

**INVESTIGATING THE IMPACT OF
INCORPORATION OF COLLEGES OF EDUCATION
INTO HIGHER EDUCATION ON HUMAN RESOURCE
MANAGEMENT: VOICES FROM THE FIELD**

RESEARCH REPORT

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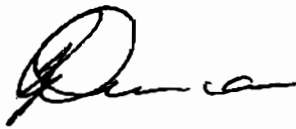
This dissertation has been submitted in partial fulfillment of the degree of Master of Education at the University of Natal.

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DECLARATION

I, **Garth Norval Duncan**, declare that this dissertation is my own work, submitted in partial fulfillment of the degree of Master of Education at the University of Natal. I further declare that this dissertation has never been submitted at any other university or institution for any purpose, academic or otherwise.



Garth Norval Duncan

As the candidate's supervisor, I have/have not approved this thesis/dissertation for submission.

Signed: 

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I wish to dedicate this work to the memory of my late Dad, David Stratton Duncan who passed away just two weeks prior to the submission date. Dad was always pleased to hear of the progress made and encouraged me to persist.

ABSTRACT

Colleges of education have recently been absorbed into institutions of higher learning. This has had a tremendous impact on the staff of these colleges who have undergone an exercise of re-deployment and have been absorbed into posts within the provincial department of education. The research project suggests that the impact will be felt at both universities and technikons as they are compelled to adapt to the changing face of teacher education in South Africa. The impact will also be experienced within the entire education system.

This research project sought to identify the experiences of those persons who were affected by these recent changes. A case study methodology is used and five respondents allow their voices to be heard. Responses are elicited by means of a questionnaire and an informal interview. The data is presented in transcribed form and then analysed and compared. Of interest to this study is firstly, the degree to which a rationale for the rationalisation of colleges of education is understood by those affected. Secondly, the feelings and experiences of the respondents to the process of absorption are expressed. Thirdly, the respondents provide recommendations for future re-deployment processes and for those persons who might be affected by such re-deployment.

CHAPTER ONE - INTRODUCTION

Colleges of education in South Africa have recently been absorbed into universities and technikons. This was mandated by the National Minister of Education by Government Notice in terms of section 21, Act No. 101 of the Higher Education Act of 1997 (Government Gazette, 15 December 2000). This pronouncement came into effect on 31 January 2001 and has since had far reaching effects on teacher education and on colleges of education in South Africa. It has furthermore had a tremendous effect on the people employed within these organisations. The effects on the lives of people and on the teacher education profession may in turn contribute to the quality of the country's teachers in the future.

The researcher has been employed at a College of Education for the last ten years and has recently experienced the trauma affecting so many academic and administrative staff members at these institutions around the country. This is due to the fact that change within education and within South Africa at large has been rapid in recent years and people have often found it difficult and traumatic to adapt to change. Although awareness of college closure or incorporation was known beforehand, it still came as a shock to the many persons who would be affected by these changes. Only one year previously, staff at colleges of education had experienced similar disruptions to their personal and professional lives due to a rationalization process executed by the Kwa-Zulu Natal Department of Education. This had resulted in closures of certain colleges and amalgamations of others, as outlined in the proposed management plan for colleges of education (2000) issued by the Teacher Education Directorate of the KwaZulu-Natal Department of Education and Culture. Only one year later, the National Education Department announced the closure of some colleges and the incorporation of other colleges into Higher Education

institutions. This led naturally to a redeployment process which is the focus of this research study. Yet again this implied that staff would have to apply for posts offered within the Provincial Departments of Education at regional or district level, causing many problems for them, both personally and professionally.

1.1 The Nature of the Problem

The rationalization of colleges of education announced by the National Minister of Education required Provincial Departments of Education to absorb the staff who had been previously employed at these colleges. Therefore a process of absorption that has caused major disruptions to the personal and professional lives of college staff was put into effect. The problems outlined in this research concern the impact made to the lives of college lecturers as a result of the process. The trauma of living in times of uncertainty has caused considerable anxiety to these people. During the process, staff were never given assurances of the security of their employment, whilst many lived for months with the threat of retrenchment and unemployment hanging over their heads. Staff operated in an unsettling environment.

A series of three sets of applications for jobs within the Provincial Department were offered, the purpose being that all staff would ultimately be placed. As long as names, or rather numbers, could be attached to posts, it seemed that the rationalization process was succeeding according to plan. However, the process was not as smooth as some wished it to be. A previous option had been provided by the employer. This was for staff to accept the controversial voluntary severance packages offered to them late in 2000. This could be considered a pre-cursor to the process of rationalization. Later, a Mutually Agreed Severance Package (MASP) was offered, but then withdrawn. Other options existed, and some academic staff applied for posts advertised within

universities and/or technikons, but these posts were relatively few. College staff had been compelled to apply for new jobs, often in posts that they were not suited for or qualified to hold. Competition for the few suitable posts ensued. Very few staff were so fortunate as to secure a suitable post. This has meant that some staff have been re-deployed to fields where they have no experience or expertise. The new fields to which they have been posted are unrelated to their areas of specialisation within teacher education, and this requires them to re-skill in order to continue serving the needs of the education community.

This research suggests that inadequate communication between the Department of Education and the college lecturers caused a large degree of uncertainty and mistrust. College educators were not informed of any rationale for the changes so effecting their lives. The process of absorption was also faulty. It is the view of the researcher that the process of staff absorption within the Provincial Departments of Education was not clearly explained to those who would be affected, nor was it based on any clearly defined strategic plan. This issue will be illuminated repeatedly throughout this project. The process was lengthy and unfolded over a period of time. The process was neither intact nor was it conceived as a whole, but rather changed or was amended as new stages were introduced in an ad hoc fashion as circumstances demanded. It unfolded as an emergent process of change (Morrison, 1998). It is difficult to pinpoint the exact time of the beginning or the end. People entered or left the process at different stages of its unravelling. It was executed in a piece-meal fashion, and did not allow college educators to see the full picture of what was ultimately to effect them permanently. Many felt intimidated and de-moralised by the process, and felt powerless to challenge the bureaucracy which enforced its will.

There has also been a significant drain of expertise and skill as a result of this process because college staff have been redeployed to unrelated disciplines. College educators had spent years in the field of teacher education, and this has been lost forever. This impact may influence the future of teacher education in the country at large. This research will show that college lecturers have felt discarded by the system, and consequently have felt de-valued.

1.2 Focus of Research

The nature of the process of college absorption into higher education institutions was outlined in a framework document for the management of personnel through incorporation or absorption. This framework was agreed upon within the Public Sector Co-ordinating Bargaining Council (PSCBC) and signed by trade union representatives and the Provincial Education Departments (PSCBC resolution 12 of 2000). This framework process was put into effect during 2001 and ended early in 2002. Although similar in the nine provinces of the republic, attention in this research focuses on the process undertaken within the Kwa-Zulu Natal Department of Education. The focus of study is also limited only to academic staff members.

This study has aimed to examine the impact of the absorption of colleges of education into higher education institutions and the redeployment of college lecturers into the various directorates of the KwaZulu Natal Department of Education. Firstly, the study examines the extent to which the personnel were informed of or aware of the rationale for the rationalization of colleges. It is the contention of the researcher that inadequate communication occurred between those managing the process and those affected by it. It is suggested in this research that a valid rationale does exist, and that if staff were aware of the reasoning for rationalization, it could have made the experience less frightening and more meaningful. Secondly, the research seeks to determine

whether the process itself was transparent and allowed personnel to make valid judgements or decisions regarding their personal and professional futures. Thirdly, the study focuses on the actual experiences of five former college lecturers and the impact of change on their personal and professional lives. It allows them to give voice to their hopes, aspirations, expectations and frustrations. The expression of thoughts and feelings can prove cathartic and psychologically purifying. Fourthly, the study uses the five cases to examine the weaknesses or strengths of the process, and to critique and/or provide suggestions for improvements. Lastly, college lecturers have seen their role as teacher educators removed, and this research examines their perceptions regarding the future of teacher education in KwaZulu-Natal and South Africa in general.

The goals of this research are four-fold. Firstly, it describes and analyses policy regarding rationalization and incorporation of colleges into the higher education sector. Secondly, it aims to describe and analyse the processes of staff redeployment as a result of rationalization and incorporation. The third goal is to investigate and document the experiences of five staff members redeployed from the college sector during this process. Lastly, the aim is to assess the impact of rationalization and incorporation on teacher education in South Africa. This ultimate aim should provide recommendations for similar processes of merger, amalgamation or incorporation in the future.

1.3 Motivation for this Research

The experiences of staff at colleges of education is not unique. Mergers, amalgamations and take-overs occur frequently in the private and public sectors. Mergers of Higher Education institutions in South Africa are imminent, and therefore the findings of this research should prove highly topical and relevant. However, there has been little documentation of the effects of such changes

in South Africa and this research intends to fill that gap. Certainly, in the educational sector, the researcher has not found any locally related research into this field. There appears to be a significant lack of literature in this field of study. Similarly, although international research exists and is cited in this paper, (Francis and Humphreys, 1999; Lord, 1993; Ryan, 1994), it is the methodology of this paper that is different. This researcher believes that previous research has ignored the people most affected by these processes and that they need an opportunity to be heard.

This research examines the experiences of staff members from colleges of education. The research seeks to provide a voice to those people who have experienced the effects of the changes that have ensued as a result of this absorption process. The research is concerned with how personnel experienced the absorption process and how they have been personally and professionally affected. The effects of change as a result of absorption has created certain problems for staff as cited above. These problems cannot now be modified, but it is hoped that future processes of change can be more attentive to the people concerned. The research follows a qualitative design and takes the form of an in-depth case-study of five college staff members. Apart from listening to their individual voices, it will be possible to compare their accounts and to analyse both their similarities and differences. The methodology employed (see chapter three) allows one to listen and learn from a few, and to understand the deep feelings expressed.

The process of rationalization has in essence been an experience of change. Therefore theories of change are examined in so far as they can contribute to our understanding of how best to manage the effects of change on people. The most useful theories that contribute to our understanding of change emphasize the contribution that people can make in terms of

consultation and seeking consensus in bringing about changes (Whitaker, 1993). This research examines the differences between pre-planned notions of change and those that are more emergent in nature (Morrison, 1998), and takes a critical stance in assessing the process of change studied in this research.

The concerns and questions raised in this research are highly personal and pertinent to the researcher. Their implications are of concern to the writer and to others interested in the future of teacher education in this country. The issues pertain to people coping with change, particularly in a society such as ours, where transformation of all sectors is taking place. The problem of how best to accommodate human resources is paramount. Therefore, a case study of five different experiences, typical and atypical, should raise sensitivity to the dynamics of individual recollections of change. The impact on personnel should be useful to all planners and managers within organisations involved in the process of change. It is the people who make up the organisation, and a greater sensitivity to their humanity needs to be considered.

1.4 Organisation and Structure of the Dissertation

The structure of this research paper is as follows. Chapter One has provided a contextual background by clarifying the focus of research and by providing a motivation for this important study. Chapter Two will examine and review the literature on change, particularly as it applies to human resources in the workplace. It will also analyse policy documents that inform the processes of rationalization and re-deployment of staff within the college sector. Chapter Three describes the methodology employed in this study, and motivates for case-studies being appropriate for the nature of this research. The five cases will be introduced providing background biographical information gathered from the survey questionnaire. Chapter Four will

present the findings gathered from the interviews with the five cases. Lastly, chapter Five will analyse and interpret the findings and offer recommendations gleaned from the research findings.

CHAPTER TWO - REVIEW OF THE LITERATURE

The previous chapter outlined the nature of the problems experienced by staff at colleges of education who have encountered upheaval to their personal and professional lives owing to the recent incorporation and absorption of colleges of education into higher education institutions. The chapter served to focus the study by providing a background to its importance in the field of teacher education. This chapter begins by defining change and comparing planned change with a more emergent approach. Secondly, a documentary review of the findings of various commissions into teacher education in South Africa provides a rationale for the rationalization process that set the absorption process in motion. A sample of literature with reference to local and international studies will also be outlined, particularly as they relate to this research. Lastly, a discussion of both micro and macro theories of change provides a framework in order to focus particularly on lecturers of these colleges who have been affected by change.

2.1 Defining Change

Change is inevitable and inescapable. It is accelerating within the modern world as new technologies are utilised to make existing practices more efficient. Such change is not only technological, but permeates our beliefs, attitudes and values. There are no longer absolutes for people to cling to, indeed, absolutes are debated, they are fluid rather than fixed. The effects of change are being experienced in all walks of life; in society, in science, in politics, economics and likewise in educational practices. Within the context of this study, the change process of incorporation of colleges of education within higher education and the consequent absorption process is one such example within the education arena. This has caused the need for adjustments to be made at both an organisational level and at the level of the individual.

Many definitions exist which attempt to encapsulate the essential features of change. Rather than provide a water-tight and all encompassing definition, it would be more meaningful to identify some of the common trends existing in such definitions. Any one definition alone would prove restrictive. However, change definitions would need to include notions of the dynamic and continuous process of development and growth that any change should involve (Morrison, 1998). Change definitions also generally involve a re-organisation in response to the real and felt needs of the people in that organisation (Dalin et al.1993). The process of change is a flow from one state towards another, and is either initiated by internal factors, external factors, or both. The process leads to a re-alignment of structures, values, practices and outcomes within the organisation (Morrison, 1998). The incorporation of teacher education within the higher education sector is one such re-alignment.

There appears in the definitions to be variance in the degree to which change requires planning. Some definitions emphasize the preplanned and predictable nature of change, whereas others stress an emergent approach that assumes that change is continuous and open-ended, an unpredictable process brought about by an unpredictable environment (Mintzberg, 1987, cited in Morrison, 1998). This applies to education in South Africa, where political, social, economic and technological changes have occurred which have forced adaptive coping mechanisms to come into effect in order to adjust to the changing external and internal environments. The process of rationalization of colleges of education appears to have utilised to some extent an emergent set of policies in determining how change was to be effected.

However, the more rational approaches to change stress that it can be planned and sequenced. These approaches stress the ordered nature of the change process. Yet, people often lose sight of

the complexity of change, particularly in education which is a human service. This research report takes the stance that elements of both a pre-planned and an emergent form of change were employed in the process of change concerned in South African teacher education and colleges of education. The absorption of college staff into departmental posts was a process that was planned in accordance with the guidelines provided in the framework document (Public Service Coordinating Bargaining Council Resolution 12 of 2000). The process followed a sequence with due dates and deadlines. Flexibility was permitted as each province was mandated with managing its own change processes. Yet, perhaps the scope of change was too wide, perhaps the process was incapable of adapting to changing demands, perhaps it was too rushed. It is the contention of this research that emergent policies were implemented as the process unfolded, and this led to confusion amongst the stake-holders. Insufficient consultation was undertaken with those who would be affected, and inadequate communication led to the problems key to this research.

In the case of an emergent process of change, strategies need to emerge over time. Successful change processes do not necessarily start with a detailed strategic plan which is followed rigorously towards a conclusive stage. Detailed visions might prove counterproductive in attempting to manage open-ended change. Rather, in a chaotic environment, managers need to develop dynamic agendas which focus on various levels of organisations simultaneously. Managers need to be able to adapt to changing circumstances presented from the external environment. Yet the recent changes affecting teacher education have tended to be adoptive rather than adaptive (Hopkins, Ainscow and West, 1994). This research argues that policies have been decided and implemented in a top-down, or more correctly, a centre-peripheral manner. This model of change is what Ernest House referred to as the technological perspective of change (1979). The change identified in this study has been transmissive in that policies were passed

down from the top. A reformative, or better still, transformative form of change would have been preferable as it entails change at all levels, advocates participation in change, and is more sensitive to the people most affected. A process of transformation also suggests notions of development and growth (Morrison, 1998).

2.2 Review of the Literature

At the time of transition to a democratic society in 1994, there were 17 different authorities responsible for the deployment and utilisation of teachers in South Africa (National Policy on Teacher Supply, Utilisation and Development, 1997). Furthermore the system was fragmented having been organised both racially and regionally (Lemmer, 1998). With the establishment of the Government of National Unity in 1994, one national and nine new provincial educational departments were formed out of the previously fragmented and duplicated departments. At this stage, power was shared at national and provincial levels. The national level was responsible for universities and technikons, as well as general policies for education and training. The provinces were responsible for schools and colleges of education. Thus the control of teacher education was still divided. Restructuring was seriously required.

In addition to the fragmentation discussed above, there was no unifying policy for teacher education. Policy research into teacher education had been sorely lacking. The Human Sciences Research Council (HSRC) had conducted a national enquiry into educational provision in 1981. The so-called 'de Lange report' however neglected to make an in-depth study of teacher education (Hartshorne, 1990 cited in Lemmer, 1998). Another comprehensive document, the Educational Renewal Strategy (ERS) was produced in 1992, but also failed to address the issue of teacher education. It was not until the National Education Policy Investigation (NEPI) in 1993 that

attention was paid to teacher education. This set the way for the National Teacher Audit (1995), the first comprehensive report on the demand, supply and utilisation of teachers (Lemmer, 1998). The Audit provided a much needed data-base from which policy planning in teacher development could occur. It also formed the basis for the compilation of a detailed discussion paper entitled: National Policy on Teacher Supply, Utilisation and Development (Department of Education, 1996). Together these documents have provided valuable information which has had a significant impact on policy decisions regarding teacher education. These documents raised many concerns in teacher education and the findings follow.

2.2.1 Problems in Teacher Education

The rationale for the rationalisation and closure of colleges is firstly found in the Teacher Education Audit (1995), which was quite harsh in its assessment of the college sector. According to the Audit, most colleges were not cost-effective as they were considered too small. Colleges had very low staff-student ratios of 1:12, thus they were viewed as the most expensive form of tertiary education. The wastage of resources was high. For example, a failure rate of between 20 and 35 per cent was typical. The cost of training teachers varied between provinces and was dependent on institutional size and form of tuition. Distance tuition proved the cheaper model, but that depended upon the number of students registered. Average training costs at contact colleges varied between R6 690 per annum in the Eastern Cape to R20 403 per annum in the Western Cape. Most of the costs in colleges of education were borne by the provincial education budgets. There were no funding formulae and thus no national uniformity existed. The Audit (1995) stated that 'political rather than educational considerations, had tended to influence decisions about the establishment or expansions of teacher education institutions and the teaching corps' (p99).

The Audit (1995) was also harsh in its analysis of the quality of programmes offered by colleges of education. It was critical of the academic content of most courses as they did not relate to the real situation in many South African schools. In addition, courses made little attempt to integrate theory and practice and were viewed as unlikely to improve the classroom competence of teachers. Furthermore, the teacher education curricula had as yet still not embedded the core values of the 1995 White paper, namely; democracy, equality, liberty, justice and peace. The Audit claimed that the dominant approach to teaching and learning at colleges was authoritarian and content-based, although it did acknowledge some isolated examples of innovation and change.

Furthermore, the Audit (1995) discovered that colleges of education were often sites of internal political contest. Staff were poor professional role models because of the high rate of absenteeism, late-coming and ‘moonlighting’ in other jobs. Generally a lack of dedication was detected. The work ethic was extremely poor and staff morale was considered very low.

It was also found that no uniform governance structures existed in college institutions. Some didn’t have Councils and Senates and others fell immediately under the management of certain departmental officials. Generally, stakeholder involvement was limited. The Audit found that 40% of colleges had schemes of association or partnerships with universities, but other formal institutional links were rare. On the whole, teacher education institutions were connected because of geographical proximity, but otherwise were isolated from each other. The Audit recommended that a far greater degree of networking between institutions needed to be encouraged.

In addition to the above, the Audit (1995) also expressed concern over issues of PRESET and INSET. No continuity existed in terms of life-long learning. Concern over the proliferation of institutions offering programmes through distance learning was also raised. Decisions to offer distance education were viewed as purely economical rather than educational. Of further concern are the Audits' findings regarding the projected figures for teacher supply, demand and utilisation. The demand for teachers is largely determined by learner enrolment in schools and the education budget allocated for salaries. The Audit indicated that there was increasingly a greater need for secondary teachers. By reducing the drop-out rate of learners, greater pupil numbers were being found in secondary schools. Many primary school teachers were being deployed to secondary schools for which they were not prepared. 'The primary-secondary school output ratio indicates that there should be greater emphasis on training secondary school teachers for the country's needs after 2000' (National Teacher Audit, 1995, p99). In the past, most colleges of education were mainly dedicated to training primary school teachers whilst secondary school teachers were generally trained at universities. Technikons tended to train secondary teachers in the technical, vocational and commercial fields. This scenario served to support the move towards colleges being absorbed within this sector as there was a lesser need for primary teachers.

As far as the supply of teachers is concerned, the Audit (1995) found that for the first time in South Africa, there was an indication of supply outweighing demand, although the situation varied from province to province. KwaZulu-Natal had a teacher deficit whereas Gauteng and the Western Cape had a surplus of teachers. This had clear implications for the training of teachers in that there was an over-production of teachers, many of whom still cannot find jobs (Cross and Schoole, 1997). It is partly for this reason that the controversial voluntary severance packages were initially offered. Other sources such as Albert Weideman, a professor of education at the

University of the Western Cape and Basil May, executive director of the Committee of College of Education Rectors of South Africa, (cited by Vergani, 1999) raise concerns about a future shortage of teachers, particularly if the government were to proceed with its plans. The supply and demand equation is also dependent on teacher attrition rates, but in South Africa this figure is put at only 6% (Lemmer, 1998). Of great concern to policy planners was the number of newly qualified teachers who did not join the profession. This is an international trend particularly when economies experience an upswing. Lemmer (1998) estimated the figure in South Africa to be as high as 20%. Graduates are attracted to further their education or to enter other occupations, or to seek employment abroad. This is a tremendous fiscal drain. This problem exists particularly in the scarce subject areas such as Mathematics and Science, where teachers are lured to take up private jobs with far more lucrative prospects. This factor has implications for the cost-effectiveness of teacher education.

The above-mentioned problems associated with teacher education in South Africa, as outlined within the National Teacher Audit (1995), serve to stress that reform of teacher education was certainly necessary. It is the contention of the researcher however that the rationale for incorporation was not made clear to those who would be affected by such change. To this effect, an assessment of the literature has revealed various reasons for the incorporation of colleges of education into universities and technikons. These reasons are economic, political and educational. As the above discussion has revealed, colleges of education were costly to administer and were a significant drain on the provincial budgets. The Audit (1995) stated that colleges of education 'have expressed a strong desire to become part of the higher education sector and to be regarded as national rather than provincial institutions' (p52). It stated that some colleges experienced a tremendous degree of autonomy, whereas others were strictly controlled by provincial

departments who argued that 'the need to regulate the supply of teachers to their schools is the main reason given for provincial control of the colleges' (National Teachers Audit, 1995, p23). Whether this be the case or not, this statement indicates a political reason for the incorporation of colleges within higher education institutions. Greater power is viewed by many to be present at the national level and this facilitates bringing about change and transformation. However, such centralisation of power by government has both advantages and disadvantages and is considered to be an area of political and contentious debate.

It is the quality of teacher education that is the biggest challenge confronting South Africa. Inherited inequalities and the disadvantages of third-world status, have to be eliminated (National Teacher Audit, 1995). 'The deep-seated and severe nature of these problems means that tinkering with the policies of teacher supply, utilisation and development will not solve them. System reconstruction is essential' (National Teacher Audit, 1995, p100). This falls within the scope of the restructuring of the entire higher education sector as outlined in the report by the Council for Higher Education, namely; the Shape and Size report (June 2000).

2.2.2 Other Related Research

The findings of related local and international research bear relevance to this study. This research focuses on the impact of change on people both personally and professionally. Although the researcher has not found other research exactly approximating the interest of this investigation, the following provide useful insights and indicate a gap in the literature. A sample of five different writers is reviewed and common trends are identified.

One such study (Francis and Humphreys, 1999) falls outside of the realm of teacher education, but involves a similar process of rationalisation whereby nurse education moved from hospitals to higher education institutions in Australia and the U.K. These authors stress two factors which pertain, firstly how financing of education influenced the decision and secondly, the increase in professional recognition as a result. This research also examines how financial considerations have influenced decisions regarding the rationalisation and incorporation of colleges of education. The raising of professional status in South Africa is also a possible by-product of this process.

Lord (1993) looks at different models of teacher education in five randomly selected countries. He suggests that in all cases, systems are in a constant state of change. His findings claim that it is predominantly economic and political forces that initiate these changes, but social forces also play a role. This is borne out in the preceding discussion whereby both these forces have been seen to be influential in the decision to incorporate teacher education within the ambit of higher education.

The role of unions in educational decision making is assessed by Ryan (1994) in Australia. He claims that decisions are based on a conventional industrial style, and do not take educational values into account. This is relevant because of the manner in which South African unions accepted the proposals of government. They did not consider the interests of teacher education and teacher educators in this case, but accepted the ideas of cutting-back through forced rationalisation. They also played no role in supporting the educators who were being effected by change processes.

A relevant South African contribution is made by Kachelhoffer (1995), who criticises models of teacher education in South Africa as they do not take the countries developing nation status into account. This applies, amongst other things, to the curriculum and to the relationship between teachers and the institutions where they learn. The researcher is likewise concerned that the move of teacher education to higher education institutions might exacerbate this situation. The position of colleges of education were in many cases rural-based and therefore closer to the people they served. Colleges of education had also over many years established close links with schools in their areas. Higher education institutions in South Africa tend to be large and based in the major cities and might be perceived to be removed from those in most need.

Similarly, Musonda (1999) examines educational reforms in Zambia. This case-study chronicles the perceptions of teacher educators and their concerns over the influence of donors in educational change decisions. These decisions are economically inspired and do not necessarily take professional beliefs and cultures into account. With a similar methodology as used in this study, Musonda listens to the voices of those most influenced by these changes. The concerns of teacher educators in Zambia is that sponsors and donors within the corporate world dictate policies which do not consider educational realities.

Certain common themes emerge from the literature. Notable is the significant influence of external agents, which exert economic and political influence in educational decision-making. As a result, education reform is seldom the result of carefully planned change based upon sound educational reasoning. The concern of this research is that the decision to rationalise colleges of education by incorporation into the higher education sector in South Africa was principally

economic and political, rather than for the educational good of teachers and learners in this country.

2.3 Theoretical Framework

This study is concerned with the impact of change on the personal and professional lives of teacher educators. In this regard, a useful theoretical framework for the study has been used by Whitaker (1983). It is a systemic model applied specifically to schools, but can be equally relevant for any organisation approaching change, innovations or reform. Whitaker's model refers to the three P's: organisational practice (action) which has a purpose (goals) and a product (goal achievement). Furthermore, these three elements are influenced by a process (fourth P) which incorporates the organisation's culture or climate. The recent changes in teacher education with regard to rationalisation of colleges, incorporation into higher education and the absorption of staff into new posts, as outlined in this research, have been uniformly applied and have not taken the unique cultures and local contexts of the various institutions into account. Above all, Whitaker's framework incorporates a fifth P, namely, people. This has tended to be neglected in many theoretical perspectives on change. Many writers may have included the human factor of change but have given limited attention to managing the resistance to, or handling the stress associated with change. To address this, a holistic approach might be necessary. This could include amongst other things, developmental planning, staff development, inquiry and reflection, consultation and negotiation, evaluation and monitoring. Above all, effective leadership is vital to a successful change process. Indeed Hargreaves and Hopkins (1991, cited in Morrison, 1998), claim that 'managing change may involve changing management'. This implies a change to the way change is managed within institutions. Change should involve the entire system and those

who are affected by the change. This research emphasises people and the impact that change has had on human resources.

A second framework relates to the various paradigms of change, particularly as they relate to educational change. For example, at the macro level, Morrison (1998) contends that we are moving from a modernist to a post-modernist world. Modernist conceptions of the world include notions of large, hierarchical, bureaucratic, departmentalised, specialised, standardised and ordered institutions. They are impersonal, inflexible organisations that clearly define power, control and decision making functions. The post-modernist organisation however encourages flexibility and responsiveness to the needs of people. Such institutions are smaller and encourage team membership and devolution of power. These institutions respond to the information revolution, they rely on multi-skilling of personnel and emphasise personal fulfilment and empowerment.

The above theoretical orientation can be utilised as a practical metaphor for analysing the changes occurring in South African education. The education system in South Africa is a complex whole divisible into Provincial Departments of Education. These are massive bureaucracies that function to co-ordinate the activities of smaller, yet equally complex systems. At the level of region and district, devolution of authority exists in certain areas of control. At the level of the local school, there has been evidence in recent years of greater autonomy being provided to managers and communities through the South African Schools Act (No 84 Of 1996). It could be argued that this is part of a post-modernist trend. In the post-modern society, change is essential, as society is metamorphosing to adapt to the requirements of an ever-changing world. These two broad paradigms of modern society signify a trend from one state to another, and these trends can be

detected in various sectors. However, teacher education in South Africa seems to be reverting to larger and more cumbersome systems that do not facilitate change processes which allow for constant growth and development.

Closely aligned to the above trends, recent theories of chaos and complexity point to the need for a paradigm shift from a stable world to an ever-changing state. These theories stress the need for self-organisation and adaptability in a world of uncertainty, unpredictability and instability (Morrison, 1998). Chaos and complexity theories have replaced the Newtonian view of a deterministic universe. The previous world-view was characterised by notions of cause and effect, predictability, linearity, continuity and objectivity. The view of a harmonistic mechanism functioning according to rational scientific laws was predominant. Principles of chaos theory however emphasise irregularity and diversity, unpredictability, and systems that are dynamic, ever-changing, evolving, turbulent and in a constant state of irreversible transformation (Morrison, 1998). Similarly, complexity theory focuses on complex systems made up of increasingly more complex systems operating in a universe that is creative, emergent, evolutionary, transformative, but turbulent. New levels of complexity arise out of simpler existing forms but cause greater complexity through their interaction. Human systems are characterised by disequilibrium, yet order exists out of the perpetual striving for an unachievable equilibrium. The survival of systems is dependent on their ability to respond to, live with, cope with and even lead the process of change.

Pertinent to this study is the incorporation of colleges of education within the higher education sector. This is a process of system re-alignment, such that these systems function under different structures. Certain powers have been devolved from central Government control towards

autonomous institutions of higher learning. Yet, significant power still resides within the Ministry of Education. It appears to be a case of systems overlapping in influence and consequently greater complexity has ensued. Central to this process of incorporation and re-structuring is that of change, a key principle of the theories outlined above. Together with the post-modernist view, chaos and complexity theory provide a holistic framework for looking at the social world and its ever-changing form. These paradigms provide a framework for looking at changes within education, such as the recent rationalisation process within colleges of education, and the simultaneous incorporation of teacher education into institutions of higher learning. These changes form the back-drop to the absorption process which is the focus of this study. This process has had an impact on teacher education and on the professional and personal lives of those employed within the field of teacher education.

CHAPTER THREE - RESEARCH METHODOLOGY

This study examines the experiences of lecturers at colleges of education who have experienced changes to their personal and professional lives owing to the recent incorporation of colleges of education into higher education institutions. This chapter will describe and justify the research design utilised in this study. The methodology will be explained, as will the methods of data collection and analysis. This chapter will furthermore introduce the five respondents who are the significant sources of data in this research study. These voices express the experiences and emotions of teacher educators who have undergone change.

3.1 Research Design and Methodology

This research study used a qualitative design, employing a case study methodology (Stake, 1995). The advantage of case studies lies in their depth, rather than their width. They provide a vehicle for delving into the personal experiences of people who otherwise would not have had a voice. Pertinent to this study is that people are often lost in large bureaucratic organisations and become powerless, yet have an important life-story to tell. Much can be learned from listening to these silent reflections. The social sciences, and education in particular, are about people and their relations with themselves and their environment. Social science research is founded on the study of experience, a good starting point for inquiry (Denzin and Lincoln, 1998). The study of experience is the study of life. Stories are the closest we can come to experience, so biographical or personal experience methods serve well in this research to paint a picture of how college lecturers coped, resisted, or resigned themselves to the changes brought by their redeployment.

3.2 Data Collection Methods

Data has been collected firstly through the employment of a questionnaire designed to gather biographical information regarding the personal and professional experiences of the five cases. Furthermore, case data were gathered through the use of semi-structured interviews. (See Appendix A and B for copy of survey questionnaire and interview protocol). As Seidman (1991) asserts, the researcher's goal is to understand the meaning people make of their experiences. He contends further that 'interviewing people provides a necessary, if not always completely sufficient, avenue of inquiry' (cited in Locke and Spirduso, 2000: p257). The taped voices of the five informants have been transcribed to form the narrative for purposes of analysis. According to Manning and Cullum-Swan (cited in Denzin and Lincoln, 1998), such analysis follows a post-structuralist perspective. The narrative text, the reader of the text and the cultural context interact to construct meaning. The narrative is a record of the lived experiences of the interviewees, and the telling of the 'tales' is empowering and a learning encounter for them. As Smith (cited in Denzin and Lincoln, 1998: p215) states, 'teacher life stories attempt to change both the teachers themselves and the educational system of which they are a part'. The powerless are seeking a voice. This research paper as a report serves as an interpretive text to provide such a voice.

3.3 Data Analysis

Subsequent to each interview, the researcher engaged in the writing of field-notes, reflecting observations and impressions gained. Issues that emanated from the research questions were reviewed based on the researcher's perceptions and experience, who has also undergone a similar experience of re-deployment. This is what Malinowski (1922) cited in Denzin and Lincoln (1998) referred to as 'foreshadowed problems' and 'preconceived solutions'. Typical of this type of research is the flexibility that allows issues to emerge from the interviewee's own experiences.

It would be unwise to ignore or discard data that run contrary to the researcher's initial expectations. In this regard, a limitation arises pertaining to the possibility of the researcher's own bias. The potential influence of the researcher's own life experiences are likely to shape the research process. Thus it is preferable that the researcher provide information of his own experiences and adds his voice as the narrative develops. As the researcher knows each informant well and has worked as a colleague with these people, it is important to attempt to retain objectivity. Otherwise interviewees may be aware of the researcher's own views and seek to provide a voice that corresponds to their perceived expectations. This limitation is not unique to this research, and such pitfalls should be consciously avoided. This can be achieved through probing further and re-framing questions to the respondents.

Once the data were collected and transcribed, commonalities and differences in the narratives were identified. These were coded and allocated to categories identified by the research questions. Patterns in the life-stories of the informants were identified and thus form themes representing the informants' experiences. The analysis of the interview responses commenced by looking at the separate cases, followed later by a consideration of cross-case comparison. This ensures that the understanding of the individual voices is located within their context. The report of the findings is based on five field texts which have merged to form the research text, the researcher's own biographical account of other voices. Excerpts from the actual dialogue are included in the research text to best illustrate common themes as well as atypical responses. These serve to stress aspects which are indicative of points of consensus or disagreement.

3.4 The Interview Protocol

Six dimensions or categories were identified by the researcher for this data gathering instrument. The first question related to the subject's understanding of the rationale or reasoning for the process of rationalization occurring. The second question referred to the interviewee's understanding of the process that unfolded in assigning them to posts within the Provincial Department of Education. The third question allowed for the personal, emotional and professional experiences to be expressed. Question four permitted the respondents to identify weaknesses in the process. The implication of this question is that there were weaknesses, yet they were already previously identified in question two. Thus, the five respondents were able to offer criticisms and/or improvements. Question five asked for the respondents to provide advice to others who might need to go through a similar process, and allowed for them to offer suggestions for coping with change. The last category or dimension requested the interviewees to share their views on the impact on teacher education and their concerns or opinions regarding the future of teacher education in South Africa.

The first three questions relate to the direct experiences of the respondents, and are recorded and analysed as research findings. The remaining three questions serve to offer suggestions for improving managerial procedures and processes for staff redeployment. They also bear relevance to the impact of the absorption process of college lecturers on teacher education in the future. These six questions were designed to be read to the interviewees during the taping and recording stage. However, copies of the questions were presented to them prior to the actual interview. This allowed them time to reflect on the questions and prepare their responses if necessary. Approximately five minutes was allocated for each question, making the total interview time

restricted to thirty minutes. This proved ample time and avoided the subjects meandering off the topic. This is in line with advice in conducting interviews, (Wellington, J. 2000).

A possible limitation of the interview was that the themes/issues discussed related to possible criticisms of the employer, that is the Provincial Department of Education. The researcher spent time assuring all interviewees of the anonymity of their persons and that confidentiality of their experiences would be respected.

The first interview served as a pilot study for the remaining four interviews, and minor changes were implemented resulting from this first interview. It was found that the second and third questions were related, and subjects tended to require more time to express their own personal experiences in question three. Thus, a flexible approach was adopted to allow more time for their important voices to be heard. Additionally, the fifth question proved difficult and the cases did not have much to offer. Again an approach based on flexibility in time provision satisfied this matter.

3.5 A Profile of Respondents

Five former lecturers from colleges of education in KwaZulu Natal were interviewed. They were selected due to their availability and for the uniqueness of their experiences. Their stories are reported as case studies that examine their experiences of absorption into new posts offered by the Provincial Department of Education. As is to be expected with exploratory research, the findings of this study will be tentative. The small sample of informants means that the findings cannot be generalised to a larger population of college academic staff. However, this does not mean that the experiences outlined are not shared by the general population. The findings should

provide a useful insight for the purposes of human resource managers who have to develop policy and procedures for staff re-deployment in education.

The five informants selected for the research study were all different in the nature of their experiences and with regard to their involvement in the process outlined above. As stated earlier, there is no attempt to generalise the findings to the entire population of teacher education lecturers. Nevertheless, it is the view of the researcher that the experiences of these five voices are typical of others involved in the re-deployment process. In an attempt to represent as close as possible the demographic patterns in South Africa, the five informants constituted the following racial make-up. Three were Black South Africans, one an Indian South African and the other a white South African. In terms of gender, three were women and two were men. However, the analysis did not take these two constructs into consideration.

A brief outline of the experiences of the five informants will follow. This illustrates some of the differences in their experiences and the reasons for their selection. Data has been gathered from the survey questionnaire (see Appendix A). Firstly, information regarding their qualifications and subject experience will be provided. Thereafter information about their redeployment and its suitability will be indicated. Information as to whether they have yet assumed the post will also be provided. At all times, confidentiality has to be protected so the informants will remain anonymous. Thus, pseudonyms will be used.

The first case (Edward) has achieved both a B.A. and a B.Ed and has specialised in the teaching of Communication and English, particularly as a second language specialist for the last sixteen years. Additionally, Edward has had 23 years experience in the training of administrative

managers within industry. He therefore applied for a post in Labour Relations but was unsuccessful. He participated throughout most of the absorption process and towards the end, was awarded a post totally unsuited to his skills and experience. He feels that the post, although accepted, has taken no cognisance of accumulated expertise. Edward resisted taking up the post, but eventually assumed the post to re-skill, and is ultimately close to retirement.

In his own words:

I accepted the post to safeguard the pension which is very near. The chances of other employment or further studies are dim.

He has been posted to a unit dealing in Early Childhood Education (ECD), clearly unsuitable.

Case Two (Mary) has acquired over the years many qualifications with an M.Ed being the highest. She has lectured within the Department of Education specialising in the field of Educational Management. She was offered several posts during the process of absorption but they were unsuitable, and she turned them down. She was not adequately qualified for these posts but applied 'in sheer desperation'. She then managed to secure a more suitable post on the second round, a post at least in teacher education and development to offer courses to teachers in the field. The post was accepted because she would at least be working with teachers, something Mary has done for the last 26 years. Mary also acknowledged that at least the location of the job was within easy travelling distance and she needed to be employed for financial reasons. The post however is in Life Skills, a discipline where the incumbent has had no experience but is currently re-skilling to prepare for the new post. She has as yet not assumed the position.

With only 15 years experience, case Three (Thabo) has achieved an array of credentials in the field of Mathematics Education. He has achieved an M.Sc and is currently working on a PhD.

Thabo has written numerous academic papers and has had experience as a presenter at conferences within the private sector. Thabo was awarded a suitable post within the department of education within his relevant field of expertise. He feels fortunate as many other colleagues were 'more experienced but less lucky'. The post was accepted and filled immediately. Regardless, Thabo chose to continue the process and was ultimately awarded a suitable post at an institution of higher learning. He then resigned from the Department to assume a tertiary post in teacher education.

Case Four (Denise) has achieved an M.Ed qualification and has specialised in the field of remedial education. She participated in all rounds of application but was not provided with a suitable post. She managed to eventually get posted in the third round. The post is not within her area of expertise, but she has registered to study at a tertiary institution in order to re-skill. Denise says:

As long as it is related to education. Furthermore, If I didn't have small children, I would have resigned from the teaching profession, it is a frustration.

She has assumed her position.

Case Five (Doris) has achieved a Masters' degree in linguistics and English Language Studies, as both first and second languages are her field of expertise. She has over thirty years experience within the Department of Education at both colleges of education and technical colleges, and has also contributed extensively to various non-government organisations (NGO's). Doris was awarded a post in the first round but turned it down and then turned down all other positions offered. She participated in the process right to the end, finally opting for a Mutually Agreed Severance Package (MASP).

This brief exposure to the five cases has served to introduce them directly to the reader. This ensures they are seen as personalities, with differing backgrounds and experiences. They are not just subjects utilised for data gathering purposes. Rather, they are real people who have been vastly affected, personally and professionally, as a result of the absorption process within the department of education. Their experiences and emotions, indeed, their stories will be heard in the following chapter.

CHAPTER FOUR - RESEARCH FINDINGS

This research study considers the recent changes in teacher education whereby colleges of education have been closed and their staff re-deployed within Provincial departments of education. The processes of absorbing these lecturers into substantive posts has had a significant impact on the personal and professional lives of these people. The findings which follow in this chapter allow for the voices of five respondents, who are the subjects of this research, to be heard. The responses to the questions of the interview protocol (appendix B) are recorded below.

4.1 Rationale for Rationalisation

The first question related to the informants' understanding of the rationale for the rationalisation process. Of interest to this study is an insight into the meanings of these two related terms, rationale and rationalisation. The Shorter Oxford English Dictionary traces the use of these words to 1657 and 1846 respectively, both traced back to the Latin, *rationalis*. Rationale is defined as 'a reasoned exposition of principles; a statement of reasons' and 'the fundamental reason, the logical or rational basis (of anything)'. Rationalisation is likewise defined as 'the act of making rational or intelligible'. In modern economic usage however, rationalisation refers to organizations undergoing such a process in order to ensure minimum wastage, yet any action should be based on clear and reasoned principles. Right-sizing is also a term recently applied to this process.

The major issue discussed in this question is the rationale for incorporating colleges of education into the higher education sector. This issue forms the first question of the interview protocol, designed to establish the extent to which those affected were aware, or informed, of the reasoning

for these changes. It is the contention of the researcher that inadequate dissemination of information left personnel needing to make sense of their changing world based on mere conjecture and supposition.

The first case (Edward) seemed to have an extremely poor understanding of the rationale. With regard to the cost implications of running colleges of education, Edward was more concerned with the costs that would fall on parents:

Not expensive. I don't think it will save money. It will not save the government money.

No, University is very expensive. Poor Black families saw colleges of education as enabling an opportunity for education and employment. Parents were relieved of the burden.

On the other hand, Edward did acknowledge that colleges of education were not running efficiently: *Standards were getting weaker. The Government was attempting to raise standards.*

He also believed that colleges were not training the type of teachers required:

No, because they (colleges) leaned towards general subjects.

This was a reference to the need for teachers within the fields of Mathematics, Sciences and the Technologies. With reference to the supply and demand of teachers in the country, Edward believes we have a dire shortage of teachers:

In reality, go to the rural areas, teachers are overburdened, there is now a demand for teachers.

All in all, Edward was not at all clear about a rationale, as indicated in the following words:

It all happened in an arbitrary manner. It was a matter of take it or leave it. Still up to now, it is not clear, we are only speculating. If there was a rationale, the process would be an easier one. We don't really know the reasons.

Case Two believed that the rationalisation process was necessary. Mary stated that:

It was necessary to avoid duplication. It was necessary to streamline the different departments and colleges. Whilst this process was necessary, change is always painful.

With regard to the functioning of colleges, Mary said:

There were some very laudable institutions. Some colleges were more credible than others. She also felt that:

Colleges were preparing teachers well. I question whether the H.E.I.'s (Higher Education Institutions) are equipped as far as Human Resources is concerned.

Mary also believed there was a shortage of teachers:

Because already you do hear that there are classes without teachers. People are leaving the country and there is a high teacher attrition rate, also H.I.V. Teachers are leaving because of so-called greener pastures overseas, and better job opportunities in commerce and industry.

Feelings about the lack of a rationale are stated clearly in the following excerpt from the interview with Mary:

No, it was not made clear and this is where a lot of anger evolved. There are many unanswered questions from those who were affected which brings about a certain degree of pain and anger as well. The people who made the decision to rationalise the colleges

should have made it clear to us, to explain to the people concerned, to make sure that we understood the reasons. Make you understand why the process occurred.

Case Three (Thabo) felt strongly that colleges of education were very expensive to administer, and although some were excellent, they were generally not effective. Thus, a clearer understanding of a rationale was evident. However, Thabo stated that those affected were not kept informed:

The treatment was disgusting, it was poorly thought out. The rationale was never explained, perhaps those close to the Unions knew more. Also, there were meetings, but only for senior managers who were supposed to disseminate the information. This led to a breakdown. I was under the impression that it was a decision taken by National Government and it could not be reversed.

Thabo believed that the closure of colleges was short-sighted, and was most concerned about the shortage of teachers in the future:

There will be a need for new teachers with the effects of H.I.V. Also, new recruits are coming mainly from the white population, who leave to teach overseas. Blacks are not coming into the profession in large numbers.

The fourth case (Denise) had some ideas about the rationale, but this was gleaned through “corridor chatter”.

Denise stated:

The reasons were mainly economic.

She believed the number of colleges should have been reduced but some were doing excellent work:

The effective colleges were doing outstanding work, particularly in serving the needs of un- and under-qualified teachers.

Denise felt that the institutions of Higher learning:

- - would not be able to do what colleges did. Colleges had their own mode of delivery.

With regard to the dissemination of information, Denise stated:

The rationale was never explained. I first heard about it on TV. I thought it was a rumour. If explained, it would have given us another way of seeing things. There was no master plan, it should have been piloted first. The process was very unprofessional, very inconsiderate. It gave us no time to think. I should have been invited to participate.

Also, Denise saw the bigger picture:

The process is still not complete. What with H.E.I mergers?

Case Five (Doris) was particularly articulate in expressing feelings. She had a fairly good comprehension of the rationale:

It occurred because we had too many colleges that were offering courses that led to redundancy. Some colleges hadn't done anything to introduce new courses. I don't think all colleges were running very effectively. Also, they were financially sapping of the Provincial government. My college had to get extra funding from other sources, permanent sponsors, and I think that is how it ran efficiently.

As far as being made aware of a rationale, Doris stated:

I cannot recall receiving any circular from the department or being given anything that said this is going to happen. And you know circulars changed constantly. You were told this, and then there was an amendment to this circular and then an amendment to the amended circular, so in the end you didn't know where you were. All we were told was

that somewhere down the line, we were going to gradually close, and from that moment, something should have been done.

Doris also said that if the logic had been communicated:

you don't feel so nervous and apprehensive if you know what's happening.

She had gathered a notion of rationale from "hearsay". She concluded by asking:

Was there a rationale?

4.2 Respondents' Understandings and Experiences of the Rationalisation Process

The second interview question relates to an understanding of the process of absorption, while the third relates to personal and professional experiences of the process. The two questions have been combined as interviewees found it difficult to separate the issues.

First, Edward was forthright with criticism of the process and very hurt by the experience of being let down. He stated:

I regard the process to be very wrong, very improper. The process was never explained, it was not transparent. Depriving educators who have been experts in their fields who find themselves in a totally new field. It is a tremendous waste of talent.

With regard to the personal experience of the process, he said:

I sent fifteen applications to different posts and I was applying at random. This was the first round. I was supposed to attend interviews that never materialised, I was never called. I applied for another round, not accepted. I then applied for the third round and was accepted, but I regret the decision to accept the post I am taking. It is natural to accept whatever is offered rather than to be told there is no work in future.

Furthermore, Edward felt extremely bitter about the degree of 'dirty work' involved. When asked in the interview to elaborate, this case made mention of a situation where someone who was unqualified, was awarded a post "purely because she was the daughter of a director". He also levelled accusations of racism, but when pressed, refused to comment further. This was clearly an extremely embittered participant.

Second, in response to the process of absorption, Mary was concerned about the waste of human resources lost to teacher education:

I felt angry, very angry, because we were just told this is going to happen. The anger first and then sadness, sadness because people went to a lot of trouble and sacrifice to improve themselves in their upgrading, studying after hours at their own expense to get a higher qualification in order to do their job better, and it seems in one fell swoop, this has just been swept aside. Few people have been absorbed into posts where they can utilise their skills. Others have to re-skill. What happens to all the sacrifice you have made? It seems like it was all in vain.

Mary added later that:

In my case, I was absorbed into a post where we will be dealing with teachers. My skills will be somewhat utilised there, but also a great part will be re-skilling.

She went on to describe the process:

You are just given circulars with posts. Not much information was given to us about what this post requires. What is the job description? It was like the blind leading the blind, colleagues discussed with each other, I wonder what this is all about, what is Quality

Assurance? What does the job entail? Things like that. We needed explanations and this was not forthcoming.

It is worth noting that Mary was in a senior management position at her college. The fact that irrespective of position held or post level attained, all college staff from lecturer to rector applied for the same posts. This also caused some distress.

Mary described her experiences as follows:

Altogether I applied for eighteen posts. I applied for twelve in the first round and I didn't even get as much as a thank-you for your application, not even an acknowledgement to say that we have received your application. I feel that was very shabby treatment, especially as we didn't bring about the rationalisation process. The Department should have shown us some degree of respect in acknowledging our applications. I applied in the second round for six posts. I got a post which meant I didn't have to make any further application. I was informed in writing.

When asked further about feelings experienced during the process, Mary elaborated:

Sometimes people applied just because they did not want to miss the boat. If you didn't apply, it probably sent out the wrong message to say you were just not interested or you think there is probably something better elsewhere. At the end of the day, it was your responsibility to ensure that you were absorbed into a position, just to say that you had a job. I did feel intimidated though. There was no post that I would really like to move into but the threat was that if you didn't apply for a job, that when the college was finally shut and most of the absorption posts were already taken, you would have to fit yourself into what was left. Whether it was to your liking, whether it was within travelling distance or not. None of your inconveniences were really considered, and if you didn't

like it, you resigned. Basically, I applied for posts in the hope that I would still have a job.

Third, Thabo spoke about the process thus:

It was difficult, poorly planned. Basically, by participating in the process, you rendered yourself redundant. The process seemed to be steamrolled without adequate negotiation. As if there were time pressures just to complete the process and fill the posts. Therefore in the end, there appear to be some placements that are most unsuitable.

Thabo also spoke about poor communication between the Department and colleges:

Although information was not forthcoming, we were informed by our rectorate, but important documents were not well circulated as expected. Different people had access to different documents which had different posts and information about these posts. This just added to the confusion. There was also a break-down of information as Ulundi was not informing the Human Resources personnel at the regions.

Thabo then illustrated his point by relating an incident which happened to a colleague:

He saw his name on a list, but when he reported to the regional office, he was informed that his name was not on the list. It seems the initial list was released before it should have been. Imagine how he felt.

With regard to personal and professional experiences, Thabo stated:

I felt desperate so I applied for as many posts as possible. I didn't think I stood a chance. When I did get the post, I was not informed, I heard via someone else. I instantly decided to take the post so as to secure it.

After having taken up the post, he reported:

Staff in the department were kind and helpful but always referred to us as 'absorbees'. Initially, I experienced resentment by certain staff but I soon overcame this.

Fourth, Denise accounted memories of the process as follows:

Advertised posts were sent in circulars, but not always reached the colleges. I remember having to phone friends at other colleges. We had to wait for circulars and then look for posts. Some posts were not relevant for what you were qualified or experienced. How can you apply for something for which you know you don't qualify? And you always have this debate in your head, what if I don't apply, maybe the system will take me out. I would rather opt for anything to be honest. It was all very insensitive to educators.

Denise described the feelings related to that process as such:

I think I have a clear picture of what happened. Throughout, it was frightening and intimidating. It de-motivated me. I felt devalued, disoriented and de-skilled.

As far as her personal and professional experiences, the following account explains:

In the first round, most posts were not relevant. I had to apply. I had fear that if I didn't, it would create the impression that I wanted to drive myself out of the system. I didn't get a post in the first round. I didn't even get an acknowledgement. So in the second round, I just ignored it. I thought we must wait for a response from the first round of applications. The second round of posts were worse. They were not even close to what I wanted or felt I would be comfortable in. In the third round, there was a suitable post which I applied for, but waited and waited and began to think I would never be absorbed. Eventually somebody called me and said they had seen my name on the list. I never got a letter.

Even after being accepted for a post, Denise continued to feel anxious, and stated:

I felt relieved that oh, at least I have a place, but then I thought the trouble will begin. I didn't know the people I would work with. I didn't even know the region. Would I be comfortable there? There were rumours that staff at the regions and districts had negative attitudes towards lecturers. That fear became strong, so rather than feeling excited about getting a job, instead I had anxiety.

In conclusion of the interview, Denise stated:

As human beings, I think we were very emotionally abused by the process.

Fifth, Doris recalled the process but stated that it was never clearly communicated. She states:

I tried to communicate with the Unions. I've got records of what I wrote to them, that we as a staff were not happy with certain things that were coming from the Department. I never got a reply from them. When I asked for clarification, I got nothing. Actually, the only time I ever got a response from them was when I said something a little threatening and immediately they jumped on me. If the Unions understood the process, we certainly didn't.

Doris then proceeded to unravel the process from the beginning:

In 2000, the first thing they offered was a V.S.P. (Voluntary Severance Package). I can tell you now that a number of our staff took the V.S.P. out of fear. We felt everything collapsing around our ears, rumours were rife. There's no money in the coffers, get your money out now. That was the general consensus. The feeling was, you'll be lucky if you ever get your pension. This type of attitude prevailed and it was rather frightening. I know, I agonised over the decision. I also found it most unfair that if you were over 55, you couldn't take your share. You were locked in to taking your pension. So there was discrimination in the process. This is why I want to get out now while I can still get my

package. They wanted to just give me a pension without severances, and that's why I held on like a bulldog.

The next stage in the sequential process was the release of advertised posts. Doris continues:

And then we had this constant sending of lists with job offers. Lists of posts, massive lists of posts. You were advised you had to apply for them otherwise you would dismiss yourself. We were told we had to apply for a minimum of three posts and we had to put them in order of preference. We had to submit a formatted C.V. and we had to provide a rationale for why we were suitable for the post, and you had to put your qualifications.

Doris only applied for posts that were suitable for her qualifications. She was offered a post. In her own words:

The job description was so vague that you didn't know what was expected. I was asked to report on a certain day and was told that I would have to report at work at 7:30 and leave at 4:00. For me to drive through town at that time wasn't an option. It might sound as if I'm lazy, but after so many years in teacher education- - . And that building depresses me, and those horrible little offices. There weren't enough cars available which meant we might be office bound a lot, and not getting out to the schools. I didn't like that. And then I had to go and see Mr. X, the head of the division and there he was in his tiny office. He said there are so many schools to visit and I could see there is absolute chaos. I am told I will have to share an office with this man. He then tells me he is very lonely. Well, that was it.

Doris turned down this offer, and a second similar post. She explains further:

I looked at the circumstances. One of the reasons I chose a career in education is that I like working with people. But for me to move papers around all day, then once or twice a month a workshop - I thought no. I phoned the man and said I would not be accepting

the post because I was not prepared for the changed conditions of service and I knew I wouldn't be happy in that post.

Doris was keen to continue working in teacher education. She applied for a post at Ikhwezi College, went for an interview, but was not awarded this post. She also applied to the University of Natal, but in her own words:

...and to this date, I've never had, not a letter to say they received my application, thank-you very much, 'voetsak', whatever. Yes, interesting.

She then related her personal fears:

At this stage I thought, have I deemed to have dismissed myself? I felt very threatened and nervous. I want to tell you I was a nervous wreck. I did have many sleepless nights. I was consoled by the words of my husband, 'you have done nothing wrong'.

Doris was critical of the process with regard to the following:

The person was not an issue. The rumour was ... we don't have enough money, we have to get rid of staff and they are just people, just get them out of our hair. If they are creating a post just to absorb one, there can't be a saving.

She added the following point:

This is what I found very, very disconcerting. If I had taken the post, I wouldn't have changed my level. Being in a senior position, but I would have stayed at the same level.

Doris was one of the few who continued through the process right up to its end. This is how she described it:

I found the last part quite ugly too. They kept on, they persisted in offering us posts, right up until about March this year. I think there were 22 of the 'recalcitrants' as we were called, left. We were called to a meeting and we were told there and then, this is your final offer.

Doris was one of six finally given the Mutually Agreed Severance Package (MASP).

4.3 Recommendations for Improvement of the Process

In addition to criticisms and weaknesses of the absorption process used by the Provincial Department of Education, the respondents were provided with the opportunity of making recommendations for its improvement. They also offered advice to others who might encounter similar re-deployment experiences. These responses are in connection with questions four and five of the interview protocol. The voices of the five respondents are now given a hearing.

Edward asked the following question:

Why didn't the department take all the educators that were there and put them under a supervisor to offer an advisory service to the schools?

It is evident again that he was concerned about the tremendous loss of expertise. This is a recurring concern and Edward's recommendation has merit.

Edward had no advice to offer others undergoing a similar experience.

Mary had many suggestions to offer:

Now this process was painful in that it did not listen to the people on the ground, and did not consider the opinion of the stake-holders. So while it was necessary on the one hand, on the other hand it could have gained valuable insights and information if there was a discussion process. You need to take cognisance of people and this would have lessened the anger and frustration of the people concerned. Nobody even discussed with us. People at the top should move away from the notion that they have all the answers and their

ideas are the best. You get some very good reasonable ideas from the people on the ground.

Mary offered the following suggestion:

There was a need for a needs analysis as to the strengths and weaknesses of each college. And maybe come up with a mechanism where you could have retained the pockets of excellence. Some departments did sterling work and to have these closed down is very sad.

Mary questioned the financial feasibility of the college closures:

If anything, this rationalization process will not save money. It will make the province poorer in terms of expertise lost because you cannot place a price-tag on our experience.

Mary also recommended the following:

There should have been workshops to explain the rationale and the process. Also, there should have been counselling support. We just had to cry on each others shoulders. Any re-deployment process is a very sensitive matter and should have been handled in a sensitive manner.

Lastly, Mary offered the following personal advice:

You cannot stop the process, but there is something you can do about it. Try to look at the positives in undergoing change. Count your blessings. Try to make the best out of a bad situation. At least you have the opportunity of learning something new.

Thabo offered the following recommendations:

There should have been better dissemination of information. They should have met with those affected, at least to allay their fears. Also, they should have had interviews to ensure the right people for the jobs. The process should not be rushed.

Thabo expressed concern about future rationalizations within Higher Education institutions.

He provided the following advice:

It can be so de-motivating, so just keep motivated, keep working hard. You'll need the support of family and colleagues.

Denise repeated some recommendations already made and offered some which are new:

They should have invited institutions and people to raise their concerns. One must involve the stake-holders. Perhaps a pilot study could have been initiated. And issue questionnaires to hear the views. We had no say in the process. Consultation was lacking. Sure, the Unions are our representatives, but they should involve the people who are the real actors.

Denise recommended the following personal advice:

You must involve your families as much as possible. Try to make them understand because it impacts on them as well. Be open with your colleagues because even they become suspicious and begin not to trust each other.

Doris commented thus:

Within this province, how many people had to be absorbed? About 800? That number could have been managed. They should have established a special unit to meet with each and every lecturer to ensure the best option for each individual. You can't treat such matters collectively.

Doris offered no personal advice to others.

The recommendations cited above were offered by the respondents out of a sincere concern for others who might be similarly affected by re-deployment processes. Their suggestions are of interest to those who manage such changes in the workplace and to those affected by them.

4.4 The Impact on Teacher Education

This leads to the last issue discussed in this chapter and the responses are elicited from question six of the interview protocol. What effects will these changes have on teacher education and the associated institutions? Answers to this question lie in the future. However there are certain effects suggested in the literature and further suggested by some of the respondents.

Mary stated:

Teacher education is a highly specialised skill and should be left to the experts. She was concerned whether Higher Education institutions have the human resources to handle this work.

Thabo expressed the following sentiments:

The Higher Education institutions must work closely with the Provincial Education Departments. This was the strength of colleges. I am concerned about un-qualified teachers especially in rural areas. Higher Education institutions are generally urban-based and removed from rural teachers. Also colleges knew how to nurture their students. Larger organisations will not do this. I don't believe Higher Education institutions have done a particularly good job in teacher education in the past. Yet I am hopeful for the future, but time will tell.

Denise had much to say on this topic:

Teacher education is a very important sector in South Africa. We need to empower personnel to cope with the changing environment of the classroom. But the recent changes are not beneficial to teachers in the rural areas. The colleges were much closer to the teachers, they had much more contact. Colleges were more sensitive to the needs of teachers/students. For instance, university fees are high. College students received state grants and colleges had flexible methods of payment. No, the future looks very bleak. It is a pathetic situation, but we mustn't give up hope.

She added the following concern regarding the impact of H.I.V. Aids:

Teachers are dying in great numbers. The National Audit seems to have predicted wrongly. Looking at the effects of H.I.V. Aids, there will be a teacher shortage. What about re-training? Who is going to do this? Universities alone will not cope. Teachers who trained long ago are sitting at home with Teaching Certificates, unemployed.

In this chapter, a record of statements gathered during the interviews with five respondents has been reported. These respondents are unanimously critical of the manner in which the process of redeployment was carried out within the Provincial Department of Education. The five respondents have all undergone a change within their professional lives, and this change has had a significant impact on them personally. The human impact has been expressed. Likewise, there has also been an impact on the future of teacher education in South Africa. The next chapter will offer an analysis and interpretation of these findings. It will also identify the impacts of these changes and their implications for teacher education. Lastly, recommendations for addressing the problems will be discussed.

CHAPTER FIVE - ANALYSIS AND IMPLICATIONS

This chapter serves to firstly summarise the major findings of the study. These findings will be analysed and their impacts and implications will be highlighted. Recommendations for improving both the process of absorption, and teacher education in the future, will be offered.

5.1 Understanding of the Rationale for Rationalisation

The findings of the study suggest that the rationale for rationalisation of colleges was not properly communicated to the stakeholders, particularly the college lecturers who would be greatly impacted by the process. For example, from the responses reported in the previous chapter, there appears to be varying degrees of understanding amongst the respondents regarding the rationale for college closure. Thabo and Doris tend to have the greatest conception of the realities that were affecting the state of colleges of education. Various reasons are suggested by the respondents such as the tremendous costs in administering colleges and the poor quality of service provided. All respondents without exception believe that it was short-sighted to close colleges of education and are all concerned about the perceived shortage of teachers in South Africa and the need to produce teachers in greater numbers for the future. Whether this is the case or not, a well-communicated rationale for closure would have addressed these concerns.

With regard to the spread of information within the Provincial department of education, only Thabo acknowledges that information was disseminated through meetings, while Doris complains about the spread of circulars. Yet they state that this information was not easily accessible to those most effected. All agree that this vital information was not communicated adequately, and this led to conjecture and hearsay. The respondents also all agree that if the rationale had been

explained, it would likely have made the process of absorption easier to handle. What is evident from the stated reports is a large degree of dissatisfaction with the manner in which the processes unfolded, and particularly the lack of communication regarding the rationale for the process. The responses have dwelt on the process used for absorption of personnel into departmental posts. The question related to an understanding of the process, and it is clear that all respondents were unclear from the start. It had not been adequately communicated to staff. This is an important finding as it can assist managers who undertake similar processes of re-deployment.

As a result of the poor dissemination of information, there was and continues to be widespread confusion, low morale and resentment on the part of lecturers. Staff feel disillusioned and feel cheated. They feel their sacrifices made for teacher education in the past have not been appreciated and they have been 'sold out' by the system. The impact has not only caused disillusionment to the people concerned, but has led to a sense of apathy which will be taken with them to their new posts. The degree of commitment to the profession and to teacher education as a whole has been lost. The feeling amongst many lecturers is that they have been sacrificed for the sake of change, and have been re-deployed merely to keep them employed. Staff question to what degree they will be usefully engaged in their new posts. Thus the impact on education is wider than just within the field of teacher education. The impact will be felt at all levels of the education system. The levels of low morale and dissatisfaction with departmental officials will be taken with these people to their new posts. Negative attitudes will permeate through the system.

Thus it is recommended that in future processes of redeployment, it is vitally necessary that all stakeholders be kept informed of procedural decisions. People who are affected by change need

to be part of the process. They need to be informed intelligently, so that they can make the necessary decisions affecting their lives. They need to be able to adjust timeously to the changes that affect them. A thorough rationale, if communicated well, can make a significant difference to the perceptions created. Such a rationale makes the adjustments easier to bare, and enables the person to feel more in control of the fate that faces them. Such a managed process of communication would avoid the feelings of frustration and alienation that has led to the current situation. The impact at personal, professional, institutional and systems levels would be less profound.

5.2 Understandings and Experiences of the Rationalisation Process

It is evident from the reports, cited in the previous chapter, that there were many flaws in the process of absorbing personnel into departmental posts. These criticisms relate to the manner in which people were handled. All five respondents report a lack of understanding and empathy for the needs of people. It appears to have been a process of placement, as long as posts were filled, regardless of the human costs. The process was never planned with a clear and transparent course of action. Alternatives were not considered. In the word of one of the respondents, it appears that the whole process has been 'ad hocary.' All respondents reported feelings of anger and despondency. These experiences have deeply and profoundly effected them in their professional and personal lives. The impact has led to a de-motivated personnel who in many cases have lost the commitment and loyalty to the profession. Furthermore, all respondents have expressed dismay at the tremendous loss of human skills, and the poor placement of staff to posts which are clearly not suitable. Years of experience in the field of teacher education can never be replaced. Although higher education institutions have employed some college educators, the numbers have been few. The majority have been deployed to posts unrelated to teacher education. This is a loss

to teacher education and to education in general as important skills within the workforce are being under-utilised.

Thus the major issue arising in this section is the poor treatment of personnel by the Department. The process was not clear from the start and unfolded in an adhoc manner. This led to confusion in the process, and has not led to a situation where the best people for the jobs was achieved. It is recommended therefore, that in future operations of redeployment, the entire process with scheduled time-frames should be determined before commencement. Staff should always be informed in writing and through gatherings where the difficulties and obstacles to successful absorption could have been raised and then solved. Clear from the findings is that the process should have been one of consultation at the individual level, so that the best decision for the individual and for education could have been made. This would have led to a motivated staff who, having adjusted to the changes affecting their employment, would have transferred their commitment and loyalty to their new posts. A wide and rich pool of skills and expertise would have been used gainfully by the education department and would have been of benefit to the entire education system.

5.3 Respondents' Recommendations for the Improvement of the Process

In offering recommendations for an improved process of staff absorption, all respondents were critical of the manner in which it had been conducted within the KwaZulu Natal province. Suggestions included utilizing all staff in their existing functions as a support service to teachers in the field. Others believed strongly that greater consultation in such re-deployment exercises are essential. Other recommendations involved undertaking greater information gathering before the commencement of re-deployment, so as to have knowledge of the skills base, and thereby re-

deploy people more appropriately to their qualifications and experience. Yet another suggestion was that attention should have been focussed on individuals rather than seeing the workforce as a unitary mass. It is clearly inadequate to merely involve Unions who purport to be the representatives of their members. This is stressed in related research by Ryan (1994), who found that Unions in Australia adopted a traditional workforce perspective, rather than considering the educational implications of their decisions. All respondents emphasised the tremendous need for sensitivity in dealing with the human factor, the people themselves who experience the changes to their professional and personal lives.

Only three respondents offered advice to others who might be effected by re-deployment. The respondents found it difficult to offer suggestions, but the emphasis was on involving significant others, as one could not handle the changes alone.

5.4 The Impact of Change on Teacher Education

This last question dealt with the impact of the recent changes on teacher education in the future. The reported findings are outlined in the previous chapter. Only three of the respondents commented on this issue as one respondent just didn't know and another misunderstood the question and deviated off the topic. As it was the last question of the interview, it is likely that respondents were weary by this stage. Nevertheless, the respondents shared a concern for existing and prospective students in rural areas. The concern was not focussed on initial teacher training, but on in-service support, which they felt was a strength of the college sector. The respondents believe that the contact established between college staff and schools-based practitioners will not be provided by large institutions of higher learning.

The incorporation process has an impact on institutions of higher education themselves. The ethos of institutions needs to be considered in any merger or combination arrangement.. This provides an opportunity for change to what Mokgalabone (1998) suggests as an option for South Africa based on a liberated teacher education. He claims that the present teacher education paradigm is enslaved. 'Teacher education has become in reality teacher schooling (1998, p32). Related research is poignant in the views of Kachelhoffer (1995) who reminds us that institutions of higher learning need to adopt models of teacher education that take a developing nations approach in a country such as South Africa. Lord (1993) stresses the need for social forces to come to the fore in educational decision making, rather than just political and economic factors. The impact on staffing and students themselves needs to be accommodated (JET guiding manual, 2000). It needs to be ensured that staff at universities and technikons are required to interact more with impoverished communities. This is in line with a move away from what Young (1998) refers to as a technocratic approach where control of learning lies in the hands of educational institutions. He advocates a greater involvement with all stake-holders in the learning process and refers to the need for 'reflexive modernisation' in teacher education. Processes for the transfer of academic programmes also needs to be developed.

Teacher education is the largest form of all higher education. Whilst this is significant, it is also an area of concern. According to the Shape and Size Report (2000), about 15% of all students at universities and technikons in 1999 were following teacher training programmes. About 35% were studying in other humanities. In the same year, of 75 000 graduates, 10 000 were gaining teaching qualifications, 20 000 in the commercial and business fields and another 20 000 in the sciences. It is evident that in terms of national development needs, there is a dis-proportionate number of students in the humanities. The higher education sector will need to increase numbers

in the disciplines of management, sciences and engineering. Such a break-down also reveals both racial and gender imbalances which pose a major challenge.

An indirect positive impact of the incorporation process lies within the perceived status of university, and to a lesser extent, technikon education. These perceptions may or may not be true. Tertiary education is certainly perceived to be better and of higher status than college education. College education was often equated with post-school rather than tertiary education. With the increase in status resulting from incorporation into the higher education sector, the professional elevation of teachers in their community will be assured. In other words, the trend will have a professionalising influence on the standing and status of teachers. This is in line with the related research by Francis and Humphreys, (1999) who found that a similar professionalizing effect was felt in the nursing profession in Australia with the move of nurse education to the tertiary institutions. It is trusted that teacher education providers will be able to develop the knowledge, skills and values of its graduates, and simultaneously make a contribution to the professional calibre of teachers.

As the researcher has been involved in the upgrading of un(der)-qualified teachers, it is of concern as to whether these teachers will be given the attention they deserve in universities. This was the plea of most of the respondents as well. This is a significant group of the teaching corps found mainly in the remoter rural parts of the country. It is likely that this group of teachers will soon be retrenched in the light of further cut-backs in teacher numbers. It is necessary that a policy of acknowledging prior learning be incorporated into the policies of the higher education sector. This group of teachers have gained years of experiential learning, yet do not have the

qualifications so valued in the past. It will be a challenge to education planners to find a means to break the link between qualifications, salaries and security of service to the profession. It is necessary that this group is not discarded, and ways need to be developed to utilise such teachers more equitably across the country and between rural and urban areas.

Some of the respondents in the study have expressed concern about the sad loss of staff from the college sector. Many staff had developed and sustained close associations with important stakeholders in teacher education and had built up these networks over many years. Staff had developed significant contact with schools. This is contrary to the suggestion in the 1995 Audit that college staff were distant from the realities of schools. Such personnel will now be deployed to new and different portfolios and their skills will be lost to teacher education forever.

5.5 Implications

This research paper has examined the impacts of the recent closure of colleges of education and their absorption into the Higher Education sector. The impacts have been personal, institutional and systemic. The first impact affected the professional and personal lives of college lecturers who experienced a process of re-deployment. Their voices have been heard, as the five respondents accounted in detail the trauma of change. Evident from the findings is that the process was flawed, and recommendations have been offered in an attempt to rectify this problem for future processes of personnel management. The personal experiences have been discussed.

The second impact affected the profession of teacher education itself. This has also been discussed, so as to provide a framework for change and a glimpse of the challenges that face teacher education providers in the future. The effects of the changes in teacher education relates

to the manner in which teachers are developed. Universities and Technikons are generally urban, but now have absorbed campuses within the townships. Staff will need to visit the townships and rural areas to get closer to the realities of schooling in South Africa. Programmes of learning can not be purely academic, but need to involve a more hands-on approach within the school classroom. Furthermore, education faculties at universities have not until recently been involved in under-graduate teacher education. They have tended to concentrate on post-graduate programmes. Now, larger numbers of students and teachers will be enrolled who have not reached the required levels of academic maturity. Staff will need to spend more time nurturing and developing these students. It is suggested that intermediate learning programmes for improving skills of academic rigour be included. Language skills might also be necessary to enhance competencies. It is hoped that a high quality system for the development of teachers throughout their careers will be created. South Africa urgently needs a transformed teaching force committed to the profession and to the task of raising the next generation of learners equipped to take their place responsibly within society and be competitive within the new globalized world paradigm.

A third impact is on the education system. This is felt particularly in the loss of highly skilled and experienced teacher educators. Vast sums of state funding are wasted on personnel development if these skills cannot be utilised. Those who are lost to teacher education are now under-utilised and de-motivated. This is a great pity. Also it has been stressed before in this paper that colleges of education staff networked closely with departmental officials and school teachers. Institutions of higher learning will need to do likewise, otherwise they will perpetuate the perception of ivory towers. A further point involves the dissemination of education policy. In the past, policies from National or Provincial departments were implemented and this was facilitated by the college sector. Now, institutions of higher learning will be required in this role. Systems need to be in

placed to effect such policies. However there is a danger that these institutions who fiercely guard their autonomy, may be required to implement state ideals contrary to their own mission values. This is a serious danger, and indications of state meddling are already in existence.

This chapter has discussed recommendations for improving the process of rationalization and re-deployment within the college sector. Such recommendations could serve useful to human resource managers who are required to initiate similar processes within educational institutions. Advice to the people affected by such changes are also offered. The chapter has also considered the implications of these changes on personnel, and on institutions of higher learning. The implications will affect teacher education itself and the entire education system. The future impact will still be felt and will effect the institutions that offer such services and the students who are served by those institutions. In the future, further research is required that could assess and review some of the legal implications of re-deployment of staff within the education system. The approaching mergers of higher education institutions will inevitably have critical staffing implications and the processes of absorption, re-deployment and retrenchments require holistic consideration.

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APPENDIX A

SURVEY QUESTIONNAIRE - BIOGRAPHICAL DETAILS

Thank you for agreeing to assist in this case study. The information being gathered is to be used towards my M.Ed. Please be assured that this information will be handled in the strictest of confidence. Would you please fill in this survey form which requires biographical details of your academic record and experience in your field of expertise and in the field of teacher education. If the survey form does not provide adequate space, please make use of additional paper.

Name: _____

1 Academic Qualifications: _____

2 Area of academic expertise? _____

3 Academic experience. Please provide details of the experiences you have gathered in your above area of academic expertise. (Conferences, Qualifications, Awards, etc.)

Nature of experience: _____

4 Professional Career: Please provide details of your experience in teacher education both within the Department of Education and at other institutions.

Place of employment: _____	Number of years: _____
_____	_____
_____	_____
_____	_____
_____	_____

5 Absorption posts:

Which posts did you apply for in the recent redeployment and absorption process undertaken for college of education staff? _____

6 Which post or posts were you allocated, both within the department and/or the Higher Education sector?

7 To what extent did/does this post consider your academic expertise and experience? _____

Please circle the YES or NO response that applies in the following questions.

8 In applying for advertised posts, did you apply for jobs for which you were not adequately trained?

YES

NO

9 In applying for posts, were you influenced by the region where these posts were held?

YES

NO

10 In applying for posts, were you influenced by the district where these posts were held?

YES

NO

11 To what extent were you made aware of the reasons/rational for colleges being incorporated into the Higher Education sector? Briefly explain.

12 To what extent were you informed about the process of absorption into posts within the Department? Briefly explain.

13 For what reason/s did you accept or reject the post offered to you?

14 If you have taken, or not as yet taken up your post, what are the reasons for doing so?

THANK YOU FOR YOUR TIME AND EFFORT. IT IS MUCH APPRECIATED!

APPENDIX B INTERVIEW PROTOCOL

I am grateful to you for agreeing to participate in this interview which is to be used for the purpose of my M.Ed. Research project.

The purpose of this interview is to gather information about your experiences, expectations and the emotions you felt as you went through the process of redeployment last year. I wish to assure you that your honest reflections are required, and they will be held in the strictest confidence. In the written research report, you will at all times remain anonymous.

There are six issues or themes which shall guide the process of the interview. You may look at the questions, which are as follows:

- 1 As you are aware, colleges of education have now been absorbed by Higher Education. In other words, a process of rationalisation has occurred. Why do you think this rationalisation process occurred? What are your feelings about it?
- 2 You as a staff member at a college of education have been through a process of re-deployment. Can you tell me about this process and how you feel about it?
- 3 Can you tell me about your personal experiences related to the process of redeployment?
- 4 If you were to be able to repeat the redeployment process, what do you think were its weaknesses, and how would you improve it?
- 5 Having now experienced the process of redeployment, what advice would you offer to other people who might have to undergo a similar experience?
- 6 Do you think that rationalisation of teacher education and the changes that have ensued are beneficial in the long run, or not? Why?

Categories:

- 1 Understanding of rationale, its reasons.
- 2 Understanding the process, expectations/anticipations
- 3 Experiences, personal/emotional/professional
- 4 Weaknesses/criticisms and improvements
- 5 Preparing/coping with change
- 6 Perceptions on the impact on Teacher Education.