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**The issues and challenges in the management of
the redeployment of educators in the Mafikeng
region**

By

Seakamela Caroline Mpho

**The mini dissertation in (MBA) Masters in
Business Administration Faculty of Commerce and
Administration**

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FACILITATOR: Prof. W.M Legotlo

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DEDICATION

To my children Mmakgotso, Thato and Didintle Seakamela for their support, encouragement and endurance and also to my husband Abednego Seakamela for the support that he gave me.

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CHAPTER 1

ORIENTATION

1.1 INTRODUCTION AND BACKGROUND

The ushering in of the new democratic order in South Africa in 1994 brought with it far-reaching changes that impacted on the lives of every citizen. South Africa was faced with the task of translating the dreams of its citizens into reality. To do so, the state, through its various departments had to revisit its approach to service delivery. This led to the extensive restructuring processes that characterised the first decade of democratic rule in this country. The changes that occurred and are still occurring in education are remarkable and commendable.

Post 1994, the Ministry of Education had to dismantle the apartheid structure and create a unified education system. During apartheid there were 19 Education Departments, which had to be amalgamated into one National Department, which is further divided into nine Provincial Education Departments (Hofmeyer, 2000:2). This was to create a more equitable system of financing in a context of the huge demand on the limited financial resources and to create a policy framework, which gave concrete expression to the values, which underpinned the post apartheid state.

The first five years of reconstruction were dedicated towards the dismantling of apartheid, and the creation of structures and procedures. This included transfers of staff, offices, records, assets and more than ten million learners and educators into the new system without compromising service delivery. Educators are central to educational change, the policy on norms and standard for educators were introduced in 2000 (Robinson, 2003:19). This policy created the framework and procedures for the approval of teacher education programmes and outlined the kinds of qualifications that the Department of Education would consider for funding and for employment. The policy provides an outline of the knowledge, skills and values that are seen as the hallmarks of a professional and competent educator (Robinson, 2003:21).

As alluded to earlier, the new democratic state was faced with numerous challenges on

many fronts, especially those relating to the optimal utilisation and the re-orientation of the large numbers of inherited public service staff. The need to rationalise and redeploy existing staff became very urgent if the state was to respond to its new mandate of bringing about meaningful changes in the lives of its citizens. It was within the public sector in particular that both the Employer and the Employee parties agreed on the Rationalisation and Redeployment of public service staff. Rationalisation and Redeployment occurred in the education department, and it affected everyone (Porteus, 1999:4). Redeployment and rationalization came with a multiplicity of policy and operational issues in the teaching sector. Most educators were laid off because of severe budget cuts and it caused educator shortages in some schools and severe overcrowding in classrooms. Some educators were relocated to severe or under-served parts of the country.

According to Porteus (1999:7) redeployment of educators causes conflict and violence among the stakeholders, the educators, learners and parents. In spite of the problems associated with Redeployment it is another method or tool for ensuring equitable redistribution of human resources in schools especially in view of the fact that the former government's development policies focused mainly on the needs of a particular section of the community while neglecting others. Due to this neglect schools mainly resisted government policies and this disrupted schooling and destroyed the discipline of teaching and learning. Schools became no-go areas and schooling hours meaningless, teachers did not teach, learners did not attend classes and principals, as managers could not manage. The widespread dysfunction of public schools partly led to the mushrooming of private schools that tended to open their doors for every-one, regardless of race and age, gender, colour, religion, ability or language (Hofmeyer 2000:4).

It is upon the above premise that this research deals with the issues and challenges related to redeployment of educators in selected Mafikeng region schools.

1.2 PROBLEM STATEMENT

There are several issues and challenges related to, and surrounding the redeployment

and rationalization of educators. The introduction of the Rationalisation and Redeployment policy in 1996 ran parallel with the introduction of a lifelong education system, which is learner-centred, namely Outcomes Based Education (OBE). For the first time, high quality education is available for everyone, irrespective of age, gender, race, colour, religion, ability or language (Department of Education, 1997).

Educators are currently faced with the challenges of service delivery. This means that they are expected to respond positively to their calling. This has to be done within the context of practicing the new policies introduced, such as quality assurance, developmental appraisal and whole school evaluation. The same educators are expected to take part in social projects, for example, developing health awareness in schools and addressing the impact of poverty on their learners. The above factors were supposed to be implemented parallel with redeployment. This posed a big challenge to all and sundry in the education sector.

It is against this background, that this study attempts to answer the following questions:

1.2.1 Research Questions

- To what extent did the management of the rationalisation and redeployment policy impact on educators in the Mafikeng region?
- To what extent did the process of redeployment impact on educators in the Mafikeng region?
- What is the rationale behind the rationalisation and redeployment policy, i.e. its intended purpose?
- What were the prescribed processes and procedures to guide implementation of the redeployment of educators?
- How was implementation of the redeployment policy managed and sustained?

- What were the unintended consequences of the implementation of redeployment policy in schools?

1.3 AIMS OF THE STUDY

- The main aims of this study are :

Aim 1: To analyse the management of the redeployment process in the Mafikeng region.

Aim 2: To determine the issues and challenges relating to the implementation of educators rationalisation and redeployment.

Aim 3: To determine the impact of redeployment on educators.

Given the above aims, this research will be guided by the following objectives: -

1.3.1 Objectives of the study

- To determine the nature and scope of redeployment in the context of human resource management.
- To determine the issues and challenges in the management of the redeployment of educators.

1.4 HYPOTHESIS

The following are the descriptive hypotheses of this dissertation. As defined by Keppel (1989:9) hypotheses are proposed answers to the question you hope to resolve conclusively by means of your research project. These are suppositions forming the theoretical base of research. Hypothesis statements must be tested for validity. The test is made by means of a literature survey and different data collection and analysis mechanisms. The assumptions presented below form part of the hypothesis of this study.

- There is conflict and instability in schools due to redeployment of educators.
- There is a decline in the standards of education due to redeployment of educators.
- The process of redeployment declines the morale of educators and learners.

1.5. THE SCOPE OF THE STUDY

This is to give us a brief understanding of this research. In the old apartheid system there was separation in races where Black, Indian, White and Coloured pupils attended their own schools. The standard of education in Black schools was very low, and this was mainly because classrooms were overcrowded and there was lack of basic resources like textbooks, a lot of unqualified educators, and implementation of rote learning. (MacGregor, 2001:1).

MacGregor (2001:2) asserts that the previous government was not encouraging good teaching in black schools and that there were many educators who were products of poor schooling. They were under-qualified, and the qualifications they had were questionable. However, studies have found alarmingly high levels of absenteeism and lack of commitment among educators, due to factors such as low morale, poor training and moonlighting to supplement salaries. In the early 1990s, learners invaded White schools when state schools began admitting learners of all races. Formerly White, Indian and Coloured state schools have turned into solidly middle-class institutions catering for anybody who can afford them. Changing learner population has another implication; Glen Fisher (2001) (Education and Training director for the National Business Initiative) says that since many black children in suburban schools are still travelling from townships, schools are no longer drawing only from local communities like in provinces where rural areas are dominant. The learners are moving from rural to urban areas. Schools are then no longer servicing an identifiable population of parents who share the same values, which may cause problems, as yet unknown.

Fisher (2001) continues to say that some schools are battling to cope with the pace of change in terms of pupils/learner population and staff turnover. They are faced with the dwindling number of children from reasonably well-off homes, which makes it difficult for the school to raise funds. Schools previously funded for classroom ratios of 25 or 30 pupils per teacher have had their teacher quotas cut back, in line with the state's intention to aim for ratios closer to 35 to one in secondary and 40 to one in primary schools. (MacGregor, 2001). The national department of education in December 1997 abandoned this aim pointing out that the classroom ratios are guidelines for teacher numbers at schools.

According to MacGregor (2001:2) experience has shown that South African class sizes have been growing fairly rapidly in privileged state schools in the past decade. While there is little evidence to suggest that bigger classes lead inevitably to declining standards, large classes do place teachers under considerable pressure. Formerly White, Indian and Coloured schools lost a lot of good teachers in the Department's disastrous voluntary severance and redeployment scheme, which aimed, but failed, to achieve a balance of teacher numbers between privileged and poor schools.

With 90% of education budgets being spent on teacher salaries (internationally the proportion is 80%), it has been impossible to begin to adequately resource poor schools. To try to achieve greater equity, the department of education drafted "national norms and standards" policies that, among many other things, encourage provincial departments to target schools in the poorest 40% of their populations for redress. It is likely that this policy, as with most others, will take a very long time to implement.

Hindle (2001) the chief director of human resources in the national Department of Education also describes the widespread "double parking" of teachers where two teachers are employed in one post - caused by the use of substitute teachers, the large scale employment of teachers, and problems with redeploying excess teachers.

Due to the above-mentioned factors, redeployment did not bring conflict between the government and the educators only but also between educators and the management of the school. According to Hindle (2001) there is 'double-parking' of educators through which two educators/teachers were employed for one post and one of them would be a substitute. This has resulted in animosity between both educators when the rightful educator returns while the other educator would continue and is not redeployed.

MacGregor (2001:3) said that voluntary severance and the redeployment scheme was also problematic for learners because redeployment also affects a teacher who had a rapport with learners and was very hard working. This was caused mainly by the fact that one of the visions of redeployment is that a teacher is not redeployed if he/she is problematic. There were also numerous changes in schools that came about as a result of pupils being able to attend any school their parents could afford. This was the Education Management of Human Resources point of view. The scope of this study will be confined to issues and challenges surrounding the redeployment of educators.

1.6 IMPORTANCE OF THE STUDY

The main reasons for conducting this study are:

- To make a contribution to the body of knowledge of policy developers and implementers, that is to address the fill and the existing gap, and
- To explore the unexplored issues related to redeployment, and contribute a body of knowledge to the academics for abundance of knowledge.

1.7 RESEARCH METHODOLOGY

1.7.1 Literature review

Hart (1998:13) defines literature review as: -

The selection of available documents (both published and unpublished) on the topic which contain information, ideas, data and evidence written from a particular standpoint to fulfil certain aims or express certain views on the nature of the topic, and how it is to be investigated, and the effective evaluation of these documents in relation to the research being proposed.

The chapter on literature review will form the theoretical base of this investigation. In other words, this part of research will be a conceptual framework supporting or rejecting variables explored as research problem, hypothesis, research questions, the aims and objectives.

This literature will be from the libraries (periodicals, books, and newspapers), the Internet, and government departments – especially the department of education (Policy documents) and Education Labour Relations Council (ELRC) documents.

1.7.2 Empirical Study

1.7.2.1 Questionnaire

The questionnaire was from Wegner (1993:3) to suit the targeted group of stakeholders in teacher education in the Mafikeng region. The questionnaires were given to educators and redeployment officials.

1.7.2.2 Interviews

Walter (1985:91) explains that:

The design of a questionnaire is critical to ensure that the correct research questions are addressed.

The research questionnaire in this respect will use open and closed types of questions.

1.7.3 Population

The total number of schools in one district (Mafikeng) from which a simple random sample of twenty (20) schools was made. A sample population of 80 respondents was made.

1.7.4 Data analysis

This research is qualitative and therefore used a qualitative data analysis method. The method mainly consisted of explaining and discussing research variables. This research will also - to a limited extent, use quantitative analysis by outsourcing computer analysis services.

1.8. Clarification of concepts

The following concepts pertaining to the topic under investigation are defined:

Redeployment: To move to a new position or the transfer of educators in posts declared in excess in the process of rationalisation where it is compulsory, not voluntary and must be fair. (Brunton, 2003:C-6).

Learner: Education Labour Relation Council (1999:2A- 4) defines a learner as any person receiving education or obliged to receive education.

Educator: Is any person who teaches, educates or trains other persons at an education institution or assists in rendering education services or education auxiliary department, (but does not include any offices or employee as defined in Education Labour Relation Council (1999:2A-4).

Management: According to Ngcongo et al (2000:68), the concept of management was generally regarded as an activity for one who holds a senior position in an organisation. This meant that the manager in the school system was regarded as the highest authority,

having unassailable power and control over all activities within a particular institution. This dominant power granted allows a person to make unilateral decisions with very little or no input from the staff or parents. In another version management is the process of achieving organisational objectives with a changing environment, by balancing efficiency, effectiveness and equality to obtain the most from limited resources and working with and through other people. (Naylor, 1999).

Management of redeployment: The process of moving educators from one position to the other to achieve organisational objectives with a changing environment especially those declared in excess in the process of rationalisation, the process should balance efficiency, effectiveness and equality to obtain the most from limited resources with and through other people, Naylor (1999). As is the case with educators, the transfer is not voluntary but compulsory and must be done fairly. (Department of Education, 1997).

1.9 PLAN OF THE STUDY

Chapter one: Orientation

Chapter two: Literature review and theoretical foundation

Chapter three: Research design

Chapter four: Data analysis and Interpretation

Chapter five: Research findings and recommendations

1.10 CONCLUSION

This chapter introduced the problem statement, the aim of the research as well as the method in which the solution will be achieved. The subsequent chapters include the empirical study and addresses the different aspects of the problem as discussed in this chapter.

CHAPTER 2

LITERATURE REVIEW AND THEORETICAL FOUNDATION

2.1 INTRODUCTION

This chapter on literature review serves as a theoretical base of this investigation. This part of the research will be a conceptual framework supporting or rejecting variables explored as the research problem, hypothesis, research questions, the aims and objectives. Exploring the following themes through literature will test validity or invalidity of the abovementioned research factors. A synopsis of further definitions and a number of redeployment models is depicted and analysed. Finally what literature depicts to be critical issues or challenges are reflected.

2.2 FURTHER DEFINITIONS OF THE CONCEPTS OF REDEPLOYMENT

The concept redeployment is defined by different authors in this fashion

2.2.1. What is redeployment?

Redeployment according to the Administrative policies and procedure is the process where a staff member is identified as a redeployee and is transferred to another position at the same employment status and normally at the same classification (Flinders University, 2003).

Haarhoff (2002) defines redeployment as a process by which human resource is striving to match people to the work that the organisation needs to perform. The first step in this is in identifying the workload and nature of the workload that is required for example, how many people, of what skills / experience mix).

Understanding Disc (2004) defines two different kinds of redeployment, which are individual and organisational redeployment. Individual redeployment is typically far less common than its counterpart. This term describes the situation where a particular

person or group needs to be relocated within an organisation. This will normally be because their current roles are becoming redundant, but other reasons for individual redeployment may also arise from time to time.

Organisational Redeployment describes situations in which new positions or roles are opening up within an organisation, roles that should ideally be filled by existing members of that organisation.

Redeployment is not a process that operates in isolation. It is one of a range of outcomes from human resource (HR) processes. As such, it is important to first set this in context (Haarhoff, 2002). This process does not make the redeployee at ease especially those who have no say in their redeployment process (Flinders University, 2003).

2.3 HISTORICAL BACKGROUND

Redeployment is a worldwide process that can be done within the organization, department or directorate. It should be borne in mind that managing redeployment creates an escalating cost and it is often not done right. Therefore, it should be done properly so as to make redeployment one of our human resource priorities (Olley, 2002).

The democratic government formulated a number of policies, which were implemented, and legislation promulgated, the main aim was to create a proper framework for transformation in education and training. There was a need to establish an effective management, planning and monitoring capacity in the Department of Education under senior departmental leadership, to guide and support the development of the inclusive education and training system. The Constitution of the Republic of South Africa Act of 1996 requires education to be transformed and democratised in accordance with the values of human dignity, equality, human rights and freedom, non-racism and non-sexism (Department of Education, 2002).

The Department of Education wanted to ensure quality education for all in which

priority was accorded to creating better conditions for learning and improving the quality of teaching. The Department of Education (2005), implemented a whole spectrum of legislation, including the Employment of Educators Act 1998, aiming at regulating the professional, moral and ethical responsibilities of educators, as well as the competency requirements for teachers or educators. The South African Council of Educators (SACE), was introduced to govern the teaching force. A policy that has been implemented as a framework for transformation in education and training is the redeployment process.

2.4 THE RATIONALE BEHIND REDEPLOYMENT

The main purpose of educator redeployment was to achieve the principles of equity and redress in the provision of education. It aimed to achieve equitable distribution of human resources across all racial groups in all geographic areas including those parts of the country that would not have had the opportunity of enjoying quality education for their learners.

Equity in the context of the school would mean that all schools were to be provided with educators regardless of where they are. A model was developed to allocate educators on a rationale basis. This in effect meant that those schools with too many educators had to lose them to those with less depending on the dictates of the model. The redeployment of educators was intended to achieve staff and learner integration in schools i.e. teacher in predominantly white schools would be forced to teach in predominantly black schools and vice versa. Apart from its intention to integrate staff, the other aim was to provide staff to all schools on an equitable basis.

2.5 HUMAN RESOURCE PLANNING

In this topic we are going to discuss the impact of human resource on redeployment. We will review what are the functions or the facets of the management of human resource and also look at which steps are normally taken through the Human resource

planning process. These steps in the planning process should somehow reduce the extreme level of redeployment.

2.5.1 Human Resource Management

According to Van der Westhuizen et al (1994) Human resource management is a human orientated process that focuses on the needs of the employee with the aim to facilitate the acquisition of mutual goals, which are within the parameters of a well-known strategic plan.

According to Botha (2003) human resource planning can be defined as those activities by means of which the services of teaching staff can be acquired, facilitated and improved through management strategies so as to bring about increased effectiveness in educational training.

According to Rebore (2001) Human resource planning is a process common to all human experience. Before embarking on a journey an individual must understand where he or she is, know where he or she wants to go, and decide how best to get there.

Human resource planning is a process of systematically reviewing human resource needs to ensure that the required number of employees, with the required competencies, is available when they are needed (Department of Education, 2002).

The following facets are from the human resource management to improve effective educational training in schools and the education manager should give them full attention.

Human Resource ensures that:

- The most suitable staff is recruited, screened and appointed. A person's suitability is determined by the particular environment and contemporary requirement of a school.

- It also ensures that the education of staff is handled skilfully, fairly and on the basis of open communication in order to identify the most suitable and effective leaders to facilitate an increased flow of educational training.

The contemporary education human resource manager must:

- Manage the induction of staff as effortlessly as possible in order to ensure the minimum loss of productivity in educational training.
- Must develop and exploit human resources (teaching staff) optimally so as to ensure that leadership in education is identified.
- He or she must monitor the internal motivational levels of education personnel within a healthy, stress-controlled framework. In order to achieve this, he must combat work overload and exhaustion and pay attention to the handling of conflict and the modification of behaviour.

He or she must utilise responsible planning, organising, leading and control to manage the participants and interested parties in education auxiliary human resources. (Department of Education, 2002):

The above mentioned are the facets of human resource whereby also the education manager also has a major role to play.

2.5.2 Main aim of human resource planning

According to the Department of Education the main aim of human resource planning is simply about ensuring that a school has the right number of people, with the right composition and with the right competencies, in the right places to enable it to deliver on its mandates and achieve its strategic goals and objectives.

Questions asked through the Human resource planning process

- What strategic direction is your school taking?

- * Vision
- * Mission
- * Strategic Objectives

- What human resource challenge do you face? (Consider amongst others redeployment, competency requirements and financial constraints).
- Can your current staff cope with these challenges?
- What can be done to improve your human resource situation?

2.5.3. Four steps in Human Resource Planning

These four steps help human resource management in its planning process so that redeployment may be well designed and also well processed. This will assist in avoiding unnecessary conflict amongst the stakeholders (employer and employee).

Step one: Check your demand

This step is an assessment of the human resources that will be required to deliver on the school's strategic objectives. Taking into account all the schools several functions, this step entails the forecasting assessment of your school. It assists the school in determining the human resource needs (numbers, composition, competencies, etc) with respect to the services provided by the Department of Education (2002).

It assesses the schools existing human resource capacity and also assesses the existing human resources by competencies, occupational category and qualifications.

Step two: Check human resource supply

This step believes that it makes no sense to embark on elaborate recruitment drives if employees in some areas of your school are either under-utilised or a surplus to service delivery requirements (Department of Education 2002). According to Rebores (2001) decreases in schools supply of human resources, however, are more difficult to predict. Deaths, voluntary resignations and dismissals are unpredictable except in the broadest

sense, through statistical averaging. However, some decreases, such as sabbatical leaves, can be controlled; and others such as retirements, are easier to predict.

Step three: Analyse Gap

This involves analysing any difference between the need and supply of human resources. The purpose of this step is to identify gaps between what you have now and what you require for the future Department of Education (2002). Relating to what the education department says in step three, Rebore (2001) also says that a final activity in human resources forecasting is to match the schools district's future human resources needs with current supply. This will pinpoint shortages, highlight areas of potential overstaffing, and identify the number of individuals who must be recruited from the labor force to satisfy future needs.

What Human resource must do to reduce the constant occurrence of redeployment?

The gap between the demand and supply of your human resource should be apparent once you have completed steps 1 and 2 and have concluded the analyses that are required of you in order to develop your employment equity and workplace skills plans.

The gaps identified should now be summarised in terms of:

- The competency level of the staff
- The number of employees that is needed now and in the future and the subject
- Major areas of under-representation in the different occupational groups and
- Salary levels of your educators/teachers in terms of qualifications and other contributing factors and
- Health profile of your workforce Department of education (2002).

Step four: Human resource plan

Step 4 involves developing a strategy or plan to meet your human resource needs. Develop a plan to address the gap between existing human resource requirements within the financial resources available. The purpose of this step is to plan and develop a programme to clarify how the gap between the existing human resource capacity and future human resource requirements will be filled (Department of Education (2002).

Having identified the gap between your future requirements and existing capacity, you need to develop a human resource strategy to enable your department to meet its human resource needs within the financial resources available.

There are strategies that need to be devised and given a cost, to meet the needs that would have been uncovered in the gap analysis. These will differ per school and may be wide-ranging, including, for example,

- Organisational redesign
- Process re-engineering
- Outsourcing
- Recruitment
- Training
- Promotion
- Redeployment
- Succession planning
- Staff reduction (where necessary)

The objective of the HR plan is to provide you with a strategy to redress the shortfalls that were determined by the gap analysis Department of education (2002).

2.5.4 HUMAN RESOURCE PLANNING AND UTILIZATION

***Sixty percent of respondents cited that (No) necessary provisions for redeployment were not well planned for.** In explaining further the respondents explained that although the DTT was set and explained redeployment to affect teachers, the decisions of effecting redeployment themselves were not well provisioned for.

Redeployment teachers were not given the opportunity to indicate the new schools they want to go to. There was conflict between old staff members and new redeployee's. Communities' members did not accept the redeployee's. Learners were placed at a disadvantage by starting afresh with a new teacher at the middle of a teaching path.

Eighty percent said that the redeployment DTT monitored the redeployment process. In sighting the level of the activities of the DTT, 66% said that the DTT was not actively involved in ensuring the induction of new teachers in new schools. It means that there was no sustainability of the redeployment process. Rebore (2001:152) says that the redeployment of personnel in any department must consider the following:-

- To accommodate the affected employees
- Develop a list of affected employees and a list of vacancies
- All existing vacancies should be (first) advertised through an internal "closed vacancy list"

A large percentage of teachers (80%) allege that they have and are still applying for vacant posts in vain. According to this allegation, vacancies on the vacancy list are always reserved for friends and relatives.

The redeployment respondents (60%) mentioned that they were included concerning the school building. This might be true because it is "obvious" that one should at least know the corners of the building he/she is situated in. But one factor which cast doubt in this respect is that 90% "African" school buildings at which some educators were redeployed to are only two to three blocks of classrooms and some toilets. Orientation here is not a problem.

Most respondents (80%) mention that there was no proper orientation concerning the work environment and the "new communities" they work in. In dealing with human behaviour in organisations, Mullins (1999:754) mentioned that induction, as a programme, is essential in all organisations. Mullins (1999:75) asserts that education involves the introduction of a member of the new staff to the culture and environment of the organisation its policy and practice to other members of the staff. This process

should include attentions to the rules and regulations, familiarisation with the culture and methods of operation of the organization and personal training and development needs. Mullins (1999) further says that the first impression of an organisation and its managers are seldom forgotten.

It is highly disturbing to find out that the well-being of the redeployed educators was not taken care of. This was indicated by 65% response. Several reasons were sighted as:

Lack of induction

- Lack of being welcomed by some educators and principal
- Conflict arising from the perception that the redeployed have come to take the positions of the locals
- Redeployment costs were the burden of the redeployee
- Some had no proper accommodation
- Some had transport problems to school
- Some were estranged from families
- Other learners seem to not welcome some educators in schools

2.6 THE REDEPLOYMENT PROCESS

The redeployment process is the process taken from the beginning when management identifies an educator as being in excess and to a point when the educator is then notified that he or she is in excess. The human resource planning is entitled to discover potential applicants for vacancies; this depends on the size of the institution or the school (Rebore: 2001). School Management has to consider whether an employee is potentially surplus and then submit the details of the employee to the Department task team and redeployment committee who will consider the case based on the above indicated criteria:

Management identifies an educator as being in excess (redeployment) when:

- An employee is in a class comprising of a greater number of employees than is necessary for the efficient and economical working of the school(s)

- An employee's services cannot be effectively used because of technological or other changes in the work methods of the school(s)
- A change in the nature, extent or organisation of the functions of the school(s).

How to notify an educator that he or she is in excess

The process in notifying an excess educator:

- Advise the employee in writing of the potentially surplus status, the reasons for it and who the manager will be;
- Advise the circuit manager for Public Employment and the relevant Union in writing; and
- Provide the employee with a copy of the Procedures

The Departmental Task Team will formally advise the school management of the outcome of any submission. Management will advise the employee and the trade union in accordance with the Redeployment Procedures. The departmental task team then approves the notification and formally notifies school management of the approval. Once this is done school management will provide copies of the correspondence, the employee's information sheet and the employee's curriculum vitae and profile will be submitted to the departmental task team who will arrange for the employee to be formally notified. After the employee is formally notified management (principal) has to place the employee in another school which is in shortage or has a vacancy.

The placement of redeployed educators in new schools

When an educator is redeployed he or she should be placed in a new school. The principal is responsible for facilitating this process. According to Rebore (2001) the principal is the building person in human resources planning. He or she is usually also the first to spot dwindling enrolments:

- Arrange to interview the employee;
- Review the employee's skills, training and personal development requirements;

- Obtain details relevant to career planning and retraining;
- Help the employee access the training needed to secure job placement;
- Forward an updated resume to the department (Departmental Task Team) ;
- Review vacancies within the schools;
- Identify and refer the employee to short term vacancies for training and skills maintenance;
- Refer the employee to permanent vacancies;
- Discuss whether relocation is a possibility;
- Assist with any sensitive issues arising from being identified as potentially surplus; and.
- Maintain regular contact

2.7 MONITORING AND EVALUATION

When an educator is notified as being in excess, management has to monitor and evaluate progress on the implementation of the plan is on an annual basis and corrective steps are taken where necessary. Ensuring that there is an information system that provides information on how the strategy is operating in practice. But ensuring that there are other controls that will be able to monitor and evaluate progress on an ongoing basis Department of Education (2002). Unions are to be involved and it has to be done in writing so that the relevant union may represent its client (employee or educator). This is when collective bargaining is then introduced in the redeployment process.

2.8. REDEPLOYMENT AND COLLECTIVE BARGAINING

2.8.1. Different definitions of Collective Bargaining

Grogan (1998) defines collective bargaining as a process in terms of which employers and employees collectively seek to reconcile their conflicting goals through a process of mutual accommodation. "Its dynamic is demand and concession, its objective is agreement." According to Leap (1995) the terms bargaining and negotiating cover a variety of situations and these terms can be used interchangeably. Bargaining can take place between two individuals or groups.

Legotlo (1999) on the other hand describes collective bargaining as negotiations about working conditions and terms of employment between the employers, a group of employers and or employers' organisations (Trade Unions) on the one hand and representatives of the employees' organisations (Trade Unions) on the other. It is concerned with the relations between the employer and recognised employees organisations. These organisations known as trade unions according to Cushway (2000:5) can be said to be:

Permanent or temporary, which either consists of wholly or mainly of workers of one or more description and is an organization whose principal purpose includes the regulation of relations between workers of that description, or those descriptions, and employers or employers associations; or consists wholly or mainly of constituent or affiliated organizations which fulfil the conditions specified above, or representatives of such constituent or affiliated organizations; and in either case is an organization whose principal purposes include the regulation of relations between workers and employers or between workers and employers associations or include the regulation of relations between its constituents or affiliated organizations Cushway (2000:5).

However in the above-mentioned case of trade unions collective bargaining occurs between two different parties, which are workers, and employers. Rebores (2001), talks about another form of bargaining called collaborative bargaining. Rebores (2001) says that collaborative bargaining involves bargaining between two parties with no distinct differences. To what extent was the redeployment policy bargained for? If it was bargaining including two major role players, then it was not bargaining in true faith.

- A collective agreement according to the Labour Relations Act no 66 of 1995 is a written agreement concerning their terms and conditions of employment or any other matter of mutual interest concluded between one or more registered trade Unions, on one hand and on the other one or more employers, registered employer's organisation or a combination of employers and employees organisation (department of Labour, 1995) which states the following:

- **Labour Relations Act 66 of 1995 - The 1994 Elections brought about a paradigm shift in the Labour Relations in South Africa. Entrenchment of fundamental rights in the country's constitution and the emergence of Labour relations Act of 1995 recognise union and employer organisations for collective bargaining to take place. The LRA promotes bargaining as a mechanism for regulating relations between management and employees, Education law and policy handbook (1999).**

The labour Relations Act no.66 of 1995 (L.R.A) contains no express duty; however its provision clearly promotes it. Employers have an obligation to consult and reach agreements with work forum.

- **Labour relations means to understand the concept of labour relations and what we can analyse the definition from different authors however; Grosette (1999:3) says that labour relation is a hugely diverse field, making its definition of functions virtually impossible. Kochan and Katz (1992) define labour relations as being ...a broad, interdisciplinary study and practice that encompasses all aspects of the employment relations.**

2.8.2. The challenges of collective bargaining on redeployment

To illustrate the difficulty that redeployment posed as a serious challenge in collective bargaining, redeployment is one of the challenges in collective bargaining, SADTU North West provincial secretariat report (1999) that the ANC manifest that was debated and drafted with its alliance structures admitted that there are challenges, which need urgent attention; top of the agenda was unemployment. It further perceived pressure to redeploy workers and to downsize the public service as tantamount to retrenchment of the workers. This organisation felt that it has to continue to negotiate for reasonable workloads and size for educators.

According to the SADTU (1998), the retrenchment and redeployment of educators is part of the broader public sector plan to retrench workers. In accord with the Minister

of finance's Growth, Employment and Redistribution (Gear) policy the state would have to shed thousands of public sector jobs. An announcement the state made meant that over 70000 educators faced retrenchment.

"The employer and employee organisations signed a number of collective agreements since 1995. The example given was resolution 3 of 1996, which was signed on the 30 April 1996 at the level of the ELRC. This agreement covered redeployment and right sizing of the personnel, voluntary severance packages and packages and salary adjustments". The findings are that:

- Redeployment and right sizing of educators

Respondents indicated the complexity of the right sizing process as one of the causes of failure in the implementation. Diverse interpretation by different parties led to lack of consensus and uniformity in the implementation of the agreement, which resulted in a dismal failure. Some Unions became reluctant to participate. A moratorium placed by the department on new appointments made this type of movement impossible.

A failure to implement resolutions like this significant one brought other challenges to the surface, inter alia:

- I. Some schools especially new ones were without educators and this encroached on the learners right to education; and
- II. Substance of quality education was threatened by failure to provide educators.

- Salary adjustments

After a survey Legotlo (1999), came to the conclusion that salary is one of the challenges in collective bargaining. Salary is also one of the major challenges facing the redeployment process. In accord with resolution 3 of 1996, the overall wage adjustment and increase across the board for 1996 – 1998 without exoneration pay grade structure in grade progression and appraisal was ratified by both employer and employee organisations. Nevertheless the agreed salary improvement plan was not fully implemented. Employee organisations concur that the employer failed to implement the agreement. This is perceived as a violation of the agreement.

SADTU (2000) shows that wage bargaining has been a challenge since 1996. It also portrays the employers' failure to implement collective agreements.

Madisha (2000 a) said labour had reminded the government negotiators that "laying off" workers into poverty (by low salaries) and reducing the working and living standards was against the spirit of labour. Retrenchment of educators without retraining to feature into other sectors is perceived as slow death sentence. The conviction held is that Growth Employment and Redistribution (Gear) policy does not create jobs instead it is perceived as the contributory factor towards job losses.

Gear was formulated in South Africa to help create jobs whereas it increased job losses therefore we are going to search the methods that other countries used in order to reduce redeployment.

2.8.3 Collective Bargaining Issues

True and false Graphic Presentation

The graph in chapter 4 (fig 4.3) concerning point one in fig 4.3 it is clear from the 70% true responses received that redeployment was not well bargained for. Interaction with teachers declared in excess reflected a number of dissatisfaction. Dissatisfaction ranges from a weak criterion used to declare the teachers in excess, up to the early retirement of certain teachers.

Eighty five percent respondents assert that their unions did not inform them about the process of redeployment. Union service to members is very important. Members joint unions for a variety of reasons, (Carrell, 2001:68) says that: -

Unions should guard against and be proactive concerning the employers' unfair labour practice. Carrell (2001) further noted the following as the most burning issues: -

- Sexual harassment
- Unfair dismissal

- Unilateral employment decision making
- Workplace discrimination
- Violation of equity practices
- Violation of workers rights, and others

Austey (1999:133) emphasises that the relations between two unions and employees are kept by timeous communication for problem solving; He asserts that communication done formerly and informally through:-

- Meetings, workshops, seminars, conferences
- Information sharing sessions and
- Informal gatherings
- A newsletter, or a bulletin, and so on

Seventy three percent asserted that their unions were not involved in defending their stance against being redeployed. Cushway (200:5) views the role of the union as:-

- To protect the interest of their members
- To negotiate all possible deals on behalf of the workers
- To negotiate concerning conditions of service and general working agreements.
- Serving the secondary role, which is politically in nature?

Cushway (2000:5) further sees the role of the trade union representatives as:-

- To provide support to the employees
- To ensure that employees receive fair treatment
- To try to ensure that all relevant factors are taken into account
- To try to ensure that the employees side of the agreement is represented clearly

If 55% assert then not all unions agreed to the redeployment, and then these become a worrying factor. This variable reflects that there was unilateral decision making concerning educators redeployment, or as cited by Rebores (2001:313)

collaborative bargaining he explains it between two parties with no distinct differences. Given the above, the researcher concludes that negotiations for redeployment were done with only one dominant union and therefore this was negotiation in bad faith. Representatively is necessary for workplace peace.

Respondents (65%) cited that it was true that rationalization and redeployment undermined freedom of association. According to the constitution of South Africa and the 1995 Labour relations act, unions exist for freedom of association. Given all the above-mentioned facts, it therefore can be concluded that redeployment was an unfairly carried process and cannot be acceptable to teachers.

2.9. THE HISTORY AND THE CAUSES OF REDEPLOYMENT IN DEVELOPING AND DEVELOPED COUNTRIES

According to Mehrotra and Buckland (1998) some 120-140 million children in developing countries are out of school. Assuming a pupil-teacher ratio of 30, some 4 million new teachers are needed to reach Net Enrolment Rate (NER) of 100. The challenge is most significant in South Asia and Sub-Saharan Africa (SSA).

2.9.1 Teacher Salaries

Teachers may also be redeployed because of the lack of funds to pay the several educators that are in a school, teaching a subject, in different levels (in South Africa known as Grades or Standards). In this case teachers are redeployed to other schools where there is a lack of educators. This is an indication that teacher's salaries also play a role in the redeployment of educators.

According to Mehrotra and Buckland (1998) in industrialized countries teacher salaries account for around 80% of recurrent expenditure at the primary level. The issue of teacher salaries poses a conundrum, especially in least developed countries. Teachers cost too much to the state, but in many developing countries, they earn too little. This following topic tries to address the issue of managing teacher costs, while still ensuring access and equality.

Although Government take the position that teacher salaries cannot be reduced, in fact teacher real incomes have been reduced in many countries. In this topic we try to analyse changes in real wages of teachers over the 1980s and early 1990s, and teacher salaries as compared to income per capita. We will go on to compare average teacher salaries to trends in pupil-teacher ratios and also trends in teacher qualifications (Mehrotra; 1998).

For the 11 Sub-Saharan African countries for which data is available, salaries declined for most or remained constant in real terms. For the 15 Latin America and the Caribbean (LAC) countries that data exists, salaries declined in 10 of them (mainly Latin American countries). In both regions evidence accumulated that teachers were taking on second jobs. In Latin America and in some African countries, teacher salary cuts were deeper than those for other civil servants. The six Asian countries for which data exists, salaries increased in real terms (Mehrotra and Buckland, 1998).

As regards cross-regional or cross-country teacher salary comparisons, the ratio of teacher salaries to GDP per capita remains the usual comparator. UNESCO data suggests that the ratio has not changed from the early 1980s to the 1990s. For Central Africa, the ratio is 7.28; for Southern and eastern Africa 5.9; for Asia 1.84; and for LAC 1.79. The high African ratio has been seen as proof that teachers cost too much there (Mehrotra and Buckland, 1998).

Another possible basis for inter-country comparison is the ratio of teacher salary to GDP per capita relative to the literacy rate in the country. Only in Africa the teacher salary level exceed the predicted ratio by a significant margin, with some exceptions.

2.10 REDEPLOYMENT RESEARCH AND ISSUES

Research has been conducted and there is scarce literature on redeployment, in both developed, developing and underdeveloped countries. This is an indication that redeployment is still in its introduction phase, although it has affected many educators in many ways and has been in the education scene for some time, it has not been fully recognised as a huge problem but has instead been pushed under the carpet. In this research redeployment does not only occur in schools but in other educational institutions, etc.

2.10.1 An overview of redeployment in developed, developing and underdeveloped countries

Redeployment has some historical roots in developing countries like Nigeria, Guinea, Ukraine and India and also developed countries such as Brazil also including under developed countries such as Ethiopia. In this research we will examine various countries due to little information on the implications of redeployment. We have examined all the above-mentioned countries.

2.10.1.1 Redeployment in India

From a political standpoint redeployment programs are intended to build public support for restructuring by signalling to citizens, communities, and labour representatives that those responsible for restructuring are ready and willing to help those who need and want help. Such programs help make difficult reforms acceptable to workers and other stakeholders. In India, for example, trade unions supported the retraining elements of the National Renewal Fund (NRF) and welcomed this as a measure to offset the social costs of enterprise adjustment and reform (and they were subsequently very critical when the NRF funded mostly severance payments and little training) (PPIAF: 2006).

- **Management of redeployment**

In the right circumstances, redeployment programs can have important objectives. When those objectives have been clearly defined the main challenge is to improve the effectiveness of redeployment programs (PPIAF: 2006).

Three types of surveys are typically needed early in the program to help inform its design. They are:

1. **A survey of employees**, including the skills, capabilities, and expressed redeployment needs of workers
2. **A survey of the labour market itself**, including areas of supply and demand
3. **A survey of potential redeployment service providers**, including the types and capacity of existing public and private providers

These three surveys could be carried out separately, but in practice the findings of each will inform the design of the redeployment program and close co-ordination is thus required (PPIAF: 2006). India used these surveys so that they can properly implement redeployment.

2.10.1.2 Redeployment in Nigeria

In Nigeria redeployment was experienced in its libraries. Ehigiator (1997) revealed that there was the general practice by governments of realising to the public library board an amount far less than what was approved for a given year. The general poor state of funding public libraries has forced many head librarians to reduce library services being rendered to their clientele in areas such as staff reduction (rationalization), redeployment, reduction in book budgets, reduction in number of programmes and services rendered. Libraries play a major role in education, many students / learners often go to libraries to gather more information about what they are learning and also to enlarge their knowledge. But due to a lack of funding in libraries librarians could not offer all the services and facilities that they needed to, and in order for the libraries to offer what was required of them many of their employers had to be redeployed so that there may be an excess of funds to fulfil the necessary duties.

- **Financial Constrains**

Fatuyi, et al, (1997) lamented the poor financial state of research libraries in Nigeria, noting that the federal Government whose duty it is to fund research institutes is yet to see libraries or the information they provide as an essential and important commodity for commerce and industry which is essential for national development. The general poor state of funding libraries in Nigeria and the subsequent inadequate provision of library resources and services is a great handicap towards using libraries as effective tools for education and national development in Nigeria. This brings into focus the need to examine the types of libraries required for education and national development in Nigeria in this 21st Century.

2.10.1.3 Redeployment in Guinea

Redeployment in Guinea was done due to financial constrains and the government could not afford to pay its educators enough for their basic needs. This led to the redeployment of educators to areas where the community or the school could pay for its educators.

- **Managing teacher cost while still ensuring access and equality**

The issue of managing teacher costs and ensuring access and equality according to Mehrotra (1998) is done through the process of redeployment. He says that a wide range of strategies has been used to achieve a more efficient and equitable distribution of teachers.

- **Financial constrains**

Several strategies were used to achieve an efficient and equitable distribution of teachers; some of these strategies involved cash or other incentives, and this cost must be offset against the gains achieved through increased efficiency. Other strategies, such as linking promotion prospects to rural or hardship service can have impact without such direct cost implications. Sometimes communities are willing to meet the cost of housing or accommodation

incentives, and while this does not increase the teacher costs to the state, it must be assessed for its possible impact on the private costs of schooling, which can affect enrolment rates. The most recent experience of teacher re-deployment strategies is in Guinea (Conde; 1995).

2.10.1.4 Redeployment in Ethiopia

Ethiopia experienced redeployment in the language difficulties and educators were either transferred or dismissed. In Ethiopia if an educator could not teach in a specific language or all required languages in that particular state he was then redeployed to other states where he could teach in the required language or he was either dismissed or transferred. Educators when they were being redeployed in Ethiopia they never received training and most of them were unfamiliar with the environment which they were being redeployed to. In the research of the redeployment in Ethiopia we will see the different approaches taken in the process of redeployment and how it was experience in Ethiopia.

- **Multilingual Educational Reform**

According to Honig (1996) because of the recent implementation of the new language policy in Ethiopia, experienced teachers were dismissed, redeployed or transferred to regions and schools with a match for their particular language skills.

- **Unstructured formula for language difficulties**

At the time of observation, most of the teachers had been redeployed from regional high schools within the 12-month period. All of the 21 instructors were male, although 110 of the 530 students were female. Other than a one-week course in teaching Oromigna with a Latin script [the language of the Teacher's Training Institute (TTI)], they had received no training or preparation for their new positions. Further more because most teachers came from urban or semi-urban towns with secondary schools, they had no experience with the rural schools for which they were training teachers. The director himself, only one year out of college, frankly admitted he had never visited a rural school (Hogin; 1996).

- **Poor training produces hastily produced primary teachers**

The effects on a teacher training college that completed the language transition one year previously, were evident at virtually every turn. Key administrators and instructors had less than one year's experience, reflecting their compliance to political will. In order to accomplish this major overhaul in such a short time, qualified teachers and administrators were transferred to other locations, or made redundant. To fill the necessary vacancies in such a short order (considering there is only one degree granting educational programme in Ethiopia), necessitated the recruitment of high school teachers (Hogin; 1996).

These new teacher trainers, while experienced in their disciplines and ethnic languages, had little or no exposure to primary education, rural education, or teacher training preparation. Rather than research or attempt to develop an appropriate curriculum, most of these newly appointed instructors simply continued to teach their high school curriculum – ensuring the impracticality and irrelevancy of the entire training process. The resulting confusion has led to what will undoubtedly become a 'bubble' of inadequate training and hastily produced primary teachers – and this situation will most probably remain until and unless additional resources and specific training are provided to the TTI's (Hogin; 1996)

2.10.1.5 Redeployment in Brazil

Brazilians experienced redeployment not in education but also outside education. This was in the railway station where they had several in excess workers and had to reduce their labour. In this case employees were not only redeployed but also dismissed and retrenched.

To minimise the social cost of layoffs, Brazil's federal railway, RFFSA, had to have a good understanding of the profile of its employees. A detailed study was carried out as part of the preparation for World Bank support. A detailed analysis of the characteristics of each regional labor market and the

outplacement opportunity for each excess worker was conducted. The study covered the employee's age, experience, and education level, compared with similar characteristics in the regional labor market were the redundant employees would have to compete for a new job (PPIAF: 2006).

- **Training on the job that is often not sufficient**

The study revealed that the two main characteristics of Brazil's labor market are (a) the modest qualification of its labour force and (b) its capacity to generate jobs of poor quality. The qualifications of the country's labour force reflect the low level of formal schooling and the low quality of basic education. Professional training is not entirely effective, even for the most educated workers. Moreover, training on the job is often not sufficient because of the high turnover in the labour market. There are frequent short spells of unemployment. In many cases these spells result in lower wages when workers return to the market. There is also an increasing trend toward switching from the status of employee to that of person independent business (PPIAF: 2006).

- **Difficulties in the labour market**

The emerging concern was then that without some assistance, many of the railway workers declared redundant were likely to find it difficult to compete in the labour market in the short run. Even if these workers did manage to re-enter the market, they were likely to be paid less. The view at that time was that what was needed was enough training to reduce the cost imposed by specialized job experience and the lack of formal education. A team of advisers from various training institutions was convened by RFFSA to prepare a list of options from which affected employees could choose, and to design training packages that would meet the employees' needs (PPIAF: 2006).

Ukraine has also experienced the same problems as that of Brazil but in a way that unqualified workers would be the first to be let go and would not be considered in the transferral of workers to other departments due to their poor qualifications. Most of the semiskilled workers had the privilege to be redeployed to other departments since they had acquired additional skills while

they were in their previous jobs. The problem that Brazil was facing was a bit minor to that of Ukraine but both countries have experienced redeployment in a similar way (PPIAF: 2006).

Redeployment when experienced in other countries touched several fields, which an individual never thought redeployment could. For instance, many who were being redeployed to other organisations in the same field were unaware of the environment and were in need of further training and often did not feel comfortable. This then fills the moral issue. This somehow indicates that it does not matter where redeployment takes place it has the same effects on the redeployed and that redeployment occurs everywhere and not only in education. Redeployment is somewhat caused by almost the same facts despite where it occurs.

2.10.1.6. Redeployment in South Africa

In South Africa over 12 million learners, more than 90 percent are in school – a far higher enrolment rate than in most other developing countries. The main purpose of educator's redeployment was to achieve the principles of equity and redress in the provision of education. It aimed to achieve equitable distribution of human resources across all racial groups in all geographic areas including those parts of the country that could never dream of enjoying quality education for their learners (North West Department of Education, 2001).

Equity in the context of the school would mean that all schools were to be provided with educators regardless of where they are. A model was developed to allocate educators on a rationale basis. This in effect meant that those schools with too many educators had to lose them to those with less depending on the dictates of the model (North West Department of Education, 2001).

The redeployment of educators was intended to achieve staff and learner integration in schools i.e. teachers in predominantly white schools would be forced to teach in predominantly black schools and vice versa. Apart from its

intention to integrate staff, the other aim was to provide staff to all schools on an equitable basis (North West Department of Education, 2001). To implement such change and the continuous transferral of educators from one school to another would require a lot of financial assistance.

- **Finances**

Spending on education has increased tremendously in the post apartheid era: in 1994, the government spent R31, 8-billion on education and by 2000, this figure had risen to R51, 1-billion. At six percent of the country's GDP, the country's investment in education rates are among the highest in the world (Education Department, 2001). The reason for such high investment in education rates is due to the high number of schools and the continuous changes that occur in the teaching profession and the various transferrals.

- **Educators**

The qualification of educators has improved significantly in post-apartheid South Africa, with the percentage of under-qualified educators decreasing from 36 percent in 1994 to 26 percent in 1998. Various strategies, including the redeployment of educators, have been successfully employed to redistribute teachers to areas of greater need and establish more equitable learner/educator ratios. Whereas the average learner/educator ratio was 41:1 in 1994, by 2000, this average had changed to 35:1 Education Department (2001). A redeployment management intervention team was formed in order to assist in the redeployment process and how to redistribute in-excess educators. This was done for a better establishment of a more learner/educator ratio and for the principle of equity to be achieved. According to the Transformation of public services (1999) the management intervention team had to:

- Identify the employee (redeployee) who may benefit through participation in vocational guidance so that their skills, abilities and area of work interest can be clearly identified. To identify potential educator's job matches and/or job target areas so that where a vacancy is advertised management should consult

with any employee (educator) identified as in excess with the view to refer them to the vacancy Transformation of public services

Prior to any referral, a staff member may have objections and his/her objections should be taken into account. If the employee refuses to agree to the referred position management (principal) should have it in writing and it should be put in the employee's personal file. An in excess employee may be referred to any position that is at or below their classification level Transformation of Public Services (1999).

When management determines its appropriate vacancy to refer the excess employee it has to make arrangements with the school by contacting them and ensuring that the staff member is considered. Management (principals) that wishes to refer an in-excess employee to an advertised vacancy must fax a profile referral of the in-excess Employee available under 'Procedures and forms' below for each vacancy to both the principal of the school with the vacancy and the manager, Schools Human resource department services. Both the referring principal and the in-excess employee must sign the profile Transformation of Public Services (1999).

An in-excess employee who is referred to an advertised vacancy must be considered in isolation from and not in competition with other applicants. He or she must satisfy the criteria of the position immediately or could do so within a reasonable period before he or she could be considered. The in-excess employee is not required to submit information, but may choose to submit a written statement regarding suitability or curriculum vitae, Transformation of Public Services (1999).

➤ **Skills assessment**

When the identification of target job areas for placement may be clear, the redeployee's abilities and performance strengths may be questionable or uncertain. The redeployee may have unrealistic expectations or beliefs about their level of skills and abilities to perform certain work or tasks.

School management may seek an assessment of the employee's skills and abilities, by reference to performance expectations at particular classification levels. The redeployee supervisors, peers and subordinates should provide assessment information on performance gathered; relevant standardised tests are used during the assessment.

- **Personal counselling**

According to the Transformation of Public Services (1999), Counselling may assist in instances where employees experience personal difficulties associated with job loss. Personal counselling can assist also in the employees' job searching, identifying and addressing issues which may serve as barriers to the employee securing a job. When professional services are engaged in this management will determine them. The Departmental Task Team (DTT) Redeployment Unit can assist in identifying potential providers.

2.11 ANALYSIS OF IMPLEMENTATION CHALLENGES

- **The impact of redeployment**

Redeployment served as one of the Reconstruction and Development Programme (RDP) that was adopted by the new South African Government. This was to reorient and to reunite society towards a common purpose e.g. the difference in race & ethnic groups. As we discuss further we are going to discuss the scene for transformation and the impact redeployment has:

Government regards transformation as dynamic, focused and a relatively short-term process, designed to reshape the public service (teaching) for its appointed role in the new dispensation in South Africa. Transformation can be a broader, long-term and on-going process that requires South Africa to keep with the changing needs and the requirements of the domestic and international environments. The transformation of the public service will inevitably be a complex and controversial process. Transformation and reform cannot take place at the same time. Transformation is a more dominant

process and reform is more of an order of the day, Transformation of public service (1995).

Some of the schools in the Eastern Cape somehow proved that 'The department doesn't know what it means by transformation'. There is an example of numerous schools in the Eastern Cape where when the new school year started there was chaos. The reason being that the redeployment programme was not finalised with teachers, because it had not yet received the final allocation list. This meant that schools still did not know which teachers would be available to teach and what classes they would teach. This is an example of the transformation process not being properly implemented, Public Service (1999).

In implementing the transformation and reforming process a vision is needed of the fundamental principle and these should shape the new public service so the Government envisages a public service, which is:

- Guided by an ethos of service to render excellent quality service to all South Africans in an impartial and unbiased form
- Geared towards development and the reduction of poverty
- Based upon the maintenance of fair labour practices for all public service workers irrespective of gender, race, disability or class
- Committed to the effective training and career development of all staff
- Goal and performance orientated, efficient, and cost effective
- Integrated coordinated and decentralised

- Consultative and democratic in its internal procedures and its relation with the public
- Open to popular participation, transparent, honest and accountable and respectful of the rule of law, faithful to the constitution and loyal to the government of the day, Public Service (1999).

2.11.1 Redeployment and its negativity

However regardless of the positive motive behind the formation of redeployment, it usually leads to a due disruption in the school system and affects educators and learners such as the school instability, the decline in the standards of education, educators low moral, offer of posts anywhere other than teaching, learners affected negatively. These topics will be discussed in detail (a graph is drawn in chapter 4):

- **Schools instability.**

It is from the 75% indicator that redeployment led to instability in the schools. Blandford (1997:177) says that managers may be unable to effect change due to the constraints of their position. A manager needs to ascertain

- Who are the main players involved – Staff, pupils, parents, governors
- Who will manage the change process?
- How will the change be evaluated?

Blandford (1997: 178) quoted Hall and Oldroyd (1990: 63) when they assert that:-

- Low morale of role players
- Disrespect for change agents
- Lack of courage to take risk
- Low tolerance for change

In view of the above, there is no doubt that the ushering in of redeployment policy was unaccompanied by practical training of all people to be involved, and that the teachers

themselves did not own the process. It is therefore undoubtedly clear that schools affected had many forms of instability.

- **Decline in Standards**

Given the 80% response, it is clear that there is a decline in the standard of education. Factors given in 1.1, as quoted from Blanford (1997) compliment this variable. The redeployment policy is a major change factor affecting learners, parents, teachers, the school and the economy, as well as the political factors. Blandford (1997:178) goes on to assert that stakeholders affected by change will be less motivated to support change strategies which:

- Are accompanied by practical training and support
- Do not adapt to developing circumstances
- Do not recognise local needs
- Offer no sense of collective 'ownership'
- Do not build a 'critical mass' for change.

Since redeployment was planned and shaped in alliance with the above factors, the likelihood of a decline in education standards is high.

- **Conflict among educators (Educators low morales)**

Forty five percent of respondents, as against 55%, pointed out that there is conflict among educators, as a result of redeployment. The researchers experience and involvement in the education environment negates the assertion by 55% responses that there is no conflict among educators resulting from redeployment.

- **Offer of a post anywhere other than teaching**

The 50% lay between the yes and no response a stunning response. This is so because even without centring on redeployment, are inundated with many things in

their work. Ironsides (1995:177) asserts that educators are subjected to the following conditions of work:-

- Coping with huge demands of the national curriculum
- Lack of provision for absent teacher's due to in-service training, sick leave, etc.)
- Preparing for, and attending different schools and other committees meetings.
- Attending to extra-mural activities
- Attending circuit and district meetings
- Running a school day schedule with fewer educators and the same number of learners, and
- Being responsible for own responsibilities (for own well-being outside and inside the workplace – for job satisfaction.)

• LEARNERS AFFECTED NEGATIVELY

The larger percentage (90%) asserts that learners are affected negatively by redeployment policy. Indicators given to back up this assertion are that:-

Leaving learners you know very well for others, creates a problem

- Learners expectations are changed immediately
- How learners who depended (on one trusted) educator become disappointed and start all over again with the other educator.

Mullins (1999:15) supports the above by his work on influences on behaviour in organisations. In his work Mullins (1999) talks about the individual. The individual is central to all organisational factors of operation. If one change is affected without proper preparation of the other, imbalances in operations are going to surface. Behaviour is further affected by patterns of organisation structure, technology, style of leadership and systems of management. Hence the effects of redeployment on:-

- Educators (low) morale
- The learners performance, and
- The overarching standards of education.

Implementation of any change measure in any organisation Mullins (199:472) notes that role expectations are prescribed formerly and indicate what the person is expected to do, and their duties and obligations. Formal role prescription provides guidelines for expected behaviours. These assets minimise role conflicts. Mullins (1999:473) goes on further to explain that roles lead to different behaviours, and regards role conflict as having the following components: -

Role incompatibility: The one arising when a person fails a situation in which simultaneously contradictory expectations create inconsistency.

Role ambiguity: When a person lacks clarity of the precise requirements of the role and the person is unsure what to do. This refers to insufficiency of information.

Role overload: is when a person faces too many separate roles or too great a variety of expectations. This person is valuable to meet satisfactorily all expectations, and source must be neglected in order to satisfy others, there is a conflict of priority.

- **The economic motive for redeployment**

The primary objective of economic policy is to promote growth and development in order to create jobs, sustainable employment, and alleviate poverty and reduce inequality. The realisation of the strategic objectives of economic policy requires that the leadership is able to carry out a wide range of structural reforms in both the economic and social dimensions of our economy, which includes the public service, Public Services (1999).

- **Social factors**

The objectives of the transformation of the public service are to ensure that public services are delivered, in support of development goals including alleviating poverty, creating employment, and sustainable livelihoods by such measures as the provision of a social wage through the expanding infrastructure, housing, social services and social security, especially in working class communities. There is, therefore, an urgent need to

redress past imbalances in service provision and to promote social equity (Public Services, 1999).

- **Response to the factors**

According to Public Services (1999), in recent years many countries in both the developed and developing worlds have embarked on a thorough re-evaluation of the role of the state and the public service in their societies. The response to a number of factors has been as follows:

- The growing impact of global markets, competition and financial mobility;
- The increasing trend towards economic liberalisation and political democratisation;
- The increasing international spread of communication and information technology;
- The worsening economic crisis in the developing world and the impact of IMF/World Bank structural adjustment programme (Public Services, 2002).

- **Government challenges**

The Ministry for Public Service and Administration has the aim of promoting human resource development and capacity building as a necessary precondition for effective change and institution building, Transformation of public service (16 November 1995). In human resource there is provision for advice and guidance on Redeployment issues for all Education Departments in assisting employees who are at risk of redundancy or employees who no longer continue to do their current job because of ill health. It also ensures that it is applied fairly and consistently which involves:

- Dealing with a case load of employees whose circumstances can't be resolved by departments;
- Running a vacancy control system;
- Identifying and pursuing all appropriate matches;
- Counselling and mediating in difficult cases and,
- Overseeing urgent redeployment/redundancy situations in departments.

Redeployment policies/strategies are also developed for use by the Education Department. (Central Redeployment Unit: 2003).

- **Redeployment and retraining**

To ensure that redundancy and retrenchment are handled in a fair and sensitive way, thereby winning union co-operation and support. Policies will be developed to facilitate the redeployment of staff, both interdepartmentally and inter-governmentally (providing such will also be provided to enable staff facing retrenchment to find alternative employment, including self-employment, outside the public service. Such policies will be accompanied by the carrying out of a comprehensive skills audit across the public service and the development of a skills database, to expedite the matching of skills with redeployment opportunities. They will also be tied to the development of appropriate forms of career counselling and retraining opportunities (Transformation of public services, 1995)

- **Legal implications**

The Morale of educators

Nkabinde (2000:4) asserts that redeployment often affects people's confidence, understanding and their esteem. Redeployment is not punishment to any educator or anyone but it usually does not have a good effect on people. It is better for people to

understand the role of redeployment and schools should clarify the reason for redeployment. Some redeployment cases are often decided without the knowledge of the educator and this might cause even greater devastation to the educator when he or she is told and also to the point that some educators may not be aware of the insecure position that they occupy, in their jobs.

The following cases are some of the people who were affected by redeployment and the result of the effect:

- Mr N Paulsen felt aggrieved that she was one of the educators that were identified as in excess. She then referred the matter for arbitration to the council under the auspices of the department. The arbitration proceedings were commenced but were later adjourned so that the parties could try and negotiate some settlement. They then came to a conclusion that:

“The declaration of the employer and one Ms C Blignaut in being in excess is to be set aside.”

“In regard to the subjects Afrikaans, Mathematics, Geography and Vocational Guidance the posts allocated are to be revisited in accordance with the curriculum needs of the school as at the date of signature thereof.”

“In the selection process the versatility of the educators is to be considered to occupy the two posts identified.”

On 10 March the fourth respondent found that he did not have any jurisdiction to adjudicate on the validity of the agreement. (Mr Kock and Sally).

There were several arguments concerning this case and they were as follows:

Mr Kroon argued on behalf of the applicants that Mr Kock was divested of the security of his employment since he was declared as being in excess. He further

argued that the agreements were concluded in his absence, were repugnant to the tenets of fairness, which form the foundation of labour law, particularly those who apply in respect of an obligation to consult.

Mr Benningfield argued on behalf of the respondent. He said that this was not a proper construction of agreement because Mr Kock was given an opportunity to state his case even though the agreement did not affect him. He continued and said that in considering the appropriate way of applying the resolution, Mr Kock was not involved and/or afforded an opportunity to make representations. (Nkabinde, 2000:4).

2.12. EFFECTS OF REDEPLOYMENT

Redeployment creates a low morale among many educators, because there are so many false perceptions and misunderstandings of rationalisation and redeployment. It has also affected the culture of learning and teaching. The negative impact has been even more pronounced in provinces struggling with the process. For example a teacher was recently hospitalised after a fistfight erupted amongst staff-members of a Durban school in full view of their pupils, allegedly over the redeployment issue. (Vally: 1999)

2.13. VIOLENCE IN SCHOOLS DUE TO REDEPLOYMENT

An educational reform in South Africa has been the retrenchment and redeployment of teachers. This caused teacher shortages in some schools and severe overcrowding of classrooms. Some teachers were being relocated to remote or under-served parts of the country. The redeployment of teachers considered being in excess sparked off a wave of violence around South Africa (Vally, 1999).

According to the chairperson of some school's Learner Representative Council, the redeployment of teachers led to the scheduling of many subjects in the same period causing pupils to miss lessons. During the ensuing protests by students, the schools management called in the police, ultimately resulting in greater violence, and several

2.14 REASONS FOR REDEPLOYMENT

The reasons why most teachers are redeployed is because many vacant posts in the disadvantaged rural areas are being shunned in favour of posts in more affluent urban areas and than most vacancies exist in rural areas, Ajith Bridgraj (1999:2). Instead of matching the number of candidate profiles against an individual job profile, the number of job profiles representing the available posts will need to be matched against only a few candidate profiles (Understanding DISC: Redeployment). Whereas in rural areas they may not have received enough applicants to meet their needs. (Mtshali: 2000).

The paragraph above tells us of the reason for redeployment. Regardless of this the fact remains that the number of teachers at a school is mostly determined by the number of students enrolled there and since the student population fluctuates from year to year, teachers may have to get used to the fact that moving from one school to another is part of the job description, Dwadwa (1997:3).

2.15 THE 1999 POLITICAL VIEW OF REDEPLOYMENT

In his statement concerning redeployment of educators, the United Democratic Movement leader Bantu Holomisa said that "Government planned teacher redeployment programme should be halted immediately as it created uneasiness in the once noble profession and impacted negatively on South African education" Holomisa, (1999:1)

He also added that "there was a perception that the programme was an attempt by the ruling ANC to 'settle the score with those (teachers) who served under apartheid, he stressed the point that it was important to put the matter to rest once and for all, so that the teachers could do their work with the certainty that the next day they would not be posted unwillingly to an unknown destination."

The former African National Congress member said, "Redeployment adversely affected the morale of teachers who were not sure what the future held for them. It broke families and marriages"(Holomisa,1999:1).

2.16 RELIGIOUS VIEW ON REDEPLOYMENT

- On reconciliation and nation building, the former Transkei homeland military leader said the time had come for religious leaders to take charge of the process of healing the nation. He also said the truth and reconciliation commission, including the politicians had played their role and the religious leaders had to take charge of the process. (Holomisa, 1999:1).

<http://www.anc.org.za/elections/news/en05076.html>

The religious leaders posed the following questions:

Where is the respect for teachers?

What respect is shown to the teachers?

What respect is there for the pupils?

The Anglican Bishop from Port Elizabeth, Eric Pike presented the word "RESPECT" to the Eastern Cape Education MEC Shepherd Mayatula in an attempt to draw attention to the seriousness of the issue of teacher redeployment:

- "Where is the respect when a teacher is not treated as a source of great quality when he devotes his/her life to promote quality education and at the end they feel as though it has all fallen in a drain?
- What respect is being shown to highly qualified people given less than a fortnight to apply for redeployment posts? What respect will pupils have for a professional treated with such contempt? Dunsmuir (1999:2).
- What respect is there for the pupils themselves, specifically those in matric who in mid-year are likely to lose key educators within months of those all-important exams?" Dunsmuir (1999:2).

2.17 CONCLUSION

This chapter was the theoretical foundation of the research. The literature looked at different factors like, the effects of redeployment on educators and learners. The extent to which redeployment affects those affected all morally, socially and economically, as well as the reasons why government applied redeployment, were looked at. It has been noted from the literature that government implemented redeployment as a transformation phase and did it for the best of all without realising that they were not really clarifying the transformation phase to those affected. It can be said that the government did not really research much on transformation, or if it did, it did not use the correct implementation strategy. Nevertheless, the fact remains that transformation either has a positive or a negative impact on different people, especially those who are directly affected by it. Finally, it should be noted that redeployment was not meant to cause harm, but was meant to build. Therefore, when evaluating this process the circumstances surrounding it should be weighed carefully, in light of information presented in this chapter.

CHAPTER 3

RESEARCH METHODOLOGY

3.1 Introduction

This chapter portrays the method of research and also of the study. It outlines steps pursued in ensuring the validity of the population and situational factors, in which measurement takes place and also the reliability of the measurement. The aim of the study as explicitly put in chapter one has guided this investigation. Chapter two, review of literature clearly shows the scope of redeployment in different countries and what may be critical or key issues in redeployment in education. However, this study aims at empirically finding out what educators and school management perceive as critical issues in redeployment and finding recommendations as an endeavour of addressing these challenges.

3.2 Method of research

According to Wallace, (2003:45) research methodology is how one is going to find out about the substantive aim of research. This explanation relates to all applicable tools used to obtain data. Since this research is qualitative in nature, it has been done under a certain framework, which includes the instrumentation of the study which introduces the types of methods used to collect data, the population, sampling techniques and the sample, the research method, data collection method, and statistical analysis. This chapter will discuss the above factors and show how data was dealt with.

3.3 Instrumentation

A questionnaire and semi-structured interview were used in this study. A questionnaire was used to get the views of educators in general and an interview was used to get the deeper perspective of the leadership in education. A questionnaire technique is discussed as an instrument of data collection. The organisation of research is the school, where data was obtained from through questionnaires. The researcher chose the school because this research is dealing with educator's redeployment issues and challenges.

The school is composed of factors that will necessitate investigations. The school principals were in a position to provide verbal information that influences the findings. Educators are at the centre of this research and provided valuable information. Interaction with educators also became a crucial issue. Learner's behaviour is a good measurement of the effects of redeployment within a school

3.4 The population

The total population of educators which were questioned in this research were twenty-(20) educators in ten-(10) selected schools in Mafikeng. The teachers served with questionnaire consisted of males and females of different ages. These educators are responsible for teaching different subjects and other extra-curricular activities. Sampling in this research was derived from the above population.

3.5 Sampling

The sample of this research was composed of twenty (20) educators from ten schools i.e two (2) educators from each school. The above sample was so chosen from the list of redeployed educators obtained from the district office. These educators provided a multiplicity of factors – as will be discussed at the analysis section

3.6 Research Method

As explained in chapter one, this study is a qualitative study. Although this is dominantly qualitative, data obtained automatically is the driver to the use of qualitative analysis in the form of obtaining the percentage and frequencies of certain data.

According to Leedy (1988:89) a descriptive research method is derived from simple observational places through observation or interviews or questionnaires.

The following factors make this research to follow a descriptive research method:

- Data obtained was required through descriptions

- **Information from schools (educators) should be described and checked against hypotheses and the main problem.**
- **There are differentiation and scrutiny of facts, opinions, judgements, views and other actions.**
- **Validity and/or invalidity of the above must be made on described, analysed and synthesised descriptions.**

3.6.1 Questionnaire Techniques

For many good reasons, the questionnaire is most widely used for obtaining information from subjects. It is relatively economic, has standardized questions, can ensure anonymity, and questions can be written for specific purposes. There is no other more reliable and valid technique that could be used rather than this one (McMillan & Schumacher, 1993). Legotlo (1996) perceives this technique as a device, which enables subjects to answer questions, as an instrument, which is commonly used in surveys. Like other techniques, a questionnaire has some short – falls as indicated below.

3.6.1.1 Criticisms against the use of questionnaires

Despite a positive perspective by Legotlo (1996) that it enables respondents to answer questions and further that it is commonly used, he admits that there are criticisms levelled against its usage inter alia:

- Excessive non – response rates;
- Poorly constructed items;
- They deal with trivial information; and
- Data from different questions are different to synthesize.

3.6.1.2 Questionnaire construction

Legotlo (1996) advises that in constructing a questionnaire, it should be very explicit as to how a questionnaire is linked to the research objectives, the research under investigation, hypothesis etc. He further argues that a well-designed questionnaire boosts the reliability and validity of data to acceptable levels of tolerance. McMillan and Schumacher (1993) also suggest guidelines in constructing effective statements or questions, inter alia:

- Make clear items;
- Averting double – barrelled questions;
- Respondents must be competent to answer;
- Questions should be relevant;
- Simple items are the best;
- Averting negative items; and
- Averting biased items or terms.

All the above advice or guidelines were taken into cognizance when this tool was designed.

3.7 Interviews

Walter (1985:91) explains that:

Style interview or proxy formulates the questionnaire, which is the same as a face-to-face interview. The design of a questionnaire is critical to ensure that the correct research questions are addressed.

Research questionnaire in this respect will use open and closed types of questions.

Interviews are also a technique that can be employed in gathering data for research purposes. A detailed discussion of this technique follows.

3.7.1 Interview – technique

According to McMillan and Schumacher (1993) interviews are essentially vocal questionnaires. Their construction does not differ greatly from that of questionnaires except that it affords direct interactions between individuals. Like

other techniques, the interview has both merits and demerits. They are discussed below.

3.7.2 Advantages of an interview

According to Bless and Smith (1995) the following are advantages of an interview:

- They help to clarify concepts and problems
- They allow for the establishment of a list of possible answers or solutions
- Which facilitate the construction of multiple choice questions
- Helps to eliminate superfluous questions
- Helps to reformulate ambiguous ones

3.7.3 Disadvantages of an interview

Bless and Smith states that the weakness of unstructured interviews lies partly in the fact that:

- If the interviewers are not competent they may introduce many biases.
- Interviews are time-consuming and thus expensive.

3.7.4 Development of questionnaire items

The questionnaire was basically designed to collect information pertaining to educators' views or perceptions on challenges or critical issues of redeployment in Education in South African perspective. The questionnaire covered amongst others, the following:

- Educators perception of the management;
- Key issues or critical issues in redeployment;
- Their views on how redeployment is done;
- Their views on how jobs are later found.

Both closed form (structured) questions and open-ended form questions (unstructured) were employed to retrieve or elicit information. Educators from the ten chosen schools responded to the set of questions. This technique, accomplished its goal in gathering information in the above stated areas.

3.7.5 Pre-testing of questionnaire

McMillan and Schumacher (1993) recommend pre-testing of a questionnaire before usage to check if they do not take long to complete, clarity of items etc. They further say while the sample of pre-testing is twenty it would rather be ten than not to conduct a pre-test.

In the same trend (Legotlo, 1996) perceives a pilot study crucial in detecting shortfalls to be remedied prior the vigorous, mammoth study. A pre-test was thus conducted for this study. A sample of ten respondents ($n=10$) was taken. Five ($n=5$) union leadership and five ($n=5$) teachers who neither hold nor had held any union position before. They were given the latitude to advice in accord with question items given.

3.8 Administrative procedures

The researcher visited the twenty educators to distribute the questionnaires. The purpose of the research was made explicit to the educators and principals. Fortunately, in almost all the instances there was great participation and co-operation except in some instances whereby some educators did not see the necessity of the research. They believed that they were being exploited, for many times questions are asked, research is made but nothing is done. The researcher fetched the questionnaires from the respective schools as agreed.

3.9 Follow ups

The importance of follow – ups in maximizing the response rate do not need to be overemphasized. Principals and the educators of the sampled schools were constantly phoned to remind them of the questionnaires until the collection.

3.10 Questionnaire

The survey population was drawn from the Mafikeng region. A simple random sampling of twenty schools (20) was sectorised among schools in the Mafikeng region. In other words each school had the probability of being chosen to form part of the sample (McMillan and Schumacher, 1993).

After choosing schools, a simple random sample of four respondents per school including management was further done. A sample of 80 respondents was selected to gather information of the views of educators pertaining to critical issues of redeployment in education. Table 3.1 reflects the distribution of the respondents. Out of the total of 80, 56 were educators, 10 were HOD's, 4 were deputy principals and 10 were principals.

TABLE 3.1 Distribution of the sample population

	SAMPLE POPULATION	PERCENTAGE
1. Principals (M)	10	12.5
2. Deputy Principals (M)	4	5
3. HOD's (M)	10	12.5
4. Educators (R)	56	70

Signs

Management = M

Redeployee's = R

3.11 Response rate

Questionnaires were delivered to 20 schools to be completed by four educators including management in each school.

TABLE 3.2 Response rate

	n	Response	%
1. Educators	56	54	96,4
2. HOD's	10	6	60
3. Deputy Principal	4	3	75
4. Principals	10	8	80
TOTALS	80	71	88.75

Table 3.2 shows that out of a total of 71 (88.75%) usable questionnaires were returned.

The response was very good. This is a clear indication of the pains taken by the researcher and perhaps the interests of the respondents on the topic. According to the table, the response for deputy principals is relatively low, the reason may be that not all schools have deputy principals.

3.11.1 Development of the interview schedule

A semi – structured interview schedule was constructed to elicit both factual and subjective data from the respondents. Information needed ranged from perceptions from previous experiences and the status quo of their unions. The other area covered was the key issues or challenges in redeployment. (Herman, 1993).

3.11.2 Pre – testing the interview schedule

After the questions have been written, they must be pre – tested. The importance of pre – testing does not need to be over – emphasised as a measure to check for bias in the procedures, the interviewer, or the question. During the pre-test, the procedure should

be identified to those that will be implemented in the study McMillan and Schumacher (1993).

3.12 Statistical techniques

3.12.1 Quantitative data

Computation of the t – value was done. The t – test is the most common statistical procedure for determining the level of significance between two means. It is a formula that generates a number, and this number is used to determine the probability level (p level) of rejecting the null hypothesis, (McMillan & Schumacher, 1993).

3.13 Summary

In summation, both the survey interview and the questionnaire schedule were employed in collecting data. This took into account the advantages of both instruments. The University of North West statistical department was employed to verify the descriptive and quantitative data on critical issues pertaining to redeployment in education.

4.1 Introduction

This chapter provides reports on the results of empirical investigation conducted to get views and perceptions of educators and employee organisations on challenges and issues pertaining to redeployment in education. Both qualitative and quantitative data were collected, discussed and summarised in this chapter.

4.2 Review of subjects

A total number of 71(88, 75) usable questionnaires were returned. This is reflected by the demographic data.

4.3 Demographic data of respondents

This demographic information is of vital importance. It familiarises us with the people who had the opportunity to respond to the questionnaires, which were set. It provides information on the principals of the schools, deputy principals, head of departments and also the educators. It further gives us the leadership positions held by the respondents in the education department.

Table 4.1 Description of demographic aspects of respondents

1. AGE GROUPS	F	%
1.1 23 – 27	10	14.19
1.2 28 – 32	12	16.90
1.3 33 – 37	24	33.80
1.4 38 and above	25	35.21
TOTAL	71	100
2. SEX		

2.2 Female	46	64.79
TOTAL	71	100
3. MARITAL STATUS		
3.1 Single	6	8.45
3.2 Married	50	70.42
3.3 Divorced	10	14.09
3.4 Other	5	7.04
TOTAL	71	100
4. TEACHING EXPERIENCE		
4.1. 1 – 5 Years	11	15.49
4.2. 6 – 10 Years	10	14.09
4.3. 11 and above	50	70.42
TOTAL	71	100
5. POSITION		
5.1 Educator (PL1)	40	56.34
5.2 HOD	15	21.13
5.3 Deputy Principal	10	28.17
5.4 Principal	6	46.48
TOTAL	71	100
6. QUALIFICATIONS		
6.1 Diploma	5	7.04
6.2 Degree	15	21.13
6.3 Honours or B. Ed	30	42.25
6.4 Masters	9	12.68
6.5 Other	12	16.90
TOTAL	71	100
7. POSITION EXPERIENCE		
7.1 Less than a year	4	5.63
7.2 2 to 3 years	14	19.72
4 to 5 years	20	28.17
7.4 Above 6 years	33	46.48

TOTAL	71	100
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4.3.1 Age of respondents

Four age groups were supplied and respondents had to select the category in which they fitted. Table 4.1 shows that 12(17%) were below 23 years, 10(14%) were between 28 and 32 years, 24(34%) were between 33 and 37 years while 25(35%) were above 38 years. More than 60% of the respondents were below 38 which means they still have a longer chance of staying in the profession, this is mainly because their age still allows them the chance to still further their studies. The level of maturity as determined by age, counts a lot in the analysis of any study.

4.3.2 Gender of respondents

Figure 4.1 shows that out of a total number of 71 respondents, 25(35%) were males whereas 46(65%) were females. This is a clear indication that woman are in the majority not only in teaching fraternity but also across the board. This makes us highly aware of their role and of the fact that they should not be left behind on labour issues and leadership positions even in decision-making.

4.3.3 Teaching Experience

Data reveals that subjects with eleven years and above in the sector took a dominant role in this study. Seventy percent (70%) of participants have more experience in the teaching arena. This factor could also be of use especially when closely scrutinising the criteria for rationalization and redeployment within the sector.

4.3.4 Position

The respondents were requested to state their positions at school. Table 4.1 shows that educators (PL1) were 40(56%), Head of Departments were 15 (21%), Deputy Principals 10(14%) and Principals were 6(9%).

4.3.5. Highest qualifications

Respondents were also requested to state their qualifications. Educators with diplomas were 15(21%), Degree's were 30(42%), Honour's and above was 9(13%) and those with other qualifications were 12(17%). This was an indication that most educators' highest qualifications are degrees. It also suggests that educator's are interested in improving/increasing their qualifications.

4.3.6 Marital Status

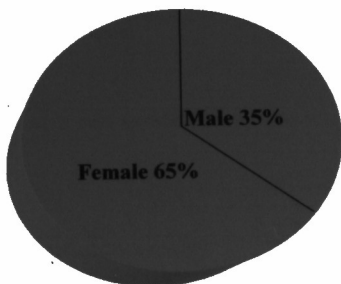
The larger percent (75%) of participants were married. The biographic variable also refers to a greater degree of maturity. While the above cannot at this stage be scientifically substantiated, inference could be made from the fact that all participants and the researcher are Africans. According to the African tradition marital status determine the level of maturity. It is not acceptable for minors to be married because they are not yet in the stage of being responsible for maintaining the family. It could also be bluntly stated that the above age participant's variable could be of use by looking at other factors for an informed decision.

4.3.7 Position Experience

The most years where an educator had worked in the same position resulted to 6 years and above which was 33(46%), Less than a year resulted to 4(6%), from two to three years resulted to 14(20%), from four to five years resulted to 20(28%). Educators who had worked six years and above wished to experience other positions.

Figure 4.1 Critical issues in redeployment of education

The following figure shows the gender of respondents on critical issues in redeployment in education sector.



Redeployment in education usually affects more females than males. This is mainly caused by the fact that in education there are more female educators than male. This causes a major problem because females have children and a household to look after. therefore if redeployed to a different province their families are left behind.

4.4. PRESENTATION AND ANALYSIS OF QUESTIONNAIRES REGARDING THE CRITICAL ISSUES AND CHALLENGES.

Table 4.2 Questionnaires categories of raw data

The following table illustrates the responds to some of the questions given to management and the redeployees and also their ratings on each crucial question. They are discussed in detail in chapter 2.

QUESTIONS CATEGORIES	RESPONSES	RATINGS
4.4.1EFFECT OF EDUCATORS REDEPLOYMENT		
4.4.1.1 School instability	YES = 53	75%
	NO = 18	25%
4.4.1.2 Decline in Standards of education	YES = 57	80%

	NO = 14	20%
4.4.1.3 Educators low moral	YES = 60	85%
	NO = 11	15%
4.4.1.4 Offer of a post anywhere other than teaching	YES = 35.5	50%
	NO = 35.5	50%
4.4.1.5 Learners affected negatively	YES = 64	90%
	NO = 7	10%

4.4.1.1. Schools instability.

It is from the 75% indicator that redeployment led to instability in the schools. Blandford (1997:177) says that managers may be unable to effect change due to the constraints of their position.

4.4.1.2 Decline in Standards

Given the 80% response, it is clear that there is a decline in the standard of education. Factors given in 1.1, as quoted from Blandford (1997) compliment this variable. The redeployment policy is a major change factor affecting learners, parents, teachers, the school and the economy, as well as the political factors.

4.4.1.3 Conflict among educators (Educators low moral)

Forty five percent of respondents, as against 55%, pointed out that there is conflict among educators, as a result of redeployment. The researchers experienced and involvement in the education environment negates the assertion by 55% responses that there is no conflict among educators resulting from redeployment.

4.4.1.4 Offer of a post anywhere other than teaching

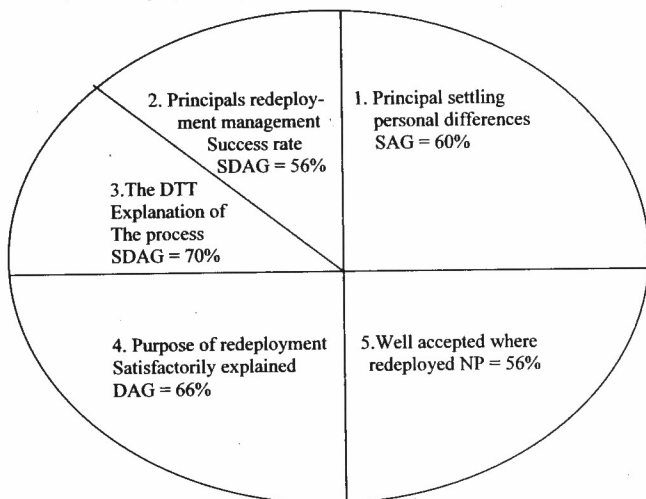
The 50% lay between the yes and no response a stunning response. This is so because even without centring on redeployment, are inundated with many things in their work.

4.4.1.5 LEARNERS AFFECTED NEGATIVELY

The larger percentage (90%) asserts that learners are affected negatively by redeployment policy.

Figure 4.2 REDEPLOYMENT IMPLEMENTATION

Implementation of redeployment by management



KEY: - 1.SAG = Strongly Agree

2 & 3. SDAG = Strongly Disagree

4. DAG = Disagree

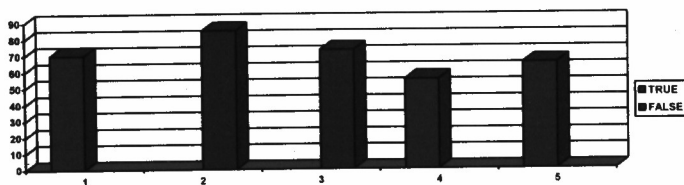
4.5. REDEPLOYMENT IMPLEMENTATION

The above Diagram (Fig 4.2) serves to reveal important percentages of the level of responses. Summarily the factors (in fig 4.2) highlighted management of human resources by schools or departmental authorities in relation to the ushering in of the redeployment policy. The following were noted:-

- There was 60% strong agreement that principals in different schools used the redeployment policy to settle personal differences (such as how redeployment affected the educators marriage if married, the family if available and the financial status that they were left in) with teachers.
- Fifty six percent strongly disagreed that principals did not manage redeployment well; A factor complementing the factor above
- There was 70% strong disagreement that the DTT did not explain the redeployment process satisfactorily to the affected teacher. Although the satisfaction level has our ambiguous factors, this is a factor, which actually requires testing on its own. For now this variable will be used superficially with other factors of the results.
- The 66% disagreement that the purpose of the redeployment was not clearly explained is compatible with the factor mentioned in point 3 above.
- The question of educators being well accepted where they were redeployed was responded to be 56% not being sure. This factor needs to be tested with other variables.

4.6 COLLECTIVE BARGAINING ISSUES

Fig 4.3 True and False Graphic Representation



Key: 0 – 100 = Percentage responses

1 – 5 = Variable representation

- Redeployment was bargained for
- Own union informed me about redeployment
- My union was involved in defending my stance against redeployment
- Not all unions agreed to redeployment
- Rationalisation and redeployment undermined freedom of association

(These points are discussed in detail in chapter 2 from page 30)

- Concerning point one in fig 4.3 it is clear from the 70% true responses received that redeployment was not well bargained for. Interaction with teachers declared in excess reflected a number of dissatisfaction. Dissatisfaction ranges from a weak criterion used to declare the teachers in excess, up to the early retirement of certain teachers.
- Eighty five percent respondents assert that their unions did not inform them about the process of redeployment. Union service to members is very important. Members join unions for a variety of reasons, (Carrell; 2001:68) says that, Unions should guard against and be proactive concerning the employers' unfair labour practise.
- Seventy three percent asserted that their unions were not involved in defending their stance against being redeployed.
- If 55% assert then not all unions agreed to the redeployment, and then these become a worrying factor. This variable reflects that there was unilateral decision making concerning educators redeployment, or as cited by Rebore (2001:313) collaborative bargaining Rebore (2001) explains collaborative bargaining between two parties with no distinct differences. Given the above, the researcher concludes that negotiations for redeployment were done with only one dominant union and therefore this was negotiation in bad faith. Representatively is necessary for workplace peace.

- Respondents (65%) cited that it was true that rationalization and redeployment undermined freedom of association. According to the constitution of South Africa and the 1995 Labour relations act, unions exist for freedom of association. Given all the above-mentioned facts, it therefore can be concluded that redeployment was an unfairly carried process and cannot be acceptable to teachers.

SUMMARY OF MAJOR FINDINGS

In my research I found out that redeployment was not well catered for, most of the educators were left unhappy and unsatisfied. Redeployment was introduced with a positive motive but was however either not well planned or well implemented.

4.7 CONCLUSION

This chapter analysed data obtained through the questionnaires. Data analysis here involved consideration variables as respondent to in terms of percentage of respondents the qualitative and quantitative methods of analysis here asserted the researchers to reach a conclusion concerning the validity and invalidity of certain researches hypothesis. The following is the concluding chapter, which will focus on research and finding recommendations.

CHAPTER 5

SUMMARY, RECOMMENDATIONS AND CONCLUSIONS

5.1 Introduction

This chapter is a synopsis of this study. It concisely outlines the major findings of the study and recommendations on how to address the critical issues pertaining to redeployment in education.

5.2 Summary of the chapters

Chapter 1 explicitly reflects the aim of the study and the statement of the problem. The main issue in this study is the critical issues that form redeployment in the education sector. There was a need to address them so the management of education was clearly identified.

Chapter 2 provides the nature and scope of redeployment in education and the literature review and the theoretical foundation of redeployment. Matters such as these were in the scope of redeployment: -

- To extent did the management of the redeployment of educator's impact on educators and learned moral and well-being (page 44 and 52)?
- The rationale behind redeployment (page 15).
- Whether was redeployment well implemented or not

Further than that a number of challenges of redeployment in education is revealed, which includes amongst others:

- The placement of redeployed educators in new schools (page 24)
- The impact of redeployment on educators (page 44)
- How to notify an educator that he or she is in excess (page 24)
- The process in notifying an excess educator

This chapter also touches on a number of models, an overview of redeployment and issues in developed, developing and underdeveloped countries. According to literature many developed and developing countries are facing the same problems as in South Africa even at times they are greater. Underdeveloped countries are still researching and gaining more information about redeployment in education. Chapter 3 covered the method of research employed in the study, and Chapter 4 covered the empirical investigation of what educators and the school management perceive as critical issues of redeployment in education. The empirical investigation clearly shows that educators and the school management know the existence of redeployment and that it is affecting the school environment and everyone involved (page 33).

5.3 Research findings

The following findings on the two aims arrived at.

5.3.1 Findings on Aim 1

Pertaining to aim 1, which was to analyse the management of the redeployment process in the Mafikeng region, here are the findings:

The redeployment process was not well implemented, was not well managed and was not well sustained. The process of redeployment is change in itself, and change involves caution. The decision making process for instituting redeployment process must have been decided upon in a proper manner. Ivancerich (1996) says that about the decision making process:

- There should be a clear identification and definition
- The setting of specific goals and objectives
- Establishment of priorities
- Development of alternative solutions
- Evaluation of alternative solutions

The evaluation of alternative solutions involves processes such as the redeployment one. This is where alternatives that will produce the most favourable outcomes and the least favourable outcomes are explored. The process could look at:

- Certainties
- Uncertainties, and
- Risks (1996)

Not all Unions were involved in the process of educator's redeployment. There was a stunning 90% response that not all unions were involved in the redeployment of educators. According to Van der Waltd (1997) a trade union is defined in terms of section 213 of the Labour relations Act 66, 1995 as an association of employees whose principal purpose is to regulate relations between employers and employees, including any employer's organisation. Austey (1999) warns that communication between the union and the members are sustained by constant communication. If certain unions were not consulted in this process, it means the process was unilateral and therefore not favourable to other parties; the affect of the above is voluminous.

5.3.2 Findings on Aim 2

With regard to his aim, we will determine the issue challenges relating to the implementation of educators rationalisation and redeployment.

If it was undoubtedly asserted by 60% that the principals used the process to settle unknown scores with some educators, it means the process cannot upgrade the educators' morale. If further ascertain (90%) emphasising the above is that learners have been affected negatively by the process of redeployment. Learners are the recipients of service, and this goes to say that efforts on their side become minimal in terms of learning. At the 'fair side' here are parents who are also connected to learners learning process. This validities the first hypothesis of this study.

5.3.3 Recommendations

The following recommendations are made with the intention of improving redeployment in the education sector for labour peace to prevail.

RECOMMENDATION 1

Review of the redeployment of educator's policy

Motivation

Based on the flaws found out by this research, it is important that objectives and purpose of the redeployment should be reviewed. In reviewing the process, managers must consider the following:-

- The true purpose of the process
- The process of implementing change
- Sustenance of the process
- Constant evaluation of the process

RECOMMENDATION 2

Professional management of the redeployment process

Motivation

Coordination is a process, which ensures that the activities of public managers and institutions across the spectrum of the public sector do not overlap and that all institutions work together to achieve the objectives. Organisations should guard on against factors impeding coordination such as:-

- Low employee morale
- Lack of cooperation
- Poor relations between individuals, divisions or departments
- Exaggerated importance of the task
- Poor planning, and
- Ineffective communication

RECOMMENDATION 3

Establishment of an all stakeholder inclusive process of redeployment

Motivation

Since it has been established from data and the analysis thereof, not all unions were involved in this process. Literature accounted that unions are there for representing people at employer forums. Collaborative bargaining in which two parties negotiating has no distinct difference. If the other party is not represented a problem is likely to be

experienced at the implementation phase. To avoid this the Human resource management must consider the inclusion of stakeholder such as the following at the planning stage:-

- All educators unions
- All SGB's representatives
- Establish an independent educators forum and involve it in plenary (who are not unionised)

5.4 Conclusion

This research was concerning the challenges surrounding the redeployment of educators in selected Mafikeng schools. The problem asserted that educators affected by redeployment experience low moral and low motivational levels. It has conclusively been proven that data that educators and learners experience low morale due to the process of redeployment. A number of recommendations were made in conjunction with the findings. One major recommendation stated that departments of education human resource management should review the process and leave it to be owned by all stakeholders affected.

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