to the one under investigation (Nenty, 2009:25). Literature review revealed effects of educators' rationalization on public school governance in Limpopo Province, particularly in the Vhembe District. Therefore, the review focused on staff rationalization and redeployment that affected school governance because SGB members did not fully co-operate with the decisions of the Department of Basic Education.

The review also discusses challenges faced by the education system during the apartheid era, which included discrimination and oppression. For instance, white schools were given preferential treatment over black schools in terms of governance, funding and the supply of human resources. Moreover, white education departments were substantially represented in policy making at the state level, while black educators were not (Chisholm, 1999:115).

Chudnovsky (1998:26) points out that there was an attempt to redress the historic inequality in teacher-pupil ratios (TPR). The Education Labour Relation Council (ELRC) advocated the process of redeployment, and Collective Agreement Number (2 of 2003) and resolutions were released by the Department of Basic Education. Redeployment covered the renewal of the policy for incoming and outgoing of the teaching staff. Yet stakeholders such as SGBs with staff shortages demanded more educators from the Department of Basic Education through protests, shutdown of schools and boycotts.

The major concepts discussed in this review are:

- Redeployment;
- Rationalization; and
- School Governance.

1.6.1 Redeployment

Ambrose (1996:80) and Maile (2005:17) point out that various terms were used to describe redeployment, such as right-sizing, streamlining, consolidating, de-massification, reshaping, re-engineering, re-organizing, down-sizing and restructuring. This was also viewed from a managerial perception as part of educational transformation that affects all government departments and not only the education sector.

The World Book (2001:1749) refers to the process of redeployment as changing the position of troops from one theatre of war to another, to move anything or anyone from one place to another. On the other hand, Fleisch (2002:50) argues that redeployment refers to those individuals who occupied redundant posts being placed on the official excess lists. Jobwise (2008:2) says redeployment should be considered as a key retention strategy for employees nearing retirement. In the education sector, redeployment goes hand-in-hand with the process of re-addressing, re-allocating, re-distributing human resources after re-consideration of the number of learners compared to the number of educators.

1.6.2 Rationalization

Rationalization is the re-distribution of human resources in order to effect equity to all schools. Chudnovsky (1998:2) states that rationalization aimed at addressing the imbalances of the past apartheid order. According to Fleisch (2002:51), a special process called *rationalization* was to be put in place to ensure that all excess educators had a fair chance to compete for vacant posts that existed. This meant that rationalization brought about right-sizing, reformation and consolidation of educators in public schools.

A proper formula needed to be applied in calculating educators who were in excess during reformation and right-sizing in the education sector to effect equity in staff provisioning at schools. Redeployment was used concurrently with transformation wherein institutions were being transformed in the process of rationalization. Curriculum supervisors were required to transform institutions to meet the demands of the employment agencies and the society (Manwadu, 2008:61). This research focuses on how redeployed educators experienced the movement from one school to another and its impact on school governing bodies that govern public schools.

1.6.3 School governance

School governance refers to the running of schools daily. The normal running of a school is achieved by creating policies with rules and regulations that bind everyone in an education institution. In other words, policies are created to give direction in times of need, particularly when there are decisions to be made. Rules are binding to every member of the school community, which comprises educators, learners and parents at secondary level, yet it is educators and parents at primary level. A committee called the School Governing Body (SGB), which consists of educators, parents, non-teaching staff and learners was established in each public school to create policies and rules. In the composition of SGBs, parents are the majority shareholder, and this gives them an opportunity to influence fundamental issues, which, amongst others, include budget, language, discipline as well as recommending the promotion and appointments of staff to the Heads of Departments (Van Wyk, 2004:49). Each school has its own SGB with its own policies with rules and regulations, created in line with the provisions of the South African Schools Act (SASA), Act 84 of 1996.

According to SASA (Act 84 of 1996), the governance of the public schools, including the provision of education to learners by each school and performance of normal functions, can be improved when enough educators are supplied to schools by the department. A good relationship between the school and the Department of Basic Education is expected for the normal and smooth running of each public school.

The involvement of parents, educators and learners in protests, which included illegal actions, violence, sit-ins, shut down of schools and class boycotts displayed their dissatisfaction with education. These stakeholders even went to the extent of demanding more than just their preferred educators in their schools (Moloto, 2014:1; Terblanche, 2013-2016:3), and the protests were threatening the safety of learners and other stakeholders. Parents prevented their children from attending schools through the escalation of protests and destructive strikes, with the purpose of expressing their association with the right to assemble, demonstrate and present their petitions concerning quality of education (Terblanche, 2013-2016:4). This shows that only when a school has adequate staff members can proper teaching take place.

Furthermore, lack of proper service delivery also affected the way schools were governed. For the schools to receive additional educators, the Department of Basic Education was expected to release the proclaimed district staff establishment to indicate the new enrolment of learners. The Department was also expected to indicate the new number of staff members allocated to each school as that would enable each school governing body to know its newly determined staff establishment. This review of literature reveals effects of educators' redeployment on public school governance in Vhembe District of the Limpopo Province. The review focuses on the influence of the process of staff redeployment and its effect on public schools in Limpopo Province

1.6.4 Educators' Rationalization and Redeployment Occurrences

Educator's rationalization depended on the minister's discretion based on what is laid out in the Education Labour Relation Council (ELRC). Van Wyk (2004:52) asserts that the feeling of educators was that nothing should be decided about them without full consultation and listening to their views beforehand since they were the ones most affected by the redeployment and absorption processes. On the other hand, some redeployed educators became frustrated and demoralized while some even left their jobs. In some instances, it took a long time for educator to be absorbed into new under-staffed schools where their services were needed. Schools had to realize that squabbles with the School Governing Body demanding more educators had a detrimental effect on the teaching and learning process.

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- **Apartheid Oppression and Inequality Education**

During apartheid, the education system was divided into four departments, each representing categories of people, which were White, Indian, Coloured and African. This categorization produced different authority relations linked to the goals of apartheid education, ensuring that during participation, only whites could be represented, to the exclusion of the blacks (Chisholm, 1999:115). Phasing out racial discrimination through education quality improvement in effecting equity in all education systems led to parent dissatisfaction as they waited for educators to be redeployed in their respective schools.

In the apartheid era, black educators could not lead any part of the education system because their supervisors were inspectors who used to operate like law enforcement agents. Thus, parent representative committees in schools were instituted to become curriculum supervisors as a school committee. Manwadu (2008:33) argues that there was no time for parents in a school committee to boycott, strike, or protest for more educators to their schools.

Eliminating the old system of oppression in the Bantustan policy of the education system was the main purpose of the Department of Basic Education when it introduced the process of rationalization and redeployment in all public schools. Apartheid education was a fundamental factor in the success of the old South Africa. It was an expression of racism geared towards the children of the country and a key ideological training ground for the perpetuation of apartheid (Chudnovsky, 1998:2). South African Democratic Teachers Union (SADTU) general secretary presented news in August 1996 that rationalization must take place to address imbalances of the past (Chudnovsky, 1998:2).

- **Redeployment in the new Democratic South Africa (Post-Apartheid Era)**

From 1994, the South African education system changed from apartheid education into new democratic education to ensure that all schools were treated the same irrespective of race, colour, creed or gender (Nyoka, Du Plooy & Henkeman 2014:1-

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2). The former discriminative unequal supply of teacher-pupil ratio had to be re-addressed through redeployment processes of human resources.

According to the ELRC Resolution (6 of 1998), the Department of Basic Education was trying to resolve the demand of more educators by equalizing the schools' human resources through the implementation of the educator rationalization and redeployment (R&R) process. The rationalization and redeployment policy was introduced to bring about changes in staff provisioning (Mthombeni, 2002:11). Therefore, the Department of Basic Education introduced a new way of supplying educators to under-staffed schools. The Funza-Lushaka bursary was introduced to assist aspiring educators to get qualifications to provide solutions towards the shortage of educators (Gxumisa, 2016:2). Parents, educators and learners kept on blaming the government for failing to supply more educators to their schools. According to Gangiah (2013:2), the school had disgruntled pupils and parents, meaning that the government failed them to the extent that they were extremely disappointed. This situation in schools had a strong effect on the running of schools because other educators who were in excess even refused to go to new unfavourable schools where they were redeployed.

1.6.5 Factors which Influence the Implementation of Rationalization

According to new policies, schools that qualified to be supplied with redeployed educators were those that met certain criteria. Factors influencing redeployment were:

- Changing of the number of learners in terms of school enrolment (over-staffed or under-staffed);
- Merging of schools with a small number of children and more educators;
- Resignation, retirement or death of an educator;
- Promotion, demotion or transfer of educators;
- Curriculum changes;
- Heavy workload or more subjects on some educators;
- SGBs demand of own choice of educators; and
- Demand or need of subjects linked to scarce skills, such as English, Mathematics, Science and Technology was important.

1.6.6 Purpose of Implementing Staff Rationalization in Public Schools

Hlangani (1996:10) points out that the government has a role to play in the running of public institutions because they are financed by taxpayers. The apartheid government and education authorities spent time, energy and money on racial and ethnic matters, which were educationally irrelevant. Makhado (2008:43) argues that "the history of black education has always been that of under-provision, inadequacy and inefficiency". The process of redeployment and rationalization was implemented through consultations and positive negotiations with educators' trade unions by the Department of Basic Education.

Three major agreements were also signed in Cape Town in June 1998 between the Ministry of Education and three national educators' unions (Siobo, 2010:21). According to Nemutandani (2004:5), redeployment was used collaboratively with rationalization, which was a process through which the Department of Basic Education reorganized the staff component to become more cost-effective. It was the departmental approach of controlling school staff establishment by means of transferring those redeployed educators from over-staffed schools to under-staffed schools.

However, changes were not always accepted nor acknowledged by some educators. This meant that all educators were affected, including school management teams even during times of rapid change in the education department. According to Fleisch (2002:41), the distribution of teaching posts was inevitably going to be the main equity issue. That is why the Department of Basic Education decided to resolve the Collective Agreement of right-sizing and made an equalization of the standard of education in all South African Schools, irrespective of colour, race, creed and size. This enabled the department to correct the set up where educators were regulated by the administrative law of Vhembe District in Limpopo Province as per DoE ELRC Collective Agreement Number (2 of 2003) and (ELRC) Collective Agreement Number (1 of 2012), namely:

- The department wanted to initiate transition to effect better quality by enacting rationalization of the education systems of all types of public schools irrespective of colour, creed, religion, language, disability culture, ethnics or even marriage;

- To explore people's rights in the department - whereby all children or learners can receive equal education in all schools. This was the preferred way of equipping schools with equal opportunities in all educational resources;

- The department wanted to phase out the oppressive type of education. It was acknowledged that many times, rationalization through redeployment had been an emerging issue affecting the Department of Basic Education;

- The department wanted to achieve the targeted need to reach equity in educator provisioning between educational institutions within a province and between provinces;

- Certain influences and factors led the education department to resolve the purpose of redeployment by right-sizing the number of educators to equal the number of learners in order to reduce the inequality at all costs; and

- Certain factors contributed to redeployment as the redeployment process was a factor that affected educators from both rural and urban schools. There were more educators in the rural areas who had to be redeployed compared to urban school educators because learners from rural areas were fewer than urban learners. Yet rural schools had more unfilled posts since the problem of educators was often considered as that of teacher-pupil ratios. Mulkeen (2005:3) confirms, this arguing that while there is no doubt that many countries face challenges of educator supply, there are equally serious challenges of educator redeployment.

1.6.7 Management of Staff Rationalization Policy in Vhembe District

Mthombeni (2002:16) states: "The rationalization and redeployment policy was developed by the government in consultation with stakeholders in education, which

includes educator, unions and other interested parties". Therefore, the Government, through the Department of Basic Education, was trying to correct the unbearable situation of oppressing blacks through racial grouping and discrimination in terms of resources such as infrastructures (classrooms), reading materials (books), teaching aids (charts) and human resources (educators). Such corrections needed a policy that would use suitable criteria and procedures for the redeployment process. Such policy development had to follow the South African Constitution. That is why Nong (2005:45) indicates that a decision had to be taken by the Department of Basic Education to effect equity in human resources.

Regarding the policy developed to address imbalances of the schools, Harman (1984:17) quoted by Mthombeni (2002:12) states that the education authorities of the apartheid government spent time, energy and money on racial and ethnic matters which were educationally irrelevant. Makhado (2008:43) argues that "the history of black education has always been that of under-provision, inadequacy and inefficiency". Apartheid education aimed at the development of a white child only, focusing on racial discrimination, and was never intended to benefit the child of a black person. Therefore, the redeployment process was an attempt at systematically improving the future education of black people. Since policy does not emerge within a vacuum, the rationalization and redeployment process was developed within the context of a set of values, pressures, constraints and structural arrangement.

1.6.8 The Necessity of Multicultural Education

Rationalization was introduced through consideration of uniting different cultures by preparing blacks and whites to share a common culture of teaching and learning. The South African Department of Basic Education advocated the new approach in transforming rationalization. There was no more time for oppression of one cultural group or race by another group as before since the Mandela style of liberation aimed at equalizing the school systems in all cultures.
Regarding multicultural education, Makhado (2008:34) says:

> *"Although no consensus exists among researchers on the concept of multicultural education, the following aspects occur in most definitions: multicultural education is a particular approach to education; it is a*

continuous and dynamic process; it enhances cultural awareness and sensitivity; it acknowledges and accepts cultural diversity, etc."

(This suggests that it was necessary for the Education Department to introduce multicultural education to all South Africans for the sake of transformation through introducing equal education).

This means that when the reformation system was introduced to all South African school systems, it could eliminate oppression and segregation and bring changes in the education quality and equity through the application of R & R process in all institutions.

1.6.9 Equalizing Quality Education to all Learners

All South African institutions had to provide quality and equal education to every learner. Makhado (2008:66) argues that a major cultural change occurred when learners from different groups joined each other in the same school and the same class from 1990, when white schools opened gates to all races. The apartheid western cultural education systems were now opening a new door for black institutions to receive equal supplies in terms of education, human resources, books and infrastructure. This meant a new era in education where all schools were to be supplied equally with educators in all provinces of South Africa. Nong (2005:45) observes that it was confirmed by a decision taken by the education department to effect equity in human resources.

1.6.10 Problems of Rationalizing and Redeploying Educators

The human resources management of redeployed educators was sometimes managed from the provincial level. As a result, there were cases of educators who were declared in excess in 2012 but were not redeployed to any school until the end of that year. The Limpopo Provincial Circular Number (199 of 2012:1) states: "Unmatched excess educators continued to report at their current schools until appropriately matched into posts". This meant that redeployed educators kept on waiting for placement to new unknown schools. This caused anxiety among

redeployed educators and under-staffed schools where they were supposed to be transferred to.

Due to this inefficiency in the system, some parents embarked on protests demanding provisioning of more educators to their schools. In some instances, these protests by parents led to schools becoming ungovernable, which affected the realization of the schools' vision.

1.6.11 Effects of Educators' Rationalization on School Governance

The Department of Basic Education implemented the new reformed system of rationalizing schools to bring educational equality in all South African schools. The department revised education policies to effect equity in the education system. The inequity of schools created problems to the new democratic government since it was meant to be revised in terms of school resources, particularly in the Northern Province (Nong, 2005:10). Rationalization and redeployment were to be implemented in a way that avoided negative impact in the Limpopo Province, particularly in the Vhembe District.

During this R&R process, schools with insufficient educators were given first preference in the processing of their requests by the Department of Basic Education for better supply. Unfortunately, before the Department of Basic Education could start with the process, some School Governing Bodies (SGBs) launched disturbances that disturbed schools' governance by chanting, boycotting, striking and protesting, demanding to be given more educators (Gangiah, 2013:2).

Such behaviour by the school governing body was not constitutional. Parents had no mandate to shut down schools, as this negatively affected the way schools operated. This meant that schools were largely disturbed as learners were forced to join parents in protesting and were not attending school. Such activities had a negative impact on the schools' progress and resulted in high failure rates, and educators were demotivated. Furthermore, in terms of SASA (Act 84 of 1996), it was not the duty of the school governing body to demand for more educators through boycotts.

1.6.12 School Governing Body as a Structure

In secondary schools, the SGB is made up of parents, educators, non-teaching staff and learners, yet in primary the SGB is mostly made up of parents and educators. It has a very important role to play in schools' governance. According to the South African Schools Act (Act 84 of 1996), the primary function of the school governing body is to govern the school. The school governing body supports the running of the school with school managers and all other School Management Team (SMT) members that administers the school on a daily basis. The Youth Group Fact (Sheet 4, 2011:1) states that School Governance has to do with the creation of policies and rules for the school and its members (staff, learners and parents) and making decisions about how the school should be run, and the major responsibility of the SGB is to govern the school.

The government structured school governance with community participation and decision-making in mind. On the other hand, the provincial and district department provide resources and support, while the responsibility of deciding how to run schools falls under the School Governing Body (Youth Group Fact Sheet 4, 2011:1). The fundamental principle that lies upon the SGB is that of running the school in support of school managers, SMT, educators and learners, as prescribed in the SASA Act (84 of 1996). The SGB is therefore mandated to manage the school policies, planning, and developing the school under their governance. They are also mandated to manage the school's organizational system, those physical infrastructures and all financial resources.

1.7   RELATED CAPITAL THEORY AND LITERATURE

Human Capital Theory (HCT) underpins related theory and literature to this study that invest in individuals' capabilities in education. According to Netcoh (2016), Human Capital Theory (HCT) is the most commonly used economic framework in educational research and policymaking. Below, I briefly describe and discuss the HCT framework and explore its strengths and limitations in educational research and policymaking.

McCracken et al. (2017:3) argue that contemporary academic perspectives on measuring human capital "involve reviewing the academic literature at both the individual and organizational level and underlining factors that help create an environment where HCT could support it". This suggests that viewing people as having value in education could create a positive environment and good relationships amongst staff members. This could make redeployment to run smoothly if educators' opinions are considered.

Furthermore, applying the tenets of HCT allows authorities to consider views of staff members and SGB who are knowledgeable about school governance and the process of redeployment. McCracken et al. (2017) state: "Employee training researchers have long understood that HCT, especially one's education and training, plays a key role in both employee and firm performance". Therefore, proper training of all staff members should precede any organizational change.

Halvorsen and Hviden (2016:14) argue that no government can run effectively at all levels if governance is centralized. They noted, "no particular level of government, for instance, central (nation) state, was sovereign and fully able to oversee and control what happened in its territory". In the South African education sector, the National Department of Basic Education delegated some power to school governing bodies (SGBs). The School Governing Body consists of parents, educators, learners, including non-teaching staff in secondary schools.

Of the three components, the parent component ensures that parents' interests are served in the school by supporting learners and educators in the teaching and learning process. Educators are supplied by the Department of Basic Education in line with the school staff post establishment, taking into consideration the educator-learner ratio. The educators' main task is to teach. The SGB is mandated through South African Schools Act (Act 84 of 1996) to draw its own constitution to guide the school's operations.   Halvorsen and Hviden further note: "At each territorial level, public authorities need to engage in discussions to establish various forms of network, agreements, alliances or collaboration with non-public actors at the same level".

Centralization of power without involving other stakeholders could disturb the proper running of the school and hinder it from achieving set goals. The three components of the SGB need to work hand-in-hand to realize the school's vision. Halvorsen and Hviden (2016:10) argue that they should be "a union based on multi-level governance in which each actor contributes in line with his or her capabilities or knowledge to the success of the overall exercise". Non-co-operation by one of the three components renders the school ungovernable and impacts negatively on the realization of set goals.

1.8   DEFINITION OF OPERATIONAL KEY CONCEPTS

- **Rationalization**

Maile (2005:14) argued that the rationalization of educators operated in cases of change in the number of educators' posts created by the department or allocated to schools and that since it affected educators, it had to be dealt with in terms of the ELRC Education Labour Relations Act (Act 66 of 1995) and Employment of Educators Act (Act 76 of 1998) whenever educators had to be redeployed to needy schools. This study focuses on how educators were rationalized when effecting equity in human resources during the period of right-sizing, down-sizing and equalizing resources through new democratic reforms.

- **Redeployment**

The term redeployment refers to the process of transferring educators from one over-staffed school to an under-staffed school to satisfy the needs of the school with a shortage of educators in terms of educator-pupil ratio. Redeployment was part of the transformation process viewed from the perspective of the theory of managerialism to explain why educational institutions change (Maile, 2005:172).

In this study, the researcher investigated educators' experience of redeployment and analysed redeployment effects on schools governed by the school governing bodies.

- **Effects**

Welman et al. (2005:116) state that effects refer to aspects of the research scenario apart from the effect of the investigation on the participants. Effects refer to power or pressure felt by educators when they were redeployed. All stakeholders responsible for learners' education could create effective educative teaching and learning because effective running of the school is the responsibility of the SGB and the school management team. This study sought to establish effects of the implementation of R&R policy on school governance.

- **Governance**

Governance is the power vested upon the governing body by the Department of Education to make decisions about the running of the school.

According to South African Schools Act (Act 84 of 1996) (1997:14), the governance of the public schools is the responsibility of the school governing body. The Department should provide all relevant resources to each public school and support SGBs with responsibilities of making decisions on how to run schools. The SGB should work closely with the school management team in the running of the school.

- **School Governing Body (SGB)**

According to the South African Schools Act (Act 84 of 1996) (1997:15), a Governing Body stands in a position of trust towards the school. Furthermore, the school is subject to this Act, and the school manager under the authority of the Head of Department (HOD) must undertake any applicable provincial law and professional management of a public school.

This study considers the School Governing Body (SGB) as a body or structure tasked with governing the school with the assistance of the school manager and the school management team (SMT) who oversee the daily running of the school.

- **Impact**

An impact is the action that comes from one object to another. In this study, this refers to the results of the experience of educators who were declared in excess and waiting to be redeployed to needy schools. The World Book (2001:1057) explains impact as referring to a string leading from one thing to another. This study investigated how strikes and all other protests affected school governance and how this impacted on educators, school managers, deputy school managers, heads of departments and the Department of Basic Education. The study questionnaires sought to understand the (impact) experiences of stakeholders during the process of rationalization and redeployment (R & R).

- **Educator**

According to the Employment of Educators Act (Act No. 76 of 1998), any person who teaches, educates or trains others or provides educational services to any public institution is an educator. The World Book (2001:671) says an educator is a person whose profession is education. This means that an educator is a person trained to educate, to teach or to train another person with the purpose of imparting knowledge.

The study focused on educators such as CS1 educators, Heads of departments, deputy school managers and the school manager, with full redeployment experience. Views of those educators whose posts became redundant and were declared in excess were sourced as victims of rationalization, redeployment and absorption process. Fleisch (2002:51) points out that a special process was put in place to ensure that all excess educators had a fair chance to compete for vacant posts.

- **Public Schools**

A public school is an ordinary public school for learners with special education needs. SASA (Act 84 of 1996) (1997:2) indicates that a public school is a non-independent school, fully controlled by the state and has the right to occupy and use the

infrastructure (immovable property) for the benefit of the school for educational purposes.

1.9   RESEARCH PARADIGM

Positivist Paradigm-involves a process of experimentation that is used to explore observations and answer questions. (validity and reliability).

The researcher has chosen positivist paradigm to determine research design, (research approach) and research methods of this study.

- **Assumption**

According to Leedy and Ormrod (2010:59), assumptions that have a material bearing on the problem should be openly and unreservedly set forth. The assumption of this study was that the implementation of certain steps and procedures on the educators' rationalization process negatively affected some schools that became ungovernable. This means that the educators' negative perceptions of rationalization had an impact on school governance because the parent component of the SGB members took for granted that educators were just chosen from an excess list of redeployed educators without having gone through certain procedures.

According to the World Book (2001:125), every assertion rest on assumptions avowed or implied. Most educators assume that the process of staff rationalization and redeployment had a negative impact. The process resulted in teaching disruptions and disturbances with protests, school shutdowns, go slows, sit ins or tools down. The SGB was demanding extra educators for their schools instead of waiting for the department to implement the redeployment process in a co-ordinated manner.

Some educators assumed that they were being victimized through the rationalization and redeployment (R & R) process (Mthombeni, 2002:1). These misunderstandings caused conflicts amongst stakeholders and resulted in ungoverned schools within the Department of Basic Education in Vhembe District.

1.10   RESEARCH DESIGN AND METHODOLOGY

This section discusses the research design and methodology of this study. Research design and methodology are techniques that define research as a specific and concrete means used by the researcher to predict interpretations of specific tasks. Mouton (2002:36) states: "Research techniques may be defined as specific and concrete means that the researcher uses to execute specific tasks". According to Cohen and Manion (1996:39), "the aim of methodology is to help researchers to understand, in the broadest possible terms, not the products of scientific enquiry but the process itself to expose the aim of methodology".

According to Babbie (2008:127), the research design starts with an initial interest, idea or theoretical operation and proceeds through a series of interrelated steps that narrow the focus of the study so that concepts, methods and procedures are well defined. On the other hand, Creswell (2003:31) indicates that when planning a quantitative study, literature is often used at the beginning of a study to introduce a problem or describe in detail the existing literature in a section titled "related literature" or reviewed literature, or something similar. This means that a certain structure should be drawn in planning the researcher's observation when gathering information and data analysis. Cohen and Manion (1996:38) indicate that a method is the range of approaches used in educational research to gather data to be used as a basis for inference and interpretation, explanation and prediction.

In this study, the researcher utilized the quantitative method as a research approach. This implies that the quantitative approach was followed in conducting this study. Babbie (2010:23) indicates that the distinction between quantitative and qualitative data in social research is essentially the distinction between numerical and non-numerical data. This method enabled the researcher to analyze and explore the effects of educator's rationalization on school governance. This quantitative approach is discussed in detail below.

1.10.1 Quantitative Research

According to Maree and Pietersen (2011:145), quantitative research is a process that is systematic and objective in its ways of using numerical data from only a selected subgroup of a universe (or population) to generalize findings to the universe being studied. Quantitative research refers to research that produces results through statistical (SPSS) procedures. Quantitative research was designed through usage of numerical data, used for surveys when data was collected and obtained by administering structured questionnaires.

Creswell (2003:119) indicates that in quantitative research, hypothesis and research questions are often based on theories that the researcher seeks to test. In the case of this research, the instrument was prepared, and copies were distributed to participants from different schools to collect the data.

Creswell (2003:153) states that validity and reliability of scores or instruments and additional standards for making knowledge claims lead to meaningful interpretation of data. Upon completion of instrument by the participants, the researcher collected them for analysis. This implied that quantitative research was used, as a better instrument that enabled the research to be well understood.

1.10.2 Population

According to Maree and Petersen (2011:147), a research question is always linked to a specific group of sampling units. The group consisting of all the sampling units relevant to the research question is called the population. The word population stands for human beings, organizations, people, individuals or groups from the district or province where the researcher collected data from. (Welman et al., 2005:52) also confirmed this when indicating that the population are study objects consists of individuals, groups, organizations, human products and events or conditions to which they are exposed.

The population for this study consisted of educators, circuit officials as departmental officials and SGB members from both (11) primary and (4) secondary schools of the

Vhembe District in Limpopo Province. The focus was on the population sampled and selected from a target of sixty (60) participants from fifteen (15) public schools within six (6) circuits with redeployment experience, including trade union representatives as part of the task teams representing educators in Vhembe District.

1.10.3 Sample and Sampling Method

According to Welman et al. (2005:53), a population is a full set of cases from which a sample is taken. For this study, the researcher used the purposive sampling procedure to select participants who experienced or were affected by the process of rationalization and redeployment and who understood its influence on school governance. Punch (2014:161) explains that the sampling plan and sampling parameters (settings, actors, events, processes) should line up with the purpose and research questions of the study.

Participants from Vhembe District formed the population with rationalization and redeployment experience. Each participant completed his or her own questionnaire. The sample consisted of fifteen (15) schools, they are 4 secondary and 11 primary schools from 6 circuits. This included educators, SMT members, SGB members, circuit officials and members from educator trade unions, as indicated in the table below:

Participants	Instrument	Number
Educators with redeployment experiences.	Questionnaires for completion	28
School managers who lost staff members and those who gained new staff.	Questionnaires for completion	08
SMT members (HOD and Deputy School managers).	Questionnaires for completion	08
SGB members.	Questionnaires for completion	06
Trade union Representatives.	Questionnaires for completion	06
Circuit officials as Governance officials.	Questionnaires for completion	04
	TOTAL	60

1.10.4 Data Collection Strategies

Data was collected through quantitative research approach from participants indicated in the table above. These included educators, SMT members, circuit officials, SGB members and trade union members. According to Creswell (2008:10), collection of quantitative data requires instruments, checklist and record documents.

According to Mouton (2002:176), standardized measuring instruments such as questionnaires and scales should be used. These are appended at the end of the thesis. The benefit is that a researcher draws from a single sample and gathers data on the same sample of members over time (Hardy & Bryman, 2006:324). Data collection was done in a historic way because data that already exists in public schools in South Africa was utilized.

Data was collected from redeployment experienced fifteen (15) schools within the Vhembe District. The researcher used the District Office to access the database of schools from which purposive selection was made. Those were participants consisted of educators, school managers, SGBs members, trade union members and circuit officials. The SGB members were contacted, and arrangements were made to meet them.

Participants came from six different circuits around the Vhembe District. Questionnaires were issued to participants to complete them in at their own time, and arrangements were made to collect them after completion. A checklist was used to record the progress of participation of data collected through questionnaires.

1.11   DATA ANALYSIS

Collected data was analyzed and the researcher received relevant answers to the specific research problem. Quantitative data collected through the questionnaire instrument were analyzed through a Statistical Package for Social Sciences (SPSS), which is a statistical software that manipulates large amounts of data at the same time. This enabled the researcher to relate different variables. Creswell indicates that

quantitative analysis makes use of the statistical analysis for description, comparison groups and relating variables.

A full interpretation was done to determine patterns and test hypothesis used to capture and analyze data. A tool that helped the quantitative research to summarize data and compile appropriate tables was the same SPSS, as mentioned above.

1.12 SIGNIFICANCE OF THE STUDY

The study's findings are significant to various structures: educators in schools, circuit offices, community members, parents who are members of SGB, Vhembe District, Limpopo Legislature, the Department of Basic Education and to South Africa as a whole.

An appropriate way of implementing the process of staff rationalization and redeployment was to make it a continuous process led by the Department of Basic Education with the assistance of school managers. The study's recommendations will alert stakeholders to revise and re-align procedures with new mechanisms that could influence rationalization in a stress-free manner. This could lead to good relationships amongst stakeholders and influence better governance of schools.

The study sought to investigate how rationalization and redeployment (R&R) process influenced or affected teaching and learning. The other focus was on how rationalization and redeployment could further help with the development and formulation of policies to improve school governance and future implementation by the Department of Basic Education with stress free.

1.13 DELIMITATION OF THE STUDY

The scope of this study was limited to the population recognized by the researcher, which was drawn from fifteen (15) public schools. These are 4 secondary and 11 primary schools within 6 circuits around the area of Vhembe District in Limpopo Province.

1.14 ETHICS

Babbie (2010:65) indicates that the need for norms against harming research subjects stemmed, in part, from horrendous actions by medical researchers. No harm was expected from both parties, that is, the researcher and the participants. The researcher considered the code of ethics by seeking and obtaining permission from the Vhembe District Senior Manager (DSM) to get information from participants in the Vhembe District.   Most public institutions and professional organizations have formal procedures to ensure that researchers do not knowingly or unknowingly put research participants at risk (Kwayisi, Geduld & Van der Vyver, 2008:18). This is referred to as proper, sound and normal ethics and justified procedures.

The Vhembe District Senior Manager (DSM) granted permission to conduct the study. Permission was also obtained from circuit managers. This is in line with Kwayisi's (2008) ethical guidance and morality which stipulates the following:

- Inform the participants the purpose of your study;
- Keep research information in private;
- Have self-discipline throughout the whole research;
- Take the research matter into confidentiality with care and sensitivity;
- Keep all collected data undisclosed;
- Be sure to get permission from the participants about their participation as it is voluntarily offered;
- Ask participants to sign confirming their wish to participate;
- Keep the collected research information in a safe place; and
- Avoid deception.

The researcher verbally confirmed the above participation information and a consent form was completed and signed by each participant.

1.15 RESEARCH PROGRAMME LAYOUT

The research programme is laid out according to different divisions and divided into five (5) chapters as follows:

- **Chapter 1: Introduction and background to the study**

This chapter presents a brief reflection of the introduction and background of the general orientation of the study. The main aim and objectives and the statement of the study problem. The research questions and hypothesis are also stated. The chapter also reviewed literature and tabulated key terms with their definitions. Research paradigm, research design, methodology and sampling procedures were briefly outlined. Data collection, analysis and interpretation delimitation, ethical consideration with the significance of the study and the research structure divisions were also discussed in this chapter.

- **Chapter 2: Review of related literature**

The chapter presents related literature review about effects of staff rationalization on school governance. The chapter also reviews different theories to understand how departmental policies guided schools in implementing the redeployment process. The chapter further examines different views such as conflicts which arose due to educators declared as being in excess. Additionally, the chapter discusses challenges affecting parents who are members of the SGB and some who ended up being involved in protests demanding that their schools be given educators.

- **Chapter 3: research methodology**

This chapter discusses how the research was designed and its research methodology. Focusing on the research design of the study explains how the quantitative method operates. The chapter also points out the means used by the researcher to draw the population and sampling. Furthermore, the chapter clarifies procedures of data collection from sampled participants and the instrument used to collect such data.

- **Chapter 4: Presentation of data and analysis**

The chapter presents and analyzes the collected data. All the collected data is presented and analyzed. This chapter includes data interpretations. A thorough discussion and analysis on frequencies is displayed in tables.

- **Chapter 5: Findings, conclusions and recommendations**

This chapter gives a summary of the study findings and the conclusions of the study. Furthermore, suggestions are given about the process of staff rationalization and its effect on school governance. Suggestions and recommendations are made on how to improve further planning or re-planning and training of all stakeholders on implementing staff rationalization through redeployment. Recommendations are also made concerning the investigation of the impact or influence of how rationalization and redeployment process could be advantageous on promoting effective teaching and learning.

LITERATURE REVIEW

2.1 INTRODUCTION

This chapter reviews literature that informed this study. Nigel (2008) argues that literature review is part of exploration of various literatures to reflect about the research. Hart (2003:1) states that a literature review chapter "introduces and provides examples of a range of techniques that could be used to analyze ideas, find relationship between different ideas and understand the nature and use of argument in research". Therefore, ideas of different scholars that helped in discussing arguments surrounding the research problem were collected and discussed.

Literature that covers the effects of educators' rationalization on the school governance in South African public schools with Vhembe District of Limpopo Province. in particular, is discussed in this chapter. Welman et al. (2005:38) point out that through literature review, researchers may become aware of inconsistencies and gaps that may justify further research. Therefore, the literature review helped the researcher to be more aware of effects and challenges of school governance during the redeployment process in the Vhembe District schools of Limpopo Province. Nigel (2008:59) argues that once you have formulated and refined research questions, a more formulaic review of the literature often follows. This means that the formulation of research questions helps the researcher to create another formulation of reviewing the literature.

In terms of Section 8 of the Employment of Educators Act (Act 76 of 1998), the Director General or Head of Department may transfer any educator in the service of the department to any other post in that department. The declaration preceded talks between the government and major stakeholders who were South African Democratic Teachers' Union (SADTU), National Professional Teachers Association (NAPTOSA), and Suid Afrikaanse Onderwysersunie (SAOU). This agreed with the identification of shortage and surplus of educators for the purpose of redeployment (Nemutandani, 2004:1).

The Department of Education provided an option of Voluntary Severance Package (VSP) to those not interested in the redeployment process. Such educators were advised to take their VSP and quit the teaching profession. Since a significant number of educators opted for severance packages, this created problems for schools that were left with insufficient number of educators with knowledge and experience in certain subjects. Some educators who opted for severance packages were highly skilled and experienced educators who were preparing their learners for final examinations. As a result, some parents embarked on angry protests against this process. Gxumisa (2016:2) reports that in January 2016, the Limpopo Department of Education was forced to take measures to resolve these issues as two Limpopo schools were shut down by angry protesting parents. Despite these interventions, Moloto (2014:1) reports that angry parents indefinitely closed down a primary school in Limpopo.

In another area, Sayed (2002:43) states that the conflict took a violet turn, with white parents arriving armed to 'protect the school'. Sayed further indicates that protests and violence became endemic in the area. The SGB and learners also participated in protests and boycotts demanding additional educators. This led to certain school managers protecting their educators from being redeployed and spending months locked in paperwork battles with department officials in a bid to save their classrooms from being left without educators. This shows that different schools experienced different problems because of the redeployment process.

The more the protests affected schools, the more teaching and learning was disturbed. Such disturbances did not align with the right of learners to education as per the South African Constitution in Act 108 of 1996 Bill of Rights, Section 29, which came into effect in 1994. Educators who were declared in excess in the Limpopo Provincial Education sector in the year 2000 were redeployed to schools through applying for vacant posts advertised by schools, as reflected in the ELRC Resolution (6 of 1998), ELRC Resolution 7 of 2002 and Collective Agreement Number (2 of 2003) Annexure A, paragraphs (e) and (f).

This Act sought to establish equal opportunities to all black and white schools with similar supply of human resources. More negative experiences were evident when

educators were given letters stating that they were affected and declared in excess. The process of transferring serving educators in terms of operational requirements to those schools with less educators (under-staffed) was a continuous process. This meant that schools that were over-staffed had to let educators move schools with a need. This process took place over a twelve-year period, with different municipalities adopting the new school system at different times, allowing for time as well as regional variation (Raaum et al., 2003:2).

This meant rules and regulations were laid down in the Employment of Educators' Act, (ACT 76 of 1998), South African Schools Act (SASA) (Act 84 of 1996), the Administrative Labour Law and the education departmental policies to control the relationship between the Department of Education and educators during rationalization and redeployment (R & R) process. On the one hand, the Department of Education, as the employer, emphasized the process of redeployment as a requirement of recent operational reformation and reconstruction. On the other hand, educators suspiciously viewed this as another cold way of reshuffling educators to institutions with which they did not have affinity. Nong (2005:45) argues that the process was formed as an inhumane measure by the Department of Education to effect equity in human resources. That is why SGBs and educators participated in protests expressing their dissatisfaction about the R&R process.

The participation of SGBs in protests was disturbing since they were expected to govern schools while patiently waiting for proper procedures for supplying educators through the R & R process. This meant that schools had to wait and allow the R&R process to run its course. Nkonkobe and Ntshobane (2013:1) reports an incident in the Eastern Cape where SGB members, parents and learners took to the streets, went on a rampage, singing loudly and thrashing books at their neighbouring schools. These protesters vowed to disrupt teaching and learning until they could meet with the Department of Education to discuss their grievances. Meanwhile, the Department of Education, as the employer, emphasized the power that it had as far as the employment of educators was concerned. Thus, Chudnovsky (1998:4) observes that the process of rationalization and redeployment was fraught with difficulties and disappointments.

2.2   THE NECESSITY OF R&R TO EDUCATORS

R&R procedural changes were not accepted by some educators and school management teams. Those who were not in favour of moving from one school to another thought that if they were redeployed, they might be placed in unfavourable schools that were far away from their homes and might end up staying away from home or spending too much money on transport. Educators dislike relocating or travelling long distance to reach their workplaces.

2.2.1   Rationalizing Educators

The introduction of the new democratic South African education system came with challenges. According to Jansen and Tailor (2012:1), the government was initiating changes in education finance reform, curriculum reform and the educator rationalization process through dismantling of a principles that applied to the apartheid education system. The changes were accompanied by non-discrimination in new education system supply, and this was supposed to be through the rationalization and redeployment of educators.

According to Weller (1995:11), the call for quality in education was associated with the need for school reform and restructuring. However, Netshivhuyu (2010:15) notes that in all public schools of South Africa, educators viewed rationalization and redeployment in different perspectives.

Rationalization and redeployment was described as follows:
- Downsizing as an activity that members of organizations undertook as a purposeful manner;
- Downsizing typically involves reduction in personnel;
- The focus of the downsizing activity is on improving effectiveness and/or efficiency in the organization;
- Downsizing affects the process (directly or indirectly) within an organization (Palliam & Shalhoub, 2002:1).

This meant that the Department of Basic Education could calculate relevant numbers of educators to be supplied to schools and matching them with the number of learners.

2.2.2 Redeploying Educators

The redeployment process came to the table through negotiations from the African National Congress (ANC) and other opposition parties to get different views. The redeployment agreement negotiated and declared between the Department of Basic Education and educators' trade unions prevented educators who accepted voluntary retrenchment from working in a public school ever again (Besseker, 1997:43). Singh (2015:1) states that it was agreed to establish shortage areas, notifying and educating employees about the importance of being redeployed in high need areas and identifying the skills and competencies required in these areas and assessing the employees who could successfully be redeployed.

Singh (2015:1) describes redeployment as the process of moving people within the organization and from units where there are excess employees to where there are shortages. Nemutandani (2004:5) and Mthombeni (2002:8) view the process of redeployment as a means of transferring educators from over-staffed to under-staffed schools and as a way in which educators were re-allocated and transferred from one institution to another, or simply involving the process in which the provincial department moved those educators in excess from one over-staffed school to an under-staffed school. Jobwise (2008:1) describes redeployment as an effective way to retain committed staff and maintain 'corporate knowledge' gained within business over time. Jobwise further indicates that redeployment provides opportunities for using skills and expertise in different ways, and this may help one to explore new business opportunities.

2.2.3 Causes of Implementing Rationalization and Redeployment

The rationalization process was meant for implementing redeployment, which was a process of moving or re-distributing educators from one institution to another, depending on the school enrolment. The changes were undertaken in cases when there was the following:

- Change in learner enrolment;

- Curriculum change in learners' involvement in the curriculum;

- Change to the grading or classification of a specific institution;

- Merging or closing of institutions; and

- Financial Constrains (ELRC) Collective Agreement Number (2, 2003).

Determining the future of these institutions was in the hands of the government through the then Minister of Education, Prof. Bengu. It was agreed at the summit, even by conservative forces, that Prof. Bengu should lead the transformation process. The process went ahead although it was pointed out that downsizing would have both positive and negative effects and that the change could affect even the post levels of senior or promotional posts. (Sahdev & Vinnicombe, 2002:1).

2.3   PURPOSE OF IMPLEMENTING STAFF RATIONALIZATION

The South African staff rationalization in the education sector was implemented with the aim of achieving equity and fairness in schools.

2.3.1 The Need for Equity

Mthombeni (2002:15) argues that the Equity Act was meant to eliminate unfair discrimination in the workplace by promoting the implementation of employment in equity. The need for equity in resource supply led to the process of equalizing all school resources, irrespective of colour, race, creed, religion, gender and culture. This was developed by the government to redress apartheid regime discriminations in human resource provision. Schools were affected by the changes, either through reduction or increase in staff, depending on the teacher-pupil ratio. The Personnel Administration Measures (PAM) of the Department of Education (1998:B2.4b) indicated that redeployment was carried out to effect equity in staff provisioning and not to make some that educators redundant. Educators' allocation and redeployment was an important provincial responsibility that was critical to the achievement of greater equity in the school system (Lemon, 2004:275). The Department of Education had a national responsibility to provide educators in all schools.

Equity is fairness or impartiality of the principles of justice to make corrections and supplement the law where it is deficient. Mthombeni (2002:8) argues that the rationalization and redeployment policy was brought to correct past imbalances and supplement the law. Chudnovsky (1998:26) states that it was an attempt to redress the historic inequality in teacher-pupil ratios (TPR). It was the objective of the DoE that although there was reduction of educators, none of the school should be disadvantaged. The allocation of equity, driven by pupil subsidy to each public school, was financed based on the category of National School Quintiles (Roos, 2009:59). In support to equal share, it was confirmed that the agreements stipulated that the educator personnel should be distributed equitably, consultation should be undertaken centrally and that the minister determines the national norms and standards for education provision (Siobo, 2010:21).

The key factors, which affected education delivery, quality and experience, were differences in teaching qualifications, including salaries and costs, capital expenditure, curricular and quality (Gilmour, 2001:8). Despite evidence showing that many downsized companies have failed to achieve their intended goals, downsizing continues to be used in the best economic conditions (Fisher & White, 2000:244). The drive for equity of resources drove the rationalization project, although it was clear that it was going to result in other challenges.

Concerning schools with inequity of the teacher-pupil ratio, adequate supply at schools was needed when selecting redeployed educators to equalize the teaching staff. Van Wyk (2004:52) quotes Karlsson et al. (2001:176) who stipulate those inequalities between schools could be exacerbated by allowing SGBs to recommend for the appointment of educators to schools. Matching of educators' profiles with the school requirements for the vacant posts depends on the given "job description drawn up for each post and displayed on the teaching notice of the school" (htt://www.deni.gov.uk, 1988 April 27:2).

Chaka (2008:19) points out that before the SGB could give recommendations for any appointment, it was to consult with the department to ensure that there was a match between the applicant and the requirements of the posts. This was also meant to check that the applicant met the prescribed qualifications because the amendments

were made to ensure equity of human resources distribution to needy schools. Furthermore, Chaka states that SASA was amended to allow for replacement of provincial quintiles with national ones although the goal of equity was not achieved.

The best way to sustain and promote equity in education is to keep the policy in use by focusing on policies which emphasize schooling completion within 12 years. This could require the education system to access a range of equity and quality issues in post-school qualifications, which could then provide second chance pathways for learners who drop out (Nyoka et al., 2014:3). Fleisch (2002:45) points out that an equity policy was introduced wherein the most visible example of inequality could be seen. This was visible in the half empty classrooms of manicured schools of white suburbs and the chronically overcrowded classrooms and inadequate supply of educators in the black schools.

2.3.2 Right-sizing in Different Institutions

According to Mthombeni (2002:8), rightsizing is the right number of people doing the right kind of work. It focuses on the deployment of human resources where they are needed the most. Rightsizing is the right and fair process of righting the wrongs of formerly oppressed black in public schools by giving them adequate educational requirements in terms of human resources. Non-qualifying educators who lost their jobs were regarded as so-called right-sized educators. These negative perceptions on the staff reduction process originated from the right-sizing strategy where staff members had an opinion that only sub-standard educators should have been right-sized and placed in the excess list (Siobo, 2010:16).

Sahdev and Vinnicombe (2002:1) state that the two most common reasons cited for downsizing were restructuring and de-layering; as such, it was affecting managerial ranks. Right sizing was the right way of balancing different education systems to equalize the inequality in all institutions that could balance even gender. The schools had operated in a hierarchy that was organized according to unequal racial discrimination in terms of human resources supply and favoured a particular gender. The issue of right-sizing different institutions, which had been unfairly treated in the past, had to do with a change in terms of human resources.

Human resources had to be allocated differently, including cleaning staff and administrative clerks. Nong (2005:8) points out that after 1994, some learners left under-resourced schools sought admission in well-resourced schools. Right-sizing was supposed to be put in motion in all institutions to equalize their resources. Fisher and White (2000:244) indicate that downsizing often fails because broad-based personnel reduction inadvertently causes dramatic changes in the deep-seated, informal organizational structure when only incremental changes are intended. Right-sizing is also downsizing, which is an established method composed of a committee with experience and diverse employees to make recommendations for one's rankings (Wood & Woods, 2009:4).

2.3.3 Redressing the Education Rationalization and Redeployment Policy

Mthombeni (2002:12) states that a "policy is a plan of action followed in order to reach a certain objective". The process of rationalizing educators through the redeployment was another plan of redressing the education policy. The policy laid out a good plan of action that the institutions could follow with equal treatment for all educators, irrespective of districts and provinces. The programme of redressing forms part of the transition through transformation in right-sizing the over-staffed schools by deploying excess educators to under-staffed schools. The rationalization and redeployment policy was introduced to bring about changes in staff provisioning and improve education in South Africa to solve the problem of overcrowding in schools (Mthombeni, 2002:11:16). That was how it should have also applied in the Vhembe District.

The redressing process was managed by implementing policies which required management and monitoring by the SMT. The process also enabled the school manager to implement other educational programmes and curriculum activities (Chaka, 2008:22). However, educators were largely unhappy with the new redeployment policy. To be equitable, the redressing process had to be related to input-based fiscal re-allocations in provinces, based on the teacher-pupil ratios (TPRs) referred to (40:1 in primary schools and 35:1 in secondary schools) (Gilmour, 2001:12).

The new Department of Education faced a series of mammoth tasks and set itself difficult priorities such as the bureaucratic, administrative task of creating a single Education Department from nine provinces (Gilmour, 2001:6).

In redressing the policy, initiatives for the next five years were stated as follows:

- reconstruction of the bureaucracy, governance and management;

- the integration of education and training;

- restructuring of the format of school education;

- changing the curriculum;

- paying attention to Early Childhood care (ECD), Adult Basic Education (ABET) and special education;

- changes in the preparation of educators;

- restructuring higher education; and

- restoring buildings and physical resources (Gilmour, 2001:10).

Siobo (2010:17) argues that the effective implementation of the redressing programme was designed with staff management components for decisive influence on good management in effective teaching and learning in a school through the following means:

- recruitment and staff selection;

- developing staff skills to increase leadership capacity;

- focus on vision and mission of the school;

- high expectations and best performance;

- daily classroom presence; and

- proper supervision and feedback.

Siobo (2010:17) points out that the redress program had to be repeatedly communicated to all stakeholders such as parents in the community, educators, learners and the school governing body for the sake of their active involvement and participation in the whole process. The Teachers' Forum (1999) indicates that the transitional process introduced a new way of rationalizing the rights of education to all parties from 1994, irrespective of race, colour, creed, or sex; such agreements were signed in 1998 to affect the implementation. There was no single school system for

all under the oppressive apartheid regime. Sayed (2002:39) states that the apartheid state adopted a style of management that directly intervened in processes of educational provision and delivery. The education system was characterized by discrimination along racial, ethnics, gender, colour and creed lines in terms of governance and administration, in particular; as such, whites could not be in same schools with blacks.

Educators' perceptions on rationalization were different from those of the Education Department because most educators, School Governing Bodies (SGB) on behalf of parents got involved in protests, go-slows or school sit-ins. This was done even before the relevant authorities could finish the process of redeployment (Moloto, 2014:1). This occurred although the Department of Basic Education, as an employer, had the right to control the employment and amendment of policies, the operational reformation and reconstruction of the new education system, as indicated by The Employment of Educators Act (76 of 1998). Those changes were to be effected through applying the new education system policy that covered the equity and balance irrespective of colour, race, ethnics, religion, creed and gender.

Mthombeni (2002:16) observes: "The rationalization and redeployment policy was developed by the government in consultation with stakeholders in the Education Department, which includes educator unions and other interested parties". At the school level, the school manager, as the facilitator on behalf of the Department of Basic Education, led the redeployment process. The SGB was also responsible for school governance as laid down by SASA (Act 84 of 1996). The school manager was expected to act fairly and without discrimination in facilitating the process of redeployment. These implied models of school management and leadership, the legacy of school effectiveness, improvement research and the role of the school manager (Bell, 2002:407).

2.4   MANAGING THE VHEMBE DISTRICT POLICY

Mthombeni (2002:12) believes that a policy development process involves an attempt at systematically anticipating and improving the future. Mthombeni further states that the policy was evaluated to see whether it was effective or not.

Democracy led to changes in South Africa. The formation of the new constitution of 1996 influenced the formation of policies in each province that should be followed by each school. These policies would help to regulate the education system. Consequently, the Education Department published a White Paper on Education and Training to develop a new system for the sake of setting principles for the organization, governance and financing of schools in the new South Africa (Chaka, 2008:10).

That was confirmed by Maile (2005:184) who indicated "… redeployment should align with the labour law. However, employees cannot be guaranteed a job for life as in the past". Maile further commented on the angry victim educator who said:

> "There is nothing to plan ahead, it is difficult, confusing and frustrating. My spirit is low and I am demotivated".

The SASA (Act 84 of 1996) stipulated a better way of managing policies. Van der Merwe (2013:239) reports that the act states: "In good governance practice, it was generally accepted that a governance structure would determine policies and strategies for an organization or a corporate entity, whereas the implementation of these policies and strategies is the function of executives of that organization or entity". This referred to the way the SGB should determine policies. Meanwhile, the school manager and management team would see to it that all policies were professionally developed and implemented.

In implementing staff rationalization through redeployment and legislation framework initiations, the education departmental policy was developed to regulate imbalances of black and white schools' human resources. The aim of equity supply was in operation and abided by certain rules and regulations considered as guidelines in the SASA Act (84 of 1996) policies meant to regulate the Department of Education. These policies had to be adhered to for there to be real change in the new education system. The school manager had to take control in managing the professional implementation of those developed school policies.

Nemutandani (2004:1) quoting Mona (1997:14) says that three major agreements were signed in Cape Town in June 1998 between the Ministry of Education and the three national educator unions. The management of the rationalization and

redeployment (R&R) plan expected the Department of Education to release the new staff post-establishment for all Vhembe District schools in Limpopo Province. Schools were invited to submit their needs or shortages of educators according to their enrolment and supply of vacant posts to the Department of Education. It was decided that a non-discrimination admission policy be determined by the SGB and be established. It would then be implemented when it is adopted as policy.

According to Fleisch (2002:41), "A policy framework for education and training, promised to open the doors for teaching and learning and culture by addressing four priority areas:

- First, and most urgent was to close down racially segregated education departments and replace them with a single non-racial administration;

- Second, the ANC undertook to equalize per capital school spending. Through this, a door was opened for the new school reformation to start;

- Thirdly, it promised to open up new opportunities for Adult Basic Education and Training (ABET) and Early Childhood Education (ECD); and

- Finally, it committed itself to transforming the bureaucratic and authoritarian culture of the 'former education system'".

Educational doors were now open for all schools to begin with the new reformation. Opportunities were also opening for tertiary students in different careers through training, technician, Adult Basic Education and training (ABET), National Professional Diploma in Education (NPDE) and Early Childhood Education Development (ECD). Hlangani (1996:11) reports that SADTU secretary general said: "Focus should be shifted to retrain those declared redundant. Some educators could be side-tracked towards early childhood educare and more educators could be diverted to adult basic education". The three educators' trade unions were Suid Afrikaanse Onderwysersunie (SAOU); South African Democratic Teachers Union (SADTU) and National Professional Teachers Association (NAPTOSA).

The Vhembe District was also affected by the new policy requirements from the Central Government. Nemutandani (2004:12) argues that it was the responsibility of the government to make policies, interpret them and prepare responses for ministers to articulate, supervise and control the flow and application of policy ideas and decisions.

After the release of the educators' rationalization through the redeployment policy, it was handed over to the Labour Relation Council for adoption. Policies that came to operate regarding staff rationalization through legislations were:

- Education Labour Relation Council (ELRC) Collective Agreement Number (06 of 2002). It was about the implementation of the basic conditions of the Employment Act;
- Education Labour Relation Council (ELRC) Resolution (7 of 2002). This determined the criteria for excess educators;
- Education Labour Relation Council (ELRC) Collective Agreement Number (02 of 2003). This dealt with the transfer of serving educators in terms of operational requirements;
- Education Labour Relation Council (ELRC) Collective Agreement Number (01 of 2006). This dealt with the permanent appointment of temporary educators;
- Employment of Educators (Act 76 of 1998);
- Employment Equity (Act of 1998;
- Labour Relation Act of 1995;
- White Paper on Education and Training of 1995;
- National Education Policy Act of 1996; and
- South African School Act 84 of 1996.

Mthombeni (2002:3) points out that in 17 November 1998, four agreements were signed in the Education Labour Relations Council (ELRC), which formed the basis for transformation. These were:

- Resolution 5/98: Transfer of educators in terms of operational requirements and the advertising and filing of educator posts;
- Resolution 6/98: Procedures for rationalization and redeployment;
- Resolution 7/98: Workload for school-based educators; and

- Resolution 8/98: Duties and responsibilities of educators.

The Teachers' Forum of 1999 on Implementation of equity deals with rationalization and redeployment. When redeploying educators, and transferring others to needy schools, the Department of Education was not trying to dismiss them indirectly or push them to the retirement option. However, staff rationalization through redeployment policy included a special severance package to those educators who felt that they could not be redeployed but would rather go for early retirement. Some educators assumed that they were being punished for unsatisfactory performance at school.

2.5 EDUCATORS' RATIONALIZATION AND REDEPLOYMENTS OCCURENCES

Rationalization and redeployment of educators had been occurring during the apartheid time but only implemented in the new democratic South African time. The Education Department focused on rationalization, which was used as an approach of controlling all public schools' staff post-establishment released every year. Suggested departmental offer of a Mutually Agreed to Severance Package (MASP) seemed to be the only tool that the Department of Education could use to eliminate excess educators who could not be absorbed into released vacant posts. Rationalization and redeployment were continuous issues that had become a fiscal necessity (Siobo, 2010:13).

In the post-1994 period, redeployment was used to transfer educators from one post to another, in terms of operational requirements. However, procedures for those changes were not fully accepted nor acknowledged by both educators and management teams. Educators were then given an alternative option of taking severance packages or be redeployed to a near or far place from preferred schools.

Through the staff redeployment process, the National DoE aimed to place more educators from previously disadvantaged schools where effective teaching and learning was lacking due to shortage of educators (Siobo, 2010:19). Bengu (2004:1) indicated that educators who were in excess at specific institutions had to be identified

and placed on a redeployment list. Bengu further indicated that their redeployment would be handled by provincial and national redeployment agencies.

The leadership and initiation of this process was under the National Department of Education because the process of redeployment occurred before and after the new democratic South Africa. Obviously, redeployment was a compulsory and continuous process aimed as initiating equity in schools through reformation and restructuring. The Minister of Education indicated how redeployment had to proceed according to the Education Labour Relation Council (ELRC) Collective Agreement (Number 2 of 2003).

Since educators were the ones affected directly by the redeployment and absorption processes, they were supposed to be consulted when such a process occurred. Some redeployed educators were so negatively affected that they lost enthusiasm over classroom performance and consequently lost their jobs. The situation was worsened by the fact that some educators who were declared in excess were not immediately absorbed into the system while some were put on "double-parking" posts. Rationalization and redeployment was meant to supply adequate educators from over-staffed to under-staffed ones. Fleisch (2002:49) states that it was the responsibility of the national minister and senior managers in the provincial departments to transfer or "redeploy" educators from over-staffed to under-staffed schools.

The school manager was expected to create an atmosphere of co-operation among members of the school management team. Vinten and Lane (200:432) argue that a mechanism for building teamwork is encouraged for management training courses, yet the impact of the experience on a team is often superficially handled. The building of teamwork was expected from the school governing body, and schools had to learn many means possible of coping with consequences and effects of redeployment on affected educators. This approach would have helped to undo the health damage experienced by educators. Schools would have realized that the disturbances associated with demanding more educators were resulting in the loss of teaching and learning time, which disadvantaged learners.

2.5.1 Apartheid Regime's Oppression and Inequality in Education

Eliminating apartheid oppression expressed through segregated Bantu Education of the Bantustan education system was one way of ending inequality. The inequalities of Bantustan education system are aptly captured by Nyoka et al. (2014:2) who argue that "the Bantu Education Act of 1953 aimed at providing labour with unskilled workers". This was ensured by giving black children poor-quality education. The state was organized in separate ministries for education to each of the so-called racial groups as African, White, Indian, and Coloured race. Each group had its own bureaucracy, curriculum and examination system and funding (Chudnovsky, 1998:2). This had a negative impact on black schools. The apartheid-era system was inherently discriminatory as Black schools had inadequate resources. The 1976 June 16 uprisings that have come to be symbolized by the death of Hector Peterson were a protest against such discriminations and a call for educational equity among races (http://rebeccafjellanddavis.com/june16/youth-day-in-south-africa). The democratic South African government had to address such issues of equity and ensure justice amongst citizens of the Republic (Johnson & Monk, 2000:179).

Apartheid education was a fundamental factor in the success of the old South African racism. Even though learners were overcrowded in classrooms, educators could choose the school where they wanted to teach. Chudnovsky (1998:2) argues that this was both an expression of racism towards children of the country and a key ideological training ground for perpetuation of apartheid. In the apartheid system, female educators were encouraged to teach in the Early Childhood Development (ECD) while male educators were expected to do administrative work. The predominance of women in primary school was partly, but not completely, linked to apartheid education policy, which explicitly discouraged the appointment of men at primary level to cut costs (Chisholm, 1999:113). The assumption was that the cost of payment to women was lower than that of men in apartheid schools.

Notably, SADTU secretary general maintained that transformation of education was impossible without fundamental restructuring, including altering "apartheid funding policies" (Hlangani, 1996:11). During apartheid, the supply of educators, infrastructure and resources was inequitably distributed. Makhado (2008:43) argues

that the history of black education had always been that of under-provision, inadequacy and inefficiency. The apartheid government and education authorities spent time, energy and money on racial and ethnic matters that were educationally irrelevant to black schools. This meant that education was structured to be good for white learners only. Therefore, after 1994, it was necessary to make alterations to achieve an equal supply of resources.

According to Chaka (2008:9), apartheid structures for school governance for black schools gave way to Parent-Teacher Associations (PTAs) in primary schools and Parent-Teacher-Student Associations (PTSAs) in secondary schools. That was meant to enable students to express their views about their own education, especially about the curriculum and fees.

According to Makhado (2008:7), education became a battlefield. It was no longer regarded as an instrument for developing human beings or human society. Schools were used as an instrument to support and legitimize the position of the dominant group and its political interests. This means that there was no positive interest on the former apartheid leaders except on political grounds. School governance was the sole responsibility of the school committee. In the Bantu Education, decentralized structures were established down to schools through school governance structures known as school boards in all nineteen departments of education; those structures consisted only of parents (Chaka, 2008:8).

In schools for whites and blacks, it was planned that opportunities for learning should suit each learner's culture. Mncwabe (1990:16) in Makhado (2008:51) states that "multicultural education incorporates the idea that all learners regardless of their gender, social class and their ethnic or cultural characteristics have an equal opportunity to learn at school". Chisholm (1999:115) notes that educators in white departments had benefits of substantial representation in policy making at the state level, while black educators did not. This means that white people were given preferential treatment under apartheid-era policies. During this time, state revenues were racially allocated, and the teacher-pupil ratio (TPR) was different. Chudnovsky (1998:2) argues that as much as ten times of the resources were distributed to white schools as were made available to black schools. As a result, the teacher-pupil ratio

in white schools was often as low as 1:16, while these reached 1:60 or more in many black areas.

African children were systematically excluded from accessing good education during the apartheid period. Similarly, Nyoka et al. (2014:2) argue: "The Bantu education system robbed the largest section of the population of the basic skills such as critical thinking and problem-solving and instead, equipped them with a substandard education that effectively confined them and, in all likelihood, the following generation, to a life deprived of the most basic of human rights". Therefore, educators who were beneficiaries of the Funza Lushaka bursary were quickly sent to needy schools to deal with the inadequate supply of educators in black schools.

Disadvantaged schools had overcrowded classes and consequently produced poor results. Worst of all, school managers were expected to produce good results, irrespective of such conditions. However, it was unfair to expect the school manager to account for such results. From 1994, the South African democratic government begun a massive programme of educational reform (Chudnovsky, 1998:2). This democratic time meant that the department of education started to combine all systems into one and introduced one curriculum for all primary and secondary schools.

2.5.2 Redeployment in the Newly Democratic Era (Post-Apartheid-era)

Continuous challenges led to more plans and changes such as the introduction of a new curriculum. Nyoka et al. (2014:2) observe that today, individuals who had been subjected to the apartheid education system as students have become parents, educators, and some are even education administrators. The education system had to change to be at par with the South African Constitution to undo the damage done by apartheid. The post-apartheid government of 1994 inherited one of the most unequal societies in the world (Jansen & Taylor, 2012:1). Jansen and Taylor remark that it was decades of social and economic discrimination against black South Africans that left a legacy of income inequality along racial lines.

The Nelson Mandela administration focused on freedom of education, religion and culture. However, changes were not quickly implemented as some schools remained unchanged. For instance, Lemon (2004:288) indicates that no cases of serious problems were raised between 1995 and 2000. Lemon further states that in all the schools surveyed, children tended to sit in groups dictated by race in the classroom, unless when placed by educators. That was unacceptable in new democratic schooling time.

The Ministry of Education supported the democratic tradition of public education as tradition that recognized education as a liberating process for both individuals and societies (Nedlac, 2007, July 4:1). Educators could now open their eyes to the existence of rationalization that was operating during the apartheid in a form of redundancy. Educators started to realize that an intervention could be made by making use of trade unions, as organizations that could represent them; as such, it could be included in the South African constitution. All previous structures were consolidated into one Department of Education, including the entire curriculum, from pre-primary to post-secondary. Through these changes, it was hoped that the Limpopo Province would solve problems of imbalances of resource supply negatively affecting schools in the Vhembe District.

Rationalizing educators was negotiated by all stakeholders such as trade union representatives and the new government leaders; they agreed to implement the system. Chudnovsky (1998:1) confirms: "In post-apartheid negotiations, the South African Democratic Teachers Union agreed to the implementation of R&R strategies in the sector". Ending educational inequality was to align with the end of the apartheid political system. Steyn et al. (2008:33) argue that this had to be accompanied with commitment of responsibility as a distinctly human characteristic, which is a mark of maturity and outcome of effective education.

The SASA (Act 84 of 1996) introduced important changes that contributed to the transformation of a new Democratic Education Department. The Act's contributions are summarized below:

- "A single democratic, non-racial and equitable public education system was established;

- Two categories of public-schools and independent (private) schools - replaced the various categories of schools that existed during apartheid; and

- A uniform system of governance was introduced in all public schools;

Important powers and functions were decentralized on the level of the school community, drawing on the traditions of democratic anti-apartheid struggles and former Model C schools (Chaka, 2008:15).

To the disadvantaged, rationalization was a long-overdue process. Chudnovsky (1998:2) indicates that the ANC proposed a total transformation of the state for the right to reform the government and its institutions in the post-apartheid period so that bureaucracy would not block necessary changes and open up jobs. This implied that the distribution of financial and human resources to effect equity could then be equally effected to all public schools.

Educators, as victims of the Bantustan education, could then realize the real benefits of the constitution of South Africa (Act 108 of 1996) Chapter 2 Bill of Rights, which states that everyone has a right to equal education. On the 2nd of May 1996, the then Minister of Education announced the three-year improvement package for educators signed by the Education Labour Relation Council (ELRC). He indicated that it was a package that dealt with the right-sizing of education, a voluntary severance package, amendments to pension benefits and remuneration adjustment. This indicated that doors were now open for the educational reform to start.

Chudnovsky (1998:26) points out that the African National Congress (ANC) - by far the most popular political party in post–apartheid South Africa and the senior partner in the national government - committed itself to an education system which provided equal opportunities to all children. That equity of educators could solve problems emanating from balancing the teacher-pupil ratio and even teaching opportunities in all primary schools of the Vhembe District. The Education Labour Relation Council laid down several Resolutions and Collective Agreements to be considered when implementing the R&R process. This contributed to a negative impact that had wide implications on educators' performance and increase in personal tension to educators

who claimed that they were victims of the redeployment. According to Makhado (2008:150), the education system was facing pedagogical challenges of closing the gap between theory and practice.

Makhado (2008:19) said that historically, former Model C and independent schools were resourced and attracted learners from diverse communities. Educators from black public schools feared that only white educators would continue teaching at former Model C and independent schools despite laws of the new political dispensation.

SGBs from schools with more subjects, few educators and more learners kept on demanding for extra educators. Instead, in every school, the SGB had to wait for the department to initiate the declared redeployment process and address their demand for supplying more educators during a formal rationalization process match of curriculum competence in absorbing them to the most under-staffed schools. This means that they had to wait for the R&R process and allow it to run its course.

2.6   THE NECESSITY OF MULTICULTURAL EDUCATION IN SOUTH AFRICA

Rationalization was introduced to unite different cultures by preparing blacks and whites to share one common South African education system and common culture of teaching and learning. Although no consensus exists among researchers on the concept of multicultural education, the following aspects are evident in most definitions: multi-cultural education is a particular approach to education; it is a continuous and dynamic compulsory process; it enhances cultural awareness and sensitivity; it acknowledges and accepts cultural diversity (Makhado, 2008:34). This indicated that it was very necessary for the Department of Education to introduce the new equal multicultural education in all schools in South Africa for introducing multi-cultural education, which would lead to transformation.

Manwadu (2008:2) argues that educators and pupils thought that the democratic system meant they were no longer supposed to obey and succumb to any bureaucratic and authoritarian practice of the apartheid. This became a challenge when the new education dispensation introduced Outcomes Based Education (OBE). Although the

culture of teaching and learning was restored in schools, school managers were responsible for proper management of the schools. There was considerable resistance against authority and powers given to school managers and heads of department.

DoE's (ELRC) Resolutions and (ELRC) Collective Agreements laid rules and regulations down. It was expected that all educators support the new way of transforming school systems. This was another way of creating opportunities for improvement to disadvantaged South African learners. South Africa was preparing for a new approach of rationalization where there was no oppression of one race by another.

2.7   FACTORS THAT LED TO IMPLEMENTATION OF THE R&R PROCESS

Educators who were affected by redeployment felt that the system was not transparent. The Limpopo spokesperson responded to claims that posts were being created in formerly disadvantaged schools.   For example, nine more posts were added at SDW Nxumalo, where there was shortage of educators, to make them a total of sixteen (Gxumisa, 2016:1-2).

Another example of aggrieved parents and learners was in a Secondary school at the Eldorado Village. They argued that the government failed them by not providing solutions to shortages of educators (Gxumisa, 2016:2). However, such challenges of shortages of educators in schools were meant to be resolved by rationalization, as reflected in the ELRC Resolution (7 of 2002) and ELRC Collective Agreement Number (2 of 2003). The process was hypothetically to be implemented on permanent educators only. Resolution (7 of 2002) further stipulated that during the process, educators would be absorbed only into vacant posts that existed at levels and/or ranks equivalent to the ones they hold. As such, the implementation was based on the South African Constitution (Chapter 2 Bill of Rights) which sought to provide democratically equal education to all learners.

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Crouch and Perry (2003:491) state that a "major factor in the projected demand for educators was the assumption driving prevalence of HIV/AIDS among educators and death rate of educators from HIV/AIDS, as well as birth rate and the number of children of school-going age who were orphans". Jansen and Taylor (2012:2) argued that HIV-AIDS eroded quality gains premised on the availability of trained and experienced educators to deliver on new curriculum or assessment reforms in the sense that more and more educators were leaving the education system because of illness or death. This meant that the higher the educators' death rate, the more the schools ran short of educators. Therefore, many educators were needed to close the gap experienced on ratio issues. The SGB and management were under intense pressure to find substitute educators in cases of natural attrition of educator's death, resignation or retirement. Xaba (2003:288) argues that educator attrition disrupts schooling.

2.7.1 The Need to End Imbalances

According to Hlangani (1996:11), overspending in education in 1997, over-staffed urban schools and desperation of educators in rural and informal settlements made rationalization and educator redeployment necessary to ensure equal access to education. Furthermore, SADTU secretary general defended the issue of equity saying: "Our premise, therefore, was altering the funding formula a fact which could not be disputed by anybody in order to effect equity" (Hlangani, 1996:11). Schools that experienced inequity were unable to get opportunities for better culture of teaching and learning. As such, inequity implies an imbalance of all resources in schools, including human resources (Nong, 2005:8).

The Boards of Education (2006:12) shows equity to the intent to balance school facilities throughout district-consistent programs, enrolments and opportunities. Manwadu (2008:35) argues that redeployment was used to control school staff post-establishment each year. Changes for educator-equity in ending imbalances were not accepted nor acknowledged. This means that all educators were affected, including school management teams, even during the times of rapid changes in the education department. The process was meant to end imbalances of educator inequity in all South African public schools.

Staff rationalization and redeployment sought to provide information on measures to redeploy educators in schools and colleges, as a step towards effecting equity in the delivery of education (Bengu, 2004:2). An equity policy was introduced whereby the most visible examples of inequality could be seen in the contrast between half-empty classrooms in white schools and inadequate supply of educators in the black schools (Fleisch, 2002:45). Changes of educator provision supported secondary school managers who could employ foreign educators in their schools. These foreign educators were mostly appointed in secondary schools for teaching scarce skills in Mathematics, Physical Sciences, English and Technology. The Limpopo Provincial Education Department states, "contracts of employment of foreign educators meeting minimum appointment requirements shall be extended to 31st December 2013" (Departmental Circular Number 199 of 2012). According to SADTU, the appointment of foreign educators was necessitated by the apartheid backlog that failed to train adequate educators mainly for black schools (Hlangani, 1996:11).

2.7.2 Managing Supply of Resources

South African resources were not equally supplied in white and black schools, and supply was done through legalized favours. Consequently, resources were poorly managed; as such, there was no proper balancing in all public schools. The improvement occurred only after reconciliation that effected the new changes. What influenced staff redressing was the need to re-allocate and re-distribute human resources to equalize post provision.

In Ireland, the allocation of teaching resources to schools for 2011/2012 and arrangements for filling vacant or new teaching positions took place in the context of the programme for National Recovery (Department of Education and Skills, 2011:1). Certain managerial skills had to be applied to diminish low morale, discouragement and educators' stress. This could enable staff resources to be well controlled when managing learners' ratio resources. The irony is that while some educators were coming into the teaching profession, others were leaving the teaching profession. That was the reason why the HSRC (2005:10) pointed out that too few educators were entering the teaching profession, too many educators were leaving the profession, and

too many educators were inappropriately developed in the teaching profession to meet human resource needs of the country.

According to Chudnovsky (1998:2), the aim of R&R was to redress the historic inadequate resources characterized by inequality in teacher-pupil ratios (TPR). The Education Labour Relation Council (ELRC), Collective Agreement Number (2 of 2003) and resolutions released advocated for the process of redeployment. Soudien (2001:4) argues that the best way of managing the supply of resources is developing the school when effecting quality change as this would minimize the stress of restructuring. It was very important to support school improvement through determining the mainstream curriculum. Garson (1999:1) states that school managers spoke out strongly against the policy that they believed had been poorly managed and had badly backfired.

Management in self-supply of human resources was carried out by the SGB when schools experienced overcrowded classes, before the department could supply schools with educators. The SGB could employ their own temporary educators and remunerate them. Garson (1999:1) confirms that schools that could afford it were allowed to mitigate effects of rationalization by employing additional educators via their school governing bodies.

2.7.3 New Curriculum Needs for Grading Schools

The new democratic curriculum was designed with the inclusion of reformation in education department in mind. Each school was empowered to describe its own curriculum. This would be designed by the SGB in accordance with the Personnel Administration Measures (PAM) of 1998 Chapter A, Paragraph 3. The idea of rationalizing the whole system, including human resources supply, included the design of a new curriculum. This would prevent the western culture from continuously dominating the African culture.

It was made clear that the entire curriculum – from pre-primary to post – secondary – was being re-written (Chudnovsky,1998:2), so the implementation of R&R could come

with new ways of improving such curriculum. There were certain criteria that the DoE applied for schools to be graded. Grading of schools was dependent upon the enrolment, the number of educators allocated for the school, the type of school, learning areas offered, streams in case of secondary school curriculum, etc. These contributed in the way in which schools were graded. Most secondary schools could proclaim that the school fell under the Science stream, Commercial stream or General stream.

The new South African Education system introduced a better way of getting into different careers through specialization to effect transformation. Fleisch (2002:117) indicated that the new curriculum aimed to shift the focus of school teaching away from objectives derived from syllabi content, to structuring learning experiences around what students should know by the time they exit the formal school system.

Grading of schools in the primary and secondary levels was organized according to phases. The five categories were: the first category - Early Childhood Development (ECD) of the Pre-Primary level with crèche, Pre-school and (Grade 0) learners. The second category was Grade R to Grade 3 learners. The third category was Grade 4 to Grade 6 learners. The fourth category was Grade 7 to Grade 9 and fifth category was Grade 10 to Grade12.

The primary level graded the curriculum according to learning areas in consideration to the Revised New Curriculum Statement (RNCS) from 2012. It was also in consideration of Curriculum and Assessment Policy Statement (CAPS) for lower grades such as Grade R up to Grade 3 in Foundation Phase, and the next implementation was with Grade 4 up to Grade 6 for the intermediate section from 2013. Such categories required redeployed educators to check from their profiles when matching school requirements with their profiles to effect absorption process.

The need of equal education to all South African learners was very important for the grading of schools in curriculum and learner enrolment. Bengu (2004:3) stated that a "new grading criteria for schools was developed and negotiated in the ELRC. The grading according to the number of leaners determined the level of the school manager". Each educator was expected to offer normal teaching workloads,

irrespective of whether the educator was offering FET, Senior, Intermediate or Foundation Phase. According to Fleisch (2002:50), stakeholder structure that included educators, parents and management was obliged to deliberate and reach consensus on school curriculum needs and identify vacant posts to be filled in the case of under-staffed schools or identify redundancies in the case of over-staffed schools.

The importance of changing the curriculum by diverting from the old system to the new democratic system was immediately introduced through the Outcome Based Education (OBE) curriculum. The new curriculum aimed to shift the focus of teaching from objectives derived from syllabi content, to structuring learning experiences around what students should know by the time they exit the formal school system (Fleisch, 2002:117).

2.7.4 Improving Quality Education Model

The model of quality of teaching and balancing the number of educators with those of the learners as per (ELRC) Collective Agreement Number (2 of 2003) was linked to improvement. Quality education demanded a lot of improvement for effective teaching. Gangiah (2016:1) indicates that in two schools, SWD Nxumalo and Mphengwa Secondary in Limpopo, parents were angry and were protesting. An SGB representative said:

> "We only received one additional teacher today [Wednesday].
> We have asked the department for more teachers, but we are
> still waiting on them to deliver on their promises".

Schools did not let up on their protests, demanding and waiting for the supply of more educators whom they believed would improve the quality of education in their schools.

The struggle for the improvement of the education system continued even though new appointments of temporary educators were done, in cases of substantive posts. The education department prioritized areas where there were shortages of scarce skills to improve matric results. Fleisch (2002:29) argues that the improvement of education

was one of the main aims of the department from 1995 onwards. The objective was to engage a new organizational culture of racial equality in South African public schools.

2.7.5 Changes in Educator Provision

Moloto (2014:1) points out that due to delays in the provision of educators in certain schools, parents became angry and participated in protests. This was the case in the Limpopo and Eastern Cape provinces.   Some classes had no educators at all because school integration had almost doubled pupil numbers from about 160 to over 300 (Nkonkobe & Ntshobane, 2013:1). The Department of Education (1998:B2.4b) stated that redeployment was carried out to effect equity in staff provisioning and would not result in declaring educators redundant. This indicated that there had to be change in the provision of educators in every school to improve teaching and learning in most black public schools.

It was also recommended by RSA (1995:21-23): "in order to restore or improve the culture of teaching and learning in South African schools, a common purpose or mission among students, educators, principals and governing bodies must be developed, with clear mutually agreed and understood responsibilities and lines of co-operation and accountability" (Van Wyk, 2004:51).

Crouch and Perry (2003:478) state that the DoE began to implement a programme of ensuring equality of resources in schools. It was initially estimated that two-thirds of the country's schools would be allocated additional educators and that about a third would lose educators (Fleisch, 2002:46).   This implied that redeployment, as a continuous process, would control loss and increase of educators, depending upon the school enrolment during reduction and addition when the absorption process would be occurring. Parents, as school governors, were complaining that the department failed to honour its promise.   Nkonkobe and Ntshobane (2013:1) capture this situation in one school by reporting:

> "*So there had basically been no learning at either of these*
> *schools since Monday, and parents were today meeting*
> *with the district director to discuss their way forward*".

This shows that the Department of Education had to consider the enrolments in schools to provide necessary changes in terms of human resources supply.

Schools that had shortages of educators became impatient with the department. On the other hand, the Department of Basic Education condemned the protests and strikes, arguing that closure of schools due to shortage of educators could not be condoned (Nkonkobe & Ntshobane, 2013:2).

The departmental spokesperson indicated that they were aware of the problem and the department was busy sorting out the situation. The departmental spokesperson said:

> "*We appreciate the seriousness of the problem, but closing the school*
> *is not the answer, it just adds to the problem at the end of the day*".

He further indicated that 800 educators had been redeployed and the process was still ongoing (Nkonkobe & Ntshobane, 2013:2). This was an attempt by the spokesperson to encourage schools to follow proper procedures in requesting for additional educators and discouraging protests. School managers were meant to apply for ADHOC posts for the Department of Basic Education (DoE) to provide extra temporary educators. Schools without ADHOC posts were compelled to wait for the Department of Basic Education (DoE) to recommend advertisement for educators to apply.

The absorption process could solve problems in schools with a shortage of educators. As such, the perception was that for educators who were to be absorbed quicker, a demand of more skilled subjects was important. There was a view that redeployment simply involved a freeze on hiring and a transfer of excess educators from one educational institution to another (Maile, 2005:177).

2.8   PROCESS OF STAFF RATIONALIZATION AND REDEPLOYMENT

Redeployment is the process of moving and placing educators in the right-sized alternative by providing schools with equal opportunities to teach. This is done with equally distributed resources in unbalanced ratios to overcrowded learners in all public schools. According to Jobwise (2008:2), redeployment is a process of moving a

worker to fill an alternative role within the same business, and it may take many forms such as:

- Moving an employee sideways to another position that allows them to explore different skills or attributes from their current functions;

- Outplacing experienced staff members with interested stakeholders and closing the gap in terms of quality and numbers;

- Adjusting work roles or tasks to allow "experts" to concentrate on their expertise; and

- Using an experienced employee on project work, business improvement, quality assurance or mentoring.

There were too many reasons towards implementing the redeployment process. Transformation came with many changes to most stakeholders and their institutions, hoping that with adequate educators, school governance could be improved. According to Fleisch (2002:41), the distribution of teaching posts was inevitably going to be the main equity issue. That was why the Department of Education decided to resolve the ELRC Collective Agreements Number 2 of 2003 and number 1 of 2012 of right-sizing towards equalization of the standard of education in all South African Schools, irrespective of colour, race, gender, ethnics, religion, culture, creed, size etc. and correct the set up where educators were regulated by the Administrative Law. At the Vhembe District in Limpopo Province:

- The department sought to initiate a transition to effect better quality by rationalizing the education system for all types of public schools, irrespective of colour, creed, religion, language, disability culture, ethnics or even marriage;

- The main idea was to explore people's rights so that all learners may receive equal education in all schools as a better way of equipping schools with equal opportunities and educational resources.

- The department wanted to address the challenge of school imbalances in educator provision with regard to the domination of white institutions over blacks;

- The department needed to phase out the oppressed experienced type of education. It was acknowledged many times, rationalization through redeployment was the main issue;

- Certain influences and factors led the education department to resolve the goal of redeployment by right sizing the number of educators to match the number of learners to alleviate the inequality at all costs;

- Certain factors contributed to redeployment to prevent white institutions from becoming dominant over black institutions;

- Redeployment affected educators from both rural and urban schools. Regarding urban and rural redeployment, educators in rural schools were too few compared to urban schools because learners from rural used to be few, yet learners in urban schools were many. Mulkeen (2005:3) notes that while there was no doubt that many countries faced challenges of educator supply, in South Africa, there were equally serious challenges of educator deployment; and

- The South African way of teaching caused the country to cope with new changes of the new democratic way of teaching, with consideration of reformation and transformation.

In terms of ELRC Resolution (6 of 1998), the decision for rationalization was reached in order to cope with new changes of the democratic South Africa and its total education transformation. The process of reconciliation was also the reason why the provision of education had to be transformed. Nyoka et al. (2014:4) as quoted Wale (2013), point out that reconciliation must be conceptualized as multi-dimensional incorporation of psychological, philosophical, political and material elements. This indicates that the new education system was introduced as an agent for reconciliation for all South Africans.

Certain procedures were to be considered and followed when educators were declared in excess. Educators indicated that they were not sure whether school

managers or circuit managers could properly follow all procedures prescribed by ELRC Resolutions and Collective Agreements, as such, they suspected unfairness because affected educators felt that some school managers did not follow procedure (Maile, 2005:181). Redeployment procedures made those who were affected unhappy and this ended in conflict. Conflicts sometimes caused some schools to be ungovernable.

2.8.1 Redeployment Process

In 2012, educators were redeployed according to the policy recommended and adopted during the National Education Labour Council and the provincial Circular Number (316 of 2012) paragraph 4.4. The school manager was responsible for submitting information concerning educators, in addition to the staff post-establishment to the circuit office. Circuit managers and task teams matched profiles of excess educators with the requirements of schools with vacant posts. The Circuit Manager also submitted the results to the District Manager for the process of placement and absorption by the provincial department.

Schools were aware that the provision of more educator posts was based on the school enrolment. Schools which were under-staffed were to be supplied with more educators from the list of redeployed teachers. This process had a lot of challenges due to grievances by staff members. However, some institutions found it advantageous as they benefitted by receiving new staff members.

According to ELRC Collective Agreement Number (2 of 2003 Section 6), any dispute or grievance that occurred during redeployment was to be referred to the circuit office. The circuit manager was required to deal with such cases with the task team at the circuit level to monitor the process and develop a report. Resolutions 6 and Collective Agreements directed stakeholders on procedures in monitoring, implementing, resolving such disputes and updating provincial offices on the progress of the process.

2.8.2 Rationalization process

When educators were to be redeployed, certain procedures were to be followed as laid down as follows:

a) **Conducting meetings and workshops:** SGB members would be trained for their duties to enable them to prevent challenges that could lead them into participating in protests. Meetings were expected where the department would invite stakeholders and inform them about redeployment procedures. According to the Circuit Circular dated 13/04/2007 attached to the District Circular, an invitation was made to schools with dates and venues for training stakeholders. Limpopo Province wanted to conduct half a day or just one day workshops only. Clearly, this was not enough to make stakeholders fully knowledgeable about the redeployment process.

b) **Determination of educators in excess:** In all Provinces, schools from each district had to follow the same system in determining excess educators through the declaration of recently supplied staff post-establishment by the Department of Basic Education. According to ELRC Resolution (6 of 1998), determining educators in excess was done with an open, transparent consultation with all schools according to set procedures. Educators from the same institution ware informed in a formal staff meeting by the school manager. Ambleside (2008:3&5) confirms that as soon as staff members were informed of the decision to declare staff reduction, head educators had to start with the consultation process through writing. Ambleside indicates that the school would then adopt the standard selection criteria applied in all cases of redundancy such as reflected by Resolution (7 of 2002).

The school manager was responsible for facilitating this process through the circuit manager on behalf of the Head of Department (HoD). At that point in the process, they could work out the educator's profile. During the staff meeting, educators' views were considered. Thereafter, the school manager would inform affected educators. Educators in excess were determined by referring to the latest staff post-establishment concerning school enrolment. In cases of

secondary schools, consideration was taken in balancing even school subjects according to the school streams curriculum.

The school manager could then inform the affected educators by giving them forms of excess declaration. Educators declared in excess but wanted to go for retirement within the next six months could do so. According to Resolution (6 of 1998) Annexure A Paragraph 7.1, the state introduced measures to promote redeployment by allowing educators to retire voluntarily provided the educator concerned was declared in excess and the post was to be abolished. Determination of excesses in education could sometimes allow the institution to introduce new changes.

c) **Requirements followed for determining educators in excess:** Certain requirements were laid down for educators who qualified for the redeployment process in all the Limpopo Provincial schools. All educators were bound to be redeployed. In addition, the scope of the agreement was binding through the Employment of Educators (Act 76 of 1998) (as amended), the ELRC Collective Agreement Number (2 of 2003 paragraph 2) and ELRC Collective Agreement Number (6 of 2002 par. 2.2). Through the same ELRC Collective Agreement Number (2 of 2003), educators who qualified were affected by the redeployment process received the following information:

- Temporary educators with two years' or more experience;
- Temporary educators with less than two years, but offering scarce skills;
- CS1 permanent educators;
- Heads of Department (HODs);
- Deputy School managers;
- Educators should be members of any of the trade union; and
- Educators should have registered with (SACE).

Each school had to report to the department with school information as follows:

- the number of educators declared in excess;
- description of each excess educator's portfolio;
- the school's indication of the number of vacancies; and
- description of the requirements of each vacant post.

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d) Criteria for excess determination: Certain criteria requirements were laid down through consultation with other stakeholders regarding the process to be followed in identifying educators in excess for redeployment purposes. This was done in accordance with ELRC Collective Agreement Number (2 of 2003) and The PSCBC on Resolution (7 of 2002), which stated that all educators declared in excess had to undergo the criteria set down for the guidelines of determination of those educators in excess.

The school manager would handle the criteria to determine educators who were additional to the staff post- establishment. The ELRC indicated that even those educators who were not in excess would be absorbed into those schools with vacant posts, according to the recent staff post-establishment (Vinten & Lane, 2002:433). There had to be a method of notifying the redundancies by ranking them as a classic. Ambleside (2008:3) notes that having explored the means by which redundancy could be avoided, the next stage was to apply standard selection criteria specific about how the individuals affected have been identified. Several forms had to be completed by all redeployed educators for the absorption process list. Redeployment was done to align with the principles discussed below:

- **Voluntary redeployment:** Voluntary redeployment refers to redeployment whereby one can volunteer to leave with full knowledge that even though that he/she did not volunteer, it would end up being compulsory (ELRC) Resolution (6 of 1998). The educator could also opt for voluntary redeployment knowing that the environment under which he/she was now working was unsatisfactory. He/she, therefore, may feel that it is much better to move to the next school within the same province. Educators had option of self-voluntary redeployment. The ELRC Resolution (6 of 1998) required institutions to agree with all parties before the implementation of this process.

This meant that the educator would be offered a chance to move when transferred to the next new school. These redeployed educators had to wait for the receiving SGB to accept their applications. Fleisch (2002:49) observes

that some permanent educators volunteered to be transferred to under-staffed schools.

- **Compulsory redeployment:** Compulsory redeployment is another measure introduced by the state in the promotion of rationalizing educators. This was referred by (ELRC) Resolution (6 of 1998) as the option in which an educator was bound to go. Factors to be considered when applying compulsory redeployment, as per Teachers' Forum (2003:2), were as follows:
  - Curricular needs of the school;
  - The specific circumstances of the school;
  - Educators' views when determining the curricular needs and school-specific circumstances; and
  - The Principle of seniority shall mostly be considered, that is, 'Last in First out' (LIFO) criteria.

Although the LIFO criteria was not compulsory, it could make it easier to solve conflicts because it was protecting educators with longer experience and fairly determine educators in excess. Educators with more experience were more advantaged because teaching experience and scarce skills subjects were mostly considered, as well as the 'Last in First out' (LIFO) principle. Seniority refers to educators who rendered continuous services to any public school. It was strongly confirmed that the period of service for LIFO should include all continuous service rendered at any public educational institution (Nong, 2005:60).

- **Voluntary severance package (VSP):** Voluntary Severance Package (VSP) was introduced as a buy-out offered to solve problems of educators declared in excess from various schools not in need of being redeployed to any schools, but willing to leave his/her post (ELRC Resolution (6 of 1998). That option was challenging since many educators were not willing to be transferred to other schools, so they took that option. It was recommended for those who were nearing retirement. VSP was introduced as a package for educators as an alternative option of retirement to older educators in terms of age.

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Siobo (2010:34) argued that the option of severance package in Limpopo Province was often chosen by those with lower levels of education and may be linked to lower value of schooling. Siobo further confirmed that the perceived lack of relevance of schooling may be enhanced by a rigid curriculum, often designed for a context (and sometimes culture) removed from rural areas. This means that Limpopo Province parents lacked interest in schooling in rural areas, as they were more interested in designing a curriculum to adapt their interest to situations, for instance becoming landowners and farming. Thus, one might find that even children from rural areas prefer to remain at home, helping their parents in ploughing fields and looking after cattle. This might have influenced educators who took VSP before their retirement.

As soon as the above system exited, posts were left without Maths and Science educators. According to Clarke (1998:4), when voluntary severance packages were offered to educators five years ago, Science and Maths educators - already in short supply - left schools in droves, opting for more attractive positions elsewhere.

- **Provincial vacancy list:** The HoD from the provincial level published the provincial vacancy list within the Department of Education. This means that only educators within Limpopo Province were eligible to apply for absorption. That was the time where the school governing body received applications for qualified educators who were meeting the requirements. The SGB was requested to recommend to the provincial HoD for absorption.

All temporary educators who served for two years and more and those with less than two years but teaching scarce skills subjects were recommended for absorption. That was when the SGB started to indicate misunderstandings that they do not like educator X. It was the duty of the province to issue letters for educators to transfer them to their new institutions without interviews, to start working at their new schools. The Provincial Department had drawn the closed

list reflecting vacancies for temporary educators to occupy vacant spaces. Nong (2005:63) confirms that

The Provincial Education Department (PED) drew up a closed vacancy list of post level one temporary educators, reflecting vacancies to be occupied per circuit and district.

2.8.3   Determination of Promoted Educators in Excess

All promoted educators were also subjected to redeployment where needed. That depends on the formula used when calculating the number of educators compared to the learner ratio indicated from each schools' staff establishment released by the Department of Basic Education.

Bengu (2004:1) specified the number of post levels reduced from 8 to 6 to flatten the culture. Bengu further stated that post levels for senior deputy school managers and deputy school managers were conflated as well as those for two levels of school managers (post level 5 and 6). The changes were made by the then minister of the Department of Education when announcing right-sizing in the education sector.

Post number 6, 13, 20, 27 etc. were post numbers for heads of department. Yet post number 15, 30 etc. were post numbers for Deputy School managers. According to Resolutions and Collective Agreements related to redeployment, if the school does not qualify to have an (HOD) anymore, the educator on post number 6 was declared in excess. For instance, in a school where there were 14 educators, they could qualify for HOD number 6 and 13 only. The same applies to a school with 16 educators only; they qualified for deputy school manager number 15 only. Such allocations were to be indicated in each school's staff establishment.

If the staff post- establishment released could indicate enrolment that qualified for only 12 educators, the HOD who was meant to remain was number 6 only, yet number 13 was automatically declared as in excess because only 12 educators should remain at school. Promoted educators sought vacancies from schools with the same post level

of (HOD) or Deputy School manager for absorption (Department of Education, 2005:1-2, Vol's 1, 2, 3 and 4/2005: 01 August 2005).

2.8.4 Impact during Redeploying Promoted Educators

The removal of promoted educators had a great impact on the running of schools and contributed to dysfunctional schools due to lack of enough supervision and support for educators and learners. Fisher and White (2000:246) pointed out that in contrast, when we assume that learning is generated at the intersubjective level, we infer a social network frame. This confirms that unity networking of management is aligned in the togetherness of educators to promote welfare and maintain the teaching and learning process.

- **Positive Impact to Promoted Educators**

A school with a management team consisting of promoted educators had more advantages than those without. The deputy school manager and heads of departments assisted the school manager. Once the deputy school manager or HOD arrives at a school, educators are able to get assistance and support where needed. This translates to better workshops, monitoring, supervising and control of educators and learners' work, laid on the hands of deputy school managers and HODs to improve school progress and status. The Department of Education (2007 April 17th) and the Provincial Governmental Circular dated 02/11/2005, including the Vhembe District Circular Number (288 of 2005) management plan, were issued to circuit offices to be implemented by schools. Apart from the process of interviews, it was required that deputy school managers and HODs in excess have their profiles matched for absorption in five working days, in terms of Personnel Administration Measures (PAM 1998 Chapter B, paragraph 32(d).

Educators in excess would consider the process as a better solution to their problems of being in excess, due to the fact that after absorption of promoted educators, then the CS1 educator could also be placed on permanent posts suitable to their profiles. School managers did not experience a negative impact only, positive effects were also experienced during the process of redeployment. For sustainability of a positive

impact within the redeployment process, certain strategies could be applied for a good relationship between educators and the school manager.

- **Negative Impact to Promoted Educators**

When promoted educators were redeployed, they were negatively impacted. This also negatively affected schools due to lack of most of SMT members' control and supervision regarding CS1 educators' and learners' work. Promoted educators faced challenges concerning absorption in schools with vacancies. Some of them could not get spaces that matched their profiles. This means that they stayed in excess lists for a long time without absorption. Staying at the same school, being on excess and waiting for absorption was giving stress and frustration.

The above points show how redeployment was negatively affecting school managers, deputy school managers and heads of departments. When educators were redeployed, promoted educators became unhappy. Nemutandani (2004:48) shares a comment from one school manager:

> "if an educator is declared in excess, hmm, you start hating the
> principal, you start hating other educators who were not in excess".

In certain cases, where a school manager taught with one (CS1) educator, the disadvantage was that the school manager had a lot of teaching workload. The less educators in the school, the more the workload of those educators becomes heavior, so educators were forced to teach in multi-groups, as they had few numbers of learners, but more grades. As a result of redeployment of educators, Hlangani (1996:11) indicated that the redeployment plan generated anger and fear among educators in some provinces. Sahdev and Vinnicombe (2002:1) pointed out that although downsizing can have a positive impact on performance and efficiency in the short term, it is doubtful that this can be sustained in light of pressure placed on survivors.

Dolan et al. (2000: 37- 47) indicated that the impact on employees caught in the R&R process is often called "the survivor syndrome". Dolan et al. (2000:37- 47) further said

that symptoms are varied: fear, anxiety, depression, guilt, sadness, anger, poor conduct, career ambiguity, a measure of pre-occupation with the future. First-hand redeployed educators from downsized schools remarked that it was this new transformation process that was a negative enemy.

2.9   TRANSFER OF EDUCATORS IN EXCESS FOR ABSORPTION

The process in which educators were transferred from one school to another was through absorption.

2.9.1 Absorption Process

Absorption process took place after having determined educators in excess. According to Circuit Circular or 2007 April 13th, schools were invited to attend a meeting on the 17th of April 2007 for absorption of educators additional to the 2007 staff post-establishment. Stakeholders who were invited used distributed work programmes scheduled to attend meetings when such workshops were conducted. The meeting was attended by:

- "One school manager;
- One educator representing the staff; and
- One SGB member (total: 3 people per school" (2007 April 13th).

Certain requirements were supposed to be met by educators who were declared in excess, again a certain procedure was followed in order to absorb educators in new schools immediately. Each school had to submit the workload (profile) of each educator determined in excess and match them with requirements of vacant posts. The absorption was done through filling vacant posts only with educators on the redeployment list (Besseker, 1997:43).

Educators were absorbed as according to all applied procedures and requirements for rationalization which were expected to abide by the (ELRC) Collective Agreement Number (2 of 2003 Annexure A), (ELRC) Resolution (6 of 1998 Annexure A), (ELRC) Resolution (7 of 2002), (ELRC) Collective Agreement Number (1 of 2012 dated 28

March 2012) and revised Departmental and Provincial Action plans and circulars as per circular dated 13th April 2007. Absorption of those permanent educators was different for temporary and promoted educators. Educator absorption is based on requirements listed in (ELRC) Collective Agreement Number (2 of 2003).

Temporary educators were supposed to vacate and give space to be allocated to those permanent educators who are redeployed. Vacancies may exist because of natural attrition due to retirement, death, resignation, promotion etc. According to (ELRC) Collective Agreement Number (1 of 2012), the process of matching and absorbing continued up to the 31st May 2012. On the above stipulated date, "transfer of serving educators in terms of operational requirements" should have been completed.

2.9.2 Absorption Criteria

All permanent educators declared in excess supposed to be absorbed into new vacant posts of the school staff post-establishment were expected to meet the following criteria:
- They should meet the curriculum requirements of the posts;
- They should be permanent educators;
- The principle of seniority was mostly considered as 'Last in First out' (LIFO) criteria, as per (ELRC) Collective Agreement, Number (1 of 2012); and
- It was also confirmed that the school's specific circumstances should also be considered.

2.9.3 Educators Occupying Temporary Posts

It was the responsibility of the school manager to apply for temporary educators' posts where there were overcrowded classes, or where there is shortage of the educators in terms of staff post-establishment. In order to implement equity balance, educators are expected to move from one school to another.

According to the directive for Human Resource Management matters (School-based on EEA Appointments) in preparation for the re-opening of schools in January 2013, appointed temporary educators in substantive posts displaced by excess educators, as per Departmental Circular Number (199 of 2012) should report at their current schools for process matching to be completed. Therefore, both educators in excess and temporary educators meeting the stipulated requirements could then benefit.

All temporary educators were supposed to renew their contracts time and again, and some temporary contracts were terminated. Other terminations were done without any notice given to educators. Besseker (1997:44) indicated that a certain school had filled four vacant posts with temporary staff whose contracts had to be renewed each term. This was negatively affecting management team of the school. Management employ temporary educators, even though redeployed educators were still on the waiting list, waiting for the approval of the absorption process.

Some temporary educators taught for the sake of serving minimum requirements needed by the department. Temporary educators could qualify for approval of absorption to any of the permanent vacant posts after having gained enough experience from teaching. When vacancies were opened, first preferences for absorption were given to permanent educators in excess, then consideration was given to experienced temporary educators afterwards.

Educators occupying temporary posts were expected to meet the requirements laid down in terms of Collective Agreement Number (1 of 2006) Paragraph 5.2 as follows:
- Registration with South African Education Council (SACE); and
- REQV 13.

Such educators qualified to occupy temporary posts declared as substitute, substantive or ADHOC. Priority was to absorb educators occupying permanent posts before temporary educators could be absorbed into remaining vacant posts.

2.9.4 Absorption of Temporary Educators

Requirements for absorption in permanent appointments of temporary educators were different from those of permanent educators. The Provincial Departmental Circular dated (2012/07/19) referred to the implementation in terms of paragraph 4.4 of the (ELRC) Collective Agreement Number (1 of 2012). Temporary educators occupying substantive posts were geared to be permanently appointed only after the process of matching and absorption of permanent educators was completed.

The circular indicated relevant documents required from each temporary educator's profile to be compiled and consolidated into a database for the absorption process into vacant posts, required documents, were clarified as follows:

- Route form;
- Educator consent form;
- SGB recommendation form;
- LPDE 01 form;
- Certified copy of senior/ grade 12 certificate;
- Certified copy of diploma/ degree certificate(s);
- Certified copy of SACE registration certificate;
- Certified copy of ID; and
- Persal line up of the school (Provincial Department of Education, 2012/07/19).

- **Conditions**

The absorption of temporary educators was done in terms of paragraph 4.4 of (ELRC) Collective Agreement Number (1 of 2012). The implementation of the 2012 Collective Agreement brought changes in the absorption process of temporary educators. Those terminated on 31st December 2011 who were to be absorbed were delayed when the process was put on halt; instead, they received a new version. Schools were instructed to extend educators' contract to the 30th June 2012.

Another option for the Department of Education to appoint temporary educators was that of implementing Section B of the Employment of Educators (Act 76 of 1998) which

was amended. The act allowed the Head of Department, after consultation with the Governing Body, to convert temporary appointment of an educator appointed to a post on the educator establishment of a public school to a permanent appointment without the recommendation of the Governing body, Collective Agreement Number (1 of 2012).

- **Procedures**

Procedures laid in the (ELRC) Resolution (6 of 1998) Annexure A provided for the rationalization and redeployment of educators within educational institutions to achieve equity in educator-staff provisioning in the said institutions, in terms of the approved policy on educator post provisioning. Permanent educators who felt they were victims to the 1998 redeployment process were to make applications from closed advertised posts to schools with vacancies, occupied by temporary educators (ELRC) Collective Agreement Number 2 of 2003.

For the permanent appointment of temporary educators occupying substantive posts, conditions for their absorption were according to the (ELRC) Collective Agreement Number (1 of 2012) as follows:

- Temporary educators, who after the conclusion of the process of educators occupy substantive posts, shall be absorbed in permanent appointment posts on 31 May 2012;
- Temporary educators displaced by educators declared as additional to the staff post-establishment were matched and appointed permanently in the remaining substantive posts;
- Remaining temporary educators, displaced by educators declared as additional to the staff post-establishment, remained in the system until they were appointed permanently; and
- It was confirmed that profiles of temporary educators who terminated on 31st December 2011 were compiled and consolidated into a database".

2.9.5 Transfers and Absorption of Promoted Educators

Promoted educators needed vacancies from schools with the same post level of (HOD) or Deputy School manager for absorption (Department of Education, 2005:1-2, Vol's 1, 2, 3 and 4/2005: 01 August 2005).   Absorption of promoted educators was different from those of assistant educators (CS1 educators), depending on the post number of promoted educators such as number 6, 13, 15, 20, 29, etc. The level of post numbers was indicated from the supplied staff post-establishment compiled by the education department and distributed to schools through proper channels.

In cases where a promoted educator was declared in excess, he/she was expected to wait until such time that there was a space allocated for promotion posts. Vacancies were reserved for applications from lists of redeployed educators (Netshivhuyu, 2010:47). That had implications in cases where the department declared that the school should have, for instance, one more HOD. The school was required to declare an assistant educator in excess to give the HOD space for absorption. Sometimes two CS1 educators might occupy one similar post number (double-parked) while waiting for vacancies.

Stakeholders were involved in the new advertisements and selection process with respect to school manager, deputy school manager and head of department posts (2005:1-2 Vol's 1, 2, 3 and 4/2005: 01 August 2005). Invitations were made to schools for preparatory plans to advertise promotional posts; meanwhile vacant spaces were used to absorb redeployed promoted educators under the same posts.

Furthermore, absorption of promotional posts continued when the Vhembe District issued Circular Number (288 of 2005) attached to the Provincial Governmental Circular dated 2/11/2005 concerning the management plan to be implemented with effect from 2007 April 17th. This meant that all redeployed promoted educators were expected to wait for the absorption process.

2.10 CHALLENGES OF RATIONALIZATION AND REDEPLOYMENT

The Grove Primary School was one of the schools that faced serious challenges regarding the process of rationalization and redeployment (Besseker, 1997:43). The school was complaining about discrimination resulting in being forced to appoint educators only from the redeployment list, which could also indicate that educators from this school were not in favour of the staff rationalization through the redeployment process. The challenge to the Department of Basic Education came when the Grove Primary School won the court case. This was the reason why Thulas Nxesi, the then SADTU secretary disputed that there was an over-supply of educators as a result of apartheid backlog (Chudnovsky, 1988:3).

That was a challenge because the SADTU trade union spokesperson was arguing that the Limpopo Province was not taking care of Limpopo schools. They wanted all school posts to be advertised, irrespective of whether educators vacated posts due to educator attrition in resignation, retirement or whether school management was advised to headhunt for scarce skills.

Staff rationalization through redeployment, which started soon after democratic government in South Africa, left some challenges, which the education sector still faces today. This way of moving educators from one institution condemned secondary schools the most. For instance, Lemon (2004:274) indicated that in August 2000, the Eastern Cape had 68,863 'educator posts', and 3,161 were vacant. Lemon further stated that 10,289 educators initially declared in excess represented a higher proportion of the teaching force than in any other province apart from the North-West Province, thus the redeployment challenge was formidable (2004:274). Weller (1995:13) stated that downsizing had negative results for both the organization and management. It was the duty of the new Democratic Government Education to pursue and develop proper sustainable and quality teaching and learning strategies for all learners. Some stakeholders perceived Outcome Based Education (OBE) as just another change in the practice of teaching and learning process in schools, whilst others perceived it at the time as an unstructured, unplanned and a limited initiative (Siobo, 2010:30). Other challenges are discussed below.

2.10.1 Educators' Lack of Commitment

Effective teaching and learning were lacking because educators refused to work due to overcrowded classrooms. Educators who were not fully committed to their work lost interest in the new curriculum in teaching. As such, they remained in the redundancy queue as educators who were not competent.

Educators who were not fully committed discouraged learners from committing to learning, so matric results were deteriorating. The rationalization and redeployment process were viewed as partly responsible for the dropout rates in matric and the diminishing number of pupils with Maths and Science (Clarke, 1998:4). Clarke further pointed out that redeployment led to some schools losing experienced Maths and Science educators at the most senior level and in some cases, losing entire Maths and Science departments. It was obvious that no department could exist in a Maths and Science school if the head of department (HOD) educator was redeployed, especially in secondary schools, where they work according to streams.

2.10.2 The Double-parked Educators

Double parking emanated as a great challenge to educators. During redeployment, educators in excess lists were placed for absorption from over-staffed schools to under-staffed schools. For those educators who were redeployed, but having no spaces for absorption, it was stated that they would remain in excess, until such time that suitable spaces could be available for them. This created problem emanating from double parking, (placing two educators in one post temporarily) and one excess educator in an over-staffed school and a second temporary educator in an under-staffed school (Fleisch, 2002:51). That meant temporary educators might exist as follows:

- A temporary educator occupying either an ADHOC or a promotional post; or
- A temporary educator who might have been appointed in a substantial post.

If a temporary educator, serving on a promotional post, did not have twelve months or more of continuous service, he/she was supposed to be given a notice to vacate the

space for a redeployed permanent educator. The permanent educator could occupy the space while waiting until the promotional post was filled. If one of the staff members fills the promotional post, then the redeployed educator would be absorbed at the same school in the space left by the promoted educator, depending on whether he/she meets the school requirements.

Also, when the staff rationalization process was paused, it forced the department to implement the process of double parking. Maile (2005:180) stated that the educator's concern was:

> "I don't have any job security. My particulars are still attached to my previous school. So, one may be returned to one's former school. The process may be reversed as the method of permanently absorbing educators was still to be negotiated".

If the redeployed educator gets a vacant post that matches the CS1 post level and his/her teaching subjects (curriculum profile), double parking of educators would stop. This implied that the temporary and permanent educators remained together occupying one post for a while because the temporary educator needs to be given a certain notice period for termination. Cost-cutting measures were still a priority, and proposals were mooted for terminating contracts of temporary educators (Chisholm, 1999:120). This implied that the temporary educator could wait for the department to give him/her a notice to vacate the post and allow it be occupied by a permanent educator.

2.10.3 Refusal to be Redeployed

The climax of redeployment came to standstill when redeployed educators resisted and refused to be transferred to whenever they were declared in excess due to personal reasons. Some of those reasons were that they do not support cases where the department initiates implementation of redeploying educators by following procedures through means of interviews. Educators felt that they could not do that, it was not fair to go for interviews and competing for the same post level. The resolution stated that redeployment is a continuous and compulsory process, so no one could

feel free to continue going for interviews. Van Wyk (2004:52) indicated that interviews do not consider competence of educators.

During the transfer of educators from one school to another, others refused to relocate because of unreasonable lack of interest in the school redeployed to. Mthombeni (2002:21) indicated that those who unreasonably refused to be redeployed were entitled to severance pay and deemed to have resigned with effect from a date determined by the head of Provincial Department of Education. Other views were that educators were redeployed to schools very far from their homes, which was affecting them physically, mentally and financially due to distance. Others had low self-esteem. Such reasons were causing instability in the school governance. If the SGB was not in favour of the incoming educator, they would not recommend him or her for appointment by the HoD. Some teachers did not like adjusting to a new area, new staff members and even a new environment.

This was the reason why the department decided to provide the option of Voluntary Severance Package (VSP) for those who refused to be redeployed although Ambleside (2008:2) eluded that volunteering for redundancy does not guarantee approval by governors. An estimation cost of those who opted for VSP was R600 million, but due to the increased number of educators who kept opting for VSP, the figure increased to R1 billion above what was estimated (Mthombeni, 2002:23). This uncertain implementation of redeployment might have influenced the SGB to protest against the process.

On 2006 February 21, the Provincial Government provided for the establishment of task teams. A special task team was ready in each district to address disputes raised by concerned educators. Cases that were not handled in the district due to their magnitude, were referred to the Provincial task team. School managers were responsible for managing through running the R&R process with full administration and giving information to their respective staff on how the process could take over and explain the impact and effects through their experience. Wood and McGuire (2009:4), regarding strengthening the idea of formation of task teams, indicated that another method was to establish a downsizing committee composed of experienced and

diverse employees to recommend the ranking. The Vhembe District was responsible for handling cases that were not solved by different circuit levels. Some of those educators who were refusing to be redeployed to unfavourable schools were given letters for transfers, which meant that they were forced to move to schools A or B, either urban or rural, depending on the response of the SGB regarding their absorption.

2.10.4 SGB's Choice of Educators

The demand of own choice of educators by SGB members was one of the greatest challenges during the rationalization process. Some parents who closed down schools in Limpopo demanded removal of unwanted educators from their school by the Department of Education. That is why "they resolved in a Sunday meeting to close the school permanently until the department removes three unwanted teachers" (Moloto, 2014:1).

SASA imposed a clear responsibility upon SGBs to take all reasonable measures within its means to supplement resources supplied by the State to improve the quality of education provided by the school to all learners (Roos, 2009:59). That was because the SGB wanted to promote its interest in ensuring that they are provided with the best quality educators from their choice of the redeployment list. The SGB was demanding education of high quality.

Van Wyk (2004:52) confirmed that the SGB posed a challenge when coming to issue of gender. They were unable to give a better offer to the gender who was not preferable for their school, even though the educator was able to meet the requirements. Such challenge could be resolved based on the number of all educators at school according to their gender and qualifications. The demand of more educators also depended on school phases and the number of learners and educators who were available at school. Roos (2009:59) says that provision of state paid teaching posts is based on a model that considers the number of pupils, school phases and curriculum choices. Roos reflected that provision exists for some considerations of equity through a

process of top slicing of the total number of posts available and the allocation of additional posts to schools in need. SGB members wanted to choose their own educators to meet their own choice by referring to their own quality. That way of choosing an educator was not supported by the Department of Education as this could lead to educators who might not be chosen for absorption even though they could meet the requirements.

2.10.5 Placing the Redeployment Process on Hold

According to the SADTU (2014/07/18) Circular, the process of implementation of rationalization and redeployment came into abeyance. The provisional office indicated that there were confusions concerning changes of subject weightings and ratios in schools. For instance, the circular issued by the provincial education which included the posts status of 2012 schools' staff post-establishments pointed out that "The 2012 Schools' staff post- establishments shall be extended to the 2013 school year in terms of the Provincial (ELRC) Collective Agreement Number (1 of 2012)" (Departmental Circular 199 of 2012). This freezing of the process of rationalizing educators affected redeployed educators in such a way that SADTU became concerned about the delay.

The abeyance was causing challenges in schools, especially among educators in excess. The more the educators were not absorbed into vacant posts, which matched their suitable requirements in time, the more the management team experienced conflicts. Concerning the redeployment process, which was put in abeyance, Maile shared an educator's comment to the school manager as follows:

> "How can I wait until such time which is not even indicated to me? This is a real punishment from the department. I am going back to the same school without even knowing whether I'm still a permanent teacher or not, it looks like I'm just a stand by teacher, this way of human resources management is very unfair".

SADTU (2014 July 28) continued to intervene, saying:
> "The union has engaged the department on the matter and the process

is now put in abeyance to allow clarity and discussions to clear the

function that has mostly affected secondary schools negatively."

Educators' shortage at some secondary schools meant that some of the subjects could not be taught until such time that the school could get extra educators for the necessary subjects. Halting the process was prolonging the whole redeployment and contributed to SGB members influencing schools to become ungoverned through protests. This is confirmed when Garson (1999:1) indicated that the long-delayed strategy was seen by many as effective retrenchment rather than large scale reshuffling of educators to needy areas.

Educators who were declared in excess needed attention from the department immediately. They kept asking that their profiles be quickly matched to absorb them without any delay. Additional educators to the staff post-establishment could have been positively handled and fairly treated in order to make schools governable. Ambleside (2008:4) pointed out that redundancy was not a vehicle for dismissing employees perceived by the governing body not to be performing satisfactorily.

When the redeployment process was put in abeyance, educators who were declared in excess kept on waiting for re-arrangements of absorption. Halting the process on served to prolong transferring redeployed educators to needy schools with vacant spaces. That was indicated by the Provincial Government in District Circular Number (205 of 2007) titled "Temporary halt of the process of absorption/ transfer of educators into the 2007 staff post-establishments".

A democratic education system was strongly supported by Steyn et al. (2008:66) when arguing that democratic school should make it its business to cultivate sound interpersonal relations, that it should help in the solving conflicting viewpoints regarding situations and stimulate an atmosphere of caring for others. Staff rationalization was thus brought about for the introduction of the concept of "woundedness" and reconciliation in education (Nyoka et al., 2014:1). However, this halting seemed to go against this.

2.11   SCHOOL GOVERNING BODIES (SGB) AS SCHOOL GOVERNORS

The Education Department of Eastern Cape (2012:9) defined the school governing body with reference to the enactment of SASA (Act 84 of 1996) as follows:

- A school Governing Body is a group of people elected or appointed to govern the school;
- It is a body which has legal status;
- Its members represent the school and its community;
- The main objective of a governing body is to promote the welfare of its school and ensure that learners receive the best possible education; and
- Their most important task is to help their school managers organize and manage their school activities in an effective and efficient way (Provincial Circular Number 316 of 2012:9).

It is very important for parents to take responsibility for their children's education in collaboration with the Department of Education. School Governing bodies were expected to have more interest in schools to gain more knowledge concerning how schools should function, its development plan and how learners conduct themselves. New changes needed reinforcement from the SGB in supporting the school manager to drive the redeployment process. That's very important when motivating educators to perform their work properly for effective teaching and learning, even though they were in excess, for the sake of learners' progress.

According to Ambleside (2008:1), the school policy for redundancy management had the full backing of the staff and the governing body. "The SGB is establishing its working relationships with all stakeholders in schools to enable schools to function according to community and national needs" (Van Wyk 2004:49). The SGB contributed to learner discipline by consulting with all stakeholders when adopting the learners' code of conduct and motivated educators to monitor its implementation. On the other hand, others felt that sometimes there was too much power given to the SGB as governors to take responsibility and account for problems encountered within school premises during the implementation of this process. Even though it was again the duty of the SGB to exercise certain limited powers prescribed in SASA Act (84 of 1996)

when governing schools, another educator complained that the SGB is often "too easily manipulated into making decisions" (Van Wyk, 2004).

The execution of public-school governance in South Africa lies in the hands of components of the SGB, as laid down in the SASA (Act 84 of 1996). Roos (2009: 57) points out that this is inherent in the partnership reflected in the preamble to the South African Schools (Act 84 of 1996). A good partnership should strongly involve the state and learners, parents and educators accepting joint responsibility for the organization, governance and funding of schools.

On the other hand, the Youth Group Fact Sheet 4 (2011:1) indicates, "During apartheid, South African schools were run in a 'top-down' manner. This meant that top government officials> government inspectors (circuit managers)> school managers> educators were responsible for administration in the schools. White parents also had more decision-making powers than black parents". As such, SASA was designed with a view to decentralizing running of schools with all stakeholders' participation in serving as SGB members.

Steyn et al. (2008:35) mention that schools should involve parental authority and the authority of educators as educational leaders. Xaba (2011:201) also shows how important it is to become part of the school governance in South Africa as a single factor in education that seems to experience insurmountable challenges. Parents' responsibility is to govern the school within the framework provided and not represent sectorial interests of the group from which they are drawn (Roos, 2009:58). Parents are the highest component number in the SGB; as such, they represent the community and learners as stakeholders. Parents are therefore meant to have a good partnership with all stakeholders at school, as supported by Steyn et al. (2008:99) when stating that through the dynamic operation of all partners, education could improve.

However, most parent governors identified the relationship with the DoE as the main difficulty because the latter was not attending to their schools' requests, that of supplying enough educators. It was commented that most parents were not educated and not confident in carrying out their school governance responsibilities in their capacity of governance (Xaba, 2011:205).

2.12 SGB's RESPONSIBILITIES DURING THE REDEPLOYMENT PROCESS

According to the Youth Group Fact Sheet 4 (2011- Section 2) of SASA, the SGB should promote the best interest and welfare of the school by providing quality education for all learners. The Youth Group Fact Sheet 4 further explained how learners must also play a part in the decision-making at school, that they could give suggestions about the school curriculum and code of conduct. By powers invested upon SGB members by SASA, certain decisions in schools relied on the final say by SGB to educators. "School governance had to do with the creation of policies and rules for the school and its members (staff, learners and parents); it is about making decisions about how the school could be run" (Youth Group Fact sheet 4 (2011:1)".

2.12.1 Factors that make the Governing Body become Effective

For the school, governing body to become effective, certain factors should be considered. The Eastern Cape Provincial Government (2012) has drawn certain factors that influence the effectiveness of the school governing body. Such as:

- **Working as a team**

Team work can make things go well. Each and every member of the school governing body must always be ready and prepared to play his/her part and render the necessary tasks at the appropriate time. Building an effective team work requires regular attendance and energetic commitment from all governors. This meant that the SGB should keep on sharing the workload and information concerning Staff rationalization and shortage of educators from their schools.

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- **Effective time management and meetings**

During the staff rationalization time, the governors are supposed to conduct their meetings making use of their time to the best. Planning of their priorities and delegations should be their best focus on the importance of shortage and surplus of educators at their schools. Decisions taken should be quickly resolved. Applications for request of more educators or surplus need to be forwarded to the Department immediately.

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Let every member be able to carry the mandate in facing and resolving challenges from their schools effectively.

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Since the enactment of the South African Schools Act, seemingly efforts have been made to have effective school governance (Xaba, 2011:201). The role of the SGB in carrying out their functions and support to the school were reflected in the SASA (Act 84:1996 Section 20). It was the duty of the SGB to "support the school managers, educators and other staff in the performance of their professional duties". Such duties could keep educators protected from getting into excess lists unnecessarily. The government recognized that most SGB members do not have required skills and experience to exercise their new powers and might face challenges to fulfil their functions (Van Wyk, 2004:50), and this became a major problem during the R&R process time.

Good public-school governance required a flourishing partnership based on mutual interest and mutual confidence, between many constituencies that make up and support the school (Van der Merwe, 2013:238). The Eastern Cape Education Department (2012:13), SASA (Act 84 of 1996) and van der Merwe (2013:238) gave guidance on the participation and involvement of parents in supporting the school governing body. Van der Merwe (2013:238) indicated that they should be able to stand in a position of trust and maintain sustainability towards school governance and know the whole school and its background. SGB duties were indicated as follows:

- Formulate school policies in line with the South African Constitution (Act 108 of 1996) and the South African Schools (Act 84 0f 1996);
- Recommend development of school safety and security;
- Promote the best interest and welfare of the school to ensure development in providing quality education;
- Adopt a constitution stating how the SGB will operate;
- Adopt a code of conduct of learners at school;
- Developing the school's mission statement;
- Help the school manager, educator and other staff members to perform their professional functions;
- Manage and control the property of the school, buildings and grounds;

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- Encourage parents, learners, educators and other staff members to offer voluntary service to the school; and

- Recommend to the provincial Head of Department regarding the hiring of educators at school" (Youth Group fact sheet 4, 2011:3).

The major and main responsibility expected from the SGB as remarked above was that of recommending educators for absorption to the Head of Department, when educators were transferred from one over-staffed school to the under-staffed school. The mandate of the staff post-establishment of democratic structures of school governance in all schools" is under the control of SASA Act 84 of 1996, section 16. The rationale was to ensure that educators, parents, learners and non-teaching staff were actively participating in the governance and management of schools, with a view to providing a better teaching and learning environment (Van Wyk, 2004:49). Furthermore, the SGB was expected to take responsibility in submitting requests for educators from their schools. The SGB was required to abide by R&R procedures laid down by the Collective Agreement Number (2 of 2003) and (ELRC) Resolution, 6 of 1998 Annexure A).

2.13   FACTORS THAT CAUSED SCHOOLS TO BECOME UNGOVERNABLE

All schools were to abide by the rules and regulations reflected in SASA (Act 84:1996 Section 20). If such rules and regulations were not regularly followed, this could lead to irregularities and lack of governance. Certain factors could cause schools to be ungoverned, as discussed below.

2.13.1 Certain Schools were Ungoverned

The Human Resources Management of redeployed educators was sometimes managed from the provincial level. In some cases, educators in excess to the school staff post-establishment of the year 2012 were not matched until the end of year. Such delay affected teaching and learning in schools with a shortage of educators and aggravated parents, which resulted in protest. Such delays led to the redeployment process to be kept on halt, meanwhile educators in excess were still waiting to be

matched to the unknown vacant posts. It was confirmed by Seabury (2013:2) that from an employee perspective, redeployment could be seen as a threat.

The rationalization process was implemented according to policies such as the Collective Agreement Number (1 of 2012 paragraph 4.4) relating to permanent appointment of educators. This process needed involvement of professionally trained Human Resources (HR) specialists to train all stakeholders. This was the reason why Seabury (2013:2) mentioned that managing redeployment typically includes a team composed of legal and Human Recourses professionals. Educators were supposed to attach documents indicated in Circular Number (316 of 2012), and this needed the proper management between schools and the government to avoid protests by SGB members. Submission of those documents, including scarce skills subjects, seemed to have been the cause of the delay for absorption of redeployed educators.

According to Gangiah (2016:1), a school manager from Limpopo Province referred to shortage of educators back to 2014. Prolonging staff rationalization by the Department of Education was negatively affecting educators. At the same time, SGBs at schools were demanding extra educators, as the process was delaying them regarding receiving new educators. As such, it contributed with negative school governance. Poor management of the redeployment process could make educators to be unsettled and schools to be ungoverned. Nkonkobe and Ntshobane (2013:1) confirmed this when a school manager who felt that the situation was not favourable remarked that pupils have already missed out on two weeks of schooling.

2.13.2 Demand of Extra Educators at Schools

SMT members were always updating the SGB on the actual number of learners and educators for each school to indicate their shortages. The way in which the school management team experienced challenges through heavy workloads of educators was reported to the Department of Education through the circuit office channel. Educators kept on complaining of heavy workloads in classes due to large enrolments. As such, the school governing body had the duty to apply for extra quality educators. Roos (2009:60) commended that there were two particular challenges around SGBs concerning staffing of schools. Firstly, there was the persistent shortage of quality -

which became chronic in certain subject areas. Secondly, in some communities, parents did not accept the teacher-pupil ratio and limited curriculum choice that would exist if schools were reliant only on state staffing allocations; they were prepared to pay higher fees to supplement the school staffing".

These challenges forced the SGB to be involved in protests, sit-ins, shut down and handing memos to the Education Department in demand of extra educators. According to ELRC Collective Agreement Number (2 of 2003), the DoE stated that the supply of educators to under-staffed schools should be done through rationalizing educators to equalize demands of educators. For the SGB to receive educators, in cases where there were no redeployed educators, it was their responsibility to liaise with the DoE. For shortages, they were to identify their schools' needs and vacant posts would be advertised and the SGB would conduct interviews for appointment of temporary educators. Later the suitable selected candidates from the redeployment list would then be recommended by the SGB to the provincial Head of Department (HoD) for absorption as per the ELRC Collective Agreement Number (2 of 2003) and (ELRC) Collective Agreement Number (1 of 2012).

2.13.3 Involvement in Protest and Shutdown of Schools by Parents

According to South African Constitution (Act 108 of 1996), all stakeholders have the right to protest peacefully in demanding proper services; they should do so with responsibility and accountability according to the advice from their trade unions. The SGB could not succeed in demanding for educators through strikes (Xaba, 2011:210); this was discouraged because it was affecting educator performance in teaching. As such, it was disturbing sustainability on governance of the schools. "In January 2016, pupils lost four days of study after their parents prevented them from attending classes. On Monday, the school gates were blocked by rocks, and pupils were not allowed to attend classes" (Moloto, 2014:1-2).

As long as there were strikes at school, no proper governance existed. One educator said:

> *"I think to a certain extent the strikes were the beginning of the change*
> *of attitude of teachers… What the strike did was to demystify the*

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department. Prior to that, people were afraid…but… it could also be
attributed to the political changes from 1990 onwards, that people were
now less afraid…up to 1990 teachers didn't say a word, even in staff
meetings. Issues that directly affect teachers, we wouldn't bring it up"
(Chisholm, 1999:117).

Wikipedia (2016:1) stated that in early 2013, protests had reached the highest rate since the end of apartheid. The challenge was that the SGB communicated through protests as a quicker means of drawing attention to their demands from the Department of Education. The department clarified that most shortages of educators were due to natural attrition through high death rate, resignations and educators who took their severance packages through retirement. Those educators left many empty spaces because learners were left behind without educators. The shortage of educators, especially those responsible for scarce skills, encouraged the department of education to start the recruitment process, leading to temporary educators being employed in some of the spaces. That was another way of remedying the situation, especially in disadvantaged schools, to avoid disruptions.

2.14   EFFECTS OF STAFF RATIONALIZATION ON SCHOOL GOVERNANCE

Most educators who were affected by the staff rationalization and redeployment were not happy about the process even in other provinces such Western Cape where teaching and learning was disturbed through protests (Nkonkobe & Ntshobane, 2013:1). Educators disputed the process and pointed fingers at the Department of Education. On the other hand, the school governing body kept on claiming that they have been waiting for educators for quite a long time, with their schools running short of educators. Schools from which educators were removed due to over-staffing were also grumbling that they would remain with shortage in terms of subject teaching (streams).

Garson (1999:1) stated that rationalization had a detrimental effect on the education system. This implied that the process negatively affected schools and educators financially, physically, psychologically, morally, mentally and spiritually.
A comment from one school manager was:

"Redeployment has done so much damage; teachers don't know whether they will still be employed tomorrow. This is psychologically damaging them. Many felt used and resentful. It is terrible for them to work under these conditions" (Garson, 1999:2).

Through this comment, one can see how much educators became disadvantaged because even school managers were affected. The staff rationalization process negatively affected educators and only a small number of educators were positively affected. It was confirmed by Mthombeni that some educators felt that they were victimized because of false perceptions created about the rationalization and redeployment process (2002:1). Garson (1999:1) indicated that for poor schools, the effects of rationalization have sometimes been disastrous.

Some of the aspects that affected the educators negatively were as follows:

- **Delay of the absorption process**

Halting the redeployment process prolonged the retransfer of educators to new schools for absorption. When process of absorption was also put on hold, some changes and activities related to the absorption process needed certain clarification and further discussion in schools to make educators understand better. Circular Number (122 of 2014) which said, "The Limpopo Department of Education has taken a decision to temporarily put on hold the implementation of the 2014 schools' staff post-establishments confirmed that.

This delay also had a negative impact on educators from redeployment waiting lists and school governance. This also contributed to a low self-esteem as the school would have to wait for the hearing process until disputes could be resolved with the task team at the circuit level. The first group that was redeployed in Limpopo was absorbed in the year 2000. This was approximately 24186 educators, and 12023 were still waiting to be redeployed and move from their existing schools to their new schools (Maile, 2005:173). The department had trouble with addressing challenges from redeployed educators and school governing bodies who were waiting for redeployed educators. Schools with staff shortages were losing teaching time and keeping learners in overcrowded classrooms without educators.

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A circular for preparation of absorption which was then established indicating circuits and venues for workshops of stakeholders (Circular S4/P of 2007). The Circular (S4/P 2007:2) included stakeholders such as the school manager, one educator and one SGB member were invited for the workshops; it also had a list of schools with excess educators who were to be absorbed.

- **Re-appointment Instead of absorption of temporary educators**

Some of the factors affecting educators were the redeployment processes with pending preparations for absorption of temporary educators. Educators on temporary employment were afforded a chance to be appointed permanently. Instead of absorbing educators who were in the excess list, schools were urged to re-appoint temporary educators. The issue of re-appointment of temporary educators for a few months did not motivate educators who were urgently waiting for absorption into permanent posts because they were not settled and remained demotivated.

According to Besseker (1997:44), a certain school filled four key vacant posts with temporary staff whose contracts had to be renewed each term; this made it difficult to retain good staff and created an unstable learning environment. Temporary educators who qualified for absorption were disturbed by the announcement of putting the absorption process in abeyance. Instead, the Department of Education decided to re-appoint them as follows:

a) Temporary educators appointed in ADHOC posts whose contracts terminated on 30th June 2014 must be re-appointed with effect from 1st August 2014 to 31st October 2014;

b) Temporary educators appointed against promotion posts until 30th June 2014 must be re-appointed with effect from 1st August 2014 to 31st October 2014; and

c) Educators who have been moved to their new workstations as a result of the implementation of the 2014 staff post establishments prior to the directive must remain at those new workstations (Departmental Circular Number 122 of 2014).

- **Communication**

Without proper communication, nothing can be achieved within the institution. Communication became vital issue to all stakeholders when experiencing changes on day-to-day in running the school. Organized communication and consultation could make the schools transform properly. Good communication could lead to the best welfare and success in schools. Siobo (2010:24) is of the opinion that if the school manager communicate well, trust between staff members and the school manager could be irreversibly damaged. Siobo (2010:24) further eluded that this was normally experienced when the school manager of the institution does not communicate effectively with stakeholders.

Effective communication is in one of the important factors that could contribute towards positive change, as it could assist to clear factors which cause fear (Mthombeni, 2002:29).

- **Conflicts escalation**

Conflict during the redeployment of educators was most experienced between the school manager and staff members, between the SGB and the department of Education. Redeployment caused widespread grievances amongst staff members. The school manager was responsible for determining of excess educators, and during formal staff meetings there were disagreements about these lists. Educators were victimized by rationalization in such a way that conflicts continued to escalate amongst stakeholders. It was expected that the school manager apply the redeployment process fairly, as guided by policies.

During abeyance, the SGB became confused regarding how they can support the school, resulting into more conflict that escalated amongst staff members, arguing and pointing fingers that educator X was the one who should have been declared in excess first. The relationship of redeployed educators with their school manager and other colleagues even contributed to demoralization, and educators were no longer motivated. A victim educator stated:

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"After being redeployed I am not in good terms with some of my colleagues. I think they have betrayed me. I used to love to come to work, but now it's just a job" (Maile, 2005:181).

According to Nong (2005:20), procedural declaration of an educator to be in excess of the staff post-establishment may lead to grievances; consequently, the trade union might put collective pressure on the employer to address the grievances. A democratic education system was strongly supported by Steyn et al. (2008:66) when arguing that the democratic school should make it its business to cultivate sound interpersonal relations, that it should help in the solving of conflicts regarding situations and stimulate an atmosphere of caring for others. Therefore, staff rationalization was brought meant to introduce the concept of "woundedness" and reconciliation in education (Nyoka et al., 2014:1).

Conflicts continued to occur when the then education minister had an idea of transforming the education system with introducing the new OBE curriculum. Lack of success of this curriculum frustrated most educators. Jansen (2008:3) indicated that some educators felt they could not face challenges in their profession due to massive changes, so they opted for the large-scale educator rationalization programme that came at about the same time. Jansen further stated that the most affected educators then left the system.

Conflicts continued to escalate between the schools and the Department of Education. When the process of redeployment was officially announced, down-sizing affected all South African schools, as reflected by Vinten and Lane (2002:430), who mention that key managers decided to quit their posts because of dissatisfaction with the way redeployment was managed. The Grove Primary School became significant for a number of reasons such as conflicts regarding SASA powers and functions of SGB (Sayed, 2002:44). Some school managers had negative attitudes towards the redeployed educators due to their negative perception that those educators might be of low standard and quality. According to Nemutandani (2004:4), it was stated by the Sowetan (14 October 1999:3) that a middle-aged female educator exchanged blows with a male school manager at a school in Giyani in the Limpopo Province. This shows how educators were not in favour of the process of redeployment, more

especially the procedures applied as it led to disputes between educators, school managers and the department of education.

More patience was needed in handling such conflicts, which escalated continuously in schools, due to misunderstandings between the school and the Department of Education. This was supported by Sayed (2002:43) expressing that at the level of democracy, it was understood that in school governance, a number of conflicts have emerged; these included issues relating to setting of school fees, racial policies and appointment of educators. Sayed further indicated that this recounts two examples, that highlight ongoing conflicts in school democratization and decentralization of educational authority to SGB.

It was very important for the SGB having patience and wait for the programme of implementation of the redeployment process without influencing protest participations. According to ELRC Collective Agreement Number (2 of 2003), the Department of Education does not involve the SGB when educators are declared in excess. They were not included in such a policy but should recommend to the Head of Department for absorption and appointment of those redeployed educators.

- **Demotivation and low morale**

Most of educators who were declared in excess were unhappy and emotional because they were not sure whether their jobs were secured. Coetzer and Coetzee (2015:2) state that most emotions later contributed to low staff morale, which resulted in poor performance in classrooms. The high rate of educator turnover due to demotivation disrupted the quality of school cohesion and performance (Xaba, 2003:288). It was the duty of the school to make the SGB responsible and accountable for learner performance (Boards of Education, 2006:4).

The school manager was responsible for encouraging educators to perform. The responsibility of a school manager is focused on enhanced school success through strategic planning to improve both institutional and individual test and examination scores (Bell, 2002:412). Redeployment negatively affected educators and lowered their standard of teaching and learning.   Educators could not successfully perform

their professional duties because their standard of professional dignity. In some Limpopo schools, affected educators refused to teach, and learners were regularly being sent home (Siobo, 2010:22). This indicated that most educators were demotivated.

"Moving educators from one school to another could be problematic, as their families live near to their jobs, and socialized within particular organizational cultures" (Maile, 2005:174). Furthermore, Maile mentions that other educators felt inconvenienced by redeployment since they left their families behind and had to commute to work every day (2005:186). The way in which educators were to be relocated contributed to their low morale. They became so discouraged that they could not do proper teaching. It was stated that there was a crisis facing public schools in education in the country, especially in rural areas, which were characterized by lack of resources, low morale and uncertainty regarding rationalization and redeployment (Nedlac, 2007 July 4:2). Educators felt threatened by the R&R process and became insubordinate to their supervisors.

Nemutandani (2004:4) says, "stability in education will not be achieved as long as the threat of being declared in excess hangs over the educators' heads. This led to feelings of insecurity, demotivation and depression, which adversely affected the commitment of educators to their teaching obligations". On the other hand, the Department of Education (2011:1) indicated that the Public Service Agreement (2010-2014) committed in relation to job security for public servants, including primary school educators, contingent on the operation of redeployment arrangements.

It was the duty of the school manager to have team-building goals, consider the importance of encouraging and motivating his/her staff members that even though they were declared in excess, it was not a death sentence. Their teaching profession was still secured, and what is happening is only removing those who were over-staffed to where there were under-staffed and no one could avoid such challenges where need be. This would create a healthy learning environment, which would make educators to effectively promote a positive culture of teaching and learning.

Redeployment should have been positively managed through well-structured procedures and good communication to enable redeployed educators accept their new schools. This was the reason why Seabury (2013:2) stated that the manager would ensure local consistency of communication, provide a single point of contact to help resolve issues and could liaise with the governance team to ensure that personnel were available to maintain and sustain proper service levels during transition. Positive effects resulted in successful constitutional changes of departmental policies. Such positive effects were explored in this way:

- To school managers, R&R came to unfasten chains of segregation in the education system; gates were opened for better management and running schools with sufficient staff;
- In reality, it was planned that redeployment might be the perfect way to save teaching jobs and bring equity to South Africa's sadly uneven education system (Garson, 1999:1);
- Schools with overcrowded classrooms were relieved;
- Educators who were burdened with the heaviest subjects in teaching were relieved;
- Promotional post levels in management teams were created;
- Lack of discipline due to overcrowded classrooms was prevented;
- Grading of schools became properly managed in phases; and
- SGBs were relieved from hiring educators using their school funds.

2.15   THE IMPACT OF UNGOVERNED SCHOOLS

Negative impact was experienced by ungoverned schools during the uncertainty period of moving staff (Chudnovsky, 1998:4). The SGB had to ensure that educators did not involve themselves in protests because their unions were always on their side. That was the reason Amoako (2012:88) indicated, "I am concerned with strike actions of organized teachers".

In April, May and June 1998, tens of thousands of SADTU members in several provinces rallied and marched to highlight their frustration with the slow progress

(Chudnovsky, 1998:4). Some educators decided to take their buyouts and left the department but never replaced. The shortage of educators became worse each year, so the SGB and learners participated in protests and boycotts demanding additional educators. Chudnovsky further indicated that in early June 1998, SADTU leadership took the unprecedented step of writing a public letter directly to the minister of education, strongly stating their displeasure with the process.

- **Impact on teacher-pupil ratio**

According to Chudnovsky (1998:26), there was a process of appointing educators to achieve a balanced teacher: pupil ratio (TPR); some were in the 1:35 or 1:40 range, across the entire country. On the other hand, it was stated that in the former racially and ethnically based departments, the teacher-pupil ratio varied from 1:20 to 1:50 or 1:60 in some instances (Bengu, 2004:3). The Apartheid education denied black public schools their rights of equity in education. The understanding was that the discrimination against black schools was legal; therefore, they have to accept it. Further support lies on teacher-pupil ratios in white schools that seldom rose above 1:20 while in black schools, the ratio never dipped below 1:50 (Fleisch, 2002:45).

The fact that public schools rely on guidelines for determination of educators in excess during the redeployment process made them to focus on increasing and decreasing the overall enrolment at their schools. Theirs was to rely on the reflected new staff post-establishment released by the education department each year. This was proved by Crouch and Perry (2003:473) when indicating trends in the then employment of educators that, "growth in the number of educators since 1970s mirrored the growth in the number of learners in the school sector".

Crouch and Perry stated that even the average African primary school educators with a teacher: pupil ratio of 1:45 does not expose the huge shortfall of primary school educators in Kwazulu-Natal and Eastern Cape, where the teacher: pupil ratio was 1:51.0 and 1:59.2, respectively, in 1991. Too many learners in abnormal classrooms had a negative impact, with wide implications, so equalizing the school's enrolment was another way of balancing the teacher-pupil ratio. Thus, rightsizing was important to equalize enrolments, as some schools had low numbers of learners but high numbers of educators (Nong, 2005:8).

In all public schools, the school manager was required to submit the enrolment statistics from the beginning of each year to indicate, but the department took long to attend to it. This could have determined the number of educators that the (DoE) should have allocated to each public school as per teacher-pupil ratio. The school could advertise, where need be, a post on temporary basis, then conduct interviews as the responsibility of the School Governing Body. The SGB could then recommend successful candidate for appointment by the Head of Department (HOD). This policy was being implemented provincially and differently in diverse regions and schools of the country (Soudien, 2001:3). Schools were complaining that the department took too long to respond on their requests, especially regarding problems encountered because of overcrowded classrooms. Educator-learner ratios for the country as a whole and individual Provincial Education Departments determined the overall provision of staff (Bengu, 2004:3).

- **Educators could not cover their learning programme (Curriculum)**

Educators stipulated their time to cover their learning programme (curriculum) before learners could start with their assessments (exams) each term. This was determined by final assessments at the end of the year. All educators were expected to teach as prescribed from their learning programmes, with assistance from their curriculum advisors. The school programme plan was controlled nationally, irrespective of any protests contributing to any disturbances. When educators joined parents to protest, they kept losing time with respect of covering their learning programmes.

Instead of feeding their learners with enough knowledge from prescribed subjects which were learning areas, they were absent from teaching. Another problem was too much educator stress emanating from the introduction of new curriculum. That was why Coetzer and Coetzee (2015:6) remarked that, not being able to access past examination papers when the new curriculum was introduced caused even higher stress level.

Concerning the introduction of the new curriculum, Coetzer and Coetzee (2015:6) further indicated that, where young and recently qualified educators were appointed, they had to sometimes teach learners who were older than them. This also had an impact on the learners' progress.

- **Learners' wasted learning time**

Learners kept on waiting for educators to come into the classroom, but they were nowhere to be found for teaching certain subjects, so SGB members held protests demanding more educators, and schools became unsettled. The time wasted would never be regained. Nkonkobe and Ntshobane (2013:1) in support of the above statement indicated that one school manager said that: "angry parents decided to withdraw their children because they didn't feel safe at school". This either implied that parents did not want their learners to waste their time if there was no learning as learners could be tempted to go and join angry parents in protests. This contributed to poor performance and high failure rate at the end of the year since protests took long. Gangiah (2016:1) said that for one school Limpopo Province, it was a struggle to get started with their academic year.

It was the duty of the school management team (SMT) and the school governance to see to it that the school was run smoothly. The SMT should take responsibility that the process of teaching and learning ran without any disturbance for good performance. For instance, one of the learners participating in protests gave a comment on behalf of other students as an SRC president as follows:

> *"I am extremely disappointed; the very same government I believed and hoped would deliver better services is failing us. It is the very Government, which says education is its first priority"* (Gangiah, 2016:2).

A key indicator used by the South African government to measure academic success is "matric", or high school graduation pass rate (Nyoka et al., 2014:3). No disturbances are expected from matric classes, but the redeployment process is negatively contributing and disturbing for success. Protests occurring during redeployment time mostly lead to a high rate of learner drop-out. Those drop out learners might later be a bad influence on other learners, leading to delinquency.

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- **Protests aroused stakeholders' sense of concern**

The angrier the parents became, the more they influenced other stakeholders to join them in protests, and the more teaching and learning was disturbed. A major concern was from the Education Department when angry parents closed down a Primary School in Limpopo indefinitely (Moloto, 2014:1). Furthermore, learners then joined the SGB who were protesting overcrowded classes. The concern of the SGB was that mostly the department failed to fulfil their promises in time. Such protests provoked other members of the SGB who said that there had been no teaching and learning due to the protest (Nkonkobe & Ntshobane, 2013:1).

The Department of Education tried to discourage the protest as a means of communicating by commenting, "our position on the matter remains the same, we do not condone such illegal acts," (Nkonkobe & Ntshobane, 2013:2).

- **Damage of school property**

During angry protests, there was a lot of damage in the school property because their protests becomes violent (Terblanche, 2013-2016:2). Furthermore, it was stated that "various forms of protest actions over a wide variety of issues, and legal and wildcat strikes have escalated dramatically over the past ten years or more", and this indicated that South Africa had been dubbed "the protest capital of the world" (Terblanche, 2013-2016:2). SGB should maintain and improve school property in good order and were not supposed to damage school property during protests. The very same infrastructure would be needed at a later stage.

It is very important for the SGB to remember that according to SASA (Act 84 of 1996), one of the functions of the SGB was that of adopting the constitution. Another function was to look after and control school infrastructure, with full accountability and responsibility. This meant that they were to ensure no damage to school property.

In September 2013 police gave a report that more than 14,000 people were arrested in protests in the past four years (Wikipedia, 2016:1). The greater the number of parents and learners involved in protests, the more damage to the school property.

Parents and educators are convinced that protests may bring good results and that the department would replace the damaged infrastructure.

It was expected though that police would monitor these, but this did not happen. "Police often have to deal with unpredictable and often violent behaviour by protestors who also often equate inadequate policing with impunity" (Terblanche, 2013-2016:2).

2.16 STAFFING AND EDUCATOR SUPPLY

Staffing and educator supply are processes of educator recruitment. Before the new democracy, educators were supplied inequitably in favour of white schools. In the new democracy, this changed in favour of all races.   An audit of the distribution of educators in the whole country actually demonstrate effects of historical inequities, buy-outs, (retrenchments) and the voluntary redeployments (Chudnovsky, 1998:3). New changes brought about the required minimum staffing supply of teacher-pupil ratio (TPR) on 1:40 in primary schools and 1:35 in secondary schools in Limpopo. The Department of Education was trying to address the demand of educator supply through a modelling exercise projecting the demand for educators, based on learner enrolment and loss of educators from the system (Crouch & Perry, 2003:491).

The number of mainstream class assistant educators (CS1) was matched with enrolment. This was the same with the number of mainstream class educators per school determined by reference to the school's valid enrolment (Department of Education and Skills, 2011:6). According to Crouch and Perry (2003:478) the supply of educators was assessed as follows:

    a) trends in educator employment and profile of educator qualifications;

    b) output of trained educators from tertiary institutions;

    c) demographic dynamics of the educator force in relation to the broader work;

    d) attrition of educators from the state sector;

    e) income distribution of educators and non-educators; and

    f) the stock of trained educators not currently employed as educators.

Nkonkobe and Ntshobane (2013:2) indicated how the Eastern Cape Province closed a school that was waiting for extra staffing; the spokesperson said that the department was aware of those staff shortage problems, and it was busy sorting and processing those shortages. On the other hand, a response from a teacher concerning (CS1) educator shortages, and the way the department was unaccepting of protests said:

"I am confused, why is closing of schools by parents' unconstitutional, but criminal neglect of schools by DoE is quite acceptable?" (Nkonkobe & Ntshobane, 2013:2).

Immediately after the new democracy, the supply of educators was processed differently. The implementation of rationalization was made through redeployment. DoE brought a new way of ensuring improved quality of educators, which were staffed according to set criteria and procedures. Crouch and Perry (2003:478), hence, indicated that one of the elements of quality resources was equalizing the provision of educators. Roos (2009:60) says that shortage of quality educators became chronic in certain subject areas, and that in some communities, some of parents were not prepared to accept the existing teacher-pupil ratio (TPR).

The DoE employed more educators in under-staffed schools and implemented R&R. As already explained, that was a way of supplying educators to schools. Teachers who were identified as being in excess and were not willing to take offered opportunities to teach in under-staffed schools were given a chance to take another offer of voluntary severance package (VSP).

- **The importance of scarce skills subjects**

The Department of Education encouraged educators to improve their qualifications, to fill vacant spaces with the best qualified educators because scarce skills were very important. According to Gxumisa (2016:2), for schools in need of scarce skills, the department made provisions for educators from Funza Lushaka bursary, which would use aspiring educators to reduce shortages. The department further indicated that: "This was a way of filling in scarce skills gaps by equipping Maths and Science

educators with qualifications", said the spokesperson in the Vhembe District (Gxumisa, 2016:2).

The Limpopo (DoE) in the Provincial Circular Number (199 of 2012:1) said:

> *"There shall be no new appointments of educators in vacant substantive posts except appointment of identified bursary holders and scarce skills subjects to educators in secondary schools and these appointments must only be done with the approval of the HOD/delegate".*

The scarce skills referred to were Mathematics, Science, Technology and English. In terms of (ELRC) Resolution (6 of 1998 paragraph 1.9), it was stated that skills audit be taken by PSCBC and included education, as a sector. This was most necessary for schools where educators had limited skills in mastering subjects, were poorly motivated, had only one textbook per class for educators and had learners copying notes from the board (Johnson & Monk, 2000:183).

- **Educators' heavy workload**

More schools faced many challenges concerning educators' workload. This was the reason why school managers and SMT members were busy submitting to their circuit offices their challenges concerning shortage of educators in classrooms. This meant that educators' workloads were heavy, hence the SGBs demand for more educators. According to Van Wyk (2004:51), an argument was that educators do not need support in their teaching tasks and efforts should rather be made to decrease their workloads by employing additional educators paid for by the school funds. This meant that since teacher absorption process was delaying, it was much better for the school to reduce educators' workloads by employing SGB funded educators or else face protests.

2.17   SCHOOL MANAGERS' ROLE IN MANAGING THE R&R PROCESS

The new democratic South Africa brought about many challenges of redeployment to school managers. According to Vinten and Lane (2002:430), school managers of rural schools were experiencing many challenges regarding the R&R process. Raywid

(1998:4) indicated that most school managers experienced difficulty during the process of absorbing educators, as school managers with vacant spaces were required to complete forms indicating vacant posts numbers and requirements for the DoE to advertise those posts.

When the process of redeployment started, the school manager, as the head of the institution, would enquire from the Department of Basic Education whether the school could get the new extra educators or not. SMT members were also required to wait for staff allocation post-establishment from the department of education. According to Collective Agreement Number (1 of 2012 activity 5.1 and 9.1), it was the duty of the school manager to match educators with the staff post-establishment to determine those who were additional to the staff establishment at the school level. It was, therefore, the duty of everyone to "let the school manager manage the school" when managing the process. Mutual trust between managers and employees was a critical element in building effective working relationships (Appelbaum, 1999:9). Thus, educators used to put their trust on their school managers, assuming that school managers would be fair and transparent in facilitating rationalization process.

Nevertheless, the school manager as the leader, continued to serve as mediator between educators and the Department of Education in facilitating the redeployment process for transferring temporary educators to permanent posts funded by the state. Certain steps for the process of redeployment were to be followed as laid down according to different phases and in about eight actions. Those were clearly indicated in the educator sector as part of implementing the PSCBC Resolution (7 of 2002) as laid down in the procedure on paragraphs 1 to 3. The steps followed during the determination of excess of assistant educators (CS1) were followed in the same way as those of determining additional educators on promotional posts during the second phase.

The department could run the redeployment process in a limited period. Each school could receive a circular, including a plan within a short notice of two days before the countdown of the running period (Department of Education, 2005:1). According to Resolution 6 (1998:3), the school manager, as the head of the institution, is

responsible for every incident that occurs within the premises of the school. The implication was that the school manager, as the representative of the Department of Education in the institution, was vital in leading the R&R process with transparency, responsibility and accountability during the implementation. This meant that it was the duty of the school manager to recommend educators declared in excess to be absorbed in any vacancy left by any retiree, promoted educator etc. Such recommendations were referred to the Head of Department through proper channels from circuit to district, for approval. The school manager also had a major role to play in supporting and assisting all stakeholders at school.

In terms of SASA (Act 84 of 1996 Section 16 A:241), the role of the school manager was understood as the representative of the Department of Education. It was his/her responsibility to account for every problem encountered in the school (Siobo, 2010:31).

Those were rules laid down in the declared (ELRC) Resolution (6 of 1998) and (ELRC) Collective Agreement Number (2 of 2003) used to call for staff meetings by the school manager to work out a list of educators who were in excess and explain the voluntary redeployment, compulsory redeployment and provision of voluntary severance package (VSP). School managers were thus responsible for managing and running of the R&R process with full administration and giving information to their respective staff on how the process should take place, including explaining the impact and effects thereafter.

School managers, however, were facing challenges in playing their huge roles in facilitating the new approach in terms of managing the schools' transformation and moving towards the equity goal (Bell, 2002:407). Such was supported by the SADTU secretary general when indicating, "Due to the sensitivity of the process itself, it was decided that it should not be left in the hands of the government, circuit managers and school managers alone" (Soudien, 2001:4). Certain authoritative inspectors and school managers who wanted to settle scores could abuse the process. It was further agreed to jointly draw the finalized procedural redeployment manual and make this available to every teacher (Hlangani, 1996:11).

The school manager was capacitated to act as a mediator and employer on behalf of the circuit manager at the school level and as an ex-officio member of the school governance when representing the state. "The principal was required to assist the governing body in the performance of its functions and responsibilities, but such assistance or participation should not be in conflict with stipulations of the Department of Education" (Xaba, 2011:209). School managers who managed the process without transparency and fairness ended up in disputes and lost their credibility.

Thus, the school manager functions in two capacities: on the one hand, as a governing body member; on the other, as the school manager or departmental employee SASA (Act 84 of 1996). It was the duty of the school manager to submit particulars of educators in excess for the provincial department to provide letters of absorption. Under no circumstance should school managers be pressurized by any command, policy, departmental circular and contravene SASA (Act 84 of 1996 Section 16 (2). Bengu (2004:4) articulated that full particulars of staff members in excess could be made available to the relevant provincial redeployment agency and central redeployment agency. ELRC Resolution (6 of 1998:12 Paragraph 6.4) explained those particulars as follows:

- Name of the educator and other relevant details;
- Rank and level of the educator;
- Qualifications and experience of the educator;
- Present educational institution of the educator; and
- Preference with regards to redeployment.

From the above listed particulars, the school manager was expected to take these for completion of the profiles for the redeployed. Unfortunately, it was indicated that, not only did redeployed educators suffer, school managers suffered as well during rationalization; these are discussed in the section below.

2.17.1 Challenges Experienced by School Managers

School managers suffered critically low morale, despite official positive support from the circuit offices. Dolan et al. (2000:37-47) reports that the morale of managers, as bearers of bad news to employees, was negatively affected.

2.17.2 School Managers' Relationship with the Outgoing Redeployed Educators

A major challenge for school managers was that of a poorly managed process for determination of those educators in excess and outgoing persons. Being in excess was not acceptable to most of the educators due to the misunderstood procedure for the implementation of the departmental policy. Outgoing educators could not accept that they were properly determined as being in excess, leading to a negative relationship between the educator and school manager. Some educators lost their faith in managers; below is an example of a comment from one such teacher:

> *"After being redeployed, I have a negative attitude towards the principal; in addition, the inspector. They do not have our best interests at heart. They do not know what they are doing. They are not telling us the truth"* (Maile, 2005:181).

Nolan (1997:266) states that transformational changes were necessary, the decision of powers to increase management's responsibilities and resources were primarily located at the school.

- **Redeployed Educators in New Schools**

School managers receiving redeployed educators experienced challenges leading to threats whereby certain educators demand to teach learning areas (subjects) of their own choice that were not on the requirements for the absorption process. As such, those challenges were contributing to the poor school managers unable to monitor proper teaching and learning in schools. On the other hand, gender contributed to the redeployment process challenges whereby gender sensitivity was to be considered, as reflected in the South African Constitution. Schools with more educators of the same gender could opt for the other gender in order to balance the gender equity.

According to Mulkeen (2005:5), female educators might be even less willing to accept rural posts than their male counterparts, and rural areas might have fewer female educators than urban areas. Redeployed educators needed proper communication with the school manager, SMT, Department of Education and the circuit task team to sort out such challenges. Lack of communication was a challenge for all stakeholders, because whenever information was communicated differently, it resulted in conflict. To avoid misunderstandings, communication could then be done through senior educators, heads of department and school managers by means of circulating information or through staff meetings where need be.

Although the ELR Collective Agreement Number (2 of 2003 Annexure A Par 2.4) mentioned that redeployed educators should apply for vacant posts created from retirement, boarding, resignation, relocation, promotion and where employer-initiated discharges, it was confirmed that educators should be transferred to new schools after doing interviews. No educators, trade unions and school managers together with SGBs supported the idea of interviews. Garson (1999:2) stated that one of the participants in his research said, "we are not given the right to interview people on the list, we are just supposed to select them according to their seniority. if I fail to select someone from the list, I have to supply reasons".

2.18   EDUCATORS' CHALLENGES WHEN REDEPLOYED

The African National Congress (ANC), as the ruling party, introduced the reformation proposal in order to implement changes. That was why Chudnovsky (1998:2) indicated, "the ANC proposed a total transformation of state for the right, to reform the government and its institutions at every level in the post-apartheid period, so bureaucracy does not block needed changes and rather open up jobs for those who previously had been excluded".

Most of the challenges from staff rationalization were due to schools recommending appointment of educators from their own choices. Schools could not get skilled educators relevant to needed learning areas (subject) through interviews. The process of staff rationalization was compulsory to absorb educators from the redeployment process list, as indicated by (ELRC) Resolution 6 of 1998 (Annexure A) which stated

that the transfer of educators in posts declared in the process of rationalization was compulsory.

According to Besseker (1997:43), the Grove Primary School case backed a coalition of 50 other schools in attempting to overturn aspects of the educator redeployment process which it argued, prevented it from employing the best possible teachers to fill vacant posts. According to Maile (2005:173), the new Department of Education was supposed to accommodate a sub-system but ensure that both management practices and the distribution of resources became equitable, particularly in view of the historical context of apartheid, with its racially skewed provision of resources to the Provincial and National structure. This indicated that the old system's way of allocating educators and resources was skewed due to apartheid influence. As such, it had challenges of changing to the new way of education.

According to Netshivhuyu (2010:37), most educators felt that they were not fairly treated, through being frustrated when absorbed into schools far from their homes, they had to travel to faraway places or were forced to stay away from home, which led to financial constraints. This ended up in disturbing proper running of the school and affected school governance.

Reshuffling of educators in South Africa was done differently from Malawi, where educators had the right to choose the school, they wanted to teach in. The financial pressure affected educators in South Africa as some struggled to put together the travelling fare to schools and were reported as late comers. Mulkeen (2005:8) indicated, "Overall there's a good deal of teacher movement. In 2004, over 4000 educators or 10% of the teacher population were transferred to other schools. Mostly, movement was initiated by teachers themselves". Unfortunately, this affected educators' finances.

2.19   COLLECTIVE AGREEMENTS AND RESOLUTIONS

The process of rationalization and redeployment operated in accordance with the stipulated and prescribed Resolutions and Collective Agreements from the Department of Basic Education, such as (ELRC) Collective Agreement Number (6 of

2002), (ELRC) Collective Agreement Number (2 of 2003), (ELRC) Collective Agreement Number (1 of 2006), (ELRC) Resolution (6 of 1998), (ELRC) Resolution (7 of 2002), etc.

It was the duty of the trade unions to join in negotiating for the employer and employees to relate in their working conditions. Such Collective Agreements and Resolutions stipulated exactly how the school manager should implement the redeployment process. They briefly indicated the way in which formal staff meetings should be conducted, and steps concerning criteria and procedures followed when determining educators in excess. They also included different types of forms, which were completed for absorption procedures, the redeployed process and how all stakeholders would participate.

2.20   ESTABLISHMENT OF R&R FACILITATING BODIES

When staff rationalization was implemented, to ensure fairness and transparency, establishment of facilitating bodies was done to avoid too many conflicts and disputes. With reference to (ELRC) Resolution (6 of 1998), parties were established to facilitate and monitor the process as follows:

2.20.1 Task Teams

The Department of Education (2006 February 21:1-2) decided to establish Task Teams comprising departmental and union officials in all circuits, districts and provinces. Each Provincial Department of Education established its own Provincial Task Team (PTT). Under the provincial task team, there were District task teams followed by the Circuit task teams. Each circuit was responsible for the circuit redeployment management. PTT resolutions are listed hereunder:

- The PTT consisted of representatives from the Provincial Education Department and 5 representatives from employee parties to the council;

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- The number of representatives from each trade union was proportional to that trade unions' vote weight in the provincial chamber; unless otherwise agreed provided that a council shall have at least one representative;

- The ELRC appointed an independent chairperson after consulting the provincial chamber to chair all PTT meetings and act as facilitator of the rationalization and redeployment process within the province. He/she was functioning within an approved mandate of council;

- The Chairperson had to provide written reports to the PTT and the Inter-Provincial Task Team (IPTT);

- The provincial education department had to provide secretarial services to the PTT and the records of the PTT lodged with the Provincial Department of Education and the ELRC;

- The PTT could meet at least every 2 weeks but could meet more often, should that be necessary; and

- It was the responsibility of the employer to implement and co-ordinate the rationalization and redeployment process (Department of Education, 2006 February 21:1-2).

2.20.2 Duties of the Task Teams

The Department of Basic Education (2006, February 21:1-2) from Provincial Government indicated that the purpose of established Task Teams was to let the team monitor the process of absorption, identity, address flaws and complaints as close to the source as possible. The provincial Government further indicated that the PTT could perform functions laid as follows:

- Monitoring the co-ordination and implementation of the R&R process in a Provincial Education Department;

- Promoting redeployment and making recommendations in this regard to the Head of the Provincial Education Department, the Inter Provincial Task Team (IPTT) and the ELRC;

- Monitoring establishment and updating of the provincial redeployment list;

- Resolving disputes between parties that might arise relating to the general application of this agreement and the model for post provisioning (i.e. implementation of the R&R process);

- Other functions were:
  - assigned to the PTT by the IPTT;
  - allocated to the PTT elsewhere in the agreement; and
  - were incidental to the PTT's functioning provided the IPTT agreed thereto.

2.21   THE ROLE PLAYED BY TRADE UNIONS

The main purpose of a trade union is to intervene and protect the employee or worker against the employer. Trade unions play an important role in the process as representatives of employees in whatever the case may be.   According to Chudnovsky (1998:3), the union saw the process as a genuine attempt by the government to improve the educational situation of the majority of students in the country. The trade union that represents most educators, including school managers, is SADTU, which grew out of the anti-apartheid struggle and moved towards unity and consolidation of former ethnically, based educator organizations. According to Chisholm (1999:120), when redeployment was re-introduced in 1999, the union accepted this conditionally, but educators were dissatisfied, leading to comments such as:

> *"I fail to understand how my union reached this kind of agreement. I think the union is failing to protect us while I am contributing R20.00 every month for membership"* (Maile, 2005:182).

Educators kept on indicating that they were not happy about the redeployment process, and some unions kept defending educators when strikes were on. That was confirmed when two largest educators' unions, in particular – SADTU and NAPTOSA had members embarking on such strike actions (Amoako, 2012:86). For instance,

SADTU released circulars such the one dated 18th July 2014, which communicated the "process of rationalization and redeployment" to clarify the confusion concerning subject weight and ratios.

The trade union had a task to perform when there were disputes based on the ELRC Resolution 6 of 1998 (paragraph 2.8). Disputes have to be resolved in terms of the Collective Agreement Number 6 of 1998 (paragraph 15) and the constitution of the council. Task teams comprised of departmental and union officials at the level of the departmental circular, districts and the province (Provincial Departmental Circular, of 21/02/2006). Therefore, members of the trade union could ensure transparency in the process.

The trade union also played an important role in educating their members about the employment law in general, and redeployment in particular, as indicated by ELRC Collective Agreement Number (6 of 2002) (Maile, 2005:178). This was to ensure that all parties were treated equally within the process of redeployment requirements, and monitoring compliance as required. The trade union further represents educators to defend and protect their profession against any threatening decision taken by the Department of Education, the employer. According to Maile (2005:178), employment conditions were not negotiated, so it is important to relate the important role of the union in this instance.

Educators are always confident of the protection from trade unions and believe no one can take advantage of them. Be that as it may, it is important for educators not to take advantage of this protection and ignore their responsibilities as that could also lead to conflict and result in ungoverned schools. In ELRC Resolution (6 of 1998 paragraph 1), unions signed the agreement of such defensiveness against the employer at the bargaining councils.

The union has the right to protect the employee during disputes in institutions against their employer. The employee is also expected to carry out all responsibilities agreed upon with the employer. Educators affiliate under different types of trade unions, which are all party to the (ELRC). South African teacher trade unions are: Suid Afrikaanse Onderwysersunie (SAOU), South African Democratic Teachers Union

(SADTU), National Association of Professional Teachers of South Africa (NAPTOSA) and National African Teachers Union (NATU).

According to Maile (2005:178), the process of redeployment was fraught with problems emanating from different interpretations created by personal histories, experiences purposes and interests. As a result, some provisions of legislation were selected, ignored, misunderstood and subjectively interpreted. As such, the role of the trade union is regularly regulated as indicated by Employment of Educators (Act 76 of 1998). During matching educators' profile with requirements when the absorption process took place, the union observed as witnesses as part of the task team deployed to the circuit, district and the Province (PTT). This resulted in the union being in bargaining councils as a defensive stance for employees. Other functions of the trade union through fundamental labour rights referred to by Nong (2005:26) were as to:

- conclude collective agreements with the employer;
- protect educators against unfair labour practice;
- be part of a resolution mechanism concerning disputes of rights as well as those of interests;
- defend the interests of the employee by taking appropriate lawful action, including the right to strike; and
- conclude collective agreements with the employer.

2.22 SUPPORT AND MENTORSHIP TO REDEPLOYED EDUCATORS AND SGBS

School managers should be able to support educators to help them develop in their teaching career. This could assist in overcoming challenges encountered in the teaching profession, particularly addressing their needs. In Vhembe schools, managers determine how to effectively uplift educators by evaluating them during the process of appraisal. In Vhembe District, when continuous assessments were in process, the SMT kept an eye on mentoring through the Integrated Quality Management System (IQMS). This way of assessing educators helped to upgrade

educators through development done by the school manager, school management team and colleagues at the school level.

The Integrated Quality Management System (IQMS) is a continuous process that helps to evaluate service for educators by developing them in different angles expected from them in teaching. Senior educators, together with the school management team, can make educators to improve their style of teaching. For example, educators are advised even to register academically to improve their academic and professional skills. The school managers plan for educators' in-service training to update them on new information. Educators then attend workshops as arranged by the department to be skilled and refreshed on areas they may have forgotten.

Regarding upskilling of SGBs, Van Wyk indicates that the competence of members of the SGB is directly related to the amount of training they receive (2004:53). This is confirmed by Chaka (2008:18) who is of the opinion that the Department of Basic Education is committed to providing support and training to all SGB members.

Schools are expected to arrange with the Department of Education to allocate programmes for training SGB immediately after their inauguration.

Such capacity building enabled all stakeholders to acquire enough knowledge and skills before the proclaimed process of staff rationalization is unfolded. This also gave guidance to SGB members on how to hand their petitions to the Department of Basic Education according to the right channels of communication for their demands of more educators. This is even confirmed by Chaka (2008:18) who is of the opinion that the Department of Basic Education was committed to providing support and training to all SGB members. Unfortunately, the SGB rather preferred to have strikes instead.

2.23   DISPUTE RESOLUTIONS

According to ELRC Resolution (6 of 1998 paragraph 4.1), the redeployment task team, trade unions together with the Department of Education had a task to perform. Certain

interventions, through negotiations at the stage of disputes between the parties with disagreements were resolved through this task team. This team also stepped in when the school manager incorrectly interpreted the resolution to educators during staff meetings (Nong, 2005:85) to prevent grievances and disputes at the school level, circuit level, district level or provincial level.

All parties have the right to be fairly treated. During negotiations, redeployment procedures were reviewed to check whether there were incorrect steps applied that might cause disputes. Similarly, mediation and arbitration may be established where necessary for the purpose of the commission for conciliation.

It was the duty of the task team, Department of Education and the trade unions to resolve any disputes. In solving such disputes, the ELRC Collective Agreements and Resolutions is consulted at the time of negotiations. The ELRC Resolution (6 of 1998:17 paragraph 15) states that disputes are resolved in the following way:

- Any dispute concerning the general interpretation or application of this procedure shall be discussed in the relevant PTT, if it concerns the province or in the IPTT if it concerns more than one province.
- If the parties are unable to resolve the dispute at the PTT within 14 days of tabling, the matter has to be referred to the IPTT; and
- If the matter is not resolved at the IPTT, within 14 days of tabling, any party to the dispute might refer the dispute to council for resolution in terms of the dispute resolution procedures of council.

The PTT and IPTT do a lot in resolving disputes and conflicts raised to the committee to eliminate misunderstandings amongst stakeholders, such as those between educators and school managers, between the school and the department.

2.24   RELATED THEORY AND LITERATURE

This study is premised on two theories, the Human Capital Theory and the Redeployment and Governance Theory. These are discussed below.

2.24.1 Human Capital Theory (HCT)

According to Netcoh (2016), HCT is a framework that examines the relationships between education, economic growth and social well-being. Netcoh (2016) adds that early applications of HCT focuses primarily on the relationship between amounts of education and economic/social returns, but recent developments in literature suggest that the quality of education (e.g., how educational time is spent) and when educational investments are made (e.g., early childhood vs. secondary education) are critical in the process of human capital formation. Therefore, the theory underpinning this research focuses on pursuing and investing in the educational progress, particularly in Early Childhood vs Secondary education, which are critical in human capital information processes.

Netcoh (2016) explains that human capital is a composite of an individual or workforce's knowledge, skills, life experiences; higher levels of human capital are expected to yield increased wages and GDP, benefitting individuals and society as a whole. This theory chosen, thus, aims at developing educators' skills. This offers policymakers a lens for evaluating the relative efficiency of public investments in programs that encourage more schooling. Regarding this study, the theoretical lens may assist in developing redeployment process policies to benefit all schools, educators and learners.

2.24.2 Redeployment and Governance Theory (RGT)

Theorists describe good governance as a way of measuring how institutions conduct public affairs and manage public resources in a preferred way. Furthermore, they point out that governance: "is a process of decision-making by which the decisions were implemented (or not implemented"). (https://en.Wikipedia.org). Theoretically, redeployment procedures outline principles of a process that facilitates redeployment of staff to manage change, redundancy and severance (https://www.exeter.ac.uk).

In this study, this theoretical framework (RGT) was chosen because it focuses on the centralization of power and on how schools should be governed.

Theoretically, the core function of redeployment is to facilitate the redeployment of all surplus permanent educators to schools where vacancies existed. RGT thus assists in supporting that the redeployment of all surplus permanent educators remains the key to the department's ability to manage within a payroll budget and ceiling on educator numbers (https://www.education.ie). RGT also assists in explaining how rationalization and redeployment in the educator sector deals with transfer of educators to open vacancy lists, so that serving educators and newly qualified educators may apply for appointment. All efforts are then made to redeploy the staff member to suitable alternative employment with similar duties and classification level for which the staff member currently possesses the skills and experience.

This theory (RGT) further assists to give direction on arguments in redeploying educators. Regarding the purpose of this study, using this theory as a lens then provides an understanding of partnerships between all stakeholders to contribute to positive unity engagement based on co-operation and fixed multi-agreements.

2.25   CONCLUSION

Literature review was done in this chapter to trace contributions made by different authors and scholars from different areas of South Africa and globally on the subject at hand. Literature reviewed has shed light on how educators, parents, Education Department and other stakeholders view effects of staff rationalization on school governance.

The researcher, through literature reviewed, also captured main challenges of implementation of redeployment affecting school governance. It was further shown how the redeployment process deeply affected the way in which schools were governed. There were clarifications that were shared by the ELRC Resolution (6 of 1998) regarding conditions and procedures that schools should follow to implement redeployment. Different authors added to this clarity regarding how schools should be governed and the SGB's role as per the SASA (Act 84 of 1996) provisions.

Literature also showed how redeployed educators did not like procedures applied in the process of redeployment, and some authors clarified how school managers, educators, school governing body and the Department of Education should support the process.

Literature highlighted how the Department of Education was channelling the redeployment process through provision of operational requirements prescribed by Personnel Administrative Measures (PAM) Department of Education B2). This would ensure that the relationship between the Department of Education and schools do not contradict the way in which the redeployment process should be implemented. Reviewed literature again shed light on causes of protests as a way of demanding additional educators in different schools and mechanisms put in place to avoid disputes.

From literature reviewed, it became clear that redeployment led to lack of governance in some schools in the Limpopo Province, Vhembe District, educators and learners became victims of the process.

CHAPTER 3

RESEARCH DESIGN AND   METHODOLOGY

3.1   INTRODUCTION

This chapter presents research design and methodology of the study. According to Punch (2014:114), the research design refers to the way a researcher guards against and tries to rule out alternative interpretations of results. This includes aspects of empirical data in fieldwork that covers effects of staff rationalization on school governance.   Furthermore, it covers the scientific way in which variables were identified and how empirical data was collected from the sampled population of public schools in the Vhembe District, including steps and procedures of how it was analyzed. According to Welman et al. (2005:2), research is a process that involves obtaining scientific knowledge by means of various objective methods and procedures.

For the researcher in order to achieve objectives of the study, distribution of developed questionnaires aimed at making the researcher to achieve outcomes. Punch (2014:115) is of the idea that research design connects the research questions and the data. That was how the researcher connected research questions and data in this research through following the chosen research design method.   This helped the researcher to approach problems encountered in this study to get the conclusion of the study.

Research is a systematic, methodological search for specific information about a precise, defined theme (Kwayisi et al., 2008:3). This chapter presents information related to the methodology of this study unveiling effects of educators' rationalization on how public schools are governed in the Vhembe District. Through quantitative methodology, certain views were elicited in exploring how educators' experienced rationalization, which affected the way in which schools were governed.

3.2   RESEARCH PARADIGM

According to Kuhn (1970), a research paradigm is "a set of common beliefs and agreements shared between scientists about how problems should be understood and addressed". On the other hand, "Social scientists ground their inquiries in any number of paradigms. None is right or wrong, merely more or less usefulness in particular situation. They each shape the kind of theory created for general understanding" (Babbie, 1998). Babbie further indicated that, "paradigms are general frameworks or viewpoints - literally points from which to view. They provide ways of looking at life and are grounded. It sets assumptions about the nature of reality"

This means that a research paradigm assumes experience and observation of a certain research. Furthermore, it indicates that paradigm research could be identified through questions to be asked, and becomes understood, such will be exploring sociality and reality.

It is clear that the scientists consider a number of paradigms referred to be either correct or incorrect to be useful in different situations. This indicates the kind of questions observed and scrutinized structured for the quantitative research investigation. This indicates that a paradigm change is an important fundamental change in research.

3.2.1 Positivism

According to Giddings and Grant (2007:52-60), pragmatism and positivism have been significant influences on the modern mixed methods movement. In quantitative research, positivism is seen to be having a single reality, which can be easier to make known when it is measured.   In positivism studies, the role of the researcher is limited to data collection and interpretation objectively. A further indication is that in positivism studies, research outcomes or findings are usually observable and quantifiable. Positivism is a paradigm that relates to the researcher's need to focus and rely on facts.

It is a distinctive development within the paradigm of positivism, arising from the recognition of positivism's ideological and practical limitations for some research, including nursing health and social science research. It was pointed out by Creswell et al. (2011:55) that positivists argue that the scientific method produces precise, verifiable, systematic and theoretical answers to the research question. This is clarifying that quantitative research methodology arises from positivism and post-positivism. Positivism is based on the idea that science is the only way to learn about the truth. Positivism depends on quantifiable observations that lead to statistical analysis to break down results of variables, that is, educators' redeployment and school governance. In positivism studies, the researcher for the study felt that there is no provision for human interest.

3.3   RESEARCH DESIGN

The research design is defined as follows: "A research design is the overarching plan for the collection, measurement and analysis of data. Typically, a research design could describe the purpose of the study and the kinds of questions being addressed, the technique to be used for collecting data, approaches to selecting samples and how the data were going to be analyzed" (Gray, 2009:131). Gray further indicated that some things described in research design include methods that could be used to collect data. "A research design is the road map that you follow during your research journey to find answers to your research questions as validly, objectively, accurately and economically as possible" (Kumar, 2014:122). A research design should provide detailed and extensive information about all three aspects of the research (Terre Blanche et al., 2007:49).

Research design relates directly to testing of the hypothesis (Bless & Smith, 2004:63). Thus, in this study, the researcher's hypothesis was that the implementation of educators' rationalization negatively affected governance of schools in the Vhembe District.

Nigel (2008:58) articulated that in research design, every element of the research process is considered and planned, including the background to the problem and the review of previous research, through to a methodological approach and methods of

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data collection and analysis. Furthermore, Nigel confirmed that research design affected how population or groups were sampled, methods used to access those groups, means by which data was obtained, and how data is treated once collected.

Babbie (2008:122) recommends that in designing a research project, it is useful to begin by assessing three things: your interests, your abilities and the available resources. The implication is that research should be designed in such a way that the method applied could reveal the research problem of available resources.

Mthombeni (2002: 31) shares the definition of a research design by Mouton and Marais (1991:33), as a plan and structure of a research to maximize the validity of research findings. An important issue to be considered is that each researcher is meant to use one or more techniques to design the research. Therefore, when the researcher chooses the research design, it should be appropriate to the researchers' research problem.

Terre Blanche et al. (2007:47) articulated that choosing whether to use the quantitative or qualitative research has many implications for the research design, sampling, gathering of data and data analysis. According to Kwayisi et al. (2008:70) the concept of research design has been explained by Blaxter et al. (2001) as who or what can be studied and how. Kwayisi et al. (2008:70) further indicated that the design of a research study is dictated by the strategy and suggests components which need to fit together to ensure overall validity of a piece of research study. Research design can explain all procedures used and tasks that one will perform to obtain answers to the particular research questions (Kumar, 2014:123). Kumar further suggested detailed information as aspects of the study such as:

- Who will constitute the study population?
- How will the study population be identified?
- Will a sample or the whole population be selected?
- If a sample is selected, how will it be contacted?
- How will consent be sought?
- What method of data collection will be used and why?
- In case of a questionnaire, where will the responses be returned?

- How should participants contact you if they have queries?

- How will ethical issues be taken care of?

The research design was quantitative, and research details such as the above-indicated questions were clear enough. These indicate the researcher's purpose, sampled educators with experience of redeployment, the way in which the data was collected from different schools, ethical issues concerning their rights and expectations from those participants. The researcher considered the quantitative research method based on techniques of Statistical Package Social Sciences (SPSS) to search break down the two variables, staff rationalization and school governance.

Research method affects data in the way data is analyzed. The design chosen depends on research questions asked and how a combination of methods could bring added dimensions to the research (Gray, 2009:205). Gray (2009:200) elaborates that different methods can be used to address the same research questions or focus on different aspects of the research. This implies that the choice research design could be used as part of the method depending on how the research questions were formulated. When the researcher collected the data, it was then that more information regarding the research problem was revealed when participants were giving their views about redeployment through constructed questionnaires. The researcher deems it fit to make use of the quantitative design approach. Through the quantitative approach, the researcher gathered information that was orderly analyzed.

Through the quantitative method, the researcher could cover more evidence for several support arguments because quantitative design brings eager arguments to experiences of educators during redeployment process.   Someone who could think of using the quantitative method in research might also think of certain methods used by the researcher during data collection such as:

- Making appointments with schools;

- Supply of questionnaires to schools;

- Collecting documents

- Capturing and recording of collected data; and

- Analyzing the collected data (Silverman, 2014:136).

a) The use of Cross-Sectional survey

From this quantitative design the research was focusing on cross-sectional Survey as an approach which was based on two variables. Welman et al (2005:95) made mentioned that in the cross-sectional design the criterion groups typically comprise different age groups (such as Technikon, university or organisational year groups). This indicates that the population from which participants were sampled came from different secondary and primary schools, with male and female participants of different age groups.

3.3.1 Advantage of using Quantitative Method

Babbie (2008:120) commented that a good choice of research methods could lead to a better survey that can be most appropriate when using interviews or filling out questionnaires. Babbie (2008:26) further expressed the distinction between qualitative and quantitative research - that it does not mean that you must identify your research activities with one to the exclusion of the other.

Creswell (2011:145) stipulates that quantitative research is a process that is systematic and objective in using numerical data from only a selected subgroup of a universe (or population) to generalize the findings to the universe studied. When dealing with any of the methods, none are less important than the other. In this study, the focus was on the quantitative approach.

Leedy and Ormrod (2010:136) support the researcher's preference since quantitative research involves looking at numerical amounts or quantities of one or more variables of interest, rather than the qualitative method, which involves looking at characteristics or qualities that cannot easily be reduced to numerical values. This was again confirmed by Mouton (2015:95) who indicated that a variable is quantitative if its values or categories consist of numbers and whereby differences between categories can be expressed numerically. The researcher distributed questionnaires to sampled selected schools with experienced participants, to complete and return them. Experienced participants were knowledgeable of redeployment process and how schools were governed. Using a questionnaire enhanced participation.

Using the quantitative approach, the researcher was able to cover information presented by participants in their questionnaires. The researcher also got more a chance of discovering further research topics with detailed information. This indicated that through a questionnaire, participants' feelings could express themselves in revealing the two variables on how schools were redeploying educators and their style of governance.

3.4   RESEARCH METHODOLOGY

The term 'method' refers to a higher level of abstraction of research (Mouton, 2015:36). Mouton further indicated that methods include techniques, skills and instruments, which Mouton groups under the following:

- Methods of definition: theoretical and operational definitions;
- Sampling methods: probability and non-probability methods;
- Measurement methods: scales, questionnaires schedules; and.
- Data analysis methods: statistical methods, mathematical methods (2015:36).

According to Mouton (2015:36), research techniques are specific and concrete means that the researcher uses to execute specific tasks. Kumar (2014:115) says the difference between qualitative and quantitative research studies starts with the way you think about and formulate your research problem. This confirms that the way in which your methodology is chosen depends on the way the problem is formulated. Bless and Smith (2004:38) are of the idea that with quantitative research, there are advantages and disadvantages. That depends on the way in which the researcher investigates the research. The researcher collected data through the quantitative approach because it had more advantages. Concerning the redeployment study, Siobo (2010:41) is of the idea that philosophically, arguments are underlined by inequalities of redeployment policy and challenges. The research method thus followed the above-specified classifications.

3.4.1 Quantitative Research Approach

Quantitative research is defined as research that aims to measure using numbers (Nigel, 2008:35). Nigel further describes quantitative research as surveys in which many participants are asked questions, their answers are averaged, other statistics calculated, resulting in research based on administrative data. Hardy and Bryman (2006:11) argue that quantitative researchers refer to this as a specification 'error', which simply means that in developing your story, you have left out something relevant. Data was collected quantitatively, analyzed in quantity and statistically in consideration of numerically calculated results.

Hardy and Bryman further confirmed the quantitative researcher turns to sampling, measurement, and estimation theory to mathematically formalize data. Per Kumar (2014:132), quantitative study is specific, well structured, tested for validity and reliability and explicitly defined and recognized. This implies that the researcher could validate usage of the quantitative approach.

Nenty (2009:26) confirms that fundamentally, quantitative research is an inferential endeavour which seeks to uncover universal truths and principles in the relationship among variables or phenomena. This means that through quantitative research, the researcher sought to determine how the redeployment process came to disturb the normal control of running schools when quantified statistically. Punch (2014: 206) confirmed that the quantitative design sat between research questions and data, showing how research questions were connected to the data, tools and procedures used in answering them. Again, in quantitative data analysis, the researcher classified data into mutually exclusive categories and converted verbal into numerical data, which was then processed by means of statistical techniques (Makhado, 2008:97). Statistical techniques were thoroughly controlled through the amount of data.

Manwadu (2008:67) stated that a quantitative approach holds that research should be limited to what can be observed and measured objectively in terms of quantity, amount, intensity or frequency. This indicates that the quantitative approach was dealt with in terms of numbers, quantity and not quality. On the other, hand Terre Blanche et al. (2007:47) are of the idea that quantitative researchers collect data in the form of

numbers and use statistical type of data analysis. Kumar (2014:99) clarified that through quantitative research, one could get the second important consideration in fundamental formulation of the research problem for the construction of a hypothesis. The quantitative method helps the researcher in identifying few variables (Makhado, 2008:83).

The quantitative research methodology relies on administrative data. (Bless & Smith, 2004:38). On the other hand, Nigel confirmed that in qualitative research, one measures the social world, but in quantitative design, the aim is to create a numerical description, perhaps through a process of 'coding' verbal or textual data as follows:

- Numerical data is collected in numerical and results presented statistically. The researcher constructed and developed a questionnaire instrument for gathering quantitative data (Gray, 2009:177; Nigel, 2008:35);
- During data collection, a checklist was used to check all questionnaires administered;
- Records were kept to indicate distributed questionnaires and when these were returned; and
- Another advantage was the opportunity that quantitative data affords for summarizing and analysis using statistical tools (Nigel, 2008:35).

3.5   POPULATION AND SAMPLING

A population is a group of individuals, elements or objects from which the researcher targets to select the actual sample for a specific research. Gray (2009:148) indicated that a population could be defined as the total number of possible units or elements included in the study. Gray indicated that samples are selected from a sampling frame, that is, a list of the population elements. The selection of a sample lies on the population, which is a group of potential participants to whom one wants to generalize the results of a study (Welman et al., 2005:55).

According to Mudau (2014:84), a population is a group of elements or cases whether individuals, objects or events that conform to specific criteria to which one intends to generalize the results of the research. In this study, the researcher's population was

selected from Vhembe District. Fifteen (15) schools within six (6) circuits, with participants who experienced rationalization and redeployment process were chosen.

Some schools and circuits were repeatedly visited, so two different groups of participants might have come from the same school. For instance, collecting data from the school manager and educators was done through consultation from the same school, depending on their experience of the redeployment process. Due to limited numbers expected, not all fifteen school managers were contacted. This population comprised a targeted group of sixty (60) participants: educators, including school managers, SGB members, trade union members and government circuit officials, because of their experience in school governance and redeployment process.

3.5.1 Sampling Procedure

According to Gray (2009:148), a sample may be chosen by the researcher on the basis that it is a representative sample of the population. Terre Blanche et al. (2007:49) believes that sampling is the selection of research participants from the entire population, and it involves a decision about which people, setting, events, behaviour and /or social processes to observe. One gets the population from a targeted group and then selects the sample through sampling (Nenty, 2009:27). Babbie (2008:121) clarified that in every case, a sample is selected to produce data.

Nigel (2008:173) suggested that the decision of a sampling strategy should depend on the type of measurement one wants to make, nature of the population studied, complexity of the survey design and the resources available. A stratified purposive sampling strategy under quantitative design was selected by the researcher when sampling males and females. Babbie (2010:116) indicates that the population for a study is a group (usually of people) about whom we want to draw conclusions. From the population targeted, the researcher's sampling strategy covered both genders, male and female participants. A list of schools affected by redeployment and those that experienced protests or different ways of governance was obtained from circuit offices falling under the Vhembe District.

3.5.2 The Purpose of Sampling

The researcher preferred drew the sample of participants purposely. According to Monette et al. (2008:130), a major reason for studying samples rather than a whole group is that the whole group sometimes is so large that studying it is not feasible.

Furthermore Monette et al. (2008:130) indicated that sampling allows us to study a workable number of cases from a large group to derive findings relevant to all members of the group. Thus, a large group could not serve the purpose of this study. The researcher targeted a sample of sixty (60) participants who were males and females experienced in redeployment and its influence on school governance. Those participants representing the whole population.

Although a sample was drawn from a particular population, the researcher had in mind a specific targeted population. The targeted population also had a particular character that the researcher was interested in. The purpose of selecting them was that, it was highly expected that the participants sampled had enough information through experience of school governance and that of the rationalization and redeployment process. Therefore:

- A sample of educators comprised redeployed educators who were either moved from their schools to new schools;
- A sample of targeted school managers whose educators were redeployed to under-staffed schools and those school managers who gained new staff;
- Schools whose Heads of Department or Deputy School managers were redeployed.
- SGB parent and educator component members with experience of school governance during the R&R process;
- Selected circuit officials who were circuit managers and governance officials, with experience in redeployment process and school governance; and
- Trade union members representing educators in schools or task teams during the rationalization and redeployment process.

It was again expected that all those participants could contribute on how redeployment took place and its influence on school governance. Chances of a sample being representative were higher through random selection, than in this research where the researcher's samples were purposively and specifically selected (Gray, 2009:149). Table below presents the sampling frame used in this study.

Table 3.1: Study Sampling Frame

Participants	Instrument	Number
Educators with redeployment experiences.	Questionnaires for completion	28
School managers who lost or gained staff members.	Questionnaires for completion	08
HOD and Deputy School managers (SMT members).	Questionnaires for completion	08
School Governing Body (SGB members)	Questionnaires for completion	06
Trade union experienced representatives.	Questionnaires for completion	06
Circuit managers and Governance officials (as circuit officials).	Questionnaires for completion	04
TOTAL		**60**

Monette et al. (2008:139) indicate that people sometimes assume that a lager sample is more representative than a smaller one, thus, one should go for a larger sample possible. The Table above, therefore, indicates the required size of the sample as exhaustive.

Certain circuits and schools were visited more than once. For instance, a circuit was visited for first distributing and then collecting quantitative data tools. The same was done in schools for educators, school managers and SGB members.

3.6   DATA COLLECTION PROCEDURES

Data collection is understood as the method or the way in which the researcher collects data from targeted participants using different techniques (Mouton, 2015:67). This involves application of the measuring instrument to the sample under investigation (Mouton, 2015:67).   When one is undertaking a research study, in most situations, one collects only the required information that needs to be extracted based upon broad approaches to information gathered in two categories such as primary and secondary data (Kumar, 2014:171).

Following the identification of the research design and methodology, the researcher should consider the main issue of how information related to the research study is to be collected from participants and analyzed (Kumar, 2014:171). In this study, most information gathered was from primary sources through questionnaires.

Nigel (2008:60) states that the data collection phase offers opportunities to re-think the research question because it can sometimes unearth unexpected results. Nigel adds that data should be collected in a relatively open and non-prescriptive manner with the provision of the following expected answers:

- What kind of data will your proposed collection methods provide?   Is it appropriate to answer the research questions and address your research objectives? Why?
- Re-consider your type of questions: what, how, why and think about how you will obtain the proposed data to address the specific type of questions you were asking.
- What were your proposed methods for analyzing the data you collected? Were these likely to provide conceptual and empirical evidence sufficient to provide an answer (or more likely several possible answers) to your questions?

In this study, procedures for collecting data were organized beforehand. The basic fundamental questions about collecting data to the research design were considered (Leedy & Ormrod, 2010:105) elaborated them as follows:

- What data were needed?

- Where were the data located?

- Where will you get the data to resolve the problem?

- How will the data be obtained?

- How will the data be interpreted?

Data in this study was collected through questionnaires as an instrument. Below is the discussion of the research instrument used.

3.6.1 Questionnaire Instrument

"A questionnaire is a written list of questions whose answers are recorded by participants" (Kumar, 2014:178). The researcher ensured that the research questions in the constructed questionnaire were relevant and focused on the aim and objectives of the study.

The questionnaire was then chosen as an instrument because it is useful in collecting quantitative data. The researcher constructed questions that were relevant to the redeployment process and the way in which schools were governed when schools implemented the redeployment process in the Vhembe District. The questionnaire was not piloted. The researcher knew that the participants responsible of completing the questionnaire were purposively selected due to their experience in redeployment process and school governance. The formulated questionnaire included introductory remarks that stimulated participants to participate actively in furnishing responses, although it was delivered to schools for participants for the first time. It was not first piloted.

The questionnaire was formulated in an attractive interactive style; it was clear and easily read and understood by the participants and made it possible for them to provide relevant answers in relation to their experiences. The researcher distributed questionnaires to schools personally for sampled participants who later completed them and returned them back to the researcher through a mediator. The researcher went back to schools to collect those distributed questionnaires at a later stage,

through consultation with the delegated responsible SMT members. About 98% completed questionnaires were recovered from participants. Communication was done with the assistance from the SMT members tasked to work hand-in-hand with the researcher as mediators for distributing and collecting questionnaires from schools.

3.6.2 Effective Participation Done by Participants

To ensure responses, the researcher motivated participants to effectively fill in and return questionnaires, so it was easy for the researcher to gather data through questionnaires. Advantages of the constructed questionnaires as a tool was that they allowed for the stimulation of certain perspectives through variety of views in most multiple-choice questions. Educators were thus encouraged to co-operate in sharing their experiences of the redeployment process and its effects on the school governance.

Educators were able to share their experiences easily when expressing themselves through questionnaires. The researcher was aware that most educators might be free to share their information through questionnaires rather than verbal expression.

Kwayisi (2008:18) confirms confidentiality is one of the advantages of questionnaire, so the researcher's use of questionnaire was a better way of collecting relevant information from stakeholders who completed the questionnaire secretly. Questionnaires enabled the researcher to contact many participants at once, e.g., Cs1 educators and HODs. This led to successfully collecting enough responses leading to data needed; this was thoroughly analyzed at a later stage. All questions were based on the experience of participants on rationalization, redeployment and school governance.

3.7 DATA ANALYSIS AND INTERPRETATION PROCEDURE

According to Babbie (2010:117), once the collected data is in a suitable form, one should be ready to interpret this for the purpose of drawing conclusions that reflect

interests, ideas and theories that initiated the inquiry. Mouton (2015:67) confirmed that data processing involves at least two kinds of operations, namely data reduction, during which the quantitative and qualitative data are summarized and analysed. Mouton adds that data analysis includes theoretical content analysis and quantitative or statistical analysis. This indicates that once the data is collected, it is easier for the researcher to sort out the findings, draw out conclusions and even make the recommendations.

Regarding the final step of analysis, Babbie and Prozesky (2016:101) indicate that we interpret collected data for the purpose of drawing conclusions that reflect on the interests, idea and theories that initiated the inquiry. Terre Blanche et al. (2007:52) is of the idea that the aim of data analysis is to transform information (data) into answer to the original research question. Makhado (2008:101) viewed that the quantitative method is applied in analyzing numerical data obtained from questionnaires. This meant that when the data was analyzed, the quantitative approach was taken into consideration mathematically. Therefore, analysis was done through the usage of statistical techniques through Statistical Package Social Sciences (SPSS). An expert was consulted for checking errors which might have occurred on loaded data. It was important for the researcher to compile data by means of frequency tables, which made it easier to compare results.

The researcher started by preparing the formats to present the collected data appropriately. It was only when the data was analyzed that there were results that revealed the findings, which were then matched with the problem statement.

During the data analysis, frequencies were displayed in different tables to explore the results. When analyzing this data, each item was accompanied by the interpretations of the data. An open view of the effects of staff rationalization and redeployment on school governance became very clear and understandable to the researcher after data analysis.

3.8   QUALITY ASSURANCE OF RESEARCH INSTRUMENTS

Quality assurance of research instruments is related to what Creswell et al. (2011:113) states as assessing trustworthiness which is the acid test of data analysis, findings and conclusion. Creswell (2011:80) adds that you need to keep the procedures that can be used for assessing the trustworthiness of the data analysis consistently in mind. Creswell (2011:80) further indicates that reliability and validity, specifically as far as the research instrument are concerned, are crucial aspects in quantitative research trustworthiness. This indicates that the trustworthiness of the study lies upon the way in which the study is trusted based on how the research is valuable and even how it is reliable.   This depends on the way in which one can rely upon the researcher's planning of the methodology before starting quantitative research.   Such outcomes are referred to as being reliable and valid. Middleton (2019:1) states that reliability and validity indicate how well a method, technique or test measure something. Both are discussed in more detail below.

- **Validity**

According to Middleton (2019:5), validity is harder to assess than reliability. Middleton adds that to obtain useful results, methods used when collecting data must be valid, that is, the research must measure what is claimed to be measured to ensure that the discussion of the data and the conclusion drawn are also valid. Welman et al. (2005:107) describe the internal validity as the degree to which changes in the dependent variables are due to the independent variables, rather than to something else.

Creswell et al. (2011:217), Maree and Pieterson refer to validity as the extent to which the instrument covers the complete content of the particular construct that it is set out to measure what it is supposed to measure. This implies that the researcher is able to validate the usage of quantitative approach with better understanding. Heale and Twycross (2015:66) define validity as the extent to which a concept is accurately measured in a quantitative study. They stress that it is very important to consider the validity and reliability of the data collection. Heale and Twycross (2015:66) stipulate

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that reliability on its own is not enough to ensure validity because even if a test is reliable, it may not accurately reflect the real situation.

Heale and Twycross (2015:66) elaborate that the three types of validity are as follows:

a) Content Validity: That is a research instrument, which accurately measures all aspects of a construct to this extent;

b) Construct Validity: It is the extent to which a research instrument (or tool) measures the intended construct; and

c) Criterion Validity: That is the extent to which research instrument is related to other instruments that measure the same variables in a good meaning.

The above confirms that validity in the researcher's quantitative research is designed in such a way that it reflects a good instrument with measure of quality research.

Middleton (2019:8) clarifies that to assess validity of a cause-and-effect relationship, you need to consider internal validity (the design of the experiment) and external validity (the generalizability of the results). This indicates that through the valuable scores found from the quantitative instruments, the researcher is able to get the meaningful results, which are interpreted from collected data after analysis.

This research made recommendations that reflect on the validity of the study. Finally, the validity of this research shows the extent to which the research was quantitatively conducted and presented accurate results concerning redeployment and school governance.

- **Reliability**

Pieterson and Maree (2011:215) state that reliability of an instrument means that if the same instrument is used at different times or administered to different subjects from the same population, the findings should be the same. Creswell (2003:153) indicates that reliability of scores or instruments and additional standards for making knowledge claims, leads to meaningful interpretation of data. Middleton (2019:3) adds that

reliability refers to how consistently a method measures something, and whether the results can be consistently achieved by using the same method under the same circumstances. Middleton gives an example of measuring temperature of a liquid sample for several times under the same conditions, and you find that the thermometer is displaying the same temperature consistently, then those results are reliable.

Heale and Twycross (2015:66) describe reliability as the second measure of quality in a quantitative study or the accuracy of an instrument. An example given by Heale and Twycross is that of an alarm clock that rings at the same set time, which indicates that it is reliable. Anyone who needs to use the watch clock is reliable, it is trusted.

Furthermore, Heale and Twycross (2015:66) indicate that reliability relates to the consistency of a measure. Heale and Twycross (2015:67) further describe three attributes reliability, which are as follows:

a) Homogeneity: (for internal consistency) the extent to which all items on a scale measure one construct;

b) Stability: the consistency of results using an instrument with repeated testing; and

c) Equivalence: consistency among responses of multiple users of an instrument, or among alternate forms of an instrument.

This means that in reliability, the second researcher's quantitative instrument could measure what was measured before and produce the same results. It also indicates that consistency from participants unveils the reliability of this study. Findings from the research determined that the researcher used a process that was relevant and consistent.

Middleton (2019:2) states, "A reliable measurement is not always valid: the results might be reproducible, but they are not necessarily correct. The author adds that as a way of ensuring validity and reliability in a research, reliability and validity of results depend on creating a strong research design, choosing appropriate methods and samples and conducting research carefully and consistently.

A valid measurement is generally reliable only if a test produces accurate results that are reproducible (Middleton, 2019:9). The author indicates that reliability on its own is not enough to ensure validity and that even if a test is reliable, it may not accurately reflect the real situation. The results produced by this research are valid and generally reliable. They measured what was supposed to be measured. This means that the results can be re-produced again, if measured with the same instrument.

Lastly, trustworthiness of a study shows that a good quality quantitative structured research with proper validity and reliability could produce a reliable research study.

3.9   ETHICAL CONSIDERATIONS

Terre Blanche et al. (2007:61) refer to research ethics as a fundamental concern that involves more than a focus on the welfare of research participants and extend into areas such as scientific misconduct and plagiarism. Bless and Smith (2004:100) mention that participation in research must be voluntary since people could refuse to divulge certain information about themselves. Bless and Smith add that the right to privacy demands that direct consent for participation be obtained from participants.

In this study, the researcher prepared a consent form on which participants signed an agreement to give information voluntarily. This could prevent any harm, fear, and discomfort that might occur to participants. Leedy and Ormrod (2010:102) mentioned that a research study involving human beings should respect participants' right to privacy. In this study, all participants were aware of negative and positive aspects of the research and their rights were taken into consideration before their participation.

Silverman (2014:161) lists important features of ethical consideration as follows:
- voluntary participation and the right to withdraw;
- protection of research participants;
- assessment of potential benefits and risks to participants;
- obtaining informed consent; and
- not doing harm.

Somekh and Lewin (2006:57) are of the idea that confidentiality is a principle that allows people not only to talk in confidence, but also to refuse to allow publication of any material that they think might harm them in any way. It was of great importance for the researcher to explain the importance of the study and offer protection to participants by assuring them of no harm regarding confidentiality when questionnaires were completed.

Rosnow and Rosenthal (1996:64) stated that the researcher should give participants with information about the nature of the study. Somekh and Lewin further indicate that ethical principles and guidelines that focus on protecting participants from harm or in some cases, on empowering them (2006:58).

A researcher with good ethical consideration is able to be supportive of ethical dilemma of participants. Thus, Rosnow and Rosental (1996:51) suggest that the researcher should ask him/herself questions such as:

- Is it right to withhold information from subjects if I think that full disclosure will bias their responses?
- Am I justified in misleading the subjects by using deception if it is necessary to study an important societal issue?
- It is permissible for them to invade the privacy of subjects if there is no other way to gather essential facts?

Hardy and Bryman (2006:142) argue that policy raises ethical matters about whether analysis from research findings should be placed in the public domain, without qualm, or whether there were occasions when it might be more prudent for these to be withheld. Gray (2009:243) recommended a few things to be considered for good conduct throughout the whole process as follows:

- Participants must be told about the nature and purpose of survey, who is sponsoring it and how much of their time is required in answering it;

- They should also know about the purpose to which the survey data will be put; Subject should take part purely voluntarily and not as a result of pressure;

- In protecting confidentiality, care must be taken to ensure that data sets or the results of the study do not allow the individuals to be identified;

- That the sampling frame list should not be passed on to third parties, including other researchers, without the consent of survey participants.

According to Nigel (2008:48), it is particularly desirable to reflect on ethical dimensions of the research problem when institutional ethical procedures are required for project approval. Thus, when gathering data, the researcher deals with sensitive issues; in this study, participants' information was anonymous.

The researcher also ensured that participants were not known by any other person, unless a special permission was given. The researcher advised the participants that they were not bound to participate and had the right to withdraw from participation at any time, without any fear. Confirmation of their confidentiality was given through consent forms.

In terms of ethics processes, the researcher sought permission from the Vhembe District Senior Manager (DSM) to conduct the fieldwork. Only when granted permission was data collected. The researcher identified circuits and fifteen (15) schools that were sampled. Appointments were secured with the selected school managers through consultation with circuit managers. All relevant letters to school managers, educators, SGBs, trade union members and circuit officials were written asking for permission to participate in the study.

Since the researcher was granted a permission from the district senior manager's office, participants became free to participate spontaneously. During those arrangements with the school manager, arrangements were made regarding the time and venue to meet with those educators.

3.10   CONCLUSION

When research design and methodology of this study was determined, the researcher opted to use the quantitative methodology.   This was based on the researcher's sample and style in which data was gathered. Purposive sampling was done to select participants representing the population. In the following chapter, the presentation and interpretation of data gathered is analyzed.

Statistical analysis of data was used in this study's quantitative approach and in order to get the true reflection of the real results. The researcher made use of quantitative approach to achieve objectives of the research stipulated in the first chapter. It was also noted that the population from which the sample was drawn comprised participants who had enough experienced in the redeployment process, and school governance.

DATA PRESENTATION AND ANALYSIS

4.1   INTRODUCTION

The present chapter discusses data collected and data analysis. In Chapter 3, the researcher discussed research design and methodology adopted in this research. The quantitative method was used to collect data of this research and used to design the research towards achieving proper objectives of the study. During data collection, the researcher visited fifteen (15) schools around 6 circuits of the Vhembe District. Data was collected through distribution of questionnaires to selected sampled schools in different days. Questionnaires were collected back by the researcher upon completion by participants. They were then analyzed through means of Statistical Package for Social Sciences (SPSS) in a form of frequencies.

This chapter thus presents data analyzed in three sections with their sub-sections as follows:

- Section A: Participants
- Section B: Biographical data
- Section C: Data analysis

SECTION A: PARTICIPANTS

4.2   PARTICIPANTS

All requested participants are identified in this section.

Table 4. 1: Participants' Categories

The table below reflects participants in each category.

Participants	Gender					
Category	Male		Female			
	Frequency	%	Frequency	%	Total	%
Educators	11	39.3	17	60.7	28	46.7
SMT	5	62.5	3	37.5	08	13.3
School managers	3	37.5	5	62.5	08	13.3
SGB	4	66.7	2	33.3	06	10.0
Trade Union	4	66.7	2	33.3	06	10.0
Circuit Officials	4	100.0	0	0.0	04	6.7
Total	**31**	**51.7**	**29**	**48.3**	**60**	**100.0**
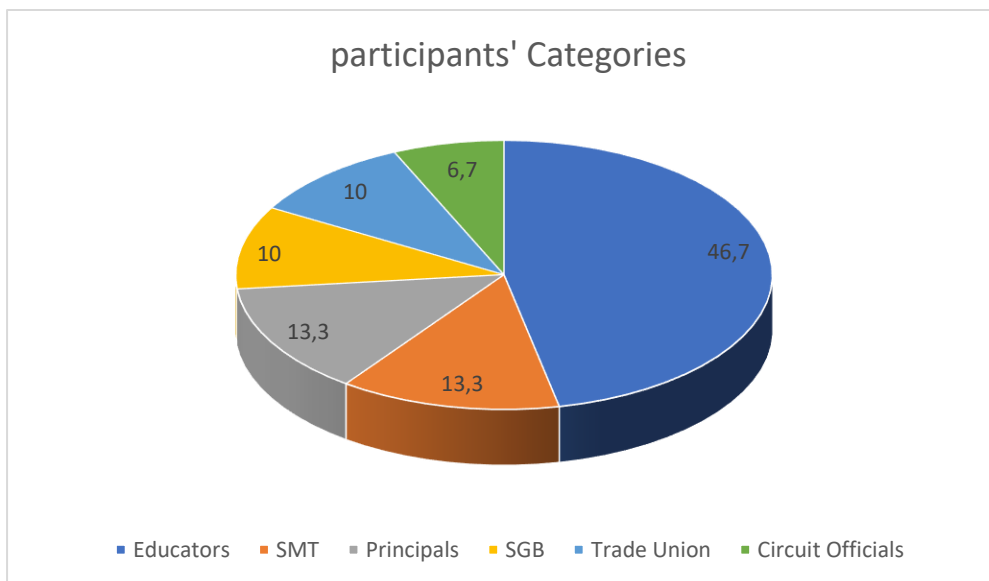
Figure 4.1: Pie Chart of Participants

The above frequency results from Table 4.1 give an outline of the total number of participants in specific to the category represented. Thus, 39.3% male and 60.7% female represented 28 educators. 62.5% male and 37.5% female represented 8 SMT members. Again 37.5% male and 62.5% female represented 8 school managers. The

6 SGB members who participated comprised 66.7% male and 33.3% female. To add, 6 trade union members were represented by 66.7% male and 33.3% female; lastly 100% male were formed from 4 circuit officials.

- **Portfolios**

This section presents data analysis regarding participants' portfolios.

Table 4.2: Portfolios

The table below reflects portfolios of all participants.

Participants' Portfolio	Frequency	Percent
Educators	28	46.7
SMT	08	13.3
School managers	08	13.3
SGB	06	10.0
Trade Union	06	10.0
Circuit Officials	04	6.7
Total	**60**	**100.0**
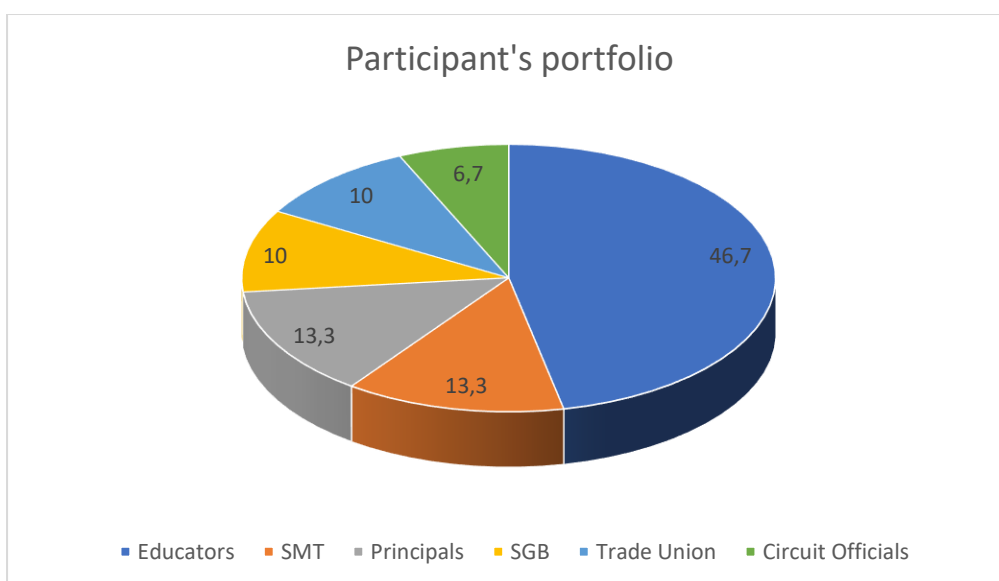
Figure 4.2: A Pie Chart of Portfolio Categories

The above results from Table 4.2 outline portfolios of participants. The highest percentage was of educators who were the most participants, represented with 46.7%, SMT were 13.3%, school managers were 13.3%, SGB members were 10.0%, Trade Union participants were 10.0% and the least percentage was that of 6.7% for circuit officials. The above Figure 4.2 confirmed data for each category's portfolio.

SECTION B: BIOGRAPHY

4.3   BIOGRAPHICAL ANALYSIS

This section presents biographical data of participants.

Table 4.3: Gender of Participants

The table below reflects the gender of participants.

Gender	Frequency	Percent
Male	31	51.7
Female	29	48.3
Total	**60**	**100.0**
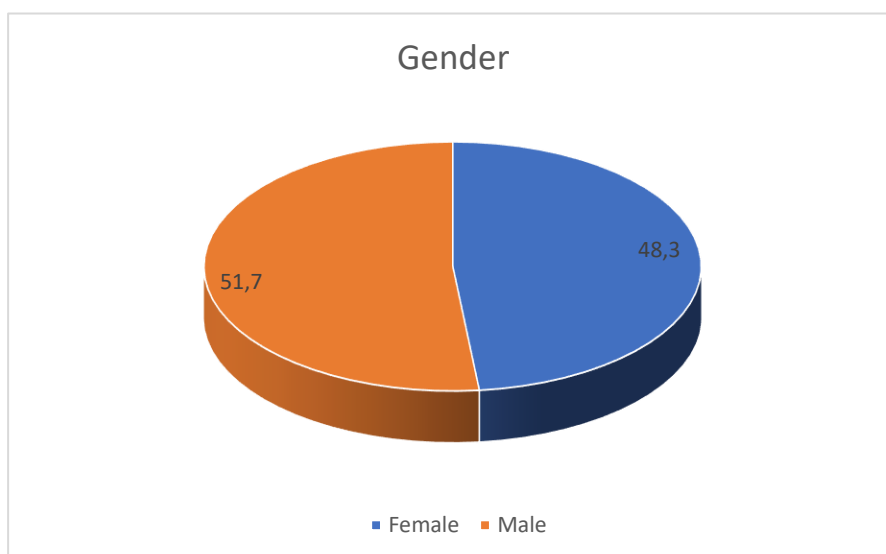
Figure 4.3: A Pie Chart for gender of participants

The results of the above Table 4.3 indicate the gender of participants in general. It reflects that 51.7% were male participants. This meant that male participants were more than female participants who were 48.3%. A clearer indication is shown above in Figure 4.3.

Table 4.4: Experience of Participants

Experience	Frequency	Percent
1-10 years	11	18.3
11-20 years	15	25.0
21-30 years	17	28.4
31-40 years	15	25.0
41 years and above	2	3.3
Total	**60**	**100.0**
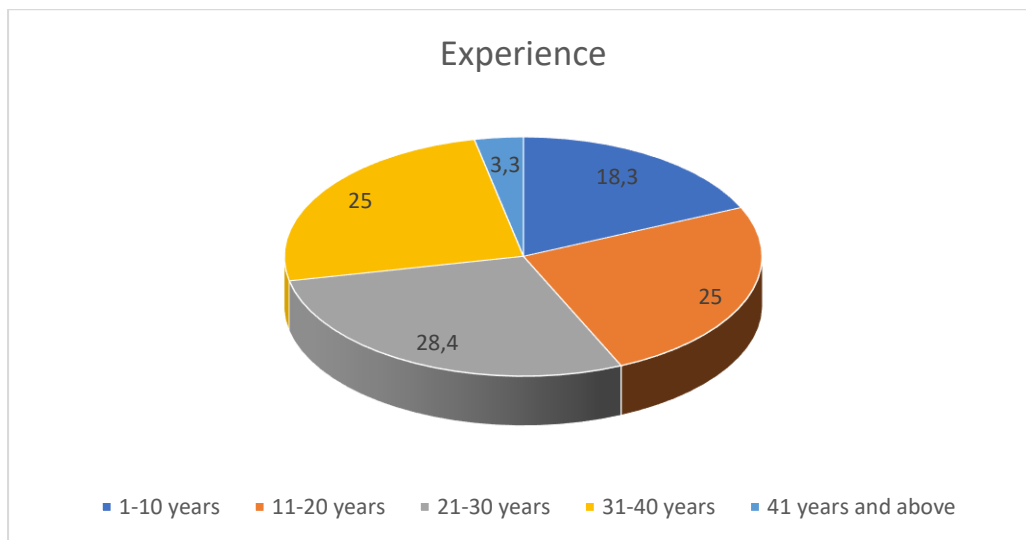
Figure 4.4: A Pie Chart for Experience of Participants

Table 4.4 and Figure 4.4 present data on the experience of participants. Participants who were mostly experienced are those with between 21-30 years with 28.4%, which means that their experience makes them suitable for this research. The other two groups with 25.0% each had experience of 31-40 years and 11-20 years, which

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reflects that such participants have thorough knowledge of the redeployment process and the way in which schools were governed during redeployment. The other group of participants with 18.3% had the least experience of 1-10 years. In addition, a least percentage of participants was 3.3% with 41years and above experience.

- **Educators and SMT**

The table below reflects phases in which each educator is teaching.

Table 4.5: Teaching Phases

Teaching phase	Frequency	Percentage
Foundation phase	7	19.4
Intermediate phase	15	41.7
Senior phase	14	38.9
Total	**36**	**100.0**
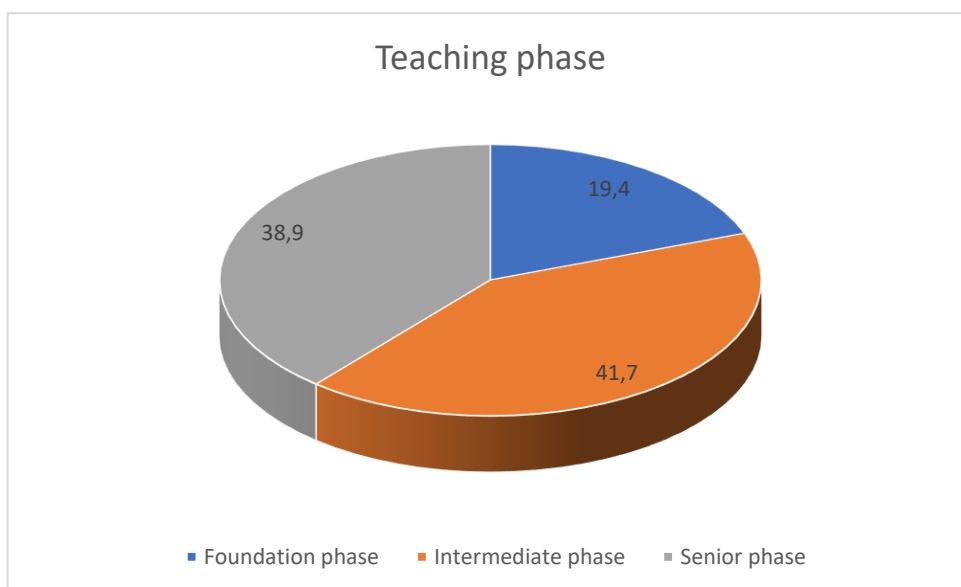
Figure 4.5: A Pie Chart for Teaching Phase of Educators and SMT Members

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Table 4.5 outlines the teaching phase of participants. The reflection of Figure 4.5 shows that educators under the intermediate phase comprised 41.7%; those who were under the senior phase comprised 38.9%, and those who were under foundation phase comprised 19.4%. This implied that most educators were found in the intermediate phase and might have more experience with the effects of the R & R process. The above pie chart indicates that the intermediate phase has the highest number of participating educators and SMT members who have been taking the most responsibility for teaching and learning.

- **School Governing Body**

Table 4.6: SGB's Component Position

Position		Frequency	Percentage
	SGB Parent component	4	66.7
	SGB Educator component	2	33.3
	Total	**6**	**100.0**
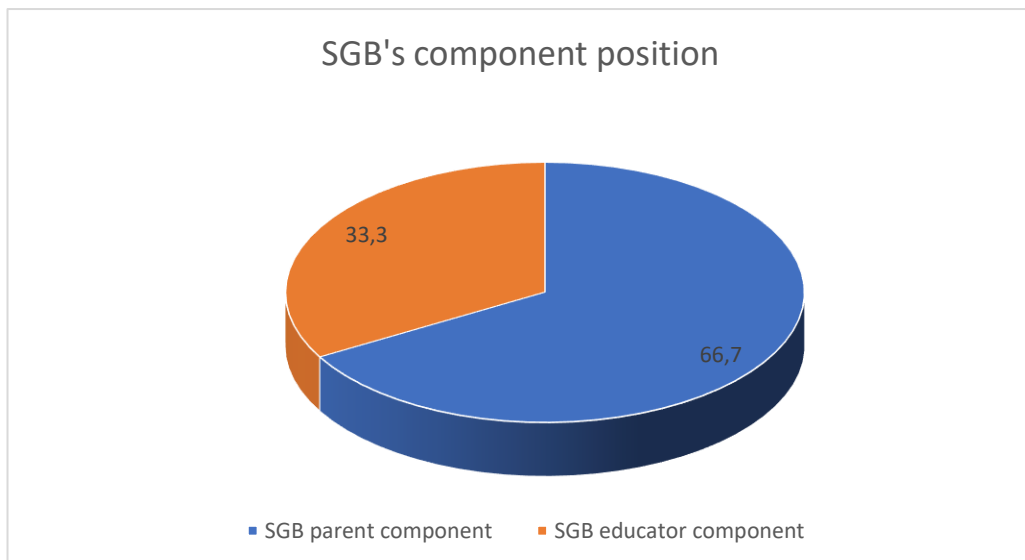
Figure 4.6: A Pie Chart for SGB's Component Position

Table 4.6 shows components of each SGB member to indicate the group represented. From Figure 4.6, it is very clear that more participants are on the parent component with 66.7%, while 33.3% fell on the educator component. This data confirms that more information came from parents.

Table 4.7: SGB Services from Each School Category

Service	Frequency	Percent
Primary	3	50.0
Secondary	2	33.3
Combined	1	16.7
Total	**6**	**100.0**
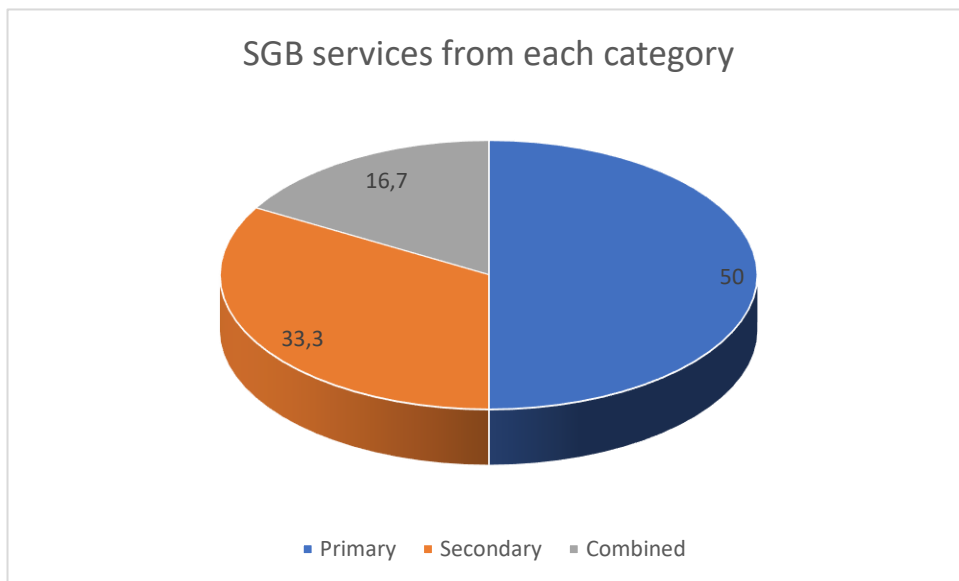
Figure 4.7: A Pie Chart for SGB Services from Each Category

Table 4.7 indicates the type of school in which participants were serving as SGB members. Figure 4.7 shows 50.0% of participants who were serving in primary schools. Those who were serving in the secondary level were 33.3%, while16.7% was

for the combined school. This means most SGB members were serving in primary schools. Data was collected from different types of schools.

SECTION C: DATA ANALYSIS

4.4   ANALYISIS OF DATA

- **Educators and SMT Members**

Table 4.8- 4.11: Indicate with Yes or No to reflect your experience.

Table 4.8: Implementation of R&R Process

R&R Implementation	Frequency & Percentage					
	Yes		**No**		**Total**	
	F	**%**	**F**	**%**	**F**	**%**
1. Do you agree with the department of education that educators should be rationalized?	22	61.1	14	38.9	36	100
2. Were you satisfied with the procedures applied in R&R?	12	33.3	24	67.7	36	100
3. Did your school participate in protests demanding more educators?	04	11.1	32	88.9	36	100
4. Did R&R lead to some of the schools losing experienced Science and Mathematics educators?	30	83.3	6	16.7	36	100
5. Did protests and shut down of schools affect teaching and learning at your school?	20	55.6	16	44.4	36	100
6. Did your school accept to absorb redeployed educators?	35	97.2	1	2.8	36	100
7. Did the implementation of staff rationalization affected your school governance?	20	55.6	16	44.4	36	100
8. Did protests have a negative impact on the end year results?	32	88.9	4	11.1	36	100
Total					**36**	**100**

Table 4.8 results stipulated in by statement number 1 confirms that 61.1% participants do agree with the Department of Education that educators should be rationalized, but those who indicated that educators were not supposed to be rationalized are 38.9%. This means that educators were ready for redeployment, the Department of Education was right to redeploy educators as confirmed by the ELRC Collective Agreement Number (2 of 2003).

The results of statement number 2 above, with 67.7% participants, showed their dissatisfaction about procedures applied when educators and SMT members were redeployed, yet 33.3% were satisfied. This implied that each school manager should have informed the staff in the institution about the new educator post establishment and of the procedure to be followed. Nong (2005:70) explains that procedures were not properly followed, as indicated by the Resolution (6 of 1998). This happened even in the identification of educators who could not be accommodated in the new staff establishment, as set out in the ELRC Collective Agreement Number (2 of 2003). The information concerning staff rationalization was to be disclosed in a formal staff meeting invited by the school manager. Some educators thought that the school manager might have misinterpreted other parts of those procedures.

The results from statement number 3 above, reflected that 88.9% participants indicate that they did not participate in protests when their schools were in demand of extra educators. The other 11.1% did.

From the outcome results of statement number 4 above, 83.3% participants indicated that through staff rationalization, some schools lost their experienced Science and Mathematics educators. "Some schools lost valuable staff members and this affected academic achievements, causing depression, anxiety and poor performance among educators in classroom, due to lost in sense of security" (Mthombeni, 2002:23; Siobo, 2010:28). Only 16.7% schools did not lose their educators.

Results from statement number 5 above show that 55.6 % of participants confirmed that protests and shut down of schools was affecting teaching and learning in their schools, whilst 44.4% of schools were not affected. In most schools, there was tension among educators because of redeployment that affected the culture of teaching and

learning (Mthombeni, 2002:23).   This indicated that some schools were disturbed, and educators could not do proper teaching and learning.

Statement number 6 above reflected 97.2% of participants who indicated that their schools accepted redeployed educators for absorption, and only 2.8% could not. This implied that after educators were redeployed, they were accepted by their new schools.

The results stipulated from statement number 7 above, with 55.6%, agree that the implementation of staff rationalization affected governance in most schools. To add, 44.4% of the schools were not affected. This held great implications for affected educators as they lacked interest to perform in class as they did before staff rationalization. A report from Limpopo showed that some affected educators refused to teach, and learners were regularly sent home (Siobo, 2010:22).

Results from statement number 8 above with 88.9% participants indicate that when protests took place, they had a negative impact on year-end school results. The other 11.1% was not affected, which implies that the more protests took place, the more school year results were negatively impacted.

Table 4.9: General Perception of Educators and SMT on Redeployment

Educators' Perceptions	Frequency & Percentage					
	Yes		No		Total	
	F	%	F	%	F	%
1. Some educators were redeployed without their consent	28	77.8	8	22.2	36	100
2. Educators with heavy workload would be relieved	24	66.7	12	33.3	36	100
3. Overcrowded classes would be relieved once the R&R process is unfolded	26	72.2	10	27.8	36	100
4. Some school managers would get a chance to eliminate educators whom they view as lazy.	22	61.1	14	38.9	36	100
5. SMT would influence avoidance of absorbing incompetent educators.	24	66.7	12	33.3	36	100

6. SGB members expected to be supplied with enough number of educators.	27	75.0	9	25.0	36	100
7. Learners would be fairly taught in every subject by required distributed number of staff.	25	69.4	11	30.6	36	100
8. Circuit managers would manage their circuit schools with proper supervision.	25	69.4	11	30.6	36	100
9.The implementation of educators' redeployment caused conflict amongst stakeholders.	27	75.0	9	25.0	36	100
Total					36	100

Table 4.9 results of statement number 1 above indicated that 77.8% participants perceived that some educators were redeployed without their consent and 22.2%, disagreed. This implied that redeployment could be equally transparent to all stakeholders. Van Wyk (2004:52) confirmed this when stating that the feeling of educators was that nothing should be decided about them without having consulted them.

Based on the results of statement number 2 above, 66.7% participants believed that educators and SMT with heavy workload would be relieved. The other 33% disagreed. The implication was that redeployed educators could solve their challenges. Garson (1999:1) quoted from Brebner High's Andrew Tailor, "Whatever the need for rationalization, no-one can stand up and say it has not had a detrimental effect on our education system. Staff were overtaxed and overworked. Personal tensions increased because of the workload".

The results under the statement number 3 above reflected that 72.2% of participants agreed that overcrowded classes could be relieved once the R & R process is unfolded. The other 27.8% did not agree.

According to the results of statement number 4 above, 61.1% of participants perceived that other school managers got a chance to eliminate educators whom perceived as lazy when redeployment took place, yet 38.9% did not. Nemutandani (2004:21)

confirmed this when stating that in Limpopo Province, there were still a large number of educators who have to be moved to schools with a high learner educator-ratio.

The results of statement number 5 above indicate that 66.7% of participants perceived that the SMT would influence avoidance of absorbing incompetent educators. The other 33.3% indicated otherwise.

It was noted that through the above-reflected results of statement number 6, more participants 75.0% perceived that member expected to be supplied with the demanded number of educators during the redeployment process. The other 25.0% disagreed.

The results from statement number 7 above indicated that more participants 69.4% perceived that redeployment could have made learners to be fairly taught in every subject by relevant distributed number of staff in their schools, while 30.6% did not support the statement.

The results in statement number 8 above show that 69.4% participants perceived that circuit managers could manage their circuit schools with proper supervision, yet 30.6% did not agree. This implied that circuit supervision could manage the movement of educators from one school to another once the R&R process is unfolded.

The results of the statement number 9 indicated that 25.0% do not support the statement. On the other hand, 75.0% of the participants perceived that the implementation of educators' redeployment caused conflict amongst stakeholders. The Department of Education (2012:10) indicated that the governing body should respect the position of the school manager as the professional leader of the school and the person responsible for the day-to-day management and administration of the school. Many educators said, "We were being redeployed by people and not by process, particularly by school manager" (Nemutandani, 2004:70).

Table 4.10: Educators and SMT's Remarks about SGB Members' Protests

when Demanding for more Educators

Educators' Remarks on School Impact	Frequency & Percentage					
	Yes		No		Total	
	F	%	F	%	F	%
1.There were disturbances experienced by schools.	33	91.7	3	8.3	36	100
2. Educators and learners wasted teaching time.	34	94.4	2	5.6	36	100
3 There was lack of teaching and learning at schools.	32	88.9	4	11.1	36	100
4.Proper control of school discipline was lacking.	29	80.6	7	19.4	36	100
5. Most educators became reluctant and demotivated.	32	88.9	4	11.1	36	100
6. Low morale for teaching dominated to educators.	32	88.9	4	11.1	36	100
7. Sometimes schools became dysfunctional.	33	91.7	3	8.3	36	100
Total					**36**	**100**

Table 10, the results for item number 1 indicate that 91.7% participants did agree that there were disturbances experienced in schools during protests. The other 8.3% could not support the given statement.

For item number 2 above, results of 94.4% indicated that most participants confirmed that involvement in protests and shut down of schools by SGB was affecting educators and learners regarding attending classes.   Moloto (2014) supported this when saying "on Monday, the school gates were blocked by rocks. Pupils were not allowed to attend classes". The 5.6% were not affected.

The results of item number 3 reflect that 88.9% participants said there was lack of proper culture of teaching and learning in schools. This affected in many schools and resulted in disturbances. The other 11.1% reported that they were not affected.

For item number 4, 80.6% confirmed that involvement in protests resulted in a negative school discipline, while 19.5% did not support the idea. The implication was that proper school discipline could not be sustainable.

The results stipulated on item number 5 showed that 88.9% participants were of the idea that protests were affecting most educators because they become reluctant to teach, had low self-esteem and became demotivated. The other 11.1% showed that there was neither demotivation nor lack of self-esteem.

The results of item number 6 indicated that 88.9% of the participants were in support of the idea that if the SGB is involved in protests, it could contribute to low morale in teaching that could dominate and contribute to less commitment by educators. This was confirmed by Mthombeni (2002:28) who said "some educators earmarked for redeployment lose their self-esteem and self-respect, and that affects their performance". Mthombeni added that the implementation of the rationalization and redeployment policy appears to have caused much anxiety amongst educators and contributed to low morale (2002:10). The 11.1% participants reported that no domination of low morale was experienced.

According to the above results for item number 7, 91.7% of participants indicated that protest and shut down of schools by SGB members negatively impacted on schools because schools became dysfunctional. On the other hand, 8.3% of the participants did not agree with the statement.

Table 4.11: Factors which were Considered by the DoE to Introduce Staff R&R

Considered Factors	Frequency & Percentage					
	Yes		No		Total	
	F	%	F	%	36	100.0
1.To balance the imbalances of inequity in learner enrolment.	31	86.1	5	13.9	36	100.0
2. To address the departmental right-sizing policy	33	91.7	3	8.3	36	100.0
3. To equalize the school teacher-pupil ratio.	30	83.3	6	16.7	36	100.0

4. To phase out the apartheid education system.	23	63.9	13	36.1	36	100.0
5. To equalize the education human resource supply.	30	83.3	6	16.7	36	100.0
6. To redress the school post-provisioning.	28	77.8	8	22.2	36	100.0
7. To frustrate educators through educators' redundancy.	15	41.7	21	58.3	36	100.0
8. To transfer educators with bad characters and lack of discipline.	12	33.3	24	66.7	36	100.0
9. To be able to merge the smallest schools.	29	80.6	7	19.4	36	100.0
10. To provide schools with enough educators.	30	83.3	6	16.7	36	100.0
11. To improve schools results by providing scarce skills educators to needy schools.	26	72,2	10	27.8	36	100.0
Total					**36**	**100.0**

Table 4.11 results on statement 1 showed that more participants 86.1% were of the idea that the Department of Education introduced the R&R process to balance imbalances of inequity in learner enrolment. The other 13.9% did not support the statement. This was emphasized by what was set out in the Collective Agreement Number (2 of 2003), which stipulated that schools with changes concerning learner enrolment should have changes in educator provisioning to effect equity and improve the teacher-pupil ratio. Nong (2005:7) clarified that the Department of Education indicated that they wanted to achieve equitable redistribution of resources, including educators; the reality was that they wanted to save money.

Statement number 2 results showed that 91.7% participants stated that one of the factors indicated above was to address the departmental right-sizing policy, yet the 8.3% could not support it.

The reflection of results on statement number 3 shows 83.3% participants who indicated that another factor that influenced the department was to equalize the school teacher-pupil ratio. On the other hand, 16.3% was not indicating the same idea.

The above statement number 4 pointed out results of 63.9% supporting the phasing out of the apartheid education system. The other 36.1% was not in support of the said statement.

The above results on statement number 5 reflected 83.3% participants confirming that to introduce the R&R process was a better way of equalizing the education human resource supply while 16.3% was not in support of this idea.

The results of statement number 6 showed that 77.8% of the participants responded that to redress the school post-provisioning was one of the factors that influenced the department to introduce staff rationalization, and 22.2% was not in support.

Through the above-stipulated results of statement number 7, 58.3% of the participants denied that another factor of the department of education to implement the R & R process was to frustrate educators through redundancy. The 41.7% do agree that frustration was also one of the aims. The main indication through the higher percentage of 58.3% above implies that no frustration was aimed at. That was the reason why Maile (2005:179) remarked that in the case of redeployment, scrutiny reveals that while it brought suffering to some affected individuals, it had long term-benefits for educators.

Statement number 8 shows that 66.7% participants did not agree that the department did not introduce the R&R process to transfer educators with bad characters and lack of discipline. The other 33.3% said it was true. This implied that the R&R process had nothing to do with educators' discipline.

Statement number 9 above shows 80.6% participants who were in support of the statement that one of the factors that influenced the department to introduce R&R in South African schools was to be able to merge the smallest schools. It also shows that 19.4% did not support this factor.

Statement number 10 showed that 83.3% were in support of the education department's idea of introducing the R&R process for providing schools with enough educators. The other 16.7% did not support this statement.

The results of statement number 11 show that 72.2% participants agreed that one of the factors that influenced the Department of Education to implement the R&R process was to improve school results by providing scarce skills educators to needy schools. On the other hand, 27.8% were not in support of the statement.

Table 4.12 – 4.17: Educators and SMT's Remarks upon the Given Statements.

Table 4.12: The Purpose of Implementing the Redeployment Process

From the following, what do you think was the main purpose for the Department to implement the R&R process?

Main Purpose of Redeployment	Frequency & Percentage	
	F	%
1. Redeployment is a continuous process requirement.	8	22.2
2. To reduce skilled educators in overcrowded classes at public schools.	1	2.8
3. To address the problem of inequity of educator supply at schools.	7	19.4
4. To supply more educators to needy schools	15	41.7
5. To address the issue of proper effective teaching and learning.	5	13.9
Total	36	100.0

Table 4.12 statement number 4 shows that 41.7% agreed that the purpose of the department to implement redeployment was to supply educators to needy under-staffed schools. This was confirmed by Nong (2005:8) when stipulating that in some schools, educators were overloaded with work whereas in others, they have less to do, which indicated that there was a need to redress imbalances resulting from the past order to pave the way for high quality of education for all learners. Singh (2015:1) confirmed by indicating that the process included the development of a system to

assess and put the right people in the right jobs. Such implicated that educators are not against redeployment.

The reflection of results from item number 1 showed 22.2% of the participants indicating that the implementation of redeployment aimed at fulfilling the requirements of R&R as a continuous process in Limpopo. Concerning redeploying educators, Maile (2005:183) was of the idea that since redeployment was a continuous process, they might be redeployed again.

Statement number 3 showed that 19.4% indicted that R&R existed to address inequity of educator supply.

Statement number 5 above shows 13.9% participants who supported the statement that the purpose of the department to implement redeployment was to address proper teaching and learning effectively. Singh (2015:1) further stated that if carried out properly, redeployment could help the organization as well as its employees.

The majority of 83.3% participants supported the idea that educators should be supplied to schools with shortages. This implied that schools should wait for the R&R process to run its course to address the problem of inequity.

Regarding item number 2, the least 2.8% number of participants supported the statement of implementing R & R to reduce skilled educators in overcrowded classes.

Table 4.13: The Effects of Staff Rationalization on School Governance

As educators and SMT, how does staff rationalization affect school governance?

Staff Rationalization Effects	Frequency & Percentage	
	F	%
1.There is lack of school discipline and control, due to movement of educators from one school to another.	1	2.8
2. Schools with redeployed educators might become dysfunctional.	12	33.3
3. Educators experienced many challenges during the determination of those in excess.	13	36.1
4. Some of SGB members shut down schools in demand of more educators.	1	2.8
5. High failure rate could affect year-end results.	3	8.3
6. Culture of teaching and learning became too slow, due to educators' movement when coming and going.	6	16.7
Total	**36**	**100.0**

Table 4.13 shows effects of redeployment of educators on school governance. This reflection under statement number 1 shows 2.8% responded that lack of discipline was one of the effects of staff rationalization on school governance because during redeployment of educators, educators move from one school to another seeking absorption, yet learners are in classrooms without educators.

Statement number 2 reflects that 33.3% confirmed that when educators become redeployed, the schools might become dysfunctional because the school lacks consistency in the culture of teaching and learning and could negatively affect the way in which the school was governed.

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Statement number 3 shows that 36.1% of participants indicated the effects of staff rationalization had challenges on school governance. These were affected due to conflict experienced in the school when educators were redeployed. Siobo (2010:1) argues that apart from challenges experienced by education, this affected the department, educators and school governance.

On the other hand, the results on statement number 4 has 2.8% participants who indicated that some SGB members shut down schools in demand for more educators in their schools, leading to the SGB not executing their functions.

Statement 5 had 8.3% participants stipulating that the high failure rate in school results could have been caused by the implementation of staff rationalization, which also influenced poor school governance. This implied that the movement of educators from one school to another during the last term negatively affected Grade 12 results (Nong, 2005:85).

Statement number 6 reflected that 16.7% of the participants were in support of the fact that school governance was affected regarding the culture of teaching and learning because educators were redeployed continuously in Limpopo. Maile (2005:180) states that redeployment is a continuous process that takes a psychological toll on the educator, and the school. The SGB should let the R&R process run its full course in time, to receive new educators according to their staff establishment.86.1% participants fully supported statements 2, 3 and 6.

Table 4.14: Suggested Criteria to Consider when Declaring Educator's as being in Excess

Which of the following criteria do you suggest need to be considered the best when declaring educators as being in excess?

Suggested criteria	Frequency & Percentage	
	F	%
1. Incompetency	1	2.8
2. Voluntary redeployment option	3	8.3
3. Workload of each educator	6	16.7
4. Follow all the (R&R) steps and procedures	19	52.8
5. Follow the interview competency process for Absorption	2	5.6
6. Absenteeism	1	2.8
7. Redeploy according to 'Last in First out' (LIFO).	4	11.1
Total	**36**	**100.0**

Table 4.14 results reflect a statement that needs participants to suggested criteria to be taken into consideration when educators are declared as being in excess.

Statements number 1 and 6 both reflected 2.8% of participants who preferred incompetency and absenteeism for consideration. Statements number 2 and 5 also had 8.3% and 5.6% participants, respectively, who chose voluntary redeployment and interview competency process.

Statements 3 and 4 had 52.8% and 16.7%, respectively, who mostly preferred following criteria prescribed in the R&R steps under proper procedures and educator's workload.   This implied that the suggested considerable criteria for educators should be the procedure laid down for the determination of excess educators according to the PSCBC Resolution (7 of 2002).

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Concerning statement number 7, which mentioned redeployment according to 'Last in First out' (LIFO), Maile (2005:187) argues that if the LIFO principle is chosen, the last to enter as new employees were likely to be redeployed again.

Table 4.15: Redeployed Frustrated Educators Took the Solvent Options

From the given statements, which would be the most preferable solution taken by frustrated educators?

Options Taken	Frequency & Percentage	
	F	%
1.Resignation	20	55.6
2. Long sick leave applications	5	13.9
3. Package application	3	8.3
4. Early retirement	7	19.4
5. Retrenchment	1	2.8
Total	**36**	**100.0**

Table 15 statements 3 and 5 from the above table show the least support from 8.3% and 2.8% participants, respectively. Some of the educators' unions (PEU) and (SADTU) opposed the implementation of (MASP) with the argument that it was in violation of resolution 6 of 1998 (Siobo, 2010:13).

Statement number 2 shows that 13.9% participants indicated that through frustration, educators would prefer an option of taking long sick leave. This implied that they would stay away from schools for a while in order to take a break. The majority of participants from statements number 1 and 4 had 55.6% and 19.4% participants who suggested resignation and early retirement. In support of early retirement, Nong (2005:107) eluded that MEC Dr Aron Motswaledi indicated that the Department of Education wanted old educators who were nearing their retirement age to quit when he was addressing the SADTU meeting. In order to quit from the school in which they

were frustrated since they felt they were unfairly redeployed, they opted for the Mutually Agreed Severance Package (MASP). Mthombeni (2002:19) explained that the state may introduce measures to promote redeployment by allowing educators to retire. This implied that the frustration led to educators in resigning and opting for early retirement to avoid redeployment stress.

Table 4.16: Educators' Comments to SMT about Educators who Felt that they we're not Properly Declared in Excess when Redeployed

Which of the following comments do you rate best that reflects feelings of teachers declared to be in excess, regarding the SMT?

Educator's Comments to SMT	Frequency & Percentage	
	F	%
1.Nepotism with discrimination took place.	3	8.3
2. The school manager did not follow the correct procedures.	15	41.7
3. Management was full of hatred to the redeployed.	1	2.8
4.Scarce skills subjects were considered when matching educators' workload for absorption.	11	30.6
5. The school manager exercised unfair labour practice	2	5.6
6. Some of the steps were not properly followed.	4	11.1
Total	**36**	**100.0**

Table 4.16 reflects comments for feelings of teachers declared in excess, regarding how the SMT handled the R&R process. Statements number 3, 5 and 1 had 2.8%, 5.6% and 8.3% participants, respectively, whose comments put blame upon the school management team for practicing discrimination and unfair labour practice when educators were put in excess. Maile (2005:174) gave an emphasis that employees could no longer regard their employment as permanent and thus offer loyalty. Maile (2005:174) confirmed the pain caused by redeployment that whatever the cause,

widespread insecurity, mistrust and work-related stress were affecting the "down-sized" educators. This was because the school manager was given an authority to facilitate the R&R process, so determination of the educators in excess to the school staff establishment was laid upon their shoulders as per ELRC Collective Agreement Number (2 of 2003 Annexure A 2.4) and Resolution (7 of 2002).

On the other hand, statement number 6 11%, number 4 with 30.6% and number 2 41.7% yielded the majority of 83.4% of participants, who agreed that some educators were not properly declared in excess when redeployed because some steps and procedures were not properly followed and that scarce skills should have been considered when matching educators' workload for absorption. Crouch and Perry (2003:478) confirmed that the forecast of educator supply and demand considered the projected learner enrolment, workload and learner/educator ratio, as well as the estimated output from tertiary training facilities and possible impact of HIV/AIDS mortality on educator and learner number. This implied that certain procedures were not clear to redeployed educators, hence the above comments. Expected procedures were laid per the Resolution (6 of 1998 paragraph 1.1.3 and 1.1.4) and the ELRC Collective Agreement Number (2 of 2003), which indicated that the procedure for the identification of serving educators in addition to the establishment of operational requirements were stated in Annexure A paragraph 2.4 (d).

Table 4.17: Educators' Attitudes Towards the Redeployment Process

From the following, which attitude was mostly adopted by educators towards redeployment?

Educators' Attitudes	Frequency & Percentage	
	F	%
1. Positive attitude	4	11.1
2. Disappointing process	11	30.6
3. Negative	9	25.0
4. Bad attitude	1	2.8
5. In favour of (R&R)	1	2.8

6. Do not prefer (R&R)	9	25.0
7. Full of joy	1	2.8
Total	**36**	**100.0**

Table 4.17 presents the responses regarding educator's attitudes towards the redeployment process. Although educators' attitudes varied, such as being in favour of R&R, being joyful and positive. Statements number 2, 3 and 6 had 80.6% of participants agreeing that educators' attitudes towards the redeployment process were reflecting disappointment and were negative. This implied that educators were not in favour of the procedures applied.

- **Dimensional Information**

Table 4.18: Important Issues Related to R&R Absorption and School Governance

Absorption & Governance	Strongly Agree		Agree		Not Sure		Disagree		Strongly Disagree		Total	
	F	%	F	%	F	%	F	%	F	%	F	%
1.School changes in learner enrolment affected the redeployed educators.	19	52.8	14	38.9	1	2.8	-	-	2	5.6	36	100
2. Excess educators worked actively while waiting for absorption.	4	11.1	5	13.9	3	8.3	10	27.0	14	38.9	36	100
3. R&R had a negative effect on school governance.	15	41.7	10	27.8	2	5.6	4	11.1	5	13.9	36	100
4. Right-sizing in the educator sector dealt with measures to effect staff provisioning.	5	13.9	15	41.7	7	19.4	8	22.2	1	2.8	36	100
5. In times of SGB protests, the DoE could respond effectively.	4	11.1	7	19.4	10	27.8	12	33.3	3	8.3	36	100

6. It was the duty of the SGB to recommend for appointment of redeployed educators.	9	25.0	7	19.4	5	13.9	8	22.2	7	19.4	36	100
7. Most redeployed educators were not adequately competent.	1	2.8	5	13.9	2	5.6	14	38.9	14	38.9	36	100
8. R&R affected some of the educators' health.	24	66.7	9	25.0	1	2.8	1	2.8	1	2.8	36	100

Table 4.18 addresses the importance of issues related to R&R, absorption and school governance. Statement number 1 indicated that 5.6% disagreed that school changes in learner enrolment affected redeployed educators and school governance. In contrast, 91.7% of participants who agreed that school changes in learner enrolment affected redeployed educators and the school governance. This was the reason why Siobo (2010:9) stated that changes in the Department of Education brought new challenges to redress imbalances; however, these affected certain educators during redeployment.

The results from statement number 2 showed that 25% of the participants agreed that the impact of R&R and school governance motivated educators to work actively while waiting for absorption. Contrasts were again strongly reflected by 65.9% participants who disagreed that excess educators work actively while waiting for absorption.

On statement number, 3 it was reflected that a few 25% participants disagreed that R&R and absorption had a negative effect on school governance, yet 70.5% of the participants agreed that R & R and absorption had a negative effect on school governance. This implied that the process of staff rationalization negatively affected the school governance.

Statement number 4 shows 55.6% of the participants who agreed that R&R, absorption and school governance effected right-sizing which dealt with measures to effect in staff provisioning.

Statement number 5 showed 30.5% participants agreed that during SGB protests, DoE could respond effectively; 41.6% disagreed that the department was not able to respond effectively.

Statement number 6 reflected 44.4% participants who agreed that it was the duty of the school governing body to recommend appointments of redeployed educators. This implied that it was important for the SGB to know their role and responsibility to execute their duties effectively during staff rationalization and redeployment process. Such duties are also laid down by SASA as indicated by Chaka (2008:17) that the SGB should recommend to the Head of Department the appointment of educators at the school, subject to the Employment of Educators Act (Act 76 of 1998) and the Labour Relations Act (1995).

The above results on item number 7, had 36.7% of the participants who agreed that most redeployed educators were not adequately competent. One could then deduce that 77.8% of the participants disagreed with the statement. This implied that educators were always competent.

From the above table, item number 8, reflects that 91.7% of participants agreed that redeployment affected some of the educators' health.

Table 4.19: Redeployment Treated Stakeholders in Different Ways

R&R Treatment to Stakeholders	Strongly Agree		Agree		Not Sure		Disagree		Strongly Disagree		Total	
	F	%	F	%	F	%	F	%	F	%	F	%
1. The implementation of R&R process caused conflicts amongst stakeholders.	13	36.1	19	52.8	4	11.1	-	-	-	-	36	100
2. The process of double parking (two educators in one	16	44.4	15	41.7	5	13.9	-	-	-	-	36	100

Statement												
post) of redeployed educators was frustrating.												
3. Educators should be allowed to choose schools for absorption.	15	41.7	11	30.6	1	2.8	6	16.7	3	8.3	36	100
4. There seemed to have inadequate training on R&R to stakeholders.	10	27.8	15	41.7	3	8.3	7	19.4	1	2.8	36	100
5. R&R is a continuous process, and it should be continued with.	8	22,2	10	27.8	1	2.8	8	22.2	9	25.0	36	100
6. 'Last in first out' (LIFO) should be the main criterion to determine educators in excess.	10	27.8	5	13.9	2	5.6	10	27.8	9	25.0	36	100
7. Redeployed educators should go for interviews to compete for the new post for absorption.	3	8.3	2	5.6	1	2.8	5	13.9	25	69.4	36	100

Table 4.19 addresses the way in which educators were treated during R&R. According to the outcomes of statement number 1, which showed that 88.9% of the participants do agree that the R&R process caused conflicts amongst stakeholders. That was supported by Garson (1999:1) referring to this as a path of destruction through schools ridding them of their most valuable staff members, affecting academic achievement and causing depression, anxiety and poor performance among educators.

Concerning statement number 2, the results of the above indicated that 86.1% agreed in support of the statement that double parking of educators (placing 2 educators in one post for a while) was frustrating. This meant that educators were not happy about that.

Statement number 3 reflected that 25% of participants disagreed that educators should be allowed to choose schools for absorption. On the other hand, it was reflected that 72.3 % participants agreed that it was important for the department to allow educators to choose schools for absorption. This implied that those educators who were redeployed should be given a chance to choose schools to which they could be absorbed, especially in neighbouring schools or circuits from the list of vacancies'. DoE Circular Number (199 of 2012 paragraph 1.8) confirmed that: "The District should assist in seconding excess educators from nearby circuits to new schools".

The above reflection of statement number 4 indicated that 22.2% of the participants did not agree that stakeholders might be having inadequate training. "It would seem that there was no proper workshop or training for officials of the department for the process of redeployment to take place smoothly" (Mthombeni, 2002:24). The other 69.5% agreed that there might be inadequate training of stakeholders on R&R. Nong (2005:45) commented that the way the education system was planned gave an indication that there was no proper planning. Without proper planning, there was no training; as such, SGB members were unable to execute their duties properly.

An implication is that when stakeholders are fully trained, they acquire more knowledge about redeployment and school governance. They are also able to share with other members from school information acquired from training.

In statement number 5, 47.2% did not agree that redeployment, as a continuous process, should be continued. On the other hand, 50% participants indicated that they agree that the R & R was a continuous process and should be continued. This was well supported by Nemutandani (2004:2) who confirmed that in Limpopo Province, the process would continue because there were educators who were still on the redeployment list.

Statement number 6 reflected results of 41.7% participants who agreed with the criteria of 'Last in First out' (LIFO) in R&R to determine those educators to be declared in excess. The other 52% participants disagreed with the criteria of declaring educators in excess through means of 'Last in First out' (LIFO).

Statement number 7 shows results of 13.9% participants who agreed that redeployed educators should go for interviews for quicker absorption. Others 83.3 % disagreed. This implied that educators were against the idea of interviews for the second time competing for the same post.

Table 4.20: Functions of the School Governing Body (SGB)

SGB Functions	Strongly Agree		Agree		Not Sure		Disagree		Strongly Disagree		Total	
	F	%	F	%	F	%	F	%	F	%	F	%
1.To monitor and control Educator's duties.	2	5.6	4	11.1	2	5.6	8	22.2	20	55.6	36	100
2.To lead the school in parents' meetings.	15	41.7	18	50.0	2	5.6	-	-	1	2.8	36	100
3. To lead the protests in demand of more educators.	4	11.1	2	5.6	4	11.1	15	41.7	11	30.6	36	100
4. To govern the school.	16	44.4	15	41.7	1	2.8	2	5.6	2	5.6	36	100
5.To hand in petitions to Department of Education for their demands.	5	13.9	11	30.6	5	13.9	11	30.6	4	11.1	36	100
6. To control and manage the school finances.	17	47.2	12	33.3	2	5.6	4	11.1	1	2.8	36	100

Table 4.20 above addresses functions of the SGB.   Statement number 1 indicated that 16.7% of participants agreed that one of the SGB functions was to monitor and control educators' duties. The other group of 77.8% participants disagreed. The Department of Education (2012:13) stated that a member of the governing body does not have the right to visit a member of staff to evaluate work performance. This meant that it was not the duty of the SGB to monitor and control educators' duties, as indicated by PAM.

The results of item number 2 above showed 2.8% participants who disagreed that it was the duty of the SGB to lead the school in parents' meetings. On the other hand, the majority 91.7% of participants agreed that one of the school governing body's function was to lead the school in parents' meetings. This implied that it was the duty of the SGB to take lead during parents' meetings.

Statement number 3 had 72.3% participants who disagreed that the SGB should protest for the demand of more educators. On the other hand, 16.7% of participants were those who agreed that the SGB should protest in demand of more educators. Nkonkobe and Ntshobane (2013:2) clarified in support that: "The Dispatch had since January reported on 14 school "closures" in the province because of educator shortages". The more the SGB members were engaged in protests, the less execution of normal day-to-day functions.

Results from statement number 4 showed that 11.2% disagree that one of the most SGB members' duties was to govern the school. On the other hand, 86.1% of the participants agree that it was the SGB's duty to govern the school.

The table above on item number 5 reflected results, which show interest of participants as more or less similar. There were 41.7% participants who agreed that it was the duty of the school governing body to hand over their petitions to the Department of Education demanding more educators, and 44.5% who disagreed. This implied that it was not right for the SGB to protest for the demand of more educators.

Statement number 6 shows that 13, 9% of the participants disagreed that the SGB do not control and manage the school finances. On the other hand, there were 80.5% of participants who fully agreed and indicated that it was one of the functions of the school governing body to control and manage the school finances. This implied that there were certain duties such as control of finances that were supposed to be performed by the SGB.

- **School Manager's Experience**

School managers were requested to give their views based on their knowledge and experience as school leaders. This concerned their experience of losing and gaining educators. Their responses were as follows:

Table 4.21:   The School Managers' Experience on Redeployment and School Governance

School Managers' Experience on R&R and Governance	Frequency & Percentage					
	Yes		No		Total	
	F	%	F	%	F	%
1.Do you agree with the department of education that educators should be rationalized through redeployment?	7	87.5	1	12.5	8	100
2. Did the department of education ever took enough time to workshop you before the implementation?	4	50.0	4	50.0	8	100
3. Did your school ever participate in protests in demand of more educators?	-	-	8	100.0	8	100
4. Was governance and discipline possible when the school was in shortage/surplus of educators?	5	62.5	3	37.5	8	100
5. Were you satisfied with the Departmental criteria and procedures applied during R&R at your school?	6	75.0	2	25.0	8	100
6. R&R led some of the schools to mostly losing experienced Science and Mathematics educators when redeployed to needy schools. Did this happen to your school?	3	37.5	5	62.5	8	100
7. Did protests and shut down of schools' affect teaching and learning in your school?	4	50.0	4	50.0	8	100
8. Did your school willingly absorb redeployed educators?	8	100.0	-	-	8	100
9. The implementation of staff rationalization affected the sustainability of your school governance.	5	62.5	3	37.5	8	100

Table 4.21 focuses on staff rationalization and redeployment of educators. This includes how redeployment affected the school governance. The results of statement

number 1, indicated that 87.5% of participants agreed with the department of education that educators should be rationalized through redeployment, yet 12.5% of participants disagreed that educators should be redeployed. This indicated that educators were open, they accepted and understood the process of redeployment.

The reflected results of statement number 2 show that 50%, which was half of the school managers as participants, indicated that the Department of Education tried to workshop them before the implementation. The other 50% disagreed that the department ever took time to workshop them before the implementation. This indicated that half of the school managers were workshopped. Implications for insufficient workshops was that these stakeholders could apply improper procedures without the prescription of Resolution (6 of 1998) and the Collective Agreement Number (1 of 2012).

Statement number 3 shows that 100% responded school managers said that their schools did not participate in protests or shut down in demand of more educators.

Statement number 4 reflected that 62.5% of responded school managers agreed that when they experienced shortage of educators, they managed to control discipline at their schools. On the other hand, 37.5% of school managers responded that they were unable to control the schools with proper discipline when facing shortage of educators.

Reflected results of statement number 5 show that 75% of the school managers indicated that they were satisfied with the DoE procedures applied in the redeployment of educators in their schools. Yet 25% participants said that they were not satisfied with the DoE procedures applied in the redeployment of educators in their schools. For any query concerning redeployment disputes, it was stated that the interpretation of applied procedures could be discussed on the provincial level by the task team and could even be placed under the Inter-Provincial Task Team for further consultation wherever need be (Mthombeni, 2002:21). From this reflection, it was deduced although educators were not satisfied with applied procedures, school managers were satisfied with procedures applied for redeployment.

Statement number 6 reflected that 62.5% of school managers who responded indicated that the R&R process did not cause schools to lose experienced Science and Mathematics educators when redeployed to the neediest schools. Yet 37.5% of participants disagreed.

According to results reflected on statement number 7,50% of the participants agreed that the protests and shut down of schools were affecting teaching and learning in their schools. The other half 50% disagreed with the statement.

Statement number 8 showed that all school managers 100% agreed that their schools willingly absorb redeployed educators.

In statement number 9, it was reflected that 62.5% of the participants agreed that the implementation of staff rationalization affected their school governance. Yet 37.5% were not supporting the statement that staff rationalization affected their school governance.

- **Circuit Officials' Experience**

The table below indicates percentages of statements regarding staff rationalization process and the way in which schools were governed under the control of circuit managers and governance officials.

Table 4.22: Governance Under Circuit Control During Redeployment Process

Governance During R&R	Frequency & Percentage					
	Yes		No		Total	
	F	%	F	%	F	%
1.Do you agree with the Department of Education that educators should be rationalized through redeployment?	4	100.0	-	-	4	100
2. Did the Department of Education ever take time to workshop you before the implementation?	4	100.0	-	-	4	100
3. Did any schools under your circuit ever participated in protests demanding for more educators?	1	25.0	3	75.0	4	100
4. Were you satisfied with the DoE procedures applied in the redeployment of educators at your circuit?	4	100.0	-	-	4	100
5. R&R had led to some schools losing experienced Science and Mathematics educators when Redeployed to the neediest schools.	3	75.0	1	25.0	4	100
6. Did the protests affect teaching and learning at nder your schools under circuit?			4	100.0	4	100
7. Many challenges were experienced when redeployed educators were to be absorbed in your circuit.	4	100.0	-	-	4	100
8. The implementation of staff rationalization affected governance in most schools from your circuit.	3	75.0	1	25.0	4	100
9 Were redeployed educators transferred from your circuit to other circuits?	4	100.0	-	-	4	100
Total					**4**	**100**

Table 4.22 was created to address circuit officials, namely, circuit managers and governance officials as they were responsible of controlling, supervising and

monitoring schools. Their responsibility covered the way in which educators were redeployed from schools and even how schools were governed.

Statement number 1 showed that 100% of the participants agreed with the Department of Education that educators should be rationalized, through the redeployment process. This response confirmed that the R&R process was well understood, and as such, educators could be redeployed.

Through the results reflected on statement number 2, 100% of the participants agreed that the Department of Education took time to workshop them before the implementation. This indicates that circuit officials were trained, because the circuit used to host the meetings on behalf of the department and circuit officials could attend.

The results of the above statement number 3 reflected that 75% of participants disagreed with the statement that no schools under their circuit participated in protests, in demanding more educators, the other 25.0% indicated that some schools participated in the protests. As such, any protest could result in disturbances. The reflected results of item number 4 above show that 100% official participants were satisfied with DoE procedures applied in the redeployment of educators at their circuits.

The results above on item number 5 reflected that 75.0% participants from circuit level agreed that the redeployment process led to some of the schools losing experienced Mathematics and Science educators when redeployed to the neediest schools. In contrast, 25.0% official participants disagreed. This implied that most experienced educators in Mathematics and Science were redeployed during the process.

The reflection of item number 6 indicated that 100% of the participants disagreed that the protests did not affect teaching and learning in schools under their circuits.

Item number 7 reflected that all 100% participants agreed that many challenges were experienced when redeployed educators were absorbed in circuits due to shortage of

suitable spaces. This means that some of the educators were to be redeployed to schools far from their expectations.

Reflected results under item number 8 show that 75.0% of official participants agree that the implementation of staff rationalization affected governance in most schools from their circuits. Only 25.0% of those participants disagreed of the fact that implementation of staff rationalization affected governance in most schools from their circuits.

Statement number 9 reflected that 100% of participants agreed that there were redeployed educators who were transferred from their circuits to other neighbouring circuits around the Vhembe District in consideration of under-staffed schools. Mthombeni (2002:3) supported this when he stated that, "educators who were in excess were redeployed to schools which were under-staffed". This implied that such educators who were transferred to other circuits might have been strongly affected when moving away from their favourite neighbourhood schools to those neediest schools. Nemutandani (2004:12) eluded that "transferring educators to schools and areas where there is a great need" was vital. This confirmed the necessity of filling all educators' vacant posts with enough educators.

- **School Governing Body (SGB)**

In this section of the questionnaire, there were questions and statements relevant to SGB members.

Table 4.23: The R & R Process Contributed to Losing or Gaining some Good Educators in Mathematics and Science

	Frequency	Percentage
Yes	5	83.3
No	1	16.7
Total	**6**	**100.0**

In Table 4.23, it was indicated that 83.3% of the members agreed that the process of redeployment led to some of the schools losing educators who were responsible of Maths and Science. The other 16.7% said they were not affected by the redeployment of Maths and Science educators. In schools that were affected, the SGB remained frustrated because Maths and Science were scarce skills.

Table 4.24: The Implementation of Redeployment Process Affected School Governance

	Frequency	Percentage
Yes	4	66.7
No	2	33.3
Total	**6**	**100.0**

Table 4.24 shows that 66.7% of participants agreed that the implementation of the redeployment process affected school governance. SGB members were the most likely people to give guidance on school governance. Only 33% disagree with the statement.

Table 4.25: Did the DoE Workshop you as SGB Members?

b)

	Frequency	Percentage
Yes	2	33.3
No	4	66.7
Total	**6**	**100.0**

Table 4.25 reflects responses of 66.7% of the SGB participants who indicated that the department did not workshop them about the redeployment process, and only 33.3% agree that they were workshopped. This implied that most of the SGB members were not trained, as such they were not well equipped with the relevant information, which means that they were not sure of what they were expected to execute.

It was very important for the Education Department to train the SGB members immediately when the redeployment process unfolded. "It is clear that the competence of SGB members is directly related to the amount of training they received" (Van Wyk, 2004:53). This meant that the amount of training acquired by SGB members would not match with expected skills, it would again not equal the amount of service which would be rendered by the SGB members during redeployment when schools are running short of educators.

Table 4.26: The SGB Members should Hand their Petitions Over to the DoE in Demand of More Educators through Correct Channels

	Frequency	Percentage
Yes	5	83.3
No	1	16.7
Total	**6**	**100.0**

From Table 4.26, 83.3 % of the SGB participants agreed that SGB members should hand their petitions to the Department of Education for their demands of more

educators where need be. 16.7% did not support the statement. However, certain procedures have to be followed through proper channels of communications. This could easily prevent the way in which schools get out of control. It would again reduce SGBs communicating through protests as a faster way of drawing the Department's attention to their demands.

Table 4.27: SGB Members Expected to have Adequate and Timely Supply of Educators

	Frequency	Percentage
Yes	6	100.0
No	0	0.0
Total	6	100.0

The above results from Table 4.27 show that stakeholders were reflecting on their expectations, concerning the supply of educators. In all, 100% of participants indicating agreed with the statement. This means that the DoE should adequately supply schools with enough educators.

Table 4.28: SGB Members Embarking on Protests, Demanding for Quicker Attention Towards Resolution of their Grievances

	Frequency	Percentage
Yes	4	66.7
No	2	33.3
Total	**6**	**100.0**

Table 4.28 concerns SGBs who tried to embark on protests when demanding for more educators. 66.7% of the SGB participants agree that the SGB was correct in protesting in demand of quicker attention. This reveals that the SGB was trying to draw attention

to the Department of Education to listen to their demands and resolve their problems timeously.

- **SGB's Role and Functions**

Table 4.29: SGB Members have a Responsibility to Lead Parents' Meetings

	Frequency	Percentage
Strongly agree	4	66.7
Agree	2	33.3
Not sure	0	0.0
Disagree	0	0.0
Strongly Disagree	0	0.0
Total	**6**	**100.0**

Table 4.29 clarifies that 66.7% of the SGB participants indicate that it is the duty of SGB members to take lead during the parents' meetings. SASA (Act 84 of 1996 2A-19) stipulates those functions relevant to the SGB. Taking the lead by SGB members shows participation of parents in promoting co-operation and school development.

Table 4.30: SGB Members should Monitor and Control Educators' Duties when Teaching and Implementing Policies

	Frequency	Percentage
Strongly agree	1	16.7
Agree	1	16.7
Not Sure	0	0.0
Disagree	1	16.7
Strongly Disagree	3	50.0
Total	6	100.0

The results in Table 4.30 indicate that 66.7% of the participants strongly disagree with the fact that the SGB members should monitor and control educators' duties, when implementing policies and teaching in classrooms. The other 16.7% who strongly agree and 16.7%, who agree, giving the total of 33.3% are of those participants who support the statement that the SGB should monitor and control educators' duties. The responsibility of controlling educators' work lies upon the hands of the school management team as per SASA.

Table 4.31: SGB Members should Control and Manage the School Finances

		Frequency	Percentage
	Strongly agree	3	50.0
	Agree	3	50.0
	Not sure	0	0.0
	Disagree	0	0.0
	Strongly Disagree	0	0.0
	Total	**6**	**100.0**

Table 4.31 indicates the SGB responses with 50% of participants who strongly agree in supporting that school finances should be controlled and managed by the SGB. The other 50% also agree in support that the SGB should be responsible for finances. According to SASA (Act 84 of 1996), it is the governing body's duty to strike a balance between interests of the different parties involved in education to ensure that the school provides quality education, while also running a financially stable school. SGB members should always know their responsibilities.

Table 4.32: Another Function of the SGB is to Recommend to the Head of Department for Educator's Absorption or Appointment

		Frequency	Percentage
	Strongly agree	4	66.7
	Agree	1	16.7
	Not sure	1	16.6
	Disagree	0	0.0
	Strongly Disagree	0	0.0
	Total	**6**	**100.0**

Concerning the results from Table 4.32, it was reflected that 66.7% of the SGB participants strongly agree that the other main function of the SGB is to recommend to the Head of Department for educator's absorption, 16.7% also supported the statement. This gives a total of 83.4% of those participants who agree that it is the SGB's duty to recommend for appointment or absorptions of educators to the head of department.

According to the ELRC Collective Agreement Number (1 of 2012 activity 10), the head of department then makes an approval of transfer of educators additional to the staff establishment. A significant number of SGB members could not detect the difference between the SGB function in governing the school, monitoring and controlling educators' duties, when implementing policies in teaching.

Table 4.33: SGB Members are Expected to Govern the School

		Frequency	Percentage
	Strongly agree	3	50.0
	Agree	2	33.3
	Not sure	1	16.7
	Disagree	0	0.0
	Strongly Disagree	0	0.0
	Total	**6**	**100.0**

Table 4.33 indicates that 50.0% of participants strongly agreed that the SGB members were expected to govern the school and 33.3% shows that they do agree that the SGB members should govern the school. This meant the 83.3% were in support that the SGB should govern the school. This was also supported by Roos (2009:57) who elaborated that generally, the SGB have become an indispensable part of the South African school environment and vital collaborators in the task of improving learning and teaching.

The Department of Education (2012:9) stated that members of the SGB were people who care enough about education and what goes on in their school that they should be involved in making a difference such as keeping order and discipline. Only 16.7% of the participants did not support the idea of schools being governed by the SGB.

- **Trade Union's Experience**

The table below addresses Trade Union members whereby they were requested to give their experience regarding their intervention and participation during the staff rationalization process.

Table 4.34: Union's Experience in Redeployment and Governance

Union's Experience in R&R and Governance	Frequency & Percentage					
	Yes		No		Total	
	F	%	F	%	F	%
1.Do you agree with the Department of Education that educators should be rationalized through redeployment.	4	66.7	2	33.3	6	100
2.Did the Department of Education ever workshopped you before the implementation of R&R as trade union?	0	0	6	100.0	6	100
3. Were schools around your circuit properly governed?	5	83.3	1	16.7	6	100
4. Were you satisfied with the DoE procedures applied in the redeployment of educators at your circuit as a union?	3	50.0	3	50.0	6	100
5. Were protests and shut down of schools affecting teaching and learning at your circuit in Vhembe District?	5	83.3	1	16.7	6	100
Total					**6**	**100**

Referring to Table 4.34, statement number 1 had 67.7% trade union participants who agreed with the Department of Education that educators should be rationalized through redeployment. A few about 33.3% of the other group of participants disagreed that the educators should not be rationalized.

Through the given results, Trade Union members indicated the necessity of redeploying educators; fairness and transparency was expected from both parties. For any challenge or dissatisfaction, the Trade Union was there to intervene. Mthombeni (2002:24) confirmed this when indicating, "other disputes were lodged by educator unions with the Provincial Education Departments who were dissatisfied with crucial elements like the lack of reliable information.

Statement number 2 had 100% union participants who disagreed that the Department of Education workshopped them before the implementation of R&R as trade unions. According to the Department of Education (2012:11-12), it was necessary to consider

training and support needs carefully and be prepared to attend training programmes organized by the Department of Education. This indicates that workshops and training were not sufficiently done to perform their duties having required necessary skills.

According to statement number 3, 83.3% participants agreed that schools could not be governed with proper discipline under their circuits when schools were running short of educators. The other 16.7% participants disagreed.

The reflected results from statement number 4 showed that 51.0% of the union participants disagreed that they were not satisfied with the DoE procedures applied in the redeployment of educators at their circuits as Trade Unions as representative members.   On the other hand, 49.0% of the other group of union members indicated that they were satisfied with the DoE procedures applied in the redeployment of educators at their circuits. This implied that the Trade Union was trying to practice the "Batho Pele" rule when reflecting their role of protecting educators, as it was stated that the role of Trade Union was that of protecting workers through co-operation with school managers (Maile, 2005:178). Their dissatisfaction was a reflection from educators' comments concerning redeployment procedurals.

The results of the statement number 5 reflected that 83.3% of the union participants agreed that the protests and shut down of schools was affecting teaching and learning at their circuits in Vhembe District. In addition, 16.7% of the participants disagreed with the idea that protests and shut down of schools was not affecting teaching and learning at their circuits in Vhembe District. It was supported by Nemutandani (2004:5) when indicating that, "in many cases this negatively impacted on the atmosphere in the school". This implied that wherever protests took place, there was an impact of negative effects on the side of school governance.

CHAPTER 5

SUMMARY, FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1   INTRODUCTION

This chapter addresses the main aim outlined in this study, which focuses on the effects of educators' rationalization and redeployment on school governance. The chapter also addresses five objectives identified in this study. In this chapter, the researcher gives an overview summary, findings from the study, conclusion and recommendations to challenges encountered in this study.

5.2   SUMMARY

The summary of this study covers the whole organization of the study, as outlined in different chapters, regarding the way in which school governance was affected by educators' rationalization. The research conducted is focusing on an emerging issue that affects the field of Education in the Province of Limpopo. It is covering the way in which stake holders are blaming each other. For instance, educators are pointing their fingers at the DoE that they are not considering their concern as indicated above. The SGB members are blaming the DoE for not supplying their schools with enough educators in time, yet the DoE is pointing fingers at the SGB that the disturbances and ungovernability of schools are caused by SGB through their protests. Previous chapters have covered basic questions from the study as follows:

Chapter 1: This chapter outlined the introduction and background of the study, indicating the setup of the research problem. This covered the main aim, objectives, research questions, literature review, methodology, hypothesis, definition of operational concepts, sampling, data collection and analysis of the collected data.

Chapter 2: This chapter presented a review of related literature and theoretical framework to this research. The theoretical framework of this study was underpinned by human capital theory based on how different theories outlined the effects of R & R on school's governance. This chapter also outlined the different policies, redeployment

procedures, the effects of staff rationalization and impact of ungoverned schools. Through this chapter, it was where objectives and questions in the first chapter were addressed.

Chapter 3: The chapter discussed research methodology. The Quantitative research design method was described, linked to research design and the purpose of the study. The chapter identified the way in which the population was selected, the sampling drawing procedure and even the sample structure. An indication was done on how data was collected, where it was collected, the type of instrument used in collection of data and elaboration of the targeted group of participants with the data analysis procedure.

Chapter 4: This chapter showed the data analysis procedure applied after how data was collected. An indication of how was data collected through quantitative research was outlined. and how the analysis occurred. Procedures for collection of data were to align with the analysis. An explanation was elaborated concerning data interpretation and usage of Statistical Package Social Sciences (SPS) in data analysis. After the analysis, the results produced certain findings.

Chapter 5: This chapter has given a short summary about the whole research, those findings from the research, conclusion of the whole research and the recommendations were outlined. The indication in which the researcher recommends further studies was on the impact of ungoverned schools on teaching and learning.

5.3   FINDINGS

Implementation of educators' rationalization and redeployment negatively affected the schools' governance from some of the schools under the Vhembe District. This resulted in schools becoming ungovernable when SGB members contributed to more disturbances towards teaching and learning process. The findings of this research reveal information from each participant group, and they are presented per following sub-sections:

- **Management of Rationalization and Redeployment**

The researcher could deduce that the Department of Basic Education was managing the educators' rationalization and redeployment process of the Vhembe District based on the declared policies, which are in line with the South African School Act (Act 84 of 1996) that goes hand in hand with the South African Constitution (1969). From such policies, procedures were laid down to be considered by all education districts. Redeployment procedures were not adequately managed, which sometimes confused stakeholders when the proclaimed process unfolded.

The researcher even found that school managers are standing between the fire and frying pan by experiencing misunderstandings with educators. They were compelled to lead in managing the redeployment process as representatives of the Department of Basic Education.

The findings were that school managers were performing a difficult role of determining, with the staff in a formal meeting, the right educator in addition to the staff establishment. This created conflicts at schools.

- **The Rationale for staff Rationalization**

It was found that the main rational for staff rationalization was meant to implement the redeployment as a continuous process.

This way of rationale aimed at continuously assessing the number of educators that should balance with the number of learners per those given ratios. Such information was well known to educators. It was found that educators were aware of the continuous redeployment process; they even accepted that they were supposed to be redeployed. Their challenges were the departmental procedures on how it was done, when and to which schools they should be redeployed.

The researcher found that the main purpose of the circuit officials in redeployment process was to take a major responsibility of supporting schools and being overall

drivers who work with schools at the circuit level as part of the task team. They help in solving challenges faced by the schools, and even giving recommendations to those educators referred to be absorbed at the district level. It was found that there was much delay of processing the needs from schools, as such, it was a challenge to equalize the school teacher-pupil ratio in time.

- **Staff Rationalization and Redeployment and School Governance**

It was found that educators who were not ready to be redeployed became frustrated and claimed that redeployment was unfairly implemented. Placing the redeployment process on hold was found as one of the challenges delaying redeployed educators ready for moving from over-staffed to under-staffed schools. It was hindering progress in teaching and learning in schools with overcrowded classes

It was found that the shortage of educators, which raised negative impact in schools concerning teaching and learning, much concern was upon SGB members, who then engaged themselves in a shutdown of schools. Such kind of behaviour was contributing in making schools ungovernable. The findings covered that the SGB indicated that the protest is their faster means of communication for drawing attention from the Department of Basic Education to attend to their demands.

It was also found that the Trade Union performed its duty of protecting educators from unfair labour practices as scheduled by the Department of Basic Education. They rendered services under the circuit, district and provincial levels as the PTT and IPTT to reconcile and solve educators' disputes and conflicts with either the school or the Department of Basic Education. The Trade union could work hand-in-hand with the circuit in finding placement from other circuits for those unplaced educators to recommend spaces for absorption in cases where educators were not absorbed at their schools or circuit level. The trade Union also engaged in certain negotiations to bring certain solutions to educators and school challenges.

- **School Governance Challenges in the Process of Rationalization**

The researcher identified that educators' challenges were those   were those criteria of determining the educators to be in excess, and the issue of moving from one school to another during rationalization and redeployment process. This way of relocation took too much time, meanwhile, learners were left behind without any teaching and learning process. At the year-end, it resulted in poor school results. Such became a great challenge to the SMT and SGB as governors.

It was found that the delay of educator supply to schools with overcrowded classes by the Department of Basic Education drove the SGB to protests, which resulted in poor school governance. It was also found that putting the redeployment on halt became a great challenge to SGB members, yet they were waiting for a quicker supply of educators from the DoE to their schools.

- **SGB's Role and Functions during the Rationalization and Redeployment Process**

It was found that school policies concerning the staff rationalization and redeployment are not clear to the School Governing Body members, it is affecting their understanding of their role and responsibility during redeployment process.

It was also found that some of the SGB members wanted to be given the mandate of making their own choice of educators from the list of those redeployed. Such was a mistake that the DoE could not allow.

It was also found that the SGB did not only focus on their primary role and function, during the staff rationalization process, that was to recommend for absorption or appointment of educators by the Head of Department to those understaffed schools.

- **Measures that could Improve the Rationalization Process**

It was found that there were insufficient workshops and trainings; this left the School Governing Body with limited knowledge on how to execute their functions when governing schools.

It was found that circuit officials and school managers were trained and workshopped much better than other stakeholders. This is the reason why the schools became ungovernable. Those officials were having information about staff rationalization and redeployment as departmental representatives and they were expected to lead the schools in implementing staff rationalization and redeployment. Such arrangements of training and workshopping should be organized for all stakeholders equally to improve the rationalization process.

In addition, the SGB did not know proper channels to communicate with the Department of Basic Education. Such could be improved through proper training and workshops to SGB.

5.4 CONCLUSION

This conclusion is done based on the outcomes of the study. The main purpose of the Department of Basic Education in introducing staff rationalization was to redress the past imbalances in South African public schools. This way was a remedy of equalizing and balancing those unequal, unbalanced supply of educators as laid down in ELRC Collective Agreement number (2 of 2003), (ELRC) Resolution (6 of 1998) and (ELRC) Resolution (7 of 2002).

From the findings, it is revealed that it was a challenge for school managers to operate successfully when considering portfolios to determine educators for R&R. This study found that educators were aware of the redeployment process and even accepted being redeployed, although they faced a challenge on the departmental procedures.

The SGB has a statutory responsibility to perform critical roles and functions in schools to contribute to effective governance. Unfortunately, there was poor governance

because SGBs protested and demanded more educators from the Department of Basic Education. Instead, SGB should know the proper channel of communication. In order to allow each stakeholder, execute their duties effectively, it is very important to let them be aware of every change in whatever the case might be in the Limpopo Province to avoid conflicts among educators who could be redeployed to needy schools. Apart from that, it would enable the SGB to execute their duties effectively.

It is clear at certain points that workshops and trainings were mostly done with stakeholders from the higher authority, such as circuit officials and school managers. Educators, SGBs and Trade Unions were not fully trained, which contributed to most challenges. It has been proved that the relationship between two variables of staff rationalization and School Governance has contributed to the way in which the schools became ungovernable.

It was the responsibility of every stakeholder to adapt to the new massive changes and play a role in educational transformation for better and effective development where need be. It was concluded that from this research that the implementation of staff rationalization and redeployment resulted in certain challenges that contributed in affecting the school governance in the Vhembe District, Limpopo Province.

5.5   SUGGESTED MODEL FOR REDOPLYMENT

Certain challenges were detected from the interpretation of the data, leading to the barriers to effective running of the schools. To alleviate such challenges and disturbances in the school governance, certain solutions should be determined to improve redeployment implementation. Below is a suggested model for redeployment to address some of the findings from the study. The following are suggested:

The Department of Basic Education needs to:
   a) consult with all stakeholders and listen to their inputs as suggestions and comments about redeployment process.
   b) review and renew criteria and procedures for redeployment process as certain steps have been found to be unfavourable to the educators.

c) involve all Circuit officials to continuously and consistently visit schools and check their progress through monitoring and supporting them during redeployment process.

d) identify vacant posts and display them to educators before the unfolding of the absorption process to give educators opportunity to choose schools for absorption.

e) attend to schools' applications for shortages of educators and supply them with enough educators in time before the involvement of SGB in protests.

f) Ensure that all stakeholders are trained, especially educators and SGB members. Each stakeholder should know his / her duties or functions and carry their mandate as required.

5.6   RECOMMENDATIONS

Recommendations made by this study are based on the findings and conclusions made to influence the solution to the problem of the study. This will help in improving the redeployment process in future and bring school governance under control. Suggested recommendations are as follows:

5.6.1 Managing redeployment in ungoverned schools

- The SGB is expected to comply and execute their functions by giving the expected support to the school principal, educators and learners, as indicated by SASA (Act 84 of 1996 Section 20).
- The SGB should allow the process of redeployment to run its course according to the departmental scheduled plans.

5.6.2 The Need for Educator Supply

- The SGB should allow the Department of Education to address the schools' shortage of educators and supply per the schools' needs as per staff establishment.

- Through proper communication, it can be cleared to educators that they do not have any reason to feel insecure regarding their posts.

- It is very necessary for the Department of Basic Education to give schools enough time to analyze school shortages and surplus of educators from each school including their capabilities in offering scarce skills such as Maths and Science. This should be done to eliminate SGBs protests.

5.6.3 School Support

- The SGB should know their role, when and how to act in supporting school. It is recommended that the Department of Basic Education establish a dedicated Governance UNIT from the district level to deal with consistent support for school governance. Let each school be continuously visited through control and monitoring to enable the School Governance system sustain and strengthen their functions effectively as governors.

- Proper communication is strongly urged from the Department of Basic Education nationally, provincially, at the circuit and the school level. This should make every stakeholder aware of procedures to be followed when staff rationalization takes place. This would prevent conflicts and resistance among educators redeployed to needy schools. It will also promote proper school governance.

- The Department of Basic Education should guide the SGB on how to comply and execute their functions by giving expected support to the school principal, educators and learners and promoting the best interest of the school, as per SASA (Act 84 of 1996 Section 20).

5.6.4 Planning

- It is recommended that a specific plan be developed by the Department of Basic Education to lead governance officials and schools. Planning has to occur and

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be communicated to all stakeholders before any procedure can commence. Public schools should have programmes set aside for such plans.

- Proper planning should be made when the Department of Basic Education puts the redeployment process in abeyance. An arrangement should be made through proper communication in time to alert all stakeholders that the redeployment process will be put on hold.

- The Department of Basic Education needs to alert schools with over-supply of educators that some of their educators will be removed to under-supplied schools for the implementation of redeployment to let them be in a stress-free manner.

5.6.5 Importance of Training and Workshops

- From the findings, it was clear that educators, SGB members and Trade Union members did not receive enough training. It is, therefore, recommended that the Department of Basic Education organize all stakeholders to be considered equally concerning staff rationalization and redeployment workshops and trainings, instead of giving more attention to training circuit officials and school managers.

- Training of all stakeholders should be prioritized for them to acquire enough knowledge and skills. This is even confirmed by Chaka (2008:18) who is of the opinion that the Department of Basic Education was committed to providing support and training to all SGB members. All stake holder should know that they have the responsibility to perform their critical functions under their roles effectively.

- It is again recommended that in cases where certain members are not trained, internal formal trainings, in the form of a workshop and peer training should be organized. This will enable them to execute their duties effectively and carry all their functions properly and successfully.

- It is also necessary for the Department of Basic Education to conduct research in consultation with all stakeholders about the need and importance, of preparing workshops for all stakeholders before the process of redeployment takes place. All educators and SGB members need to attend the workshops and be fully trained for about four to five days to avoid incompetency during staff rationalization and redeployment. Once workshops and trainings are well organized, inadequate training that made the SGB to mislead schools by involving themselves in protests will come to an end.

5.6.6 Review of Policies

- From the researcher's findings, although educators were aware of the continuous redeployment process, they were unclear regarding criteria and procedures. It is, therefore, recommended that the Department of Basic Education revisit the staff rationalization and redeployment policy, review and renew certain clauses. The review should include inputs from all stakeholders where need be.

- Review of policies is necessary to check their success. Educators were aware of the redeployment process according to the policy but complained about the implementation procedures. Therefore, it is recommended that the Department of Basic Education check from the loopholes of those policies and amend certain steps and procedures negatively affecting educators. This will help to undo the damage done.

- Reviewing this process of rationalization and redeployment could give an opportunity to the department of giving stakeholders' time to listen to their views. This would help the Department of Basic Education when re-designing their policies. Furthermore, all stakeholders, including the SGB, should access copies of reviewed policies to promote transparency and avoid further certain disputes and grievances.

5.6.7 Continuous Monitoring, Supervision and Evaluation

- Monitoring and supervision should be done by circuit officials regularly to detect challenges amongst stakeholders and assist them.

- It is necessary for the Department of Basic Education to keep on monitoring and supervising the process of staff rationalization and redeployment to support the schools where need be.

- The Department of Basic Education should give chances to all stakeholders to compile an assessment or evaluation report. Such a report should be compared to the Departmental report for the sake of assessing the areas in need of improvement to the staff rationalization and redeployment process with school governance.

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ANNEXURE A: CONSENT FORM

TOPIC OF THE STUDY: THE EFFECTS OF EDUCATORS' RATIONALIZATION ON SCHOOL GOVERNANCE IN PUBLIC SCHOOLS OF THE VHEMBE DISTRICT, LIMPOPO PROVINCE

NAME   :   N. P. Netshivhuyu

POSITION   :   Researcher

CONTACT POSTAL ADDRESS: P.O.BOX 693

SIBASA

0970

CONTACT DETAILS:

Cell Number: 082 404 3848 / 074 303 0880

Tel Number: 015 963 1336

Email   :   phyllis.netshivhuyu@gmail.com

INSERT   INITIALS
IN BOX

I hereby to confirm that I have read and do understand this information sheet concerning the above-mentioned study and I have had the opportunity to ask certain questions.

☐

I do understand that my participation is done on a voluntary basis, and that I am free to withdraw from the participation at any time, without any given purpose or notice.

☐

I agree to participate in the above stated research.

☐

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I agree that this data gathered for this study will be stored in a safety Data Centre place anonymously, for the sake of later usage where need be.

☐

I agree to publication quotes that are anonymized.

☐ ☐

_____   _____   _____

NAME OF PARTICIPANT   SIGNATURE   DATE

_____   _____   _____

NAME OF RESEARCHER   SIGNATURE   DATE

EDUCATORS, HODS AND DEPUTY SCHOOL MANAGER, SCHOOL MANAGERS (SMT)

SECTION A: PERSONAL INFORMATION

Each of the following statements concerns your Biography. Indicate your choice by making a mark (X) in the appropriate block.

BIOGRAPHICAL INFORMATION

1. Name of school: ……………………………………………………………

2. Gender

Gender	Code
Female	1
Male	2

3. Experience

Experience	Code
1-10 years	1
11-20 years	2
21-30 years	3
31-40 years	4
41 years and above	5

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4. Portfolio (Position held at school)

Portfolio	Code
Acting School manager	1
Deputy School manager	2
Head of Department	3
Educator	4
SGB Member	5
SMT Member	6

5. Teaching/ responsible phase

Teaching Phase	Code
Foundation phase	1
Intermediate phase	2
Senior phase	3
FET section	4
Management	5

SECTION B

Choose the correct answer suitable for you (yes or no).

For each of the following statement regarding the staff rationalization process, make a mark in the relevant block to indicate what applies to you.

Table 4.4.1 – 4.4.4 Indicate with Yes or No to reflect your experience.

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4.4.1 Regarding the Implementation of Rationalization and & Redeployment

R & R Implementation	Yes	No
1.Do you agree with the Department of Education that educators should be rationalized, through redeployment?	1	2
2. Were you satisfied with the procedures applied in R & R?	1	2
3. Did your school participate in protests of educators?	1	2
4. Did R & R lead to some of the schools losing experienced educators for Science and Maths educators?	1	2
5. Did the protests and shut down of schools affect teaching and learning at your school?	1	2
6. Did your school agree to absorb redeployed educators?	1	2
7. The implementation of staff rationalization affected your school governance.	1	2
8. When protests and shut down of schools took place, they had a negative impact on end of year school results.	1	2

4.4.2. General perception of educators and SMT on redeployment.

Educators' Perception	Yes	No
1. Some educators were redeployed without their consent	1	2
2. Educators with a heavy workload would be relieved from teaching too many subjects.	1	2
3. Overcrowded classes would be relieved once the R&R process unfolded.	1	2
4. Some school managers would get a chance to eliminate lazy educators by redeploying them.	1	2
5. SMT would influence avoidance of absorbing incompetent educators.	1	2
6. SGB members expected to be supplied with enough educators to their schools.	1	2
7. Learners would be fairly taught in every subject by relevant distributed number of staff at their schools.	1	2

8. Circuit managers would manage their circuit schools with proper supervision.	1	2
9. That the implementation of educators' redeployment caused conflicts amongst stake holders.	1	2

4.4.3. Educators and SMT's remarks about SGB members' protests when demanding for more educators

Educators' remarks on school impact	Yes	No
1.There were disturbances experienced by schools.	1	2
2. Educators and learners wasted teaching time.	1	2
3 There was lack of teaching and learning at schools.	1	2
4.Proper control of school discipline was lacking.	1	2
5. Most educators became reluctant and demotivated.	1	2
6. Low morale for teaching dominated educators.	1	2
7. Sometimes schools became dysfunctional.	1	2

4.4.4. Factors considered by the DoE to introduce the R&R process.

Considered Factors	Yes	No
1.To balance the imbalances of inequity in learner enrolment.	1	2
2. To address the departmental right-sizing policy	1	2
3. To equalize the school teacher-pupil ratio.	1	2
4. To phase out the apartheid education system.	1	2
5. To equalize the education human resource supply.	1	2
6. To redress the school post-provisioning.	1	2
7. To frustrate educators through educators' redundancy.	1	2
8. To transfer educators with bad characters and lack of discipline.	1	2
9. To be able to merge the smallest schools.	1	2
10. To provide schools with enough educators.	1	2

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11. To improve school's results by providing scarce skills educators to needy schools.	1	2

SECTION C

4.4.5 - 4.4.10 Educators and SMT's remarks relying upon the given statements.

Regarding the process of rationalization, indicate by making a cross to the applicable code when choosing the answer that is appropriate to your experience.

4.4.5 The purpose of implementing the redeployment process.
From the following, what do you think was the main purpose for the DoE to implement R & R process?

Main purpose of redeployment	Code
1. Redeployment is a continuous process requirement.	1
2. To reduce skilled educators in overcrowded classes at public schools.	2
3. To address the problem of inequity of educator supply at schools.	3
4. To supply more educators to needy schools	4
5. To address the issue of proper effective teaching and learning.	5

4.4.6. The effects of staff rationalization on school governance

As educators and SMT, how does the staff rationalization affect school governance?

Staff rationalization effects	Code
1.There is lack of school discipline and control due to movement of educators from one school to another.	1
2. Schools with redeployed educators might become dysfunctional.	2
3. Educators experienced many challenges during the determination of those in excess.	3
4. Some SGB members shut down schools in demand of more educators.	4
5. High failure rate could affect the year-end results.	5

6. Culture of teaching and learning became too slow due to educators' movement when coming and going.	6

4.4.7 Suggested criteria to consider, when declaring educators into excess.

Which of the following criteria do you suggest need to be consider best when declaring educators as being in excess?

Suggested Criteria	Code
1. Incompetency.	1
2. Voluntary redeployment option.	2
3. Workload of each educator.	3
4. Follow all the (R & R) steps and proper procedures.	4
5. Follow the interview competency process for absorption.	5
6. Absenteeism	7
7. Redeploy according to Last in First out (LIFO)	9

4.4.8 Redeployed frustrated educators took a solvent option.

From given statements, which would be the most preferable solution taken by frustrated educators?

Option Taken	Code
1. Resignation	1
2. Long sick leave applications	2
3. Package application	3
4. Early retirement	4
5. Retrenchment	5

4.4.9 Educators' comments to SMT about those educators who felt they were not properly declared in excess when redeployed.

Which of the following comments do you rate best that reflects feelings of teachers declared to be in excess, regarding the SMT?

Educators comments to SMT	Code
1. Nepotism with discrimination took place.	1
2. The school manager did not follow the correct procedures.	2
3. Management was full of hatred to the redeployed.	3
4. Scarce skills subjects were considered when matching educators' workload for absorption.	4
5.The school manager exercised unfair labour practice.	5
6. Some of the steps were not properly followed.	6

SECTION D

Chose the answer that is most appropriate to your experience by making a cross to the applicable code.

4.4.10 Educators' attitude towards the redeployment process.

From the following, which attitude was mostly considered by educators towards redeployment?

Educators' attitudes	Code
1. Positive attitude	1
2. Disappointing process	2
3. Negative	3
4. Bad attitude	4
5. In favour of (R & R)	5
6. Do not prefer (R & R)	6
7. Full of joy	7

SECTION E

- **Dimensional Information**

4.4.11 Important issues related to R & R, absorption and school governance.

To what extent do you agree or disagree with these statements?

Absorption and governance	Strongly agree	Agree	Not sure	Disagree	Strongly Disagree
1.School changes in learner enrolment affected the redeployed educators	1	2	3	4	5
2. Excess educators worked actively while waiting for absorption	1	2	3	4	5
3. R & R had a negative effect on school governance	1	2	3	4	5
4. Right-sizing in the educator sector dealt with measures to effect staff provisioning	1	2	3	4	5
5. In times of SGB protests, the DoE could respond effectively	1	2	3	4	5
6. It was the duty of the SGB to recommend for appointment of redeployed educators	1	2	3	4	5
7. Most redeployed educators were not adequately competent	1	2	3	4	5
8. R&R affected some of the educators' health.	1	2	3	4	5

4.4.12 Redeployment treated stakeholders in different ways.

Confirm the statement by making a mark on the appropriate block.

R & R treatment to stakeholders	Strongly agree	Agree	Not sure	Disagree	Strongly Disagree
1.The implementation of R & R process caused conflicts amongst stakeholders.	1	2	3	4	5
2.The process of double parking (two educators in one post) of redeployed educators was frustrating.	1	2	3	4	5
3. Educators should be allowed to choose schools for absorption.	1	2	3	4	5
4. There seemed to have inadequate training on R & R to stakeholders.	1	2	3	4	5
5. R & R is a continuous process, and it should be continued.	1	2	3	4	5
6. 'Last in first out' (LIFO) should be the main criterion to determine educators in excess.	1	2	3	4	5
7.Redeployed educators should go for interviews to compete for the new post for absorption.	1	2	3	4	5

4.4.13. Functions of the School Governing Body (SGB)

SGB Functions	Strongly agree	Agree	Not sure	Disagree	Strongly Disagree
1.To monitor and control Educators; duties.	1	2	3	4	5
2.To lead the school in parents' meetings.	1	2	3	4	5
3. To lead the protests in demand of more educators.	1	2	3	4	5
4. To govern the school.	1	2	3	4	5
5.To hand in petitions to Department of Education for their demands.	1	2	3	4	5
6. To control and manage the school finances.	1	2	3	4	5

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ANNEXURE C: QUESTIONNAIRE SCHEDULED FOR SCHOOL MANAGERS

SECTION A: PERSONAL INFORMATION

Each of the following statement was regarding your biography.

BIOGRAPHICAL INFORMATION

1. Name of school: ………………………………………………………………

Chose the relevant code and Make a tick or cross to the appropriate answer.

2. Gender

Gender	Code
Female	1
Male	2

3. Experience

Experience	Code
1-10 years	1
11-20 years	2
21-30 years	3
31-40 years	4
41 years and above	5

4. Teaching/ responsible phase

Teaching Phase	Code
Foundation phase	1
Intermediate phase	2
Senior phase	3
Management	4

SECTION B

Choose the correct answers suitable for you from (yes or no).

4.4.14 The school manager's experience on redeployment and governance.

Each of the following statement is based regarding the staff rationalization process

.

State **yes** or **no** to indicate what applied to your school.

School managers' experience on R & R and Governance	Yes	No
1.Do you agree with the department of education that educators should be rationalized through redeployment?	1	2
2. Did the department of education ever took enough time to workshop you before the implementation?	1	2
3. Did your school ever participate in protests in demand for more educators?	1	2
4. Was governance and discipline possible when school shortage/surplus of educators occurred?	1	2
5. Were you satisfied with the DoE procedures applied in the redeployment of educators at your school?	1	2
6. R & R led some of the schools to mostly losing experienced Science and Mathematics educators when redeploying to needy schools. Did this happen to your school?	1	2

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7. Did protests and shut down of schools affect teaching and learning in your school?	1	2
8.Did your school willingly absorb redeployed educators?	1	2
9. The implementation of staff rationalization affected the sustainability of your school governance.	1	2

ANNEXURE D: QUESTIONNAIRE FOR CIRCUIT MANAGERS AND GOVERNANCE OFFICIALS

Chose the relevant code and make a tick or cross to the appropriate answer.

SECTION A: PERSONAL INFORMATION

BIOGRAPHICAL INFORMATION

1. Name of Circuit: …………………………………………………………….

2. Gender

Gender	Code
Female	1
Male	2

3. Position

c) Position	d) Code
Circuit Manager	1
Governance Official	2

4. Experience in managing Circuits

Experience	Code
1-10 years	1
11-20 years	2
21-30 years	3
31 years and above	5

5. Schools Controlled

1.1.1. Managing	Code
Primary	1
Secondary	2
Combined	3
FET Colleges	4

SECTION B

Choose the correct answer suitable for you from: Yes or No.

4.4.15 Circuit governance during redeployment process

For each of the following statements regarding the staff rationalization process, give the relevant answer to indicate what applies to your circuit.

Governance during R & R	Yes	No
1.Do you agree with the Department of Education that educators should be rationalized through redeployment?	1	2
2. Did the Department of Education ever take time to workshop you before the implementation?	1	2
3. Did any schools under your circuit ever participate in protests demanding of more educators?	1	2
4. Were you satisfied with the DoE procedures applied in the redeployment of educators at your circuit?	1	2
5. R & R had led to some schools losing experienced Science and Mathematics educators when redeployed to the neediest schools.	1	2
6. Did the protests affect teaching and learning at schools under your circuit?	1	2

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7. Many challenges were experienced when redeployed educators were to be absorbed in your circuit.	1	2
8. The implementation of staff rationalization affected governance in most schools from your circuit.	1	2
9 Were redeployed educators transferred from your circuit to other circuits?	1	2

ANNEXURE E: QESTIONNAIRE SCHEDULED FOR SGB MEMBERS

Chose the relevant code and make a tick or cross to the appropriate answer.

SECTION A: PERSONAL INFORMATION

Each of the following statement is in regard to your Biography.

BIOGRAPHICAL INFORMATION

1. Name of School: …………………………………………………………………

2. Gender

Gender	Code
Female	1
Male	2

3. SGB members' Experience in different circuits

Experience	Code
1-3 years	1
4-6 years	2
7-9 years	3
10 years and above	5

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4. Schools served

1.1.2. Service	Code
Primary	1
Secondary	2
Combined	3

5. Position

i) Position	j) Code
SGB Parent component	1
SGB Educator component	2
SGB Learner component	3

SECTION B: Choose the suitable answer from Yes or No.

The general perception of SGB about redeployment and school governance.

For each of the following statement regarding the staff rationalization process and school governance, indicate the relevant answer that applies to your school.

SGB's statement according to their experience	Yes	No
4.4.16 The R & R process made your school to lose/ gain some of your best educators in Maths and Science when redeployed.	1	2
4.4.17 The implementation of the redeployment process affected the school governance.	1	2
4.4.18 Did the department of education workshop you as SGB members?	1	2
4.4.19 The SGB members should hand in their petitions to the		

	1	2
Department of Education for their demands of more educators through correct channels where need be.	1	2
4.4.20 SGB members were expecting adequate and timely supply of enough requested number of educators.	1	2
4.4.21 When other SGB members embarking on protests, demanding for faster attention to their grievances.	1	2

SECTION C: SGB'S ROLE AND FUNCTIONS

Choose the correct answer suitable to each of the following statement.

SGB Role and Functions	Strongly agree	Agree	Not sure	Disagree	Strongly Disagree
4.4.22 The SGB has the responsibility of leading the school during parents; meetings.	1	2	3	4	5
4.4.23 SGB members should monitor and control educators' duties, when teaching and implementing policies.	1	2	3	4	5
4.4.24 SGB members should control and manage the school finances.	1	2	3	4	5
4.4.25 Another main function of the SGB is to recommend to the head of department for absorption or appointment.	1	2	3	4	5
4.4.26 SGB members are expected to govern the school.	1	2	3	4	5

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ANNEXURE F: QUESTIONNAIRE SCHEDULED FOR TRADE UNION MEMBERS

Chose the relevant code and make a tick or cross to the appropriate answer.

SECTION A: PERSONAL INFORMATION

BIOGRAPHICAL INFORMATION

1. Name of Circuit: …………………………………………………………

2. Gender

Gender	Code
Female	1
Male	2

3. Experience

Experience	Code
1-10 years	1
11-20 years	2
21-30 years	3
31-40 years	4
41 years and above	5

4. Teaching/ responsible phase

Teaching Phase	Code
Foundation phase	1
Intermediate phase	2
Senior phase	3
Management	4

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Choose the correct answers suitable for your experience from (yes or no).

4.4.27 For each of the following statement regarding the staff rationalization process.
State **yes** or **no** to indicate what applies to your school.

Union's experience in R & R and Governance	Yes	No
1.Do you agree with the Department of Education that educators should be rationalized through redeployment.	1	2
2.Did the Department of Education ever workshop you before the implementation of R & R as trade union?	1	2
3. Were schools around your circuit properly governed?	1	2
4. Were you satisfied with the DoE procedures applied in the redeployment of educators at your circuit as a union?	1	2
5. Were protests and shut down of schools affecting teaching and learning at your circuit in Vhembe District?	1	2

ANNEXURE G: LETTER TO THE DEPARTMENT OF BASIC EDUCATION

Enq: Netshivhuyu N. P.   P.O. Box 693

Cell: 082 404 3848 / 015 963 1336   Sibasa

Email: phyllis.netshivhuyu @gmail.com   0970

The District Senior Manager   08th August 2018

The Department of Education

 Vhembe District

  Private Bag x 5050

REQUEST FOR PERMISSION TO CONDUCT RESEARCH FROM VHEMBE

1. The above matter bears reference.

2. I am a student registered for Doctoral of Curriculum Studies and Education
     Management with the School of Education at the University of Venda (UNIVEN).

3. The Degree warrants me to collect data, conduct a research fieldwork through
    means of visiting schools under the Vhembe District, in order to fulfil the
    requirements of my PhD dissertation. I, therefore, request you to grant me
    permission for this purpose.

    My topic reads as follows:

   "THE EFFECTS OF EDUCATORS' RATIONALIZATION ON SCHOOL GOVERNANCE
    IN PUBLIC SCHOOLS OF THE VHEMBE DISTRICT, LIMPOPO PROVINCE".

4. Assurance is given unto you that all collected information from schools will
     be kept confidential.

5. Should you have any query or need of any further clarification pertaining to this
     request, do not hesitate to contact my, Promoter: Prof. T. S. Mashau at
      060 674 8860 or me.

6. Banking on your full support and positive response.

    …………………………………………………..

      Phyllis N. Netshivhuyu

      Student No: 8300331

LIMPOPO
PROVINCIAL GOVERNMENT
REPUBLIC OF SOUTH AFRICA

DEPARTMENT OF
EDUCATION
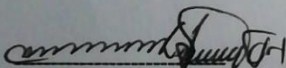
CONFIDENTIAL

REF: 12/1/10/8

ENQ: RAVELE N.P

TEL: 082 084 5774

NETSHIVHUYU N.P

P.O.BOX 693

SIBASA

0970

> DEPARTMENT OF EDUCATION
> VHEMBE DISTRICT
> 2018 -08- 3 1
> PRIVATE BAG X 2250 SIBASA 0970
> TEL: 015 962 1313 / 015 962 6039
> LIMPOPO PROVINCE

PERMISSION TO CONDUCT RESEARCH

1. The above matter refers

2. This serves to inform you that your request for permission to conduct research on the topic "THE EFFECTS OF EDUCATOR'S RATIONALISATION ON SCHOOL GOVERNANCE IN PUBLIC SCHOOL OF THE VHEMBE DISTRICT, LIMPOPO PROVINCE" has been granted.

3. You are expected to observe ethical considerations, particularly those relating to confidentiality, anonymity and voluntary participation by research subjects.

4. Kindly inform the Circuit Managers and principals of selected schools prior to your interactions with your research subjects.

5. Wishing you the best on your study.

DISTRICT DIRECTOR   2018-08- 3/
                                           DATE

Thohoyandou Government building: Old Parliament: Block D Private Bag x2250 Sibasa 0970
Tel (015) 962 1313 or (015) 962 6039 or (015) 962 2288

The heartland of southern Africa - development is about people!

Letter to the School Manager

Enq: Netshivhuyu N. P.	P.O. Box 693
Cell: 082 404 3848 / 015 963 1336	Sibasa
Email: phyllis.netshivhuyu @gmail.com	0970
	08th August 2018

Dear Sir/Madam

REQUEST FOR PERMISSION TO CONDUCT RESEARCH.

1. The above matter bears reference.

2. I am a student who is registered for Doctoral of Curriculum Studies and Education Management with the School of Education, at the University of Venda (UNIVEN).

3. The degree warrants me to collect data, conduct a research fieldwork through visiting your school in order to fulfil the requirements of my PhD dissertation. I therefore, request you to grant me permission for this purpose.

   My topic reads as follows:

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4. Assurance is given unto you that all collected information will be kept confidential.

5. Should you have any query or need of any further clarification pertaining to this request, do not hesitate to contact my Promoter, Prof. T. S. Mashau at 060 674 8860 or me.

6. Banking on your full support and positive response.

………………………………………………..

   Phyllis N. Netshivhuyu

   Student No: 8300331

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Letter to the Redeployed /Experienced Educator

Enq: Netshivhuyu N. P.   P.O. Box 693

Cell: 082 404 3848 / 015 963 1336   Sibasa

Email: phyllis.netshivhuyu @gmail.com   0970

                                                                          08th August 2018

Dear Sir/Madam

<u>REQUEST FOR PERMISSION TO CONDUCT RESEARCH</u>

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5. Should you have any query or need of any further clarification pertaining to this request, do not hesitate to contact my Promoter, Prof. T. S. Mashau at 060 674 8860 or me.

6. Banking on your full support and positive response.

…………………………………………………..

N. P. Netshivhuyu

Student No: 8300331

© University of Venda

Letter to the Experienced HOD and Deputy School Manager (SMT Members)

Enq: Netshivhuyu N. P.   P.O. Box 693

Cell: 082 404 3848 / 015 963 1336   Sibasa

Email: phyllis.netshivhuyu @gmail.com   0970

08th August 2018

The School Management Team

Dear Sir/ Madam

REQUEST FOR PERMISSION TO CONDUCT RESEARCH

1. The above matter bears reference.

2. I am a student who is registered for Doctoral of Curriculum Studies and Education Management with the School of Education, at the University of Venda (UNIVEN).

3. The degree warrants me to collect data, conduct a research fieldwork through visiting your school in order to fulfil the requirements of my PhD dissertation. I therefore, request you to grant me permission for this purpose.

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5. Should you have any query or need of any further clarification pertaining to this request, do not hesitate to contact my Promoter, Prof. T. S. Mashau at 060 674 8860 or me.

6. Banking on your full support and positive response.

………………………………………………..

    N. P. Netshivhuyu

    Student No: 8300331

© University of Venda

Letter to the Circuit Officials

Enq: Netshivhuyu N. P.   P.O. Box 693

Cell: 082 404 3848 / 015 963 1336   Sibasa

Email: phyllis.netshivhuyu @gmail.com   0970

08th August 2018

The Circuit Official

Dear Sir/Madam

REQUEST FOR PERMISSION TO CONDUCT RESEARCH

1. The above matter bears reference.

2. I am a student who is registered for Doctoral of Curriculum Studies and Education Management with the School of Education, at the University of Venda (UNIVEN).

3. The degree warrants me to collect data, conduct a research fieldwork through visiting your school in order to fulfil the requirements of my PhD dissertation. I therefore, request you to grant me permission for this purpose.

   My topic reads as follows:

"THE EFFECTS OF EDUCATORS' RATIONALIZATION ON SCHOOL GOVERNANCE IN PUBLIC SCHOOLS OF THE VHEMBE DISTRICT, LIMPOPO PROVINCE".

4. Assurance is given unto you that all collected information will be kept confidential.

5. Should you have any query or need of any further clarification pertaining to this request, do not hesitate to contact my Promoter, Prof. T. S. Mashau at 060 674 8860 or me.

6. Banking on your full support and positive response.

…………………………………………………..

    N. P. Netshivhuyu

    Student No: 8300331

Letter to the SGB Members

Enq: Netshivhuyu N. P.   P.O. Box 693

Cell: 082 404 3848 / 015 963 1336   Sibasa

Email: phyllis.netshivhuyu @gmail.com   0970

08ᵗʰ August 2018

SGB member

Dear Sir/Madam

<u>REQUEST FOR PERMISSION TO CONDUCT RESEARCH</u>

1. The above matter bears reference.

2. I am a student who is registered for Doctoral of Curriculum Studies and Education Management with the School of Education, at the University of Venda (UNIVEN).

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5. Should you have any query or need of any further clarification pertaining to this request, do not hesitate to contact my Promoter, Prof. T. S. Mashau at 060 674 8860 or me.

6. Banking on your full support and positive response.

……………………………………………..

   N. P. Netshivhuyu

   Student No: 8300331

Letter to the Trade Union representatives

Enq: Netshivhuyu N. P.   P.O. Box 693

Cell: 082 404 3848 / 015 963 1336   Sibasa

Email: phyllis.netshivhuyu @gmail.com   0970

                                                                          08ᵗʰ August 2018

Trade Union Member

Dear Sir/Madam

REQUEST FOR PERMISSION TO CONDUCT RESEARCH

1. The above matter bears reference.

2. I am a student who is registered for Doctoral of Curriculum Studies and Education
    Management with the School of Education, at the University of Venda (UNIVEN).

3. The degree warrants me to collect data, conduct a research fieldwork through
visiting your school in order to fulfil the requirements of my PhD dissertation. I
therefore, request you to grant me permission for this purpose.

    My topic reads as follows:

 "THE EFFECTS OF EDUCATORS' RATIONALIZATION ON SCHOOL GOVERNANCE
    IN PUBLIC SCHOOLS OF THE VHEMBE DISTRICT, LIMPOPO PROVINCE".

4. Assurance is given unto you that all collected information will be kept confidential.

5. Should you have any query or need of any further clarification pertaining to this
request, do not hesitate to contact my Promoter, Prof. T. S. Mashau at 060 674 8860
or me.

6. Banking on your full support and positive response.

………………………………………………..

      N. P. Netshivhuyu

      Student No: 8300331

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Appendix E: Letter to the Government Officials

08th August 2018   P.O.Box 693

                                                          Sibasa

                                                          0970

The Circuit Manager /   Cell: 082 404 3848

Governance Official

REQUEST FOR PERMISSION TO CONDUCT RESEARCH INTERVIEW WITH YOU.

I am a student who is registered for Doctoral of Education in Educational Management with the School of Education, at the University of Venda (UNIVEN).

The Degree warrants me to collect data, conduct a research fieldwork through means of interviews from schools and government officials under the Vhembe District, in order to fulfil the requirements of my PhD thesis. I therefore request you as Government Officials dealing with governance section to grant me permission for this purpose.
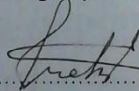
 My topic reads as follows:

"THE EFFECTS OF EDUCATORS' RATIONALISATION ON SCHOOL GOVERNANCE

   IN PUBLIC SCHOOLS OF THE VHEMBE DISTRICT, LIMPOPO PROVINCE".

An assurance is given unto you that, every collected information will be kept confidential.

Should you have any query or need of any further clarifications pertaining to this request? Do not hesitate to contact me, my Promoter: Prof. T. S. Mashau at 060 674 8860 / 015 962 9108.

Banking on your full support and positive response.

....

  N. P. Netshivhuyu

Student No: 8300331

University of Venda

UNIVERSITY OF VENDA

OFFICE OF THE DEPUTY VICE-CHANCELLOR: ACADEMIC

TO : MR/MS N.P NETSHIVHUYU

SCHOOL OF EDUCATION

FROM: SENIOR PROFESSOR L.B KHOZA

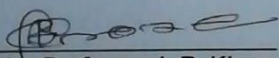DEPUTY VICE-CHANCELLOR: ACADEMIC

DATE : 23 JULY 2018

DECISIONS TAKEN BY UHDC OF 23RD JULY 2018

Application for approval of Thesis research proposal in Education: N.P Netshivhuyu (8300331)

Topic: "The Effects of Educators' Rationalisation on School Governance in Public Schools of the Vhembe District, Limpopo Province."

Promoter	UNIVEN	Prof. T.S Mashau
Co-Promoter	UNIVEN	Dr. D.A Sinthumule

UHDC approved Thesis proposal

Senior Professor L.B. Khoza
ACTING DEPUTY VICE-CHANCELLOR

RESEARCH AND INNOVATION
OFFICE OF THE DIRECTOR

NAME OF RESEARCHER/INVESTIGATOR:

Mrs NP Netshivhuyu

Student No:
8300331

PROJECT TITLE: **The effects of educators'
rationalisation on school governance
in public schools of the Vhembe
District, Limpopo Province.**

PROJECT NO: **SEDU/19/CSEM/02/1905**

SUPERVISORS/ CO-RESEARCHERS/ CO-INVESTIGATORS

NAME	INSTITUTION & DEPARTMENT	ROLE
Prof TS Mashau	University of Venda	Promoter
Dr D Sinthumule	University of Venda	Co - Promoter
Mrs NP Netshivhuyu	University of Venda	Investigator – Student

ISSUED BY:
UNIVERSITY OF VENDA, RESEARCH ETHICS COMMITTEE

Date Considered: May 2019
Decision by Ethical Clearance Committee Granted
Signature of Chairperson of the Committee: ....
Name of the Chairperson of the Committee: Senior Prof. G.E. Ekosse

UNIVERSITY OF VENDA
DIRECTOR
RESEARCH AND INNOVATION
2019 -05- 2 0

University of Venda
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"A quality driven financially sustainable, rural-based Comprehensive University"

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