

**ANALYSING THE EFFICIENCY OF THE POST- PROVISIONING MODEL AS A
POLICY TOOL IN PUBLIC ADMINISTRATION. A CASE STUDY OF MAFARANA
CIRCUIT, MOPANI WEST DISTRICT, LIMPOPO PROVINCE, SOUTH AFRICA**

by

RELEBOGILE SARAH MOTSHOANE

MINI-DISSERTATION

Submitted in fulfillment of the requirements for the degree of

MASTER OF PUBLIC ADMINISTRATION AND MANAGEMENT

in the

FACULTY OF MANAGEMENT AND LAW

Turfloop Graduate School of Leadership

at the

UNIVERSITY OF LIMPOPO

SUPERVISOR: PROF ENSLIN VAN ROOYEN

2025

DEDICATION

This study is dedicated to my parents, my mother Ouniki, my late father Alpheus, their determination in studying even at old age inspired me. A special feeling of gratitude to my children Refilwe and Kabelo for their continued support and motivation in my studies

DECLARATION

I declare that “**ANALYSING THE EFFICIENCY OF THE POST- PROVISIONING MODEL AS A POLICY TOOL IN PUBLIC ADMINISTRATION. A CASE STUDY OF MAFARANA CIRCUIT, MOPANI WEST DISTRICT, LIMPOPO PROVINCE, SOUTH AFRICA**” mini dissertation, hereby submitted to the University of Limpopo, for the degree of MASTER OF PUBLIC ADMINISTRATION, has not been previously submitted by me for a degree at this or any other university, that it is my work in design and in execution, and that all material contained herein has been duly acknowledged.



MOTSHOANE RS, MISS

8 SEPTEMBER 2025

ACKNOWLEDGEMENTS

I hereby wish to acknowledge and also express my sincere gratitude to the following people in the completion of my research

My supervisor, Prof. Van Rooyen, for his patience and guidance in mentorship. He made this journey possible.

I am also grateful to my former colleague and Circuit Manager, Mr. SBT Kgomo, for the constant support that he gave me

I would also like to extend my gratitude to my Circuit Manager, Mr TMT Thobela, you encouraged me, provided support and spurred me

I heartily thank Mr Malatji, the former Principal of Molabosane, for the invaluable support and time you dedicated to offering me support

I acknowledge the support of the Principal of Marobong, Mr Seroto, greatly appreciated

I am also grateful to all the respondents who gave themselves time for my interview, and they all did it with enthusiasm.

ABSTRACT

The purpose of this study was to investigate the efficiency of the post provisioning model as a policy tool in public administration. How it affects the general management of schools, curriculum implementation and learner attainment. A case study was conducted with the focus on Mafarana Circuit, Mopani West District of Limpopo in South Africa.

The post provisioning policy determines the number of teachers and resources to be allocated to a school. The qualitative, descriptive research approach was conducted. Data collection was done using semi-structured interviews on Principals, Departmental heads and educators from four schools, 2 secondaries and 2 primary schools of high enrolled and low enrolment. The study revealed that the small schools are negatively affected by the Policy due to the low number of teachers allocated to the schools. This affects teachers' performance and morale. Principals find themselves overwhelmed with managerial and classroom duties. Many departmental heads are co-opted as schools do not qualify for such posts due to the post provisioning model.

The study recommends that the policy be revised in order to serve the curriculum needs of different institutions so that there is equity in terms of access to quality education for all learners.

TABLE OF CONTENTS
PREFACE

	PAGE
Dedication	ii
Declaration	iii
Acknowledgement	iv
List of Tables	v
Annexures	vi
List of abbreviations and acronyms	vii
CHAPTER 1: INTRODUCTION AND BACKGROUND OF THE STUDY	
1.1 INTRODUCTION	1
1.2 PROBLEM STATEMENT	4
1.3 SIGNIFICANCE OF THE STUDY	5
1.4 AIM OF THE STUDY	5
1.5 OBJECTIVES	6
1.6 RESEARCH QUESTIONS	6
1.7 DEFINITION OF KEY CONCEPTS	6
1.7.1 Post Provisioning	6
1.7.2 Student-Teacher Ratio	7
1.7.3 Weighted Learners	7
1.7.4 Norms and Standards	7
1.7.5 Redeployment	8
1.7.6 Quintiles	8
1.8 OUTLINE OF THE PROPOSED STUDY	8
1.9. CONCLUSION	9
CHAPTER 2: LITERATURE REVIEW	10
2.1 INTRODUCTION	10
2.2 LEGISLATIVE FRAMEWORK	11

2.3 TEACHER-PUPIL RATIO	12
2.4 REDEPLOYMENT OF TEACHERS	14
2.5 SALARY LEVELS AND RESPONSIBILITIES OF PRINCIPALS	16
2.6 QUINTILES	17
2.7 EFFECT OF POST-PROVISIONING ON LEARNERS' AND COMMUNITIES	19
2.8 INFRASTRUCTURE	21
2.9 CONCLUSION	23
CHAPTER 3: RESEARCH DESIGN AND METHODOLOGY	24
3.1 INTRODUCTION	24
3.2 RESEARCH METHOD	24
3.3 RESEARCH DESIGN	25
3.4 STUDY AREA	26
3.5 POPULATION	26
3.6 SAMPLING METHODS	26
3.7 DATA COLLECTION METHODS	27
3.8 DATA ANALYSIS	28
3.9 ETHICAL CONSIDERATIONS	28
3.9.1 Permission	28
3.9.2 Informed consent	28
3.9.3 Right to withdraw	28
3.9.4 Confidentiality	29
3.9.5 Anonymity	29
3.9.6 Respect and Dignity	29
3.9.7 No Harm to Respondents	29
3.9.8 Social Values	29
3.10 TRUSTWORTHINESS OF DATA	30
3.10.1 Credibility	30
3.10.2 Transferability	30
3.10.3 Dependability	30
3.10.4 Confirmability	30

3.11 LIMITATIONS OF THE STUDY	30
3.12 CONCLUSION	31
CHAPTER 4: DATA ANALYSIS AND INTERPRETATION OF DATA	32
4.1 INTRODUCTION	32
4.2 DATA MANAGEMENT AND ANALYSIS	32
4.3 MAIN THEMES DERIVED FROM ANALYSIS TABLE	44
4.4 LINKING COMMON THEMES WITH RESEARCH QUESTIONS	45
4.5 CONCLUSION	48
CHAPTER 5: SUMMARY OF THE FINDINGS, CONCLUSIONS AND RECOMMENDATIONS	49
5.1 INTRODUCTION	49
5.2 SUMMARY OF THE STUDY	49
5.3 SUMMARY OF RESEARCH CHAPTERS	50
5.4 SUMMARY OF EMPIRICAL FINDINGS	51
5.5 RECOMMENDATIONS	54
5.6 LIMITATIONS OF THE STUDY	56
5.7 CONCLUSION	57
LIST OF REFERENCES	58
6. LIST OF TABLES	
Table 4.2.1 General School Information	32
Table 4.2.2 Biographical Analysis of Principals	33
Table 4.2.3 Themes from data Analysis Principals	34
Table 4.2.4 Biographical Analysis of HODs	36
Table 4.2.5 Themes from data analysis of HOD	37
Table 4.2.6 Biographical Analysis of Teachers	39
Table 4.2.7 Themes from data analysis of Teachers	40
Table 4.2.8 Comprehensive table of data analysis	41

ANNEXURES

Annexure A: Consent Form	62
Annexure B: Interview schedules	63
Annexure C: Permission letters	75

LIST OF ABBREVIATIONS AND ACRONYMS

BED	Bachelor of Education
DBE	Department of Basic Education
DED	Doctor of Education
DR	Doctor
FET	Further Education and Training Band
GET	General Education Training Band
HOD	Head of Department
P	Principal
SP	School Principal
SCH	School
SMT	School Management Team
STD	Secondary Teachers Diploma
SPTD	Senior Primary Teachers Diploma
UED	University Education Diploma

CHAPTER 1: INTRODUCTION AND BACKGROUND OF THE STUDY

1.1 INTRODUCTION

The policy of post provisioning deals with allocation of teachers to schools. Adequate and efficient staff are essential for the success of every school and attainment of educational goals. Staffing is one of the most critical elements in the establishment and operation of every school. In South Africa, the Department of Education uses School Post Provisioning Model to distribute posts to public schools. The policy is used to determine the number of teachers allocated to each public school and to ensure that an adequate teacher-to-learner ratio exists in classrooms. This process is governed by the relevant legislation in education, such as Section 5 of the Employment of Educators' Act (1998) which indicates how posts are allocated from the Department of Education by the Minister, to the provinces and down to schools. This is done in line with The National Education Policy Act of 1996 which propagates equality across all spheres of education in the distribution of educators over post levels and promotions.

According to the Personnel Administrative Measures (2022, A.2.2.2.1) in determining of posts, the MEC must consult with the trade unions and also take into account the budget of the education department in the province. The basic values and principles set out in Section 195 of the Constitution of the Republic of South Africa (1996) should also be considered, such as "a public administration which is development-oriented, people's needs must be responded to and that services must be provided impartially, fairly and equitably without bias". The policy is well y the policy of post-provisioning.

The origin of the policy was in responding to the change in education system as stated in the Government Gazette White Paper on education Notice (No.196 of 1995; p.5), titled "Education and Training in a Democratic South Africa; First steps to develop a New System". They are policies that were implemented in the transformation of education, as part of the Reconstruction and Development Programs to address disparities in education and training, which was characterised by rigid division.

According to the Government Gazette (196 of 1995) the policy is mainly aimed at redressing educational inequalities and bringing about equity in deployment of state resources and ensure that all citizens are provided with the same quality of learning opportunities. Mestry (2016, p.386) indicates the inequality that existed in apartheid era in literacy levels, student-teacher ratios and availability of resources. According to the Organisation for Economic, Co-operation and Development (OECD), certain white-only schools received 20 times more per student than black schools. The policy meant to address that and bring equality

Septon Sarah in “The Basic Education Rights handbook, Chapter 15, 2nd edition) cites conditions that are considered in providing post-provisioning as, amongst others; “a number of periods for each educator, size of the school, number of grades and poverty”. Additional posts are to be granted to poor communities. This is unfortunately not the case in small schools and those in poor areas as they still struggle with a few teachers employed at their schools.

The number of learners enrolled at a school is the determining factor in terms of allocation of posts, and not the number of classrooms or buildings, or the availability of resources. Branch (2006:8) refers to this condition as a “mismatch between the teacher allocation system and the availability of physical classrooms in school”.. Lawinsider (2022) defines post establishment as posts which have been made available for the normal and regular requirements of an institution. The system is biased towards schools with higher enrolment because the provisioning of staff will become favourable. More posts will be allocated to the school, this will result in teachers having lesser periods with few subject allocations which are in line with their specialisation unlike in small schools.

Drawing from the above, it is vital to note that positive influence is always advantageous, however, negative influence has far-reaching consequences on the performance of schools and subsequent bearing on the life of communities. This study, therefore, exposes the imbalances and the effect of this policy on the performance of schools in some rural areas. Lawinsider (2022) argues that one of the core purposes of being a

principal in any South African context, is working with and for the community. This means that if a school fails to accommodate the interest of the community, in terms of providing quality education and access to different opportunities, then it is doing a great disservice to that particular community. The principal is the representative of the department in the community. One of the duties of the principal is to participate in community activities with educational matters and community building. If the school does not serve the interests of the community in terms of offering quality and access to job opportunities for their children, then it is of no benefit to them.

The exodus of qualified teachers because of factors such as pension, the pursuit of greener pastures and the death rate due to natural causes such as HIV/AIDS and COVID-19, led to the shortage of teachers. Post-establishment is dependent on the teacher-pupil ratio, as such, teachers in schools with low enrolment are few. They become overworked and may also be allocated subjects which they are at times not qualified in. This may result in poor morale on the part of the teachers and subsequently poor performance by the learners. Du Plessis and Mestry (2019) acknowledge the fact that schools in rural areas face problems of low finances from the government. There is a lack of resources and utilisation of multi-grade classes which is often a barrier to effective learning. Branch (2006: P.8) highlights the fact that small schools in the system are the ones with multigrade teaching. This is due to the number of teachers and the infrastructure.

In agreement, Thaba-Nkadimene (2020:43) identifies the shortage of teachers as a challenge and submits that it perpetuates the use of non-subject specialists. Further, “commercial subjects are facing extinction in some rural schools due to poor performance of learners”. As a result, some schools discontinue these subjects to avoid a high failure rate which negatively impacts on the performance of the school. The community thus suffers because of this “dried up” commercial subjects. Children that have potential to excel in commerce have their dreams dimmed. In secondary schools, when teachers are allocated many subjects or periods and they become overwhelmed, they often neglect learners in the senior phase, which is Grade 8 and 9, in favour of Grade 12. The focus is on Grade 12 because the success of a school is dependent on how good Grade 12 results

are. This situation gives rise to learners passing through the lower grades or progressing without having acquired relevant basic knowledge and skills for those grades. The problem is then created when those progressed learners reach Grade 12, and they are not able to cope with the complexity of the work. That is the direct results of teachers who are given subjects they do not qualify in, or they being overworked.

1.2 PROBLEM STATEMENT

The principle of school post-provisioning based on learner enrolment, which is the teacher-pupil ratio, affects small schools negatively and creates a vicious cycle which disadvantages some learners and communities. A school is considered small if it has low learner enrolment and few teaching staff. When a school is allocated few posts because of learner enrolment, this means that the teachers must cater for all the subjects in the school without considering their expertise.

Being overworked causes teachers' failure to produce the kind of quality results that are envisaged by the department, as a result, the overall schools' performance is negatively affected. Parents often move their children to other schools once they notice that the current school is not performing well, and when the enrolment drops, more teachers get redeployed. This becomes a vicious circle. Redeployment then brings about undue instability because of the movement of educators between schools every year (Branch, 2006:10). Schools are forced to survive with few teachers who may not make an impact because of work overload and inadequate knowledge of certain subjects. Schools with low staff establishment have few heads of departments. The departmental heads are then tasked to oversee and manage subjects that they are not conversant with, hence curriculum management becomes an issue as they fail to add value to the subjects in terms of monitoring and support.

Some subjects are dropped at school because the number of subject streams to be offered is determined by the number of teachers available at a particular school. Learners are channeled into taking specific subjects not out of choice but based on what is offered at the school. A school cannot offer all the subjects that they require if it has few teachers

because they will not be able to handle the subjects. This in turn disadvantages the learners as they may have to register at schools which are far from their homes in order to pursue the subjects they desire to study. Some subjects which are considered difficult are also dropped in favour of the not-so-challenging ones so that they can obtain good results and prevent learners from moving; this is not always in the best interest of learners. According to the Bill of Rights (1996:12), “everyone has a right to a basic education and the state through reasonable measures must make it progressively accessible and available.” This should not only be the right to access education, but also to receive education of good quality which will make a difference in one’s life. People should learn to be progressive in life, but in this case, there are limitations to quality education and what learners should study.

1.3 SIGNIFICANCE OF THE STUDY

The significance of this study is to highlight how some schools, teachers, learners, and communities are adversely affected by the current model used in the provisioning of teachers in schools. It will add to scholarly research and existing literature in the field of post-provisioning (Naicker, 2005). This study might also provide more insight to policymakers and give guidance in reviewing of policies. Small schools are the hardest hit, and the chance of their survival is always threatened because of very low enrolment or chronic poor performance. Some schools end up being merged whilst others close completely. Children in some areas are denied access to certain fields of study and their careers are predetermined by the situation and location they find themselves in. So, they are not afforded equal opportunities for success as others.

1.4 AIM OF THE STUDY

With a specific focus on Mafarana Circuit of Mopani West District in Limpopo Province, this study investigates the impact of post provisioning model on schools’ academic performance

1.5 OBJECTIVES

The objective of this study was to analyse how the implementation of the policy of school post provisioning in Mafarana Circuit contributed to the performance of both learners and educators. This study serves to meet the following objectives.

- To determine the extent to which the post provisioning model affects the performance of selected schools in Mafarana Circuit
- To examine the impact of post provisioning on the general management of the school e.g. allocation of norms and standards
- To establish the impact of post provisioning on teachers' performance and effectiveness in teaching

1.6 RESEARCH QUESTIONS

Main question

Main question of this study was: What is the impact of post provisioning model on schools' performance in Mopani West, Limpopo Province, with reference to Mafarana Circuit?

Sub-questions:

- To what extent does the post provisioning model affect the performance of selected schools in Mafarana Circuit?
- How is the general management of the schools affected by post provisioning model?
- What impact does post provisioning have on the educators' performance and effectiveness in teaching?

1.7 DEFINITION OF KEY CONCEPTS

1.7.1 Post provisioning

Post provisioning is the process that determines the number of educators to be allocated to specific schools. It is the policy of allocating teachers to schools across South Africa and ensuring that schools are awarded the correct number of teachers in line with the model. According to Government Gazette (2016:122) "the model is based on the principle

that available posts are distributed among schools, proportionally according to the number of weighted learners”.

The post provisioning norms were introduced as a result of political settlement after 1994, as a means to balance patterns of education distribution and also reduce high government expenditure on educator salaries (Salmon & Sayed, 2016). The move in reduction on educator salaries is what would lead to redeployment in order to maintain the balance of distribution and to avoid creation of new posts when other schools are considered to be overstaffed.

1.7.2 Student-teacher ratio

The student-teacher ratio is the number of teachers relative to the number of learners. Branch (2006:44) defines the concept as “all learners in a school divided by all educators”

1.7.3 Weighted learners

“Weighted learners” is the system that counts learners in terms of their needs and not actual number, it is used to ensure that schools are on the same level and are treated the same, equity being practised. There are different types of learners and subjects that require more attention than others, as a result, they require more teachers. These learners are then given a particular weighting that reflects their relative need in respect of post provisioning (Regulation 1451 of 2002). Salmon and Sayed (2016) explain that “weighting is applied to particular numbers to compensate for subjects that require greater concessions than others, as well as the overall size of the school in terms of learner numbers”. They add that the model initially favoured schools that had two languages as a medium of instruction and the extra weighting was allocated for learners taking subjects that were regarded as demanding such as music and drama. The application of the policy makes no notable difference to small schools.

1.7.4 Norms and standards

Norms and standards are described as “the funding of Public Schools by the State from public revenue on an equitable basis” (Government Gazette 889, Norms and Standards,

2016:123). The gazette further states that they are “aimed at creating “an enabling teaching and learning environment at schools” by focusing on education areas, education support and administration areas. It also takes into consideration the number of learners enrolled at a school. Poor schools still remain poor as norms and standards are based on enrolment, though other factors of poverty are considered.

1.7.5 Redeployment

Redeployment is the transfer of serving teachers who are in excess of the post establishment, from one school to another. This process of transfer takes effect if a school is over-staffed. Zokula (2007), citing Mona (1997), states that redeployment is done to bring equity in education with pertinence to staff provisioning, but the opposite is achieved

1.7.6 Quintiles

This is the classification of schools into five different categories, called quintiles, based on the socioeconomic status of the community in which they are located. This was done to address the disparity in access to education and for the purpose of allocation of financial resources. Ogbonnaya and Awuah (2019:1), citing Halle and Giese (2008) highlight that schools in the economically disadvantaged are categorised as quintile 1 and 2 and the most affluent are quintile 4 and 5.

1.8 OUTLINE OF THE PROPOSED STUDY

This study has five chapters which are as follows:

Chapter 1: Introduction and background. This chapter describes the background and purpose of the study, the research questions, rationale, significance of the study and statement of the problem. Sequence must be mentioned in the study. The aims, objectives, research questions, definition of concepts and preliminary literature review are presented.

Chapter 2: Literature Review. The chapter gives theories and literature relevant to the topic.

Chapter 3: Research Methodology. It outlines the research design which has been used to address the research problem in question, as well as the rationale for the choice of the methods selected.

Chapter 4: Data Analysis and Interpretation. Research findings are stated, analysed and interpreted.

Chapter 5: In this chapter, a summary of the findings, conclusion and recommendations are presented.

1.9. CONCLUSION

This chapter outlined the introduction of the study, statement of the problem, aim and objectives of the study, main and sub-research questions, definition of concepts and outline of the study in relation to the policy of post provisioning. Background information to the study was also provided. Chapter 2 presents the literature review, and a discussion of legal frameworks related to the policy

CHAPTER 2: LITERATURE REVIEW

2.1 INTRODUCTION

A literature review is the synthesis of data gathered from various sources such as academic books, accredited journals, government gazettes, newspaper articles, magazines, websites and conference papers. It discusses information that is published in a particular subject area. The purpose is to provide of the sources one has referred to in order to obtain more information on the topic that is researched (Ramdhani & Amin, 2016:47). In this section of the study, information about the topic is gathered and reviewed to identify gaps, similarities and new facts about the impact of post-establishment in the Department of Basic Education. The preliminary literature review also guides in the collection of the new data order to close the gaps and open further discussions and enquiries by other scholars in the same field.

In the context of this study, the literature reflects the rationale for the current model and policy implementation. Ideas from other scholars in terms of performance improvement by both teachers and learners are discussed. The issue of service delivery by the Department of Basic Education by implementing several policies and legislative linked to staff establishment and redeployment is also outlined. Unions are also consulted in the finalisation of post provisioning processes. HRM&D Circular No.3 of 2021 states that “the circular is the result of extensive consultation and agreement with unions, and it is underpinned by the principle of balancing the need for maintaining efficiency”. It further states that the other aim is to promote management of personnel budget that may be impacted upon by migration of learners in the province. It is clearly stated that the purpose is to maintain efficiency, but that is not the case in some schools as they struggle with a low number of staff and resources as a result of the process. Post establishments are issued on an annual basis, for example, post establishments of 2021 are based on the snapshot survey as of 31 July 2019. ELRC 4 of 2016, clause B.6.4 states that “the procedure for the identification of educators who are in excess as a result of the change in operational requirement need to be performed on an annual basis and may result in fewer posts”.

The HRM&D Circular (2021) further highlights that when new post establishments are released, they may result in more posts being allocated to a school or in a reduction of the current post.

2.2. Legislative framework

The policy of post provisioning is guided by various legal framework. Section 5 of the Employment of Educators' Act (1998), which describes creation of posts from the Department of Education by the Minister, cascading them to provinces where MEC will determine the post establishment in their various Provincial Department of Education guided by the National Education Policy Act of 1996. The National Education Policy Act (1996) "inscribes into law the policies, legislative and monitoring responsibilities of the Minister of Basic Education. Public schools would refer to Primary and Secondary schools which fall under those criteria. New post establishments are distributed annually and are communicated to the schools on or before 30 September preceding the school year. This is being done to allow schools to plan for the next academic year and start processes of redeployment where necessary

Personnel Administration Measures (2022) in Chapter A, details the provision of the policy and (Resolution 141 of 2002, p.7) also provides factors that should be taken into consideration in determining post provision needs of schools and learners. The factors are provided and also taking into account the redress posts based on the relative poverty of learners of a school, which will determine norms for funding. The policies are set but in practice, the fate of small schools and poor communities remain dire. There is a lack of human and financial resources.

The South African Schools Act of 1996, which is also one of the guiding principles of the policy, promotes and ensures that all learners have access to quality education and schooling system, without discrimination. It is quite to the contrary that the same policy which is aimed at addressing the fundamental principles of the constitution, ending up denying learners the kind of quality education which is envisaged.

2.3. Teacher-Pupil ratio

HMRD Circular 3 of 2021 highlights that the “department has adopted the annual distribution of post establishment which necessitates the rationalisation of additional educators in the schools, where schools declined in the number of posts”. According to the Employment of Educators Act (2016), factors that are considered in determining the post establishment for schools include the maximum size of class applicable to a specific learning area and the drive to make more learners interested in the particular learning area. In terms of promoting a learning area, there is an observed issue wherein schools drop subjects as a result of lack of teachers. As learner enrolment drops at schools, the staff establishment is affected; schools are compelled to drop certain subjects so that they can adjust their streams accordingly. Circular No. 205 of 2012 states that “a school with up to (7) seven educators including the principal, must offer one stream in FET.” This then excludes learners of a particular area from certain subjects.

It is acknowledged in the Act that small schools are more difficult to manage due to a low learner-teacher ratio. According to the Act, the challenge is addressed by adding a certain number of weighted learners, with the aim of assisting schools with certain basic responsibilities, irrespective of their size. It is questionable whether this principle is applied because schools still struggle with few teachers who are responsible for many subjects. In some instances, the principal is also compelled to teach other classes, attempting to relieve the overburdened teachers.

It is stated in education.gov.za that the President has introduced what is called the “Presidential Youth Employment Initiative (PYEI) which was implemented as the Basic Education Employment Initiative (BEEI).” It was implemented for the 1st time from 1 December 2020. There were different categories of Education Assistants (EAs) and General School Assistant (GSAs) to provide support to schools. The EAs had to support teachers in preparation and classroom management. In most schools, especially small schools, they took the role of teachers because of lack of teachers. They also relieved teachers from administrative work as many schools do not have administration workers,

it is only schools with high enrolment that have them. In conclusion, in a presentation that was done by DBE to stakeholders, it was confirmed that administrative burdens were taken away from teachers, enabling them to maximise time on tasks.

The engagement of EAs in teaching underscores the need for more teachers. According to Government Notice No.46879 (2022) “there should be an equitable distribution of workload between the various post levels to ensure that educators are not overburdened”. Unfortunately, with the allocation of posts based on teacher-pupil ratio this ideal cannot be attained as teachers are overworked at all levels.

Zimbabwe government also uses learner-teacher ratio for provision of posts. This is outlined in Zimbabwe Final Education Sector Analysis (November 2022, P.189) They refer to as Pupil to Teacher Ratio (PTR), they are regarded as school minimum functionality standards. They have a system which is called Systems Approach for Better Education Results (SABER) which looks at the well-being of teachers as they are referred to as “the frontline workers” and they are prepared to be effective teachers.

In the Sector Analysis (2022) there is an acknowledgement also of a challenge of inequitable distribution of teachers at all levels, especially for schools which are in remote areas. They use the total number of teachers and learners at National level to determine the PTR (Pupil to Teacher Ratios) and not school level. This is opposite of South African system as they consider enrolment at school level

Teachers and Teacher Policy (2019;17) states that the challenge of unequal teacher provision is “further compounded by factors related to geography, ethnic and social minorities, gender and specialization”. The surplus of qualified teachers seek employment in favourite urbanized and developed areas. Least desirable areas have less qualified teachers. Post provisioning will favour better accessible and developed areas as more learners would opt for such schools. This is also the case in most of South African schools. There is a migration of learners from rural to urban areas, where there are better facilities. This leaves poor communities with low enrolment.

de Dakar (2016) states that challenges in many African countries are with regard to attaining equitable and efficient teacher allocation which is meant to ensure that pupils receive optimal education in favourable conditions. He further quotes the Country Status Report (CSR) for Chad which indicate that there are primary schools with 600 pupils, that have between 3 and 15 teachers. This raises concern about teacher deployment and the efficiency of the system

Gavriil & Giannikos (2025) states that In Greece the educational policy divides teachers into different categories with regard to their labour status and their specialization. They may be assigned to several schools and allocated subjects that are closely related to their specialisation. They are then required to travel to multiple schools and to teach outside their specialization. This becomes a burden that is imposed on teachers and reduces the quality of education provided. In South Africa teachers are not employed to travel from one school to the next to offer lessons, but they are expected to teach outside their specialisation where there is a shortage of teachers, due to the policy of post provisioning. This does a disservice to learners.

in Botswana, post distribution is favourable as they have a primary pupil-teacher of 25:1 which is regarded amongst the best global practices (UNICEF INNOCENTI; March 2024)

2.4 Redeployment of teachers

According to Collective Agreement no 4 of 2016 (Annexure A; B.6), transfer of educators in terms of operational requirements is based on amongst others, “change in learner enrolment, curriculum changes, change to the grading or classification of an institution, merging or closing of institutions”. The new post establishment may affect the existing staff establishment and result in the reduction of posts, as a result, some educators will be declared to be in excess to the new staff establishment.

Rapeta (2019) states that as the learner enrolment fluctuates, Limpopo schools experience redeployment every year. Further, redeployment affects the morale of

teachers and sometimes principals use it as a punitive measure to settle scores with teachers when the process unfolds, although there are clear guidelines on how the process of declaring teachers to be in addition should unfold. Salmon and Sayed (2021) observe that the process of shifting educators and posts from one school to another is very challenging to school management and it also destabilises curriculum delivery. It affects teachers' morale negatively and there are instances where teachers stop going to class after they were identified as being in excess to the staff establishment. Redeployment also hinders school performance as it is done annually. Removing a teacher during the year causes learners to be demoralised and frustrated. They sometimes lose focus, and this can have a negative bearing on them. Teachers that remain behind become overworked and burdened as they must share the workload left behind by the redeployed teacher.

It is stated in the ELRC Resolution 4 of 2016 (Collective Agreement No 4 of 2016) that when identifying educators in excess, the circuit manager together with the principal should take into account the view of the teachers as expressed in a meeting that the principal shall have called and also looking into the needs of the institution. This will also be in relation to "specific curriculum obligations, the number of classes and allocation of learners to those classes and the timetable".

The process does not consider the needs of the institution as stated in the agreement. Principals are forced to comply with the transfer of educators due to the drop in learner enrolment. The number of classes and timetable are also not considered. There are teachers whose periods stretch for the whole day, being responsible for many classes and subjects, as a result, they are not effective in their teaching, and this defeats the purpose of the collective agreement.

When redeployment is implemented, educators who are identified to be in addition are provided with a list of vacancies from which they should choose in accordance with their profile for transfer (Collective Agreement N0.4 of 2016). In case the educator fails to make a choice, "the employer then reserves a right to make a choice on behalf of the educator".

The choice may not be favourable to the educator and bring about dissatisfaction which may render the educator unproductive.

Zokuta (2007) indicates that the provincial departmental authorities were accused of treating the process as “a paper issue or a mathematical equation” and not being sensitive to the “human element” of redeployment as it negatively affected others. To achieve quality education, there must be a reduction in the workload of teachers and class sizes be made manageable, unfortunately redeployment has an adverse effect. This is evidenced by the loss of good teachers by the schools in the province.

2.5 Salary level of principals and responsibilities

The salary level of principals is “determined by the level of the school, and that is done in accordance with the number of teaching posts allocated to a school, in terms of national norms” (Government Gazette, 12 Feb 2016). According to The Employment of Educators’ act, PAM document (2016 A-6) “Re-grading of schools should be done on an annual basis and should be effective from 1 January, based on the school’s post establishment of the previous and of the current year. It further states that the grading of a school determines the salary range of the principal. The higher salary notch will apply from the date of upgrading of the school”.

The salary notch of the principal is dependent on the upgrading or downgrading of the school. It greatly affects the morale of the principal when there is a downgrading and there is no prospect of increment, and the workload increases. Principals find themselves overloaded with management tasks and being forced to teach several subjects because of the low number of staff members. According to Government Notice No.46879 (2022), principals and their deputies in smaller schools are allocated more classes for teaching than in large schools that have a higher number of posts. The problem is that small schools do not have deputy principals, and some do not even have departmental heads as they do not qualify due to post provisioning norms. The Government Notice (2022) further states that the scheduled teaching time for principals may be between 10% and 92%, depending on his/her post level, which in turn is determined by learner enrolment.

The lower the enrolment, the more subjects the principal has to teach. Many smaller schools do not have deputy principals, so the responsibilities lie solely on the principal's shoulders. According to norms for promotional posts, a school with 15 teachers can have 1 Deputy Principal and the 1st departmental head will be post number 6, unfortunately certain schools do not have that number of teachers, as such they do not qualify to have deputies nor heads of departments (PAM, 2022). This poses pressure on Principals

Maserouw and Isaacs (2015) mention that former model C schools in quintile 4 and 5, which are fee-charging schools, are able to offer incentives to teachers and augment their salaries, which keeps them motivated. For principals at schools with low enrolment, the poor working conditions and the level of their salary are not indicative of their workload, as such being a principal is not an incentive as it leaves them overworked and at times frustrated.

2.6 Quintiles

Quintiles also play a major role in learner performance. Maserouw and Isaacs (2015) maintain that learners who are from fee-paying schools, quintile 4 and 5, often perform better than learners in the no-fee paying schools. Graven (2014) states that such schools have the privilege of being catered for by the SGB by appointing teachers to assist in teaching and learning and reduce teachers' workload. Thwala (2014), cited in Samon and Sayed (2021), concurs with Graven (2014) that the former Model C schools are more privileged, and are able to bypass the delays to appoint teachers as they have capacity via the SGB. This means that schools have more teachers and therefore experience a low workload compared to teachers in quintile 1 to 3.

Studies have revealed that learners' achievements, especially in subjects such as Mathematics and Science, seem to be linked to the socio-economic status of their schools (Graven, 2014). For example, in a study that was conducted on the effect of socioeconomic status on the performance of learners, van der Berg (2008) reports that learners in the wealthier quintile schools significantly outperformed learners in the less wealthy quintile schools. Salmon and Fayed (2021) indicate that fewer educators have

been employed in poorer schools, which entails that most educators are not attracted to poor schools. This is also exacerbated by the migration of learners to townships schools, which leads to low enrolment and subsequently reduced number of posts. In poorer schools, the reduction of posts therefore undermines the intent of the post provisioning policy which is bridging post-apartheid legacies of inequality between regions (Salmon & Sayed, 2021).

Inequality exists as some schools in rural areas end up being merged or closed because of low enrolment and the numbers of teachers who fail to make an impact. This policy of post provisioning, disadvantages schools that have always been disadvantaged historically, because affluent schools that charge school fees are able to hire additional teachers while many poorly resourced schools are “no fee” and can therefore not afford to do the same. A school with the same number of learners in a middle school may end up with more or double the number of educators. The suburban public schools add additional posts which will be funded through fees collected (Maserouw & Isaacs, 2015).

The United Nation’s Millenium Development Goals of 2015, whose focus is on eradication of poverty and provision of basic education to all, have failed to completely achieve that in many African countries. This is because of the lack of qualified teachers and financial and physical resources. There is also a lack of efficient leadership and management structures. With reference to post provisioning, poor leadership and management structures may also occur because management is overwhelmed with work as they are expected also to teach.

Ogbonnaya (2019) remarks that though schools have been classified according to quintiles, along with the associated funding, wonders whether the gaps have been bridged in terms of academic achievement. Funding might be different but there is no noticeable difference due to lack of resources, both physical and financial.

2.7 Effect of post provisioning policy on learners and communities

The education system plays a vital role in “creating an integrated society, providing equal opportunities and helping all citizens to realize their full abilities” (Department of Basic Education, 2014). Further, the Department of Basic Education (2011) explains that “the purpose of the schooling system is to develop skills, knowledge, attitudes, competencies, and values that should transform learners into better citizens, who are well-positioned to participate in the country and the global economic activities, and be equipped to contribute towards science, technology, and entrepreneurship”. This is, however, not always the case, as some streams or subjects are phased out due to redeployment and schools remain with only one or two streams.

Goodlife (2012), cited in Samon and Sayed (2021), notes that “post provisioning norms fail to provide for and promote the needs of a diverse curriculum, especially within rural areas”. Goodlife (2012) further indicates that the policy fails to “factor in that some public schools are more easily able to raise funds, through school fees for example, enabling them to employ additional educators”. This is true of former Model C schools, because of their quintile and sponsors from business. They are able to create school-governing posts and employ more teachers. In rural areas, some learners are compelled to do subjects that they do not have interest in, due to the number of streams that schools can offer as determined by staff establishment. Learners in certain areas are therefore excluded from certain career paths, which is a travesty of justice to the affected communities.

Abella and De Jesus (2021) indicate that “quality education is the heart for sustainable development and a powerful catalyst towards developing more just, humane and equitable societies”. Development is denied in some areas due to curriculum provision as a result of post provisioning, therefore equity is not promoted. There is a “need for redress in the implementation and promotion of curriculum policy in keeping with the basic values and principles”, as set out in Section 195 of the Constitution of the Republic of South Africa.

Quality education is indeed inevitable for economic growth for each country, as it is stated that It also leads to more just, humane and equitable societies. Quality education is dependent on quality teachers. The quality of teachers can be determined when they are allocated subjects of their specialisation.

School principals and management teams find themselves under pressure and resort to allocating teachers subjects which they have not specialised in (Carver-Thomas & Darling-Hammond, 2017). Allocating teachers subjects that they are not trained for is against and not promoting the Department of Basic Education's goals to achieve a set of results in the learning process (Thaba-Nkadimene & Mmakola, 2020). This may influence their classroom practices and approaches and consequently have an impact on learners' performance in the subjects. Learners do not have enough lessons in challenging subjects such as Mathematics, Science, Accounting and Economics. It has been proven by matric results that students perform poorly, especially in science subjects (Government Gazette, 12 Feb 2016).

Annalene (2021) states that teachers who are not allocated subjects of their specialisation face critical issues and complex challenges. Teacher competencies play a critical role in learner attainment. Effective teachers are those who possess a deeper knowledge in their subjects, which are their areas of specialisation. Highly qualified teachers may be rendered unqualified when they are allocated subjects for which they are not trained or have little training in. Teachers need to spend a lot of time and effort studying the subject. Their lack of confidence often manifests in different ways, when preparing lesson plans, affect the teacher's development and result in frustration.

Annalene (2021) correctly points out that the quality of education is directly linked to the quality of teaching in the classroom and the availability of skilled and qualified teachers is crucial in shaping the educational system. As has already been pointed out, competent teachers, who are great and inspiring, possess broad knowledge in the subject that they offer, not when teaching outside their specialisation.

In schools where they are adversely affected by post provisioning, teachers are allocated subjects which they are not qualified to offer, because of shortage of manpower. Policy says the number of subjects to be offered will be considered in the allocation of posts and also the number of periods to be allocated to teachers, but that is not the case, as small schools leave teachers with many periods and subjects that may be difficult to handle.

Maserouw and Isaacs (2015) state that the government allocates posts equitably to both wealthy and poorly resourced public schools. The socio-economic status of a school or of the local community is not considered when posts are allocated, but learner enrolment is the determining factor. Teachers are not motivated to teach at previously disadvantaged schools due to lack of incentives, this then leaves school principals without much choice in filling up posts, but selecting educators out of need, regardless of qualifications (Maserouw & Isaacs, 2015). In order to address sustained inequalities, government should move from the idea that all schools should be treated the same to substantive equality and realise that disadvantaged schools are in greater need of resources, including teachers, and therefore require more support (Maserouw & Isaacs, 2015). This therefore means that post provisioning has to be more favorable to the historically disadvantaged schools as they have no means of capacitating themselves.

Mwangeka (2020) Quotes (Cory and Betts; 2007) on their comment on the role of teacher quality in education, that it is an important contributor to student achievement. Teachers may be qualified but if they are overworked with many periods, allocated lot of subjects and some of which they did not specialized in, no matter how qualified they are, it becomes a futile exercise. There shall be no impact that matches their qualifications.

2.8 Infrastructure

Schools that were previously Model C and were exclusive to whites only have very good infrastructure, appropriate teacher-learner ratios and exquisite resources. Most of these schools which are well-resourced are still available in well to do suburbs. On the contrary, many schools in South Africa, which are not in urban areas, have poor infrastructure and resources. The National Education Infrastructure Management System (NEIMS) report in

the Department of Basic Education (2011) showed that resources and infrastructure such as libraries, laboratories and computer centres were not available in those schools. Learning and teaching support materials (LTSM) are also lacking in some of the schools.

The democratic government engaged on efficiently doing away with the previously separated education systems by completely overhauling the education departments at all levels of the system (Lubisi, 2008; Sayed & Motala, 2009). West and Meier (2020) indicate that there are various factors that contribute to overcrowding of classrooms in South African schools. Factors such as lack of teachers and inadequate infrastructure are some that are not considered in school post provisioning.

Mokgwathi, Graham and Villiers (2023) cite Barrett et al. (2019) who concede that the quality and state of school infrastructure is of paramount importance in educational achievement. An immaculate school infrastructure will most likely contribute to better learner attainment than for those with poor or lack of facilities. It has been proven that good school infrastructure has a positive influence on teachers and learners' academic achievement in schools. The no-fee paying schools do not have the capacity to raise funds and depend on the norms and standard funds from the department, which will be minimal because of the enrolment. Mokgwathi et al. (2023) citing Osaro and Wokerero (2018) point out that buildings which are neglected and not taken care of, result in dilapidation of school infrastructure. This is directly related to the availability of human resources.

Makhoba (2018) states that "the difficulty in learner's enrolment is that a low enrolment means low resources, which might affect a variety of learner's needs in curriculum implementation". Further, there are a number of factors that affect public schools that are in rural areas in terms of provision of quality education, because they are mostly remote and underdeveloped. There is a shortage of the required physical resources and basic infrastructure for sanitation, water, roads and information and communication technology.

Makhoba (2018) further expresses that multi-grade teaching is a challenge to teachers as they are expected to teach different subjects and grades in the same class. This has serious implications for teachers in terms of planning lessons for all different classes and subjects, conducting assessments and maintaining discipline. Infrastructure is still a challenge in poor communities

2.9 CONCLUSION

The policy of post provisioning has an adverse impact on schools with low enrolment, the teacher-pupil ratio is not favourable for them. They are allocated few posts, and all subjects have to be allocated to the available staff. This leads to teachers being overwhelmed due to many periods and being allocated subjects that they have not specialised in. Norms and standards are also allocated according to learner enrolment, and though the quintile system is considered, other schools are still left under-resourced. The next chapter presents the research methodology of this study.

CHAPTER 3: RESEARCH DESIGN AND METHODOLOGY

3.1 INTRODUCTION

This chapter presents the research design and methodology that were used in the study. It consists of the research approach, research design and paradigm, population and sampling, instrumentation and data collection techniques, and data analysis and interpretation.

3.2 RESEARCH METHOD

This study emanates from qualitative research methods. This is because the researcher wanted to understand principals, head of departments and teachers' experiences with regard to the effect of post provisioning in their schools. Qualitative approach assisted the researcher with collecting data individually from the participants. Aspers and Corte (2019) maintain that researchers use qualitative research approach to answer questions such as why and how and in what way.

Qualitative research approach was considered the most suitable method because the researcher wanted to get the views of the participants (principals, head of departments and teachers). Thus, statistics were rarely used in getting school and biographical information about the participants. In addition, as a subject advisor, the researcher was also affected by matters pertaining to post provisioning, such as curriculum delivery and implementation of policies. The researcher was also aware of complaints about the shortage of teachers and lack of facilities in some schools.

This study premises from qualitative interpretivists research paradigm. Research paradigm is a framework that helps the researchers to design and implement a research plan (Landi, 2023:34). The aim of using interpretivist paradigm was to collect and interpret the problem of this study. The rationale behind this was to explore principals', HODs and teachers' thoughts, feelings and experiences to disclose the effect of post provisioning in their schools.

3.3 RESEARCH DESIGN

Denzin and Lincoln (2017:22) define research design as a technical plan for conducting research projects. Mthanti and Msiza (2023:9) assert that a research design is a plan for or procedures for collecting and analysing data in order to write a report about the researched phenomenon. It is described as a plan of action which the researcher could use to sample the population, the sample and methods of generating and analysing data.

This study is underpinned by phenomenological theoretical framework. Garvey and Jones (2021:1) outline theoretical framework as a guide that provides sense about a study of a phenomenon or problem of interest in a research project. According to Atwood and Stolorow (2014), phenomenologists believe that researchers must be involved in the study. In addition, a phenomenological study describes and interprets the participants' responses to a particular event with the intention of understanding their meanings related to that event. Ryan (2018) also states that the phenomenological viewpoint focuses on the interpretation and description of people's experiences. This philosophy was chosen to gather, describe and also make inferences on the experiences of the stakeholders

The theoretical framework for post provisioning is mainly based on integrated theories and key concepts. It is informed by the systems theory as a variety of interconnected elements are required for the education system to function optimally. Mwangeka (2020) defines systems as a "set of parts that are interrelated so as to function as a whole in order to achieve a common purpose". Human resources, infrastructure, resources and norms and standards form part of the system and are directly dependent on the policy of post provisioning. The bigger the school the more resources are allocated to the school, and the functionality of the school is enhanced. It is also underpinned by the theory of equity, as the policy is meant to address past inequalities and bring about equity in deployment of resources (Government Gazette 196 Of 1995)

3.4 STUDY AREA

The study was conducted at Mafarana Circuit, which is in Mopani West District, Greater Tzaneen Municipality, in Limpopo Province. The area is mainly rural, and all the schools are located in the area. Most parents are not employed, they rely on government social grants, while some are self-employed. Their level of education is also very low. Most of the schools have low enrolments and as such, they are gravely affected by the system of schools' post establishment. Some of the schools have been merged while others were totally closed as a result of the Post Provisioning Model.

Creswell and Creswell (2018:79) assert that research methodology is a systematic manner of carrying out an investigation in a research project. This implies that research methodology is how the researcher gets the findings about the research problem. In this study, open ended semi-structured individual interviews were used to collect data in the natural settings of the participants. The next paragraphs discuss the population, sampling procedure and sample size.

3.5 POPULATION

The research population of this study was Mafarana Circuit which has 22 schools in total, 15 primaries and 7 Secondaries. The focus was on principals, head of departments and teachers in the circuit. Hong and Cross (2020:211) describe population as a group individuals or things that the researcher wants to research. This study aimed to explore the experiences of principals, head of departments and teachers who were selected on grounds that they had the same experiences and were rich in information that would be used to answer the research questions in order to assist in resolving the research problem of this study.

3.6 SAMPLING METHODS

Subedi (2021:4) states that purposive sampling procedure is used in small-scale studies within qualitative research, whilst McMillan and Schumacher (2010:330) define purposive

sampling as a technique of selecting few particular elements from the population to represent them in a study. Considering this, participants were purposefully sampled because of their experiences in post provisioning and also looking at the post numbers.

Hong and Cross (2020:6) assert that inductive qualitative research design uses few participants to collect thick or in-depth data. Meanwhile, Subedi (2021:7) indicates that a qualitative method of data collection seeks to collect in depth understanding in a particular social and cultural context. The sample of this study consisted of twenty-four (24) participants who included 4 principals, eight (8) heads of departments and twelve (12) teachers purposefully selected from two (2) primary and two (2) secondary schools having low and high learner enrolments.

3.7 DATA COLLECTION METHODS

This section discusses research methods, and the relevant instrument used in this study. Wilhelmy and Köhler (2021:161) explain that researchers must use different methods to collect relevant data to their research project. Elhami (2022:1) concurs with this view, further stating that researchers may use interviews, observations and documents methods to get rich data. In this study, interviews were used to get information from principals, heads of departments and teachers. Maree (2019:108) states that “the aim of qualitative interviews is to see the world through the eyes of the participant”. Hence interviews were used to collect data in this study.

The purpose of the research interview is to explore the views, experiences, beliefs and motivations of individuals on specific matters (Gill, Stewart, Treasure & Chadwick, 2022:291). In the same view, Wilhelmy and Köhler (2021:161) state that the interview design plays an important role in knowledge generation. Thus, this study used semi-structured individual interview questions with principals and semi-structured individual open-ended interviews with heads of department and teachers to collect data. The individual interview schedules are attached to Annexures A and B, respectively.

3.8 DATA ANALYSIS

This study used qualitative thematic data interpretation. Wong (2008:56) states that “analysing qualitative data entails reading transcripts, looking for similarities or differences and subsequently finding themes and developing categories”. In analysing data, focus was on the subsections of literature review, and research questions concepts were used. Data was clustered into themes for interpretation.

3.9 ETHICAL CONSIDERATIONS

Klopper (2008) states that qualitative research introduces distinct moral and ethical problems that are not usually experienced in another research. Ethical considerations are about protection of the participants' rights. According to De Vos, Strydom and Delport (2005), ethical issues are standards upon which researchers ought to evaluate their conduct. Ethics considered in this study involve morality, integrity, fairness, and truthfulness. . This study complied with the following ethical principles:

3.9.1 Permission

For this study, the researcher received an Ethical clearance certificate from Turfloop Research Ethics Committee. Approval was also received from the Department of Basic Education, Limpopo Province and the Circuit Manager of Mafarana Circuit before collecting data from the schools under their jurisdiction.

3.9.2 Informed Consent

The respondents were requested to sign a consent form which informed them that they consented to participate voluntarily in the research. The purpose of the research was clearly explained to them and the process that was to be undertaken.

3.9.3 Right to withdraw

Participants were told that they had the right to withdraw in the event they became uncomfortable to continue with the research and decided that it did not meet their

interests. The right to change their minds was respected. Nesh (2022) guides on informing participants of their right to withdraw in the participation.

3.9.4 Confidentiality

The respondents were assured of confidentiality that the information they shared would remain private and will only be utilised for the purpose of the study, and for publishing the article that would be derived from it. Maree Kobus et al (2019; 48)

3.9.5 Anonymity

The respondents were also assured of their anonymity which meant that their names would not be divulged when discussing research findings. Instead, codes or descriptive names would be used. Maree Kobus et al (2019; 48)

3.9.6 Respect and dignity

The respondents were treated with respect when data was collected. Only standard procedures and protocols were used. Data was collected in a fair and open manner, and they were made knowledgeable about what data would be included in the research. They were not made to feel belittled in any way and their self-esteem was never undermined. Appreciation was shown on whatever input they gave. Their human dignity, personal integrity, safety and well-being were considered (NESH, 2022).

3.9.7 No harm to respondents

The respondents were assured that there would not be any threat or harm caused by the study and they would not be exposed to any kind of risk. They participated without fear of interference or negative repercussions.

3.9.8 Social value

The purpose of research should be to strive to promote the common good and best interest of society (Maree: 48). This research therefore strives to bring positive changes to schools and society.

3.10 TRUSTI WORTHINESS OF DATA

Biasness was taken into consideration to authenticate the collected data. Creswell and Creswell (2018:256) maintain that biasness must be avoided in the collection data, studying, and interpreting qualitative studies. In accordance with this, the following measures are vital to avoid research biasness: credibility, transferability, dependability and confirmability.

3.10.1 Credibility

Creswell and Creswell (2018:257) assert that the study can be credible if the findings are found to be realistic and communicated in the collected data. The collected data was interpreted accordingly to represent what was written in the research instrument.

3.10.2 Transferability

Transferability of the research findings occurs only if a similar research problem, if conducted at similar place, can produce similar findings to research questions. Therefore, recommendations for future similar research were suggested for other researchers.

3.10.3 Dependability

Dependability is the extent to which findings are reliable for a period of time and reproduce the opinions of the participants relatively more than those of the researcher (Creswell & Creswell, 2018:259). Views of all participants were considered in collecting and interpreting data to construct knowledge.

3.10.4 Confirmability

Creswell and Creswell (2018:259) expound confirmability as the linking of the collected data, interpretation and the findings. The link of the three concepts is clearly discussed in chapter five of this study.

3.11 LIMITATIONS OF THE STUDY

Limitations are those constraints that have been placed on the research in terms of time, cost and resources, including access to participants. The limitation of the study could be

that some respondents may not be available or be willing to participate. Mafarana Circuit is mainly comprised of schools with low enrolment. The targeted number of teachers and SMT were not available as a result of the policy of post provisioning.

3.12 CONCLUSION

This chapter presented the research designs, methods of data collection, and ethical considerations, trustworthiness and limitations of the study. It also outlined the research methods and design that were employed in this study to provide answers to the research questions. Open-ended semi-structured interviews were conducted to gather information from all the participants in order to get a deeper understanding of the impact of the policy

CHAPTER 4: ANALYSIS AND INTERPRETATION OF THE DATA

4.1 INTRODUCTION

With a specific focus on Mafarana circuit of Mopani West District in Limpopo Province, this study investigated the impact of post provisioning on schools' academic performance and exposed the fate of both big and small schools affected by this particular model. The management of data and analysis are explained to determine the findings of this study.

4.2 DATA MANAGEMENT AND ANALYSIS

Data analysis is the proses of coding and decoding the collected data to derive meaning. Tables and research questions were used to analyse the collected data. The data from the research questions were read several times to identify the main themes and sub-themes from the experiences and views of each participant and interpreted verbatim. Hence, the data was analysed and presented according to the patterns of themes as follows.

Table 4.2.1 presents data collected and analysed to understand the impact of post provisioning on the general view of the sampled schools.

Table 4.2.1: General school information

Schools	Enrolment	Number of School Management Team (SMT)	Number of teachers (CS1)
SCH 1	842	5	21
SCH 2	213	1	5
SCH 3	322	2	9
SCH 4	163	1	4

1. Only SCH 1 had a high enrolment of 842, 5 SMT members and 21 CS1 educators. Of the 5 SMT members, one DH was acting, he had not been appointed.
2. SCH2 had 213 enrolment, 1 SMT member and 5 CS1 educators, meaning that the principal was the only SMT member.
3. SCH3 had 332 learner enrolment, 2 SMT members and 9 CS1 educators. This means that the school had a principal and a departmental head as SMT members.
4. SCH 4 had 163 learner enrolment, 1 SMT member who was the principal and 4 CS1 educators.

This data reveals that except SCH 1, all the other schools had a low number of teachers and members of school management teams. Some of the SMT members had been co-opted. This means that principals were overloaded with management and leadership tasks, and the actual teaching activities. If they are overloaded this will lead to poor performance.

Table 4.2.2: Biographical information of school principals.

Biographical items	SCH1	SCH2	SCH3	SCH4
Gender	M	M	F	M
Age	59	58	58	54
Years of teaching experience	25	33	31	30
Experience in management position	8	23	10	18
Management qualifications	Masters	Masters	B.Ed.	SPTD
Positions held	Principal	Principal	Principal	Principal

1 Only one female principal was appointed out of the four schools. This implies that most of the school principals were males.

2. All principals were almost at 60 years old therefore near retirement. This suggests that principals experiencing heavy workload are likely to experience stress and burn out as well as fail to effectively and efficiently manage curriculum matters.

3. All the principals were well experienced teachers; thus, they were expected to have experienced many challenges affecting their management and leadership activities. In addition, their knowledge and skills were shared with teachers during the school-based workshops.

4. Only principal of school 1 had less experience in the management position he held, because he had only eight years management experience. Hopefully, the circuit manager continuously supported all principals, but the researcher suggests that principal of school 1 should have been developed by the circuit manager.

5. All school principals were well qualified, with principal of school 4 being the least qualified. It is expected that this principal's qualification could be improved to get more knowledge and skills.

Table 4.2.3: Data analysis from semi structured interviews with principals

THEME NUMBER	NAME OF THEME	CATEGORIES
1	Workload	<ol style="list-style-type: none"> 1. Over crowdedness 2. Lot of extra classes to cover up 3. Staff establishment considers learners numbers than workload 4. Overload, poor teacher moral and lack of effectiveness
2	Curriculum matters	<ol style="list-style-type: none"> 1. Poor curriculum management 2. Underperformance of schools 3. Curriculum management not followed correctly 4. Classes left unattended 5. Disorganises school which leads to underperformance

		<ul style="list-style-type: none"> 6. Cannot monitor and support school activities properly 7. Lack of time and poor time management
3	Redeployment	<ul style="list-style-type: none"> 1. DBE replaces teachers on RR too late 2. Disorganise schools in time tabling 3. Affect the moral and commitment of teachers
4	DBE related matters	<ul style="list-style-type: none"> 1. Late release of staff establishment 2. Release of funding allocations (Norms and Standard money) 3. Posts are very few 4. Schools are understaffed
5	Lack of resources	<ul style="list-style-type: none"> 1. Lack of resources 2. Shortage of posts 3. Poor infrastructure

Table 4.2.4. presents biographical information of HODs

	No Of Hod	Gender	Age	Years of Teaching Experience	Experience in Management Position	Management Qualifications
SCH1	4	M	53	28	13	BA
		F	57	32	17	BED
		M	49	27	18	STD
		F	54	30	2	STD
SCH 2	1	M	54	28	0	SPTD
SCH 3	1 Coopted	M	59	16	3	BED
SCH 4	1 Coopted	M	36	13	0	BED

Data analysis of Table 4.2.4

1. Only SCH 1 had 4 HODs while the second one had 1. Both school 3 and 4 had one coopted HODs. This disparity in number of HODs was caused by the learner enrolment as stated in the post establishments determined by National Department of Basic Education (DBE). It not surprising that both school 3 and 4 had coopted HODs by the school principals as this was an effort of getting assistance in managing and leading schools.
2. The 5 male HODs dominated the 2 female ones. This means that the Mafarana Circuit was dominated by male HODs as was the case with principals mentioned in Table 4.2 above.
3. The coopted HOD in school 4 was the youngest in age whilst the rest of the HODs were nearing retirement age of 60 years. This suggests that the circuit was likely to experience more challenges in redeployment of HODs and workload yearly.

4. All HODs were well experienced as educators. The least experienced was the one in school 4 with 13 years' experience.
5. Of the seven HODs three were not well experienced in the management positions and of the three, two HODs were coopted in their positions.
6. The most qualified HOD had a doctoral qualification in school 1 and the least qualified in school 2 had only SPTD. Five of them had senior degrees.

Table 4.2.5 Analysis of data derived from semi structured interviews with HODs.

THEME NUMBER	NAME OF THEME	CATEGORIES
1.	Work overload	<ol style="list-style-type: none"> 1. Large classes 2. Less manpower 3. Teachers forced to teach subjects outside their professional specialisation 4. Challenging to control and teach large classes
2	Curriculum matters	<ol style="list-style-type: none"> 1. SMT members fail to manage their duties as they are always in class 2. The high workload lowers quality of intervention, learner interaction and academic accomplishments 3. Teachers have been coopted to assist principals in management, where there are no HODs. Principals are not able to monitor, support and manage school activities properly on their own

		<ol style="list-style-type: none"> 4. Lack of time and poor time management 5. Other subjects phased out due to policy and workload not to learners' advantage 6. Workshops and accountability sessions also take principals out of school 7. Monitoring and support are ineffective 8. Difficult to monitor curriculum coverage
3	Lack of resources	<ol style="list-style-type: none"> 1. Few staff members 2. Departmental heads share offices with educators, and this affects their work
4	Health matters	<ol style="list-style-type: none"> 1. Tiredness of educators, no time to rest due to a full timetable 2. Health of teachers is compromised due to being overworked. 3. Stress related diseases and burn-out
5	Discipline	<ol style="list-style-type: none"> 1. Teacher absenteeism 2. Learners' ill-discipline 3. Late coming

Table 4.2.6: Biographical data collected from the teachers.

	No of HOD	Gender	Age	Years of teaching experience	Qualifications
SCH1	3	M	52	26	STD
		F	52	18	STD
		F	50	16	STD
SCH 2	3	F	62	38	PTD
		M	27	4	STD
		M	51	15	UED
SCH 3	3	F	41	8	BED
		F	49	19	STD
		F	40	4	STD
SCH 4	3	M	32	4	BED
		F	41	8	BA
		F	24	2	UED

1. Of the 12 sampled teachers 7 were females while 5 were male. This time female teachers dominated male teachers. Only SCH 1 had 4 HODs while the second one had 1, but both school 3 and 4 had one coopted HOD, respectively.
2. Most schools had teachers nearing retirement as their ages ranged from 40 to 62. However, the youngest was 24 years old and attached to schools 4. This implies that vacant post would be created as most of teachers were nearing retirement.
3. Many of teachers had many years in teaching experience. This suggest that the circuit was employing teachers but many of them were old as indicated by their ages.
4. All the sampled teachers were well qualified although six of them had Secondary Teachers Diploma (STD) and one had Primary Teachers Diploma (PTD). It is worth

noting that the schools still had teachers with University Education Diploma (UED) and Bachelor of Arts (BA). This further implies that the circuit had well balanced teachers in terms of qualifications.

Table 4.2.7: Analysis of data derived from semi structured interviews with teachers

THEME NUMBER	NAME OF THEME	CATEGORIES
1	Workload	<ol style="list-style-type: none"> 1. Teachers forced to teach subjects outside their professional specialisation 2. Overworked – Lot of periods 3. No admin workers
	Curriculum matters	<ol style="list-style-type: none"> 1. Teachers given subjects that they did not specialise in 2. Multi-grade classes introduced because of being understaffed 3. Teachers allocated subjects which they have not majored in due low staff establishment 4. Offering subjects not qualified in 5. Marking of learners' books not done and proper feedback not given 6. Preparation and planning of lessons affected
	DBE Matters	<ol style="list-style-type: none"> 1. Waiting for excess posts to be identified caused anxiety and affected performance 2. Redeployment increases workload 3. Vacant posts that are not filled

	Discipline matters	<ol style="list-style-type: none"> 1. Discipline is difficult to maintain because of the number of learners 2. High absenteeism 3. Late submission of documents due to increased responsibility 4. Some classes left unattended 5. Lack of productivity in the last hours of the day due to tiredness 6. Lesson preparation is compromised
	Health matters	<ol style="list-style-type: none"> 1. Teachers are stressed in the process and performance is affected
	Lack of resources	<ol style="list-style-type: none"> 1. Overcrowded classes. Gr 5 & 6 in one class with 83 learners 2.

The major common themes derived from the data collected from principals, HODs and teachers were workload, curriculum matters, DBE matters, lack of resources and policies applications. These themes are fused into the main themes and subthemes in Table 4.8 below.

Table 4.2.8. A comprehensive analysis of data derived from interviews

THEME NUMBER	NAME OF THEME	CATEGORIES
1	Workload	<ol style="list-style-type: none"> 1. Teachers forced to teach subjects outside their professional specialisation and poor teacher moral leads to ineffective teaching and learning

		<ol style="list-style-type: none"> 2. Lack of teachers increases workload, and teachers are allocated more subjects to teach and manage 3. Departmental heads allocated subjects that they are not familiar with to oversee, monitor and give support to the educators 4. Principals allocated subjects to teach, also having to manage the school, attend to circuit and district meetings and monitors when they visit school
2	Curriculum matters	<ol style="list-style-type: none"> 1. Marking of learners' books is compromised and proper feedback not given, which affect preparation and planning of lessons 2. Curriculum matters which are effective in teaching and learning are not properly attended in many schools. This is because SMT members fail to manage and lead as they are forever in class. Poor planning and policy implementations, inadequate monitoring systems practised, ineffective lesson plans and failure to monitor teaching and learning activities 3. Multigrade teaching in primary school
3	DBE Matters	<ol style="list-style-type: none"> 1 Vacant posts are not filled and late release of staff establishment

		2 Release of funding allocations (Norms and Standard money)
4	Lack of resources	<ol style="list-style-type: none"> 1. Overcrowded classes. Gr 5 and 6 in one class of 83 2. Few staff members 3. Departmental heads sharing offices with educators, affecting their work 4. Shortage of posts 5. Shortage of libraries, laboratories and consumer centres, and information and communication technology centres
5	Policies implementation	Poor implementation of Department of Basic Education policies fails schools. If policies are not effectively established, managed and implemented some schools will remain with few teachers and learners' ratio, whilst some teachers in excess may refuse to be redeployed, or fail to be matched, on school level up to national level. Therefore, this teacher may remain in the same school unabsorbable.
6	Discipline matters	Both principals, HODs and teachers experience discipline related matters such as those in overcrowded classes and multigrade classes. Absenteeism, bunking classes and late submission of documents to the circuit affect planning in all levels of the DBE

7	Health matters	<ol style="list-style-type: none"> 1. Principals, HODs and teachers are stressed, and this affects curriculum delivery and the school performance in both informal and formal tasks. This however, impacts negatively on goals of education and the next grades or phases. 2. Tiredness of educators, no time to rest 3. The health of teachers is compromised to such an extent that some become tired and attacked by stress related diseases such as burn out. This affects the effectiveness, not only the leadership and the management of teaching and learning but also affects schools' productivity in terms of quality results.
---	----------------	--

Table 4.2.8: A comprehensive table of data analysis

4.3 MAIN THEMES DERIVED FROM THIS INCLUSIVE OR COMPREHENSIVE TABLE

Table 4.2.8 is a summary or a composite table indicating the main themes and sub-themes that are linked to the main aim of the research, research questions and literature reviewed in this study. The main themes increased to seven when combined namely: workload, curriculum matters, DBE matters, policy implementation matters, lack of resources, time management, discipline matters and health matters that are affected by post provisioning in Mafarana circuit. The purpose of this was to validate the findings of this study. A detailed discussions of findings and recommendations are elaborated in chapter 5.

4.4 THE LINKING OF COMMON THEMES WITH THE RESEARCH QUESTIONS

The research questions of this study are linked to the literature reviewed and themes in this study. The purpose of linking the two is to validate the findings of this study.

Question 1: To what extent does post provisioning model affect the performance of your school?

Themes:1 Workload

Principals, HODs and teachers experienced overload with work related matters. For principals and HODs, it is teaching coupled with management and administration. Principal 2 of school 2 stated *“increased subject allocation add more periods that impede effective management of teaching and learning”*. This is supported by HOD1 of school 1 who indicated that *“...we are allocated many subjects to teach and oversee”*. In the same vein teacher number 5 of school 5 further maintained that *“I am allocated a lot of periods, and subjects that I never specialised in”*

This plight of Principals and HODs being overworked, is consistent with Carver-Thomas and Darling-Hammond (2017) who argue that school principals and management teams find themselves under pressure if allocated more subjects that they are not trained to teach, which results in work overload. It is evident that the themes are linked to the research questions, the literature and constructed themes from principals, HODs and teachers. SMT members fail to manage and lead as they are forever in class. The challenge of workload leads to “Poor planning and policy implementations, inadequate monitoring systems practised, ineffective lesson plans and failure to monitor teaching and learning activities”.

Theme 2: Curriculum matters

Post provision affects curriculum matters in many schools. Principal of school 1 indicated that *“... Curriculum management and monitoring are affecting effective teaching and learning in my school as I am unable to do all that effectively.* HOD 3 number of school 3 indicated *“ I cannot complete marking and make submission on time because I have to*

mark and supervise teachers' work". Teacher number 5 of school 5 mentioned that *"preparation and lessons planning are too much, and it is impossible to complete daily tasks effectively"*

According to Mthanti and Msiza (2023:9), curriculum coverage is not always covered in some schools due to overloading of school personnel. This implies that Post Provisioning Model affects curriculum coverage and leadership in some schools and impacts of curriculum functionality in schools.

Theme 3: DBE Matters

Principal of school 4 mentioned that *"late release of post staff establishments affects planning for school functionality"* HOD number 6 complained that *"posts are not filled because DBE releases vacant posts very late."* Teacher number 8 concurred with principal of school 4 by alluding that *"Staff establishment are yearly released very late."*

Thaba-Nkadimene (2020:43) identifies that shortage of teachers in schools is encouraged by the Post Provisioning Model that also leads to late release of post establishment. This suggests that delay in providing post establishment leads to poor monitoring and support with regard to curriculum matters and functionality of schools.

Theme 4: Lack of resources.

Lack of human, financial and physical resources is impacted by post provision in many schools. Principal of school 3 alluded to *"shortage of libraries, laboratories, consumer centre, and information and communication technology centres (ICT)."* HOD number 5 asserts that *"departmental heads share offices with educators and this affect work relations."* Teacher 6 was of the view that *"principals must use finance (norms and standard money) to pay teachers for extra classes"*.

Du Plessis and Mestry (2019) acknowledge that schools in rural areas lack resources such as finances, infrastructure and personnel. It is true that lack of resources impacts teachers' work in many schools. Government Notice No.869 states that the Ministry of Education's personnel policy for schools encompasses the principle that "schools must be supplied with adequate number of educator and non-educator personnel". The

Principal of School 2 spoke of *“the negative impact of post provisioning as teachers are overworked”*. Principal of School 3 concurred, stating that the number of educators in the school were few. This is therefore not in line with what the Minister of Education purported when principals, HODs and educators complained of workload.

Norms and Standards Gazette (2013) under review of regulations states that the department will “periodically” review the norms and standards to ensure that they remain relevant, but there is still an outcry on the availability of resources. Principal 3 indicated that *“the school does not have enough money for its obligations.”*

Theme 5: Redeployment policy: Policies implementation.

Poor policy implementation by DBE and principals affects redeployment of teachers. Principal number 4 of school 4 was of the idea that *“Teachers are redeployed even if they are needed in the current schools due to last in first out (LIFO) policy accompanying rationalisation and redeployment policies (RR).”* HOD number 7 asserted that *“when enrolments decrease the number of subjects remain the same, but teachers are redeployed.”* Teacher number 8 stated that *“redeployment is not good because good teachers are redeployed to other schools.”*

Zokula (2007), citing Mona (1997), states that redeployment is done to bring equity in education with pertinence to staff provisioning. This means that the redeployment process of transferring teachers decreases teachers’ morales and commitment to their work tasks.

Theme 6: Lack of discipline

Both principals, HODs and teachers experienced discipline challenges. Principal 3 of school 3 alluded that *“absenteeism of teachers is caused by too much work and some classes are left unattended in most time.”* Teacher 5 of school 4 indicated that *“time tabling is a challenge in this school and many classes are left unattended”*. HOD number 2 of school 2 was of the view that *“late submission of documents is caused by incompleteness of tasks and late moderation of learners’ work.”*

Hong and Cross (2020:211) indicate that conducive environment can be created to reduce ill-discipline challenges in overcrowded schools. This suggests that overcrowding caused by post provisioning leads to bunking of school and classes, and absenteeism in schools.

Theme 7: Health matters. Too much workload demoralised teachers and increased stress due to the weak Post Provisioning Model. Both principals of school 2 and 3 indicated that *“the management and leadership tasks add overload to the HoDs that results in stress and fatigue”*. HOD number 3 of school 1 supported this by stating that *“Burn out amongst HODs is rife because of overloading and too administrative work-related tasks”*

Teachers number 6, 7 and 8 concur that *“current post provisioning stress them and demoralise them because they don’t have time to rest week in week out.”*

Elhami (2022:1) maintains that too much work causes stress. It is true that many principals, HODs and teachers are likely to be stressed by too many subjects to teach, lessons preparation, marking, and the quality of results. This implies that post provisioning negatively affects teachers’ health by stressing them to an extent that some of them bunk classes, become absent for many days and are usually late in submitting critical documents to the relevant DBE offices.

4.5 CONCLUSION

This chapter discussed and presented the data analysis employed in this study. It presented data collected and analysed in table forms the general school information, biographical information of principals, head of departments and teachers. The chapter further determined themes derived from the data collected using the research questions. School enrolment and the number of HODs and teachers were presented. This illustrates the impact of numbers in terms of management and providing quality education to learners.

CHAPTER 5: SUMMARY OF THE FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 INTRODUCTION

This chapter focuses on the summary of the study and shows how the study responded to the research questions, the reviewed literature and the empirical findings. It further highlights the limitations encountered during the study, and gives recommendations and conclusions based on the impact of post provisioning on schools' performance in Mafarana circuit of Mopani West district.

5.2 SUMMARY OF THE STUDY

The summary is aimed at exploring how the study addressed the research questions pertaining to the research topic.

Question 1: To what extent does a post provisioning model affect the performance of your school?

There was a common complaint about the workload from principals, HODs and teachers in their different areas of operation. Overcrowding makes classes unmanageable. Provision of norms and standards is very low. Timetabling is also difficult as teachers are stretched. The general performance of the school is dependent on an efficient workforce under favourable conditions.

Question 2: How is the general management of the school affected by post provisioning model?

The effect of post provisioning on management is evident in understaffing, which results in incomplete management structure. Schools are forced to co-opt teachers into management positions when they do not qualify to have promotional posts. This is due to the post provisioning norm which considers the number of learners enrolled to determine the number of educators and senior posts that a school is to be allocated. A school with six educators including the principal qualifies to have 1 HOD post. Teachers find themselves having to teach more classes and are overburdened with management work.

Departmental heads have to deal with monitoring and support of teachers and also venture into subjects that they do not know.

Question 3: What impact does post provisioning have on the educators' performance and effectiveness in teaching?

Teachers are allocated many subjects to teach, some of which they have not qualified for. They have many periods and timetable becomes a challenge. They are expected to prepare for many subjects and grades, which affects their effectiveness as preparation and content knowledge is core. Teaching becomes just compliance as they sometimes fail to align it with policy due to workload. Proper assessment and feedback are not done.

5.3 SUMMARY OF THE RESEARCH CHAPTERS

5.3.1 Chapter 1: Introduction and background of the study

This chapter outlined the purpose of the study and highlighted important aspects such as the research background, the problem statement, aims of the study, research questions, research design and methodology.

5.3.2 Chapter 2: Literature review

This chapter provided theories and relevant literature on the topic under discussion. The following subheadings were used to review the relevant literature: teacher-pupil ratio, redeployment of teachers, salary level of principals and their responsibilities, quintiles, effect on learners and communities and infrastructure. Scholarly publications and journals were used for gathering information.

5.3.3 Chapter 3: Research design and methodology

The chapter provided the research design and methodology that have been used in this research. It also provided information on the study area, target population, sampling

procedure, data collection and analysis methods. It also focused on aspects of ethical considerations in obtaining information, and limitations of the study which also affected the targeted population and access to information.

5.3.4 Chapter 4: Research findings, data analysis and interpretation

This chapter is based on the presentation of research findings, data analysis and interpretation. The data was classified according to themes, and common ones were identified, and reports were supported by tables.

5.3.5 Chapter 5: Summary of the findings, conclusions and recommendations

The summary of the findings, conclusion and recommendations are presented in this chapter.

5.4 SUMMARY OF THE EMPIRICAL FINDINGS

The section discusses the empirical findings of this study. Qualitative results of this study revealed that post provisioning in schools causes challenges that negatively impact on schools' performance. The following are the major findings of this study.

5.4.1 Workload

There was an overwhelming outcry regarding workload. Principals complained about the workload as they had to manage the school, perform administrative tasks, attend to stakeholders who visit the school and to other official meetings. Departmental heads also complained about the workload as they had to teach many subjects, do administrative work and oversee many subjects, some of which they were not conversant with. Teachers were also allocated many subjects, which translates to many periods on the timetable. some of which they had not specialised in.

5.4.2 Curriculum matters

Allocation of many subjects to teachers affected curriculum delivery and management. Thorough preparation is required in effective teaching and learning, but it was compromised due to the number of subjects allocated to teachers. They were also

allocated subjects that they did not specialise in. HODs also found themselves being overwhelmed and not being very effective in their work as they had to teach many subjects and oversee subjects that they had not specialised in. They have to monitor and moderate subjects that they are not knowledgeable with, whilst struggling with their own allocated subjects. Effective monitoring and support is therefore not implemented.

In secondary schools, lower grades like Grades 8 and 9 were left unattended, with much focus put on Grade 12. The reason is when teachers are allocated many subjects, they then focus on Grade 12 which is the focal point of performance by the state. The effectiveness of a school is measured in good results of Grade 12.

5.4.3 DBE Matters

Policies that were designed by the department such as the current policy that is under review, which is post provisioning, affected the functionality of small schools. Posts were sometimes released late, and this created a gap in teaching as it affected allocation of subjects.

The policy of introduction of subject streams according to the number of teachers at school disadvantaged schools where enrolment was low. Many learners were left out of certain career paths because of the subjects that they were exposed to. They had no choice but to only take what the schools had to offer.

5.4.4 Lack of resources

This applies to lack of human, physical and financial resources. Some schools found themselves with a low number of teachers in accordance with post provisioning. The amount of money that was granted to schools in the form of Norms and Standards was also dependent on the number of learners enrolled at the school. In no-fee paying fees, it became difficult for them to raise funds and therefore they could not afford SGB-funded posts. As the policy is meant to bring about equity in terms of distribution of resources, schools in poor communities should be given special consideration to make them attractive to learners and promote retention.

5.4.5 Policies Implementation

Redeployment policy destabilises the school, especially schools with low enrolment. The workload did not decrease because there was redeployment. Teachers were redeployed when the school itself had a need for more teachers. The implementation of other curriculum policies that directs teaching and learning became a challenge to the remaining staff.

5.4.6 Discipline Matters

Classes were overcrowded and as such it was difficult to maintain discipline. As teachers had many periods, sometimes some of the classes were left unattended. Multigrade classes also led to a challenge in discipline. Whilst attending one grade, it was not always easy to keep discipline on the other grade which was not attended to. Learners might be given work to do but complete attention from the teacher is irreplaceable.

5.4.7 Health matters

Too much workload and lack of incentives affected both SMT and teachers' health. Principals of small schools had no prospect of growth in salaries when schools were downgraded, instead the workload increased. Teachers also had to prepare for many subjects, some of which they were not knowledgeable about and had to study hard to understand and deliver to learners. Marking learners' work and giving feedback was also a challenge. This led to exhaustion, frustration and ultimately ill health. It was established that most of the workforce was above 50 years of age.

The circuit had very few learners' enrolments that affected post provisioning in schools. The figures of enrolments were presented and the number of teachers per school were according to the Post Provisioning Model. Teachers were overworked due to the number of subjects and periods assigned to them as there was a shortage of human resources. All subjects were to be taught at GET level, which referred to the whole primary school classes and Grade 8 and 9 in secondary schools, irrespective of the number of teachers employed at the school. In FET, which is Grade 10 to 12, learners could choose streams. Streams were also dependent on the number of teachers available at the school, and, as

other streams were dealt away with, learners were forced to settle for what was offered or move to other schools, which could also be a challenge due to distance.

Of the sampled schools, only school 1 had the largest learner enrolment and teachers. This suggests that this school was likely to have adequate resources that positively affected quality teaching and learning in the circuit. However, there was still a challenge because of the number of streams offered. Lot of funds had to be utilised by the school for catch-up lessons and this affected their use of Norms and Standard funds that had been provided.

The circuit was dominated by males in the school management positions which is something that had to be looked into as well.

5.5. RECOMMENDATIONS

The following paragraphs discuss the recommendations from the findings which are:

5.5.1 Equity rule

That equity rule should be implemented when teachers are promoted to promotional posts such as that of the principal, deputy principal and departmental head positions. When analysing biographical details of principals, the study found that 3 out of 4 principals were male, which made it 75% of the population. From the 5 appointed HODs, 3 were also male. There was dominance of males in leadership positions.

5.5.2 School-based training

Principals should conduct school-based development training to update coopted teachers into promotional posts. The findings of this study reveal that principals of schools coopt teachers into promotional levels to reduce their workloads. This is due to the shortage of staff as a result of post provisioning. This study did not dwell much on finding out whether the coopted teachers to management positions were workshopped for their duties and if they also had leadership and management skills. It will be ideal for other researchers to study this in the near future.

5.5.3 Aged school personnel

Many principals, HODs and teachers were old, with the majority nearing sixty years retirement age. It is recommended that if the Post Provisioning Model can be revised to 1: 4 teacher people ratio, more younger teachers should be employed to replace the retiring teachers.

5.5.4 Access to certain subjects and career paths

Learners were disadvantaged from having access to certain subjects due to the provision of Circular No. 205 of 2012 that governed the establishment of streams in school. Instead of the government granting schools more posts, they were required to phase out the streams as they could not cope. This became a disservice to the community. In a village, there must at least be a school that offers different streams to cater for the different needs of the learners. Simelane (2014) indicates that introducing all subjects in both rural and urban schools would minimise learner migration to urban schools, which leads to a decline in enrolment and ultimately closure or merging of schools.

5.5.5 Curriculum needs

It is recommended that the department consider the needs of an institution as per ELRC Resolution 4 of 2016. This means that when redeployment is done, it should not only consider learner enrolment as was the case. This puts small schools under threat of extinction. In allocation of posts, the number of subjects and classes should be considered.

5.5.6 Teacher workload

There should be a maximum number of subjects which each teacher should offer. This will reduce the workload of teachers and make them effective in their preparations and subject management. Knowledge and thorough preparation are key in effective teaching and learning. Laghari, Chachar and Bachal (2013) state that the most important characteristic of a skilled teacher is the in-depth knowledge of the topic they teach.

5.5.7 Subject specialisation

Teachers should be allocated subjects that they are qualified for, and they should teach in accordance with their qualifications.

5.5.8 Principals' responsibilities

Although guidelines have been developed with regard to the scheduled teaching time of different post levels in Government Notice, PAM (2022; A.4.3), it is clearly indicated in the Notice that principals in smaller schools are required to do more teaching than their counterparts in big schools. Special concessions should be made for principals in small schools in terms of post provisioning considering the workload that they have in management, leadership role and also teaching.

5.5.9 Support staff

All schools should be provided with support staff administrators. They will alleviate the administrative work of principals. Maintenance and cleanliness of the yard and ablution blocks is also a serious challenge. The environment has to be conducive for learning.

5.5.10 Policy Issues

As redeployment is a policy issue, principals are not able to challenge the implications of the Post Provisioning Model, as the unions have also signed for it. Sakhayedwa (2022) states that principals who experience structural problems are perceived as failing to manage the school and not taking into consideration the situation they operate in. They are demoralised and their schools downgraded due to enrolment. The Principals' Forum should investigate the plight of principals as they must do administrative work, manage the school, teach and interact with stakeholders.

5.6 LIMITATIONS OF THE STUDY

Limitations are those constraints that have been placed on the research in terms of time, cost and resources, including access to participants. The limitation of the study could be that some respondents may not be available or be willing to participate.

In this study the limitation was accessibility to respondents due to programmes at the schools, as they would sometimes be committed and therefore unavailable. Some schools did not have heads of departments and therefore, the targeted number of

participants was reduced to 24 instead of 28. Principals were committed most of the time due to their tight schedules, as such interview sessions were postponed several times.

5.7 CONCLUSION

The plight of small schools should be given consideration in terms of post provisioning. Focus should not only be on teacher-pupil ratio as the main guiding force. Curriculum needs of the learners should be taken into account. When teachers are reduced, a vicious cycle occurs. Schools continue to underperform, enrolment drops as parents move their children to other schools, and redeployment continues until ultimately schools close or merge. This negatively affects learners in certain communities and does not support the principles that are outlined in the Bill of Rights nor add value to the economic growth of a country

Small schools in rural areas cannot afford SGB funded posts, The department should therefore close the gap and make education viable in those communities or find a different model of providing for those schools.

REFERENCES

- Annalene, G.E. & Abella, C.R.G. 2021. Teaching Outside Specialisation from the Perspective of Science Teachers. *Open Access Library Journal*, 8 (8)
- Babbie, E. 2007. *The Practice of Social Research*. 11th Edition. Belmont: Thompson Wadsworth.
- Branch, P. 2006. *Post Provisioning. Conceptual framework, analysis of the data and way forward*. Department of Education.
- Creswell, J.W. & Creswell, J.D. 2018. *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. 5th Edition. Los Angeles: Sage.
- de Dakar, P. (2016). Teacher Allocation and utilization in Africa. UNESCO.
- Denzin, N.K. & Lincoln, Y. S. 2017. *The SAGE handbook of qualitative research*. Thousand Oaks, CA: Sage.
- Government Notices No 46879. 2022. Department of Basic Education No. 2468. Education Personnel Administrative Measures.
- Elhami, A. 2022. Conducting an Interview in Qualitative Research: The Modus Operandi. *MEXTESOL Journal*, 46 (1): 1-7.
- ELRC, Education Labour Relations Council. 2016. Collective Agreement No.4 of 2016. Transfer of Serving educators in terms of Operational Requirements. Centurion.
- Garvey, C. M. & Jones, R. 2021. Is There a Place for Theoretical Frameworks in Qualitative Research? *International Journal of Qualitative Methods*, 20: 1–7.
- Gavriil, K. & Giannikos, I (2025). Multi-criteria analysis of optimal educational teacher allocation system. Education Policy Analysis. University of Patras.
- Gill, P., Stewart, K., Treasure, E. & Chadwick, B. 2022 Methods of data collection in qualitative research: interviews and focus groups. *British Dental Journal*, 204 (6):291-295.
- Government Gazette. 2016. Employment of educators' act: Personnel Administrative Measures. www.gov.za.

- Hall, K. & Giese, S. 2008. Addressing quality through school fees and school funding in S.A. University of Cape Town. Children's institute.
- Hong, J. & Cross F. D. 2020. Unpacking complex phenomena through qualitative inquiry: The case of teacher identity research. *Educational Psychologist*, 4: 208-219.
- Klopper, H. 2008. The qualitative research proposal. *Curationis*, 31(4):62-72.
- Kumar, R. 2018. *Research Methodology. A step-by-step guide for beginners*. City: Sage.
- Maree, K. 2019. *First Steps in Research*. Pretoria: Van Schaik.
- McPherson, A., Lampert, J & Burnett, B. 2024. A summary of initiatives to address teacher shortages in hard to staff schools in the Anglosphere. *Asia-Pacific Journal of Teacher Education*.
- Mbuyiseni, G.N. 2012. *The effects of the educator post-provisioning model in the management of public schools in iLembe District*. University of Kwazulu-Natal.
- Mwangeka, R., 2020. Application of System's theory in education. <https://researchgate.net>
- Mokgwathi M.S., Graham M.A. & Rian de Villiers J.J. 2023. School infrastructure challenges in South Africa: Experiences of high school principals and teachers. *South African Journal of Education*, 43 (4).
- Mthanti, B.J. & Msiza, P. 2023. The roles of the School Principals in the Professional Development of Teachers for 21st Century. *Information and Communications Technology in Education*, 1-14.
- Mugo, F.W. 2002. *Sampling in research*. <http://erepository.uonbi.ac.ke> (Accessed on 27 September 2022).
- Naicker, I. 2005. *A critical appraisal of policy on educator post provisioning in public schools with particular reference to secondary schools in Kwazulu-Natal*. University of KwaZulu-Natal.
- National Committee for Research Ethics in Social and Humanities, 2022. *Guidelines for Research Ethics in the Social Sciences and the Humanities*. Norwegian National Research Committee.

- Ogbonnaya, U.I & Awuah, F.K. 2019. Quintile ranking of schools in South Africa and learners' achievement in probability. *Statistics Education Research Journal*.18.106-119
- Du Plessis, P. & Mestry, R. 2019. Teachers for rural schools – a challenge for South Africa. *South African Journal of Education*, 39:1.
- Ramdhani, A., Rhamdhani, M.A., & Amin, A.S. 2016. Writing a Literature Review Research Paper: A Step-by-step approach. *International Journal of Basic and Applied Sciences*.
- Rapella, S.J. 2010. *Rightsizing Public Schools: The experiences of educators and stakeholders of rationalization and redeployment as policy*. University of South Africa.
- Regulation 1451 of 2002, 2002. *Post distribution model for the allocation of educator Posts to schools*. www.education.gov.za.
- Republic of Zimbabwe. 2020. Final Education Sector Analysis. Caden International Development Projects
- Salmon, T. & Sayed, Y. 2016. *Teacher governance reforms and social cohesion in South Africa: From intention to reality*. University of Johannesburg & Unisa Press
- Sakhayedwa, M.C. 2022. *The influence of Post Provisioning Norms on Quality Curriculum Delivery and Management in Secondary Schools*. University of South Africa. 2022
- Subedi, K. R. 2021. Determining the Sample in Qualitative Research. *A Multidisciplinary Peer Reviewed, Scholars' Journal*, 4: 1-13.
- Sun, H., Conrad, F.G. & Kreuter, F. 2021. The Relationship Between Interviewer and Despondent, Rapport and Data Quality. *Journal of Survey, Statistics and Methods*,
- Thaba-Nkadimene, K.L. & Mmakola, S. 2020. The Phasing out of Commercial Entrepreneurship Subjects in Limpopo Secondary Schools in South Africa. *Journal of Entrepreneurship Education*, 23(2).
- UNICEF Innocenti. 2024. Global office of Research and Foresight. *Teachers for All: Investing in Botswana' Teacher Workforce*. Ministry of Education and Skills development

Van der Velde, B.R. *Implications of motivation theories and work motivation studies for the Redeployment of Teachers*. Sheffield papers in education management.

West, J. & Meier, C. 2020. *Overcrowded Classrooms – the Achilles heel of South African education? South African Journal of Childhood Education*.

Wilhelmy, A. & Köhler, T. 2021. Qualitative Research in Work and Organizational Psychology. *European Journal of Work and Organizational Psychology*, 31:161–185.

Wong, L.P. 2008. *Data analysis in qualitative research: A brief guide to using NVivo*. Malaysia: Academy of Malaysian family physician.

Zokula, F.A.N. 2007. *The impact of Redeployment on teaching in Port Elizabeth*. Port Elizabeth: Nelson Mandela Metropolitan University.

CONSENT FORM

My name is Relebogile Sarah Motshoane, student number 8100812. I am a registered student for Masters of Public Administration and Management at Turfloop Graduate School of Leadership, University of Limpopo.

1) I hereby request you to take part in this research.

2) The topic of my research is:

**ANALYSING THE EFFICIENCY OF THE POST- PROVISIONING MODEL AS A
POLICY TOOL IN PUBLIC ADMINISTRATION. A CASE STUDY OF MAFARANA
CIRCUIT, MOPANI WEST DISTRICT, LIMPOPO PROVINCE, SOUTH AFRICA**

3) Your participation in this study is voluntary, however should you agree to participate, and you will be required to partake in an approximately one-hour interview.

4) The interview will be based around your experience or/and knowledge in relation to the study title/topic as mentioned above.

5) You are free to decline the request or at any stage of the study, you feel you want to withdraw your participation; you are welcome to do so.

6) There will be no monetary gain from participating.

7) The findings for the study are solely for academic purposes, and any information collected from you will be kept confidential and your identity will remain anonymous.

8) If you require more information, please do not hesitate to contact the researcher, Relebogile Sarah Motshoane, cell phone number: 082 924 5550 and my supervisor Professor Van Rooyen, at 082 924 3291

Participant:

Name of the participant: _____

Signature of the participant: _____

Date: _____

Researcher:

Name of the researcher: _____

Signature of the researcher: _____

Date: _____

INTERVIEW SCHEDULE

Title of the Study: **ANALYSING THE EFFICIENCY OF THE POST- PROVISIONING MODEL AS A POLICY TOOL IN PUBLIC ADMINISTRATION. A CASE STUDY OF MAFARANA CIRCUIT, MOPANI WEST DISTRICT, LIMPOPO PROVINCE, SOUTH AFRICA**

Participants: Principals, Members of School Management Team and teachers

Place of interview: _____

Date of interview: _____

Section 1: Biographical details of respondents

Age: _____

Gender: _____

Education: (Highest qualification obtained) _____

Position: _____

Experience (No. of years in service): _____

Section 2A: Principal

1. To what extent does post-establishment policy model affect the performance of your school?

a. What is the total enrolment of the school?

-

b. What is the number of teaching posts according to the staff establishment?

--

-

--
c. Has there been any change in the staff establishment in the past five years? If yes, comment on the effect

--

-

-

d. How is the issue of redeployment handled?

-

-

e. Are there any temporary educators employed?

-

-

f. How many members are there in the School Management Team?

-

-

g. Are they all appointed or are there others who have been co-opted?

-

-

n. How is the condition of the school infrastructure

Good Satisfactory Bad

o. Do you have your own office? Where are the teachers placed?

-

p. Comment on the provisioning of the Norms and standards. Is it able to sustain the school?

-

q. What is the general performance of the school in the past five years?

-

r. What can be attributed to the good or non-performance of the school?

-

s. What can be the solution to whatever challenge the school faces?

t. Is there a school nearby that offers subjects which are not done at your own school?

l. How is the relationship between the school and the community?

2. Additional remarks.

- Thank You Very Much! -

Members of School Management Team

Place of interview:

Date of interview:

Section 1: Biographical details of respondents

Age: -----

Gender: -----

Education: (Highest qualification obtained) -----

Position: -----

Experience (No. of years in service): -----

Section 2B: School Management

3. How is the general management of the schools affected by provisions of post-staff establishment?

a) For how long you have been appointed as Head of Department?

b) Which subjects did you specialise in?

—

c) Which subjects are you offering?

—

d) Which subjects are under your supervision as the departmental head?

e) Are they all subjects that you specialised in and were appointed for?

f) Are you qualified to monitor and support all those subjects?

g) If not, how do you manage to support them?

h) How do you feel about the amount of work entrusted in you?

—

i) Are there any challenges that impact on Curriculum coverage in your school? If yes, what are the challenges?

j) Have there been redeployment in the past 5 years?

k) How was it conducted?

l) Did it affect the general performance of the school?

m) What is the general performance of the school in the past five years?

n) What can be attributed to the good or non-performance?

o) Are there sufficient resources at the school? Elaborate

p) Is there a system of tracking learners who have passed or left the school? Especially in Grade 7 or 12?

q) Are their careers related to the subjects they studied at the school?

r) Would you say the school had an impact in their choice of careers?

s) Is there a school nearby that offers subjects which are not done at your own school?

4. Additional remarks.

Thank You Very Much! -

TEACHERS INTERVIEW SCHEDULE

Place of interview: _____

Date of interview: _____

Section 1: Biographical details of respondents

Age: _____

Gender: _____

Education (Highest qualification obtained) _____

Position: _____

Experience (No. of years in service): _____

Section 2 C: Teachers

5. What impact does post provisioning have on educators' performance and effectiveness in teaching?

a) Which subjects and grades are you responsible for?

b) Did you qualify for all the subjects at tertiary level?

c) How many periods do you have per week?

d) Are there adequate resources for effective teaching and learning?

e) Do you get support from the departmental head?

f) Are there any challenges that impact on Curriculum delivery and performance?

g) If there are challenges, what could be the solution?

h) How does redeployment affect you as a teacher at the school?

i) Have you ever been redeployed?

j) If yes what challenges did you experience?

k) Do you think that the number of educators is adequate to manage all the subjects in the school? Substantiate

l) What kind of support would you like to have from the school and the department?

6. Additional remarks.

- Thank You Very Much! -



LIMPOPO
PROVINCIAL GOVERNMENT
REPUBLIC OF SOUTH AFRICA

DEPARTMENT OF
EDUCATION

CONFIDENTIAL

Enq: THOBELA MT EMAIL: tmttobs@gmail.com CELL: 071 679 3831
Date: 23 NOVEMBER 2023

To: Mafarana Circuit Schools
Att: All School Principals, SMTs and Educators
Mafarana Circuit
Mopani West District

PERMISSION TO COLLECT DATA I.R.O Ms. MOTSHOANE R.S, MASTERS STUDENT AT UL

1. The matter above refers.
2. Kindly note that Mrs. Motshoane R.S, SES in Mopani West District, has been granted permission to conduct research in the Circuit.
3. Ms. Motshoane R.S is studying for her master's degree in Public Administration (MPAM) and therefore needs to do research that is related to Mafarana Schools.
4. Please give her support and cooperation
5. Thanking you in anticipation

Thobela M.T
CIRCUIT MANAGER

23 November 2023
DATE

MAFARANA Circuit

The heartland of Southern Africa-development is about people



LIMPOPO
PROVINCIAL GOVERNMENT
REPUBLIC OF SOUTH AFRICA

DEPARTMENT OF
EDUCATION

CONFIDENTIAL

Ref: 2/2/2 Enq: Makola MC Tel No: 015 290 9448 E-mail: MakolaMC@edu.limpopo.gov.za

Motshoane RS
P/Bag X1106
Sovenga
0727

RE: REQUEST FOR PERMISSION TO CONDUCT RESEARCH

1. The above bears reference.
2. The Department wishes to inform you that your request to conduct research has been approved. Topic of the research proposal: **"Title of the Study: THE IMPACT OF POST PROVISIONING ON SCHOOLS' PERFORMANCE IN MAFARANA CIRCUIT, MOPANI WEST, LIMPOPO."**
3. The following conditions should be considered:
 - 3.1 The research should not have any financial implications for Limpopo Department of Education.
 - 3.2 Arrangements should be made with the Circuit Office and the School concerned.
 - 3.3 The conduct of research should not in anyhow disrupt the academic programs at the schools.
 - 3.4 The research should not be conducted during the time of Examinations especially the fourth term.
 - 3.5 During the study, applicable research ethics should be adhered to; in particular the principle of voluntary participation (the people involved should be respected).
 - 3.6 Upon completion of research study, the researcher shall share the final product of the research with the Department.

REQUEST FOR PERMISSION TO CONDUCT RESEARCH : MOTSHOANE R Page 1

Cnr 113 Biccard & 24 Excelsior Street, POLOKWANE, 0700, Private Bag X 9489, Polokwane, 0700
Tel: 015 290 7600/ 7702 Fax 086 218 0560

The heartland of Southern Africa-development is about people

4 Furthermore, you are expected to produce this letter at Schools/ Offices where you intend conducting your research as an evidence that you are permitted to conduct the research.

5 The department appreciates the contribution that you wish to make and wishes you success in your investigation.

Best wishes.



Mashaba KM

DDG: CORPORATE SERVICES

20/11/2023

Date