# STRATEGIES TO DEAL WITH POOR LEARNER SAFETY IN THE NORTH-WEST PROVINCE TOWNSHIP SECONDARY SCHOOLS: TOWARDS THE DEVELOPMENT OF A SCHOOL SAFETY STRATEGY

by

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# DECLARATION

I hereby declare that ***STRATEGIES TO DEAL WITH POOR LEARNER SAFETY IN THE NORTH-WEST PROVINCE TOWNSHIP SECONDARY SCHOOLS: TOWARDS THE DEVELOPMENT OF A SCHOOL SAFETY STRATEGY*** is my own work, that all the sources used and quoted have been acknowledged by means of complete referencing, and that this document has not been submitted at any other university for degree purposes.

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**UMZIUVUKILE JAMES TSHATSHU**            **DATE**

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# ABBREVIATIONS AND ACRONYMS

**SASA** - South African Schools Act

**UN** - United Nations

**ACRWC** - African Charter on the Rights and Welfare of the Child

**CRC** - Convention on the Rights of the Child

**CCPR** - Convention on Civil and Political Rights

**CAT** - Convention Against Torture

**CCTV** - Closed Circuit Television

**SAPS** - South African Police Service

**SGB** - School Governing Body

**NGO** - Non-governmental Organization

**SMT** - School Management Team

**SDP** - School Development Plan

**SACE** - South African Council for Educators

**RCL** - Representative Council of Learners

**PED** - Provincial Education Department

**SADTU** - South African Democratic Teachersq Union

**DBE** - Department of Basic Education

**NWPED** - North-West Provincial Department of Education

**HOD** - Head of Department

**UDHR** - Universal Declaration of Human Rights

**CSVR** - Centre for the Study of Violence and Reconciliation

**CEPD** - Centre for Education Policy and Development

**CEDAW** - Convention on the Elimination of all forms of Discrimination against Women

# ABSTRACT

In this research study the phenomenon of learnersq safety in the North-West Province schools was explored. Learnersq safety in South African schools is of paramount importance, as all over in the world, to strive to create an optimum environment that is conducive to effective teaching and learning. An environment where the teachers can teach and learners can learn. The environment that is conducive to learning is characterized by the absence of bullying, corporal punishment, gang violence around the school premises, alcohol and drugs abuse and vandalism of the school property.

The realization of learning where there is an improvement in performance is practically possible when learners get the support and protection from home, in addition to the environment that is conducive to effective learning and teaching at school. Homes are expected to be stable environments with no incidents of child abuse.

The South African Constitution guarantees equality and equal protection by the law to all, as enshrined in the Bill of Rights. Also enshrined in the Constitution is the protection of human dignity, the right to education and to be educated under safe conditions, and the right to privacy. The creation of the safe school environment resonated in the South African Schools Act, which stipulates the involvement of all stakeholders in schools. The involvement of stakeholders refers to the representation of the parents in School Governing Bodies (SGB) and the learners representation in the Representative Council of Learners (RCL). The duty of the SGB is amongst others, but not limited to budget and drafting of the learner code of conduct. The SGB has to ensure that school safety policy and safety plan takes into consideration the creation of the safe school surroundings.

South Africaq past was characterized by inequality in respect of the education budget, which resulted in township schools being disadvantaged. The schools that were affected most faced challenges such as inadequate control over unauthorized access to school premises, damaged fences or no fence at all, while former model C

schools received sufficient budget from the *de facto* government which could be used to install CCTV cameras, remote-controlled gates and do in-service training of teachers on school safety.

In consideration of the aforementioned situation in township schools, research was undertaken to find solution to safety problem. Permission was obtained from the North-West Department of Basic Education, and cooperation and assistance was requested from participating township schools. The study was divided into qualitative and quantitative research for learners and teachers respectively. Questionnaires were given to teachers to complete. Learners and non-teaching staff participated in the focus group interviews purposively sampled in four South African township secondary schools situated in the Dr. Kenneth Kaunda District in the North-West Province. The sampled schools were labeled School A, School B, School C and School D. The focus group responses during interviews highlighted the challenges and the concerns of the learners regarding violence in schools. The number of school teachers who responded to the close-ended questionnaire throughout the North-West Province was 100. The teachersq responses in the completed and returned questionnaires quantitatively analyzed, showed teachersq concerns about their safety and the safety of learners in schools. It is envisaged that the proposed strategies to deal with poor learner safety in schools, will be adopted by schools to address the problems of school safety highlighted in this research study.

**Key words**: Constitution, learners, teachers, safety and security, township schools, violence

**CHAPTER ONE**

**ORIENTATION TO THE STUDY**

## 1.1 INTRODUCTION

South Africa has school safety challenges that differ from those of other countries in the world. These challenges manifest in a cycle of violence involving gang fights and stabbings, bullying, stealing, the confiscation at gunpoint of teachersqand learnersq property and money.

The abovementioned incidents of violence are a way of life in many townships, and cause trauma and fear among the learners and the teachers alike. Media reports have confirmed that the occurrence of violent incidents take place indiscriminately in township schools in the nine provinces forming the Republic of South Africa. These provinces are, namely KwaZulu-Natal, the Northern Cape, the Eastern Cape, the Western Cape, Limpopo Province, Mpumalanga, the North-West, Gauteng, and the Free State.

This research focused on the existing school safety conditions and occurrences of violence in the North-West Province[1] township secondary schools, threatening the safety of the learners, the teachers and the non-teaching staff members. The researcher intended to devise strategies to address school safety in the township secondary schools. The townships in this context are black residential areas that were established during the apartheid era. The National Party apartheid government passed the Bantu Education Act no. 47 of 1953 and the Group Areas Act of 1950 which confined black people to the townships (Teppo, 2004:165; Bush & Heystek, 2003). The aim of the *de facto*[2] government was to provide Africans with inferior

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[1] The North-West Province is divided into the following four Districts: Dr. Kenneth Kaunda, Dr. Ruth Segomotsi Mompati, Ngaka Modiri Molema, and Bojanala.

[2] It is a Latin expression meaning: in fact; in reality (http://www.dictionary.com/browse/de-facto) actually (http://www.merriam-webster.com/dictionary/de%20facto). *De facto* means indeed, and it is a phrase that is used to characterize a government or a state of affairs that was illegal or illegitimate (http://legal-

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education under predetermined conditions that prepared them solely as labourers in the white-dominated areas, an endeavor that was tantamount to oppression and a denial of international human rights to education.

It were these views and stereotypes which were applied to the African people in South Africa that led to the following situation in township schools, namely overcrowded classes, unqualified teachers, damaged fences or sometimes no fence at all, vandalism, gang fights, shootings and stabbings, the rape of learners and teachers, robbery and theft, and bullying. These situations are some of the results of the legacy brought about by the racist minority South African regime of divide and refrain from ruling.

Safety in schools is currently an issue of great concern in respect of the African idea of ubuntu[3] (botho)[4] that convinced the researcher, with 23 years' of experience being involved in schools, both as a school-based and later as an office-based teacher, to engage in the scientific investigation of poor learner safety in the township secondary schools in the North-West Province.

As regards the state of safety in schools, it became obvious, by means of a review of the literature, that the notion of harm befalling a child at school is fundamentally unacceptable to most parents and caregivers, particularly when a serious incident occurs at school (School-based Violence Report, 2011:3). Research has proved that there exists an increasing level of violence, despite the measures by the Department of Education (DoE) and the schools themselves to address the problem (Ncontsa & Shumba, 2013:1). It is, however, still regrettable that crime and violence in South Africa are a way of life (Mncube & Harber, 2013:27, Le Roux & Mokhele (2011:318).

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dictionary.thefreedictionary.com/de+facto). In this sense it is the contrary of de jure, which means rightful, legitimate, just, or constitutional (http://thelawdictionary.org/de-facto/).

[3] *Ubuntu* is encapsulated in the value of 'human dignity'. It is one of the values of the Constitution of South Africa (1996), and gives rise to the practices of compassion, kindness, altruism and respect. These principles are the core of making township schools places where a culture of teaching and learning should prevail. Ubuntu requires from one to respect others if you are to respect yourself (Nieuwenhuis, 2007:60). Ubuntu is a culturally-based value that is rooted in a specific conception of what it means to be human. It is intricately linked to the human values of respect, peace, honesty and integrity (Nieuwenhuis, 2007:63).

[4]*Botho* is a word used in the Setswana, Sesotho, and Sepedi languages spoken in South Africa to refer to 'ubuntu'

At its most basic level, a safe school may be characterized as one without physical violence (Bosworth, Ford & Hernandaz, 2011:194 & 195). Schools in South Africa are no exception to what was asserted in the abovementioned statements. In fact, the issue of the safety of learners in schools in South Africa is the focus of many debates and media reports (Van Jaarsveld, 2008:177; Jefthas & Artz, 2007; School-based Violence Report, 2011).

With reference to the situation in the townships, the demographic and socio-economic distribution caused by the Group Areas Act perpetuated racial segregation and a scarcity of resources in the township schools (Bush & Heystek, 2003). Most of the township schools are characterized by violence (Jefthas & Artz, 2007), crime, poverty, poor resources and overcrowded classes (Bush & Heystek, 2003; Onwu & Stoffels, 2005; Tihanyi & Du Toit, 2005; Prinsloo, 2007; Hammett, 2008). Because of the high rates of unemployment (Ncontsa & Shumba, 2013:2) in the townships, the parents can only afford to make a limited financial contribution to the school by means of school fees, thus placing the township schools at a disadvantage (Hoadley, 2007; Lam, Ardington & Leibbrandt, 2010). These problems experienced in the township schools have a negative impact on the safety of the learners.

The question arises as to what the school managers, the parents and the government have done to promote safety in the schools. The global initiative in the promotion of school safety addresses school safety and security, harassment, intimidation and bullying, and the reporting of gangsterism. Events such as ‰iolence Awareness Week+, and topics on ‰chool safety as a matter of concern+ show how important school safety is (A Uniform State Memorandum Of Agreement Between Education And Law Enforcement Officials 2011: Revisions Approved by the New Jersey Department of Law and Public Safety and the New Jersey Department of Education, 2011:8).

A measure to ensure cooperation between law enforcement and the education environment, is to safeguard the right of all students and school employees to enjoy the benefits of a school environment which is conducive to teaching and learning (Langhout & Annear, 2010:72 & 79), and which is free from the disruptive influences of crime, violence, intimidation and fear. There exists an ongoing need to have

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policies and procedures in place to appropriately and decisively manage these dangerous and disruptive situations. It is important to develop and publicize the existence of clear policies to discourage offences on the school grounds, and thereby promote the safety and welfare of all the members of the school community (A Uniform State Memorandum Of Agreement Between Education And Law Enforcement Officials 2011: Revisions Approved by the New Jersey Department of Law and Public Safety and the New Jersey Department of Education, 2011:9-10).

School policies which regulate the use of computerized devices such as cell phones, digital cameras, laptops and desktop computers have become a part of our everyday lives. Nonetheless, the growth of the internet and local computer networks make information and communication immediately accessible. Access to technology and information has the potential to be used for harming persons and causing disruption in a school.

The school officials and police departments should work together to adopt and implement policies for dealing with disruptive and potentially catastrophic situations, recognizing that it is essential to consider the most appropriate response to these kinds of situations before a crisis develops (A Uniform State Memorandum Of Agreement Between Education And Law Enforcement Officials 2011: Revisions Approved by the New Jersey Department of Law and Public Safety and the New Jersey Department of Education, 2011:28 and 38).

Hence, the purpose of this study is to investigate learner safety in the township secondary schools of the North-West Province.

## 1.2 BACKGROUND TO THE STUDY

The apartheid government deprived Africans of their basic human rights to education as they experienced overcrowding in schools and in residential areas (Teppo, 2004:166). During the era of apartheid black schools were characterized by poor building structures, the lack of decent ablution facilities as well as the serious shortage of teaching staff (Fleetwood, 2012:2). The apartheid government, with its limited funding and resource allocation to township schools, made it difficult for

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schools to have, for example, proper fencing with secure lockable gates. Therefore the schools could easily be accessed by strangers and criminals (Xaba, 2006:566; Kramen, Massey & Timm, 2007:4). However, the issue of safety in schools is still a serious matter due to gang fights, knife stabbings, drug trafficking, and bullying on the school premises (Van Jaarsveld, 2008:176,179).

The implication is that the issue of learner safety in schools remains critical, and the need to address it is urgent.

## 1.3 SIGNIFICANCE OF THE STUDY

It is anticipated that the research will serve to provide the Department of Basic Education (DBE) in the North-West Province with information on school safety. This could help the DBE to address the problem. Other stakeholders expected to play an important contributory role in safety at school level are principals, teachers, non-teaching staff, learners and the School Governing Body (SGB).

The principals are, in terms of the South African Schools Act (SASA no.84,1996: Section 20a) expected to ensure that the learners and the teachers on the school premises are safe, and indeed feel safe (the Constitution of the RSA, 1996: Section 12(1); Masitsa, 2011:167,170-171). The rationale behind the implementation of safety law and policy is to ensure that schools deliver the educational mandate and promote quality teaching, learning and service to the learners. Such a conducive learning environment is a prerequisite to attaining the optimum learner school performance that will be reflected in the grade pass percentage report on quarterly and summarized annual report.

The teachers spend more time than parents and care-givers with learners in classrooms as indicated in notional weekly teaching time (School-based Violence Report, 2011:4). Furthermore, teachers are expected to carry out supervisory tasks on the school grounds (to act *in loco parentis*). Therefore it is during learner supervision on school grounds that teachers intervene to discipline learners bullying others (National Policy Act 27 of 1996,3:4(n). Teachers are expected by the school

to discipline bullying learners in terms of the school policy; and thereby making learners aware of what anti-social behaviour is unacceptable.

The parents are obliged in terms of the law to raise and provide learners with their needs especially the educational needs in relation to the school as the secondary education milieu. Parents are expected to be members of the School Governing Bodies (SGB) (the SASA, Act no. 84, 1996: Section 20a) and take part in school governance. School governance include parents participation in learner disciplinary committees, financial budget and funds allocation to purchase and install safety devices such as CCTV cameras and other safety equipment, ensure proper school fencing, and improved school security. Parents should perhaps consider the use of metal detectors to detect weapons on school premises (Kramen, Massey & Timm, 2007:4). The implementation of strategies to improve school safety is a way to engage and commit parents through SGBs to continuously support the school.

All the learners are entitled to receive education in a safe and secure environment (the Constitution of the RSA, 1996: Section 12a; Langhout & Annear, 2010:72 & 79; School-based Violence Report, 2011:18). The safety strategies aim to bring about safety in schools and to quell learners anti-social behavior. The Policy Handbook for Teachers is a policy file and jointly with the South African Schools Act (Act no. 84 of 1996) postulate that teachers should act *in loco parentis*[5] (Masitsa, 2011:166; Xaba, 2006:565-567). The caring teacher supervision makes the learners to feel safe as if in presence of caring parent/s or caregiver/s in the home environment. The secondary school learner becomes confident every time there is caring and supportive adult to talk to at school; to report to and seek assistance from, whenever the learner feels insecure; or is physically or emotionally hurt. When teachers respond to safety threats in an informed manner, for an example deadly incident

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[5] *In the place of a parent*: a person acting in the capacity of a parent by assuming the position of a parent. *In place of a parent* is a phrase used to describe school teachers who have custody over a child and the responsibility of looking after the child. A teacher acts as a parent in the absence of the parent at school (Masitsa, 2011:166; Xaba, 2006:565-567). It refers to the teacher's position of authority and duty of care (Nieuwenhuis, 2007:215) towards the learner. *In loco parentis* (Masitsa, 2011:16; De Waal, 2011:180-181) refers to a person who is put in the situation of a lawful parent by assuming the obligations to the parental relation without going through the formalities necessary for legal adoption (Magolego, ud:65). Teachers in a school have a legal duty in terms of the common law principle, *in loco parentis* (Masitsa, 2011:166), to ensure that the learners in their care are safe.

such as the 1999 Columbine School Massacre in the State of Colorado (USA) could be anticipated and averted (Dillon, 2007:10, cf. 2.3.1.3). In addition the implementation of safety strategies will make learnersqto know which behaviours and actions are unacceptable on school premises; and have a potential to compromise their safety.

When dealing with issues of learner safety in South African schools, perhaps consideration of the perspective of the Federal Bureau of Investigation (FBI) on safety could be applicable (Scalora, Simons, & Vanslyke, 2010:4). The FBI view about school safety acknowledges that the experiences of law enforcement officers, as well as school safety personnel, administrators, and mental health practitioners can provide valuable insight on school safety matters (A Uniform State Memorandum Of Agreement Between Education And Law Enforcement Officials 2011 Revisions Approved by the New Jersey Department of Law and Public Safety and the New Jersey Department of Education, 2011:28 & 38).

The following is the statement of the problem of this research study.

## 1.4 STATEMENT OF THE PROBLEM

The high rates of crime, unemployment and poverty expose many South Africans, including teachers and learners, to risks such as burglary, muggings, theft of property and physical harm (Mncube & Harber, 2013:27). The teachers could be targeted due to their stable income and middle class status. Learners are soft targets for criminals due to their low levels of resistance. The hawkers who hope to sell food and airtime coupons to learners could also harbor criminals such as drug lords, pickpockets and money scam operators. These are factors that could make schools extremely unsafe, leaving management with the task of ensuring improved and adequate learner safety (Xaba, 2006; Lubbe & Mampane, 2008; Trump, 2012:66).

Despite legislation on learner safety in South African schools, the issue of the safety of learners still persists, hence the need for safety strategies.

Unsafe incidents occur in and around school premises and mostly during school hours, which highlights the vulnerability of schools to safety-threatening incidents. The safety threat to school includes the ease with which schools are accessed and intruded into by gangs and other dangerous persons (Xaba, 2006:566).

## 1.5 RESEARCH QUESTIONS

The following questions arise from the above statements:
- What are the factors that compromise the safety of learners in schools?
- How do teachers and the School Management Teams (SMT) play their roles in the safety of learners in schools?
- What strategies are effective for improving the learnersqsafety on the school premises?
- How should learners play their role in their own safety?

## 1.6 THE AIM AND OBJECTIVES OF THE STUDY

The aim of the study was to investigate the factors which contribute to poor learner safety in township secondary schools in the North-West Province.

To achieve this aim the following objectives are to be realized, namely
- to identify factors compromising the safety of learners in the schools;
- to highlight the role played by the teachers *in loco parentis* and the School Management Teams (SMT) in the safety of learners in the schools;
- to propose effective strategies to improve the learnersqsafety on the school premises;
- to develop effective strategies, and put forth recommendations to address learner safety on schools premises in the North-West Province;
- to pinpoint the role played by the learners to promote their own safety as well as the safety of others in the school environment.

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## 1.7 ASSUMPTIONS

The study assumes that the safety of the learners in many township schools is compromised. The learners are exposed to drug and alcohol abuse, violence in the form of fights, gangsterism, bullying and assault (Van Jaarsveld, 2008:176 & 179), Inadequate access control of visitors and intruders in the school premises (Xaba, 2006:566), and corporal punishment (Section 10 (1)-(2) of the SASA, The Childrens Act 38 of 2005, Veriava, 2014:26) by the teachers have also to be taken into consideration. The teachers are also victims of violent attacks by learners as they are often robbed, stabbed (Naidoo, 2007: 2) and raped (Ncontsa & Shumba, 2013:2) by violent learners (Ramorola & Taole, 2014:12; Zulu, Urbani & Van der Merwe, 2004; Masitsa, 2011:167; De Waal, 2011:180). The parents do expect the schools to have a safety policy in place to avert learner injury. As a confirmation of the aforementioned need for safety in schools, it may be assumed that with strategies on safety being adopted in the schools, the cases of learner and teacher injuries and harm could be kept to a minimum.

The following are the definitions of the key concepts that will appear throughout the study.

## 1.8 DEFINITIONS OF THE KEY CONCEPTS

### 1.8.1 Safety

A safe school is a school that is not unsafe (Langhout & Annear, 2010:72). It is a school where learning and teaching takes place peacefully. There is no fear that someone can cause pain or injury. Unsafe places are those where accidents are likely to happen, and where strangers could harm the children (Langhout & Annear, 2010:79). Through proper control of entry or access by security devices and measures and control by security personnel, intruders could be prevented from accessing the school premises (Kramen *et al.*, 2007:4). Bosworth *et al.*, (2011:196) define a safe school as one lacking direct and indirect violence, fear, and drugs or alcohol; and one where a positive school climate enhances learning and feelings of safety. Such an environment is a prerequisite for effective learning.

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Xaba (2006:565) alludes to a safe school as one that is free from danger and possible harm, where non-teachers, teachers can work, and learners learn without fear of ridicule, intimidation, harassment, humiliation or violence (Prinsloo, 2006:308; Prinsloo, 2005:5). It is an ideal and prescribed learning environment that has the potential to produce positive results.

Therefore, for the purpose of the study, the relevant definition is by Bosworth *et al*., (2011:196) that refers a safe school as one lacking direct and indirect violence, fear, and drugs or alcohol; and one where a positive school climate enhances learning and feelings of safety.

### 1.8.2 Learner safety

Learner safety refers to the condition of being safe, of being free from danger, risk, or injury (The American Heritage Dictionary of the English Language, 2009). It is the means of preventing accidents and injuries (Brunton & Associates, 2003: H-6). It implies protection from harm and danger (Barron's Insurance Dictionary of Insurance Terms, 2008). Children need to be provided with a safe environment, and taught about methods of self-protection so as to reduce the potential from harm (the risk of injury) to them (Tabancali & Bektas, 2009:281; the Constitution of the RSA, Chapter 2: Bill of Rights, Section 29: Education). When the safety of the learners is not taken into consideration by the school, their academic performance, confidence, motivation, commitment, attendance and grades will be lower because they view the school environment as dangerous (Bosworth *et al*., 2011:195).

The American Heritage Dictionary of the English Language (2009) quote above gives a definition relevant for the purposes of this study.

### 1.8.3 School Management Team

The SMT is an active team that realizes a constant flow of positive nature towards and belief in the system. The team has the role to that involves firm, coordinated and planned actions in the implementation of the Code of Conduct for learners and ethics

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(Learner Discipline and School Management, 2007:7) The SMT is a management structure in the school that has as one of the responsibilities to give clear guidelines on the management of learner behaviour (Learner Discipline & School Management, 2007:4).

Bunwaree (2007:7) refers to the School Management Team as the Senior Management Team (SMT). It consists of the rector and deputy rector (Principal and Deputy Principal in the RSA school context) and senior members of the teaching staff. The SMT create and implement a shared vision within the school community, and to assist the rector/principal in making important decisions regarding school policy. The SMT assists the principal in the formulation of the School Development Plan (SDP) that direct actions at the level of the school. Meetings takes place at least once per month at school, with a secretary appointed for every meeting and written proceedings of the meeting are recorded for future reference and implementation. An agenda is drafted up for each meeting, covering administrative and developmental issues at school level. Bunwaree (2007:8) further emphasizes that the SMT allows for the participation of the teaching staff in the decision-making process and, as a consequence, ensures greater commitment to school initiatives. The school principal ensures that the resolutions reached during the SMT meeting are concomitantly and meticulously conveyed to the rest of the school.

The SMT aims at improving the learning and teaching processes, and should create conditions that allow quality teaching and learning to take place (Tondeur, 2008:5). The coordination and sharing of tasks among the team members reduces the work-load (Tondeur, 2008:21). Accordingly, SMT is a decentralized management structure (Van der Mescht & Tyala, 2008:3).

The SMT performs professional functions, namely organizing teaching and learning activities, managing personnel matters and also managing the curriculum and subject content (Tondeur, 2008:24).

For the purposes of this study, Bunwaree (2007:7) definition of SMT is considered to be relevant definition of SMT.

## 1.8.4 Security

Security involves the use of measures by the school that are intended to promote the safety of the learners and the staff members. These measures includes lockable doors and gates, the use of metal detectors to detect weapons, security cameras and limiting or control of access to school premises. Security goes beyond drug testing for athletes, drug testing for students in extracurricular activities, requiring students to wear badges or picture ID's, random dog sniffs to check for drugs, and using security cameras for monitoring particularly in high schools (U.S. Department of Education, National Center for Education Statistics, 2012:3). Secure school has a secure wall, fence, gates, buildings that are in a good state and clean and well-maintained school grounds (Waal and Grosser, 2009:698) .

Trump (2012:1) asserts that it is important to remember that no single strategy, or even a collection of multiple strategies fit all the schools and school-community situations, every school is unique and the determination of safety guidelines for managing emergency situations must be individually developed.
The United States Department of Education, National Center for Education Statistics (2012:3) document mentioned above is relevant in a study on school security matters.

## 1.8.5 School violence

School violence comprises student victimization by teachers and fellow learners, the damage to school property, violence, and student fear (Bosworth *et al*., 2011:195).
School violence includes fighting at school or on the school grounds, bringing drugs to school, vandalism of school property, sexual harassment, stealing, and bringing weapons to school. (A Uniform State Memorandum Of Agreement Between Education And Law Enforcement Officials 2011: Revisions Approved by the New Jersey Department of Law and Public Safety and the New Jersey Department of Education, 2011:2).

School violence is defined as anything that endangers the undertaking of the school to educate. It encapsulates verbal, physical, sexual, and psychological violence,

social exclusion, violence relating to property, to theft, and threats (Kramen *et al*., 2007:1). It is aggressive behaviour where the perpetrator uses his or her own body or an object (including a weapon) to inflict injury or discomfort upon another individual. Violence focuses largely on those violent acts that are deemed to be deviant and where the offender is motivated to willfully inflict harm on a person or persons (Roswell, 2012).

The World Health Organization defines violence as the intentional use of physical force or power that results in or has the likelihood of resulting in injury, death, psychological harm, or deprivation (School-based Violence Report, 2011:6). Burton (2008:19) asserts that violence is intentional harm or discomfort inflicted on learners, including incidents such as schoolyard fights, bullying.

The above definitions are all relevant in this study.

## 1.9 THE RESEARCH DESIGN

Below follow the research design and methods that will be used to shed light on the procedures and analyses of the research. The researcher considers them as important fundamentals of this study.

### 1.9.1 Mixed-method approach

The mixed-method approach, which is equally quantitative and qualitative, will be followed in this study. This research approach will be used to focus on the research questions that are embedded in the phenomenological contextual understanding of school safety (Creswell & Clark, 2007:388). The researcher made use of both these methods to integrate and triangulate the findings that were collected in order to draw on the strengths of each, and to frame the investigation within philosophical and theoretical positions (Meissner, 2010:4). Research begins with the assumption that the researcher gathers evidence based on the nature of the questions (Meissner, 2010:5; Teddlie & Tashakkori 2009:7). The aims that are most suitable for use in the mixed-method approach are those where the quantitative approach or the qualitative

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approach, by itself, is inadequate to develop multiple perspectives and a complete understanding about a research problem or question.

The mixed-method approach requires extensive time in order to carry out the multiple steps involved in its use. However, the advantage of viewing the problem from different angles outweighs the disadvantages (Meissner, 2010:8).

### 1.9.2 Qualitative approach

In this study the qualitative research approach focused on the understanding of school safety from the perspective of the learners in the North-West Province (Eliyahu, 2013). In other words, qualitative research is naturalistic inquiry (McMillan & Schumacher, 2001:397; Denzin & Lincoln, 2005:8), because the data-collection strategies used are interactive. The research is conducted in the natural setting. It describes peoples individual and collective social actions, beliefs, thoughts and perceptions (Eliyahu, 2013; Kawulich, 2005).

The qualitative research approach, therefore, refers to the meanings, concepts, definitions, characteristics, metaphors, symbols, and descriptions of things (Tewksbury, 2009:38-39; Berg, 2007:3). It focuses on discovering and understanding the experiences, thoughts and perspectives of the participants. The qualitative research method produces descriptive data such as peoples own written or spoken words, as well as observable behaviour. It endeavours to understand the perspectives of people in their everyday life (Neuman, 2006:196).

The qualitative method is constantly adapted to the reactions of the subjects as they describe their experiences in the interviews (Merriam, 2009:13); and the actual words used by subjects are recorded and included in the research reports.

In this study the qualitative approach will be used in various forms such as views, feelings, attitudes, and likes and dislikes pertaining to the issue under investigation, as well as interviews, and printed and audio-visual material (Fox & Bayat, 2007:72; Kawulich, 2005). The research design is ethnographic. Ethnographic research intends to obtain a holistic picture of the subject under study, with the emphasis on

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gathering the everyday experiences of the individuals by observing and interviewing them. The interviewing of the learners was done in focus groups and the qualitative data were analysed by means of thematic analysis. A voice recorder was used during the interviews. The principles of qualitative research, namely respect, non-coercion, non-manipulation and support for democratic values were upheld (Heppner & Heppner, 2004:136; Gill & Johnson, 2002:34).

The main qualitative data-collection strategy employed in this study was focus group interviews. The rationale behind the choice of this qualitative research strategy was to extend the understanding within the context of a particular situation, namely to obtain rich data in order to build concepts that describe the setting and to explain the phenomenon.

## 1.9.3 Quantitative approach

Within the limits of this research study, the quantitative approach focused on school safety instruments that investigated knowledge as well as the strategies employed within the space of practice. The quantitative approach makes use of numbers and statistical methods. (Eliyahu, 2013; Tewksbury, 2009:39; McMillan & Schumacher, 2001:397). The approach tends to approximate phenomena from a larger number of individuals using survey methods (Eliyahu, 2013; Tewksbury, 2009:44). The quantitative approach is advantageous in the case of research which involves a very large group of participants, because the same questions can be asked to a big group of people in the same way.

By means of the quantitative approach the data were collected through the use of a structured questionnaire that was administered to the teachers to determine their responses on school safety.

## 1.9.4 The descriptive paradigm

The descriptive or interpretive approach is one of four purposes of research among exploratory, explanatory and evaluative purposes. The descriptive approach was

followed in this study. Description appraises the character of conditions as they present themselves (Bryman, 2012:313).

The descriptive approach is oriented towards providing thorough descriptions of social phenomena, as well as their meaning and their implications. This approach was chosen because it is flexible and exploratory; it is also contextual, since it captures the behaviour of the participants in their natural setting and in the way the participants themselves view their behaviour (Babbie & Mouton, 2001; Merriam, 2009).

The explorative purpose focuses on the ±whatqquestions (for example, what are the circumstances in schools?), while the descriptive purpose focus on the ±howq and ±whoqquestions (for example, Who is not safe? and How many are not safe?). In the explanatory purpose the ±whyqquestion needs to be answered, and seeks to identify the causes for and the effects of behaviour. The evaluative (see above) purpose focuses on the evaluation of the program or practice and seeks to, for example, determine the effects of social policies, programs and interventions, and thus encompasses the other three purposes  (Pierson & Thomas, 2010; Rubin & Babbie, 2010; Neuman, 2006;  Strydom, 2011:13).

This research study utilized the biographical information of teachers to specifically analyze the responses per age, gender, current position, experience in teaching and qualifications. The standard and the level of safety in the township secondary schools in the North-West Province demands improvement because, as it is at present, it is not satisfactory.

**1.9.5 The research instruments**
**1.9.5.1 The questionnaire**

A questionnaire is a data-collection instrument used when factual information is desired. It is used by researchers to obtain information about the thoughts, feelings, attitudes beliefs, values, perceptions, personality and behavioral intentions of the research participants (McMillan & Schumacher, 2001:46; Marwat, 2010). A questionnaire can furthermore be used to obtain comparable data from all the

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participants because they are all asked the same questions. It is defined as a set of questions which are completed by the respondents. A typical questionnaire will enclose statements as well as questions, particularly if the researcher is interested in determining the extent to which the respondents hold a particular attitude or point of view (Delport, De Vos, Fouchè, & Strydom, 2002:166). In this study, questionnaires were completed by teachers with the aim of collecting data that would provide information that could be used to find answers to the safety problem questions.

### 1.9.5.2 Interviews

Focus group interviews were conducted after setting up appointments with the participants from the four sampled schools. The participants were purposively selected. They consisted of one male and one female learner from each grade, and one non-teaching staff member. The learners were sampled from grades eight to eleven, with no specific reference to the age cohort. Four focus group sessions were held, one session with each. As indicated above, each focus group consisted of nine participants. The participants were asked similar open-response questions in their respective groups.

According to McMillan and Schumacher (2001:350), In-depth interviews are open-response questions with the aim to obtain data from participants and how they conceive of their world and make sense of the important events in their lives.

The types of interviews used in the study included unstructured purposive interviews.

### 1.9.5.3 Observations

Central to this research study on school safety is the concept of observation (Kawulich, 2005) and measurement of behaviour in which assumptions were supported by empirical data through careful and controlled observation.
Quantitative observations are varieties of research tools used for collecting the data (Marwat, 2010).

Observation refers to things that you practically notice when you are looking, particularly when you enter a school. For example, broken windows, broken doors and damaged burglar proofs shows there is high access by vandals and thugs.

## 1.9.6 The population

Gray (2004:82) defines a population as the total number of possible units or elements that are included in the study. A population is a complete set of elements (persons or objects) that possess some common characteristic/feature defined by the sampling criteria as established by the researcher.

The population in this study consists of teachers, non-teaching staff members and learners from the sampled township secondary schools in the North-West Province.

### 1.9.6.1 Sample of the population

Delport, De Vos, Fouché and Strydom (2002:82) state that a *sample* is a small representation of the whole, and that the basic considerations in sampling are size and representativeness. The sample is the selected elements (people or objects) chosen for participation in the study (Denscombe, 2010:23; Barreiro & Albandoz, 2001:4; Fox & Bayat, 2007:60-61). Gray (2004:82) adds that a population is the total number of possible units or elements that are included in the study.

The sample in this study was the principal, the deputy principals, the heads of departments, and post level-1 teachers. The focus groups consisted of eight learners from grades 8-12, and one non-teaching staff member, employed by the four participating township secondary schools in the North-West Province. In total the focus groups consisted of 32 learners and 4 non-teaching staff members.

### 1.9.6.2 Sampling technique

A sampling technique is the process of selecting a group of people, events, behaviours or other elements with which to conduct a study (Bryman, 2012:11). The sampling should be done in such a way that everyone in the population has an

equal opportunity to be selected as a subject or participant in the study (Barreiro & Albandoz, 2001:6).

In this study the sampling technique used is purposive sampling, where specific people were selected for the purpose of the study. Purposive sampling is when members of a sample are chosen with a purpose to represent a location or type in relation to a key criterion (Ritchie, Lewis and Elam, 2003:79). Purposive sampling is the process of selecting a number of participants for a study in such a way that the participants represent the larger group from which they were selected. The logic of the sample is population size as it relates to the purpose of the study, the research problem, the data-collection technique and the availability of information-rich cases (Fox & Bayat, 2007:60-61).

### 1.9.7 Data-collection

For the collection of the data a researcher may use one or more of the tools. Such tools or methods of collecting the data include the following, namely tests, questionnaires, an opinionnaire or attitude scale, quantitative interviews, qualitative interviews, focus groups, observations, quantitative observations (Bryman, 2012:12). Each research tool is appropriate in a given situation to accomplish a specific purpose. Tools may be used together or in combination because they supplement the work of data collection (Marwat, 2010).

The questionnaires were given to the principals of the sampled schools to distribute among the teachers as participants. Proper arrangements were made with the principal or the delegated SMT member for the collection of the completed questionnaires within five days.

### 1.9.8 Analysis of the data

Data-analysis is the process of finding the right data to answer the question, understanding the processes underlying the data, discovering the important patterns in the data, and then communicating the results. The process involves the analysis

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of the information in order to examine it in ways that reveal the relationships, patterns, trends, (Wood & Ross-Kerr, 2011:250) that can be found within it.

The data in the questionnaire were analyzed by carefully identifying possible patterns and trends. The transcripts of the recorded interviews were carefully scrutinized and analyzed. The analysis of the collected data indicated a number of emerging themes (Mokhele, 2006:153 & 154).

### 1.9.9 Ethical considerations
### 1.9.9.1 Confidentiality

The data obtained from participants in the research study was treated with strict confidentiality. In an effort to ensure the privacy of the participants, the identities of the respondents were not revealed. The researcher made sure that the collected data were not used to the detriment of those involved in the research project. Focus groups members completed consent forms to participate in the interviews which were confidential.

### 1.9.9.2 Permission

Written permission was requested and obtained from the Head of the Department of Basic Education in the North-West Province. Copies of the permission letter were forwarded via email to the districts. The schools were given hard copies of the permission letter upon the first visit to the school prior to the distribution of the questionnaires and the formation for the focus groups (cf. Annexure B). No information was made available to any unauthorized person without the permission from the North-West Provincial Department of Basic Education. The participants in the focus groups completed consent forms for their voluntary participation.

## 1.10 DELIMITATION OF THE STUDY

### 1.10.1 The field of study

The field of study is educational law and policy. The study focuses on the conditions that exist in townships secondary schools and are detrimental to effective teaching and learning. Most township secondary schools experience similar problems, therefore the findings of this study can be extended to other areas as well.

### 1.10.2 The area of study

The area of study is education law and policy on school safety in the North-West Province township secondary schools.

The study confined itself to secondary schools in townships of the North-West Province which were established in terms of the Group Areas Act of 1950 (Teppo, 2004:165; Bush & Heystek, 2003).

## 1.11 LIMITATIONS OF THE STUDY

Methodological limitations of the study are based solely on the unsafe school conditions in the townships schools. The study was conducted with the understanding that it will be generalizable to township secondary schools in the other Provinces in South Africa only, as it focuses on the conditions that exist in SA township schools and are unsafe and detrimental to effective teaching and learning.

## 1.12 DIVISION OF THE CHAPTERS

### Chapter 1: Orientation to the study

Chapter 1 provided a general introduction to the study. The background to the study was highlighted in terms of the legacy of inequality of education provision by the past apartheid government. The significance of the study to principals, teachers, parents and learners in terms of their benefit to the study was mentioned. In the statement of

the problem; the study refers to safety as interfering with school stability. The aim of the study was to investigate factors contributing to poor learner safety in township secondary schools in the North-West Province. The key concepts in the study are referred to as safety; learner safety; school management team; security; and school violence. The research study uses the qualitative and quantitative approach.

The challenges of safety in township schools were indicated. The school is characterized as the environment where the teachers should be able to teach and learners to learn. It should be an environment that is free from the threats of violence. This is the kind of environment that is required in all township schools in the North-West Province for achievement as well as in every province in South Africa and in every school around the world.

## Chapter 2: Legal framework for school safety strategies

In Chapter 2 the legal framework for school safety strategies is discussed. The South African Schools Act (Act no. 84 0f 1996) and the Constitution of the RSA (1996) are discussed in relation to the right to safety and security of all. In addition, the law cases, *Wynkwart NO v Minister of Education and Another 2002 (6) SA 564 (C) (Wynkwart)*, and the appeal case *Minister of Education and Another v Wynkwart NO 2004 (3) SA 577 (C) (Wynkwart Appeal)* on accountability and the supervision of children by teachers who act *in loco parentis* is discussed. To further enhance the right to education, safety, and care and provision of shelter are indicated in the case, *Grootboom v Oostenburg Municipality 2000 (3) BCLR277 9C)*. It is reiterated that corporal punishment is unlawful. A child's right to safety and protection is of paramount importance as in Section 10 (1)-(2) of the SASA (1996).

## Chapter 3: School safety: A review of the literature

In Chapter 3 the global literature study on school safety is discussed and Maslow's Hierarchy of Needs Theory. The theory indicates that humans have to satisfy needs in hierarchical order. In addition, the signs of child abuse and neglect by adults are mentioned. A tragic story of 3-year-old Amir Beeks is highlighted and the case of a school shooter is discussed in short.

## Chapter 4: Research methodology and design

In Chapter 4 the qualitative research methods that were used in the research study are explained. This refers to focus groups interviews, consisting of learners and non-teaching staff.

Questionnaires were used that were distributed to the schools for completion by teachers. The results were presented in figures and tables. The qualitative and quantitative research approaches were used together and resulted in the mixed research approach.

## Chapters 5: Strategies as solution for safety in township secondary schools: Experiences, concerns, contributions and challenges brought forth by representative focus groups and teachers in all four the township secondary schools

In Chapter 5 qualitative research results have been used to suggest school safety strategies in township secondary schools. Learners and non-teaching staff in focus groups consisting of nine members discussed their experiences, brought forth their concerns, made contributions and pointed out challenges faced by stakeholders in promoting safe schools. The researcher has labeled these four schools as, school A, B, C and D.

## Chapter 6: The responses and perceptions of teachers on what can be done to promote safety in township schools

In chapter 6 the questionnaires containing the responses of the teachers from the sampled township schools in the four districts of the North-West Province were analysed using graph, charts, and tables. Measurements and frequencies in word responses are numerically by means of statistical analysis given. Teachersq expressions of safety are sketched to in consideration of biographical and experiential learning paradigm.

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## Chapter 7: Interpretation and recommendations

Chapter 7 is last chapter and gives interpretation and makes recommendations on school safety strategies for implementation in township schools.

## 1.13 SUMMARY

Ensuring the safety of learners in township schools in South Africa is a challenge. A challenge that has led to media reports and coverage on violence that takes place on school premises.

Chapter 1 indicated issues of safety as a fundamental matter that will be dealt with in the next chapters. The researcher indicated that the study was conducted in the four districts of the North-West Province, as one of the nine provinces forming the Republic of South Africa. The aim of the study was to put forth strategies to deal with learnersq safety. The study regarded apartheid as the cause of conditions that existed in the townships, a legacy that has left relics of skills shortages, insufficient or limited educational knowledge of black victims, and poor school infrastructure. White schools were more advantaged and had more facilities due to more funding by the state. On the other hand black schools had problems, and violence.

The aim, objectives, and assumptions of the study were clarified. In addition the afore-mentioned three key concepts in the research were defined. The research design consisted of a mixed-method approach. The research instruments were questionnaires, focus group interviews with learners, non-teaching staff members and teachers as target population.

In chapter two, a legal framework for school safety is outlined in order to highlight the significant role of the Constitution of the RSA, the National Policy Act 27 of 1996 on education, and the South African Schools Act in the protection of the rights of learners in the school and outside the school premises.

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# CHAPTER TWO

# LEGAL FRAMEWORK FOR SCHOOL SAFETY

## 2.1 INTRODUCTION

Maintaining safety in the school environment is one of the global challenges that principals, together with the school management teams, the teachers, the learners and the parents are faced with on a daily basis (the SASA, Act no. 84 of 1996). In order to uphold school safety, teachers, parents/caregivers should be held accountable for instilling learner discipline by means of supporting acceptable behaviour guidelines, and uphold safety in schools to achieve security at public schools (De Waal, 2011:175, Nieuwenhuis, 2007:114).

Yell and Rozalski (2008:7), as they mentioned in De Waal (2011:176) to substantiate on promoting and maintaining safety in school environment, they asserted that to identify the most significant education challenge is to sustain a secure, organized and well-disciplined education environments that are favourable for learners to become well-educated. This is an action-oriented support as a sign of commitment by stakeholders as education partners in drawing up efficient disciplinary systems, creating a balance in the fundamentals of sustaining an organized, secure school by curbing problematic learner behaviour and protecting the learnersq right to basic education (Yell & Rozalski: 2008:7; the Constitution of the RSA 1996: sec. 29 (1)(a); Nieuwenhuis, 2007:114).

Other legislative frameworks for maintaining safety at school include, the South African Schools Act (Act 84 of 1996) and the National Education Policy Act (Act 27 of 1996,3:4(n)) which are most important to the Constitution (1996) because they are considered the functionary arms of the legal frameworks as they offer direction to public schools safety and discipline and are accepted education stakeholders as having potentially far-reaching influence and manageable forms of control (De Waal, 2011:177).

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The purpose in this chapter is to discuss the legal policy framework for school safety strategies. The discussion will include an explanation of what school safety is, the legal instruments used to promote safety in public schools, the stipulations of the Constitution of the RSA (1996), common law principles in respect of learner safety, and case law cases in South Africa and in Ghana to substantiate facts on the need for safety in schools. The South African Schools Act (Act no. 84 of 1996), Regulations for Safety Measures, African Charter and United Nations Convention on the Rights of Children.

## 2.2 CONCEPTUALIZATION OF WHAT IS MEANT BY SCHOOL SAFETY: DIFFERENCES BETWEEN SAFETY AND SECURITY

It is imperative to know and understand that all through life, humankind is in desperate need of *geborgenheit* (Oosthuizen, Botha, Roos, Rossouw & Smit, 2009:16). Heidegger (2005:235 & 220, in Oosthuizen *et al.*, 2009:17) views humankind as being %risked into defencelessness+ and %outside of all defence+, and is essentially a threatened entity that is in need of defence and defenceless. The human child is different from other forms of life, as he or she does not enter the world a completed being, physically and mentally matured. %Of all various forms of life, the human being is the only one who does not find the world as a completed phenomenon+ (Oosthuizen *et al.*, 2009:17). In order to reach maturity, human beings develop through their participation in reality with and in dependence on their fellow human beings.

Oosthuizen (2009) further add that the child is on his/her own and no longer depends on the mother from the moment their corporal link with the mother is severed. The child breathes on his/her own and sets off on a progressive journey to become himself/herself (Oosthuizen *et al.*, 2009:17). In his/her pursuit of developing his or her own reality about life, the child depends on an adult, such as the parent or teacher as the significant other. Ooosthuizen (2009) beautifully indicate that the adult is called upon to unfold reality for the child. In other words, the child is given guidance to be independent and accountable under the close observation of the adult, namely the guidance or education of the child (Oosthuizen *et al.*, 2009:17). Children, as human beings, inherently possess openness to reality and a willingness

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to learn. This attribute enhances the children's inclination to learn, and also their vulnerability. They are exposed to vulnerability when they find themselves in an area of insecurity, with a lack of *geborgenheit*. The scathing of children's *geborgenheit* leads to the damaging of their willingness to explore the world. According to Article 2 of the Convention on the Rights of the Child of 1989 the necessity for *geborgenheit* is emphasized as follows (Oosthuizen *et al*., 2009:17-18):

> State parties undertake to ensure the child such protection and care as are necessary for his or her well-being.

It is clear from the abovementioned Article 2 as quoted in Oosthuizen el al., (2009:17-18) that, although children are born as intellectually capable human beings, they are in need of an adult - a parent or teacher - to guide them towards reality in the world around them and maturity (Oosthuizen *et al*., 2009:18).

The adult plays a guiding and teaching role, namely to enable and motivate children to learn, as they spend more time in the school (School-based Violence Report, 2011:4, Tabancali & Bektas, 2009).

The school environment is an environment where the learners spend 33% (Tabancali & Bektas, 2009:281) of their daily lives with their teachers and fellow learners. The school have to commit to the instruction as wells as the education of the learners. The learners, therefore, require a safe environment where effective learning may take place (Tabancali & Bektas, 2009:281; the Constitution of the RSA, Chapter 2: Bill of Rights, Section 29: Education). In the absence of threats to their safety the learners are more likely to perform better, and the teachers to feel secure when delivering education (Bosworth *et al*., 2011:194 & 195; Langhout & Annear, 2010:72 & 79).

Lawrence (2007:120) indicates that experiences in a young person's life may influence the possibility of engaging in delinquent behavior. The institution that has the most influence, apart from the family, is the school. What adolescents experience at school as they develop morally, socially, and psychologically, is critical to their well-being. Schools can, therefore, be a turning point in a young person's life through education that can reduce the risk of imprisonment due to crime.

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Van Jaarsveld (2008:176) indicates that violence has escalated over the years and has reached dramatic proportions and consequences. Various national surveys of school order and safety have reported that crime, violence (Jefthas & Artz, 2007) and disorder in schools have become major national issues. These problems not only endanger the lives of the learners and the teachers, but they also prevent the teachers from concentrating on teaching, and the learners on learning (Hurwitz, Menacker & Weldon, 2007:1).

Lawrence (2007:121) is convinced that schools can do much to reduce school violence and disruption by means of (1) increasing efforts in learner governance and enforcement; (2) treating learners fairly and equally; (3) improving the relevance of the subject matter to suit the learners interests and needs; and (4) having smaller classes.

Disruptive learner behaviour creates conditions of fear and intimidation (A Uniform State Memorandum Of Agreement Between Education And Law Enforcement Officials 2011 Revisions Approved by the New Jersey Department of Law and Public Safety and the New Jersey Department of Education, 2011:9-10) that are not favourable to the establishment of a positive learning environment (Naong, 2007:284; Trump, 2012:66, Bosworth *et al*., 2011:195). Tabancali and Bektas (2009:282) postulate that school safety implies that the learners and staff members should feel physically, psychologically and emotionally free from safety threats. Safe schools provide a social and physical environment that fosters appropriate behaviour. Such a social environment includes norms, rules and their enforcement, and any support necessary to enable the students and adults to conduct themselves appropriately.

In a physical approach school safety includes safety in the classes, the corridors, on the stairs, the playground, and the laboratories. In addition to school safety, the solidity of the buildings to withstand earthquakes and natural disasters, measures to be taken in case of fire, distance of the school from distracting forces such as noise pollution are also considered in the school safety concept. (the Gale Encyclopedia of Children's Health, 2006).

Violent behaviour threatens the safety of teachers, the staff, the learners, and even visitors on the school premises.

School violence happens in different ways (A Uniform State Memorandum of Agreement between Education and Law Enforcement Officials 2011: Revisions Approved by the New Jersey Department of Law and Public Safety and the New Jersey Department of Education, 2011:2) in accordance with the different problems and different needs of every individual school. School violence takes the form of learner bullying (shoving, dragging another learner), action with the intention to inflict pain and harm (fighting, stabbing, hitting with an object such as stone or stick, wrestling) (Lawrence, 2007:177).

## 2.3 THE LEGAL FRAMEWORK

### 2.3.1 Legal instruments used to promote safety in public schools

In this section the researcher will discuss legislation that is appropriate to school safety, by referring to the Constitution[6] of the RSA (1996).

### 2.3.1.1 The Constitution of the RSA
**Preamble**

We, the people of South Africa;

Recognise the injustices of our past;

Honour those who suffered for justice and freedom in our land;

Respect those who have worked to build and develop our country; and

Believe that South Africa belongs to all who live in it, united in our diversity

We therefore, through our freely elected representatives, adopt this

Constitution as supreme law of the Republic so as to -

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[6] õA constitution is a body of fundamental principles according to which a state is to be governed. It sets out how all the elements of government are organised and contains rules about what power is wielded, who wields it and over whom it is wielded in the governing of a country. It can be seen as a kind of contract between those in power and those who are subjected to this power. It defines the rights and duties of citizens, and the mechanisms that keep in power in checkö (The Basic Provisions of the SA Constitution (1996) (i) , Made Easy for Learners).

> Heal the divisions of the past and establish a society based on
> democratic values, social justice and fundamental human rights;
> Lay the foundations for a democratic and open society in which
> Government is based on the will of the people and every citizen is
> equally protected by law;
> Improve the quality of life of all citizens and free the potential of each
> person; and
> Build a united and democratic South Africa able to take its rightful place as a
> sovereign state in the family of nationsq(The Constitution of the RSA, 1996,
> Maphosa & Shumba, 2010:3).

**Section 10: Human Dignity**:

In terms of section 10, Chapter 2 of the Constitution of the RSA (1996), everyone has inherent dignity and the right to have their dignity respected and protected.

It is a belief that underlies the notion of human rights, namely that all human individuals have an intrinsic value (dignity), simply as humans. It is a belief that places the emphasis on the importance of the idea of human dignity (*dignitas humana,* in Latin). Glover (2001:23, in Nieuwenhuis, 2007:92) asserts that our inclination to show respect, and our righteous anger at someoneq humiliation, is a powerful restraint on barbarism.

Section 10 implies that those accused of violence or of negligence in the event of an accident at school, as well as victims of such violence or negligence, must be protected through applicable legislation. Nieuwenhuis (2007:60) adds that ±ubuntuq (human dignity) is one of the values of the Constitution (1996), and gives rise to the practices of compassion, kindness, altruism and respect, which are the very core of making schools places where a culture of teaching and learning should prevail. %Ubuntu requires you to respect others if you are to respect yourself+(Nieuwenhuis, 2007:60).

Ubuntu is a culturally-based value rooted in the specific conception of what it means to be human. It is intricately linked to human values such as love, respect, peace, honesty and integrity (Nieuwenhuis, 2007:63).

**Section 11: Right to Life**:

The Constitution of the RSA (1996) in Section 11 states that

±Everyone has the right to lifeq

The aforementioned section forces teachers to protect learners from life threatening situations. This dangerous situation includes, learner on learner violence where the use of dangerous weapons are involved. Structural defect on the school building/s will constitute a threat to learnersqsafety and could at times lead to death, promotion of traffic safety through teachersq supervision of scholar patrols before and after school, and proper conduct of learnersqduring their transportation.q

**Section 12: Freedom and Security of the Person**:

The Constitution of the RSA (1996) in Section 12 (1) states that

Everyone has the right to freedom and security of the person, which includes the right (a) not to be deprived of freedom arbitrary or without just cause; (b) not to be detained without trial; (c) to be free from all forms of violence from either public or private sources; (d) not to be tortured in any way; and (e) not to be treated or punished in a cruel inhuman or degrading way (Maphosa & Shumba, 2010:4).

The Constitution (1996) of the Republic of South Africa (section 12 (1) guarantees the safety and security of all the learners in the schools. Section 12 (2) guarantees everyoneœ right to bodily and psychological integrity. Sexual harassment, non-consensual sex, intimidation, and violence against girls, clearly constitute an infringement of their bodily and psychological integrity (Nieuwenhuis, 2007:201). It is an infringement of learnersqright to freedom and security. The occurrence of child molestations, rape, indecent assault, victimization and sexual harassment are examples of the violation of section 12 of the Constitution of the RSA. This section 12 attempts to legally prevent the occurrence of violence, cruel treatment and the degradation of all citizens of SA.

Nieuwenhuis (2007:93) says that sections 12 (1) (c) and (e) are intricately linked to section 10 in respect of human dignity, and could be broadened to include corporal

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punishment (Section 10 (1)-(2) of the SASA; The Childrens Act 38 of 2005 (Veriava, 2014:26). Corporal punishment is unconstitutional in the sense that it is central to the right not to be treated or punished in a cruel, inhuman or degrading way (School-based Violence Report, 2011:21; the SASA, 1996, Republic of South Africa 1996b, Nieuwenhuis, 2007:93, 178). Nieuwenhuis (2007:93) further speaks of punishment and not corporal punishment specifically, to highlight that punishment is cruel if it makes no measurable contribution to legitimate goals of educating a child, and hence is nothing more than the purposeless and needless imposition of pain and suffering.

The incident where young schoolgirls were captured in Nigeria in 2014 was an infringement of their human rights and dignity (Section 10) and freedom and security (Section 12) in the context of the Constitution of the Republic of South Africa (1996). It is perhaps the reason why the call for %free our girls+ was one of the strongest campaigns by the majority of South Africans in the media and the communitiesq protests, because our Constitution protects individuals from the infringement of their right to dignity and not to be humiliated and promotes safety and the right to basic education (Section 10, 12, 29). The school girlsqright to life in our understanding as South Africans was infringed (The Constitution of the RSA, Section 11).

The United Nations Declaration of Human Rights, the Convention on the Elimination of all forms of Discrimination against Women (CEDAW), and the United Nations Fourth World Conference on Women, are major international frameworks that denounce violence, and that call for the protection of all human beings against all forms of violence, especially against women and girls (Leach, Dunne & Salvi, 2014:1). In the process of being captured by terrorists, the young girls became exposed to ±ebolaq disease, sexual abuse, sexually-transmitted diseases, and pregnancy. They were at risk of being shot and killed if the demands of the terrorists were not addressed, or if there was an attempt to rescue them.

The aforementioned incidents is a crime against humanity. It is unique and cannot be equated to other child abuse incidents, but is a reminder of the atrocities committed by the former apartheid regime against black citizens during raids in townships by the South African Defence Force (SADF).

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**Severe corporal punishment is an infringement of learners' right to safety**: In the occurrences of harsh corporal punishment, not only Africans (Bantus) suffered at the hands of fellow teachers who were supposed to act *in loco parentis* (De Waal, 011:180-181; Masitsa, 2011:166). White school going children also suffered the pain of corporal punishment.

The historic and general rationale justifying the use of corporal punishment is attached to the perspective that the infliction of pain, injury, humiliation and degradation would deter the offenders from committing similar acts in the future (School-based Violence Report, 2011:21). However, experts and scholars argue that, rather than discouraging the future commitment of offences, corporal punishment only promotes violent behaviour in children and towards them (O'Neal, 2008:61).

Corporal punishment was an integral part of the school life of most teachers and learners during the twentieth century[7] in South Africa. It was excessively used in white single sex boys' schools, and liberally in all other schools. In single sex girls' schools its use was limited (Veriava, 2014:4; Morrel, 2001:292). The introduction of Bantu Education in 1955 exposed African children to corporal punishment. Unlike white girls, African girls were not exempted from corporal punishment. When mass education was introduced, corporal punishment was used freely because it was a cheap and quick method to manage big classes. In the 1970's mass action against corporal punishment in South African township schools took place.

The reality behind the objection to corporal punishment is its infliction by teachers on the learners. It has always been open to abuse by the teachers. Prior to the Constitution of the RSA, which denounced corporal punishment, a Thursday - which is 'Donderdag' in Afrikaans - was a day dreaded and resented by the majority of the learners, especially in the township schools. Every week this day was normally set aside by the teachers of languages and mathematics for recitations and revision, or for solving mathematical problems. Most of the teachers carried canes on that day. Donderdag was characterized by the highest level of absenteeism among the

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[7]Prior to 1994 and in pursuit of the ethos of Christian Nationalist Education and a culture of authoritarianism, corporal punishment was an integral part of the South African education system (Veriava, 2014:4).

learners, in fear of merciless beatings at the hands of these teachers (Naong, 2007:286).

Findings indicate that the same horrendous form of discipline was also a common feature in the Botswana education system. The learners complained of beatings anywhere it pleased the teacher and for no reason, with sticks, "sjamboks" and board dusters. The learners were sprayed with Doom, sent to clean the teachers' houses, sent on errands to banks and stores; or they had to wash the cars belonging to the teachers during lessons. The more obvious effects of corporal punishment in Botswana[8] included increased learner anxiety, and the fear or resentment in class (Mncube & Harber, 2013:15; Naong, 2007:286). The main factor in the global spread of corporal punishment was colonialism, in particular British colonialism. Although it has been argued that corporal punishment is sometimes justified on grounds of the fact that it is "part of African culture", there is evidence in pre-colonial education systems that suggest that it is unlikely. Tafa (2002:23, in Mncube & Harber, 2013:16) argue that in relation to pre-colonial Botswana, where corporal punishment is still widely used in schools, there is no evidence that suggests that the children were beaten every step of the way. Tafa (2002:23) added that when neighbouring Zambia banned caning in 2000 corporal punishment was described as "a brutal relic of British rule". Tafa (2002) furthermore indicated that,

"Caning became ingrained in the popular minds as critical to school discipline hence the common refrain that its abolition equals classroom disorder and failure. The result is a cycle of caning transmitted from one generation to another and justified on the basis of experience and sentiment… In a class of 35-40 authoritarianism is a means of orchestrating "mob control". Instant punishment and military style parades typical of Botswana schools are all about social control. Teachers are saddled with systematic constraints of large and mixed class sizes for which no extra resources were made available".

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[8] Girls were mistakenly dubbed "lazy" or "shy" by some teachers because of their silence, and so were some boys. Other boys resorted to absconding and refusing to cooperate in female teachers' classes (Mncube and Harber, 2013:15). Teeka-Bhattarai (2006, in Mncube & Harber , 2013:15) mentions that "In Nepal corporal punishment is an important reason for dropout", and Humphreys (2006) mentions that other studies have indicated that the excessive physical punishment of boys can prompt them to play truant.

Disciplinary action may either be positive or negative. Negative discipline entails, among others, corporal punishment, while positive discipline aims at influencing the learner to behave differently. This practice of corporal punishment within the South African education system was undoubtedly not to remain unchallenged, as echoed in Section 10 (1)-(2) of the SASA and The Children's Act 38 of 2005 (Naong, 2007:286; Veriava, 2014:26).

In the violent opposition to apartheid in the 1980's, referred to by some commentators as a "low level of civil war" the status of corporal punishment was for the first time questioned. The learners in the townships were at the forefront of confrontation with the apartheid military forces. In their demand for the termination of the Bantu Education system and racial discrimination, learners' also called for an end to corporal punishment (Naong, 2007:286-287; Veriava, 2014:5).

The banning of corporal punishment is therefore an integral part of the transformation agenda in the South African education system. The early cases in the Constitutional Court dealing with corporal punishment, emphasized that the abolishment of corporal punishment was necessary to break with the violent and authoritarian past in South Africa and replace it with ethos that respect for human dignity (Veriava, 2014:5). Veriava (2014:5) continues by refering to the *S v Williams* case.

The SA Constitutional Court declared section 294 of the Criminal Procedure Act, Act 51 of 1977 that made provision for the whipping of child offenders in criminal sentencing to be unconstitutional. In the facts of the case of Williams the Court discussed the reasoning for the prohibition of corporal punishment as being a break with the South Africa's violent past[9] *(S v Williams 1995 (3) SA 632).*

The late Chief Justice Pius Langa put forth that a culture of authority which legitimates the use of violence was inconsistent with the values of the Constitution of the RSA[10] (1996). He said:

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[9]*Williams* paragraphs 51-52.

[10]*Williams* par. 52.

"The deliberate infliction of pain with a cane on a tender part of the body as well as the institutionalized nature of the procedure involved an element of cruelty in the system that sanctioned it. The activity is planned beforehand, it is deliberate. Whether the person administering the strokes has a cruel streak or not is beside the point. It could hardly be claimed, in a physical sense at least, that the act pains him more than his victim. The act is impersonal, executed by a stranger, in alien surroundings. The juvenile is, indeed, treated as an object and not as a human being" (Williams para. 90, in Veriava, 2014:5-6).

The Centre for Security, Violence and Research (CSVR) views the use of corporal punishment as helping to teach children that violence was the way to resolve disputes (Masemola, Mhlana & Mafisa, 2011:2; O'Neal, 2008:64). There are situations where the use of non-violent measures is effective, and in some they are not. It is commonly believed that those teachers who are unable to manage their classes resort to corporal punishment (School-based Violence Report, 2011:21). In a disciplined school the learners know exactly what is expected from them and what the consequences of misbehaviour are. Disciplined teachers set the standard as they lead by example and are more likely to succeed in promoting learners conformity to good behaviour (Masemola, Mhlana & Mafisa, 2011:2).

There are two sides of the story to deal with learner misbehavior in schools. The teachers are expected to report learners who engage in cases of serious misbehavior to their parents. The parents are, in turn, expected to assist the school in resolving the situation. The findings by Statistics South Africa indicated that in the Eastern Cape Province 23.3%, in KwaZulu-Natal 21.1%, and the North-West Province 21.1% the same as KwaZulu-Natal reported serious incidents of corporal punishment. Seven schools in the Eastern Cape Province were investigated for unlawful beatings. A pupil died in the KwaZulu-Natal Province a few years ago after his heart stopped while a teacher was lashing him. In the Eastern Cape Province, a boy lost his eye after a teacher hit him (Masemola, Mhlana & Mafisa, 2011:3).

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More specific than the abovementioned Report by Statistics South Africa, SACE's 2011-2012 Annual Report[11] provides a breakdown of all the complaints received of the alleged breaches of the teacher code of ethics (Veriava, 2014:12-13).

**Table 2.1: SACE's breakdown of the number of complaints of corporal punishment received per province**

| PROVINCE | NUMBER OF COMPLAINTS RECEIVED | NUMBER OF COMPLAINTS OF CORPORAL PUNISHMENT/ASSAULT |
|---|---|---|
| KwaZulu-Natal | 84 | 14 |
| The Northern Cape | 6 | 1 |
| The Eastern Cape | 33 | 11 |
| Limpopo Province | 25 | 6 |
| Mpumalanga | 58 | 6 |
| The North-West | 18 | 6 |
| Gauteng | 103 | 31 |
| The Free State | 24 | 5 |
| The Western Cape | 174 | 99 |
| TOTAL | 525 | 179 |

The SACE 2011/2012 Annual Report informs the education fraternity that SACE received 525 cases of corporal punishment. A total of 42 teachers disciplinary hearings were finalized, 21 cases mediated, while 173 cases were referred to SACE disciplinary committee and in 138 cases the teachers received advisory letters to refrain from administering corporal punishment (Veriava, 2014:33).

With reference to the destructive nature in which corporal punishment was administered in the past, De Waal (2011:175) maintains that, based on section 24 of the Constitution of the Republic of South Africa, which point to the fundamental right to an environment not harmful to (one's) wellbeing, learners must be educated under

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[11] SACE's 2011-12 Annual Report shows that 179 cases of corporal punishment were dealt with by the Council. The highest number of cases were received from the Western Cape (=99) and the lowest from the Northern Cape (=1) (Veriava, 2014:13).

safe conditions. Learners have the constitutional right to be taught in a safe school environment that is conducive to education (Nieuwenhuis, 2007:214). Learners have the right to security in the school, well cared-for facilities, school furniture and equipment, clean toilets, water and a green environment absence of harassment when attending classes and writing tests and examinations. An atmosphere that is conducive to teaching and learning (Nieuwenhuis, 2007:214). Orderly teaching conditions are certainly key features of successful schools (Yell & Rozalski, 2008:7).

**Section 29: Education**: Section 29 guarantees learnersq the right to basic education.

It stipulates that:
(1) Everyone has the right to (a) basic education, including adult basic education, and (b) to further education, which the state, through reasonable measures, must make progressively available and accessible.

(2) Everyone has the right to receive education in the official language or languages of their choice in the public educational institutions where that education is reasonably practicable. In order to ensure the effective access to, and implementation of this right, the state must consider all reasonable educational alternatives, including single medium institutions, taking into account: (a) equity; (b) practicability; and (c) the need to redress the results of past racially discriminatory laws and practices.

(3) Everyone has the right to establish and maintain, at their own expenses, independent educational institutions that (a) do not discriminate on the basis of race; (b) are registered with the state; and (c) maintain standards that are not inferior to standards at comparable public educational institutions.

(4) Subsection (3) does not preclude state subsidies for independent educational institutional.

To elaborate on the aforementioned constitutional right, the safety of learners in schools implies the removal of any threat of physical, emotional and mental harm to

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learners (De Waal & Grosser, 2009: 2). Dorn (2012: 9) notes that the improvement of the safety and security of the school can decrease school problems and improve the delivery of education. The safety of learners in and around the schools is threatened by gang violence, drugs, corporal punishment, and bullying (Jensen, 2008: 475; Janosz, Archambault, Pagani, Pascal, Alexandre & Bowen, 2008: 3). All the learners and the teachers have a constitutional right to attend schools that are safe, secure, and successful (Frias, 2010:282; Masitsa, 2011:166). The prevalence of violence and the threat of violence within schools throughout South Africa compromises the learning process and hinders quality learning and teaching (Leoschut, 2008:2; School-based Violence Report, 2011:3).
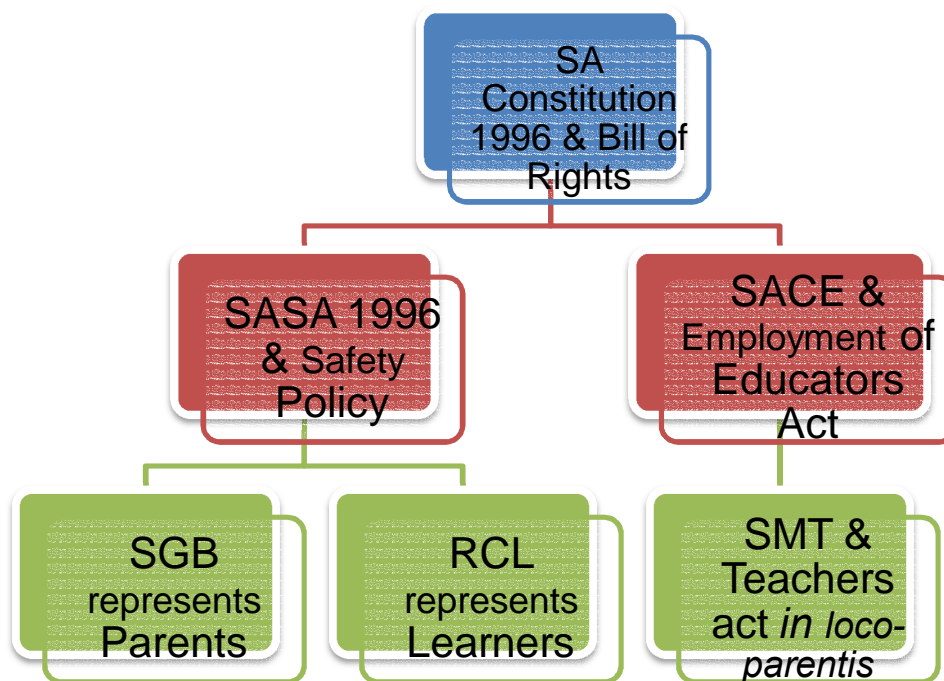


**Figure 2.1: Legislative framework and how it relates to schools**

**2.3.1.2 The South African Schools Act, Act 84 of 1996, the Children's Act and regulations for safety measures at public schools, and other legislations**

The Schools Act provides for a uniform system for the organization, governance and funding of schools; to amend and repeal certain laws relating to schools; and to provide for matters connected therewith (the SASA, Act no. 84 of 1996).

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## 2.3.1.2.1 The purpose of the SASA, as outlined in the preamble

Preamble -

"Whereas the achievement of democracy in South Africa has consigned to history of the past system of education which was based on racial inequality and segregation; and

Whereas this country requires a new national system for schools which will redress past injustices in education provision, provide an education of progressively high quality for all learners and in so doing lay a strong foundation for the development of all our people's talent and capabilities, advance the democratic transformation of society; combat racism and sexism and all other forms of unfair discrimination and intolerance, contribute to the eradication of poverty and the economic well-being of society, protect and advance our diverse cultures and languages, uphold the rights of all learners; parents and educators, and promote their acceptance of responsibility for the organization; governance and funding of schools in partnership with the state".

It is envisaged that School Governing Bodies, acting within their functions under the South African Schools Act, Act 84 of 1996 and the Further Education and Training Act of 1998 will give operational effect to their policies and projects by developing and adopting management and implementation plans that reflect the needs, ethos and values of the schools or institutions and its communities. It is presumed that Schools Act will be enshrined in the schools' Codes of Conduct (Joubert, 2007:4-5).

**Section 8** (5) of Schools Act 84 of 1996, prior to the amendment by Act 31 of 2007 (8A-random search and seizure and drug testing at schools), stipulates 8A. (1) Unless authorised by the principal for legitimate educational purposes, no person may bring a dangerous object or illegal drug onto school premises or have such object or drug in his or her possession on school premises or during any school activity. Section 8A of SASA stipulates that (2) the principal or his or her delegate may, at random, search any group of learners, or the property of a group of learners, for any dangerous object or illegal drug, if a fair and reasonable suspicion has been established-8A. (2)(a) That a dangerous object or an illegal drug may be found on

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school premises or during a school activity; or 8A (b) That one or more learners on school premises or during a school activity are in possession of dangerous objects or illegal drugs.

**Section 14** of the Constitution mentions ±the right to privacyq The school principal or his/her delegate has to observe the legal protocol upon conducting searches to the belongings of persons/visitors entering the school premises, including search of learnersqbelonging when there is reasonable suspicion that drugs or weapons are carried. Section 14 maintains that:

%Everyone has the right to privacy, which includes the right not to have:

(i)     their person or home searched;

(ii)    their property searched and;

(iii)   and their possessions seized+.

Education legislation aiming at ensuring the safety of learners and educators at South African schools should bear this right in mind. The legislation must, firstly, empower the school authorities to conduct such searches, and, secondly, instruct the authorities in a thorough way on how to conduct such searches in a way that produces the desired outcomes. The desired outcomes of the search will be the removal of the dangerous objects and weapons from the school premises, to discourage both the learners and the visitors not to carry dangerous weapons to school.

**Section 24** of the Constitution of the RSA (1996), states that %Everyone has the right to an environment that is not harmful to their health or well-being+. This infers that the school policy framework must promote and secure that the school environments are safe for both the learners and the educators.

The regulations for Safety Measures at Public Schools (RSA, 2001) clearly stipulates that the learners needs to be protected, not only on the school premises, but also during school activities that take place at other venues, calling on educators to oversee and organize activities in instances which echoes the educator *in loco parentis* (Masitsa, 2011:166; De Waal, 2011:180-181). The document on Safety Measures (RSA, 2001) refers to schools as dangerous object free areas. %Reasonable suspicion of hazardous items or unlawful drugs being on the school

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grounds is the prerequisite for a police search+. It calls upon visible policing as a requirement at school sporting and cultural activities. Such search by police should be conducted within the law, and is applicable to every person present on the school grounds, with the possibility of having the identified item being confiscated (De Waal, 2011:181-182).

The principals are expected to act in accordance with the Safety Measures (RSA, 2001) regarding anyones entrance to the school grounds by delegating the security personnel to asking visitors for identification, conducting a search by using an electronic appliance or using sniffer dogs on school grounds. The decision to follow these precautionary measures is apparently at the discretion of the school principal (Cambron-McCabe, McCarthy & Thomas, 2009:29; De Waal, 2011:182). It can be critically argued that such measures would appear to be time-consuming.

The regulations for Safety Measures at Public Schools (RSA, 2001) suggest that it is the duty of principals to secure their school premises to indicate both their accountability to validate ones actions and personal liability (De Waal, 2011:182; Joubert & Prinsloo, 2009:148; Botha, Smit & Oosthuizen, 2009:185). *Negligence* is defined as a breach of legal duty to protect others from unreasonable risks of harm (Cambron-McCabe, McCarthy & Thomas, 2009:19), and counts as one of the discerning exceptions when consideration is made regarding whether a South African principal could be accountable for whatever damages that the learners suffered due to inadequate security. Principals can be held accountable in cases where decide not to follow precautionary measures concerning safety of learners and staff. Nonetheless, founded on the explicit liability rule that school principals perform delegated roles, the Department of Education would be held accountable (De Waal, 2011:183; Botha *et al*., 2009:202; Joubert & Prinsloo, 2009:149). The legal liability of the State with reference to the activities held by public schools is stipulated in section 60 of the South African Schools Act (Act 84 of 1996).

**Section 9: Equality principle**: Equality refers to equal access to schools and equal educational opportunities in a safe school environment, based on values of fair justice, tolerance and respect for human dignity and freedom (from fear)

(Nieuwenhuis, 2007:211). Section 9 is the key provision of the Bill of Rights[12]. This section promotes the rights to equality and protects the equal worth of people by prohibiting any law or conduct that violates people's equal worth. The provisions of Section 9 take into cognizance that people may be treated differently for valid educational reasons (for example learners learning at their own pace, and therefore Section 9 does not prohibit fair discrimination (differentiation), but forbids unfair discrimination (treating people differently in a way which impairs their fundamental dignity as human beings) (Nieuwenhuis, 2007:211).

Township schools are especially vulnerable to unsafe conditions and threats of violence (School-based Violence Report, 2011:3) due to inadequate resources (Hammett, 2008), poor infrastructure, insecure fencing and their location; especially those around informal settlements and on busy streets (Mokhele, 2006:10; Xaba, 2006:566). What happens in schools is often a reflection of what is happening in the broader social spaces surrounding the schools. Hence there is a need to highlight the contextual risk factors that put South African children and youths at risks of indulging in any form of violence within the school environment (Leoschut, 2008:3). Schools are "a *microcosm[13] of society*" and problems and issues that take place in the community and on the streets perpetually spill into schools (School-based Violence Report, 2011:4). A lack of safety at school may serve to bring about crime and violence in society at large (Jefthas & Artz, 2007:46). The relationship which is integral between schools and the community is apparent (Lawrence, 2007:122). The

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[12] "The Bill of Rights is a cornerstone of democracy in South Africa. It affirms the democratic values of human dignity, equality and freedom. The Bill of Rights in Chapter 2 of the Constitution consists of an important set of human rights that aims to define the rights of the people, provide to whom and how the rights applies, and regulate when and how the rights apply, and regulate when and how the rights may be limited" (The Basic Provisions of the SA Constitution (1996) (v), Made Easy for Learners).

[13] Microcosm is a representation of something on a much smaller scale. It is 'small world,' applied in the thought of the Renaissance, specifically to human beings, who were considered to be small-scale models of the universe, with all its variety and contradictions. A little world or a world in miniature opposed to macrocosm. Anything that is regarded as a world in miniature. Human beings, humanity, society, or the like, viewed as an epitome or miniature of the world or universe ( http://www.dictionary.com/browse/microcosm).
Something such as a place or an event that is seen as a small version of something larger. *Microcosm* is defined as a little world, especially the human race or human nature seen as an epitome of the world or the universe. When scholars in the early medieval period referred to humans as miniature embodiments of the natural universe, they either employed the Latin word *microcosmus* or they used the English translation, 'less world' (http://www.merriam-webster.com/dictionary/microcosm).
Microcosm is a small place, society or situation that has the same characteristics as something much larger (http://dictionary.cambridge.org/us/dictionary/english/microcosm).

new democratic government in South Africa highlights the contribution of the community in nurturing and developing our new democracy (Nieuwenhuis, 2007:117). It is believed that the soundest, most reliable means of reducing and preventing school crime and violence is for parents to assume primary responsibility for controlling their children (Lawrence, 2007:122; School-based Violence Report, 2011:25).

Township schools may perhaps be safer when they have secure walls, proper fencing, secure gates, buildings that are in a good state and well-maintained school grounds (De Waal & Grosser, 2009: 698; Mncube & Harber, 2013:4). Included in these indicators of school safety will be good discipline, a culture conducive to teaching and learning, professional teacher conduct, good governance and management practices, and an absence or low level of crime and violence. These aspects, according to section 20(1) (g) and Section 21(1)(a) of the South African Schools Act, are mostly within the domain of the School Governing Bodies' functions. The principal and teachers should however promote safety of learners during school hours. The aforesaid is based on the teachers' *in loco parentis* status, as well as on the teacher's position of authority and duty of care towards the learner. The roles of both the SGB and of the teachers illustrate the importance of collaborative efforts regarding school safety (Xaba, 2006:566-567,Masitsa, 2011:166; Barry, 2006:111; De Waal, 2011:180-181, Nieuwenhuis, 2007:215).

The SASA (1996) assigns several tasks to School Governing Bodies of which probably the most important one is ensuring that quality education is provided for all learners at the school. The SGB have to support the principal, the educators and the other staff members to strive towards quality education delivery. The SGB should also make sure that the school buildings, and the school environment is suitable for learning and development (Nieuwenhuis, 2007:58, 116 & 117).

Teachers are by virtue of their profession and by law obliged to maintain discipline at school and to act *in loco parentis* to learners (De Waal, 2011:180-181, Masitsa, 2011:166). Prinsloo (2005:10, in Masitsa, 2011:166) postulates that the functions of the teacher, in terms of the common law principle of *in loco parentis,* include maintaining authority and the obligation to exercise caring supervision of the learner.

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There are two sides to the *in loco parentis* principle (i) the duty of care, which is the teacher obligation to exercise caring supervision and (ii) the duty to maintain order, which includes the obligation to maintain authority or discipline over the learner (Nieuwenhuis, 2007:215; De Waal, 2011:180-181). When the child enters the school the duty of care () is delegated to the teacher (Nieuwenhuis, 2007:215). It is thus the legal duty of the teachers to ensure the safety of the learners at school (Masitsa, 2011:166). Nieuwenhuis (2007:118, 215) adds that the caring aspect of the school is essential in promoting high quality education to learners. Masitsa (2011:166) and De Waal (2011:180-181) refers to a person(s) *in loco parentis* as a teacher who has put himself/herself in the situation of a lawful parent, by assuming the obligations incident to the parental relation without going through the formalities necessary for legal adoption (Magolego, ud:65)

In addition to the aforesaid, there are national legislations that regulates and directs the education processes in the Republic of South Africa. They are, namely the National Education Policy Act (Act 27 of 1996), the South African Schools Act (Act 84 of 1996), the Educatorsq Employment Act (Act 134 of 1994), the South African Council for Educators Act (Act 51 of 2000) and the Education Laws Amendment Act (Act 31 of 2007).

Detrimental adults in the community can have a negative influence and cause problems of school crime and violence (Langhout & Annear, 2010:79). People entering the school who are not members of the school community must be carefully observed by the school (Kramen *et al*., 2007:4). All entrances to the school must be secured (U.S. Department of Education, National Center for Education Statistics, 2012:3).

### 2.3.1.3 Common law principles

The common law principle that a childq best interests are of paramount importance in every matter regarding the child is included in Section 28 (2) as a basic constitutional right. Therefore, every educational authority and every teacher should be able to show that any decision affecting the child has been taken with this purpose in mind. The SGB plays an important role in support of the school. School

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Governing Bodies are expected to support orderly, safe school setting, where there are clear and known behaviour expectations from learners, written and agreed upon by all stakeholders (learners included) in the Code of Conduct (Nieuwenhuis, 2007:202, South African Schools Act, no.84 of 1996:8(1)).

The expectations in respect of learner behaviour are outlined in Section 8 of the SASA, and indicate that the SGB has to adopt a Code of Conduct for the learners, after consultation with all the stakeholders, which include the learners, the parents and the teachers of the school.

Section 8(4) of SASA states that,

"All learners attending a school are bound by the code of conduct of that school". (Veriava, 2014:25).

Section 8 of SASA furthermore indicates that the Minister may establish guidelines[14] for the consideration of SGB's in adopting their codes of conduct. In pursue of this provision in 1998, the Minister of Education published the 'Guidelines for the Consideration of Governing Bodies in Adopting a Code of Conduct for Learners' (Veriava, 2014:25).

The Code of Conduct of learners meets the requirements when it lays down a standard of moral behaviour that aspires to guide the learners' conduct and safety in civil society, where they are to become worthy and responsible citizens who have attained self-discipline and exemplary behavior (De Waal, 2011:180).

The 'Guidelines for the Consideration of Governing Bodies in Adopting a Code of Conduct for Learners' propose a teacher-learner relationship that is based on mutual trust and respect, built on the two parties accepting the roles of intervention and collaboration, so as to settle disagreements harmoniously. This indicates that the

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[14]The guidelines for the consideration of governing bodies in Adopting a Code of Conduct for Learners affirm that the schools' Codes of Conduct have to abide by the Constitution and respect the rights of learners. The guidelines require school codes to promote discipline which is positive and not be punishment-orientated. All the learners attending the school are expected to sign a statement of commitment to the Code of Conduct (Veriava, 2014:25).

teachers and the learners are held accountable for resolving learner disputes (Nieuwenhuis, 2007:115). However, the learners are cautioned that they are not in charge of schools; they are collaborators in creating learning sites that are favourable to effective teaching and learning. The teachers are expected to treat their learners fairly while at the same time understanding the significance of intervention and co-operation at school level. It then implies that the teacher accountability can be found in the references that range from setting an example at school and upholding a high standard of professional ethics, since learners learn by observation and experience (De Waal, 2011:180).

Every teacher is expected to be a member of the South African Council for Educators (South African Council for Educators Act, no.31 of 2000:5b(i), 5b(iii)). SACE[15] regulates the professional standards of the teachers. In addition, every teacher enters into an employment contract with the Department of Basic Education (DBE), as stipulated in the Employment of Educators Act (Act no.76 of 1998).

In the implementation of the service contract with the Department of Education, the teacher is expected to assist the learners in developing their individual potential by taking good care of them in respect of all school-related events (Nieuwenhuis, 2007:114 &118). The teacher is expected to maintain ethical standards at schools that have to be specified in their school's Code of Conduct (De Waal, 2011:180-181).

The teachers in the school have a legal duty in terms of the common law principle, *in loco parentis* (Masitsa, 2011:166) to ensure that all the learners in their care are safe. As persons acting *in loco parentis* (De Waal, 2011:180-181) teachers are vested with special status that empowers them to act authoritatively in terms of the law. The principal has delegated his powers to the teachers to act on his/her behalf. The original powers are in the common law of authority over learners on the school grounds and during the normal school session, and again in terms of the common law they are granted authority over learners during extramural activities on or away from the school grounds (Nieuwenhuis, 2007:215).

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[15] The SACE is a statutory body established to develop and maintain the ethical and professional standards for educators (refer to: The South African Council for Educators Act 31 of 2000 and the South African Council for Educators Code of Professional Ethics). It is a requirement for every educator (referred to as a *teacher* in this study) to register with SACE and to abide by its Code. Educators who breach the Code are sanctioned by SACE (Veriava, 2014:12).

Nieuwenhuis (2007:215) asserts that it is important to bear in mind that the "duty of care" does not refer to a general obligation, but rather to an obligation towards specific people or groups of people in the care of a specific teacher.

It is a fact to say that the parents place their children under the care and supervision of the teachers in schools (Barry, 2006:111). The parents do it with faith and trust that their children will be taken good care of by the teachers (Masitsa, 2011:166, De Waal, 2011:180-181)). The parents expect their children will be safe in the schools (Nieuwenhuis, 2007:118). However, the safety of every learner is not guaranteed by the teachers and the school management teams, despite their best efforts to ensure that there are no injuries or accidents (Masitsa, 2011:166).

To support the aforementioned view and standpoint, it is believed that the most reliable means of reducing and preventing school crime and violence is for the parents to assume the primary responsibility for controlling (Nieuwenhuis, 2007:116) their children. Whilst school safety is the SGBs' responsibility, the school principal and teachers are "safety agents of schools" obliged to ensure learner safety during school hours. The teachers' act of care is premised by teachers' *in loco parentis* (De Waal, 2011:180-181) status as it includes the right to maintain authority and the obligation to exercise caring supervision of the learner (Masitsa, 2011:166), as well as on the teacher's position of authority and duty of care (Nieuwenhuis, 2007:215) towards the learner. The duty of care requires the schools to take reasonable measures to prevent foreseeable or predictable harm to the learners in their care (Barry, 2006:111). The role of both the SGB and of teachers illustrates the importance of collaborative efforts regarding school safety. (Xaba, 2006:565-567).

Prinsloo (2005:5, in Masitsa, 2011:167) indicates that the Occupational Health and Safety Act, Act 85 of 1993, provides for the health and safety of a person at work. This also applies to the teacher. The Act states that the teacher is supposed to feel safe and secure at school at all times. Section 14 of the OHS Act further states that employees should report unsafe and unhealthy situations to the employer.

Section 12 (1) of the Constitution of the RSA stipulates that a teacher has the right to freedom and security, which includes freedom from all forms of violence. This implies

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that the teacher has the right to teach or work in a safe and secure school environment. In the absence of a safe and secure environment, the teacher will not be able to effectively perform his/her duties and responsibilities. On the other hand, the learners may also not feel safe and secure in an institution where their teachers are unsafe (Masitsa, 2011:167). Masitsa (2011:170-171) says that when teachers are not completely safe they will not be able to effectively perform their teaching functions.

A teacher has the right to a safe school milieu as with the learner (Learner Discipline and School Management, 2007). The learner and the teacher are in the same school environment, and so what applies to the learner with regard to safety also applies *mutatis mutandis*[16] to the teacher. The teacher cannot provide adequate safety and security for the learner if he/she is not safe at school. An unsafe school environment will undermine the teacher's authority and prevent him or her from exercising the right to maintain authority and the obligation to exercise the caring supervision of the learner (Masitsa, 2011:167; De Waal, 2011:180).

School violence has a negative impact on a culture of learning and teaching at school (Masitsa, 2011:167, De Waal, 2011:180, Zulu, Urbani, & Van der Merwe, 2004, School-based Violence Report, 2011:3).

Fishbaugh, Berkeley and (2003:19), in Ncontsa and Shumba (2013:1) point out that,

"Both teachers and students appear justified in fearing for their own safety with the consequence that the learning process is stymied by the need to deal with unruly behaviours and to prevent serious episodes of aggression and violence".

As a result of violence happening at school, and teachers becoming victims (School-based Violence Report, 2011:4). The South African Democratic Teachers Union has put forth the suggestion that teachers should be paid a danger allowance because

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[16] *Mutatis mutandis* means it is with necessary changes having been made; with the respective differences having been considered ( http://www.merriam-webster.com/dictionary/mutatis%20mutan).
Literally things being changed that ought to be changed (http://www.dictionary.com/browse/mutatis-mutandis).
To make the necessary alterations while not affecting the main point at issue.
(http://www.oxforddictionaries.com/us/definition/american_english/mutatis-mutandis).
*Mutatis mutandis* is defined as making due alteration; or changing whatever is required to be changed (http://www.businessdictionary.com/definition/mutastis-mutandis.html).

the learners in some schools go to school carrying weapons (School-based Violence Report, 2011:18; Mncube & Harber, 2013:28). Just as the police in the South African Police Service, the Union (SADTU) is convinced that the teachers work[17] under dangerous conditions (Ramorola & Taole, 2014:12; Zulu *et al*., 2004).

The following newspaper reports highlight the growing concern of the conflict between teachers and learners.

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**Hit back, Cosas tells schoolchildren**

**The Congress of SA Students (Cosas) today called on school children to hit back when they are being hit.**

"We call on all students to fight fire with fire. When teachers hit you, you must hit back," provincial chairman Ntsako Mogobe told reporters in Pretoria. He defended his statement, saying teachers were failing in their duty to teach.

"They take this thing that we are girlfriends and boyfriends of them and they *moer* (hit) us."

"The South African Democratic Teachers' Union regional chairman, Moss Senye, also the principal of Soweto's Meadowlands High School, appeared in court on Monday for allegedly assaulting a 17 year-old pupil last month. Soweto teachers missed school to attend Senye's hearing. The ANC called for the teachers to be fired. Mogobe called the teachers' behaviour "childish " and insisted they be fired as the "no work , no pay" rule was "too soft".

"We call on the [Gauteng education] MEC to fire all the teachers who hold meetings during school hours [and] all those who bunked classes to support Moss Senye." He alleged that SADTU in Johannesburg was led by teachers more interested in collecting their pay checks than learning and teaching.

*(News Article – 16 March 2011 – Mail & Guardian Online – [www.mg.co.za](www.mg.co.za)*

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**Senye in court over pupil assault**

Johannesburg - Members of the South African Democratic Teachers Union's Gauteng region blocked the Meadowlands Magistrate's Court entrance on Monday

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[17] The teachers do not feel safe in schools in spite of attempts to protect their interests. See the Employment of Educators Act, Act 76 of 1998.

ahead of their chairperson, Moss Senye's, appearance for allegedly assaulting a pupil. Doors to the court were shut to control the crowd entering the building.

Senye, a Meadowlands school principal, and the teacher Ofentse Phehle, are accused of assaulting a 17-year-old-pupil. Senye was suspended in February pending the outcome of the case.

Scores of SADTU members braved the wet weather and sang struggle songs that contained offensive lyrics, in support of their leader. The case was postponed to May 11. At the last appearance, more than100 teachers protested outside the court demanding he be reinstated.

**Danger allowance**

At a mass rally on Thursday, the union proposed security allowances for its members, saying that teachers, like police officers, deserved a danger allowance. It said the safety of teachers was a concern because some children came to school with weapons.

On Friday, Senye was caught up in a row over comments suggesting that Gauteng education MEC, Barbara Creecy, hated black people, but remained optimistic ahead of his appearance. Creecy has warned there would be consequences for teachers staying away from school to attend the court case.

Senye called on Creecy to step down, labelled her a "Satanist" and urged members not to align themselves with white people as they would be tainted with Satan. His comments were condemned by the ANC in Gauteng who labelled them "irresponsible" and "reckless.+The secretary of his Union body also distanced the Union from his comments. "If such a statement was made, it is indeed, highly regrettable," Mugwena Maluleke said.

*(News Article – 14 March 2011 – News24 – www.news24.com)*

The above articles appeared in the School-based Violence Report, 2011:18.

What has been portrayed in the above articles clearly calls upon the State to respond to calls for safety in school environments. Hence the Constitution of the RSA (1996: Section 12:1) of the RSA has put together accountability with responsiveness and openness as three values that need to be guaranteed by the multi-party system democracy. More to that, children should be held accountable for the harm caused by them. The public schooling system as an organ of state (1996:sec. 1995 (2) (b)-is also required to be accountable on matters of school

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safety (1996:sec. 195 (1) (f). The Ministry of Education published its Manifesto on Values, Education and Democracy as part of the Values in Education Initiative. The Manifesto describes *accountability* as making responsibility an established custom, according to Codes of Conduct and formal expectations (De Waal, 2011:176-177).

In addition to the creation and promotion of a safe school environment and the delivery of quality education, SGBs and teachers (acting *in loco parentis*) (Nieuwenhuis, 2007:116, 118) have a supporting role to play which should be based on the recognition of the understanding that learners who witness violence and bullying may also be negatively affected as if they were the direct victims of these incidents (Gini, Pozzoli, Borghi & Franzoni, 2008: 618). Pattona, Woolleyb and Hongc (2012:400) found that a high rate of exposure to violence in the school and the neighbourhood contributes significantly to poor academic results, as well as to a lower self-esteem in the learners, and decreases feelings of safety (The Maslow Hierarchy of Needs theory elaborates on human needs in a natural environment. The theory will be discussed in Chapter 3). Therefore, the safety and security strategies designed for schools should protect the victims and the bystanders in the same way (Gini, Pozzoli, Borghi & Franzoni, 2008: 618). Pattona *et al*., 2012:400).

It is no accident that schools experiencing the greatest number and most severe incidents of crime and violence are located in communities that show evidence of these negative characteristics (School-based Violence Report, 2011:4). To solve these crime and violence tendencies, the creation of safe schools should involve the learners, the teachers, the principals, the parents, law enforcement officers, mental health professionals in promoting school safety (A Uniform State Memorandum Of Agreement Between Education And Law Enforcement Officials 2011 Revisions Approved by the New Jersey Department of Law and Public Safety and the New Jersey Department of Education, 2011:8).

The involvement of expertise and support from a variety of resources is essential, because schools have been organized for the purpose of learning rather than as institutions designed to deal with crime and violence (Hurwitz *et al*., 2007:2; Mncube & Harber, 2013:5).). Incidents such as the notorious Columbine High School shootings, lest it be forgotten in the State Colorado in USA, is an example of serious

violent action on school premises[18]. These are mental health matters that should be referred to mental health professionals, particularly when a teacher/s has/have a reasonable suspicion that a learner displays behavioral signs that shows exposing the safety of others in the school environment to danger.

As mentioned before, the 1999 surveillance video during the Columbine High School shootings in Littleton, Colorado USA is an example of serious violence incident which occurred on the school premises (Eric Harris, 18, and Dyland Klebold, 17, in the infamous Columbine High School shootings cafeteria surveillance video). The two boys shot learners indiscriminately, causing psychological scars and the loss of the lives of innocent learners. They also shot themselves to death as well (Dillon, 2007:10; Trump, 2012:56).

These are kinds of incidents should be prevented from happening in South African townships schools, where presently there is a high prevalence of gangsterism, bullying, the high rate of the consumption of drugs by young people.

Lessons from the Columbine debacle could serve as a guideline when formulating the school safety strategy in the South African schools, particularly in the North West Province where there is unexpected and high prevalence of gang stabbings and shootings.

These kinds of violent incidents prescribe at the core the prime duty of every school principal to ensure that school safety policies and procedures are formulated in line with the national and provincial policies, that they are implemented, evaluated and revised continuously. The proposal which De Waal (2011:187) mentioned when bringing forth the following practical/realistic action-oriented suggestions after appraisal of the existing legal guidelines

- The principals have to take personal responsibility for creating and maintaining a safe environment, protecting the learnersqsecurity at all school activities.

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[18]The shootings at Columbine High in 1999 in Colorado, USA, is a case in point where school violence has been triggered by external factors, being caused by the problematic psychological development of the individual school members concerned and the availability of deadly weapons such as guns in the American society (Mncube & Harber, 2013:5).

- The principals have to support the learner-learner/educator-learner relationship that comprises mutual trust and respect by making the inculcation of learner discipline, motivation and respect a specific obligation of both the learners and the educators.

- The educators have to be guided by school district offices by workshops in upholding a high standard of professional ethics.

- The educators have to be accountable for creating and maintaining a caring environment where learners are treated fairly.

- The parents/caregivers are to receive encouragement from the School Governing Bodies to acknowledge their co-accountability in maintaining the ideals of the school's Code of Conduct.

- The parents/caregivers are to be guided to uphold sound relationships with the children in their care, based on firm discipline and the learners' fundamental rights.

- The learners are to be made aware by their educators and parents/caregivers of their co-responsibility concerning upholding a secure education setting.

- The learners are to be taught by their schools about accepting accountability for their own behaviour.

- The Learner Representative Councils have to be trained by their Educational Management, Development and Governance to play an incisive role in influencing positive behaviour among the learners.

## 2.3.1.4 Case law

Case laws are legal decisions that are published and are used to establish legal precedents for deciding future cases. Not all the outcomes of lawsuits are published decisions. Laws are also made through the legislative process which are introduced as Bills. Some laws, statutes and regulations are passed by proposals.

Reference will be made to case law from two African countries, (i) South Africa (ii) and Ghana. Reason being to emphasize that teachers should protect and take good care of learners when in *loco parentis*.

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## 2.3.1.4.1 South Africa

De Waal (2011:183) cites case law, to alert teachers of their responsibility and duty of care towards learners in South African schools (Nieuwenhuis, 2007:215). The *Wynkwart NO v Minister of Education and another 2002 (6) SA 564 (C) (Wynkwart)* and the appeal case *Minister of Education and Another v Wynkwart NO 2004 (3) SA 577 (C) (Wynkwart Appeal)* There is a discrepancy in age as is evident in the case and its appeal. Wynkwart refers to the plaintiff's son as an eight-year old learner (De Waal, 2011:183), while Wynkwart's appeal recorded his age as nine years and seven months. The case highlights the varying degrees of legal expectations of teacher accountability concerning learners'safety at public schools.

Based on the hierarchy of SA courts, this case will be solely informed by the facts of the Wynkwart Appeal, since it is a norm that the facts of an appeal case would be scrutinized even more closely. In the original Wynkwart case, the plaintiff filed suit on behalf of his grade 3 nine year-old son, who was injured in 1990 as he left the school premises soon after being dismissed from class. It was common practice in school to allow the junior learners in grades 1-3 to be excused from classes before the seniors and to exit through gate no 5 under the supervision of the educator. On that day young Wynkwart chose the gate that was closer to his home as his exit route, although it was not used and therefore locked. He climbed over the gate, fell on his head and sustained serious injuries, and as a result was left a quadriplegic. A decade following young Wynkwart's serious injuries, and arguing that the young Wynkwart's injuries were as a result of the negligent actions of the defendants, the court was led by his injuries that left him permanently disabled and quadriplegic.

The trial court found in the applicant's favour with costs based on the argument that the school should have foreseen such an incident and that teachers are expected to take special care of younger learners as they are prone to act in an unwise way. Besides, the teachers should understand the reckless behaviour of children. Telling learners during assemblies that they should not climb over the gates or fences did not allow teachers, according to this court, to abandon their legal duty of care. Unfortunately no reference was made to the influence of the learner's age on

teacher's accountability for learner safety, which has been caused by the court having been misinformed of the learner's age (De Waal, 2011:184).

The High Court granted leave for appeal and overturned the trial court's verdict in Wynkwart Appeal. With the consideration of learner roll of 900 primary school learners who were to be managed by 32 teachers, the fact that gate 6 was locked permanently to prevent its use, due to previously perceived danger to any learner who would cross the busy road, and evidence which pointed to teacher supervision together with daily scholar patrols at gate 5, the High Court of Appeal guided the legal argument away from the trial court's contestation of accountability concerning taking special care of children to being held accountable for taking reasonable steps towards avoiding accidents (De Waal, 2011:184).

The High Court questioned the trial court's decision to rely on the testimony of the learner rather on that of the teacher, since no reasons were offered to substantiate such preference. Furthermore, in the first instance, the teacher's version of the events was confirmed by other teachers. In the second instance of the case, the young Wynkwart had suffered serious trauma on that day of the accident occurring, and only gave evidence 11 years later. In the third instance the appellants' testimony was that of senior teachers of many years standing. This is indicative of learners being held responsible for their own actions and accepting consequences for their behaviour (De Waal, 2011:184-185).

In the Wynkwart Appeal, the ruling was that the accountability of public school teachers to exercise supervision is related to the hazards that learners are exposed to. The fact that the learners were frequently cautioned against going up over the fences and gates of 1.8 meters high, and were in specific terms of reference reminded that only three of the six gates should be used, led to the High Court's findings that precautionary steps had been taken; even the fences and gates were evidence of safety measures at the school (De Waal, 2011:185).

In accordance to the legal precedent expectations, the degree to which teachers are held accountable for their learners' safety is proportionate to learners' ages and the hazards they are exposed to. The Wynkwart Appeal found the school and its

teachers not negligent in their capacities as being accountable for the young Wynkwart disobeying school rules and becoming a quadriplegic (De Waal, 2011:184 & 185).

**2.3.1.4.2 Ghana**

Ghana has been included in the study because of the severe corporal punishment that reported in 2006. O¢Neal (2008:61) consolidated the campaign against the use of corporal punishment by referring to a case of severe corporal punishment in a public school in Ghana. It was on the 22nd of February 2006 when Alice Williams caned her student, Georgina Archer, for disrupting the classroom. Georgina and her classmates reported to authorities that the teacher used a bamboo cane to strike her on the head and shoulders while she sat at her desk trying to shield herself with her arms. Georgina was struck in the left eye by the cane, causing permanent blindness in that eye. Georgina was a 12 year-old student at Sakumono Complex School in Tema, Ghana. Corporal punishment is the painful, intentionally inflicted physical harm administered by a person in a position of authority for disciplinary reasons (Naong, 2007:284-285; O¢Neal, 2008:61).

The facts of the case of Republic v Williams illustrate why human rights law condemns the practice of corporal punishment in schools. Georgina Archer¢s father, William Archer, was interviewed on 10th June 2006, in Tema, Ghana, and the interview with Charles Archer (10 & 12 June 2006), Attorney for Georgina Archer, on the case. William Archer and Charles Archer provided most of the facts from the case discussed in this section. *The Tema Circuit Court "A"* had not rendered a decision on the *Case D8/30/06* at the time the article by O¢Neal was written (2008:61).

In general corporal punishment is regarded as a colonial model of child adult relationships structured around adult dominance and control of children. It is in contrast with a human rights model that has at its core, the human dignity of the child. The human rights approach extends human rights to children because they are also humans (Leach *et al*., 2014:1) and discourages corporal punishment and oppressive relationships between adults and children. It is important to bring human

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rights approach to adult to the way we understand child adult relationships and the use of corporal punishment against children (Lombardo & Polonko, 2005:1).

The goal of the school safety plan is to have an inclusive program that addresses the safety and security of learners and teachers. A process that is ongoing, systematic, and comprehensive and deals with both short-term and long-term safety measures to eliminate violent attitudes and behaviour in the school. The fundamental goal of safety is to create and maintain a positive and welcoming school climate, where all the members take pride in being part of the school community. It is a climate that is free of drugs, gangs, violence, intimidation, fear, and shame. A positive and healthy school climate where there is emotional well-being and growth of every student, while provided with a safe, secure environment that does not condone violence in any form (Hurwitz *et al*., 2007:2).

The changing climate in education has created the need for schools to identify tools, strategies, and model programs that enhance the safety and success of all children and the school professionals who serve them. Because of the fact that young people are legally required to attend school, the school personnel have a corresponding duty to provide the children with a safe, secure, and peaceful environment in which learning can take place (Dillon, 2007:10, Trump, 2012:240). To achieve this end requires that each school develops a school safety plan. The development of such plans is not limited to the school alone but must involve the entire community. (Hurwitz *et al*., 2007:1).

Efficient and effective programmes for developing safe schools are those that emphasize prevention, positive alternatives, the development of psychosocial skills and the recognition of socially competent behaviour. A school climate that builds on the strengths and assets of each student, improves resiliency and protective factors while promoting self-esteem, it counteracts the destructive factors that contribute to violence. Order and safety is promoted in school by providing learners with an environment where they find it meaningful and have a variety of pro-social activities in which to participate. Students who are engaged in school activities are less likely to engage in school violence and disorder than students who feel alienated and deprived of personally meaningful school involvement (Hurwitz *et al*., 2007:2).

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School safety and feelings of safety of pupils and school personnel are influenced by pupilsq antisocial behaviour and violence in and around school, bullying, various disciplinary problems, and shooting incidents, which threatens teachers, parents, and educational authorities (Mooij, Smeets & De Wit, 2010:370). In reaction to this problematic social behaviour, the focus is directed at social cohesion or social climate characteristics of schools. To this end the national and local school policies concentrate on activities that assess or aims to enhance school safety for the learners and the teachers (Yell & Rozalski, 2008:7; De Waal, 2011:176; Lee, Borden, Serido, & Perkins, 2009). Much attention is being directed towards identifying correlation and possible causes of problem social behaviour which include the improvement of safety and feelings that there is safety at school (Hurwitz *et al*., 2007:1, Loeber, Slot, Van der Laan, & Hoeve, 2008). It is essential for schools to establish human relationships that are based on social cohesion to improve human relationships on the school premises.

Mooij *et al*. (2010:370) define *social cohesion* as the sense of belonging, connectedness, and a common vision that exists amongst the individuals and communities within a democratic society (Youth street gang & Law Teacher, 2013:8-9; Chapman, 2001:4; the International Association for the Evaluation of Educational Achievement, 2007:16). The notion of social cohesion reflects the degree of connectivity between the feelings, beliefs, actions and behaviour tendencies of various social factors. The social actors may be persons, social groups, categories, or institutions characterized by a multi-level organization framework.

Therefore at school level, *social cohesion* can be defined as the degree of convergence or homogeneity between the social feelings, perceptions, beliefs, and behaviour of the various social actors in a specific school. In the field of education, educational policy at a national level may direct a variety of approaches, projects, and instruments to assess and improve the schoolos social cohesion and safety (Yell & Rozalski, 2008:7; De Waal, 2011:176). For example, the Dutch National Educational Policy, made extra financial support for pedagogical and educational initiatives, for school boards (in the South African education system, school boards are the school governing bodies as referred to in the South African Schools Act, Act

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no. 84 of 1996) to reduce or prevent violence, and for the monitoring of school safety and violent incidents in primary, secondary, and higher education (SASA, 1996, Hurwitz *et al*., 2007:3; Mooij & De Wit, 2009). To add to the above, in 2006 specific legislation came into force in Netherlands. It stressed the multi-ethnic character of the Dutch society and specified that education should promote active citizenship and social integration. Nonetheless, the required characteristics and possible effects of these projects and programmes on the learners are to be ascertained on implementation (Ten Dam & Volman, 2007:282). The longitudinal analyses of the social behaviour of learners and school safety in Netherlands do not result in clear effects on the behaviour of learners (Mooij & De Wit, 2009).

The reason for the lack of national policy impact appear to be that too little structuring and coordination exists between the national actions and support facilities in relation to reliable and valid identification and implementation of social cohesion characteristics in schools and the resulting measurement of safety effects with schools and learners. (Mooij *et al*., 2010:370-371). Mooij *et al*.; (2010:371) state that as a result, a school develop a certain specific social culture and ethos of its own, which is expressed in a specific degree of social cohesion.

In a school, a principal, teacher, staff member, or learner recognizes qualities of this social cohesion through specific feelings, beliefs or behaviour in relation to the other social actors, and *vice versa* (Gillison, Standage & Skevington, 2008, 150).

Mooij *et al*., (2010:371) further mention that the relative homogeneity in the social culture and cohesion of a specific school, compared with the other schools, was demonstrated in a series of nationwide survey studies conducted in Netherlands. In every survey conducted in Netherlands, the educational and social policy features at school level together with the educational, social, and other features of pupils anti-social behaviour was surveyed by principal factor behaviour analysis method. The results signified different yet homogenous link patterns between educational achievement levels, educational and social behaviour features, and social discrimination and social reflective processes between the various social actors. In school where learners showed somewhat low scores in problem social behaviour, teachers and support staff also had somewhat low scores on such variables.

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Schools characterized by higher levels of problem social behaviour indicated lower levels of educational achievement.

It seems that that social cohesion in education has to be distinguished in accordance with different systematic or organizational levels and features which include social grouping and interaction processes between the social factors involved (Lubbers, Van der Werf, Kuyper & Offringa, 2006). When experiencing a low measure of social cohesion in school, it imply, for example, social exclusion or segregation and stirred-up social stereotyping, including antisocial or unsafe behaviour with a learner (Lawrence, 2007:177).

For some teachers and staff members, a low degree of social cohesion and related problems in a specific school may stimulate the desire to leave and find work at another school, or work outside school altogether (Galand, Lecocq & Philippot, 2007:465, 470, 474). For the learners it may evoke negative social discrimination and resultant anti-social behaviour that may lead them to experience more problem social behaviour, bullying and other forms of violence, and may lead them to leave school early by dropping out of school (Lawrence, 2007:177, Parker & Martin, 2009; Tapola & Niemivirta, 2008:304). The anti-social and the social behavior of learners are reflected as well in specific motivation patterns with respect to other learners, teachers, educational support staff and those who are related to the learner (Mooij *et al*., 2010:371). Ryan, Miller-Loesssi and Nieri (2007:1056-1057) assert that without a safe learning environment, the teachers cannot teach and the students cannot learn. It is postulated that safety threats direct the studentsqattention away from effective learning.

In contrary to the situation in South African public schools, Suthers (2009:4) maintains that public schools in America continue to be the safest places. Even so, in the US each day, serious offences, including violent crimes and weapon and drug-related offences are committed by and against schoolchildren. Offences of this kind endanger the welfare of children and teachers, and disrupt the educational process. A decisive response to this situation is required. An alert eye, an open ear, and a steady head can prevent a threat and keep the school functioning as usual (Waal & Grosser, 2009: 699). The recognition of an approaching crisis, and responding to it in

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an appropriate and timely manner, could be an appropriate strategy to ensuring safety in schools. Dorn (2008:20) asserts that tracking and analyzing reported incidents of crime and attacks on people in an area can be useful in determining the risk of such incidents to learners and the school community. There are many research-based safety strategies and violence-prevention measures available for schools to implement. However, implementing such strategies could involve costs, expertise and rules that are not within the reach of many schools. Booren and Handy (2009) conducted a study to explore learnersq perceptions on the importance of safety strategies. They developed a strategy called Indicators of Preferences for School Safety (IPSS). The key components of the IPSS were, namely Rule Enforcement, Education, Control and Surveillance, and Counseling (Booren & Handy, 2009). Crooksa, Scott, Ellisc & Wolfea, (2011:395) developed a school-based violence-prevention programme which could provide a protective effect for youth at risk of violent delinquency due to a history of child maltreatment. The programme prevents learners from participating in violence in and outside the school.

Trump (2012:56) postulates that tight budgets are no excuse for failing to be proactive with school safety. The notion that concludes budgets are not an acceptable explanation for not handling issues around school safety. School leaders should be committed to safety and security programmes during times when economic matters are increasingly stressful on children, their families and teachers (Trump, 2012:56). Therefore, it is important to develop strategies to address school safety in South Africa, regardless of economic and budgetary constraints.

In South Africa various studies reported incidents of school violence. For example, between May and September 2006, five high school students were killed by their schoolmates in Gauteng (Momberg, 2007: 2). A teacher was stabbed to death by a pupil in her classroom in March 2007 at Thornwood Secondary in Mariannhill, Durban (Naidoo, 2007:2). Two students of Umlazi Commercial High (KwaZulu-Natal) were gang-raped on 6 April 2007 while attending holiday classes (Mboto, 2007:2). A Grade 9 pupil (aged 17) was stabbed by a classmate, also 17, with a pair of scissors in the neck in May 2007 at Eerste River High School (Dolley, 2007). Van Jaarsveld (2008:177) furthermore asserts that these are only a few of the examples of the

violence that is occurring in South African schools that are committed by school pupils.

The abovementioned incidents demonstrate and highlight the fact that insufficient information and understanding of the variety of statutory and case laws that are applied to school crime and violence can lead to serious problems. Violation of the studentsqcivil rights in an overzealous commitment to ensuring a safe school can lead to lawsuits that drain the school and its safety program of both money and human energy. On the other hand, too much timidity and worry about violating learner and adult civil rights for fear of lawsuits can result in failure to implement strong, effective measures to ensure school safety (Hurwitz *et al*., 2007:6).

## 2.3.1.5 The United Nations Convention on the Rights of Children (1989)

Nieuwenhuis (2007:32) maintains that the 19th and 20th century witnessed some of the worst atrocities ever directed at children, which includes child slavery, child pornography, child prostitution, forced child labour in mines and industries, child mutilation in wars, starvation and genocide. These actions compromise the childrenqs human dignity and subject them to physical and emotional[19] suffering. While victims of injustice and poverty, historically children had trouble being heard, none have had more difficulty than children, whose voices are often silenced by cultural restraints, traditions and social customs and prohibitions.

Section 28 of Chapter 2 of the Constitution deals exclusively with the rights of children, and is based on the Convention on the Rights of the Child (1989) of the United Nations (Nieuwenhuis, 2007:97). Section 28 stipulates that every child (according to the Constitution of the RSA, a *child* is any person under the age of 18 years) has the right (a) to a name and nationality from birth; (b) to family care or parental care, or to appropriate alternative care when removed from the family environment; (c) to basic nutrition, shelter, basic health care services and social services; (Scott & Alston, 2000:206-268, Nieuwenhuis, 2007:201 & 214). (d) to be protected from maltreatment, neglect, abuse or degradation; (e) to be protected from

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[19]In terms of Section 7(1) (h) of the Childrenqs Act, Act 38 of 2005, the childqs physical and emotional wellbeing must be taken into consideration when applying the best interests of the child (Veriava, 2014:26).

exploitative labour practices; (f) not to be required or permitted to perform work or provide services that (i) are inappropriate for a person of that child's age, or (ii) place at risk the child's well-being, education, physical or mental health or spiritual, moral or social development; (g) not to be detained except as a measure of last resort, in which case, addition to the rights a child enjoys under section 12 and 35, the child may be detained only for the shortest appropriate period of time, and has the right to be (i) kept separately from detained persons over the age of 18 years, and (ii) treated in a manner, and kept in conditions that take account of the child's age; (h) to have a legal practitioner assigned to the child by the state, and at state expense, in civil proceedings affecting the child, if substantial injustice would otherwise; and (i) not to be used directly in armed conflict, and to be protected in times of armed conflict (Nieuwenhuis, 2007:97-98). Section 28 must be read in conjunction with Section 29 which deals with the right to education (Nieuwenhuis, 2007:98).

The Convention on the Rights of the Child was adopted in 1989 by the General Assembly of the United Nations, and by September 1995, the Convention had already been endorsed by 178 countries. The Convention on the Rights of the Child calls upon basic human rights to which children are entitled everywhere, consolidated by three principles: the right of children not to be discriminated against, the right to participate in decisions affecting their lives and to be heard, and the "best interests" concept, meaning that the best interests of the child shall be the primary consideration in all actions concerning children (Nieuwenhuis, 2007:32-33 & 98). The Convention addresses the children's rights to survival, the right to the development of their full physical and mental potential, the right to protection from harm, and the right to take part in family, cultural and social life (Nieuwenhuis, 2007:33).

Corporal punishment is generally known as the method of discipline in which the teacher or supervising adult deliberately inflicts pain upon a child in response to the child's unacceptable behaviour and/ or inappropriate language (Naong, 2007:284). It includes a wide variety of actions such as hitting, slapping, spanking, punching, shaking, choking, the use of various objects (wooden paddles, belts, sticks, pins), painful body postures (such as placing the child in an enclosed space), the use of electric shocks, excessive drilling, or the prevention of urine or stool elimination. In corporal punishment the teacher usually inflicts pain on various parts of the body of

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the learner with a band, or with canes, paddles, yardsticks, belts, or other objects that cause pain or fear (Naong, 2007:284-285).

The United Nations Convention on the Rights of the Child was established to ensure that all persons under the age of 18 are given the necessary protection of their human and individual rights. The CRC Committee is an 18-member body of experts on children and the law, established to monitor compliance with the CRC Treaty (O'Neal, 2008:63). The selection of members is done by state parties given the geographical and legal system distribution. The CRC Article 37(a) states that all state parties shall ensure that no child is or shall be subjected to torture or other cruel, inhuman or degrading treatment or punishment.

Article 19 (1) states that:

"State Parties shall take all appropriate legislative, administrative, social and educational measures to protect the child from all forms of physical or mental violence, injury or abuse, neglect or negligent treatment, maltreatment or exposure to exploitation, including sexual abuse, while in the care of parent(s), legal guardian(s) or any other person who has the care of the child" (Veriava, 2014:22).

In its comment the CRC Committee interpret article 37(a) and 19 to infer that corporal punishment is a form of violence against children. The Committee called for the end of the legislation allowing for reasonable or moderate correction, and the repeal of any legislation that allowed schools the authority to administer corporal punishment. Articles 29 (1) and 28 (2) indicate that public education systems that use corporal punishment have failed to provide an environment that promotes non-violence or that ensures disciplinary measures consistent with the child's human[20] dignity (O'Neal, 2008:64; Veriava, 2014:26).

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[20] In 2000 the South African government endorsed the African Charter on the Rights and Welfare of the Child (ACRWC). ACRWC Article 16(1) contains related provision to Article 19(1) of the CRC. ACRWC Article 11(5) states that: *"State Parties to the present Charter shall take all appropriate measures to ensure that a child who is subjected to the school's or parental discipline shall be treated with humanity and with respect for the inherent dignity of the child and in conformity with the present Charter"* (Veriava, 2014:22-23).

In South Africa The National Education Policy Act 27 (1996) clearly states that, "No person shall administer corporal punishment (School Based Violence Report, 2011:21, Ncontsa & Shumba, 2013:6&13; Maphosa & Shumba, 2010) or subject a student to psychological or physical abuse at any educational institution" (Veriava, 2014:24). Despite being unlawful to administer corporal punishment, it has proven difficult for some teachers to reconcile with this as they feel they no longer have a way of punishing misbehaving learners. However, discipline and punishment are different concepts, and for teachers who are progressive in their perspective, there are many alternatives to corporal punishment in the classroom (Childline South Africa, 2011:1; Gauteng Education Department, 2000, in Mokhele, 2006:152).

Mokhele (2006:148) cites reasons for the persistence of poor teacher-learner relationships to the lack of knowledge regarding the effective use of alternatives to corporal punishment and the use of power to establish the teacher's authority. Those teachers who are successful in managing misbehaviour in the classrooms maintain good relations with the learners, encourage self-discipline and dignity, and involve the parents in monitoring the learner, learners' peers in encouraging the learner to accept the teacher's authority and establish interpersonal classroom relationships with learners (Masemola, Mhlana & Mafisa, 2011:3).

It is agreed that many alternatives to corporal punishment are available and have proven their worth. It is again believed that drawing up a set of written workable school codes and rules, compiled cooperatively by a panel, which should, ideally, at least comprise teachers from different schools, facilitators and consultants, e.g., experts from the field of education law, experts on the Constitution, school psychologists, parents and children, should be the logical starting-point for any intervention programme (O'Neal, 2008:63). These school codes and rules should be displayed at school and be visible to all at school, be communicated to the children and their parents on admission and thereafter, be implemented consistently and revised on a regular basis (Maree & Cherian, 2004:83).

Pienaar (2006:261) and Masemola, Mhlana and Mafisa (2011:3) added that a thorough study of the latest research and literature revealed that parental involvement is becoming one of the most important measures of discipline both

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inside and out of the school. Parental involvement refers to parent involvement in the home environment their and involvement in school activities in general.

The Gauteng Department of Education released a guide for educators - An Alternative to Corporal Punishment (2000). In the Guide the Department urges the teachers to manage the learning process and the learning environment enthusiastically and professionally. The following alternatives to corporal punishment are outlined, namely (i) the teacher should be inclusive through the use of materials, pictures, language, posters to reflect diversity; (ii) give the learners the opportunity to succeed - the teachers may achieve that by avoiding favoritism; (iii) involve the parents through discussions of any behaviour problems the learner may have; (iv) allow the learners to take responsibility by providing space for them to be responsible; (v) establish ground rules by setting class rules with the learners at the beginning of the year (Gauteng Education Department, 2000, in Mokhele, 2006:152).

Teachers who are successful in managing misbehavior in the classrooms maintain good relations with the learners. They encourage mutual respect and dignity in the classrooms by the following means, namely (i) the involvement of the learners in the establishment of a classroom policy; (ii) give the learners opportunities to assume leadership roles; (iii) the teachers are to be role-models of the expected behavior; (iv) involve the parents, peers, and other teachers close to the learner; (v) show respect for the learners (Mokhele, 2006:156).

The Constitution of the Republic of South Africa makes provision for the rights and safety of learners in the schools. As a signatory to the Convention of Rights of the Child, adopted by the United Nations General Assembly in 1989, South Africa is obliged to pass laws and enforce measures to protect the child from all forms of violence, abuse, maltreatment and exploitation (O'Neal, 2008:64). Section 28(1) of the South African Constitution stipulates that, "Every child has the right to be protected from, among others, neglect and degradation" (Prinsloo, 2005:5).

## 2.3.1.6 The African Charter on the Rights of Children

O'Neal (2008:60 & 63) says that the use of corporal punishment globally by schools is unlawful, detrimental to the health and welfare of the children, and an unnecessary impediment to educational performance of learners. O'Neal (2008:60 & 63) further indicates that corporal punishment in schools violates several international and regional human rights treaties, customary international law, and may breach *ius cogens*[21] norms prohibiting child torture; and recognition of fundamental human right to respect for human dignity. All forms of corporal punishment are expressly condemned by the United Nations Convention on the rights of the Child (CRC), The International Covenant on Civil and Political Rights (CCPR) and the African Charter on Human and Peoples' Rights (African Charter). Other international stipulations prohibiting the practice of public school corporal punishment are the Universal Declaration of Human Rights (Universal Declaration), the United Nations Convention Against Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment (CAT) and the African Charter on the Rights and Welfare of the Child (African Children's Charter).

Nieuwenhuis (2007:39) says that human rights are not an invention in the last half-century. It has its roots in the history of humankind and is intertwined with two critical concepts, namely social justice, and duties to others and the self. The creation of social justice in a world typified by injustices and inequalities and ensuring that people accept the duties placed on them by virtue of being human is an enduring dilemma as each generation wrestles anew to discover answers and solutions.

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[21] Ius cogens is from Latin: compelling law; English: peremptory norm. It refers to certain fundamental, overriding principles of international law, from which no derogation is permitted. Other examples of ius cogens norms include: prohibition on the use of force; the law of genocide; the principle of racial non-discrimination; and the use of rules that prohibit trade in slaves or human trafficking. (https://www.law.cornell.edu/wex/jus_cogens; http://digitalcommons.law.scu.edu/cgi/viewcontent.cgi?article=1011&context=scujil; http://definitions.uslegal.com/j/jus-congens/).
Ius cogens in international law encompasses the notion of peremptory norms in international law. "Peremptory" is defined as: final; imperative; decisive; absolute; conclusive; positive; not admitting of question or delay or any reconsideration (Black's Law Dictionary. 6th Edition, 1990, p.1136) (http://www.iccnow.org/documents/WritingColombiaEng.pdf).
Ius cogens is a mandatory legal standard from which no derogation, in domestic law or international law is allowed. A treaty is void if at the time of its conclusion, it conflicts with a peremptory norm of general international law (http://www.duhaime.org/LegalDictionary/J/JusCogens.aspx).

The importance of social justice in the twentieth century was clearly brought to the forefront by the devastations, human sufferings and atrocities of international wars, regional conflicts and civil wars. Worldwide people wanted to make sure that never again would anyone be unjustly denied the right to life, freedom, food, shelter and identity. In 1948 the United Nations Declaration of Human Rights (UDHR) aimed at setting the Human Rights standards for ensuring social justice and the elimination of all forms of injustices and discriminatory practices (Nieuwenhuis, 2007:39).

The impact of child abuse and neglect can have lifelong implications on victimsqwell-being. The physical wounds heal, although they leave behind several long-term consequences of experiencing the trauma of abuse or neglect. The ability of the child to cope and even thrive after the trauma is called resilience. By giving the appropriate help, the majority of these children will be able to work through and overcome their past abuse experiences (Child Welfare & Information Gateway, 2013:8).

Among other issues, children who are often maltreated are at risk of experiencing cognitive delays and emotional difficulties. Childhood trauma negatively affects the nervous system and the development of the immune system, which puts children who have been maltreated at a higher risk of health problems as adults (Child Welfare Information Gateway, 2013:8).

## 2.4 SUMMARY

Chapter 2 shed light on the legal framework for a school safety. It was maintained that the promotion of safety is the responsibility of all the school stakeholders, which include parents, learners, teachers, and non-teaching staff.

The learners need an environment conducive to learning that is free from fear and violence. The legal framework was discussed with reference to the Constitution of the RSA, the South African Schools Act, common law and case law. In addition there was a discussion of the United Nations Charter and the United Nations Convention on the Rights of Children and the African Charter on the Rights of Children.

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Children are entitled to legal protection from corporal punishment, humiliation, and other forms of violence in both the school and the home environment. The researcher highlights that teachers often also suffer violence at the hands of unruly learners. The researcher suggests the implementation of a social cohesion approach to promote co-operation and to root out unruly learner behavior.

In Chapter 3 a review of the literature on school safety is given. Safety measures in the transportation of learners are also discussed. The chapter furthermore highlights factors that contribute to an unsafe school environment.

# CHAPTER THREE

# SCHOOL SAFETY: A REVIEW OF THE LITERATURE

## 3.1 INTRODUCTION

Chapter 2 shed light on the legal framework for school safety. The legal framework referred to sections of the Constitution of the RSA (1996) on human dignity; the right to safety and protection of learners from humiliation; abuse and punishment; case law and common law; and the South African Schools Ac, Act no.84 of 1996.

In chapter 3 the researcher will review the literature on school safety and fundamental steps in the identification of possible causes and action strategies to resolving school safety challenges. McLaughlin and Mertens (2004:36) assert that a literature review can aid the understanding of the problem being researched. Without reviews of the relevant literature, difficulties could be experienced when constructing a volume of approved knowledge on any educational topic. A review of the literature also provides the benefit of further insight to be gained from the purpose and results of a study.

A literature review is the review of the body of scholarship pertaining to a specific topic or field of interest, a whole range of research products that have been produced by other scholars (Mouton (2006:86). The literature review in this study is aimed at the identification of strategies to deal with safety challenges and to identify ways to create a safety environment in the North-West Province township secondary schools, through the development of school safety strategies. This would lead to an environment where there is learning without fear (the Sowetan, 2015: 2, Bosworth *et al.*, 2011:194 & 195).

The literature review in this chapter will focus on findings of other research on school safety, which include scholar transportation to and from the school. Secondly, a model that is theoretical in nature by Abraham Maslow on the hierarchy of needs (Huitt, 2007) will be discussed to enhance both local and international issues on

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safety. Thirdly, an overview of successes and shortcomings of the strategies will be indicated. Lastly, barriers that hinder school safety will be suggested in respect of the literature findings.

The following discussion elucidates the factors that contribute to the existence of an unsafe school environment which affect the learners profoundly.

## 3.2 FACTORS CONTRIBUTING TO AN UNSAFE SCHOOL ENVIRONMENT

In a workshop held by the Centre for the Study of Violence and Reconciliation (CSVR) and the Department of Education (DoE) in September 2002,(Leoschut, 2008:6) the following elements were identified as risk factors:

- Environmental influences, which include pubs or liquor stores near the school, drug-dealers (Leoschut, 2008:6), no fencing and the unavailability of telephones to report emergencies.
- The safety of the learners on the school premises, which includes the controlling of admission to the school, drug and alcohol abuse, sexual harassment and sexual offences, fighting, vandalism and thievery, weapons and verbal aggression (Netshitahame & Van Vollenhoven, 2002:316, Nieuwenhuis, 2007:217; the Sowetan, 2015:1).

The above risk factors are illustrated in the following diagram and are, indeed, referred to in the focus group interviews and questionnaires (cf. Chapters 5 and 6).
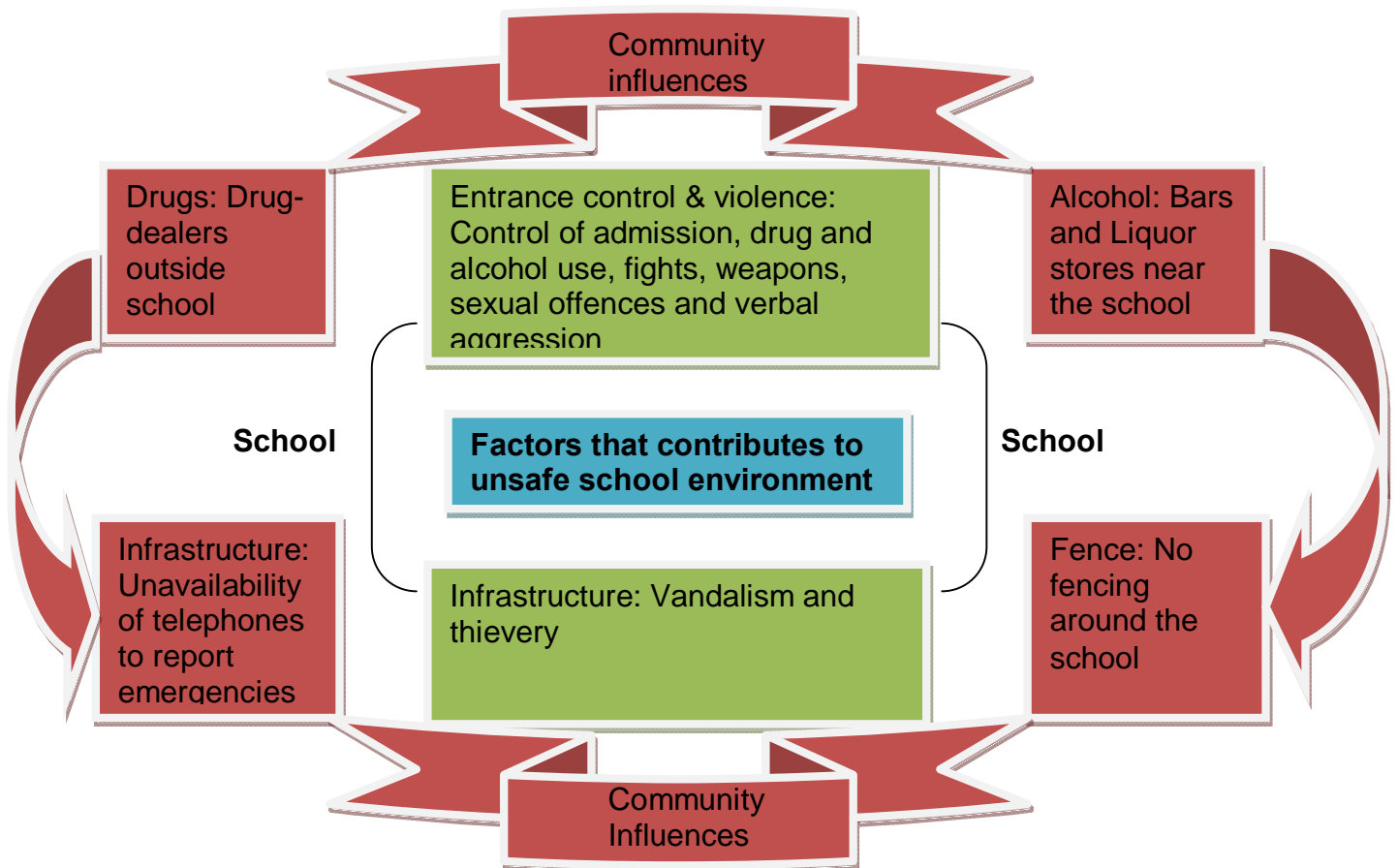
**Figure 3.1: Identified risk factors in 2002 by the CSVR and the DoE**

The above diagram highlights external and internal factors that contribute to an unsafe school environment.

A brief discussion will follow below about some of the elements that pose a threat to the safety of learners at school and which relate to issues of violence. The interpretations of these factors are explained in terms of the internal and external factors.

**3.2.1 Interpretation of the external factors that make township schools unsafe**

**Community**: It is defined as a group of people living in a specific geographical and physical area (Visser, 2007:5-6), also known as a social group of any size whose members reside in a specific locality, share the same government, and often have a common cultural and historical heritage.

In the South African context, the concept of community has a socio-political meaning that, among others, reflects the political history and beliefs of the African people in a socio-political context (Visser, 2007:7). A community can therefore form a collective power structure to promote a specific cause (Visser, 2007:7). Schools in a township community are historically characterized as being deprived and disadvantaged in terms of resources and infrastructure. The majority of the people living in township communities are unemployed. They live in misery, making crime and violence a menace.

**Drugs**: Drug dealers intrude into the school to sell drugs to learners (Ramorola & Taole, 2014:12-13; Mncube & Harber, 2013:5) but also outside school premises. The most commonly consumed drug being sold known is marijuana (dagga). The symptoms of severe consumption lead to violent behaviour, an increased appetite, and hallucinations.

**Alcohol**: The presence of pubs and liquor stores near the school is a temptation for the learners to sneak out unnoticed to have a drink and come back.

**Infrastructure**: The unavailability of telephones makes it very difficult for learners and community members to report crimes.

**Fence**: A well-fenced school yard controls the unauthorized movement out of the school premises and helps with access control. The school gate becomes the only legitimate means to enter the school premises.

**3.2.2 Interpretation of the internal control factors that make township schools unsafe, and actions to ensure safety**

**Entrance control and violence**: The recording of the details of persons and vehicles in entrance control registers helps to identify people the entering school premises. The purpose of their visit is recorded. The entrance control measures help the school to determine the times when access will not be granted except with the special permission of the school management. In addition, sensors and the

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searching of bags and luggage by the security personnel, is a measure that can help to eradicate the bringing of drugs and alcohol to school. The bringing of weapons to curb gang fights can be controlled; and Individuals suspected of sexual offences can be easily identified, caught and handed over to the police. Strangers and sometimes parents who come to school with the aim to exchange despicable foul words with the teachers can be kept at bay.

**Infrastructure**: Vandalism in the form of breaking the walls of the school building, graffiti, the breaking of the toilet pans, the flusher handles, the urinals, and the ceiling is a common problem in many schools in South Africa. Another challenge is the theft of school stamps, documents, computers, and television sets, copper cables which supply electricity to the school, Telkom cables connected to the offices, gardening equipment, and electrical appliances such as kettles, microwaves and workshop tools.

The actions highlighted above are shameful criminal actions that continue unabated.

### 3.2.3 Bullying and peer victimization

A learner is bullied or victimized when exposed, repeatedly over a period of time (Carlyle & Steinman 2007:624), to negative actions on the part of one or more other learners. It is a negative action where someone intentionally inflicts injury or discomfort upon another. Negative actions are carried out by physical contact, through words, or in other ways, such as making faces or dirty gestures, as well as by intentionally excluding the learner from group activities (Smit, 2003:81; Learner Discipline and School Management, 2007). Bullying is intentional, deliberate and repeated hurtful acts, words or other behaviour, such as name-calling, threatening or shunning, committed by a child or children against another child or children (Neser, 2004:28, Nieuwenhuis, 2007:217). OدConnell, Pepler and Craig (1999:438, in Mncube & Harber, 2013:8) indicate that bullying can be direct or indirect. %Direct bullying involves physical contact or verbal abuse whereas indirect bullying involves subtle social manipulations such as gossip, spreading rumours and exclusion+ (Mncube & Harber, 2013:8). These negative acts are not intentionally provoked by the victim, and for such acts to be identified as bullying, an imbalance in real or

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perceived power must exist between the bully and the victim (Learner Discipline and School Management, 2007). It is not a question of a single attack directed at one child here and another there, but the victim is subjected to systematic harassment. It is difficult for the victims to defend themselves and they experience a sense of helplessness or defenselessness in relation to the bully (Neser, 2004:139).

Smit (2003:81) asserts that bullying is a very old phenomenon among children. De Wet (2005:44) calls it "a centuries old phenomenon". De Wet (2005:44) and Leach *et al.*, (2014:13) assert that traditional wisdom regards bullying as not seriously harmful, a natural part of growing up, and helpful in toughening-up children and preparing them for adulthood. According to De Wet (2005:44), a shift in public attitude towards bullying took place during the early 1980s when three Norwegian boys aged between 10 and 14 committed suicide, partly as a result of severe bullying by peers.

Blosnich and Bossarte (2011:108) mention that research has also indicated a poorer psycho-social development and adjustment among those involved in bullying. The adjustments include making friends, unhappiness at school, and self-esteem. Carlyle and Steinman (2007:624) said that victimization by peers through bullying has been associated with extreme violent behavior, such as homicide. In a review of over 200 incidents of bullying resulting in school-associated violent deaths, it was noted that perpetrators of homicide were twice over as likely to have been bullied when compared to their victims. Victims of bullying are likely to be at an increased risk of suicidal behaviour, even into young adulthood.

Therefore, given the serious consequences of bullying and peer victimization, prevention and intervention programs are crucial, but have been implemented with mixed results. "There seems to be a general agreement that the best programs to stop bullying are those that involve a whole school approach" (Blosnich & Bossarte, 2011:108). This includes the active involvement of the school administration, the staff members and the learners. Burton (2008:32) views a whole-school approach as understanding the school as an entity consisting of learners, teachers, principals, school management teams, SGBs, and the parents or caregivers as interdependent components. Burton (2008:77) adds that all these components interrelate and are found within a wider context, which include the home, community and the society.

Bullying is just one area of low-level violent behaviours that are often overshadowed by both conciliatory socio-cultural beliefs (for example, ‰oys will be boys) and high-level violent behaviour (for example, carrying a weapon, homicide and suicides associated with the school, gang-related activities, and so on). The victims are repeatedly and over time exposed to negative actions from one or more other learners with the intent to distress or harm them. A power imbalance often exists. It is typically physical, but may also be as a result of a social imbalance. Negative actions may range from non-verbal to directly observable behaviour which includes punching, throwing objects, and the vandalism of property (Blosnich & Bossarte, 2011:107).

According to Carlyle and Steinman (2007:624), previous research suggests that bullying is more common among males than females, though numerous studies have found no gender differences, and some suggest that the results may be influenced by gender role stereotypes and how aggression itself is measured. However, the general trends of differences between male and female bullying behaviours are supported in a reasonable way. As such, the expectation is that males will bully and be victimized more than females.

Bullying is indeed a prevalent problem among school learners (Blosnich & Bossarte, 2011:107-108). Bodenstein and Potterton (2002:10) indicate that learners who are bullied may feel scared, vulnerable and very alone. When learners are bullied, they are called names, things are made up to get them into trouble; they are pinched, hit, bit, pushed or shoved. The act may also include damaging the learners belongings, stealing money or food, or taking away their friends. Bullies are often cunning, doing things so that they are not noticed. The majority of incidents occur in places where there is little adult supervision. Smit (2003:88) sees bullying as a serious problem that can dramatically affect the social and academic progress of the victims.

Bullying has serious consequences for the entire school. Those bullied report feelings of vengefulness, self-pity and anger after a bullying incident. If these feelings are not dealt with, such reactions may likely turn into depression, physical illness,

and even suicide (Bodenstein & Potterton, 2002:11; Learner Discipline and School Management, 2007, Carlyle & Steinman, 2007:624).

The learners can perhaps be encouraged to stand up to bullying as a group or even on their own, as long as it is safe to do so. It must be made clear that bullying is not acceptable, and that no one should be ridiculed, taunted or hurt. The victims have to be informed that all incidents of bullying should be reported.

Blosnich and Bossarte (2011:108) maintain that the consequences of bullying and peer victimization are widespread and range from poor mental and physical health, to psychosomatic outcomes, to poor academic performance. A positive association has been found between bullying and psychosomatic complaints that include headaches, sleep disturbances and anxiety. There is a risk of depression among those who reported being bullied.

Despite a heightened interest in bullying by the general public and the academic world, there seems to be a lack of understanding and/or insight on the part of some teachers on the subject. An eight year-old Brakpan schoolboy was, for example, physically and verbally abused by a class mate for more than six months. However, the principal of the school failed to take disciplinary action against the alleged bully, or to take note of a request from the parents to place the alleged bully and his victim in separate classes (Joubert, 2007:18).

The principal told a newspaper reporter that there existed no proof of the incidents. %We decided to leave things as they are. We have observed no trauma. He (the alleged victim) has been coming quite happily to school. If anyone has shown trauma, it is the boy who says he attacked him. We noticed that his schoolwork has been slipping+. The quotation of the principal=s response to the incident suggests that there was indecisiveness and a lack of condemnation of bullying by some teachers. This problem is aggravated by the fact that there is insufficient research on the teachers=perceptions of, or attitudes towards bullying (De Wet, 2005:44).

Joubert (2007:18) highlights the fact that the school principal is the representative of the employer in the school, and should never turn a deaf ear to a victim=s complaint

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or decide not to report an incident of sexual misconduct, abuse or bullying. This action by the principal could be held as being deliberately indifferent to the rights to freedom and security, dignity and the right to be protected from maltreatment, neglect and abuse (Alexander & Alexander, 2005:657).

Those who are victims of bullying are often reluctant to talk about their victimization out of fear that it would aggravate the situation. Bullies, victims and onlookers are often trapped within a ±code of silenceq(De Wet, 2003:90). Bullying can be controlled by having class rules that give a clear guidelines for acceptable behaviour. The teachers have to focus on the continuous development of social skills amongst the learners. Learners who are bully others ought to be called to account for their deeds. This will send out a clear message that bullying will not be tolerated. More focus should be placed on changing bullying behaviour than on punishment (Learner Discipline and School Management, 2007).

### 3.2.4 Physical assault

Physical assault is often an act of bullying, and is included in the definition of bullying. Assault is a criminal offence (Nieuwenhuis, 2007:218; the Constitution of the RSA, 1996, Section 12:1). It is defined as ±the intentional and unlawful act of violence (attack) perpetuated against the body of another person by direct or indirect meansq It is a threat of immediate personal violence directed at another person in circumstances where the threatened person is led to believe that the person who makes the threat has the intention and capacity to execute the threat (the Sowetan, 2015:2). Violent assault is one of the primary causes of death among South African males between the ages of 15 and 24.

### 3.2.5 Gangs, weapons and drugs

Drug, substance or chemical abuse is a disorder that is characterized by the destructive pattern of using a substance that leads to significant problems or distress. Drug abuse may cause addiction, also called substance or chemical dependence, namely a disease characterized by a destructive pattern that may lead to significant problems involving tolerance to the substance, as well as other

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problems, either social or poor school performance (Joubert, 2007:3, Ramorola & Taole, 2014:12, Nelson, Rose, & Lutz, 2010:1-8).

Ryan *et al*.; (2007:1053-1054) believe that the greatest concerns which threaten the health and safety of economically disadvantaged adolescents is substance abuse, gang involvement and physical victimization.

The phenomenon of street gangs is not new and have a long history. Statistics indicate that in the United Kingdom and the United States the level of street gang is on the  increase. Street gangs may cause unbearable violence and violent behaviour (Youth street gangs & Law teacher, 2013:1).

Street gangs have a negative effect on society, although some people may create a gang for the purpose of being safe from violence, but this safety is usually involve acts of crime. People who are innocent can be caught up getting injured or even killed in turf gang wars, in drive-by shooting incidents or even by the theft of a car (Youth street gangs & Law Teacher, 2013:10).

Adults have a role to play in monitoring and empowering children with positive and constructive knowledge against negative society and community influences.

The adults can provide the first line of defence against these violence youth problems, particularly the parents and the school personnel (Ryan *et al*., 2007: 1053-1054). Ncontsa and Shumba (2013:13) recommend that more personnel should be employed at school to monitor the entrances to schools. Living in a community with a high employment rate, greater numbers of married couple families, and a greater number of grandparents as caregivers is protective to alcohol use (Song, Reboussin, Foley, Kaltenbach, Wagoner & Wolfson, 2009:186).

Gangs, the carrying of guns and other weapons to school, and drug abuse are the major causes of violence in South African schools (Niewenhuis, 2007:218, the Sowetan, 2015:1). Dagga (marijuana), glue, mandrax, tik, and nyaope are among the drugs which the majority of the drug-abuse learners are addicted to. Violent behavior, which includes fights with knives, stabbings, and shootings may occur after the excessive consumption of drugs and alcohol (Niewenhuis, 2007:219). Niewenhuis (2007:219) affirms that in some areas and in certain township schools  it

is not unusual for boys to carry knives and guns to school, to rape at gunpoint, to engage in armed robbery and car hijackings, the drinking of alcohol, and drug-taking (Netshitahame & Van Vollenhoven, 2002:316).
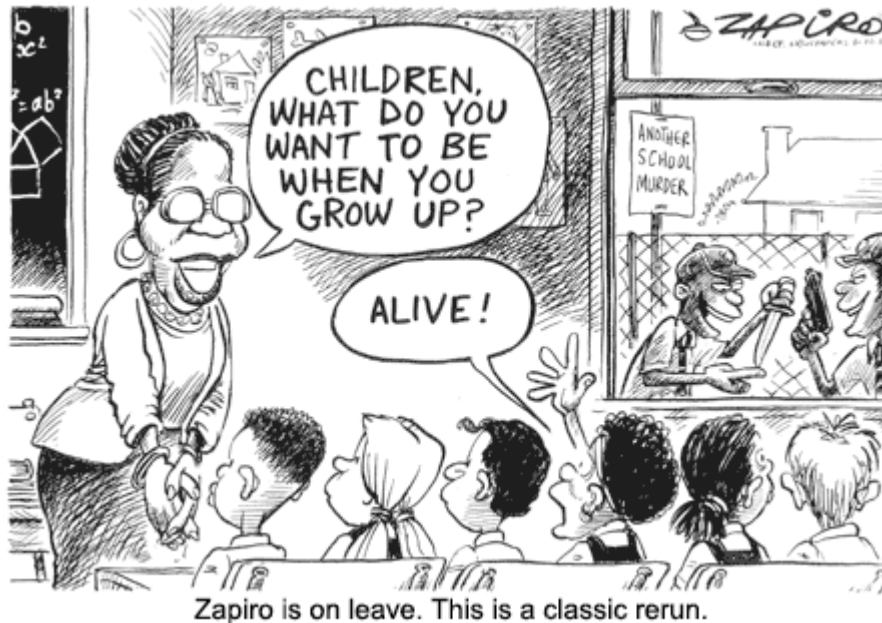


**Picture 3.1: The above comic strip by Zapiro (School-Based Violence, 2011:3) illustrates the influence which learners can portray due to exposure to violence**

Gang members may take part in all forms of criminal activities, whether it is for personal or economic gain, revenge or hate (Youth street gangs & Law Teacher, 2013:10). It is common for street gangs to commit crimes such as rape, murder, fraud, assault, theft, arson, home invasions and prostitution, being disorderly in public, armed robbery, the use of weapons, and drug-taking (Youth street gangs & Law Teacher, 2013:7).

According to Harber and Muthukrishna (2000:424, in Ncontsa & Shumba, 2013:2), "Schools in urban areas, particularly townships are regularly prey to gangsterism. Poverty, unemployment, rural-urban drift, the availability of guns and the general legacy of violence have created a context where gangsters rob schools and kill and rape teachers and students in the process". The findings of the study conducted in ten secondary schools in Durban revealed that nine of these schools had gang violence, and 70% of the township residents lived in fear of gang violence

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(Nieuwenhuis, 2007:219; Van Jaarsveld, 2008:176). It is generally assumed that young people who belong to gangs seem to be much more violent compared to youths who are not in gangs (Youth street gangs & Law Teacher, 2013:5)

Gangs are often formed in a quest for dominance and recognition. Territorial dominance is fought for by using violence. Joining a gang is a source of identity, social status, and economic survival in dire conditions (Youth street gangs & Law Teacher, 2013:1). Maree (2000:3) and Netshitahame and Van Vollenhoven (2002:316) refer to other weapons which are carried to schools, such as knives, pangas, sticks, screwdrivers and axes. These weapons are used in violent attacks on learners and educators and often result in tragic killings of educators and learners (the Sowetan, 2015:1; Tabancali & Bektas, 2009:281). The most violent incidences are aggravated by the availability and abuse of drugs, alcohol and other intoxicating substances. Learners who abuse drugs are undisciplined, rowdy when under addiction and are unable to concentrate on their work or cooperate with other learners and educators (Joubert, 2007:3).

Nieuwenhuis (2007:219) indicates that drug addicts are often drawn into a variety of crimes in order to sustain their addiction, while the girls often turn to prostitution to finance their drug habit.

Another viewpoint asserts that female gang members are found to be actively involved in violent acts such as fighting and holding important roles and position in their gangs than being simple sex objects (Youth street gang & Law Teacher, 2013:7). Girls join gang life for similar reasons as their male counterparts, namely to meet their basic human needs such as belonging to or being a member of a gang for protection and for purposes of self-esteem (Youth street gangs & Law Teacher, 2013:8-9).

Problems in respect of substance abuse have a negative effect on the productivity of the youth. It undermines the role of the school as a place of learning. The abuse of substances increases the rate of learner dropout, fighting and a general lack of concern for others (Ramorola & Taole, 2014:12; Nelson, Rose, & Lutz, 2010:1-8). Drugs may sometimes be considered to be ±softq with no real consequences for their users. However, the findings of a study that was conducted in Arizona indicate that

the use of marijuana is a gateway behaviour to the use of ±harderq drugs and escalating violence (Ramorola & Taole, 2014:12; Bosworth *et al*., 2011). Communities characterized by high levels of crime and violence are usually associated with the availability of alcohol and other addictive substances (Leoschut, 2008:6).

The Regulation for Safety Measures at public(RSA, 2001) paragraph 4, sub-paragraph 2 (e) clearly states that no person may enter the school premises while under the influence of alcohol or drugs (Masitsa, 2011:166). Masitsa (2011:166) indicates that the use of drugs undermines a safe and disciplined educational environment; and advises that the testing of learners for drugs will make the schools safer places. Drugs are dangerous to learnersq health and safety. The alleged chronic marijuana users have an increased risk of contracting bronchitis. Moreover, the earlier and greater involvement with marijuana has been associated with an increased risk of impaired mental health (Johnson, Moffat, Bottorff, Shoveller, Fisher & Haines, 2008:47-48).

Apart from what political violence and war can do to cause instability in the provision of education, other forms of external violence can impact upon successful educational delivery (the Sowetan, 2015:1; Mncube & Harber, 2013:4). Schools are the ±microcosms of societyqand problems and issues in the community and on the streets perpetually spill over into the schools. Mncube and Harber (2013:5) support the abovementioned viewpoint when they assert that gang violence involving theft, drugs, and weapons could extend from the surrounding community and streets into the schools.

Mncube and Harber (2013:4) maintain that the safety of learners is at risk when they are on their way to and from school and inside school as well, when gang members enter the school premises to sell drugs, or to steal or exhort money, making clear the integral relationship which exists between the schools and the community (Le Roux & Mokhele, 2011:318, Lawrence, 2007:122).

It is often argued that if a school has an inadequate level of school safety, although it may exist in a dangerous, high-crime neighborhood, the investment in security

measures will be well worth the effort and can lead to the school's overall safety (Walker, Ramsey & Gresham, 2004:370).

## 3.2.6 Initiation practices

The section on the Prohibition of Initiation practices (Republic of South Africa, 2002b) expresses the main intention of the regulations aimed to safeguard especially new learners' safety and well-being at schools, by protecting them from loss, hurt and/or injury. The learners need to be encouraged to acknowledge their accountability towards the organization and governance of their schools in partnership with the State (SASA, Act 84 of 1996).

Learners are referred to as being responsible when they study and expand their complete potential, and allows others to achieve their potential free of any interference. Learners should not become guilty of transgressions, and they should exercise their responsibility in support of a process of positive induction at schools. The aim is to instill learner discipline, motivation and respect. The learner-learner and teacher-learner relationship of mutual trust and respect implies the need for learners to accept responsibility for their conduct. In taking cognizance of their right to non-discrimination and equality, privacy, respect and dignity, non-violence, freedom and security, and protection from maltreatment, neglect, abuse or degradation in terms of RSA (2002b:regulation 3.1-3.4). The afore-mentioned document places an obligation on the schools to uphold discipline in order to ensure uninterrupted educative learning (De Waal, 2011:183).

The majority of learners, especially at boarding school, experience humiliating and brutal treatment as part of the so-called initiation practices (Nieuwenhuis, 2007:219). Ngwenya and Maluleke (2002:10-11) state that newcomers (often called 'freshers'), are subjected to all kinds of unlawful treatment and abuse by senior students (referred to as the 'old guards'). The initiation practices include running around aimlessly to being hit with a sjambok, or even being forced to have sexual intercourse with one another. The students are broken into the so-called 'new culture' (Nieuwenhuis, 2007:219).

In many cases the initiation practices are subtle, though aimed at humiliating the newcomers by labelling and ridiculing them and excluding them from certain activities (Nieuwenhuis, 2007:219).

### 3.2.7 Violent discipline

Corporal punishment is a form of violence that poses a threat to a safe environment (Alexander & Alexander, 2005:657). It is the infliction of pain by the teacher or other education official upon the body of the leaner, as a consequence for doing something which has been disapproved by the punisher (Nieuwenhuis, 2007:220). Corporal punishment infringes the learner's right not to be punished in an inhuman or degrading way (Section 12 of the Constitution of the RSA, 1996; The Children's Act, Act 38 of 2005; Section 8 (7)-8(9) of SASA), Veriava, 2014:26) In an education study project which included schools from urban, rural, township, inner city, informal settlements and suburban environments, it was found that in most of the 27 schools across the country where the survey was conducted, the teachers resorted to corporal punishment despite it being banned (Alexander & Alexander, 2005:657; Senosi, 2005:8-9). The respondents in the study were teachers, learners and school principals (Nieuwenhuis, 2007:220).

To protect children from harm, Section 110 (1) of the Children's Act, Act 38 of 2005 legally binds the teachers to report acts of corporal punishment by other teachers where physical injury is caused. Section 111 of the Children's Act makes provision for the establishment of a National Protection Register. Part B of the Register will contain a record of persons who are unsuitable to work with children (Children's Act, Act 38 of 2005, Section 118). A court in a criminal or civil proceeding or a forum that was established or is recognized by law in any disciplinary proceedings concerning the behavior of a person as it relates to the child, may make a finding that a person is not suitable to work with children (Section 120(1) of the Children's Act, Act 38:2005). In criminal proceedings a person is declared unsuitable to work with children on conviction of a charge of murder, attempted murder or a charge of assault with intent to do grievous bodily harm with regard to a child (Section 120(4)). Section 123 of the Children's Act, Act 38 of 2005 stipulates that once a person's

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name has been entered in Part B of the register, that person may no longer be employed at an institution that deals with children (Veriava, 2014:27).

In respect of corporal punishment, learners are sometimes slapped or hit with a fist. Sticks, planks, canes, fan belts, pieces of wood, wooden spoons and pieces of rubber are commonly used in administering corporal punishment (Nieuwenhuis, 2007:220; Naong, 2007:286). Teachers found administering corporal punishment to learners should be charged in a court of law, since corporal punishment is legally not permitted and banned in South African schools (Ncontsa & Shumba, 2013:13; Rademeyer, 2011; Veriava, 2014:24).

%When children are trained, they learn how to train others in turn. Children who are lectured to, learn how to lecture, if they are admonished, they learn how to admonish, if scolded, they learn how to scold, if ridiculed, they learn how to ridicule, if humiliated, they learn how to humiliate, if their psyche is killed, they learn how to kill% (Miller, 1987:98).

A very important link has been found between corporal punishment and subsequent anti-social behaviour, consisting of violence and aggression, child-to-parent violence and dating violence (Youth street gangs & Law Teacher, 2013:31). Physical punishment may teach the learner that to hit someone is an acceptable way of expressing anger and to solve problems, more specifically when it is exercised outside of a loving parental relationship. Corporal punishment only promotes violent behaviour in children and towards them (O%Neal, 2008:61). It may become a desperate attempt to solve a problem that an adult is unable to solve when it is not associated with respect and self-control. Learners are more likely to imitate what they see their role-models do, and consequently they are not exposed to creative ways to solve problems, impacting on their ability to form and maintain healthy relationships (Nieuwenhuis, 2007:220, Masemola, Mhlana & Mafisa, 2011:2)).

The social/psychological explanations of the causes of violent behaviour in relation to socialization that are relevant to the authoritarian role of schooling in reproducing and perpetrating violence, is that if those adults, whom young people are expected by society to admire and respect and imitate, are consistently authoritarian to them,

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they will come to accept this as the normal way of relating to others giving orders or taking orders. In the same way, if those in authority are physically violent and abusive towards them, then this becomes ±normalqfor them, and they will reproduce this violence in their own relationships with other people. Consequently, they become socialized, through imitation, into authoritarian, repression and violent means to achieve ends ( Mncube & Harber, 2013:20).

It would appear unreasonable if a solution to the aforementioned occurrences is not sought.

## 3.3 STRATEGIES TO BE USED IN SCHOOLS TO ENHANCE SAFETY

This section is underpinned by Maslowஞ Hierarchy of Needs Theory. This theory serves as the point of departure in enhancing the human basic needs in safety. Learners and school staff in the North West Province schools as humans have basic needs. When onecஞ basic needs are realized, other needs will arise, leading to the achievement of the highest need in the hierarchy (Jerome, 2013:41; Huitt, 2007).

The implementation of safety measures in North West township schools is a fundamental point of departure in the facilitation of effective teaching and learning. The relevance of the application of Maslowஞ lower and higher order needs is to explain that safety is the basic need in our township schools for the desired academic performance of the learners. Learning in fear is the opposite of the prerequisite of learning in an environment conducive to learning, and affects the performance of learners on a continuous basis. The teachers may not be able to properly execute their duties because they feel unsafe and unprotected.

### 3.3.1 Maslow's Hierarchy of Needs

Maslowஞ Hierarchy of Needs was anticipated by Abraham Maslow in his 1943 paper ‰ Theory of Human Motivation‰, referring to various additional aspects of motivation and afterwards a book ±Motivation and Personalityqin 1954 (Jerome, 2013:39, Huitt, 2007).

Initially, the Hierarchy of Needs model comprised of five needs. Mathe (2008:99) indicates the five levels of hierarchy of human needs as, namely physiological needs, safety needs, social needs, ego needs and self-fulfillment needs or self-actualization needs. Sergiovanni and Starratt (1993), in Mathe, 2008:99) point out that the five needs levels are categorized into lower and higher order needs. Lower order needs are important and should be satisfied first before advancing to the higher order needs. According to Maslow, our actions are motivated in order to achieve certain needs (McLeod, 2007).

The first conceptualization of his theory was published by Maslow over 50 years ago. It has since become one of the most popular and often cited theories of human motivation. A remarkable phenomenon relating to Maslow's work is that it enjoys wide acceptance ( Soper, Milford & Rosenthal, 1995). Maslow's Hierarchy of Needs model of the 1940-50s remains valid today for understanding human motivation, management training, and personal development (Jerome, 2013:40; Huitt, 2007).

**Hierarchy of Needs:** This model suggests that people are motivated to accomplish their basic needs before moving on to other, more advanced needs ((Youth street gangs & Law Teacher, 2013:35, Sergiovanni & Starratt, 1993:140). While psychoanalysts and behaviourists at the time, tended to focus on problematic behaviours, Maslow was much more interested in learning about what makes people happy and the things that they do to achieve that aspiration. Maslow believed that the desire to be self-actualized (to be all they can be) is inborn in people. The Hierarchy of Needs theory was Maslow's brilliant thinking and natural charismatic presence (Huitt, 2007).

To achieve self-actualization, however, a number of more basic needs must be met first, such as the need for food, safety, love and self-esteem. Maslow said that the needs have to be satisfied in the given order (Jerome, 2013:41).

The need for safety in township schools is regarded as a basic need (lower-order need) for a peaceful learning environment that is free from fear and threat, an environment that is conducive to effective learning and teaching.

### 3.3.2 Basic and complex needs

The hierarchy of needs is often displayed as a pyramid. In the lowest levels of the pyramid are the most basic needs, while the more complex needs are located at the top of the pyramid (Jerome, 2013:41). The basic needs are basic physical requirements, including the need for food, water, sleep, and warmth. Once these needs have been met, people move on to the next level of needs, which are the need for safety and security. The needs become increasingly psychological and social in nature, as people progress up the pyramid. The need for love, friendship, and intimacy soon becomes important (Youth street gangs & Law Teacher, 2013:35). As people progress up the pyramid, the need for personal esteem and feelings of accomplishment become a priority. Maslow emphasized, like Carl Rogers, the importance of self-actualization, which is a process of growing and developing as a person so as to achieve one's individual potential. It is the need considered the highest, according to Maslow, as it is the desire to become what one is capable of becoming and to maximize one's potential and to accomplish something (Jerome, 2013:41, Youth street gangs & Law Teacher, 2013:35).

### 3.3.3 Types of needs

Maslow thought that these human needs are like instincts and play a major role in motivating behaviour. Deficiency needs are, namely physiological, security, social, and esteem needs, meaning that these needs arise due to deprivation (Youth street gangs| Law Teacher, 2013:10). It is important to satisfy these lower-level needs in order to avoid unpleasant feelings or consequences. The highest level of the pyramid is the growth needs (being needs/B-needs). The growth needs stem from a desire to grow as a person. Martin and Joomis (2007:72-75) put this as follows,

"For example, the more one understand(s?) the more one's motivation to learn more increases".

### 3.3.4 The original five levels of the Hierarchy of Needs

Maslow's five different levels of the hierarchy of needs are explained in detail below.

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Maslow wanted to know what motivates people. He believed that people possess a set of motivation systems that are not related to rewards or unconscious desires. He stated that people are motivated to achieve certain needs. When one need is fulfilled a person seeks to fulfill the next need (Jerome, 2013:41). The earliest and most widespread version of Maslow's Hierarchy of Needs consists of five motivational needs, which are often described as the hierarchical levels within the pyramid (McLeod, 2007).

The aforementioned five-stage model is divided into basic (or deficiency) needs (physiological, safety, love, and self-esteem) and self-actualization (growth needs). The deficiency or basic needs motivate people when they are not fulfilled. The need to fulfill the basic needs becomes stronger the stronger the duration they are denied. For example, when a person goes without food, the hungrier he/she becomes. The lower-level basic needs must be satisfied before progressing on to the higher level growth needs (self-actualization) (Mathes, 1981:69; McLeod, 2007). Maslow stated that although his theory may give the false impression that a need must be satisfied 100% before the emergence of the next need, it is not correct (Mariani, 2010:95). Mariani (2010:95) further adds that the emergence of a new need is not sudden, but rather a slow degree from nothing to something.

Every person has the capability and desire to move up the hierarchy towards the level of self-actualization (Martin & Joomis, 2007:72-75). It is unfortunate that the progress is often disrupted by a failure to meet the lower-level needs. For example, life experiences such as divorce and job-loss may cause a person to fluctuate between the levels of the hierarchy (McLeod, 2007; Huitt, 2007).
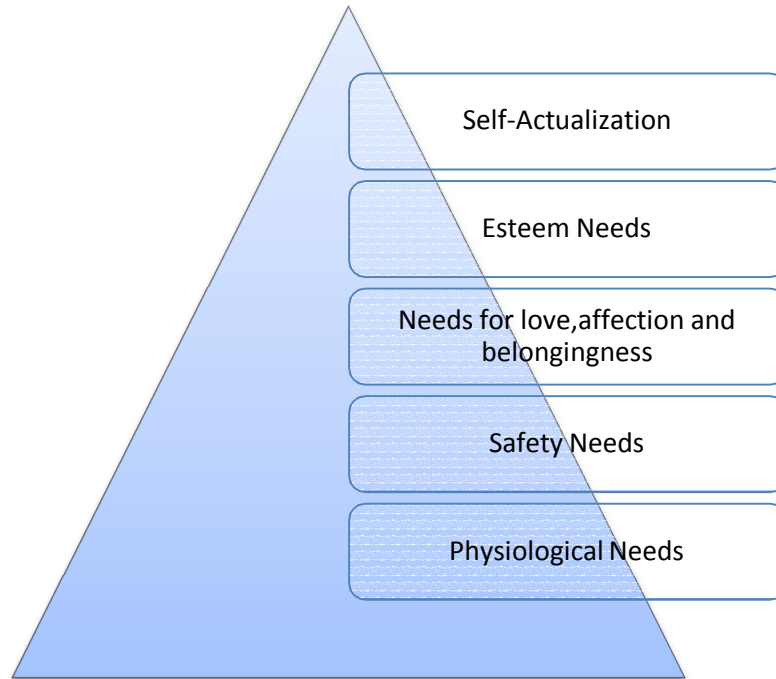
**Figure 3.2: The five levels on the pyramid as based on Maslow's Hierarchy of Needs (Jerome, 2013: 41)**

### 3.3.4.1 Physiological needs

These needs are vital for survival and include the most basic needs, such as the need for water, air, food, shelter, warmth, sex and sleep (Martin & Joomis, 2007:72-75; McLeod, 2007; Mathes, 1981:69). These needs are the most basic and instinctive in the hierarchy because all the needs become secondary until these physiological needs are satisfied. Jerome (2013:42) adds that the physiological needs are biological, and are the strongest needs, because if a person is deprived of all needs, it is these physiological ones that would come first in the person's search for satisfaction.

### 3.3.4.2 Security needs

People need safety and security. The security (protection) need is vital for survival, but not as demanding as the physiological needs. The security needs include a desire for steady employment, health-care, a safe neighbourhood, order, law,

stability, freedom from fear, and shelter from the environment(Mathes, 1981:69, McLeod, 2007, Chapman, 2001-4).

### 3.3.4.3 Social needs/the need for love and belonging

The need for belonging, to affiliate with others, acceptance, friendship, intimacy, love, and affection are social needs (Chapman, 2001:4). They are described as less basic than the physiological and security needs (Mathes, 1981:69; McLeod, 2007). Friendships, romantic attachments, and families are helpful to fulfill this need for companionship and acceptance, as do involvement in social, community, or religious groups. Jerome (2013:42) asserts that this level involves both giving and receiving love, affection, and a sense of belonging.

### 3.3.4.4 The need for esteem

The fulfillment of the esteem needs become vital after the first three needs have been satisfied (Jerome, 2013:42). The esteem needs include  the need for things that reflect on self-esteem, achievement, to be competent, to gain approval, a reputation, status, prestige, dominance, self-respect, the respect from others, personal worth, social recognition, and accomplishment (McLeod, 2007; Chapman, 2001:4). When these needs are satisfied, one feels confident and valuable as a person, but the frustration of these needs is likely to arouse feelings of inferiority, weakness and worthlessness (Jerome, 2013:42).

### 3.3.4.5 Self-actualization needs

This is the highest level on Maslow's hierarchy of needs. People who are self-actualizing are self-aware, concerned with personal growth,  less concerned with the opinions of others, and interested in fulfilling their potential (Chapman, 2001:4, McLeod, 2007).

"Maslow describes self-actualization as a person's need to be and do that which the person was born to do. A musician must make music, an artist must paint, and a poet must write"(Jerome, 2013:42).

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### 3.3.5 The expanded hierarchy of needs

Maslow/s five stage model has been expanded by other scholars to include cognitive and aesthetic needs, and later transcendence needs (McLeod, 2007).

The adapted seven-level Hierarchy of Needs seems to have appeared in the 1970s - after Maslow's death. Thereafter, the adapted eight-level Hierarchy of Needs seems to have appeared, seemingly in the 1990s (Huitt, 2007).

### 3.3.6 Self-actualization

Maslow formulated a more positive account of human behaviour which focused on what goes right instead of focusing on psychopathology and what goes wrong with people (McLeod, 2007). His interest was on human potential and how we fulfill that potential. He stated that human motivation is based on people seeking fulfillment and change through personal growth. Persons who are self-actualized are those who are fulfilled and doing all they are capable of (Jerome, 2013:42; McLeod, 2007).

Maslow maintains that the growth of self-actualization refers to the need for personal growth and discovery that is present throughout a person's life. He further adds that a person is always becoming, and never remains static in these terms. A self-actualized person finds meaning in life that is important for him or her. The motivation for self-actualization leads people in different directions, as each person is unique. For example, for some people self-actualization can be accomplished through creating works of art or literature, for others through sport, in the classroom, or within a corporate setting (Jerome, 2013:42).

Maslow (Martin & Joomis, 2007:72-75) held the conviction that self-actualization could be measured by means of the concept of peak experiences. This happens when a person experiences the world entirely for what it is, and feelings of delight, joy and wonder exist. Maslow describes self-actualization as the desire for self-fulfillment, namely the tendency to become actualized in what a person has the potential for; the desire to become everything one has the capability to become

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(Martin & Joomis, 2007:72-75). The specific form these needs will take will differ from person to person. In one person it may take the form of the desire to be an ideal mother, in another individual it may be expressed athletically, while in another it may be expressed in painting pictures or in inventions (McLeod, 2007).

### 3.3.7 Characteristics of self-actualized people

We are all, theoretically-speaking, capable of self-actualizing, although most of us will not do so, or it will be done to a limited degree. Maslow maintained that only 2% of people will reach the self-actualization state. He was interested in the characteristics of individuals whom he considered to have achieved their potential as persons. He studied 18 persons he considered to be self-actualized, and identified 15 characteristics of a self-actualized person. Abraham Lincoln and Albert Einstein were amongst the people he studied (McLeod, 2007).

### 3.3.8 Behaviour that leads to self-actualization

People achieve self-actualization in their own unique way although they are inclined to share certain characteristics. Maslow pointed out that self-actualization is a matter of degree, %There are no perfect human beings+(McLeod, 2007).
Maslow never equated self-actualization with perfection. Self-actualization simply involves realizing ones potential (Martin & Joomis, 2007:72-75). Someone can thus be silly, wasteful, vain and impolite, and still self-actualize. Self-actualization is attained by less than 2% of the population (McLeod, 2007).

### 3.3.9 Deficiency needs

Each lower need must be met to a certain extend if not completely before the person moves to the next higher level. Once each of these needs has been satisfied, if in future a deficiency is detected, the individual will take action to remove the deficiency (Huitt, 2007).
Human beings are motivated by needs. The most basic needs are inborn, and have evolved over tens of thousands of years. Maslow's Hierarchy of Needs helps in explaining how these needs motivate us all. He asserts that we must satisfy each

need in turn, starting with the first, which deals with the most obvious needs for survival (Huitt, 2007).

It is only when the lower-order needs of physical and emotional well-being are satisfied that we become concerned with the higher-order needs of influence and personal development.
On the other hand, if the experiences that satisfy our lower-order needs are swept away, we are no longer concerned about the maintenance of our higher-order needs (Huitt, 2007). Maslow is famous for his Hierarchy of Needs Theory because the model is simple and elegant in understanding the many aspects of human motivation, especially in the workplace (Jerome, 2013:39-43).

### 3.3.10 Educational applications

The theory of the Hierarchy of Needs has made a major contribution to teaching and classroom management in the schools. Learners mostly know what is expected of them (Masemola, Mhlana & Mafisa, 2011:2). Rather than the reduction of human behaviour to a response in the environment, Maslow adopted a holistic strategy to education and learning. He looked at all the physical, emotional, social, and intellectual qualities of a person and how they impact on learning. The application of the Hierarchy of Needs theory to the work of the classroom teacher is obvious, because before the learnersqcognitive needs can be met they must first fulfil their basic physiological needs. For example, an exhausted and hungry learner will find it difficult to focus on learning. Therefore, the learners need to feel emotionally and physically safe and accepted within the classroom to progress and reach their full potential (McLeod, 2007).

It was suggested by Maslow that the learners should be shown that they are valued and respected in the classroom, and the teacher should create an environment that is supportive to the learners (OdNeal, 2008:61; Naong, 2007:286 & 287). Learners with a low self-esteem will not progress academically until their self-esteem is consolidated.

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At the moment, there is little agreement by scholars about the identification of basic human needs and how they are ordered. Thompson, Grace and Cohen (2001) state that the most important needs for children are the needs for connection, recognition, and power. Nohria, Lawrence and Wilson (2001) provide evidence based on a sociobiology theory of motivation that humans have four basic needs: (1) acquire objects and experiences; (2) bond with others in long-term relationships of mutual care and commitment; (3) learn and make sense of the world and of yourselves; and (4) defend yourselves, your loved ones, beliefs and resources from harm (Naong, 2007:286). The Institute for Management Excellence (2001) suggests there are nine basic human needs, namely (1) security, (2) adventure, (3) freedom, (4) exchange, (5) power, (6) expansion, (7) acceptance, (8) community, and (9) expression (Huitt, 2007).

## 3.4 Evaluation of Maslow's theory

The most significant limitation of Maslow's Hierarchy of Needs theory is in his methodology. Maslow's formulation of the characteristics of self-actualized individuals was based on undertaking a qualitative method called biographical analysis.

Maslow looked at the biographies and writings of 18 individuals he had identified as being self-actualized. He developed a list of qualities from these sources that appeared characteristic of this specific group of people, as opposed to humanity in general (McLeod, 2007).

There are several problems with this particular approach, from a scientific perspective. It could be argued that the biographical analysis method is extremely subjective because it is based entirely on the opinion of the researcher. As a result, personal opinion is prone to bias which reduces the validity of any data obtained. For that reason Maslow's operational definition of self-actualization must not be blindly accepted as a scientific fact (McLeod, 2007). Maslow did a biographical analysis which in a bias way focused on a predominantly male sample of self-actualized individuals, such as Thomas Jefferson, Abraham Lincoln, Albert Einstein, William James, Alduous Huxley, Gandhi, and Beethoven.

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Maslow's studies of self-actualized females, such as Eleanor Roosevelt and Mother Teresa, comprised a small population of his sample. This makes it difficult to generalize his theory to females and individuals from lower social classes or different ethnic groups, thereby raising the question of validity in Maslow's findings. Maslow's assumption that the lower needs must be satisfied before a person can achieve his or her potential and self-actualize, is not always the case. For example, through examining cultures in which large numbers of people live in poverty (such as India), people are clearly still capable of achieving higher-order needs such as love and belongingness. Maslow thinks this is not the case because people who have difficulty in achieving the very basic physiological needs (such as food, shelter, sleep, elimination of wastes (urine), water and air to breathe) are not able to meet the higher growth needs (McLeod, 2007; Mathes, 1981:69). The majority of creative people, such as authors and artists (amongst them Rembrandt and Van Gogh) lived in poverty throughout their lifetime, yet they achieved self-actualization.

A research was conducted by Tay and Diener (2011) to test Maslow's theory by means of a data analysis of 60, 865 participants from 123 countries, representing every major region of the world. The study was conducted from 2005-2010. In the survey the respondents answered questions about six needs that closely resemble those in Maslow's model, namely basic needs (food, shelter); safety; social needs (love, support); respect; mastery; and autonomy. The respondents also rated their well-being across three discrete measures: evaluation of life (a person's view of his or her life in totality); positive feelings (daily instances of joy or pleasure); and negative feelings (day-to-day experiences of sorrow, anger, or stress).
The results of the study support the view that universal human needs seem to exist despite cultural differences. Even so, the ordering the human needs within the hierarchy were not correct (McLeod, 2007).

Tay and Diener (2011) maintain that although the most basic needs might get the most attention when you do not have them, they do not necessarily need to be fulfilled in order to get benefits from other needs. For example, when we are hungry, we can still be happy with our friends (McLeod, 2007).

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Maslow's Hierarchy of Needs is regarded as an excellent model for understanding human motivation. If one is puzzled as to how to relate certain behaviour to the hierarchy it could be that one's definition of the behaviour needs refining. For example, where does 'doing things for fun' fit into Maslow's model? The answer is that it can't, until you define 'doing things for fun' clearly (Huitt, 2007).

You will need to give the precise definition of each given situation where a person is 'doing things for fun' in order to analyse motivation according to Maslow's Hierarchy, since the 'fun' activity motive can potentially be part of any of the five original Maslow needs (Huitt, 2007).

Like any simple model, Maslow's theory is not a fully responsive system to human needs but a guide which requires some interpretation and thought, but which remains extremely useful and applicable for understanding, explaining and handling many human behaviour situations (Huitt, 2007).

### 3.4.1 Criticism of Maslow's theory

While research has shown some support for Maslow's theories, most research has not been able to validate the idea of a needs hierarchy. Wahba and Bridwell (1976) reported that there was little evidence for Maslow's ranking of these need, and even inadequate evidence that these needs are in a hierarchical order.

The other criticisms of Maslow's theory are that his definition of self-actualization is difficult to test scientifically. His research on self-actualization is based on a limited sample of individuals, which included people he knew, as well as biographies of famous individuals Maslow believed to be self-actualized, such as Albert Einstein and Eleanor Roosevelt. Jerome (2013:39) states that over the years researchers tend to criticize the theory as being irrelevant in most parts of the world as it is western in nature.

Regardless of these criticisms, Maslow's Hierarchy of Needs represents part of an important shift in psychology. Rather than to focus on abnormal behaviour and development, Maslow's humanistic psychology focused on the development of healthy individuals. The Hierarchy of Needs is well-known and popular both in and

out of psychology, though relatively little research exists in support of the theory. The Hierarchy of Needs was put to the test by researches from the University of Illinois in a study published in 2011. The researchers discovered that while the fulfillment of the needs strongly correlated with happiness, people from cultures all over reported that self-actualization and social needs were important even when many of the most basic needs were not fulfilled. Maslow further put forward a hierarchy of human needs which is based on two groupings, namely deficiency needs and growth needs (Huitt, 2007).

## 3.5 BARRIERS TO SCHOOL SAFETY

Regardless of learners constitutional right, educational leaders at many schools in South Africa have failed to ensure the safety and high academic achievement of all students. Van Jaarsveld (2008:175) observed that the schools have increasingly become arenas of violence, not only among learners, but also between teachers and learners, and between different schools (Ramorola & Taole, 2014:12). Schools are no longer known or seen as safe and secure environments where children can go and learn, enjoy themselves and feel protected; rather, they are being defined as ±dangerous placesq ±war zonesqand unsafe institutions (Lawrence, 2007:177).

The practice of corporal punishment by teachers at school is another form of physical abuse and violence by adults against children. When children are given hurtful and humiliating words and called names by the parents or caregivers at home and by the teachers at school, it is tantamount to emotional maltreatment. In school B (sampled for study in the Dr. Kenneth Kaunda District of the North West Province in South Africa) the learners complained of being bullied at school by other learners due to their physical appearance, stature and the clothes they were wearing. Poverty and unemployment or neglect by the parent or caregiver makes children to appear physically different from others and this may educationally impact on their self-esteem.

Single-parent families usually find it hard to cater for all the needs of their children, particularly for the provision of tertiary education, The fatherœ absence and the pain that goes with it as the one who is supposed to assist the mother also contributes to

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the children's problem behavior or poor performance and moral and psychological support children need in their lives. Neglect may lead to childhood trauma or children committing serious crimes at a later stage (cf. the case of Amir Beeks, the School Shooter and the Columbine massacre) Poverty may cause the learners to engage in stealing money, cell phones, and other valuables at home or at school. In regard to sexual abuse, children may contract venereal diseases especially children under the age of fourteen and rape to sexual harassment at home from a parent or caregiver and in school from learners and teachers.

On their way home from school children usually engage in street fights. These fights may be physical in nature and involve two learners or it may be a gang warfare. where rival members or defectors are brutally stabbed or shot in public. Gang fights and conflict may happen on the school premises resulting in weapons brought from home or community weapon arsenals into school. What happens in the community will perpetually spills over into the school; schools are microcosm of society) (cf. Magolego (u.d). In school C (sampled for study in the Dr. Kenneth Kaunda District of the North West Province in South Africa) Learner B said that clothes depicting gang colours and signage should in accordance with the safety policy not be allowed at school. Schools should have entrance control and damaged fences should be repaired as learners in school B (sampled for study in the Dr. Kenneth Kaunda District of the North West Province in South Africa) said that alcohol was brought with ease on school premises during functions. In school C (sampled for study in the Dr. Kenneth Kaunda District of the North West Province in South Africa) Learner A said that learners' who are drunk are sometimes violent and cause disorder on school premises during teaching and learning time. The presence of taverns and liquor outlets near the school causes the learners to sneak out of the school premises. Some learners are habitually used to alcohol consumption in tavern during weekends and their parents are unable to exercise control over them because they exceedingly consume alcohol themselves. Learners who are drunk are prone to swearing and the use of terrible and severely shocking profane language. Drug abuse is another problem in township schools. Drug sellers and dealers disguise themselves as food traders while selling drugs to learners, who smuggle these drugs onto the school premises. The Department of Basic Education put up triangular notices at the entrance to most schools which sensitize the learners and the visitors

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of what is not allowed on school premises. The measures warns trespassers not to use school premises for illegal actions. In school C (sampled for study in the Dr. Kenneth Kaunda District of the North West Province in South Africa) learners said they saw the triangular notice and some acknowledged reading it while others said they never had time to read it.

The use of violence on school premises threaten the safety of learners. Learners are victims of corporal punishment by teachers, they are bullied; and affected by gang fights and stabbings. The aforementioned violent incidents put the safety of learners in and around school surroundings at risk (Naong, 2007:286).

The solution to the above-mentioned violent behaviour lies in the implementation of international and national law and statutes to protect children (Teppo, 2004:197; the Constitution of the RSA, Chapter 2: Bill of Rights, Section 29:Education).

### 3.5.1 The safety of children at home

Mooij *et al*. (2010:372) assert that from a very young age children are influenced by individual characteristics, such as age, gender, and environmental characteristics, which include the family social status, culture, educational attainment, school circumstances and demographics. An individual's behaviour is not only shaped by personal and interpersonal factors, but also by environmental influences (Song *et al*., 2009:180). There is a challenge with the development of either pro-social or socially problematic and anti-social behaviour. Adolescents generally demonstrate more anti-social behaviour than persons of other ages while boys behave more violently than girls. These variables are personal and also interact with the school environment. In addition these variables directly characterize schools' social strategy and size, educational and instructional characteristics utilized by the teachers, and the school management. The variables may have an influence on pupil's feelings of safety at school. When the learner feels threatened by school violence, it would lead to absenteeism from school, fear, and poor academic performance.

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## 3.5.1.1 Dysfunctional homes

Today's schools are more than ever before serving children from dysfunctional homes, children living in poverty, children of teenage parents, and special education learners (Tabancali & Bektas, 2009:281). Children require a safe environment so that effective learning may take place (Tabancali & Bektas, 2009:281). Adequate parental supervision and control of these students has weakened and many students have relinquished respect for all forms of authority, including the authority of the school personnel. As a result of decline in adequate parental supervision, schools are faced with challenges of students possessing weapons, being involved in gang recruitment and rivalry, and students engaged in drug trafficking, both as sellers and buyers (Ryan *et al*., 2007:1053,1054). Such problems lead to violent acts in and around the schools. In order to create a safe environment that is favourable to learning the schools must implement safety plans and comprehensive prevention programs that address the root causes of violence. ((Tabancali & Bektas, 2009:281, Hurwitz *et al*., 2007:1).

## 3.5.1.2 Absent fathers

In South Africa the absence of the biological fathers has been construed as a problem for children of both sexes but more so for boys (Shefer & Clowes, 2012:553).

In 2011 a research project was undertaken by the Centre for Social Development in Africa and Sonke Gender Justice ("So we are atm fathers" A study of absent fathers in Johannesburg, 2011:1). The project sought to explore absent fathers' conceptions of fatherhood, the causes and consequences of their absence from home, as well as recommendations for possible interventions to find out the causes of the problem. The findings of the study were that the participants' conceptions of fatherhood centered predominantly on the idea of the father being the financial provider, and that the difficulties associated with fulfilling the role contribute greatly to the fathers' absence. The participants in the study described their pain of being separated from their children, as well as feelings of failure and helplessness ("So we are atm fathers" A study of absent fathers in Johannesburg, 2011:1).

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In terms of the data reported in 2009 by the South African Institute of Race Relations, it was indicated that 48% of the children in South Africa have ±livingqbut ±absentqfathers. The figure shows an increase from 42% in 1996 (‰o we are atm fathers+A study of absent fathers in Johannesburg, 2011:2; Holbarn & Eddy, 2011).

Mavungu (2013:66) mentioned that South Africa has a large number of ±absentq fathers, and consequently children who do not have daily contact with their ±livingq fathers (Holbarn & Eddy, 2011; Morrel & Richter 2001).

The absence of fathers has detrimental consequences for the families and the society as a whole. Responsible fathers help to develop children and to build families and societies that reflect gender equity, and protect child rights. Around the world the work related to care-giving is predominantly carried out by women and girls and thus efforts for increased involvement of fathers in the lives and care of children is paramount to the advancement of gender equity. Caring fatherhood increases mený exposure to children, encouraging their involvement in the care of children, facilitating the childrený growth, making them happy and fostering a more nurturing orientation (‰o we are atm fathers+ A study of absent fathers in Johannesburg, 2011:2, Richter & Morrel, 2006:74).

Mavungu (2013:65) assert that the engagement or presence of a father or father-figure in the life of a child positively affects the childý life prospects which include academic achievement, physical and emotional health and linguistic, literacy and cognitive development. The fathený absence can exacerbate household poverty (Mavungu, 2013:66). Mott (1990:499, in Mavungu, 2013:66) adds that the absence of the father have cognitive, physiological, and socio-emotional implications in the development of children.

In some cases the fathený presence can also be negative, particularly when it is characterized by abusive conduct (Richter & Morrel, 2006:18).

In this study the researcher sought to explore the participantsq (i) conceptions of fatherhood, (ii) what causes fathers to be absent, (iii) the consequences of the

father's absence in children lives within the family context and (iii) views on what interventions, including policy changes, would be most successful the problem.

A qualitative approach with focus group discussions was used as the main method of collecting the data (Cohen & Manion, 1995:54-55). The discussions focused on absent fathers in four semi-urban locations (A study of absent fathers in Johannesburg, 2011:3).

**Table 3.1: Table 3.2: A study of absent fathers in Johannesburg was conducted in the following areas.**

| | |
|---|---|
| Alexandria | North Johannesburg |
| Tembisa | Johannesburg East Rand |
| Doornkop | Soweto |
| Devland | Soweto |

In the next discussion the following child abuse occurrences are characteristic of unfair child treatment in certain family units. It is quite hurtful because destructive actions are carried out by grown-ups who are supposed to defend the rights of children.

**3.5.1.3 Child abuse and neglect**

Child abuse is a common practice where children suffer sexual harassment at home, the community and the school. In some instances a child's basic needs are not provided for by the parent or caregiver, resulting in neglect. For example, a parent or caregiver is expected to cater for hygiene such as making sure that the child takes a regular bath and brushes his/her teeth regularly; that the child wears clean and knitted clothes if torn. The parent who neglect a child is more likely not check on the child's books, supervise the child's study time table or discuss the child's performance with teachers and sought intervention where necessary.

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The following is a definition of child abuse and neglect.

Child abuse and neglect is:

"Any recent act or failure to act on the part of a parent or caretaker which results in death, serious physical or emotional harm, sexual abuse or exploitation; or an act or failure to act which presents an imminent risk of serious harm" (Child Welfare Information Gateway, 2013: 2; O'Neal, 2008:63-64).

Child abuse entails more than bruises and broken bones. Physical abuse might be visible while other types of abuse, such as emotional abuse or neglect has long-lasting effects, causing damage to the child's sense of self, and his/her ability to develop healthy relationships. All types of child abuse and neglect leave deep, lasting scars in the child's life. The earlier abused children get assistance, the better the chance for them to heal. Ignoring the needs of children, placing them in unsupervised, dangerous situations, or making a child feel useless or stupid are considered to be child abuse (Help guide.org).

### 3.5.1.4 Effects of child abuse

Lack of trust and relationship difficulties: If a child cannot trust his/her parents, who then can be trusted. The abuse by a primary caregiver damages the most fundamental relationship as a child. Children need safety, reliably physical and emotional needs that should be met by the person who is responsible for their care (Youth street gangs| Law Teacher, 2013:36).

Core feelings of being "worthless" or "damaged": If a child is told over and over again that he/she is stupid, worthless, of no good, it becomes difficult to overcome these core feelings. The child may experience them as reality.

Trouble regulating emotions: An abused child is unable to express his/her emotions safely. Consequently emotions get stuffed down, and appear in unexpected ways (Help guide.org).

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Children are in need of predictability, structure, boundaries that are clear and the knowledge that their parents are looking out for their safety. Children who are trapped in the circle of abuse are unable to predict how their parents will act. To them their world is unpredictable and frightening place with no rules. Whether the abuse is a slap, a harsh comment, stony silence, or not knowing as to whether there will be dinner on the table tonight, the consequence is the child that feel unsafe, not being cared for, and alone (Help guide.org).

In the fact sheet, Child Welfare Information Gateway (2013:1) the first step in helping abused or neglected children is learning to recognize the signs of child abuse and neglect. The presence of a single sign does not mean that there is child maltreatment in the family, but a closer look at the situation may be warranted when these signs appear repeatedly or in combination.

It is important to understand the definition of child abuse and neglect, learn about the different types of abuse and neglect, and also note signs and symptoms of abuse and neglect. Child abuse and neglect is traumatic on the well-being of children (Child Welfare Information Gateway, 2013:1-2).

### 3.5.1.5 Physical abuse

It is the non-accidental physical injury which ranges from minor bruises to severe fractures or death as a result of punching, beating, kicking biting, shaking, throwing, stabbing, choking, hitting (with a band, stick, strap, or other object), burning, or in any way harming a child (Naong, 2007:284-2850, Child Welfare Information Gateway, 2013:3). The act is usually inflicted by a parent, caregiver, or other person who has responsibility for the child. The injury caused to a child is considered as abuse regardless of whether the caregiver did not intend to hurt the child. Spanking or paddling is not considered as abuse as long as it is reasonable and causes no bodily harm to the child (Child Welfare Information Gateway, 2013:3).

### 3.5.1.6 Neglect

Neglect is a very common type of child abuse (Help guide.org). It is the failure of a parent, guardian, or other caregiver to provide for a child's basic needs (Child Welfare Information Gateway, 2013:3). Neglect may be *Physical* (for example, failure to provide the child with necessary food, clothes or shelter, or lack of appropriate supervision). Medical (It includes failure to provide the child with the necessary medical or mental health treatment) (Child Welfare Information Gateway, 2013: 7). Educational (for example the failure to provide the child with the opportunity to education or attendance of his/her special education needs). Emotional (failure to attend to the emotional needs of the child and to provide psychological care, or permitting the child to use alcohol or drugs) (Child Welfare Information Gateway, 2013:3).

At times Cultural values, the standards of care in the community, and poverty may contribute to maltreatment, indicating that need for information or assistance to the family. When the family is unable to use information and resources, and the child's health and safety is at risk, then the child's welfare intervention may be required (Child Welfare Information Gateway, 2013:3-4).

Child neglect cannot be easily spotted. At times, a parent might become physically or mentally unable to care for a child, such as with serious injury, untreated depression, or anxiety. Alcohol and drug abuse by parent may also seriously impair judgement and the ability to keep the child safe (Help guide.org).

### 3.5.1.7 Sexual abuse

It includes actions by a parent or caregiver such as fondling a child's genitals, penetration, incest, rape, sodomy, indecent exposure, and exploitation of the child through prostitution or the production of pornographic materials.

Sexual abuse is defined as the employment, use, persuasion, inducement, enticement, or coercion of any child to engage in, or assist any other person to engage in, any sexually explicit conduct for the purpose of producing a visual

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depiction of such conduct, or rape, in cases of caretaker or inter-familial relationships, statutory rape, molesting the child, prostitution, or other form of sexual exploitation of children, or incest with children (Child Welfare Information Gateway, 2013:4).

### 3.5.1.8 Emotional abuse (or psychological abuse)

It is a behaviour pattern that impairs a child's emotional development or sense of self-worth. The child is constantly criticized, threatened, rejected, as wells as withholding love, support; or guidance. Emotional abuse is often difficult to prove, and therefore, the child protective services may not be able to put intervention strategies without clear evidence of harm or mental injury to the child. "Emotional abuse is almost always present when other types of maltreatment are identified" (Child Welfare Information Gateway, 2013:4).

"Sticks and stones may break my bones but words will never hurt me". Contrary to this old saying, emotional abuse can do a severe damage to the child's mental health or social development, leaving lifelong psychological scars. Examples of emotional abuse include:

The child is (i) constantly belittled (Child Welfare Information Gateway, 2013:7), shamed, and humiliated, (ii) Name calling and making negative comparisons to others. (iii) The child being that he/she is no good, worthless, bad, or a mistake. (iv) Frequently yelling, threatening, or bullying a child. (v) Ignoring or rejecting a child as punishment, and giving the silent treatment. (vi) Having limited physical contact with the child-no hugs Child Welfare Information Gateway, 2013:6), kisses, or affection. (vii) Exposing the child to forms of violence or the abuse by others (Mathe, 2008:47).

### 3.5.1.9 Abandonment

It is defined as a form of neglect. Generally, a child is considered to be abandoned when the parent's identity or whereabouts are unknown, the child has been left alone in circumstances where the child suffers serious harm, the parent has failed to

maintain contact with the child or provide reasonable support for a specified period of time (Child Welfare Information Gateway, 2013:4).

Substance abuse: The circumstances that are considered abuse or neglect include the following:

- Prenatal exposure of a child harm due to mother's use of an illegal drug or other substance
- Manufacturing methamphetamine in the presence of a child
- Sell, distribute, or give illegal drugs or alcohol to a child
- The caregiver's use of a controlled substance impairs the caregiver's ability to adequately care for the child (Child Welfare Information Gateway, 2013:4)

An abused child is more likely to run away from home and seek shelter on the streets. These poses a problem to the child protection units as they have to intervene in providing shelter for such children.

### 3.5.1.10 Recognizing signs of abuse and neglect

In an effort to prevent a child from experiencing abuse or neglect, it is important to recognize high-risk situations and the signs and symptoms of maltreatment. If you suspect that a child is being harmed, report the suspicions to protect the child from the abusive adult. Any person who is concerned should report suspicions of child abuse or neglect. It does not mean that when you report your concerns you make accusations; it is rather a request for an investigation and assessment in order to determine whether help is needed (Veriava, 2014:12-13; Child Welfare Information Gateway, 2013:5).

Professionals such as teachers or physicians are expected to report child maltreatment under specific circumstances (Child Welfare Information Gateway, 2013:5).

| Child | Parent and child | Parent |
|---|---|---|
| • Sudden behaviour change<br>• No help for phsical or medical problems<br>• Learning problems<br>• Vigilant<br>• No adult supervison<br>• Overly compliant, passive or withdrawn<br>• Early arrival at school and late departure<br>• Reluctant to go home | • Rarely touch or look at each other<br>• Consider their relationship as entirey negative<br>• They both state that they do not like each other | • Denies child-abuse or neglect<br>• Ask for harsh discipline when the child misbehaves<br>• Perceives the child as worthless or bad<br>• Demands performance the child cannot achieve<br>• Little concern for the child |

**Figure 3.3: Signs of child abuse and neglect**

An abused child is likely to shows a sudden change in behavior or school performance. It becomes a prolonged tendency for the child so as has to receive help for physical or medical problems brought to the parentsqattention. The child has learning problems and difficulty in concentrating that cannot be attributed to specific physical or psychological causes.

The child is watchful as though preparing for something bad to happen. There is a lack of adult supervision. The child is overly compliant, passive, or withdrawn. He/she comes to school early, stays until late, and does not want to go home. He or she avoids being around a particular person and discloses maltreatment (Child Welfare Information Gateway, 2013:5-6).

The parent denies that abuse or neglect exists, or blames the child for his/her problems at school or in the home. He/she asks the teachers or other caregivers to apply harsh physical discipline if the child misbehaves. The child is perceived as bad, worthless, or burdensome.

The parent, guardian or caregiver has the tendency to demand performance the child cannot achieve. The child is primarily looked upon for care, attention, and

satisfaction of the parents emotional needs. The parent, guardian or caregiver shows little concern for the child (Child Welfare Information Gateway, 2013:6).

The parent and the child seldom touch or look at each other. They consider their relationship as entirely negative. They indicate that they do not like each other (Child Welfare Information Gateway, 2013:6).

### 3.5.1.11 Signs of physical abuse

The following figure illustrates the possibility of physical abuse of children by a parent, caregiver or guardian of the child.
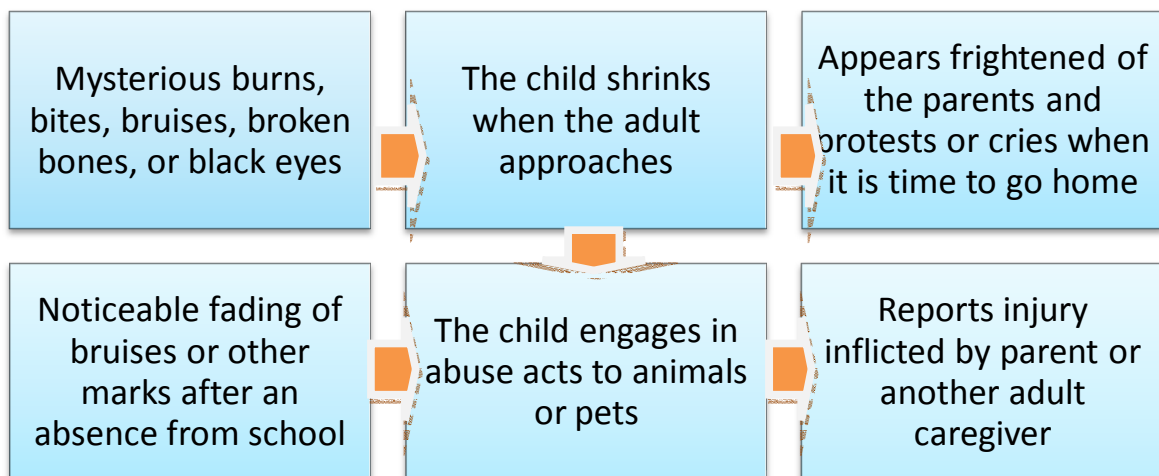


**Figure 3.4: Signs of the physical abuse of children by a parent, caregiver or guardian of the child (Walker, Ramsey and Gresham, 2004:357, 369)**

The possibility of physical abuse is considered when the parent or other adult caregiver provides an explanation that is not consistent with the injury, or offers conflicting, unconvincing or no explanation for the childs injury.

The child is described as evil, or in some other very negative way. The child receives harsh physical discipline.

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The parent or other adult caregiver has a history of abuse as a child, or has a history of abusing animals or pets (Walker *et al*., 2004:357,369; Child Welfare Information Gateway, 2013:6).

### 3.5.1.12 Signs of neglect

The neglected child displays the following behaviour patterns:
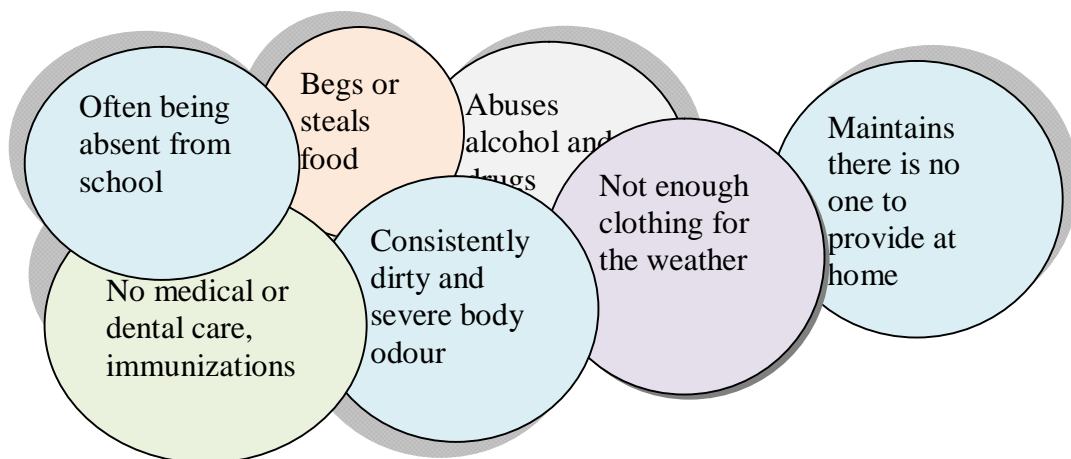


**Figure 3.5: The behaviour of a neglected child (Child Welfare Information Gateway, 2013:6-7)**

The possibility of neglect is considered when the parent or other adult caregiver seems to be uncaring to the child, appears unconcerned and depressed, his/her behaviour is unreasonable or strange, and is abusing alcohol or other drugs (Child Welfare Information Gateway, 2013:7). The following signs and symptoms are common in township communities: recurring absenteeism from school, begging and stealing food or money, abuse of alcohol and drugs (Mncube & Harber, 2013: 40, 57, 101).

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### 3.5.1.13 Signs of sexual abuse

The following signs and symptoms are displayed by a child who is sexually abused:
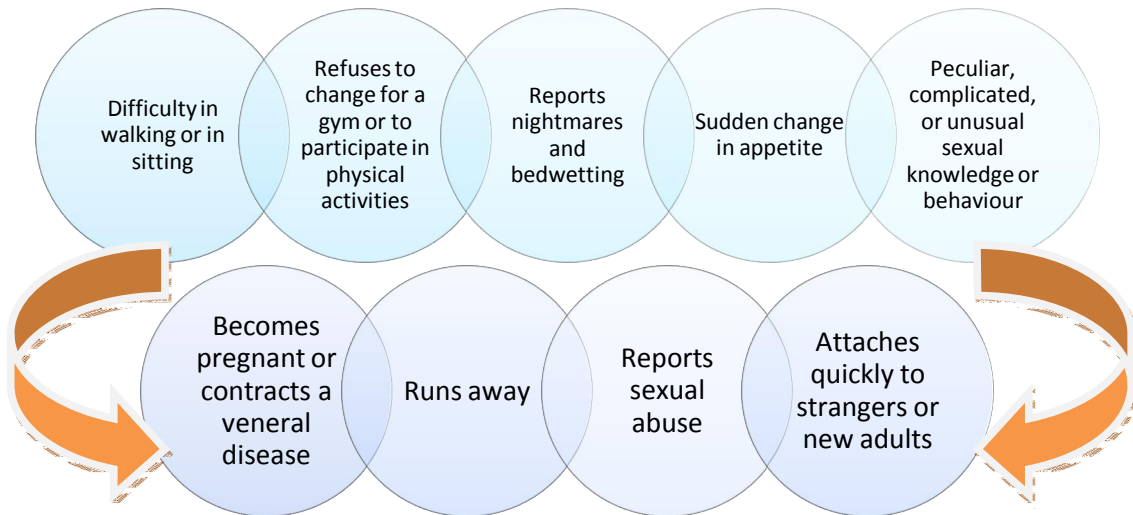


**Figure 3.6: Signs and symptoms of a sexually-abused child (Child Welfare Information Gateway, 2013:7)**

The following are indications of a sexually-abused child. The child has difficulty in walking or in sitting; all of a sudden he or she refuses to change for gym or to take part in physical activities; the child reports nightmares and bedwetting; he/she has a sudden change in appetite; demonstrates peculiar, complicated, or unusual sexual knowledge or behavior; contracts venereal disease, particularly if under 14 years of age; the child runs away from home; he/she reports sexual abuse by a parent or another adult caregiver; attaches very quickly to strangers or new adults. (Mathe, 2008:46).

The possibility of sexual abuse is considered when the parent or other adult caregiver is excessively protective of the child, or severely limits the child's contact with other children, especially of the opposite sex. Is secretive and isolated or behaves jealously or controlling with family members.

### 3.5.1.14 Signs of emotional maltreatment

The possibility of emotional maltreatment is considered when the child shows extreme behavior, is too submissive, or is demanding, is extremely passive or has anger; the child has to mind other; or has attempted suicide.

The possibility of emotional maltreatment is considered when the parent or other adult caregiver:
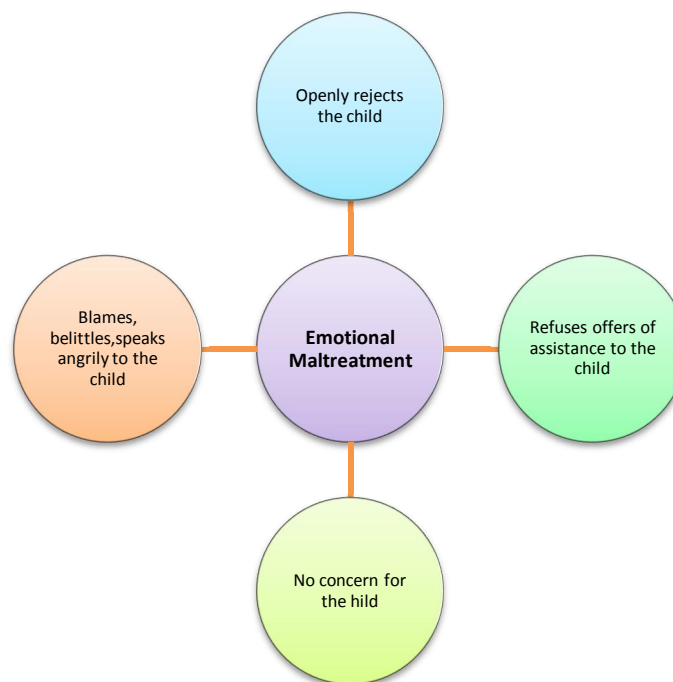


**Figure 3.7: Signs of emotional maltreatment by a parent or adult caregiver**

The diagram above clearly shows that the parent or caregiver does not treat the child well emotionally; he or she goes to the extent of blaming, belittling, or speaking angrily to the child; does not display any concern about the child; refuses to consider offers of assistance for the childs problems; openly rejects the child (Child Welfare Information Gateway, 2013:7).

### 3.5.1.15 The impact of childhood trauma on well-being

Child abuse and neglect can have lasting implications for the victims, including on their well-being.

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"While the physical wounds heal, there are several long-term consequences of experiencing the trauma of abuse or neglect", according to the Child Welfare Information Gateway, (2013:8).

The ability to cope and thrive after trauma is called "resilience," and with help, many of these children can work through and overcome their past experiences. Children who are maltreated are often at risk of experiencing cognitive delays and emotional difficulties. Childhood trauma also has negative effects on the development of the nervous and immune system, putting these children at a higher risk for health problems (Child Welfare Information Gateway, 2013:8).

The loss of a parent, coupled with inadequate control and supervision of the child, anger and feelings of rejection can result in serious behaviour consequences.

**The following tragic story of 3-year-old Amir Beeks confirms the facts stated above**

The story appeared in a Sunday edition of the New York Times in 2003. Amir Beeks was an innocent 3-year old boy who lived with his family in Woodbridge, New Jersey. He was kidnapped from the local library and clubbed to death with a baseball bat by a 10-year-old boy. He was left in a storm drain at the edge of the older boy's yard. The alleged murderer did not know Amir. He just simply happened to bump into him, and thereafter the tragic incident happened, for no apparent reason. Investigators were unable to uncover a motive for Amir's murder (Walker *et al*., 2004:357).

The 10-year old boy responsible for Amir's murder lived with his father, who was blind. His mother had died of breast cancer when he was 5 years old. He was apparently distressed by her death. The father had difficulty in providing monitoring and supervision of the boy's activities and behaviour. The neighbours reported that he frequently caused trouble. He pelted dogs with stones, tore out shrubs and pounded them with his baseball bat, pull siding off homes. He bullied and verbally abused his classmates.

He was rude towards adults and would break things intentionally in the homes of his playmates. As a result, some parents were so concerned about this behaviour that

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they refused their children to play with him. Several neighbours reported his continuous misbehavior to the state's Division of Youth and Family Services, and to the police. After an investigation, no evidence of neglect or abuse was found, and so no action was taken. A series of boarders stayed at the family home, and the neighbours said they made frequent visits to the nearby liquor store.

The 10-year old-boy became isolated, appeared sad and depressed, and at times could be seen crying, while keeping to himself at school. He had a great deal of anger and agitation within him, and was a serious disciplinary problem. He was expelled from school because of hitting another pupil with his baseball bat and throwing a small desk at his teacher. His blind father confided that he was having problems with him and considered placing him in a military school, just before the incidence with Amir occurred.

The tragedy that befell Amir appears to be a pattern that is increasingly evident in chaotic family and neighborhood environments where young children are exposed to crime, victimization, cruelty, injury, and sometimes, death (Lawrence, 2007:120). The lack of parental control, supervision and monitoring in this case, mixed with the loss of a parent and the presence of strong agitation, seem to have been eliciting events leading to the terrible tragedy. In retrospect, it seems that the State's Division of Youth and Family Services should have looked beyond the absence of evidence for abuse and neglect, and taken the neighbours' concerns and complaints seriously.

The boy needed an environment that has more structure to provide adequate supervision and monitoring. Had such an investigation been conducted, the termination of parental rights and supervision along with placement in a foster home may have been indicated. A thorough investigation by means of a hearing before a family court judge would probably have been necessary to produce a change. It appears that with the 20/20 hindsight the loss of life and the destruction of another could have been prevented (Walker *et al*., 2004:357).

The relevancy of Amir's case, when it is applied to the South African situation, is that it illustrates the potential tragedy that can intensify due to neglect of the child by the parent. In such a situation the Children's Act can be applied to give support and care

to the child who needs help. In the township if such a child was to be released back into the custody of the parent or legal guardian, he is likely to adopt violent gang behaviour, drink alcohol abuse drug, or even commit serious criminal offences.

### 3.5.1.16 The role of poverty

The relationship between neighbourhood violence and academic achievement is affected by neighbourhood poverty; hence the school system may have a stake in improving the quality of life in neighbouring community. The improvement of the quality of learners life embraces decreasing exposure to violence (Milam, Furr-Holden & Leaf, 2010:466)

### 3.5.1.17 The safety of children outside the home

### 3.5.1.18 Playfields

Most learners like spending their time on playgrounds. The biggest risk in respect of playgrounds is the use of limited place in a short period of time. In order to prevent dangerous situations, the school administration will have to make certain precautions. In Turkey, for example, in respect of the regulation of primary schools, all the teachers are expected to be on duty to watch the learners during break, in case a risky situation occurs. Materials on the playground that have sharp edges, rough surfaces, or hazardous projections where the clothing may become entangled, or injuries may be caused, must be avoided. (Tabancali & Bektas, 2009:282).

### 3.5.1.19 Street fighting

Milam *et al*., (2010:458) indicate that community and school violence continue to be a major problem especially among urban children and adolescents. Milam *et al*., (2010:459) continue by saying that childhood exposure to violence has implications relating to crime, physical and mental problems during adolescence and later adulthood. Young people in urban areas are not only exposed to violence through the media, they are also exposed to community violence and school violence.

### 3.5.1.20 Stealing

The prevalence of the stealing of a teacher's or learner's cell phone (Mncube & Harber, 2013:40, 57, 101), or food or money by a child usually happens when the child is neglected by parent/s and the caregiver (Child Welfare Information Gateway, 2013: 6).

In their findings at a school situated 10 kilometers from Pietermaritzburg in KwaZulu-Natal, Mncube and Harber (2013:92, 95, 100) indicate a disadvantaged home situation as one of the factors contributing to stealing (mostly food from other learners).

Learners are likely to find their way into empty rooms and display bad behaviour like smoking, bunking classes, sexual harassment and fighting. This also includes hiding bags and other valuables stolen from others ( Mncube & Harber, 2013:93).

### 3.5.1.21 The safety of children in the schools

In their research Mncube and Harber (2013:40) listed the following instances of school misbehavior and violence:

- stabbing with a pair of scissors;
- stabbing with a knife;
- stealing a teacher's cell phone;
- taking other learners' belongings such as books and pens;
- taking drugs;
- bullying;
- verbal abuse which may lead to physical fighting; and
- pointing fingers at the teachers, and promising to beat them.

The following case study highlights the safety threat at home that can have tragic consequences to the schools as another environment where learners spend most of their time.

In May 1998, Kip Kinkel, who was a student at Thurston High School in Springfield, Oregon, shot his father in the back of the head while he was reading and waiting for Kip's mother to come home from work. When she arrived, he greeted her by saying, "I love you, Mom", and then he shot her as well. He went to school the next morning armed with multiple weapons. He killed two of his classmates, and wounded more than two dozen others before several students disarmed him. He yelled out to his classmates to kill him as he was subdued. Kip Kinkel was a textbook case of a difficult child, from the very first day of his life. It was a challenge for his parents to manage him; and displayed severe anger control problems from early in his development. His parents were both teachers(so what?) and were alarmed by some of his actions. They sought help from a range of instances (Walker *et al*., 2004:368).

It was reported by his teachers that he often complained of hearing voices. Some of his essays contained disturbing descriptions. He was diagnosed as a paranoid schizophrenic by mental health professionals in Oregon, following the shootings. The court sentenced him to more than 99 years in prison for his crime.

Before Kip was jailed, things came to a head when Kinkel brought to school a gun that was discovered by school officials. His father decided to enroll him at a military-type boot camp program in Bend, Oregon, that emphasized strict discipline following his suspension from school. Perhaps this may have been the final triggering event that caused him to go on his rampage. It was reported that Kinkel pressured his parents persistently to purchase guns for him. Ultimately his father gave in and bought him a gun on the condition that he enrolls in a gun safety class. He possessed a number of weapons at the time of the shooting.

Kinkel and his friends would mix pool chemicals and dip house cats'heads into it, a terrible cruelty toward animals. (Walker *et al*., 2004:357,369). He spent hours exploring the darker side of the internet. Bombing buildings was one of the skills he acquired in this process. Following the tragedy, upon searching the Kinkel home, investigators found 18 bombs or bomb-like devices in various stages of assembly.

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It was clear that Kinkel's parents felt helpless to deal with him as they became detached in the supervision of his activities and were in a desperate search of finding professional help for the boy's problems. Their leniency in supervising and monitoring him doubtlessly gave him the space he required to build bombs, collect weapons, and plan the abovementioned assault.

The following are common characteristics between the tragedy caused by the 10 year-old who murdered Amir Beeks and Kip Kinkel:

- Terrible cruelty toward animals (Walker *et al*., 2004:357, 369).
- Inadequate monitoring and supervision by the parents.
- Inability by experts to appropriately identify any behavioural profile of attributes that would predict, beyond chance levels, whether an individual will commit a violent act.
- Action not taken because of lack of evidence to stop.
- The two boys were a disciplinary problem.
- An intension by a parent to place the ten year-old who murdered Amir in a military school and Kip's father's decision to enroll him in a military-type boot camp program just before the incidents.

## 3.6 THE ROLE OF APARTHEID IN LEARNER SAFETY

### 3.6.1 The inadequate provision of facilities and resources

A central feature of apartheid in South Africa manifested in the provision of separate and unequal access to education by race[22], and favouring whites over other racial groups (Lu & Treiman, 2011:1124). Felix, Dornbrack and Scheckle (2008:99) added that during desegregation white schools were called Model C-schools. The unequal spending in the provision of education was a deliberate strategy by the apartheid government to advance whites while suppressing the majority of the African

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[22]Under the apartheid education system, there were at least 14 different education administrations. This included separate administration for White, Indian, Coloured and African Children, as well as the administrations of the scattered rural Black reserves. The South African State's education provision was determined by race, with White learners receiving the most and African learners receiving the least (Veriava, 2014:5, Lu & Treiman, 2011:1123).

masses[23] (Lu & Treiman, 2011:1125). When the democratically-elected government assumed power in 1994, one of the institutions specifically targeted for redress was education. The rationale behind this was that schools are powerful generators, justifiers and transmitters of racialised, gendered and classed thoughts, actions and identities.

Before the 1994 elections in South Africa, many schools were segregated according to colour. White children were placed in schools that were reserved for whites only, while black children went to township and rural schools that had the tendency to be overcrowded and poorly resourced (Teppo, 2004:166). Coloured schools were also under-resourced, but not to the same extent. White schools were characterized by smaller classes, better-qualified teachers, and good supplies of books and equipment (Felix, Dornbrack & Scheckle, 2008:99).

South Africa comes from a history where the majority of the citizens were socially and spatially segregated from one another, and where racial identities, attitudes and behaviour were proved difficult to shift (Fleetwood, 2012:1). For example, in order to enforce racial identities, the Population Registration Act was promulgated to classify South African citizens into categories in this way, namely whites, coloreds, Indians, and blacks. The population groups received a budget allocation in terms of the level of rating, and apparently Africans were rated the lowest (Teppo, 2004:165-166).

Teppo (2004:166) alludes to the appalling system of segregation when he adds that in the era of apartheid, the Afrikaners felt internally and externally threatened. The threat manifested in various social fears such as the fear of degeneration, foreigners, communism and the Catholic Church. The rationale behind the apartheid policy was to ensure the emergence of a safe and proper social order. This cause united the Afrikaner nation in the 1950s and 1960s. The apartheid government was known for its harsh legislation on blacks. The apartheid regime controlled its subjects with a hard hand and did not tolerate opposition. Fleetwood (2012:30-31) refers to the

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[23]Apartheid is another form of violence that reflected racial and ethnic discrimination in the wider South African society as it existed in schools. It manifested in hostility towards the other based in skin colour and cultural differences. The apartheid political system and resistance to it impacted on schools in a violent manner in the years 1970øs and 1980øs. It is unfortunate that schools were used to openly teach learners to hate learners from other ethnic group, leading to racial and ethnic tension (Mncube & Harber, 2013:6, Harber 2004:Ch.6.).

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Soweto uprising in 1976 to substantiate how the state crushed resistance efforts. As a result, the African people were hard-hit because they were deprived of their basic human rights, as they were forced to live in crowded townships under surveillance (Teppo, 2004:166; Fleetwood, 2012:2).

Hence, under the apartheid regime education played a crucial role in reproducing state ideology and ensuring white control. To realize their agenda the National Party racially segregated education institutions and provided unequal resources and curricula to each, which ultimately favoured whites. Apartheid was implemented with brute force and led to poverty (Bush & Heystek, 2003; Onwu & Stoffels, 2005; Tihanyi & Du Toit, 2005; Prinsloo, 2007; Hammett, 2008). The displacement of millions of masses of South Africans, apartheid violated human rights and led to the brutal death of thousands of people. Under the apartheid regime South Africa became a fractured and an unequal nation, where black, Indian and Coloured individuals were denied full citizenship and their just share in the country's wealth and opportunities (Fleetwood, 2012:2, 12, 21).

It became a challenge to the new government to shift the roles, rules, social character and functioning of schools, and to inspire new ways of being, which include thought and practices that promote ideals of equity and justice (Felix, Dornbrack & Scheckle, 2008:99-100). To be specific, in respect of safety, township schools did not have resources such as proper fences, well-trained security guards adequate transport for learners to and from the school premises, decent ablution facilities (Fleetwood, 2012:2), sufficient staff members who could be utilized in school safety and security. In most cases the schools had to fend for themselves in safety initiatives. Ultimately, bullying and violence became the order of the day in the schools.

The Group Areas Act (1950: Spatial segregation) was imposed between different racial groups (Teppo, 2004:165).

Africans were accommodated in the townships where there was overcrowding and poor service allocation. This situation negatively impacted on health conditions in overcrowded (Teppo, 2004:166) African schools, promoting violence and vandalism

which further contributed to safety threatening circumstance (Onwu & Stoffels, 2005; Tihanyi & Du Toit, 2005; Prinsloo, 2007; Hammett, 2008).

The demographic and socio-economic distribution caused by the Group Areas Act perpetuated racial segregation and a scarcity of resources in the township public schools (Bush & Heystek, 2003). Most of the township public schools were characterized by violence and crime, poverty, unemployed parents, poor resources, and overcrowded classes (Bush & Heystek, 2003; Onwu & Stoffels 2005; Tihanyi & Du Toit, 2005; Prinsloo, 2007; Hammett, 2008). The parents only made a limited contribution to school fees because of their low socio-economic status, placing most township schools at a disadvantage regarding facilities (Hoadley, 2007; Lam *et al*., 2010).

## 3.7 SUMMARY

In Chapter 3 the researcher elaborated on the literature review, which is described as a review of the body of scholarship pertaining school safety.
In addition, in Chapter 3 the researcher also identified and discussed the factors that caused schools to be unsafe. These factors included what happened in the community that spilled over into the schools, and unsafe factors in the school themselves. Unsafe situations in schools include, but are not limited, to the initiation practices of new learners, and the administering of corporal punishment by teachers to learners.

Chapter 3 presented a theoretical model, which is based on Maslow hierarchy of needs to explain human needs. The researcher highlighted the barriers that hinder school safety as inclusive of unsafe school environment and dysfunctional homes. The researcher discussed child abuse and neglect and how to recognize signs of such abuse in children.

The researcher further referred to apartheid and its legacy contributed to poor school infrastructure, due to its unequal allocation of funding to different population groups in South Africa.

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In Chapter 4 the focus is on the research methodology and design, and the theoretical framework that guides this research study.

# CHAPTER FOUR

# RESEARCH METHODOLOGY AND DESIGN

## 4.1 INTRODUCTION

In Chapter 3 the researcher elaborated on the literature review, which is described as a review of the body of scholarship pertaining school safety. The previous chapter discussed factors that contribute to making schools unsafe.

In chapter 4 the mixed-method research approach will be discussed, consisting of the quantitative and qualitative approach. In respect of the quantitative method, questionnaires were completed by the school principals, members of the school management team, and the teachers, in randomly-sampled North-West township secondary schools. Obvious actions are to be considered when eliciting participation in the completion of the questionnaire, which include their voluntary participation, and non-pressure on participants to take part in the project.

The questionnaire which was completed by teachers was straightforward and to the point. The learners participated in purposively selected focus groups. In the qualitative method, the researcher purposefully sampled the participants, and the groups consisted of 8 learners (girls and boys) randomly selected from grades 8-11, and one non-teaching staff member from the sampled secondary schools. Grade 12 learners were not included because of the work pressure.

As a point of departure, the literature review clearly indicated the conditions that prevail in township schools in reference to safety, together with the acts relating to the rights of the learners, as indicated in the SASA (Act 84 of 1996), the Constitution of the RSA (1996), the African Charter on the Rights of Children, and the United Nations Convention on the Rights of Children (1989).

The safety measures implemented at the secondary and the primary schools differ due to the level of maturity, age and accountability of the learners. For example, in township primary schools there are morning and after school scholar patrols to

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prevent the learners from being knocked down by passing vehicles, and to monitor the learners' safe entrance and exit from the school premises. The teacher on duty in terms of the ground duty time table ensures that no learner is locked outside the school premises in the morning. The opposite is that learners who come to school late in most secondary schools are usually locked out of the school premises with the aim of enforcing discipline and to curb late-coming.

In this study both the qualitative and the quantitative approaches were used. The selected learners and the non-teaching staff members were organized into groups and were interviewed. The researcher listened to the participants as they articulated their views and opinions on issues of safety and the promotion of safety in the respective schools. The non-judgmental principle was applied by the researcher. The use of focus groups interviews and questionnaires assisted in gathering and in answering the  questions on the state of school safety in the township secondary schools.

The responses of the participants in the focus groups and in the questionnaires were considered as confidential and were used to determine their mental reasoning. The participants were informed prior to their participation about the purpose of the research and they voluntarily completed the consent forms. The identities of the participants were protected.

The researcher acknowledged that for the respondents to open up about their fears and insecurity in schools, they needed to feel secure and assured that they would not be judged. Interviewees may say things which the researcher finds objectionable, foolish or upsetting. The interviewer's role is not to judge the respondents but to find ways to sustain a neutral demeanour. This was done by suspending judgments during the interview. The researcher responded neutrally and assured the participants that none of their comments would be made public. For example, if a respondent makes a sexist comment that is relevant to the research topic, the researcher may want to say 'tell me more about this' rather than frown, move on to another area, or argue with them for their sexism.

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## 4.2 THE THEORETICAL FRAMEWORK GUIDING THE RESEARCH STUDY

The following research questions were raised in Chapter 1:

- What are the factors that compromise the safety of learners in schools?
- How do teachers and the School Management Teams (SMT) play their roles in the safety of learners in schools?
- What strategies are effective for improving learner safety on the school premises?
- What role should be played by the learners in their safety?

Therefore, the following aspects were taken into consideration in identifying the research design:

- Were the participants identified appropriately?
- Were the participants in groups get affected by threats to their safety?
- Was diversity recognized within the target population?
- What was done to improve the inclusiveness of the sample.

The aim of the study was to investigate the factors which contribute to poor learner safety in township secondary schools in the North-West Province. The objectives raised in Chapter 1 were to determine the factors compromising the safety of the learners in township secondary schools, to highlight the role that should be played by the teachers and the SMT, the non-teaching staff and the SGB in the safety of learners at school; to determine strategies to improve learner safety on the school premises; and to address learner safety in schools in the North-West Province.

The following research approaches will be used to collect the data.

### 4.2.1 The qualitative approach

The issue of school safety needs to be comprehended at a closer range. In the light of this statement the issue of safety was looked at in terms of scenarios, namely in focus groups and in case law studies, and their interpretation of what can be done to promote safety in township secondary schools.

At its core qualitative research focuses on the meanings and traits, and on defining the characteristics of events, people, interactions, cultures and experiences. "Quality refers to the what, how, when, and where of a thing". It is fundamental in nature and quality (Tewksbury, 2009:38-39; Berg, 2007:3).

Generally, qualitative approach does not require extensive resources to conduct, but it is useful in understanding the usual or exceptional situation (Neuman, 2006:196; Payne & Payne, 2004:210). The resources that would be used include a voice recorder, consent forms to be completed by learners before participation, pens, and paper with written questions to be answered by the participants.

In addition to the aforesaid, the use of qualitative research allows the researcher to learn from participants' perspectives and personal experiences. Qualitative research is naturalistic inquiry; the use of non-interfering data and collection strategies to discover the natural flow of events and the processes and how the participants interpret them. This means that qualitative researchers study things in their natural settings, and attempt to make sense of, or to interpret phenomena in terms of the meanings people attach to them (Denzin & Lincoln, 2005:3).

"Qualitative research is a situated activity that locates the observer in the world. It consists of a set of interpretive, material practices that make the world visible. These practices transform the world. They turn the world into a series of representations, including field notes, interviews, conversations, photographs, recordings, and memos to the self. At this level, qualitative research involves an interpretive, naturalistic approach to the world" (Denzin & Lincoln, 2005:3).
Qualitative research involves interpretative research where the researchers assemble a comprehensive collection of records that are related to people's actions, which are to the context and the perceptions of the participants (Fox & Bayat, 2007:10).

Qualitative research produces descriptive data, such as people's own written or spoken words and observable behaviour. It endeavours to understand the perspectives of people in their everyday life. It is constantly adapted to the reactions

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of subjects as they describe their experiences in the interviews (Merriman, 2009:13). The actual words used by the subjects are recorded and included in the research reports (Maphosa & Shumba, 2010:5, Fox & Bayat, 2007:72; Kawulich, 2005).

The following principles of qualitative research will be respected, namely non-coercion, non-manipulation and support for democratic values.

What is exactly not addressed in the qualitative research approach is the amount or quantity of whatever it is that is being studied. The numerical descriptions of things and their relationships is not the focus of qualitative research; that is the focus of the %other+ form of social science research, namely the quantitative methods (Tewksbury, 2009:39).

### 4.2.2 The quantitative approach

The quantitative approach is based on numerical measurements of specific aspects of a phenomenon, and it seeks measurements and analysis that are easily replicable by other researchers. The approach tends to approximate phenomena from a larger number of individuals using survey methods (Eliyahu, 2013; Tewksbury, 2009:44). The quantitative approach is advantageous in the case of research which involves a very big group of participants, since the same questions can be asked to a big group of people in the same way.

### 4.2.3 The mixed-method approach

It is the combination of the qualitative and the quantitative approaches. It was explained in Chapter 1 (cf. 1.9.1) as the integration and combination of the aforementioned approaches in order to draw the strength of each and to frame the investigation within philosophical and theoretical positions (Meissner, 2010:4).

Within the context of this study, the researcher applied the quantitative method by designing a questionnaire to be completed by the principals, the SMT, and the teachers in the four districts of the North-West Province. The townships were targeted, as they received the lowest school budgets.

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## 4.3 THE RATIONALE FOR THE USE OF THE PARADIGM

The standard and the level of safety in the schools demand improvement because as it is presently, it is not completely satisfactory for the safety of the learners. Communities which are poverty-stricken are likely to experience problems with gangsterism, as some young people want to belong and be accepted. By engaging in violence, drug and alcohol abuse makes some young people strive for recognition and belonginess in gangs.

The following are the reasons cited for using participant observation in the research design. They provide the researcher with a source of questions that is to be addressed with the participants. They Identify and give guidance to relationships with informants (Kawulich, 2005).

Literature on research suggest that the fundamental factor in determining what should be observed by the researcher on school safety, is the researcher's purpose for conducting the study. For instance, where to start looking for facts and answers depends on the researcher's question, while where to focus or to stop the action cannot be determined in advance.

### 4.3.1 Factors which contribute to unsafe situations and factors which contribute to safe situations

Unsafe situations are caused by a lack of or inadequate access control by strangers to the school premises (Xaba, 2006:566; Kramen *et al*., 2007:4). Learners can also contribute to the unsafe school situation due to the resultant behaviour when they are under the influence of intoxicating substances and drugs (Van Jaarsveld, 2008:176 & 179). Learners' carrying weapons such as knifes, guns, and any sharp objects to school also poses risks to loss of lives and injuries to fellow learners and staff in and around school premises.

Safe situations are possible when all the stakeholders in the school assist each other and support one another in creating and promoting a safe learning environment (De Waal, 2011:176-177; DoE, 2001:17).

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## 4.3.2 Observation

Participant observation is a tool for data-collection about people, processes and cultures in qualitative research (Kawulich, 2005). Learners in focus groups were interviewed to determine their feelings and opinions on their safety and what procedures would ensure their safety while at school. The process of participant observation enabled the researcher to learn about the learners' responses to school safety challenges in the natural setting through observing and participating in research. The researcher exposed himself and got involved in gathering learners opinions to topics of safety.

Through observations the researcher is able to describe existing situations, providing a "written photograph" of the situation under study. Anthropologists utilize participant observation as the primary method of fieldwork. Fieldwork, in this instance, has to do with active looking, improving the memory, informal interviewing, and writing detailed field-notes (Kawulich, 2005). Information obtained from learners was recorded using pen, paper and a voice recording device.

In participant observation the researcher has to maintain a sense of objectivity through distance. The researcher has to have rapport with the participants so that they may act naturally. The process of observation comprise gathering information from natural conversations, and interviews of various sorts, checklists, and questionnaires. Participant observation is characterized by having an open, non-judgemental attitude, being interested in learning more about others, being a careful observer and a good listener, and being open to the unexpected in what is learned (Kawulich, 2005).

In the observation process, one is expected to become part of the group being studied to the extent that the members themselves include the observer in the activity and turn to the observer for information about how the group is operating. The researcher becomes part of the community, while observing participants behaviours and activities (Kawulich, 2005). The researcher observes the behavioural and emotional reactions of the participants as they respond to questions asked during the focus group session. The researcher made follow-ups questions to focus

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group members through questions like: Tells us more, why do you think it is important, when did that happened?

The behavior of the learners as manifested in their natural setting was critically observed by the researcher during his encounter with them.

### 4.3.3 Interviews

An interview is a significant data-gathering technique involving the verbal communication between the researcher and the participant (Fox, 2009:4).

The interviewer needs certain skills, namely skills that include reflective questioning, summarising and controlling the interview process. He/she also needs to be unbiased, systematic and thorough, and offer no personal views. He or she needs to be well-informed of the purpose of the research interview, and also be well-prepared and familiar with the questionnaire or topic guide. In addition, he/she needs to have good listening skills (Fox, 2009:16).

Interviews with focus groups of nine people were conducted after setting up appointments with the participants in the four sampled schools in the North-West Province township secondary schools.

Focus groups interviews which consisted of the learners and the non-teaching staff were undertaken by the researcher on the school premises of the four sampled schools. The interviews consisted of unstructured and structured questions.

### 4.3.4 Unstructured questions

In an unstructured interview the participant is allowed to talk freely about whatever he/she wishes (Fox, 2009:4). Unstructured questions consist of open questions that elicit responses through giving a personal opinion about, in this study, safety in general on the school premises.

The data obtained from the open-ended questions in the questionnaire were analyzed by carefully identifying possible patterns and trends. Transcripts of the recorded interviews were carefully scrutinized and analyzed. The analysis of the data was indicated in a number of themes on school safety (Mokhele, 2006:153 & 154).

## 4.3.5 Structured questions

Structured questions consisted of closed questions in interviews to focus groups. In a structured interview the participants responses are limited to answering the direct questions (Fox, 2009:4). The interviewer asks all the respondents the same questions in the same order. A schedule of questions that is firmly structured is used. In many structured interviews, questions are set in advance together with possible choices of answers (Fox, 2009:5).

Structured questions elicit specific responses. It means the respondent has the opportunity to choose from the given alternative answers.

It is important for the interviewer to adhere closely to the following interview instructions when carrying out a structured interview:

- only interview participants who fit the sampling criteria; and
- keep your personal opinions to yourself.

In an interview the quality of the data collected will depend on both the interview design and the skills of the interviewer (Fox, 2009:4). A poorly-designed interview may, for example, include leading questions or questions that are not understood by the participant. A poor interviewer may unconsciously or consciously influence the responses that the participant makes.

## 4.3.6 The response alternatives

The research methodology and the design were informed by the following action strategies, instruments and methods, which were taken into account when identifying and constructing the collection of the data:

- The implementation of qualitative data-collection method. Learners and non-teaching staff in purposive focus groups provided schools with feedback that will form part of drafting their safety policies.
- The findings from the quantitative questionnaires completed by teachers in Likert scale, gave an indication to school safety committees on what issues of safety should in the opinion of teachers be addressed for them to work and teach in safe school environments.
- The outcome of the research gave the school a strategy to obtain the support of parents by informing them exactly on what roles they are expected play in supporting a safe school environment for all.

## 4.4 THE PROCEDURE THAT WILL SERVE AS GUIDANCE IN PREPARING TO COLLECT THE DATA, INSTRUMENTATION, THE POPULATION AND SAMPLING PROCEDURES

### 4.4.1 Data-collection

Data-collection is the process of gathering and measuring information in a systematic way that enables one to answer the stated research questions, and hypotheses, and to evaluate results. In the study learners and non-teaching staff in sampled schools participated in focus groups. They were interviewed while teachers in sampled schools completed questionnaires.

In data-collection the researcher may use one or more of the tools available. Such tools or methods of collecting the data include the following: tests, questionnaires, opinionnaires or attitude scales, quantitative interviews, qualitative interviews, focus group discussions, quantitative observations. Each tool becomes appropriate in a

given situation to accomplish a specific purpose. The tools are used together or in combination because they supplement the work in data collection. For example, like the tools in the carpenter box, each tool is appropriate in a given situation to accomplish a particular purpose. However, for effective results, each tool has its own worth. It must be utilized according to the required situation (Marwat, 2010). Questionnaires and focus groups questions were designed to collect the participantsq responses on aspects of safety in North-West township secondary schools.

Permission to use the schools for the investigation and the request for participation were done as follows: the North-West Provincial Head of Department was requested in writing to give his permission for access to the schools that were sampled for the research. The researcher was careful not to disrupt or undermine the quality of teaching and learning. The research was not conducted during examination time.

The school principal and members of the management team were properly informed of the research process that was to take place in the school. Furthermore, the participants were briefed about the aim of the research.

### 4.4.2 Instrumentation

Instrumentation refers to the instruments used to measure, in this case, the safety levels of the learners in the classrooms, on the school-grounds, and elsewhere in the school premises. The safety of the learners could be measured in terms of the extent of safety standards that are used by the school. When the teachers are given the responsibility, in terms of their job description, to promote the safety of the learners, the learners are likely to be or feel safe.

Furthermore, the instrument seeks to scientifically ratify the general assumption that the safety of the learners in many township secondary schools is compromised. The safety of learners is compromised when they are exposed to violence in the form of fights, gangsters, bullying and assault among themselves, and corporal punishment by teachers. The research instrument seeks to determine the extent of the expectations by the parents to have a safety policy in place to avert learner injury. To the reliable and valid extent the instrument will ascertain the fundamental guidelines

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imperative to having strategies on safety in the schools, which would keep cases of learner injuries and harm to a minimum.

The administration of the safety account or record focused on experimental application, the determination of the sample of the participants and the administration of the proposed safety strategies (including permission to interview the learners in the focus groups and requests to principals to assist in encouraging the SMT and teachers to honestly and meticulously complete the questionnaires).

## 4.4.2.1 Self-assessment questionnaires

A questionnaire is a set of questions which are completed by the respondent. A typical questionnaire will include statements as well as questions, particularly if the researcher is interested in determining the extent to which the respondents hold a particular attitude or point of view (Delport, De Vos, Fouchè, & Strydom, 2002:166). In this study, questionnaires would be used to survey a sample of the teachers with the aim of collecting data to provide information and find answers to the questions. The reason as to why the study uses questionnaires is to get honest trustworthy written responses from the participants.

‰A questionnaire is a self-report data-collection instrument that each research participant fills out as part of a research study. It is used by researchers to obtain information about the thoughts, feelings, attitudes beliefs, values, perceptions, personality and behavioural intentions of research participants+(Marwat, 2010).

A questionnaire can be used to obtain comparable data from all the participants because the same questions are asked to all the research participants (Marwat, 2010).

A questionnaire is used when factual information is preferred. When an opinion rather than facts are desired an attitude scale is used (Education Awareness and Research, 2010).

**4.4.2.2 Aspects to consider when compiling a questionnaire**

The following were considered when compiling the questionnaire: the environment in which the school is situated, the poverty level and income level learner household the common crimes committed in the area, the size of the school, the historical background of the school, the community's social activities that take place in the school after hours, the school's infrastructure and maintenance.

Ethical issues such as informed consent, privacy, confidentiality, and anonymity, as well as elements of research risk and vulnerable populations (learners) were taken into consideration.

**4.4.2.3 The properties of and guidelines for an effective questionnaire**

An effective questionnaire consists of clear and straight-forward questions; the language is simple and understandable; the questions arouse the interest of the participants; the questions are not irrelevant; the questionnaire is not long to complete; and the researcher engages the participant.

The questionnaire used in the survey was simple, to the point and straightforward to understand by the participant. The researcher should avoid the use of difficult words, but use simple sentences and choices for the answers.

**4.4.2.4 Structure of the questionnaire**

The questionnaire used in the study had closed and open-ended questions. For example, open-ended questions infer true or false, yes or no, and measures the extent of the strength of the responses by using words such as 'to a smaller extent' 'to a certain extent' or 'to the larger extent' Although in the research study, the respondent did not have the opportunity to elaborate on certain topics.

The structure and flow of the topics, the sequence of the questions, and the writing style are tools that the researcher can use to make the questionnaire friendlier to the respondents.

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**4.4.2.5 The construction of the Items in the questionnaire**

The questionnaire has a section on background, educational qualifications, the position and the number of yearsq of experience in teaching of the teacher, the challenges encountered in the classroom and on the school premises in respect of safety matters which affect both the teacher and the learner.

**4.4.2.6 The format of the questions**

The questionnaire is divided into sections A-H. Section A is the biographical information, section B is on the home background of the learners taught, section C: demographic information, section D: the management of safety in the school, section E: the effect of an unsafe school environment on the teachers, section F: the involvement of the parents in school safety, section G: the inclusion of safety topics in the school curriculum, section H: the influence of safety on school performance (cf. Annexure E).

The questions were divided into unstructured and structured questions.

**Section A:** The questions are on the biographical information. In this section the participants have to provide background information, which includes gender, age, and current position (is he/she a post level 1 teacher, or on promotion as head of a department, the deputy principal or the principal of a school). There are four districts in the North-West Province, and the participants had to indicate whether the school is in the Dr. Kenneth Kaunda, Dr. Ruth Segomotsi Mompati, Ngaka Modiri Molema, or Bojanala District.

In addition, the participants had to provide information on their post-matric qualifications, the number of years in teaching as career, whether the school is a secondary school or a combined school, the numbers of the learners and the educators. They were expected to respond to the following:

- Indicate the extent to which you believe the school has a learner safety policy.

- Are the learners aware of the learner safety policy at your school?
- Are the parents aware of the learner safety policy at the school?
- In your view, how effective is the learner safety policy?
- Indicate the extent to which the lack of safety can be attributed to each of the following, namely bullying; gangsterism; drugs; alcohol; accidents; the learnersq late-coming; the teachersq strikes/protests; illness; suicide; or loitering around the school premises.

Lastly, information on their absenteeism per week was requested.

**Section B:** Has to do with home background of the learners. The participants are expected to supply information of learnersq home conditions, namely if both the parents were alive; whether live the father or mother; were both parents deceased and is the learner left orphaned; or if the learner lives with a guardian.

**Section C:** Highlights the demographic information of the learner. The socio-economic status of the school area and the area where the learners live are indicated in respect of whether the area is in the lower-income group, middle-income group, or whether it is a higher-income group.

**Section D:** Contains questions about the management of safety at the school. The participants had to indicate by means of strongly agreeq agreeq strongly disagreeq and disagreeqoptions to the following statements:

- The safety strategies developed by the School Management Team are realized by the educators.
- Our School Management Team has the capacity to support the safety initiatives by educators and learners.
- The School Management Team has carefully put together a plan concerning a safety education programme for the learners.
- A formal safety programme has already been implemented by our school.
- The School Management Team organizes and controls our schoolq safety policy.

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- The educators are involved by the School Management Team when planning safety activities at our school.
- Our principal deals effectively with absenteeism.
- The educator staff, non-educator staff, the parents and the learners all have a role to play in formulating a school safety policy at our school.
- Strict rules are needed to enforce safety procedures at our school.
- Violence can be overcome at our school.
- The school safety policy is to be revised and amended where possible at the end of every academic year.
- There is a need for some kind of procedure for safety.
- Learners who experience violence from other learners often retaliate by fighting.
- Learners who witness others fighting report it to the educators.
- The learners fear reporting cases of harassment by fellow learners.

**Section E:** Deals with the effect of an unsafe school environment on the educators. The participants had to indicate their opinions by means of ±strongly agreeq ±agreeq ±strongly disagreeq and ±disagreeqto the following statements:

- Substitute educators are appointed when permanent educators are absent for more than three months.
- Quite often educators have to cope with more than one person cs workload.
- Educators who are absent without permission receive ±eave without payqfrom the North-West Department of Education.
- Problems are experienced by educators when they have to take over the responsibilities of an absent colleague.

The participants indicated with ±definitely trueq ±usually trueq ±sometimes trueq and ±not trueqoptions to the causes of their heavy workload at school:

- The non-replacement of staff members;
- staff shortages;
- the frequent absence of staff members.

The participants were to indicate their opinions in respect of a heavy workload by means of the following responses: "always", "often", "sometimes" or "never"

- decreased interest;
- not coping;
- frustrated;
- comfortable;
- motivated;
- coping;
- feeling like resigning;
- a low morale; and
- negative.

**Section F:** Wanted to identify the involvement of the parents in school safety. The participants had to indicate their opinions regarding the extent by means of the "strongly agree", "agree", "strongly disagree" and "disagree" options on the involvement and support of the parents in promoting a safe school:

- Parental support exists for implementing effective safety programmes.
- The North-West Department of Education is fully aware that our school needs guidance to deal with learner safety.
- The SGB has allocated funds from the school budget for educators' in-service training workshops on teaching about safety.
- The North-West Department of Education has budgeted for the educators' in-service training regarding school safety.
- The North-West Department of Education makes concerted efforts to ensure the learners' participation in the safety initiatives at our school.
- The North-West Department of Education has developed an appropriate safety education programme for the educators.
- The North-West Department of Education does enough to protect the educators and the learners who are possible victims of unsafe school environments.

- There exists good quality co-ordination between the North-West Department of Education and our school concerning safety.
- The North-West Department of Education plays an important role in funding our school's safety programmes.

**Section G:** Raises the issue of inclusion of safety topics in the school curriculum. The participants had to indicate to what extent they strongly agree, agree, strongly disagree, and disagree regarding the inclusion of safety topics in the school curriculum:

- Topics of safety are well-taught at our school.
- Intensive in-service training programmes for safety are implemented.
- Staff development programmes are in place for educators who have to cope with a low morale.
- School-based activities such as guidance and counseling are arranged to address safety matters.
- Topics on safety and safety promotion are included into the subject Life Orientation.
- Extra-curricular activities are planned to address safety.
- There exists an in-depth coverage of safety and safety promotion topics at our school.
- The school curriculum is flexible and accommodates learners whose schooling is interrupted by violence.
- Classes are often left untaught/unsupervised at our school.

**Section H:** Has to do with the influence of safety on school performance. The participants had to indicate their responses with "yes" or "no" in respect of the influence of safety on school performance:

- Those learners who are victims of violence at our school perform poorly.
- The learners often do not come to school in fear of violence.
- The lack of safety has a detrimental effect on teaching and learning at our school.

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- Those learners who feel unsafe are frequently absent.

- Learners of different grades are combined into one classroom.

- The learners fear to remain at school to do projects when there are no educators around.

- It is difficult to gain the concentration of learners in class after a violent incident.

- Township schools are more unsafe than schools in other surroundings.

### 4.4.3 The population and sampling procedures
### 4.4.3.1 Determining the sample

The participants who were interviewed consisted of one boy and a girl from the same grade, meaning that all four secondary school grades from grade 8 to12 (In some schools grade 12 learners who had finished their term tests and projects and were free participated).

### 4.4.3.2 Purposive sampling

In selecting the sample the researcher has to make the sample representative, and this depends on his/her opinion, and thus representation is subjective. Purposive sampling was the kind of sampling technique the researcher used in the focus group interviews.

The sample consisted of learners and non-teaching staff members in qualitative focus groups.

Gray (2004:82) defines a population as the total number of possible units or elements that are included in the study. The population in this study included the principal, and teachers from all the sampled schools in the North-West Province township secondary schools.

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A population is a complete set of elements (persons or objects) that possess some common characteristic/feature defined by the sampling criteria, as established by the researcher.

A population is composed of two groups namely the target population and the accessible population.

The target population (universe): It is the entire group of people or objects to which the researcher wishes to generalize the study findings. It meets the set of criteria of interest to the researcher. For example, learners in the North-West Province secondary schools, and their need to be taught in safe schools.

Accessible population: It is the portion of the population to which the researcher has reasonable access; it may be a subset of the target population. It may be limited to a region, city, county, or institution. This study was limited to the learners in the North-West Province secondary schools.

A population sample is a selection of certain individuals who were drawn from the target population and which is intended to reflect the characteristics of the population in all the significant respects. Delport *et al*., (2002:82) state that a sample is a small representation of the whole, and that the basic considerations in sampling are size and representativeness.

A sample is the selected elements (people or objects) chosen for participation in a study, in this instance, people are referred to as subjects or participants. *Sampling* is the process of selecting a group of people, events, behaviours, or other elements with which to conduct a study.

Sampling frame: It is a list of all the elements in the population from which the sample is drawn. It could be very large if the population is national or international in nature. A sampling frame is needed so that everyone in the population is identified so as to have an equal opportunity for selection as a subject (element).

Simple random sampling: This plan is usually selected if every sample in the population has an equal chance of being selected and there are no sub-groups known within the population. It gives each individual in the population an equal opportunity to be selected for the sample. Random selection is done in respect of all the people who meet the inclusion criteria where a sample is randomly chosen.

The type of sampling technique used in this study is purposive sampling. Purposive sampling is done when all the members of a sample are chosen with the purpose of representing a location or type in relation to a key criterion. Purposive sampling is the process of selecting a number of participants for a study in such a way that the participants represent the larger group from which they were selected. Purposive or expert's choice sampling is when the researcher uses his personal judgement to select the subjects that are considered to be representative of the population. Typical subjects experiencing problem being studied.

The logic behind the sample size is related to the purpose of the study, the research problem, the major data-collection technique and the availability of information-rich cases (Fox & Bayat, 2007:60-61).

Questionnaires will be given to the principals of the sampled schools to distribute to the participants. The questionnaires will be collected after 5 working days.

## 4.5 ETHICAL ISSUES

A researcher has to consider conducting his research in an ethical manner, letting the community know what his purpose for observing and documenting their activities. When the researcher meets members the of the focus group for the first time, they should be informed of the purpose of the study and share enough information with them about the research topic, so that their questions about the research and the researcher's presence there are put to rest. In a way, this means that one is constantly introducing oneself as a researcher (Kawulich, 2005).

The researcher has the ethical responsibility to protect the anonymity of the participants (cf. Annexure B). In this study the participantsq identities will be

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described in such a way that the community members will not be able to identify them. The participants will be described as, for example, "a 15 year-old grade 9 boy from the Dr. Kenneth Kaunda District in the North-West Province" (Kawulich, 2005).

An ethical concern exists regarding the relationships established by the researcher when conducting participant observation. One must address issues, such as potential exploitation and inaccurate findings, or other actions which may cause damage to the community. The researcher should take a participatory approach to research by including the members of the community in the research process, beginning with obtaining the appropriate permission to conduct the research and ensuring that the research addresses issues of importance to the community. The research findings should be shared with the community to ensure accuracy of findings Kawulich, 2005).

## 4.6 ANALYSIS OF THE DATA

Data-analysis is the process involves the analysis of the information in ways that reveal the relationships, patterns, trends, etc. that can be found within it. That may mean subjecting it to statistical operations that can tell not only what kinds of relationships seem to exist among the variables, but also to what level answers can be trusted. It may mean comparing information with that from other groups (a control or comparison group, figures, etc.), to help draw conclusions from the data. The point, in terms of evaluation, is to get an accurate assessment in order to better understand the work and its effects on those the researcher is concerned with, or in order to better understand the overall situation.

Data consists of quantitative data, which refer to the information that were collected as, or can be translated into numbers, which can then be displayed and be analyzed mathematically. Data from focus groups consists of qualitative data that was collected in form of descriptions, anecdotes, opinions, quotes, interpretations, etc., and are generally either not able to be reduced to numbers, or are considered more valuable or informative if left as narratives (Rabinowitz & Fawcett, 2013).

School principals are expected to conduct a detailed school safety assessment to determine the state of school order and safety as and when it is necessary. The

assessment is an important strategy in developing a school safety policy. The assessment includes a survey of school facilities, staff members who are available to conduct learner supervision, and other resources.

## 4.7 VALIDITY AND RELIABILITY/TRUSTWORTHINESS

### 4.7.1 Reliability

Reliability is defined as yielding the same results in different experiments (Babbie & Mouton 2001:119). When something is dependable, it will give the same outcome every time. %Reliability is the degree to which an assessment tool produces stable and consistent results+(Phelan & Wren, 2006).
Reliability, furthermore, refers to the extent to which assessments are consistent.

### 4.7.2 Validity

Validity refers to how well a test measures what it is supposed to measure (Phelan & Wren, 2006; De Vos et al., 2002:166). Validity refers to the accuracy of an assessment - whether or not it measures what it is supposed to measure.

The following are ways of improving validity (Phelan & Wren, 2006):
- Make sure that your goals and objectives are clearly defined and operationalized.
- Make a match of your assessment measure to your goals and objectives.
- Get learners involved so as to obtain responses from their experiences and perceptions of the state of safety in their schools.
- If possible, make a comparison of your data measure with other available data.

Reliability and validity are two concepts that are closely inter-related. For the results to be reliable, another researcher must be able to perform exactly the same experiment on another group of people and generate results with similar statistical outcomes. The test-retest method is another method used to test reliability, and

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involves testing the same subjects at a later date, ensuring correlation between the results.

Participant observation could be used as a way to increase the validity of the study, as observation may to a great extent help the researcher to gain a better understanding of the context of and the phenomenon that is under study (Kawulich, 2005). The use of additional information on school safety strategies, from interviewing, document analysis, surveys, questionnaires, or other quantitative methods in observation make validity stronger.

## 4.8 DISTRIBUTION OF THE QUESTIONNAIRE

The questionnaires were distributed to the schools by the researcher. The principals of the schools or an official in charge if the school head was not available, were requested to complete the acknowledgement of receipt of questionnaires. A school stamp with the date and signature were attached to authenticate the completed proof of school visit form compiled by the researcher. The researcher agreed with the school official on the date suitable for the collection of the completed questionnaires.

## 4.9 RESEARCH FIELD NOTES

The researcher used pen, paper and voice recorder to gather field notes that will be put together in an organized way when reporting on data collection procedures in the qualitative approach. In the quantitative approach questionnaires were distributed for completion by teachers in sampled secondary township schools situated in the North West Province in South Africa.

The focus group members completed acceptance forms to participate in focus groups with each learner indicating the name of the school and the grade. The voice recorder was used by the researcher to record procedures as proof that such interviews were conducted and to date record of responses using pen, paper, laptop, and voice recorder. The researcher would after the verification that research was truly conducted, dispose of confidential data.

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## 4.10 SUMMARY

Chapter 4 focused on the research methods and design. The research followed a mixed method approach, namely qualitative and quantitative research methods. The learners were organized in four focus groups of 9 members each.

The questionnaires consisted of section A-H. and every question is clear and to the point. Ethical issues raised in the research are non-disclosure of information to unauthorized persons and confidentiality.

In testing the probability that the research outcome will give similar results in future when applied, reliability and validity measures were acknowledged.

In chapter 5 the responses of the focus group members are discussed in themes.

# CHAPTER FIVE

**STRATEGIES AS SOLUTION FOR SAFETY IN TOWNSHIP SECONDARY SCHOOLS: EXPERIENCES, CONCERNS, CONTRIBUTIONS AND CHALLENGES BROUGHT FORTH BY REPRESENTATIVE FOCUS GROUPS AND TEACHERS IN ALL FOUR THE TOWNSHIP SECONDARY SCHOOLS**

## 5.1 INTRODUCTION

The legal rights of the child, in terms of the Constitution of the Republic of South Africa have been taken seriously, especially on matters of child safety at home, in the school and in the surrounding community. The state justice system ensures that children's individual rights are protected in accordance with the Bill of Rights (the Constitution of the RSA, 1996). Children are minors and needs care and supervision from the teacher during school hours. After school hours they are also entitled to protection by the law. The abovementioned situation becomes practical in squatter settlement that has been in existence for a long time as an example of how the law in South is determined to protect children rights to shelter and safe community environment.

In the community as and when children get entitled to their rights, and so does the parents and legal guardians benefit in the children rights to a shelter and the right to be raised under conditions permissible for them to be educated.

For instance, the case *Grootboom v Oostenberg Municipality and others 2000 (3) BCLR 277 (C)* highlights the fact that the courts would not allow the municipalities to harass the respondents, which include children, the disabled, the elderly and households headed by women. In addition to protection by the laws of South Africa to children in particular, the learners' rights to safety go beyond the classroom to include social welfare, access to clean water, the maintenance of households with a meagre salary or no income at all. The other constitutional rights of children are the rights to human dignity, a name, identity, and the right to privacy (the Constitution of the RSA, 1996). South Africa is a signatory to the UN Declaration of Children's

Rights and other subordinate international statutes in order to promote the protection of children.

In the light of what was highlighted on matters concerning children's rights, the schools in South Africa are expected to ensure that the learners' rights are protected (the Constitution of the RSA, 1996: Section 12(1)).

In Chapter 5 the qualitative research method will be used to obtain the opinions of the learners and non the teaching staff members in purposive focus groups. This method differs from the quantitative data collection approach to teachers which will be elaborated upon in the next heading.

Learners in the respective focus groups indicated their experiences and concerns, and contributed by their ideas and opinions that will promote a safe school environment for all. The role of the teachers acting *in loco parentis* (Masitsa, 2011:166) remains illustrative of section 28 (b) which states that children have the right to parental care, or to appropriate alternative care when removed from the family environment.

The research study focused on the four districts of the North-West Province, as indicated in the attached maps and notes below.

**Map 5.1: The North-West Province**

http://www.roomsforafrica.com/dest/south-africa/north-west.jsp
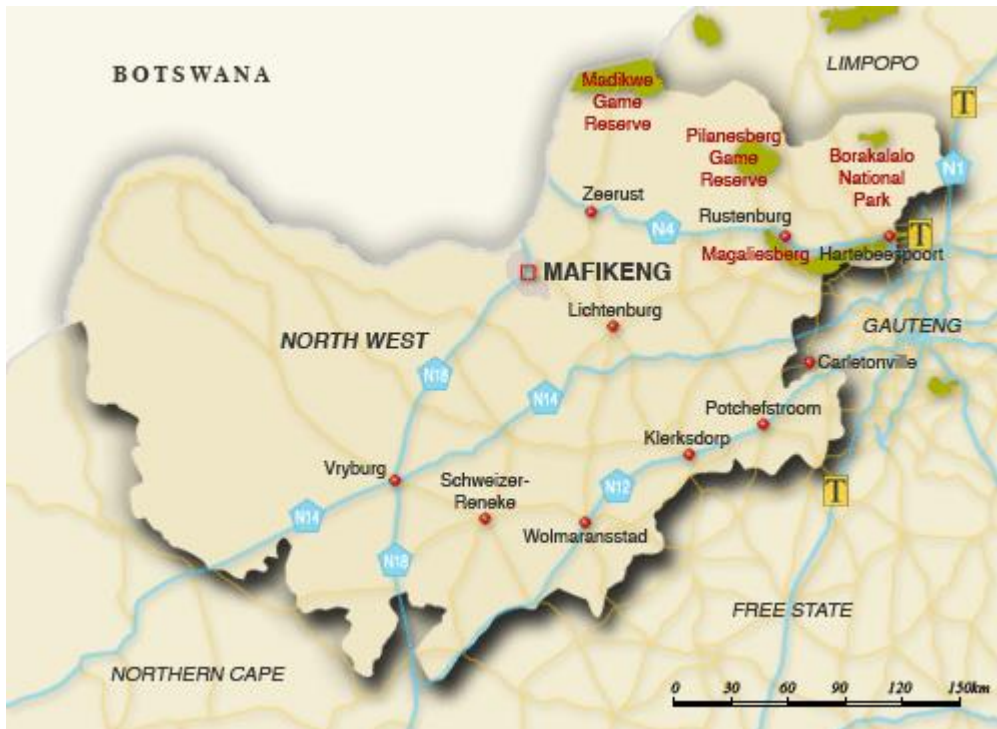
The North-West Province of South Africa is divided, for local government purposes, into four district municipalities which are, in turn divided into nineteen local municipalities.

In the following map, the district municipalities are shaded by means of various colours, and the municipalities are numbered.

For the purpose of this research study, the researcher concentrated upon four municipal districts of the North-West Province[24]. Although the questionnaires were distributed randomly to the secondary schools in the townships throughout the four districts, the focus group sampling was done in the Dr. Kenneth Kaunda District only.

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[24] The North-West Province came into being in 1994 after the end of apartheid. It includes parts of the former Transvaal and the Cape Province, as well as most of the former Bantustan of Bophuthatswana. The province consists mostly of flat areas, with scattered trees and grasslands. The Magaliesberg Mountain that ranges in the north-east extends about 130km (about 80 miles) from Pretoria to Rustenburg. In the southern border of the province flows the Vaal River. https://en.wikipedia.org/wiki/List_of_municipalities_in_the_North_West
The province is situated in the north of South Africa towards the border of Botswana. It covers an area of 104 882 square kilometers, and has a population of 3 509 953 people.
https://en.wikipedia.org/wiki/List_of_municipalities_in_the_North_West

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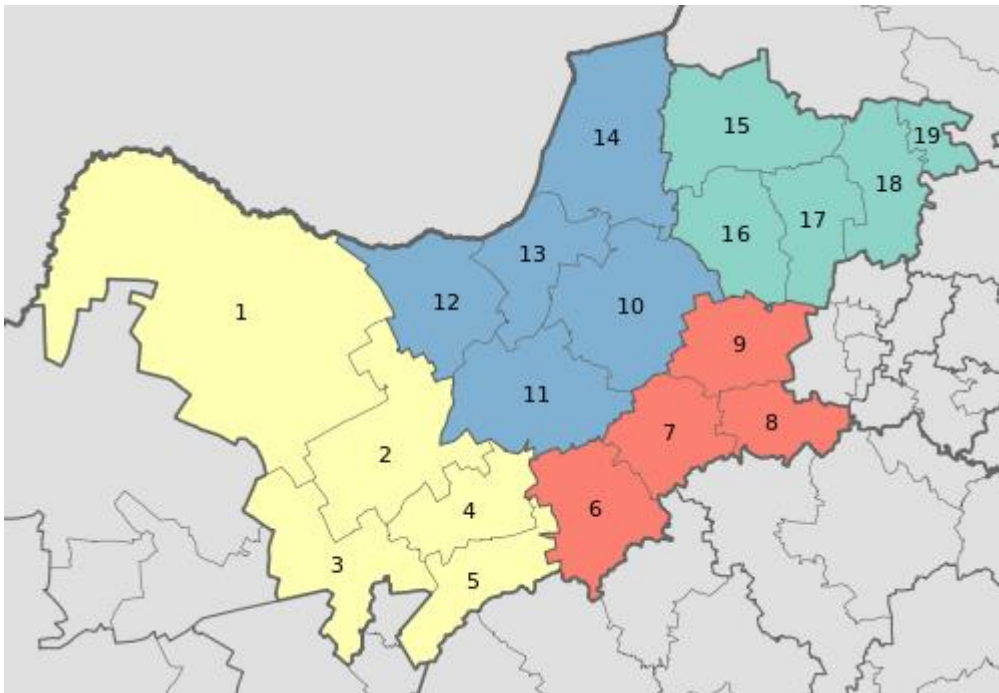
**Map 5.2: Numbered map of the North-West Province**

https://en.wikipedia.org/wiki/List_of_municipalities_in_the_North_West

This research gave tabularized reference information below in accordance with the area; the population in 2011; and the population density of every district in the North-West Province. The aim was to provide the reader with information in respect of the geography in order to foster a better understanding of the province.

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**Table 5.1: Districts in the North-West Province**

https://en.wikipedia.org/wiki/List_of_municipalities_in_the_North_West

| Map key | Name of district | Area (km²) | Population (2011) | Population density (per km²) |
|---|---|---|---|---|
| 15. 19 | Bojanala | 18,333 | 1,507,505 | 82.2 |
| 6. 9 | Dr. Kenneth Kaunda | 14,642 | 695,933 | 47.5 |
| 1. 5 | Dr. Ruth Segomotsi Mompati | 44,017 | 463,815 | 10.5 |
| 10. 14 | Ngaka Modiri Molema | 27,889 | 842,699 | 30.2 |

The research findings revealed that incidents of violence result in unsafe school environment in the North-West Province. While there were positive findings, some negative findings constitute a serious threat to effective teaching and learning and to the lives of the learners, for example, gang fights and the vandalism of school property in school B (the school was sampled for focus group interview, and it is situated in the Dr. Kenneth Kaunda District of the North West Province).

The discussion in this chapter is divided into eight themes. The reason for the division of the safety subject matter into themes is to shed light into the inputs of the focus group members.

Theme 1 highlights the issues around the accessibility of a school safety policy for all the learners at the school, shedding light on their perceptions in accessing a safety policy.

In theme 2 the learners communicated their views on the extent to which the following aspects contribute to an unsafe school environment: bullying, gangsterism, drugs, alcohol, accidents, the learners' late-coming, the teachers' strikes/ protests, loitering around the school premises, and illness.

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In theme 3 the learners gave their views and opinions on the role to be played by the non-teaching staff, the parents and the learners in the formulation of the school safety policy.

According to theme 4 the learners determine strategies and approaches that may be utilized by the school to overcome violence.

Theme 5 indicates the views and perceptions of the learners on how the school safety policy should be revised and amended where necessary and possible at the end of every academic year. Who are stakeholders who should facilitate the safety policy?

Theme 6 makes the learners to be aware of the fact that when classes are left unattended or the teacher is absent from his/her class or there is no supervision by the teacher, chaos is likely to erupt, thereby placing the safety of all the learners at the risk of violent behaviour.

Theme 7 indicates that an unsafe learning environment creates fear. It affects effective teaching and learning (Ncontsa & Shumba, 2013:1).

Theme 8 puts forth suggestions by the learners on what steps can be followed to ensure safety in the township schools.

The following figure gives an outlay of the seating plan during the focus group interviews.
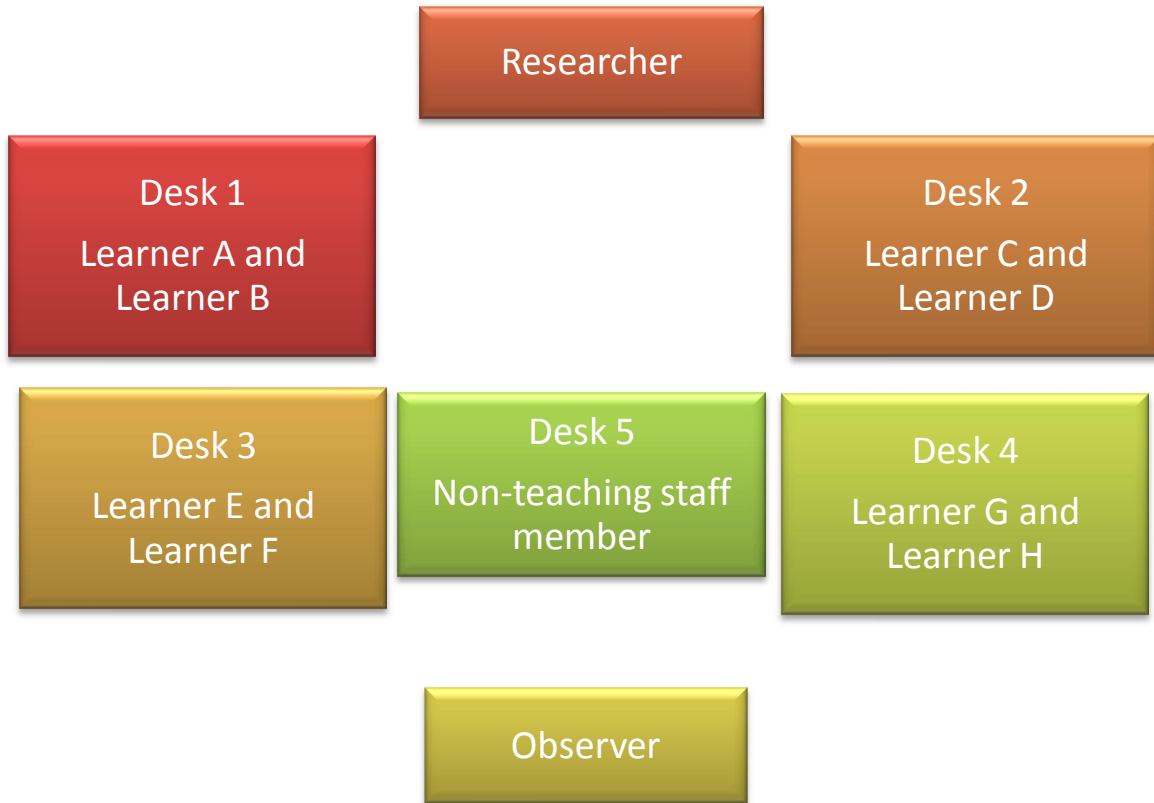


**Figure 5.1: Focus group sessions seating plan**

It was indicated in chapters 1 and 4 that the research made use of focus group interviews, which is a qualitative research approach.

The above figure shows how the participants in all four the sampled secondary schools were seated. The researcher was standing in front of the participants while the observer was at the back of the classroom. The participants were seated two each in every desk while the observer was standing at the back. The researcher ensured that the opinions of all participants were treated with respect.

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## 5.2 THEME 1: ACCESSIBILITY OF THE SCHOOL SAFETY POLICY TO ALL THE LEARNERS AT THE SCHOOL

The South African Schools Act, Act 84 of 1996, section 20(a) is explicit that the Governing Body of a public school must promote the best interests of the school and try to ensure its development through the provision of quality education for all the learners. From this statement it is clear that the SGB is responsible for a safe environment for the learners at the school. This assertion resonates with Section 12 and Section 24 of the Constitution of the RSA that refer to the freedom and the security of the person, and that everyone has the right to an environment that is not harmful to their health or well-being and to have the environment protected for the benefit of present and future generations through reasonable legislative measures. It can be reasoned that a school policy on safety serves a legislative purpose though it is a subordinate legislation of the SA Constitution.

The importance of the safety of children is further justified in the case of *Grootboom v Oostenburg Municipality 2000 (3) BCLR277 9C).* The case concerns the state's constitutional obligations in relation to housing: a constitutional issue of fundamental importance to the development of South Africa's new constitutional order. The group of people concerned with in these proceedings lived in appalling conditions and therefore in escape made a decision to move out and illegally occupied someone else's land while in the queue for their turn to be allocated low-cost housing. They were forcefully removed by the municipality and left homeless. Their constitutional rights are determined in this case. Mrs. Irene Grootboom and the other respondents were left homeless as a result of their eviction from their informal homes situated on private land earmarked for formal low-cost housing.

They made an application to the Cape of Good Hope High Court (the High Court) for an order requiring the government to provide them with adequate basic shelter or housing until they obtained permanent accommodation and were granted certain relief. The appellants were ordered to provide the respondents who were children and their parents with shelter. The judgment provisionally concluded that %ents, portable latrines and a regular supply of water. The respondents were 510 children

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and 390 adults. Mrs. Irene Grootboom, the first respondent, brought the application before the High Court on behalf of all the 900 respondents.

The judgment of Davis J., in which Comrie J., concurred is reported as *Grootboom v Oostenberg Municipality and Others 2000 (3) BCLR 277 (C)*. The appellants who represented all spheres of government responsible for housing challenged the correctness of that court order. At the hearing of this matter an offer was made by the appellants to improve the situation in which the respondents were living. The offer was acknowledged by the respondents. However, some four months after the argument, the respondents made an urgent application to this Court in revealing that the appellants had failed to abide by with the terms of their offer. That application was set for 21 September 2000.

On that day the Court, after communication with the parties, brought forth an order to the municipality on terms to provide certain basic services. 6 YACOOB J [7] Mrs. Grootboom and most of the other respondents previously lived under lamentable conditions in the Wallacedene informal squatter settlement, which is situated on the edge of the municipal area of Oostenberg, which is on the eastern fringe of the Cape Metro. A quarter of the households in Wallacedene had no income at all, and more than two thirds earned less than R500 per month.

Approximately half the population lived with their children in shacks, without water, sewage or refuse removal services, and only 5% of the shacks had electricity. The area was partly waterlogged and laid dangerously close to a main thoroughfare. Mrs. Grootboom lived with her family and her sisters family in a shack. Many squatters had applied for subsidised low-cost housing from the municipality, and had been on the waiting list for as long as seven years. No definite answer was given despite numerous enquiries to the municipality. The respondents began to move out of Wallacedene at the end of September 1998. They put up their shacks and shelters on vacant land which was privately owned, without the consent of the owner. The squatters named it %New Rust+. On 8 December 1998 the owner obtained an eviction order against them. The occupants received the order but they remained in occupation beyond the date by which they had been ordered to vacate the premises.

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They had nowhere else to go, as Mrs. Grootboom put it, because their former sites in Wallacedene had been occupied by other squatters.

The eviction proceedings were renewed in March 1999. The respondents'attorneys in this case were appointed by the magistrate to represent them on the return day of the provisional order of eviction. 9 Section 4(6) which reads, "If an unlawful occupier has occupied the land in question for less than six months at the time when the proceedings are initiated, a court may grant an order for eviction if it is of the opinion that it is just and equitable to do so, after considering all the relevant circumstances, including the rights and needs of the elderly, children, disabled persons and households headed by women". No mediation took place, and on 18 May 1999, at the beginning of the cold, windy and rainy Cape winter, the respondents were forcibly evicted at the expense of the municipality. The eviction was done in a premature and inhumanely way, reminiscent of apartheid-style evictions. The squatters'homes were bulldozed and burnt and their possessions destroyed. Many squatters were not there to salvage their personal belongings. The respondents went and sheltered on the Wallacedene sports field under temporary structures. Within a week of their settlement the winter rains started and the plastic sheeting they had erected afforded scant protection.

The following day the respondents'attorney wrote to the municipality describing the intolerable conditions under which his clients lived and demanded that the municipality meet its constitutional obligations and provide temporary accommodation for the respondents. In the High Court Mrs. Grootboom and the other respondents in the case applied for an order directing the appellants without delay to provide, "(i) adequate basic temporary shelter or housing to the respondents and their children pending their obtaining permanent accommodation; (ii) or basic nutrition, shelter, healthcare and social services to the respondents who are children." The respondents based their claim on two provisions of the SA (1996) constitutional provisions. First, on section 26 of the Constitution, which indicates that everyone has the right of access to adequate housing.

The second basis for their claim was section 28(1) (c) of the Constitution, which indicates that children have the right to shelter. The court concluded that, "An order

which enforces a child's right to shelter should take account of the need of the child to be accompanied by his or her parent. Such an approach would be in accordance with the spirit and purport of section 28 as a whole." In the result the court ordered as follows, "(2) It is declared, in terms of section 28 of the Constitution that: (a) the applicant's children are entitled to be provided with shelter by the appropriate organ or the department of state; 13. The International Covenant on Economic, Social and Cultural Rights, and the general comments issued by the United Nations Committee on Social and Economic Rights, 17 Section 28 provides: "(1) Every child has the right· (a) to a name and a nationality from birth; (b) to family care or parental care, or to appropriate alternative care when removed from the family environment; (c) to basic nutrition, shelter, basic health care services and social services; (d) to be protected from maltreatment, neglect, abuse or degradation; (e) to be protected from exploitative labour practices; In this section "child" means a person under the age of 18 years". (Scott & Alston, 2000:206-268).

The abovementioned case clearly informs the parents and guardians should have a copy of the school policy as it is within their responsibility to ensure that their children are educated under safe conditions. What transpired from the focus groups interviews in all four the schools (A, B, C and D) learners confirmed that they did not have copies of the school safety policy. The learners regarded the triangular steel plate with the North-West Department of Basic education logo at the entrance of the school as their school safety policy. They said that they did not receive copies of the school policy on admission. Some learners have seen the notice on what is prohibited on the school premises such as drugs, weapons, and alcohol but did not have the time or interest to read it. A sentiment emphasized in school B by learner A and Learner B. Learner C also supported learner A and Learner B regarding not reading what is on the triangular steel plate at school entrance.

For example, a male learner (Labeled Learner A) from school A said this about not having a copy of the school's safety policy:

"I do not remember being given or seen the copy of the school safety policy".

In school A the learners indicated that no mention was made of the school safety policy at assembly, while in school D the learners said the safety policy was verbally mentioned to them not to carry weapons, drugs and alcohol to school.

It is assumed to be of the essence for every school to have a policy on safety because the school environment is an environment in which learners spend 33% of their daily life with their teachers and fellow learners. With the presence of the school safety policy, it makes it possible for the staff and the learners to function in a safe environment conducive to effective learning and teaching (Tabancali & Bektas, 2009:281; the Constitution of the RSA, Chapter 2: Bill of Rights, Section 29: Education). When there are safety measures (safety policy), the learners are more likely to perform better and the teachers feel secure when teaching.

Learner A in school A said there was no mention of the school safety policy and there was no mention of it at the school assembly.

Learner A said school C had this to say when she appealed to the school authorities for accessibility of the school policy to all at school.

%The safety policy is not accessible and many learners are bullied and are not helped. I have never seen any copy of the school policy+.

The male non-teaching staff member at school C was defensive and insisted,

%The policy on safety is displayed in the school staff room+.

In school D, Learner A said he has not seen any copy of the school policy nor did he receive a copy of it.

Learner B said:
%We are frequently reminded about the safety policy in a verbal way at the school assembly session on Mondays that no drugs, weapons, and cell phones are allowed on school premises+.

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**5.3 THEME 2: LEARNERS' VIEWS ON HOW DOES EACH OF THE FOLLOWING ASPECTS CONTRIBUTE TO AN UNSAFE SCHOOL ENVIRONMENT**

**5.3.1 Bullying in the schools**

Bullying is violence action that is taken with the intention to inflict pain and harm, and involves fighting, stabbing, hitting with an object such as stone and stick, and wrestling (Lawrence, 2007:177).

In school C the learners believed that bullying result in school phobia as the learner who is the victim becomes afraid of coming to school because of name-calling and victimization by bullies. Learners in school D shared the same sentiment when the learners maintained that bullying creates a fear of going to school in the victim. In school A , LA was of the opinion that bullying promotes absenteeism. LC said she noticed bullying as the learners called the victim names.

Learner C in school A had this to say,

‰manifested bullying in my school as other learners called the victim names right on the school premises. The victim was a girl and appeared small in physique and the incident took place in 2015+.

In the above situation of bullying it is clear that the victim had been humiliated and treated unfairly, as was witnessed by the fellow learners. It was a contravention of Section 9 which is the key endorse the provision of the Bill of Rights in the Constitution of the RSA (1996) on equality. Section 9 promotes the rights to equality and protects equal worth of people, by prohibiting any law or conduct that violates people $\phi$ equal worth. Every learner has the right to equal access to schools and equal educational opportunities in a safe school environment, based on values of fair justice, tolerance and respect for human dignity and freedom (from fear) (Nieuwenhuis, 2007:211).

In school B a fellow learner was turned into a joke as they laughed and mocked her because of the small school pants she was wearing. Unfortunately in the above

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school not all the learners reported cases of bullying for fear of attack by bullies after school. The abovementioned incidents of bullying in schools A and B are a contravention of Section 9 which is interwoven with Section 12.

With reference to bullying at school A, Section 12 (1) of the Constitution of the RSA (1996) states that: Everyone has the right to freedom and security of the person, which includes the right (a) not to be deprived of freedom arbitrary or without just cause; (b) not to be detained without trial; (c) to be free from all forms of violence from either public or private sources; (d) not to be tortured in any way; and (e) the right not to be treated or punished in a cruel (Maphosa & Shumba, 2010:4), inhuman or degrading way (Nieuwenhuis, 2007:92). Section 12 (1) guarantees the safety and security of all the learners in the schools (Maphosa & Shumba, 2010:4); Section 12 (2) guarantees everyone's right to bodily and psychological integrity (Nieuwenhuis, 2007:201). Section 12 also protects the learners against the bullying mentioned in school C. The aforementioned section of the South African Constitution attempts to prevent the occurrence of violence, cruel treatment and degradation of all South Africans. Nieuwenhuis (2007:93) indicates that section 12 (1) (c) and (e) are intricately linked to section 10 in respect of human dignity and could be broadened to include corporal punishment (Nieuwenhuis, 2007:178).

A bullied or victimized learner is exposed, repeatedly, over a period of time to negative actions on the part of one or more other learners (Carlyle & Steinman, 2007:624). Negative actions are carried out by means of physical contact, through words, or in other ways, such as making faces or dirty gestures (Smit, 2003:81; Learner Discipline and School Management, 2007). Nieuwenhuis (2007:217) asserts that bullying is intentional and deliberate repeated hurtful acts, words or other behaviour, such as name-calling, threatening or shunning, committed by a child or children against another child or children (Neser, 2004:28). The learner who appeared small in physique in school A easily got bullied. It is not a question of a single attack directed at one child here and another there, but the victim is subjected to systematic harassment. It is difficult for the victims to defend themselves and they experience a sense of helplessness or defenselessness in relation to the bully (Neser, 2004:139).

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Smit (2003:81) asserts that bullying is a very old phenomenon among children. De Wet (2005:44) calls it ‰a centuries old phenomenon+. It has been earlier said that in school B a learner was turned into a joke for the small pair of pants she was wearing. De Wet (2005:44) furthermore said that traditional wisdom regards bullying as not seriously harmful, a natural part of growing up, and helpful in toughening up children and in preparing them for adulthood.

The learner in school B was a victim because of the small trousers she was wearing that could perhaps have been due to her parentsqlow income. The ridiculed learner is likely to become unhappy at school and develop a low self-esteem. The learner is victimized, as Carlyle and Steinman (2007:624) put it. Victimization (Carlyle & Steinman, 2007:624) by peers through bullying has been associated with extreme violent behaviour such as homicide. In a review of over 200 incidents of bullying resulting in school-associated violent deaths, it was noted that homicides perpetrators were over twice as likely to have been bullied when compared to their victims. Victims of bullying are likely to be at an increased risk of suicidal behaviour. To substantiate this view, De Wet (2005:44) said a shift in public attitude towards bullying took place during the early 1980$ when three Norwegian boys aged between 10 and 14 committed suicide, partly as a result of severe bullying by their peers.

Bullying is indeed a prevalent problem among school learners (Blosnich & Bossarte, 2011:107-108). Bodenstein and Potterton, (2002:10) said that learners who are bullied may feel scared, vulnerable and very alone. Smit (2003:88) sees bullying as a serious problem that can dramatically affect the social and academic progress of the learners.

Bullying can have serious consequences (Bodenstein & Potterton, 2002:11; Learner Discipline and School Management, 2007) bullying can have for the entire school. The learners at school A and school B (sampled schools in the study, the schools are situated in the Dr. Kenneth Kaunda District of the North West Province in South Africa) can perhaps be encouraged to stand up to bullying as a group or even on their own so long as it is safe to do so. Teachers should support and encourage learners at school to make it loud and clear to bullies that bullying is unacceptable

and no one should be ridiculed, taunted or even be hurt. Learners should be informed by teachers that all incidents of bullying and peer victimization should be reported to adults to avert widespread consequences (Blosnich & Bossarte (2011:108). Without the support and protection from the teacher acting *in loco parentis* (Masitsa, 2011:166), the results of bullying on victims as Carlyle and Steinman (2007:624) mentioned, are feelings of vengefulness, self-pity and anger after a bullying incident. If these feelings are not dealt with, such aforesaid reactions are likely to turn into depression, physical illness, and even suicide (Bodenstein & Potterton, 2002:11; Learner Discipline and School Management, 2007, Carlyle & Steinman, 2007:624)).

The school principal, as the representative of the employer in the school (Joubert, 2007:18), should never turn a deaf ear to a victim's complaint or decide not to report an incident of sexual misconduct, abuse or bullying, as it could be held as being deliberately indifferent to the rights to freedom and security and dignity, and the right to be protected from maltreatment, neglect and abuse (Alexander & Alexander, 2005:657).

Bullying is the organized abuse of power in its most serious forms and may lead, among others, to murder or manslaughter, a serious assault and rape. In school B, there are gang members who are bullies and, as De Wet (2003:90) puts it, those who are victims of bullying are reluctant to talk about their victimization out of fear that this will aggravate the situation. Bullies, the victims and onlookers are often trapped within a "code of silence" (De Wet, 2003:90). Bullying can be prevented by having class rules that give a clear guideline for acceptable behaviour. The class supervision by the teacher in schools A and B can help the learners to feel safe and protected. The teacher should perhaps focus on the continuous development of social skills amongst the learners, and clarify in class and during school assembly that learners who bully others would be called to account. This will send out a clear message that bullying will not be tolerated. The teacher should focus more on changing the bullying behaviour than on punishment (Learner Discipline and School Management, 2007).

As the teacher assumes the *in loco parentis* (Masitsa, 2011:166) role in school A, school B, school C and school D (sampled schools in the Dr. Kenneth Kaunda District of the North-West Province in South Africa), sub-section 12 on the freedom and security of the person is practically applied. The sub-section discourages learners in school A to ridicule and call a girl who was a bullying victim just because of the bulliesq judgments pertaining her physical appearance.  In school B two conflicting views existed among Learner A and Learner B. Learner A said she never experienced or witnessed bullying at her school. Learner B disagreed, and said that there is bullying as she witnessed a fellow learner turned into a joke for the small school pants she was wearing, for that the victim was belittled by bullies. This makes the victims to be reluctant to attend school. Learner B however, appreciates that there is a teacher who intervenes meaningfully to quell bullying tendency of bullies.

In school C, Learner A says bullying result in school phobia as the learner becomes afraid of coming to school because of name-calling by bullies. The same view has been advanced by Learner A in school A and Learner A in school D.

Mncube and Harber (2013:9) assert that apart from the distress and unhappiness caused by bullying, this could result in absenteeism, and some victims being transferred to another school to escape the problem.

### 5.3.2 Gangsterism

The learners in school A preferred a gang-free school environment. Gangsterism and gang activities undermine the basic human rights enshrined in the Constitution of the RSA (1996) which is the supreme law of the RSA to:

Heal the divisions of the past and establish a society based on
democratic values, social justice and fundamental human rights;
lay the foundations for a democratic and open society in which
government is based on the will of the people and every citizen is
equally protected by law;
improve the quality of life of all citizens and free the potential of each
person; and

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build a united and democratic South Africa, able to take its rightful place as a sovereign state in the family of nations (the Constitution of the RSA, 1996; Maphosa & Shumba, 2010:3).

Gang members are reminded that Section 11 (the right to life) of the Constitution of the RSA (1996) states:

"Everyone has the right to life".

The above section 11 inform teachers to protect the learners from life-threatening situations. These dangerous situations include learner on learner violence where the use of dangerous weapons are involved. Without a safe learning environment, the teachers cannot teach and students cannot learn. It is postulated that threats direct the students' attention away from effective learning (Ryan *et al*., 2007:1056-1057).

Lawrence (2007:120) maintains that experiences in a young person's life influence the possibility of engaging in delinquent behavior. The institution that has the highest impact next to the family is the school. This statement legally warns the schools as institutions of learning not to take violent behaviour by learners for granted as it may become a bad habit. What adolescents experience at school as they develop morally, socially, and psychologically is critical. The schools can therefore be the turning point in a young person's life through education that can reduce the risk of imprisonment.

Concerning gangsterism in school B, De Waal (2011:175) purports that, based on section 24 of the Constitution of the RSA  (1996) which points to the fundamental right to an environment not to be harmful to one's wellbeing, the learners must be educated under safe conditions. The situation in school B, where there was a prevalence of gangsterism is a clear contravention of Section 24. Learners have a constitutional right to receive education in a safe school environment that is conducive to education (Nieuwenhuis, 2007:214). Learners have a right to security of property (in school D there was no security and intruders could access the school property without any measurable control), well-cared for facilities, and equipment, clean toilets, water and a green environment, the absence of harassment when

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attending classes and writing tests and examinations. This is a safe school atmosphere that is conducive to teaching and learning (Nieuwenhuis, 2007:214). The orderly and dedicated teaching conditions are certainly key features of successful schools (Yell & Rozalski, 2008:7).



Unsafe conditions in the community perpertually spill into schools.

Effective teaching and learning are disrupted in an unsafe school environment
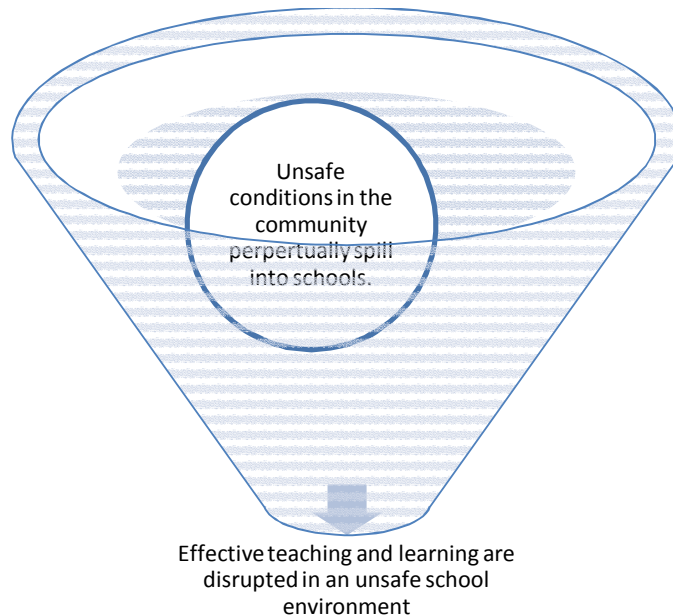
**Figure 5.2: Unsafe conditions in the community affect learning and teaching in schools**

The above diagram illustrates that unsafe conditions in the school surroundings can affect learning. The majority of the learners who attend schools situated in these rowdy places are likely to impart anti-social acts to others and engage in misbehaviors. They model unacceptable and unbecoming conducts from corrupt adults.

Masitsa (2011:167), De Waal ( 2011:180) and (Zulu *et al*., 2004) view the prevalence of gang violence in schools and the surrounding community as having a negative impact on the culture of learning and teaching. As a result of violence happening at school, and teachers becoming victims, the South African Democratic Teachers Union (SADTU) has put forth the suggestion that teachers should be paid a danger allowance because some learners in some schools go to school carrying weapons. Like the police in the South African Police Service (SAPS) the Union (SADTU) is

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convinced that teachers work under dangerous conditions (Ramorola & Taole, 2014:12; Zulu, Urbani, & Van der Merwe, 2004).

The Constitution of the Republic of South Africa makes provision for the rights and safety of learners in schools. South Africa as a signatory to the Convention of the Rights of the Child, that was adopted by the United Nations General Assembly in 1989, South Africa is obliged to pass laws and enforce measures to protect the child from all forms of violence, abuse, maltreatment and exploitation (O'Neal, 2008:64). Section 28(1) of the South African Constitution stipulates that "every child has the right to be protected from, among others, neglect and degradation" (Prinsloo, 2005:5).

In school B, Learner A said group clashes in school resulted in gang fights outside the school premises, and that is unsafe for learners.

Learner B cites a case of a girl who was hunted like an animal by gang members when the teachers had left after school. She had to hide from the assailants who gained access to the schoolyard. Learner B said that the learners should report cases when the gangsters are on the school premises, and teachers should intervene by calling the police.

Gangs, the carrying of guns and other weapons to school, and drug abuse are major causes of violence in South African schools (Niewenhuis, 2007:218; the Sowetan, 2015:1).

Violent behaviour which includes fights with knives, stabbings and shootings take place after the consumption of drugs and alcohol (Niewenhuis, 2007:219).

Niewenhuis (2007:219) and Netshitahame *et al*., (2002:316) asserts that in some areas and in certain township schools in South Africa, it is not unusual for boys to carry knives and guns to school, to rape at gunpoint, to engage in armed robbery and car hijackings, and the drinking of alcohol, and drug taking.

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Similarly, the gang members in school B took part in all forms of criminal activities, whether it is for personal or economic gain, revenge or hate (Youth street gangs: Law Teacher, 2013:10). Globally, it is common for street gangs to commit crimes such as rape, murder, fraud, assault, theft, arson, home invasions, and prostitution, public disorder, armed robbery and the trading in and the use of weapons and drugs(Youth street gangs: Law Teacher, 2013:7). The gang victimization of victims in school B relates to the findings of a study conducted in ten secondary schools in Durban and which revealed that nine of these schools suffered from gang violence, and that 70% of the township residents lived in fear of gang violence (Nieuwenhuis, 2007:219; Van Jaarsveld; 2008:176). It is generally assumed that young people who belong to gangs seem to be much more violent compared to youths who are not in gangs (Youth street gangs: Law Teacher, 2013:5).

Gangs are formed in a quest for dominance and recognition. In the process territorial dominance is fought for by using violence. School B was affected by violence due to gang fights and killings. Joining a gang is a source of identity, social status, and economic survival in dire conditions (Youth street gangs| Law Teacher, 2013:1). Maree (2000:3) and Netshitahame and Van Vollenhoven (2002:316) indicated that other weapons which are carried to schools include knives, pangas, sticks, screwdrivers and axes. These weapons are used in violent attacks on learners and educators and often result in tragic killings(the Sowetan, 2015:1; Tabancali & Bektas, 2009:281). Most violent incidences are aggravated by the availability and abuse of drugs, alcohol and other intoxicating substances. These learners become undisciplined, rowdy, unable to concentrate or to cooperate with other learners and educators (Joubert, 2007:3). Nieuwenhuis (2007:219) highlights the viewpoint that drug addicts are often drawn into a variety of crimes in order to sustain their addiction, while the girls often turn to prostitution to finance their drug habit.

Female gang members are found to be actively involved in violent acts such as fighting for holding important roles and position in their gangs than merely being sex objects (Youth street gangs: Law Teacher, 2013:7). Girls join gangs for the same reasons as their male counterparts, namely to meet their basic human needs such as belonging, protection (a girl in school B depended on the support she received from fellow learners). The manner in which teachers attend to the girls insecurity

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problem will influence her decision whether to join the gang) and for purposes of self-esteem (Youth street gangs: Law Teacher, 2013:8-9).

The Need for Security as indicated by Maslow asserts that people need safety and security. The need for security (protection) is vital for survival, but not as demanding as the physiological needs. The security needs include, namely a desire for safe neighbourhoods (to be out of danger), order, law, stability, freedom from fear and shelter from the environment (McLeod, 2007, Chapman, 2001-4).

In school C, Learner A said that gangs often bring weapons to school. Most learners join gangs for the sake of belonging to a certain group. In school D the learners believed that bullies are sometimes members of gangs. Those who report gang members to the teachers are more likely to face threats from the same gang outside the school premises after school hours. In school B the learners raised a point of concern and seemed to agree with the learnersqviewpoint in school D as they were convinced that bullies are sometimes members of gangs.

Learner B in school D said:

‰We are not safe because the fence at the back of the school premises has been brought down, and this makes it easy for the strangers to access our school premises with ease*".*

In the same school Learner C said:

‰A learner was stabbed with a knife in 2012 and we suspect that it was a gang related incident, fortunately he did not die+.

The above quotations indicate that there is a lack of control of access by strangers to the some school premises.

### 5.3.3 Drugs

With reference to drug addiction in school A, Learner A said that drugs are a hindrance to learners because when they are supposed to be studying they go to the toilets to smoke and come back and cause disruptions.

The learners in school D were likely to be affected by drug and substance abuse problems because their school fence has been removed at the back, making entry onto the school premises easy for strangers who sell drugs. Substance-abuse problems have a negative influence on learner performance. Substance-abuse increases the rate of learner dropout, fighting and a general lack of concern for others (Ramorola & Taole, 2014:12; Nelson, Rose, & Lutz, 2010:1-8). Drugs may sometimes be considered to be soft, with no real consequences. However, the findings of a study that was conducted in Arizona in the United States indicate that the use of marijuana is gateway behaviour to harder drug-use and escalating violence ((Ramorola & Taole, 2014:12; Bosworth *et al*., 2011). For example, communities characterized by high levels of crime and violence are usually associated with the availability of alcohol and other addictive substances (Leoschut, 2008:6).

The regulation for safety measures at public schools clearly states that no person is allowed to enter the school premises while under the influence of alcohol or drugs (Masitsa, 2011:166). Masitsa (2011:166) highlights the fact that the use of drugs undermines a safe and disciplined educational environment, and that testing learners for drugs will make schools safer to a larger extent. Drugs are dangerous to learnersq health. The alleged chronic marijuana users have an increased risk of chronic bronchitis. Moreover, earlier and greater involvement with marijuana has been associated with increased risk of impaired mental health (Johnson *et al*., 2008:47-48).

Learner A in school C mentioned that learners who take drugs do it in the school toilets. Such learners tend to disrespect the teachers in the classes. She (Learner A in School C) said that learners who are under the influence of drugs instill fear in innocent learners.

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In an effort to control bringing of drugs, alcohol and dangerous weapons on the school premises, the search for drugs in school D should be conducted as regulated by Section 8 (5) of Act 84 of 1996 of SASA as amended Act 31 of 2007 (8A) - random search and seizure and drug testing at schools), stipulates 8A (1) Unless authorized by the principal for legitimate educational purposes, no person may bring a dangerous object or illegal drug onto the school premises or have such an object or drug in his or her possession on the school premises or during any school activity. 8A (2) The principal or his or her delegate may, at random, search any group of learners, or the property of a group of learners, for any dangerous object or illegal drug, if a fair and reasonable suspicion has been established.

In school D where the school fence was damaged and part of it removed, for instance, drugs trafficking and abuse can extend from the surrounding community and streets into the schools where students are targeted and seen as fair game (Ramorola & Taole, 2014:12-13). Mncube and Harber (2013:94-95) assert that a school fence with many openings, some of which are large enough to just walk through, compromise the security of the school in a variety of ways as it lures entry onto the school premises by unwelcome outsiders who enter the school during the day, learners are able to move out or sneak out any time unnoticed, controlling learners late coming becomes impossible, during night time security personnel is unable to protect the school property due to their inability to monitor all the openings around the school, the school is burgled on numerous occasions and valuables that includes computers, TVs, radios, and some educational material and documents including reports, school stamps, and examination papers are stolen.

The general view of drug addiction in sampled schools, as it is in school B where the learners view drugs and alcohol as a hindrance to the learnersqdiscipline. Learners who are under the influence of alcohol and drugs instill fear in innocent learners. In school D, due to the lack of adequate access control, some learners have developed a tendency to bring drugs onto the school premises during events such the bashes. They easily bring drugs into the school premises through the vandalised school fence at the back.

In a workshop held by the Centre for the Study of Violence and Reconciliation (CSVR) and the Department of Education (DoE) in September 2002, the following elements were identified as risk factors:

Environmental influences, which includes pubs or liquor stores near the school, drug-dealers (Leoschut, 2008:6), no fencing and the unavailability of telephones to report emergencies.

This situation is relevant to school D where the fence at the back of the school had been removed (Netshitahame & Van Vollenhoven, 2002:316).

### 5.3.4 Alcohol

The consumption of alcohol was condemned by all learners in school B, as cited by Learner A when she relates that it is completely unacceptable to come to school drunk or to bring alcohol to school, because it result in the addict being violent and beating fellow learners. School B focus group members added (as Learner B put it) that learners who come to school drunk usually do not show respect to the teachers. At school C the learners were of the same opinion as the school B learners when they agreed that drunken learners can be a danger to other learners due to resulting behavioural problems.

In school D as mentioned by Learner A that because there is no fence at the back of the school, learners leave the school premises during events such as fund-raising and bring in alcohol.

The North-West Department of Basic Education promotes stability in schools to ensure that a Culture of Learning Teaching and Service (COLTS) is upheld at all times. The Department believes that with the involvement of all the stakeholders, disruptions to effective teaching and learning can be eradicated. Concerns that were raised in all focus groups about safety in their schools were also were raised in the DoE poster, which indicates that the Department of Basic Education provincially and nationally is fully aware of these safety hazards in the schools. The researcher briefly tabulated facts from the poster found in schools and offices of the Department.

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The poster is entitled "*Re a dira dikolong*"[25]
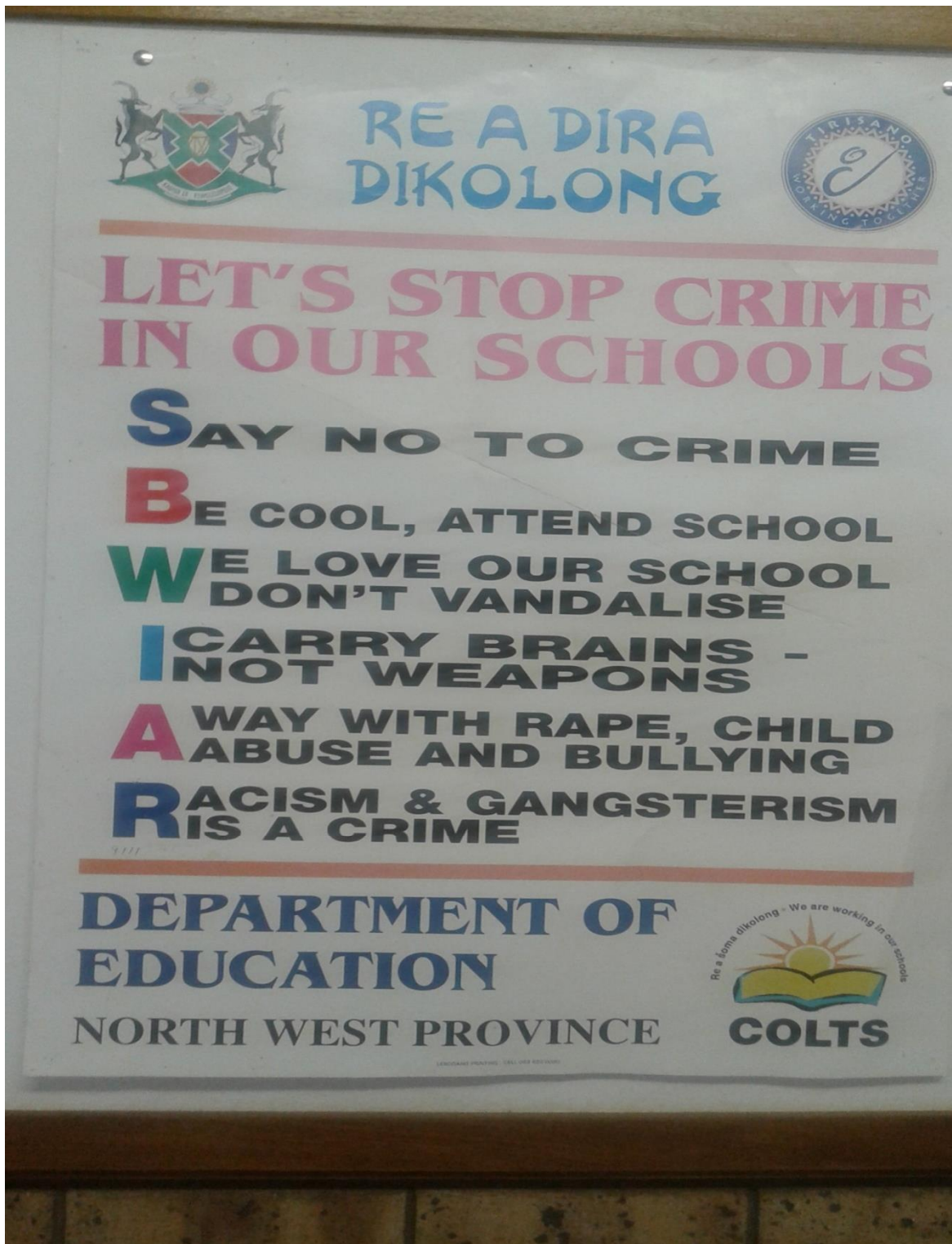


**Figure 5.3: Poster of the North-West Province Department of Education 'Let's stop crime in our schools'**

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[25] A Setswana language phrase meaning: "We work in our schools." The Setswana language is spoken mainly in the North-West Province of the Republic of South Africa.

The researcher captured the abovementioned poster which is displayed in the Dr. Kenneth Kaunda District Circuit Office of the North-West Department of Basic Education.

**Say no to crime**

Crimes committed by learners in school include the stealing of cell phones, money, food, and stationery belonging to other learners and the teachers.

**Be cool, attend school**

Learners often do not attend school regularly because of fear of violence (cf. theme four) from learners and teachers (cf. Chapter 3: 3.37 violent discipline).

**We love our school; don't vandalize**

Vandalism is a problem in most schools in South Africa. It involves the damaging of doors and ceiling; the breaking of windows and lights; graffiti; making holes in the school fence; damaging and breaking the toilet cisterns and water pipes; throwing bricks and stones to block sewerage pipes; the stealing of metal and copper materials.

**I carry brains not weapons**

Learners bring weapons from home or from the community gang arsenal. These include guns, knives, baseball bats, knobkieries, home-made sharp metal arrows and axes. These weapons are used during violent fights and shootings, and sometimes result in the death of learners and teachers on the school premises (cf. 3.3.5 gang, weapons and drugs)

**Away with rape; child abuse; and bullying**

The learners and the teachers are sometimes the victims, as they are raped at gunpoint by violent learners.

Child abuse takes place at home and at school. The abuse include children who are sexually and emotionally abused by their parents/caregivers or by the teachers.

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Bullying happens at school and is perpetrated by fellow learners. The victims are called names, and their possessions are forcefully taken away. In school C, Learner A said that bullying result in school phobia, as the learner becomes afraid of coming to school because of name-calling by bullies. A similar view was advanced by Learner A in school A and Learner A in school D.

**Racism and gangsterism is a crime to humanity**

The purpose of the SASA (Act 84 of 1996) is to promote education in South Africa, which is not based on inequality and segregation. The apartheid system with its unequal funding deprived the township schools of resources needed for the advancement of equity in the education of all racial groups (cf. 5.9 Theme 8).

The following poster mentions facts that have a bearing on the advancement of a culture of learning, teaching and service in schools (COLTS) in the North-West Province.

### 5.3.5 Accidents

In school B Learner A said that in 2014 a learner fell off a chair while he was cleaning the windows. She (Learner A) furthermore indicated that the injured boy was bleeding profusely from his head. However, Learner A confessed that she had never seen a learner knocked down by a car. To be proactive and to strive towards the prevention of accidents on the school premises, the school safety policy would include safety in the classes, corridors, stairs, playground, laboratory, and measures to be taken in case of fire (Gale Encyclopaedia of Children's Health, 2006).

All learners cited an incident in school C where a learner fell from the top floor of the school in 2013, was injured, and taken to the hospital.

In school D, Learner A mentioned that a learner was knocked down by a passing car just outside the school premises.

## 5.3.6 Learner late-coming

The late-coming of learners as it was manifested in school B is supposed to be dealt with by the teachers *in loco parentis* (Masitsa, 2011:166). Teachers have the duty to maintain order at the school, which implies the teachersq duty to discipline the learners (Nieuwenhuis, 2007:215). Nieuwenhuis (2007:115) rightly asserts that it is important to bear in mind that the %duty of care+ does not refer to a general obligation, but rather to an obligation towards specific people or groups in the care of the teacher.

In school C, Learner A said that learners who are locked outside the school due to late-coming are more likely to be attacked by gangsters. She (Learner A) continued to say that late learners who are locked outside the school premises are at the risk of accidents as they walk around uncontrolled. The non-teaching staff member said that learners who are outside the school premises were likely to be knocked down by passing vehicles.

In all schools, starting at school B, learners who were late and were locked out from the school and had in their midst colleagues who had some of their possessions forcefully confiscated or mugged by passing gang members. These possessions taken include money and cell phones.

In school D, where there was no fence at the back of the school premises, learners said that none of them had been locked outside the school premises due to late coming because they could simply walk into the school. When they are noticed by teachers they received punishment for late coming.

Mncube and Harber (2013:95) indicated that learners who were forced to go home due to their late-coming were likely to experience problems such as the exposure to all sorts of temptation because some do not have anybody at home. There are less people on the streets during mid-morning from 9-11, and so the learners are exposed to all forms of criminal activities. It is an emotional distress for the learners, especially for those who use public transport, as it is very unreliable. Some learners

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see it as chance to try new adventures such as sex, drinking liquor, drugs and truancy.

### 5.3.7 Teachers' strikes/protests

The learners viewed strikes and protest actions by the teachers as follows: In School A all the learners said they never felt any impact due to such strikes. In School B (represented by Learner A) the learners complained that when the teachers are on strike, the learners do not study and they make a noise. The learners are therefore likely to be involved in conflicts and fights or, alternatively, some invade the privacy of their fellow learners such as touching the girlsqprivate parts.

The above situation is not in accordance with Section 24 of the Constitution of the RSA (1996), which states that %everyone has the right to an environment that is not harmful to their health or well-being+(cf. 2.3.1.2.1: The purpose of the SASA)

The interpretation of section 24 means that all the learners in South African schools must be educated under safe and secure conditions (De Waal, 2011:175). This infers that schools policy must promote and secure school environments that are safe for both the learners and educators.

The right to safety, mentioned in section 24, is violated in the absence of the teachers from school because their engagement in mass actions in respect of labour issues may create the opportunity (Learner B) for gang affiliates to engage in violent acts at school. In School C, Learner A said that when the learners are unsupervised because of the teachersqstrike actions, any dangerous incident may happen. The learnersqmay engage in fights. School B focus group members agreed with School C focus group members when they assert that gangs are likely to take advantage of the situation because of the absence of the teachers.

The learners responded differently in School D (idea brought forth by LA)(who?) The learners said they never felt any threat when they were on the school premises during the teachersqstrike actions. They said that during the teachersqstrikes they stayed at home because they were afraid of getting hurt in case during confrontations between the protesters and the South Africa Police.

## 5.3.8 Loitering around the school premises

In school B (as mentioned by Learner A) the learners affirmed that loitering learners can pick up fights and clashes with their fellows in the same grades or other grades. Bullying also takes place because the learner is not in the presence of a teacher who can immediately intervene to resolve the problem. The learners at school C reiterated the aforementioned clashes that was asserted in school B focus group. The learners' absence from lessons because of hanging around the school may result in poor performance due to missing some of the work taught in the class.

In schools A and D the learners had this to say about loitering around the school premises:

In School A the learners said the principal was visible and did not allow the learners to loiter around the school premises.

In School D the learners said, to their knowledge, so far loitering was not a serious problem at their school.

Loitering learners are in many cases amongst those who smoke dagga and other addictive drugs. In cases where the school fence was broken or one of the school gate was not locked, learners walked to the nearby tavern or liquor store to buy alcohol to drink or bring alcohol onto the school premises.

The researcher is of the opinion that other causes of loitering could be:

- boredom in some classes caused by the uninteresting lesson presentation of the teacher;
- poor performance in certain subjects leading to the learner's frustration and loss of interest in those subjects;
- teachers who chase a learner from the class because he or she did not do their homework;

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- a learner who has been labeled disruptive in class while the teacher is teaching; is dismissed out of class by the teacher.

These tendencies of loitering are likely to increase failure at school and a poor learner-performance rating during the continuous and summative evaluations.

### 5.3.9 Illness

The members of the focus groups did not make many comments on how illness contributes to an unsafe school environment.

In school D(where?), Learner A said that sick learners are taken to the sick room to rest. He continued to say that the fear is that if a learner is very sick and is taken to the sick room his/her condition may worsen.

The view in respect of illness at all the schools was noted as follows:
In School A the learners did not experience any situation where learners were seriously ill due to drinking contaminated water. In School D the learners said their fellow learners who were sick were taken to the sick room to rest. They could, however, not specify the diseases they suffered from.

## 5.4 THEME 3: THE ROLE PLAYED BY THE NON-TEACHING STAFF, THE PARENTS AND THE LEARNERS IN THE FORMULATION OF A SCHOOL SAFETY POLICY

In School A, Learner A emphasized that an increased level of consultation by the Representative Council for Learners (RCL) is somewhat imperative to key representation of learners during the discussions of and formulation of the school policy.

In School B, Learner A said that the parents and the non-teaching staff in the School Governing Body have an important role to play in the formulation of the school policy because of their potential to influence the deliberations and to make valuable inputs on behalf of the learners. Learner A, however, remarked that the present RCL is not

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absolutely inclusive and consultative to learners in the decision-making processes and on matters that affect the entire learners at school.

In school C the non-teaching staff member said that his role was to remind learners about the school's safety policy. The learners said (as put forth by Learner A) that the RCL's role is to bring forth the opinions of the learners during the formulation of the policy.

However, in school D, Learner A said they bring forward their suggestions on certain matters to school management and SGB via RCL.

During annual policy review sessions; interaction of the teachers, the non-teaching staff members, the SGB and the learners take place for the purpose of reducing school violence and disruption through such policies as:
 (1) increasing efforts in student governance and enforcement; (2) treating students fairly and equally; (3) improving the relevance of subject matter to suit the students' interests and needs; and (4) having smaller classes, with teachers instructing a smaller number of different students (Lawrence, 2007:121).
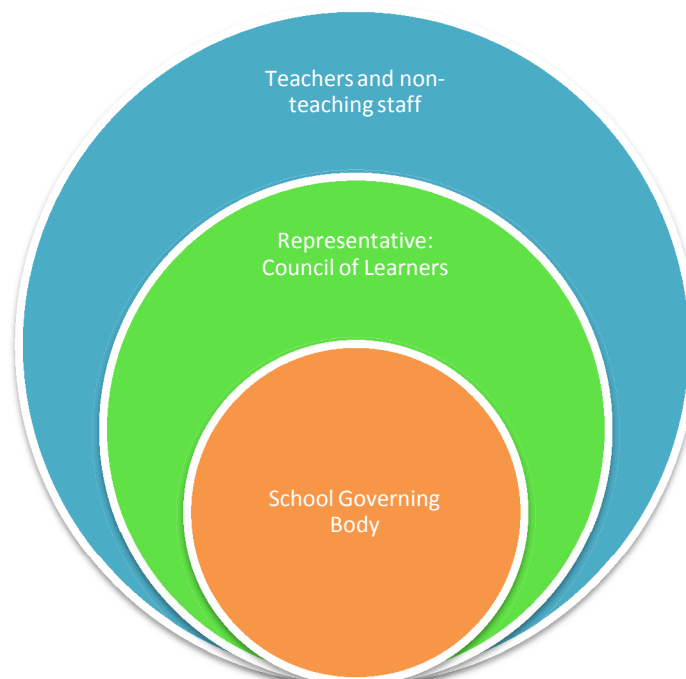


**Figure 5.4: School stakeholders involved in the formulation of the school safety policy**

The above figure indicates the stakeholders who should be involved when a school policy is formulated. These stakeholders are:

- SGB, delegates its safety sub-committee to propose additions and revisions on the school policy;
- SMT; teachers and the non-teaching staff members who, based on what are current safety challenges in terms of their day to day interaction with learners, suggest additional measures and clauses in the school policy;
- Learners who are represented by the RCL, are given the opportunity to bring forward inputs from the learners after collecting suggestions from them.

## 5.5 THEME 4: STRATEGIES/APPROACHES THAT MAY BE USED BY THE SCHOOL TO OVERCOME VIOLENCE

When police conduct searches on learners for drugs and weapons, they should recognize the learners' right to human dignity in terms of Section 10 (Human Dignity), Chapter 2 of the Constitution of the RSA (1996), "Everyone has inherent dignity and the right to have their dignity respected and protected" (Nieuwenhuis, 2007:91, 200, 212). In terms of human rights, all humans individuals have intrinsic value (dignity) simply as humans and individuals having worth simply because they are human beings. The inclination to show respect, and our righteous anger at someone's humiliation, is a powerful restraint on barbarism (Glover, 2001:23, in Nieuwenhuis, 2007:92).

Nieuwenhuis (2007:60) mentions that 'ubuntu' is one of the values of the Constitution of the RSA (1996). The notion of ubuntu is encapsulated in the value of 'human dignity' (the Constitution of the RSA 1996), and gives rise to the practices of compassion, kindness, altruism and respect, which are the very core of making schools places where the culture of teaching and learning prevail (Nieuwenhuis, 2007:60).

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In School A all learners in the focus group agreed that the school should ensure that learners are in school uniform, the reason being to avoid the possibility of some learners wearing gang identifying clothes. Learners added during a focus group session that searches, especially of girls, should be done with sensitivity not to invade their privacy. The learners said that the use of weapon sensors would be ideal when a search is conducted. They added that if there is a suspicion that a certain learner has a weapon like a knife, the police should be called and that particular learner should be arrested when found with dangerous weapons such as guns.

In School B the learners thought that the RCL could assists in searching the bags of learners for weapons such as knives, and for drugs. School B focus group members added that the search should be conducted by the RCL at all entrances to the school. Learners of the aforementioned school suggested the use of equipment such as CCTV cameras because the teachers are in their classes and are teaching, and so they do not see what is happening outside classrooms. When the principal is in the office he may be able to see what is happening on the school premises, and therefore he is in a position to alert the police or call them to come to the school.

The learners suggested ₌adopt a copₑ as it may help in the promotion of school safety initiatives. They called upon the services of a professional and armed security company to protect school occupants and property.

In School C the non-teaching staff member said the gates should be closed and learnersₑbags should be searched daily for unlawful items. The learners in School C said that the school should make every learner aware of the consequences of violent behaviour. The school should see to it that the safety policy that is in place is applied. Those learners who engage in acts of violence should be expelled from school. The school should introduce anger management programmes when the need arises.

In School D the learners said that their parents should be involved in resolving conflicts which includes learners of different grades. In terms of their experience and

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expertise the teachers should provide the learners with the knowledge and techniques on how to deal with violent situations on the school premises.

## 5.6 THEME 5: REVISION AND AMENDMENT OF THE SCHOOL SAFETY POLICY WHERE NECESSARY AND POSSIBLE AT THE END OF EVERY ACADEMIC YEAR

Section 29 on the right to education guarantees the right to a basic education. It stipulates that: %(1) Everyone has the right to (a) a basic education, including adult basic education, and (b) to further education, which the state, through reasonable measures, must make progressively available and accessible (Nieuwenhuis, 2007:98).

In School A the learners suggested the amendment of the school rules and regulations on an annual basis. In School B the learners agreed that it is important for the safety policy to be revised to address present-day safety challenges.

In School C and School D the learners supported the view of the learners in School A and B that every year new challenges are encountered and so it imperative to revise or amend the school policy.

## 5.7 THEME 6: CLASSES LEFT UNTAUGHT, UNSUPERVISED AND UNATTENDED ARE MORE LIKELY TO JEOPARDISE THE LEARNERS' SAFETY

Section 24 of the Constitution of the RSA (1996), states that, %Everyone has the right to an environment that is not harmful to their health or well-being+. This infers that the schoolsqpolicies must promote secure school environments that are safe for both the learners and the educators.

In School A, Learner A as said unsupervised classes are likely to have learners engaging in arguments and fights. Learner A who is a girl, went to say that teachers should be available in their classes to teach and to supervise. However, all learners associated the presence of the teacher in class with safety.

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In School B the learners'said that when classes are left untaught, unsupervised and unattended, the learners do as they please and do not listen to the class representatives' call for order.

In School C the learners said as teenagers they are likely to engage in fights, and wrong-doing because they are not taught, not supervised and are left on their own. Learner B said the class representatives should be assisted by teachers and RCL as learners are likely to receive threats from misbehaving learners.

In School D two learners fought during the geography period while the teacher was absent. Learner 1 swore at Learner 2 and an argument ensued, resulting in a fight. The learners in focus group suggested that when fellow learners conduct themselves in a responsible manner by refraining from engaging in acts of violence in the absence of the teacher from class, it could help alleviate unnecessary conflicts.

## 5.8 THEME 7: THE LACK OF SAFETY HAS A NEGATIVE EFFECT ON TEACHING AND LEARNING AT SCHOOL

The safety of the learners in the schools implies the removal of any threat of physical, emotional and mental harm to the learners (De Waal, 2011:175). Dorn (2012:9) notes that the improvement of the school's safety and security can decrease school problems and improve the delivery of education. The safety of learners in and around the schools is threatened by violence, drugs, corporal punishment, traffic and bullying (Jensen 2008:475; Janosz, Archambault, Pagani, Pascal, Alexandre & Bowen, 2008: 3; School-based Violence Report, 2011:21). All the learners and the teachers have a constitutional right to attend schools that are safe, secure, and successful in performance (Frias, 2010:282, Masitsa, 2011:166). The prevalence of violence and threat of violence within schools throughout South Africa compromises the learning process and hinders quality learning and teaching (Leoschut, 2008:2).

In School A the learners said that if a learner is absent from class, he/she will miss what was taught during that particular day and as a result be behind with work that was supposed to be learned.

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In School B the learners raised their fear of gang violence as one of the causes of learner absenteeism.

In School C the learners said that the failure rate is likely to increase due to poor performance and poor school attendance, as the learner would be missing important lessons taught in various classes when absent from school. Ncontsa and Shumba (2013:12-13) maintain that the effects of school violence on learning and teaching are, for example, poor academic performance, the bunking of classes, chaos, lost time, and depression.

In School D the learners said the parents should search the bags of their children before they come to school when they suspect that the learner may be carrying weapons. Learner B in school D said learners who carry weapons should be suspended or expelled. The learners said that the police should on the other hand have a search warrant before searches may be done.

## 5.9 THEME 8: WHAT MAY BE DONE TO PROMOTE SAFETY IN TOWNSHIP SECONDARY SCHOOLS

The purpose of the SASA (as outlined in the Preamble) reads:

%Preamble - Whereas the achievement of democracy in South Africa has consigned to history of the past system of education which was based on racial inequality and segregation; and

Whereas this country requires a new national system for schools which will redress past injustices in education provision, provide an education of progressively high quality for all learners and in so doing lay a strong foundation for the development of all our people$ talent and capabilities, advance the democratic transformation of society; combat racism and sexism and all other forms of unfair discrimination and intolerance, contribute to the eradication of poverty and the economic well-being of society, protect and advance our diverse cultures and languages, uphold the rights of all learners; parents and educators, and promote their acceptance of responsibility

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for the organization; governance and funding of schools in partnership with the state+.

It is envisaged that the School Governing Bodies, acting within their functions under the South African Schools Act (SASA), Act 84 of 1996, and the Further Education and Training Act of 1998 will give operational effect to their policies and projects by developing and adopting management and implementation plans that reflect the needs, ethos and values of the schools or institutions and its communities. It is presumed that SASA will be enshrined in the schoolsq codes of conduct (Joubert, 2007:4-5).

The Regulations for Safety Measures at Public Schools (RSA, 2001) clearly stipulates that learners should be protected, not only on the school premises, but also during school activities that take place at other venues, calling on teachers to oversee and organize them in instances, which echoes the educator *in loco parentis* (Masitsa, 2011:166). The document on Safety Measures (RSA, 2001) refers to schools as non-dangerous and object-free sectors.
Reasonable suspicion of hazardous items or unlawful drugs being on the school grounds should be the prerequisite for a police search. Police presence, visibility and search should be a requirement at major school sports and cultural activities. Such police search should be within the law, and would be applicable to every person present on the school grounds, with the possibility of having the identified item being confiscated (De Waal, 2011:181-182).

In School A, Learner A went on to say that in searching especially by police to girls, it should be administered with the highest level of sensitivity as touching cannot be done to certain body parts because it will make them feel uncomfortable and invade their privacy. Secondly when a bag is searched and a pad falls out, it will send the message to fellow learners that she is on menstrual cycle.

In School B, Learner A said that the Representative Council for learners RCL could assist in reporting learners carrying dangerous weapons such as knives and drugs. LB says CCTV cameras to be installed because teachers are always in classes and teaching and so they do not see what is happening. For the principal when he/she is

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in the office is able to see what is happening on school premises and therefore becomes in a position to alert the police or call them to come by the school.

Learner A in school B suggested that adopt a cop could help in school safety promotion initiatives. He adds that professional and armed security companies which are used in private schools should also be used at their school.

In School C, Learner A said learners should be made aware of the consequences of violent behaviour. LB said the school should see to it that the safety policy in place is applied. LC said learners who engage in acts of violence should be expelled from school. LD said that school should introduce anger management programmes when the need arise. LE said there should be a policeman who comes to school daily to search for drugs.

**Section 14** of the Constitution mentions ±the right to privacyq The school principal or his/her delegate has to observe the legal protocol upon conducting searches to the belongings of persons/visitors entering the school premises, including the searching of learnersqbelonging when there is reasonable suspicion that drugs or weapons are carried.

Section 14 maintains that:

*"Everyone has the right to privacy, which includes the right not to have:*
    *their person or home searched;*
    *their property searched; and*
    *their possessions seized"*.

Education legislation aiming at ensuring the safety of learners and educators at South African schools should bear this right in mind (De Waal, 2011:175). The legislation must firstly empower the school authorities to conduct such searches, and secondly instruct the authorities clearly on how to conduct such searches in a way that produces the desired outcomes. The desired outcomes will be the removal of dangerous objects and weapons from the school premises, to discourage both the learners and the visitors not to carry dangerous weapons to school.

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In School A the learners suggested the increased patrol by the police in the township and taking learners who are in school uniform to their respective schools. The Representative Council for Learners (RCL) is to move around the school premises and report learners who are smoking and bunking classes. The learners supported the NGOs such as Khulisa, to keep on rehabilitating learners who engaged in criminal acts as per Court of Law judgement. The religious teachings of moral values will help inculcate learner positive behaviour in school and families. The visits by religious leaders to preach to the learners at school during assembly could convert unruly learners and also discourage bullying tendencies. Respect is one of the principles to be taught regarding issues of safety on the school premises. Learners who are affiliated to other religions other than Christianity, and they do not want to listen to such Christian teachings, should be excused and allowed to attend session of their religious dogmas. Any practice or belief that is satanic should not be allowed at all by the school. The involvement in sports and other cultural activities would help to remove boredom from idling that sometimes leads to drug abuse. At home the parents can support the fight against learner violence at school by teaching the moral values[26] of respect and become role-models to their children (School-based Violence Report, 2011:25).

In School B the learners proposed that the police should conduct searches at the schools at least twice in a week. In addition the Community Policing Forum (CPF) should work very closely with the SAPS. The meshed fences need to be replaced using school funds, and concrete walls should be built to make it difficult for learners to smuggle weapons onto the school premises. Panic buttons to be installed in classrooms so that if there is perceived danger, it could be pressed to alert the management or whoever is charged to react to an emergency. Graffiti which arouses violent behaviour could be controlled when the classrooms are kept locked when they are not in use. School psychologists should attend to the schools with children who have been victims of bullying. Learners with behavioural problems to be referred to behavioural specialists for counseling. Schools to invite motivational speakers to

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[26]Bandura (1977) asserts that bullying can be looked at through the lens of the social learning perspective of modelling and reinforcement. According to Bandura, three conditions that influence the likelihood of modelling among children are: Children are more likely to imitate a model when the model is a power figure; the model receives a reward rather than punishment for the behaviour, and the model shares identical characteristics with the child (Mncube &Harber, 2013:4).

encourage learners to refrain from engaging in violence. Role models in the community could also influence learners to be positive in thinking and in what they do (School-based Violence Report, 2011:25).

In School C the learners called for the involvement of the police in protecting the learners. The parents have to check the bags of their children if they suspect that they take unlawful items, such as weapons to school. The non-teaching staff member in the focus group at School C said that the community could work together with the school and give the much-needed support. Their fellow learners are to report to the teachers if they suspect that a learner is carrying a weapon.

In School D the learners held similar sentiments as School A regarding the involvement and participation in sports as one of the ways to make learners to enjoy schooling and thereby put effort in school work. Schools should maintain close ties with the police and teachers should build good relations with learners so that the learners may go to the teachers when they have problems. The Community Policing Forum (CPF) could play a critical role in ensuring that schools are safe. Safety-threatening situations should be identified and solutions sought jointly by all the stakeholders in the school and the community. Principals of schools should monitor the search process by the police so that it is not intimidating and learners do not feel harassed.

The RCL should move around and help report to the teachers learners who are smoking and bunking classes. The learners supported the notion of NGOs Khulisa (Khulisa is the non-governmental organization that teach learners who committed minor offences to refrain from crime. The school going learners are referred to Khulisa by the Court and Khulisa is expected to send progress report on outcome of session held with these learners) in assisting to rehabilitate learners displaying violent behaviour at school. In School A learner B emphasized that respect is one of the principles to be taught when talking about issues of safety on the school premises. Learner B said any practice or belief that is satanic should not be allowed at all by the school. Learner B in School A added that there should be drama performances to entertain learners and inculcate in them positive in thinking, and care for each other.

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## 5.10 SUMMARY

Chapter 5 was divided into eight themes, which analyzed the accessibility of school safety policy to all learners. Theme 1 to 3 analysed the views of the learners on how bullying, gang activities and fights, drugs, alcohol, accidents, late coming, teacher strikes, and loitering contribute to unsafe school environment.

Chapter 5 further focused on the discussion of the role played by the non-teaching staff, the parents and the learners in formulating a school policy. Theme 4 highlighted the strategies that may be used by the school to overcome violence. In theme 5 the focus group members emphasized the need to revise and amend the school safety policy where possible at the end of every academic year. In theme 6 the focus groups members indicated that classes that are left untaught or not supervised are likely to be breeding grounds for fights, stabbings, and bullying. Theme 7 emphasized that an unsafe school environment has a negative effect on teaching and learning at a school. Theme 8 elaborated on the implementation of the South African Schools Act's safety procedures in discouraging learners to engage in violent behavior.

In chapter 6 the teachers' responses to the questionnaires will be discussed. The results will be plotted in charts and tables.

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# CHAPTER SIX

## THE RESPONSES AND PERCEPTIONS OF TEACHERS ON WHAT CAN BE DONE TO PROMOTE SAFETY IN TOWNSHIP SCHOOLS

### 6.1 INTRODUCTION

In chapter 5 the learners and the non-teaching staff members were the participants in focus groups. The aims were to determine their responses, attitudes and their contribution on the safety in their schools.

In chapter 6 the teachersqresponses on the state of safety in the township schools are analyzed. The outcomes of the responses in the questionnaires will be used together with the responses in the focus group interviews to triangulate results.
The mixed methods explained earlier in chapter 1 consisted of qualitative and quantitative methods. The researcher have not as yet explored the univariate data analysis and hence it will be part of the discussion in chapter six.

Chapter six give statistics and an interpretation of the statistical results of the answered questionnaire as an outcome of participants responses to the information in the form of charts and tables. It gives the analysis pertaining statistics around the state of safety in township secondary schools situated in the four districts of the North-West Province. The researcher has categorized information in manageable themes and subthemes to provide guideline on data collected.

### 6.2 QUANTITATIVE DATA-ANALYSIS

The data is analyzed quantitatively in the study. The information is in the study is displayed in percentages, charts, and diagrams to align the findings. The quantitative findings is in themes and sub-themes. Analysis refers to a stage in the research process where the researcher, by means of the application of various statistical and mathematical techniques focuses on specific variables in the data set. The

researcher put forth relevant facts of the collected data, analyses and elaborates on it.

The following is the analysis of the quantitative data using descriptive and inferential statistics.

### 6.2.1 Descriptive statistics

In Descriptive statistics the researcher organizes and summarizes data to render it more coherent. The data is explored[27] in descriptively in three forms: univariate, bivariate, and multivariate.

### 6.2.2 Univariate analysis

Univariate analysis is the simplest form of data analysis[28]. Uniqmeans oneq as your data has only one variable. Univariate analysis does not deal with causes or relationships. Its main purpose is to describe; takes data and summarizing that data, to find existing patterns in the data[29].

When univariate analysis is applied to two or more variables of the study it yields separate results[30]. The question that arises is: What is a variable in univariate analysis? A variable in univariate analysis is a condition or subset that your data falls into (http://www.statisticshowto.com/univariate). It is thought of as a category. For example, univariate analysis might look at age or height or weight. But it does not look at more than one variable at a time[31].

### 6.3 RESULTS

The researcher stated the topic followed by the directives for completing the questionnaire with the expectation to extract data for the analysis of the results. It

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[27] http://journalistsresource.org/tip-sheets/research/statistics-for-journalists

[28] http://www.statisticshowto.com/univariate/
[29] http://www.statisticshowto.com/univariate/
[30] http://stats.stackexchange.com/questions/80002/categorize-statistical-tests-into-univariate-and-and-multivariate-methods
[31] http://www.statisticshowto.com/univariate/

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was clear that the results were to be given from section A to H of the questionnaire. Every section of the questionnaire consisted of sub-sections that were reported by the researcher by means of charts, statistical figures, percentages, and frequencies in responses, valid and cumulative percentages.

## 6.3.1 The responses in the questionnaires

The participants who were secondary school teachers based in the four districts of the North-West Province gave their responses. From the 150 questionnaires that were distributed only 100 were returned. The N=100 value was used to show the number of teachers who returned their written responses in the questionnaire.

## SECTION A: THE ANALYSIS OF THE DEMOGRAPHICS AND SIZE

In this section the researcher made use of figures and tables to illustrate the demographics of the participants, namely their genders, ages, yearsq teaching experience and the Area Offices in the four districts of the North-West Province. The following were the questions that were asked:

## Question 1: Indicate your gender



**Male and female respondents**

| | Female | Male | Total | System | Total |
|---|---|---|---|---|---|
| | | Valid | | Missing | |
| Frequency | 51 | 38 | 89 | 1 | 90 |
| Percent | 56.7 | 42.2 | 98.9 | 1.1 | 100 |
| Valid Percent | 57.3 | 42.7 | 100 | | |
| Cumulative Percent | 57.3 | 100 | | | |
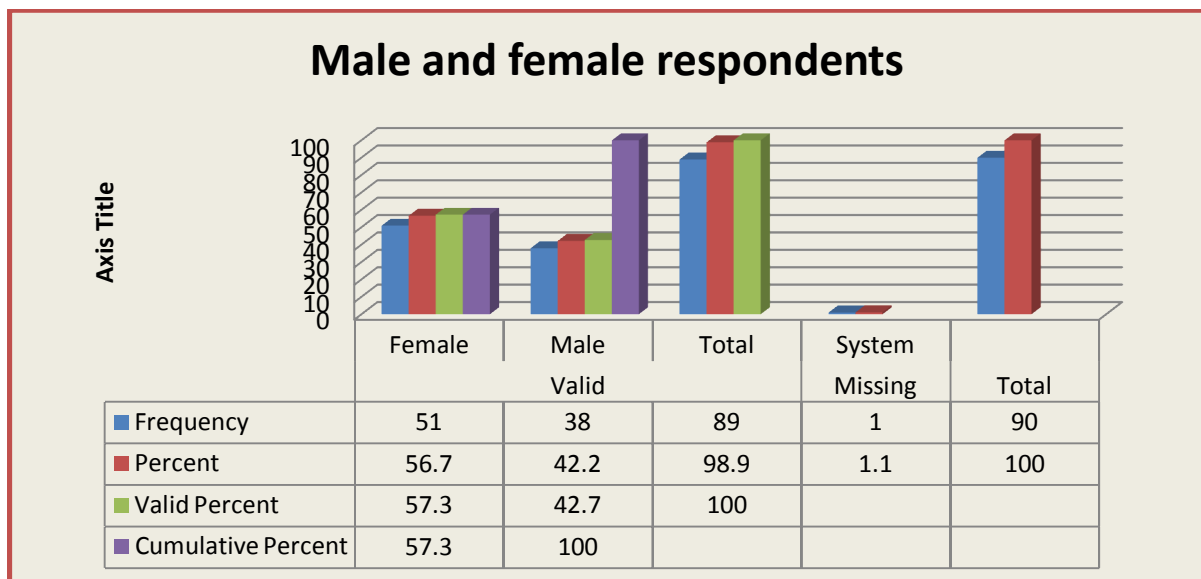
**Figure 6.1: Gender of the respondents (n=100)**

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The participation analysis of gender consisted of females at a frequency of 51; 56.7 %, validated at 57.3%, and cumulative at 57.3%. The male frequency rating at 38, formed 42.2%, validated at 42.7%, cumulative at 100.0 % of the total number of respondents. The female participants dominated the male participants employed in township secondary schools in the four districts of the North-West Department of Education.

**Question 2: Indicate your age**



**Age Cohort**

— Missing — Total

| Age group | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|
| 20-29 | 8 | 8.9 | 9 | 9 |
| 30-39 | 10 | 11.1 | 11.2 | 20.2 |
| 40-49 | 55 | 61.1 | 61.8 | 82 |
| 50-59 | 15 | 16.7 | 16.9 | 98.9 |
| 60 and above | 1 | 1.1 | 1.1 | 100 |
| Total | 89 | 98.9 | 100 | |
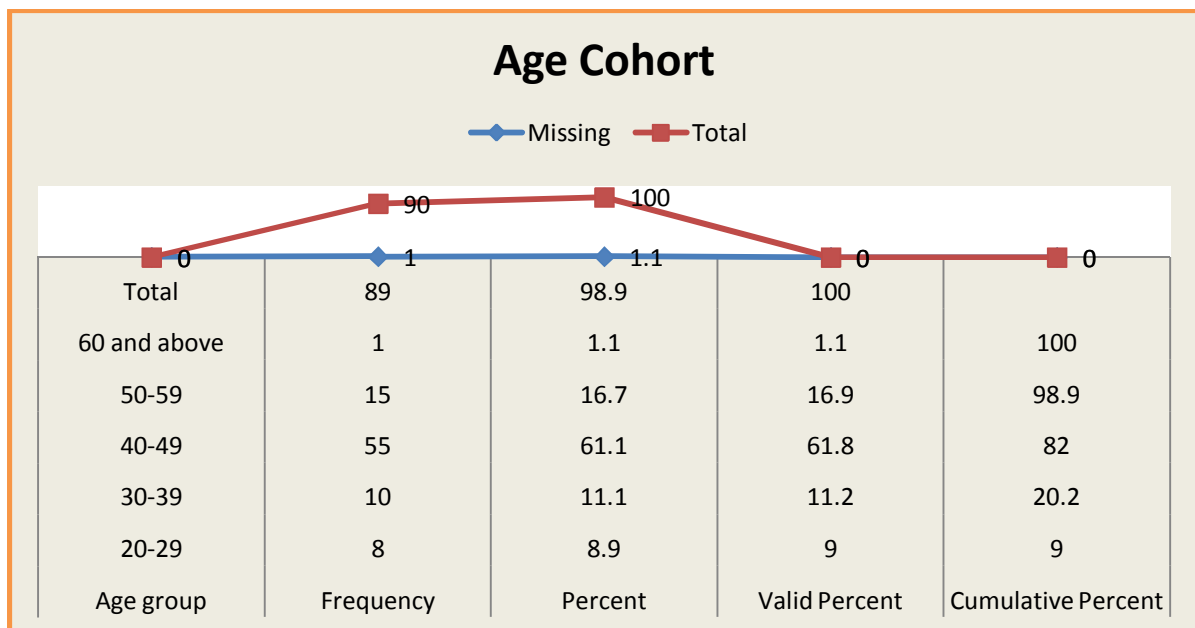
**Figure 6.2: Respondents by age cohort (n=100)**

In terms of the age of the respondents, the majority of the participants were between the ages of 40-49, at a frequency rate of 55, and consisted of 61.1%, validated at 61.8% and cumulative at 82% The respondents between the ages of 50-59 were at a frequency rating of 15, consisted of only 16.7%, validated at 16.9%, and cumulative at 98.9%, more than those in the age range of 20-29 who were at a frequency rating of 8, consisted of the lowest 8.9%, validated at 95 and also cumulative at 9%. The age group 20-29 is lesser to respondents between 30-39 who had a frequency of 10, 11.1%, validated at 11.2%, and cumulative at 20.2%. This means that the opinions of the respondents in the age range of 40-49 are likely to quantitatively dominate and influence the outcome of the research findings on school safety in township secondary schools. The respondents in the age range of 60 and above were more

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considered the most experienced teachers whose ideas could make a remarkable contribution to the improvement of school safety.

The teachers in this age group were considered to be professionals who had experienced education mayhem at its worst level in South Africa, particularly during 1976 student uprising and the student unrests in 1986. Some events of the past oppression and incidents of these student unrests are oral testimonies and words of eyewitnesses who observed suppression by apartheid state. Research has proved that this information-gathering method can be unreliable in certain contexts due to problems presented by human memory.[32]

Perhaps the teachers in this age group could be consulted as primary sources to fill up the missing information on some issues pertaining to safety in the schools.

**Question 3: Indicate your current position**
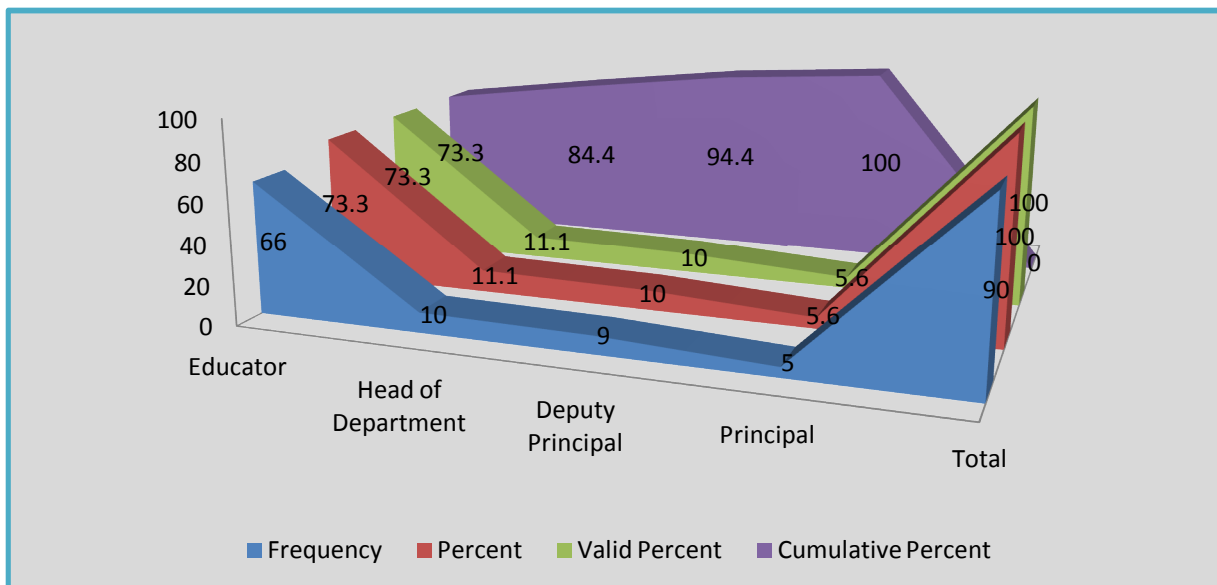


**Figure 6.3: Participation by current position in districts (n=100)**

In terms of participation in all four of the districts by position, the post level 1 teachers were at a frequency rating of 66, consisted of 73.3% which is the highest, validated at 73.3%. The Heads of Departments at a frequency of 10, with a percentage of 11.1%, and similarly validated at 11.1%, and cumulative at 84.4%.

[32]http://www.goethe.de/ins/za/prj/wom/orh/enindex.htm

The Deputy Principals from different districts were all at a frequency rating of 9, consisted of 10%. The principals were at a frequency of 5, 5.6%. The responses of the post level 1 teachers were likely to influence the outcome of the research because they were in the majority. In addition, post level 1 teachers have a workload of 85% in terms of the Personnel Administration Measures document of the Department of Basic Education. Therefore it makes them to spend more time in the classroom and in the supervision of learners (Chisholm, Hoadley, Kivulu, Brookes, Prinsloo, Kgobe, Mosia, Narsee & Rule, 2005:1, 3, 4; National Policy Act 27 of 1996, 3:4(j); Government Gazette Volume 404 no. 19767 dated 18 February 1999).

In schools as the roll of learnersqincreases, so there will an increase in the post provisioning as weighted in accordance with norms and standards (National Education Policy Act, no. 27 of 1996,3:4(e), Employment of Educators Act, no.76 of 1998, Chapter 2:5 (a)).

**Question 4: Teaching experience in years**
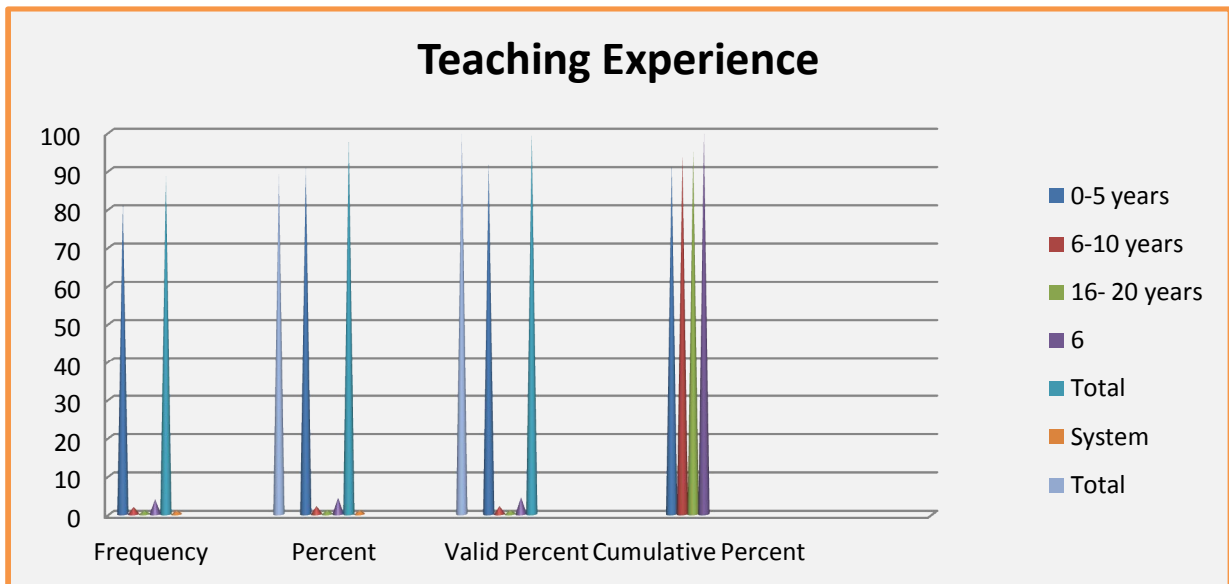


**Figure 6.4: Teaching experience in years (n=100)**

The more the numbers of years of teaching experience, the more the teacher gained knowledge in the supervision of the learners, in the delivery of teaching and in respect of issues that are threats to learner safety.

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In respect of the above, 92.1% of the respondents had been teaching for less than five years, while 1.1% of the respondents had been teaching for between 16 and 20 years. The results are likely to shows that teachers who have lesser years of teaching experience should receive more in-service training on school safety.

The participants with a teaching experience of five years and less were at a frequency rate of 82, they made up to 91.1%, with a valid percentage of 92.1, and similarly 92.1 cumulative percentage. Teachers with six to ten yearsq experience were at a frequency rating of 2, they made up 2.2% of the total number of participants, with a 2.2 valid percentage, and a 94.4 cumulative percentage. Teachers with a teaching experience of 16 to 20 years had a frequency rating of 1, comprised of 1.1% participation in the research, at a 1.1 valid percentage, and were at a 95.5% cumulative. Those with more than 20 years teaching experience had a frequency rating of 4, made up 4.4%, with a 4.5 valid percentage, and were at 100% percent cumulative.

**Question 5: Indicate the district of your school**
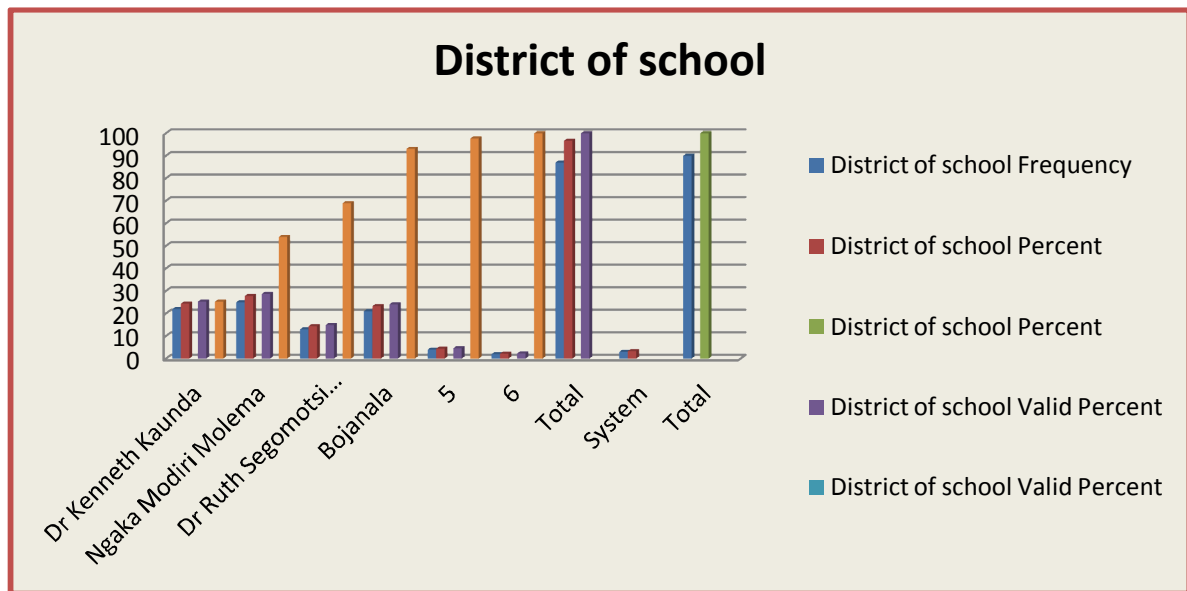


**Figure 6.5: School district (n=100)**

In the analysis of the teaching experience by districts, Ngaka Modiri Molema had more experienced teachers who participated in the research at a frequency of 25, 27.8%, 28.7 valid percentage, cumulative at 54.0%; followed by Dr. Kenneth Kaunda

with experienced teachers at a frequency rating of 22; 24.4 %, 25.3 valid percentage, and similarly cumulative at 25.3%. Bojanala District is third at a frequency of 21, 23.3%, valid at 24.1% and cumulative at 93.1%. Dr. Ruth Segomotsi Mompati is fourth at a frequency of 13, 14.4%, 14.9 valid percentage, and cumulative at 69.0%.

**Question 6: The policy on learner safety, awareness and effectiveness**

**Table 6.1: Learner safety policy awareness and effectiveness (n=100)**

| | | Indicate the extent to which you believe the school has a learner safety policy | The teachers are aware of the learner safety policy | Are the learners made aware of the learner safety policy at your school? | Are the parents made aware of the learner safety policy at the school? | In your view, how effective is the learner safety policy? |
|---|---|---|---|---|---|---|
| N | Valid | 86 | 87 | 89 | 88 | 90 |

The analysis shows that 86 of the respondents indicated that their schools have a safety policy. The findings further revealed that 89 believed that the learners were made aware of the safety policy, while 88 were of the opinion that the parents knew of the safety policy at the school, and 87 maintained that the teachers were aware of the learner safety policy at the school. Ninety of the respondents asserted that the safety policy was effective in their schools. In addition, 89 of the respondents were of the view that the effectiveness of the learner safety policy could be attributed to the notion that the learners were made conscious of the learner school safety policy. In addition, if all the teachers were made aware of the safety policy it could probably have increased the teachersqawareness that the safety policy was effective.

The focus groups in Schools A, B, C and D (sampled schools in the study, the schools are situated in the Dr. Kenneth Kaunda District of the North West Province in South Africa) confirmed that they do not have copies of their schoolos safety policy. They said that they did not receive copies of the policy. Some of the learners have seen the notice on what was prohibited at their schools, such as drugs, weapons,

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and alcohol but did not have the time or the interest to read it, a sentiment emphasized in school B (sampled schools in the study, the schools are situated in the Dr. Kenneth Kaunda District of the North West Province in South Africa) by learner A and Learner B. Learner C also supported learner A and learner B regarding not reading what was on the triangular steel plate at the entrance to the school.

In school A (sampled schools in the study, the schools are situated in the Dr. Kenneth Kaunda District of the North West Province in South Africa) the learners indicated that no mention was made of the school policy at assembly, while in school D the learners said it was verbally mentioned to them not to carry weapons, drugs and alcohol to school during every assembly session on Mondays.

Learner A in school A said no mention was made of the school safety policy, and also there was no mention of it during assembly.

In school D, LA said he had not seen any copy of the school policy nor did he receive a copy of it (cf. 5.2 Theme 1: Accessibility of the school safety policy to all learners at school; Chapter 5).

**Question 7: The school has a learner safety policy**
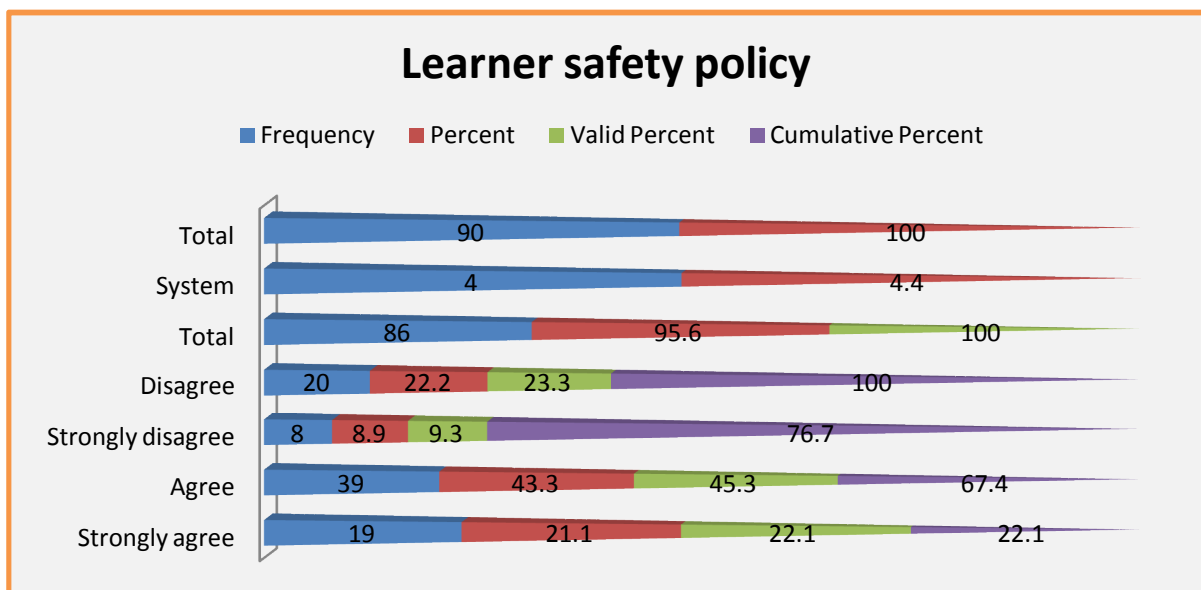


**Figure 6.6: The policy on school learner safety**

The largest number of respondents at a frequency of 58, and 65.4% agreed that their school had a learner safety policy. The respondents disagreed that there was no learner safety policy at a frequency of 28, and 31%.

In regard to the learnersq responses in the focus groups, some indicated to the researcher that no copy of the school policy had been given to them, but they acknowledged the notice at the entrance to the schoolœ main gate as their schoolœ safety policy, formerly others mentioned that the teachers made them aware of the learner safety policy during school assembly (cf. 5.2 Theme 1: Accessibility of the school safety policy to all learners at school).

**Question 8: The teachers are aware of the learner safety policy**

**Table 6.2: The teachers are aware of the policy on learner safety (n=100)**

| The teachers are aware of the learner safety policy | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | Strongly agree | 20 | 22.2 | 23.0 | 23.0 |
| | Agree | 22 | 24.4 | 25.3 | 48.3 |
| | Strongly disagree | 28 | 31.1 | 32.2 | 80.5 |
| | Disagree | 17 | 18.9 | 19.5 | 100.0 |
| | Total | 87 | 96.7 | 100.0 | |
| Missing | System | 3 | 3.3 | | |
| Total | | 90 | 100.0 | | |

The majority of the respondents disagreed at the frequency of 45, and 50% that the teachers were aware of the learner safety policy. However, those who agreed followed with a frequency of 42, and 46%.

The respondentsq responses correlated well with the focus groups membersq standpoint in all the schools where they indicated that they have not seen any copy of the school policy (cf. 5.2 Accessibility of the school safety policy to all learners at school).

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**Question 9: Are the learners made aware of learner safety policy at your school?**

## Learner awareness of the safety policy



| | Always | Often | Seldom | Never | Total | System Missing | Total |
|---|---|---|---|---|---|---|---|
| | | | Valid | | | | |
| ■ Frequency | 16 | 18 | 36 | 19 | 89 | 1 | 90 |
| ■ Percent | 17.8 | 20 | 40 | 21.1 | 98.9 | 1.1 | 100 |
| ■ Valid Percent | 18 | 20.2 | 40.4 | 21.3 | 100 | | |
| ■ Cumulative Percent | 18 | 38.2 | 78.7 | 100 | | | |
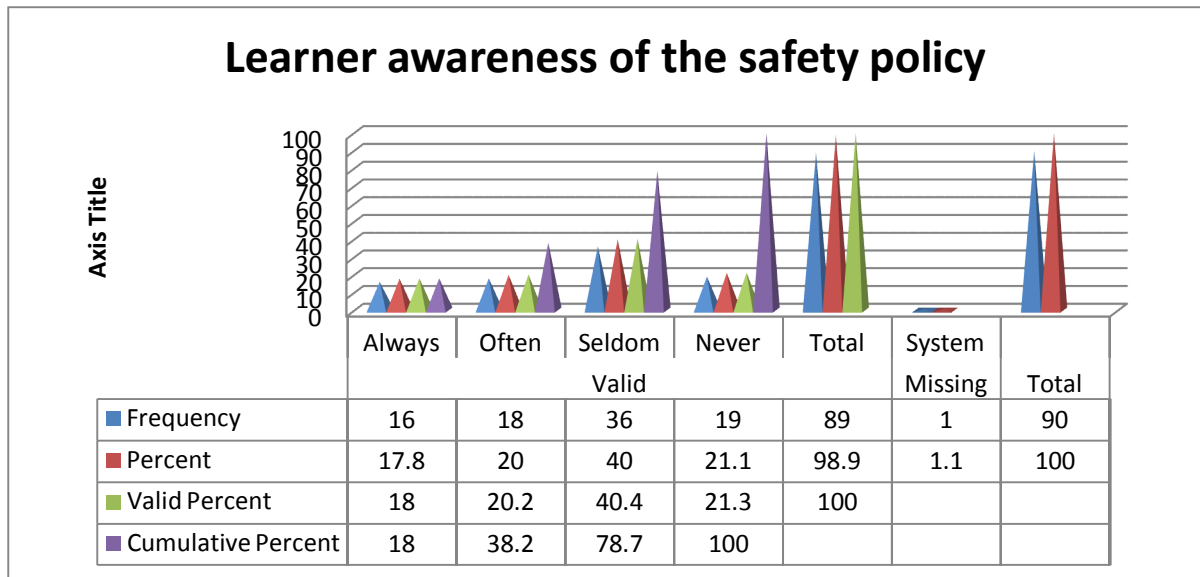
**Figure 6.7: The learners are aware of the learner safety policy at school (n=100)**

The responses in the focus groups seem to be related to the above question. The feedback in the questionnaires indicated a frequency of 36, 40.0% of those participants who believed that the learners were seldom made aware of learner safety policy. This is the highest number recorded in the above chart. The second highest was at a frequency of 19; 21.1%; 21.3%; and 100.0%, of respondents who indicated that the learners were never made aware of the safety policy. The learners in the focus groups said that they had never been given nor seen a copy of the school safety policy. The often replies were at a frequency of 18; 20.0%. The respondents who maintained that the learners were always made aware of the learner safety policy at school were at a frequency rate of 16; 17.8%; 18.0 valid percent; and 18.0 cumulative percent.

In school D (sampled schools in the study, the schools are situated in the Dr. Kenneth Kaunda District of the North West Province in South Africa), Learner B said they were frequently reminded about the safety policy in a verbal way during school assembly session on Mondays, namely that no drugs, weapons, or cell phones were allowed on the school premises (cf. 5.2 Theme 1: Accessibility of the school safety policy to all the learners at school).

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**Questions 10: Are the parents made aware of the learner safety policy at your school?**

**Table 6.3: Awareness by parents of the school safety policy (n=100)**

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| | **Are the parents made aware of the learner safety policy at the school?** | | | | |
| Valid | Always | 12 | 13.3 | 13.6 | 13.6 |
| | Often | 28 | 31.1 | 31.8 | 45.5 |
| | Seldom | 39 | 43.3 | 44.3 | 89.8 |
| | Never | 9 | 10.0 | 10.2 | 100.0 |
| | Total | 88 | 97.8 | 100.0 | |
| Total | | 90 | 100.0 | | |

The participants indicated at a frequency of 39; 43.3%; 44.3 percent valid; and 89.8 cumulative, that the parents were seldom made aware of the learner safety policy at school. Other respondents replied, ±often? at a frequency rate of 28; 31.1%.  31.8 valid percent, that the parents were made aware of the learner safety policy at the school. The ±always? responses were at a frequency of 12; 13.3%; 13.6 valid percent; and 13.6 cumulative percent. The participants who answered ±never? were at a frequency of 9; 10.0%; 10.2 valid percent.

The school safety policy could not be given to the parents only; the learners needed to know the behaviour that constitutes a safety threat to the school. It would otherwise be difficult for a due process to come with judgement in case a learner had infringed the school safety policy expectations (cf. 5.2 Theme 1: Accessibility of the school safety policy to all learners at school).

**Question 11: In your view, how effective is the learner safety policy?**

**Table 6.4: Rating of the learner school safety policy (n=100)**

|  | Frequency | Percent | Valid percent | Cumulative percent |
|---|---|---|---|---|
| Very effective | 20 | 22.2 | 22.2 | 22.2 |
| Effective | 33 | 36.7 | 36.7 | 58.9 |
| Less effective | 36 | 40.0 | 40.0 | 98.9 |
| Ineffective | 1 | 1.1 | 1.1 | 100.0 |
| Total | 90 | 100.0 | 100.0 |  |

Concerning the effectiveness in the implementation of the learner safety policy, a recorded frequency of 36, at 40.0%; valid at 40.0%; and 98.9% cumulative, maintained that the learner safety policy was less effective. The second highest response was rated at a frequency of 33; 36.7%; valid at 36.7%; and 58.9% cumulative; indicated that the learner safety policy was effective. The third highest response at a frequency rate of 20; 22.2%; believed that the school safety policy was very effective. The respondents who replied ±ineffectiveq were the least, and at a frequency rate of 1; 1.1 %; 1.1 valid percent; and 100.0 percent cumulative believed that the learner safety policy was ineffective. The state of school safety left much to be desired as the highest number of respondents rated the learner safety policy as less effective. This means that efforts should be made by the schools to hold safety campaigns and instill involvement and participation in the formulation, revision and ownership of the safety policy by school stakeholders, particularly the SGB, as the schoolφ representative body (cf. 5.2 Theme 1: Accessibility of the school safety policy to all learners at school; Chapter five).

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**Question 12: Indicate the extent to which the learners' lack of safety can be attributed to each reason, as indicated below**

**Question 12.1: Bullying**



| | Always | often | sometimes | Never | Total | System Missing | Total |
|---|---|---|---|---|---|---|---|
| Frequency | 26 | 28 | 24 | 11 | 89 | 1 | 90 |
| Percent | 28.9 | 31.1 | 26.7 | 12.2 | 98.9 | 1.1 | 100 |
| Valid Percent | 29.2 | 31.5 | 27 | 12.4 | 100 | | |
| Cumulative Percent | 29.2 | 60.7 | 87.6 | 100 | | | |
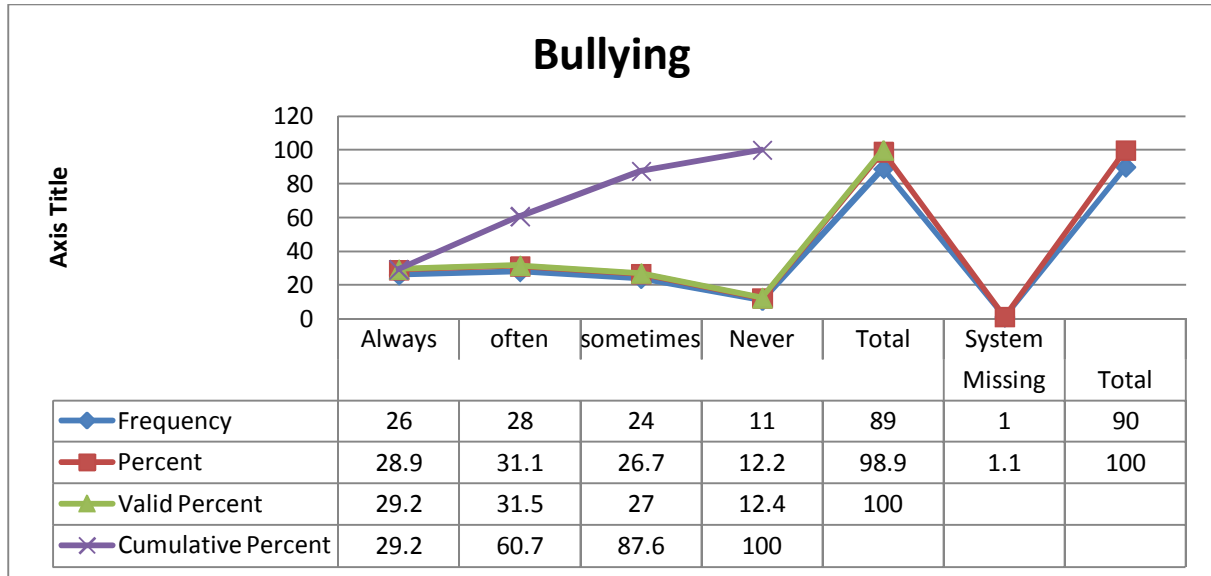
**Figure 6.8: Bullying (N=100)**

The respondents, at a frequency rate of 28; 31.1%; 31.5 percent valid and 60.7 percent cumulative, cited bullying as often the contributory factor to a lack of learner safety in the schools. The second group of respondents replied at a frequency of 26; 28.9%; 29.2 valid percent, and 29.2 cumulative percent, that bullying was always the contributory factor to a lack of learner safety in the schools. Those who replied to bullying as ±sometimesqthe contributory factor to the lack of safety in their schools, rated at frequency of 24, 26.7%; 27.0 valid percent; and 87.6 cumulative percent. The participants, at a frequency rate of 11; 12.2 %; and 12.4 valid percent; and 100.0 percent cumulative, replied that bullying never contributed to a lack of safety in their schools. The majority of the teacher participants asserted at the frequency of 28; and 31.1% that bullying ±oftenqcontributed to the lack of safety at their schools.

In school C the learners said that bullying resulted in school phobia, as the learner who was victimized by bullies became afraid of coming to school. School D shared the same sentiment when the learners maintained that bullying created a fear of

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going to school in the victim. In school A, Learner A was of the opinion that bullying promoted absenteeism.

Mncube and Harber (2013:9) asserted that apart from the distress and unhappiness caused by bullying, this could result in absenteeism, and some victims being transferred to another school to escape the problem (cf. 3 Theme 2: Learners views on how each of the following aspects contribute to an unsafe school environment: chapter 5).

**Question 12.2: Gangsterism**

**Table 6.5: Gangsterism in the school (n=100)**

|  |  | Frequency | Percent | Valid Percentage | Cumulative Percentage |
|---|---|---|---|---|---|
|  | Always | 31 | 34.4 | 34.4 | 34.4 |
|  | Often | 26 | 28.9 | 28.9 | 63.3 |
|  | sometimes | 25 | 27.8 | 27.8 | 91.1 |
|  | Never | 8 | 8.9 | 8.9 | 100.0 |
|  | Total | 90 | 100.0 | 100.0 |  |

The respondents, at a frequency of 31; 34.4%; and related to 34.4% valid and 34.4% cumulative, believe that gangsterism contribute to the lack of safety in schools. The second group of respondents, at a frequency of 26; 28.9%; 28.9 valid percent; and 63.3 cumulative percent, also indicated that gangsterism contribute to a lack of safety. The third group of respondents indicated that gangsterism contributed to the lack of safety at a frequency of 25; 27.8%; 27.8 valid percent; and 91.1 cumulative percent. Those who answered ±neverqwere at a frequency of 8; 8.9%; 8.9 percent valid; and cumulative at 100.0 percent.

In school B, LA said that group clashes at school resulted in gang fights outside the school premises, and that is unsafe for the learners. LB cited the case of a girl who was hunted by gang members when the teachers had left after school. She had to hide from the assailants who gained access to the schoolyard. LB went on to say

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that the learners should report it to teachers when the gangsters are on the school premises, and teachers to intervene by calling the police.

In school C, LA said the gangs brought weapons to school. Most of the learners joined gangs for the sake of belonging to a certain group. In school D the learners believed that the bullies are sometimes members of gangs. Those who report the gang members to the teachers are likely to face threats from the same gangs outside the school premises after school hours. (cf. 3 Theme 2: Learners views on how each of the following aspects contribute to an unsafe school environment: chapter 5).

## Question 12.3: Drugs

**Table 6.6: Drug abuse by the learners (n=100)**

|  |  | Frequency | Percent | Valid percent | Cumulative percent |
|---|---|---|---|---|---|
|  | Always | 19 | 21.1 | 21.3 | 21.3 |
|  | Often | 25 | 27.8 | 28.1 | 49.4 |
|  | Sometimes | 34 | 37.8 | 38.2 | 87.6 |
|  | Never | 11 | 12.2 | 12.4 | 100.0 |
|  | Total | 89 | 98.9 | 100.0 |  |
|  | Missing System | 1 | 1.1 |  |  |
| Total |  | 90 | 100.0 |  |  |

Drug abuse by learners at a frequency of 34; 37.8%; 38.2% valid percentage; and cumulative at 87.6% was ±sometimesq a contributory factor to poor safety in the schools. The respondents who cited drugs as ±oftenq a contributory factor to poor safety were at a frequency of 25; 27.8 %; 28.1% valid percent and 49.4 percent cumulative. Respondents who asserted that drug abuse ±alwaysqthreatened safety of learners was at a frequency of 19; 21.1%; 21.3 percent valid 21.3 percent cumulative.

With reference to drug addiction at school A, Learner A (LA) said that drugs were a hindrance to learners because when they are supposed to be studying, they often go to the toilets to smoke and come back to class to cause disruptions.
The learners in school D were likely to be affected by drug and substance abuse problems because their school fence had been broken down at the back, making it

easy for strangers to enter the school premises to sell drugs. Substance-abuse problems have a negative influence on youth school performance and serve to undermine the role of the school as a learning institution.

LA in school C maintains that learners who take in drugs do it in school toilets. Such learners tend to disrespect teachers in classes. She says that learners who are under the influence of drugs instill fear in innocent learners (cf. Theme 2: Learners views on how does each of the following aspects contribute to unsafe school environment: chapter 5).

**Question 12.4: Alcohol**



| | Always | often | sometimes | Never | Total | System Missing | Total |
|---|---|---|---|---|---|---|---|
| ■ Frequency | 10 | 15 | 43 | 18 | 86 | 4 | 90 |
| ■ Percent | 11.1 | 16.7 | 47.8 | 20 | 95.6 | 4.4 | 100 |
| ■ Valid Percent | 11.6 | 17.4 | 50 | 20.9 | 100 | | |
| ■ Cumulative Percent | 11.6 | 29.1 | 79.1 | 100 | | | |
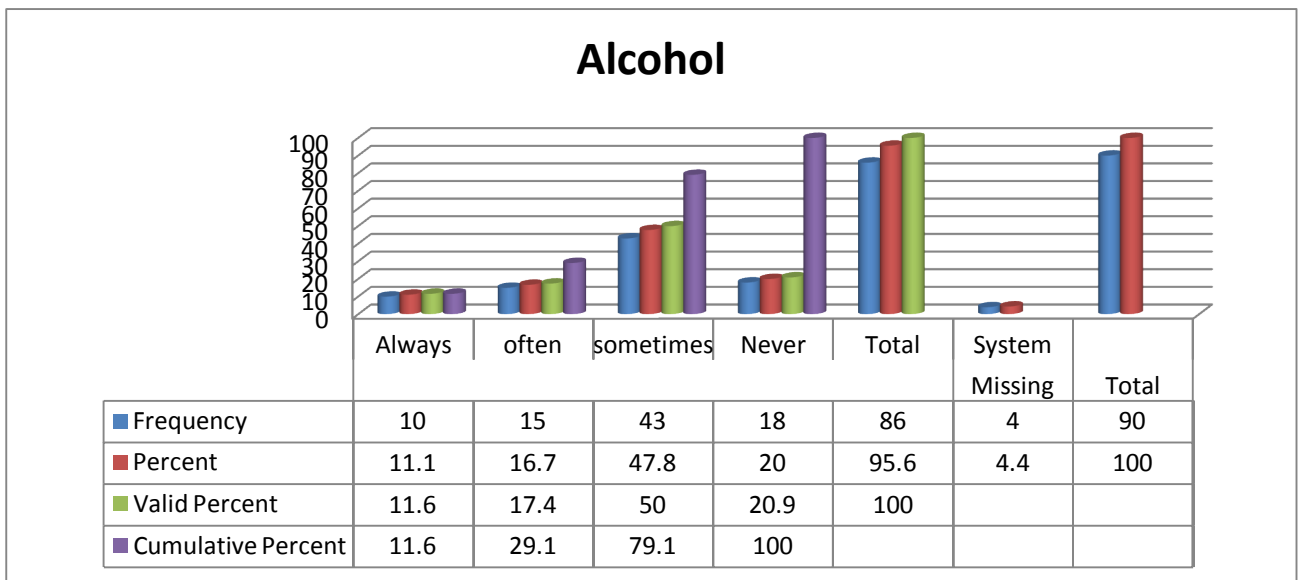
**Figure 6.9: Learners' abuse of alcohol (n=100)**

The existence of taverns and liquor stores near the schools in the townships is a worrying factor. The learners sneak out unnoticed and come back to school under the influence of alcohol. Such learners are likely to be aggressive and violent. Statistics in this study indicate that respondents who agree that the learners *always* abuse alcohol are at the frequency rate of 10, have a valid percentage score of 11.1, and 11.6 cumulative in percentage figure. The participants who believed that the learners *often* abuse alcohol were at a frequency of 15, at 16.7%, with a valid percentage of 17.4, and 29.1 cumulative percent. The highest response rate was *sometimes* and was recorded at a frequency rate of 43; 47.8%; 50.0 valid

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percentage; and 79.1 cumulative percentage. Those who answered ±neverqrated at a frequency of 18; 20.0%; 20.9 valid percentage; and 100.0 cumulative percentage.

The teachers did not take alcohol as a serious contributory factor to the lack of safety. It is contrary to the leaners who regarded alcohol abuse as a serious cause of violent behaviour (cf. responses indicated in the above figure).

The attitude towards alcohol consumption in School A, B, C and D was discussed. The response as given indicated that learners in school B (as cited by Learner A) related that it is not correct or procedural to come to school drunk or to bring alcohol to school, as it may result in the drunkard being violent and beating his fellow learners. Learner B in School B added that learners who come to school drunk usually do not show respect towards the teachers.

In School C the learners were of the similar opinion to the School B learners where they agreed that drunken learners can be a danger to the other learners. (cf. 3 Theme 2: Chapter 5).

**Question 12.5: Accidents**



**Accidents**

| | Frequency | | Percent | | Valid Percent | Cumulative Percent | | |
|---|---|---|---|---|---|---|---|---|
| ■ Always | 45 | | 50 | | 50.6 | 50.6 | | |
| ■ often | 25 | | 27.8 | | 28.1 | 78.7 | | |
| ■ sometimes | 15 | | 16.7 | | 16.9 | 95.5 | | |
| ■ Never | 4 | | 4.4 | | 4.5 | 100 | | |
| ■ Total | 89 | | 98.9 | | 100 | | | |
| ■ System | 1 | | 1.1 | | | | | |
| ■ Total | | 90 | | 100 | | | | |
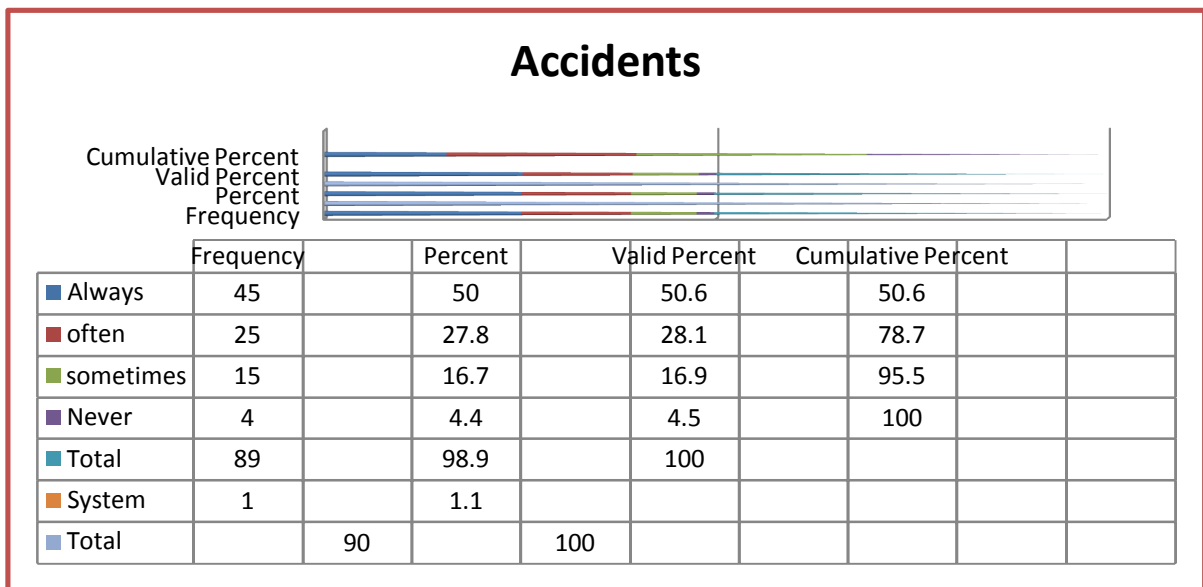
**Figure 6.10: Accidents that occur at school (n=100)**

The response to accidents as a contributory factor to the lack of safety in the schools was recorded as =alwaysq at the highest frequency rate of 45; 50.0%; 50.6% valid; and cumulative at 50.6%. Those who replied =oftenq were rated at a frequency of 25; 27.8%; 28.1 valid percent; 78.7 percent cumulative. The =sometimesq replies were rated at a frequency of 15; 16.7%; 16.9 valid percent; 95.5 percent cumulative. The =neverq frequency rate was the lowest and was rated at 4; 4.4%; 4.5 valid percentage; 100.0 cumulative percentage.

The accidents indicated by the focus group members include falling from a chair while cleaning classroom windows or getting injured or killed when the learner is knocked down by a car on the busy street.

The learners also cited an incident in school C, in which a learner fell from the second floor of the school in 2013. He was injured and was taken to hospital. In school D, Learner A said a learner was knocked down by a passing car just outside the school premises. (cf. 3 Theme 2: Learnersqviews on how each of the following aspects contribute to an unsafe school environment: chapter 5).

**Question 12.6: Learner late-coming**
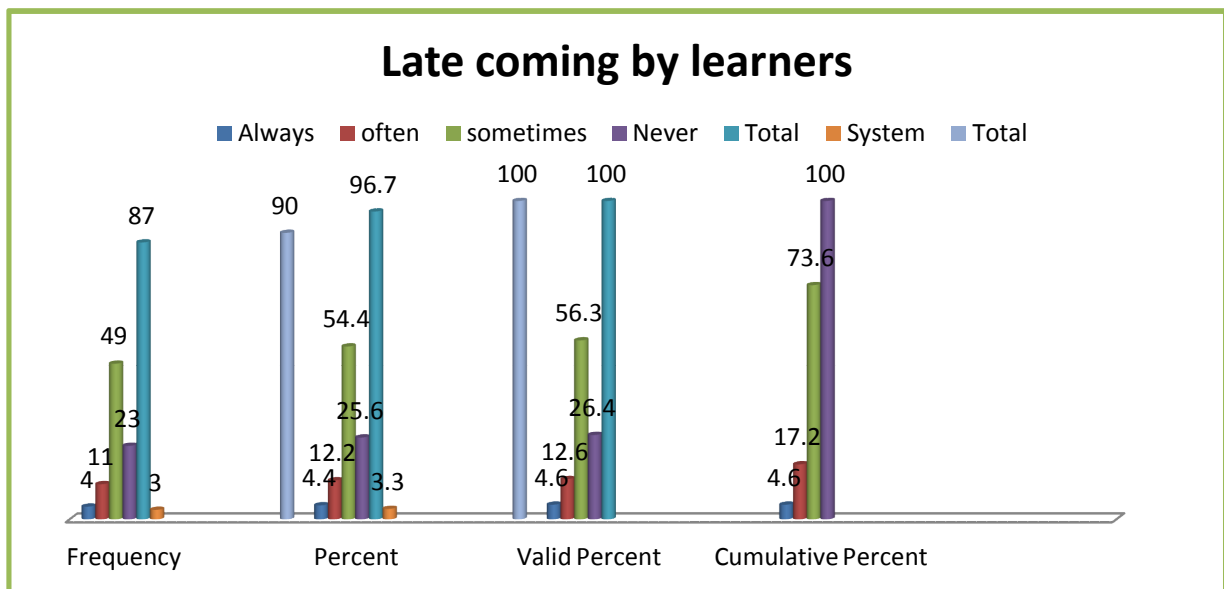


**Figure 6.11: The late-coming of learners (n=100)**

The majority of respondents, assumed at frequency of 49; 54.4 %; valid at 56.3%; and cumulative at 73.6% that learner late-coming contributed to the lack of safety in the schools. The learners in the focus groups confirmed that when they are locked out of the school premises they are sometimes robbed of their cell phones, pocket money; and jewelry. The second largest number of the respondents did not agree with the majority of the teacher participants and focus groups members and indicated that late-coming 'never' contributed to the lack of safety in schools. Respondents who answered 'never' rated at a frequency of 23; 25.6%; 26.4% valid percentage; and 100.0% cumulative percentage.

The respondents who said 'often' rated at a frequency of 11; 12.2%; 12.6 valid percentage; and 17.2 cumulative percentage.

The 'always' response rated at a frequency of 4; 4.4%; 4.6 valid percentage; and 4.6 cumulative percentage.

In school C, Learner A said the learners who were locked outside the school due to late-coming were more likely to be attacked by gangsters. She went on to say that they were at the risk of being knocked down by passing vehicles because they walk around unmonitored by teachers.

In all the schools, starting with School B, learners who were late and who were locked out of the school premises had amongst them their fellow learners who had some of their possessions forcefully confiscated or who had been mugged by gang members (cf. 3 Theme 2: chapter 5).

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**Question 12.7: Teacher strikes/protests**
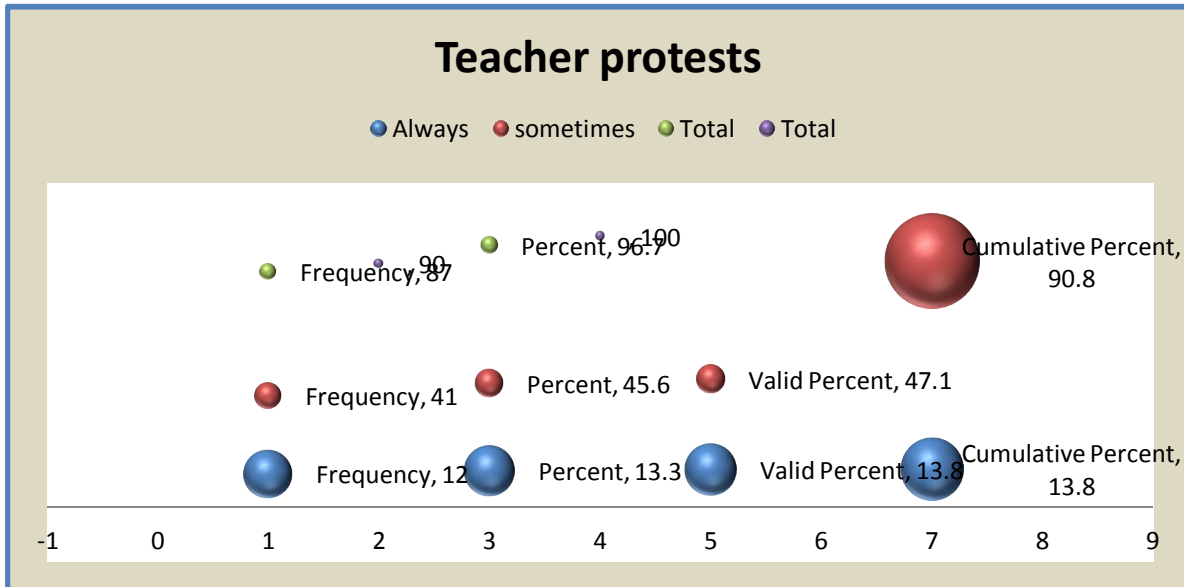


**Figure 6.12: Teacher strikes/protests (n=100)**

The respondents were of the opinion that the teachersqstrikes and protests were ±sometimesq a contributory factor to the lack of safety at schools. Respondents ±sometimesqreplies were at a frequency rating was at 41; 45.6%; 47.1% valid; and cumulative at 90.8. The ±oftenqresponses were at a frequency rate of 26; 28.9 %; valid at 29.9 percent; and 43.7 cumulative percent. Those who replied ±alwaysqwere at a frequency rate of 12; 13.3%; 13.8% valid; and 13.8% cumulative. The ±neverq responses stood at a frequency rate of 8; 8.9 %; 9.2 valid percentage; and 100.0 cumulative percentage.

The focus group replies in School A, B, and C (sampled schools in the study, the schools are situated in the Dr. Kenneth Kaunda District of the North West Province in South Africa) viewed strikes and protest action by the teachers as follows: In School B (represented by Learner A) the learners complained that when the teachers were on strike, the learners did not study and they made a noise. The learners are therefore likely to be involved in conflicts and fights.

In School C (LA) the learners said that when there is no supervision because of the teachersqstrike actions, a lot may happen. The learners may start fighting. Focus

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group members at School C agreed with the learners in School B that gangs are likely to take advantage of the situation because of the absence of the teachers (cf. 3 Theme 2: chapter 5).

**Question 12.8: Illness**

**Table 6.7: Illness**

|  |  | Frequency | Percent | Valid percent | Cumulative percent |
|---|---|---|---|---|---|
|  | Always | 5 | 5.6 | 5.8 | 5.8 |
|  | Often | 3 | 3.3 | 3.5 | 9.3 |
|  | Sometimes | 31 | 34.4 | 36.0 | 45.3 |
|  | Never | 47 | 52.2 | 54.7 | 100.0 |
|  | Total | 86 | 95.6 | 100.0 |  |
| Missing | System | 4 | 4.4 |  |  |
| Total |  | 90 | 100.0 |  |  |

It is unsafe to keep a sick learner at school the whole day. The parents or caregiver should be called even when they are at work to come and take the child for medical assistance. In the case where a learner's condition is serious the paramedics must be called in to take the child to hospital.

The highest number of respondents replied at a frequency of 47; 52.2%; 54.7 valid percentage; and 100.0 cumulative percentage that illness is 'never' the main cause of the learners' absenteeism but lack of safety for the absent learner from school. The second highest response indicated at a frequency of 31; 34.4%; 36.0 valid percentage; and 45.3 cumulative percentage that illness was 'sometimes' the cause of the learners' absenteeism. The respondents replied 'always' at a frequency of 5; 5.6%; 5.8 valid percentage; and 5.8 cumulative percentage. The 'often' response was at a frequency of 3; 3.3%; 3.5 percent valid; and 9.3 cumulative percent.

Contrary to the majority of the respondents who indicated that illness was never a contributory factor to absenteeism at school, the members of the focus groups

regarded the matter as worrisome. In school D, learner A said that sick learners are taken to the sick room to rest. He continued to say that the fear is that if a learner is very sick and is taken to the sick room his/her condition might worsen (cf. 3 Theme 2: chapter 5).

**Question 12.9: Suicide**

**Table 6.8: Suicide (n=100)**

|  |  | Frequency | Percent | Valid percent | Cumulative percent |
|---|---|---|---|---|---|
|  | Always | 32 | 35.6 | 36.4 | 36.4 |
|  | Often | 24 | 26.7 | 27.3 | 63.6 |
|  | sometimes | 26 | 28.9 | 29.5 | 93.2 |
|  | Never | 5 | 5.6 | 5.7 | 98.9 |
|  | 6 | 1 | 1.1 | 1.1 | 100.0 |
|  | Total | 88 | 97.8 | 100.0 |  |
| Missing | System | 2 | 2.2 |  |  |
| Total |  | 90 | 100.0 |  |  |

In many cases learners commit suicide due to unsolved challenges in their lives. The problems at home or in love relationships are a major cause of learner suicide. In focus group interaction the learners did not talk openly about the matter, and therefore more follow-up is needed in obtaining detailed information on the main causes of learner suicide. The respondents indicated the ±alwaysq response at a frequency of 32; 35.6%; 36.4 valid percentage; and a 36.4 cumulative percentage. The ±sometimesqresponses was at a frequency of 26; 28.9%; 29.5 valid percentage; and 93.2 cumulative percentage. The ±oftenqresponse was at a frequency of 24; 26.7 %; 27.3 valid percentage; and 63.6 cumulative percentage. The ±neverq response was at a frequency of 5; 5.6%; 5.7 valid percentage; and 98.9 cumulative percentage.

**Question 12.10: Loitering around the school premises**
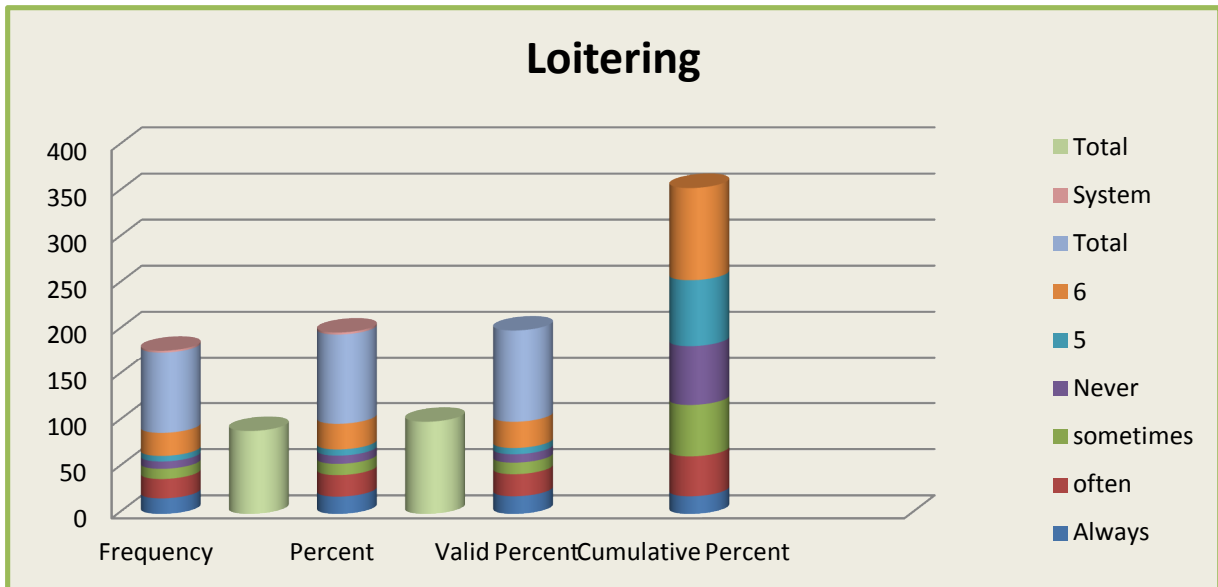


**Figure 6.13: Loitering around the school premises (n=100)**

The respondentsqviews indicated that in most cases the learners were ±oftenq loitering around the school premises. This was recorded at a frequency rate of 21; 23.3%; 23.9 valid percentage, 43.2 percent cumulative. The ±alwaysqresponse rate was at a frequency of 17; 18.9%; 19.3 percent valid, and 19.3 percent cumulative(what?). The participants who replied ±sometimesqrated 11, 12.2%; 12.5 valid percent; and 55.7 percent cumulative. The ±neverqreplies were at a frequency rate of 8; 8.9%; 9.1 valid and 64.8 cumulative percentages.

**Question 13: Number of learners absent per week**

**Table 6.9: Number of learners absent per week (n=100)**

|  |  | Frequency | Percent | Valid percent | Cumulative percent |
|---|---|---|---|---|---|
|  | 0-10 | 12 | 13.3 | 13.5 | 13.5 |
|  | 11-20 | 10 | 11.1 | 11.2 | 24.7 |
|  | 21-30 | 19 | 21.1 | 21.3 | 46.1 |
|  | 31-40 | 22 | 24.4 | 24.7 | 70.8 |
|  | 41-50 | 15 | 16.7 | 16.9 | 87.6 |
|  | 51+ | 7 | 7.8 | 7.9 | 95.5 |
|  | 7 | 4 | 4.4 | 4.5 | 100.0 |
|  | Total | 89 | 98.9 | 100.0 |  |
| Total |  | 90 | 100.0 |  |  |

Unsafe school conditions contribute to absenteeism, as the learners may feel that the only way to be safe is to stay away from school. Absenteeism from school contributes to learner underperformance because the absent learner misses what was taught at school. The respondents indicated the lowest number of absent learners per week as ranging from 0-10,at a frequency of 12 and 13.3%, as compared to responses at a frequency of 7 and 7.8% which indicated that more than 51 learners were absent on a weekly basis. The learnersq weekly absenteeism, ranging from 11-20, was at a frequency rate of 10; and 11.1%. The responses indicated the learnersqabsenteeism ranging from 41-50 at a frequency rate of 15; and 16.7%. The 21-30 absenteeism was rated at a frequency of 19 and 21.1 %. The 31-40 absent learners where shown by responses at a frequency of 22 and 24.4 %.

In school C the learners believed that bullying resulted in school phobia as the learners became afraid of coming to school. School D shared the same sentiments where the learners maintained that bullying created a fear of school attendance in the victim. In school A, Learner A was of the opinion that bullying promoted absenteeism. (cf. 3 Theme 2: chapter 5).

In School A the learners said that if a learner is absent from school, he/she will miss what was taught during on that particular day. In School B the learners raised their

fear of gang violence as one of the causes of learner absenteeism. In School C the learners said the failure rate was likely to increase due to poor performance and poor school attendance, as the learners would be missing important lessons in the various classes (Cf. 5.8 Theme 7: The lack of safety has a negative influence on teaching and learning at school: Chapter 5).

**SECTION B: HOME BACKGROUND OF THE LEARNERS**

**Indicate the estimated percentage (%) of the learners who were exposed to the following type of home conditions:**

**Question 1.1: Both parents are alive**

**Table 6.10: Both parents are alive (n=100)**

|  |  | Frequency | Percent | Valid percent | Cumulative percent |
|---|---|---|---|---|---|
|  | 10-20% | 8 | 8.9 | 9.0 | 9.0 |
|  | 20-30% | 5 | 5.6 | 5.6 | 14.6 |
|  | 30-40% | 12 | 13.3 | 13.5 | 28.1 |
|  | 40-50% | 12 | 13.3 | 13.5 | 41.6 |
|  | 50-60% | 20 | 22.2 | 22.5 | 64.0 |
|  | 60-70% | 19 | 21.1 | 21.3 | 85.4 |
|  | 70%+ | 13 | 14.4 | 14.6 | 100.0 |
|  | Total | 89 | 98.9 | 100.0 |  |
| Total |  | 90 | 100.0 |  |  |

The respondents, at a frequency of 20; 22.2%; 22.5 valid percent; and 64.0 cumulative percent, indicated that between 50-60% of the learners have both parents alive. The respondents, at a frequency of 19; 21.1%; 21.3 valid percentage; and 85.4 cumulative percentage, showed that 60-70% of the learners have both parents alive. The participants, at a frequency of 13; 14.4%; and 14.6 valid percentage indicated that the learners, at 70% and above, have both parents alive. An equal response of the participants at a frequency of 12; 13.3%; 13.5 valid percent indicated that between 30-40% and 40-50% of the learners have both parents alive.

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The respondents, at a frequency of 8; 8.9%; 9.0 valid percentage; and 9.0 cumulative percentage, indicted that between 10-20% of the learners have both parents alive. The lowest responses, at a frequency of 5; 5.6%; and 5.6 valid percent indicated that between 20-30% of the learners have both their parents alive.

**Question 1.2: No father**

**Table 6.11: No father (n=100)**

|  |  | Frequency | Percent | Valid percent | Cumulative percent |
|---|---|---|---|---|---|
|  | 10-20% | 10 | 11.1 | 11.2 | 11.2 |
|  | 20-30% | 6 | 6.7 | 6.7 | 18.0 |
|  | 30-40% | 16 | 17.8 | 18.0 | 36.0 |
|  | 40-50% | 19 | 21.1 | 21.3 | 57.3 |
|  | 50-60% | 22 | 24.4 | 24.7 | 82.0 |
|  | 60-70% | 8 | 8.9 | 9.0 | 91.0 |
|  | 70%+ | 8 | 8.9 | 9.0 | 100.0 |
|  | Total | 89 | 98.9 | 100.0 |  |
| Total |  | 90 | 100.0 |  |  |

The respondents, at a frequency of 22; 24.4%; and 24.7 valid percent and ranging from 50-60% had no fathers. The participants, rated at a frequency of 19; 21.1%; 21.3 percent responded that between 40-50% of the learners had no fathers. The respondents, at a frequency of 16; 17.8%; and 18.0 valid percent indicated that between 30-40% of the learners had no fathers. The respondents, at a frequency of 10; 11.1%; 11.2 valid percent indicated that between 10-20% of the learners had no fathers. An equal number of respondents, at a frequency of 8; 8.9 %; and 9.0 valid percent believed that between 60-70% and 70% and above learners had no fathers. The lowest responses, at frequency of 6; 6.7%; and 6.7 valid percent indicated that between 20-30% of the learners had no fathers.

## Question 1.3: No mother

**Table 6.12: No mother (n=100)**

|  |  | Frequency | Percent | Valid percent | Cumulative percent |
|---|---|---|---|---|---|
|  | 10-20% | 7 | 7.8 | 8.0 | 8.0 |
|  | 20-30% | 12 | 13.3 | 13.6 | 21.6 |
|  | 30-40% | 15 | 16.7 | 17.0 | 38.6 |
|  | 40-50% | 15 | 16.7 | 17.0 | 55.7 |
|  | 50-60% | 20 | 22.2 | 22.7 | 78.4 |
|  | 60-70% | 10 | 11.1 | 11.4 | 89.8 |
|  | 70%+ | 9 | 10.0 | 10.2 | 100.0 |
|  | Total | 88 | 97.8 | 100.0 |  |
| Total |  | 90 | 100.0 |  |  |

The respondents indicated, at a frequency of 20; and 22.2% that 50-60 % of the learners did not have mothers staying with them. The mothersꞌabsence could be as a result of death or being abandoned by a mother who decided to leave the children behind and settle with a partner who is not the father of her children. Of the respondents who answered the question, 30-40% actually shared the same numerical responses with the respondents who indicated 40-50%, at a frequency of 15; and 16.7 percent. Of the respondents who replied 20-30%indicated a response at a frequency of 12 and 13.3%. The rest of those who answered, 60-70 % were at a frequency of 10; and 11.1%. The 10-20% is the lowest, while the response record showed a frequency of 7 and 7.8%. The response rate at a frequency of 9; and 10.0% propound that 70% and above of the learners did not have a mother.

## Question 1.4: Double orphan

**Table 6.13: Double orphan (n=100)**

|  |  | Frequency | Percent | Valid percent | Cumulative percent |
|---|---|---|---|---|---|
|  | 10-20% | 15 | 16.7 | 16.9 | 16.9 |
|  | 20-30% | 7 | 7.8 | 7.9 | 24.7 |
|  | 30-40% | 14 | 15.6 | 15.7 | 40.4 |
|  | 40-50% | 16 | 17.8 | 18.0 | 58.4 |
|  | 50-60% | 17 | 18.9 | 19.1 | 77.5 |
|  | 60-70% | 11 | 12.2 | 12.4 | 89.9 |
|  | 70%+ | 9 | 10.0 | 10.1 | 100.0 |
|  | Total | 89 | 98.9 | 100.0 |  |
| Total |  | 90 | 100.0 |  |  |

Respondents indicated, at a frequency of 17; and 18.9% that there were 50-60% orphaned children in households, namely there was neither a mother nor a father. The second largest group of respondents answered that there were between 30-40% at a frequency of 14; and 15.6% of orphaned children. The third group of respondents at a frequency of 11; and 12.% indicated that the percentage orphaned children were between 60-70%. The respondents, at a frequency of 9; and 10.0% answered that 70 % and more children were orphaned. Those who asserted that 10-20% of the children without both parents were at a frequency of 15; and 16.7%.

The researcher holds the interpretation that an orphan is a child whose parents have died.

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**Question 1.5: Living with guardian(s)**



**Children living with guardian/s**

Legend: ■ Frequency  ■ Percent  ■ Valid Percent  ■ Cumulative Percent
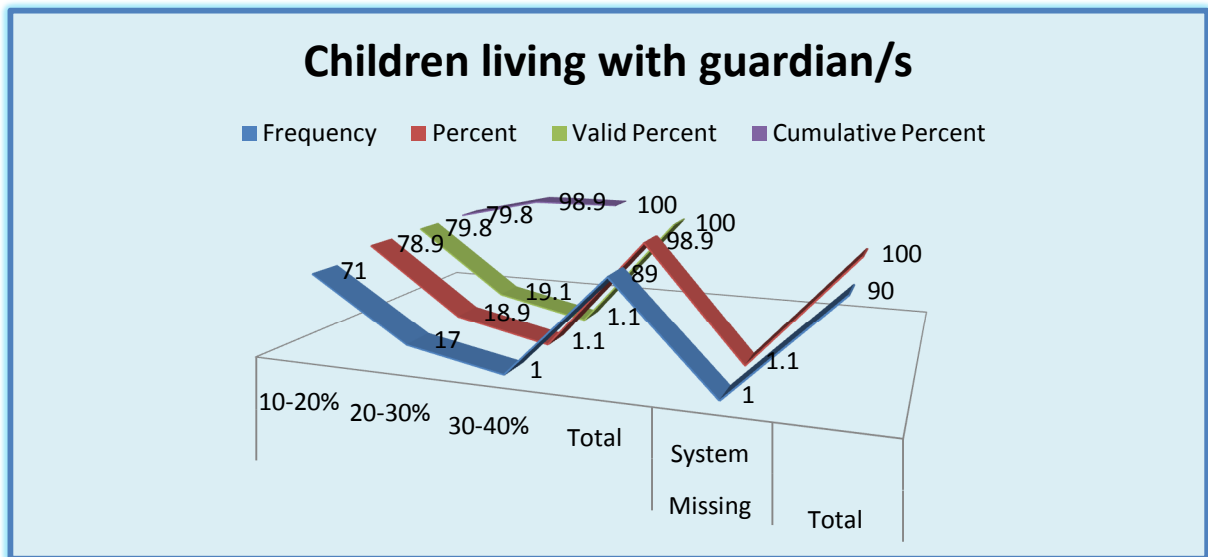
**Figure 6:14: Children living with guardian/s (n=100)**

The largest responses at a frequency of 71; and 78.9% indicated that there were 10-20% cases where the children live with guardian/s. The second highest response, at a frequency of 17; and 18.9% indicate that 20-30% of the children live with guardian/s. The third and lowest responses indicated, at a frequency of 1; and 1.1% and that there were between 30-40% children living with guardian/s.

**SECTION C: DEMOGRAPHIC INFORMATION - Independent**

**Question 1: Predominant socio-economic status of school area**

**Figure 6.15: socio-economic status of school area(n=100)**
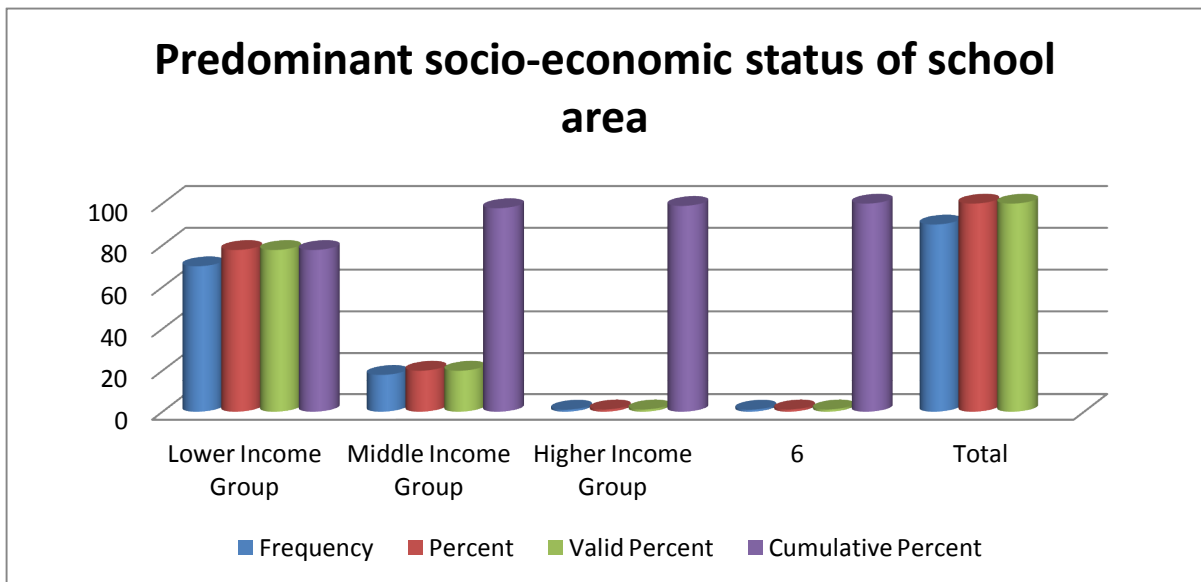


The majority of respondents indicated, with a frequency 70; 77.8 %; 77.8 valid percent; and 77.8 cumulative percent that their schools were situated in the lower-income group area. Those who regarded their school as situated in the middle-income group were at a frequency of 18; 20.0%; 20.0 valid percent; and 97.8 cumulative percent. The lowest rating was at a frequency of 1; 1.1%; 1.1 valid percentage; and 98.9 cumulative percentage of respondents who were of the opinion that their school was situated in the higher-income group.

The outcome indicated that the majority of the learners were from the lower-income group. It seems that schools in the townships generally accommodate most learners from economically disadvantaged groups.

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**Question 2: Predominant socio-economic status of the area where the learners live**



**Predominant socio-economic status where learners live**

| | Lower Income Group | Middle Income Group | Higher Income Group | 4 | Total |
|---|---|---|---|---|---|
| Frequency | 9 | 47 | 12 | 22 | 90 |
| Percent | 10 | 52.2 | 13.3 | 24.4 | 100 |
| Valid Percent | 10 | 52.2 | 13.3 | 24.4 | 100 |
| Cumulative Percent | 10 | 62.2 | 75.6 | 100 | |
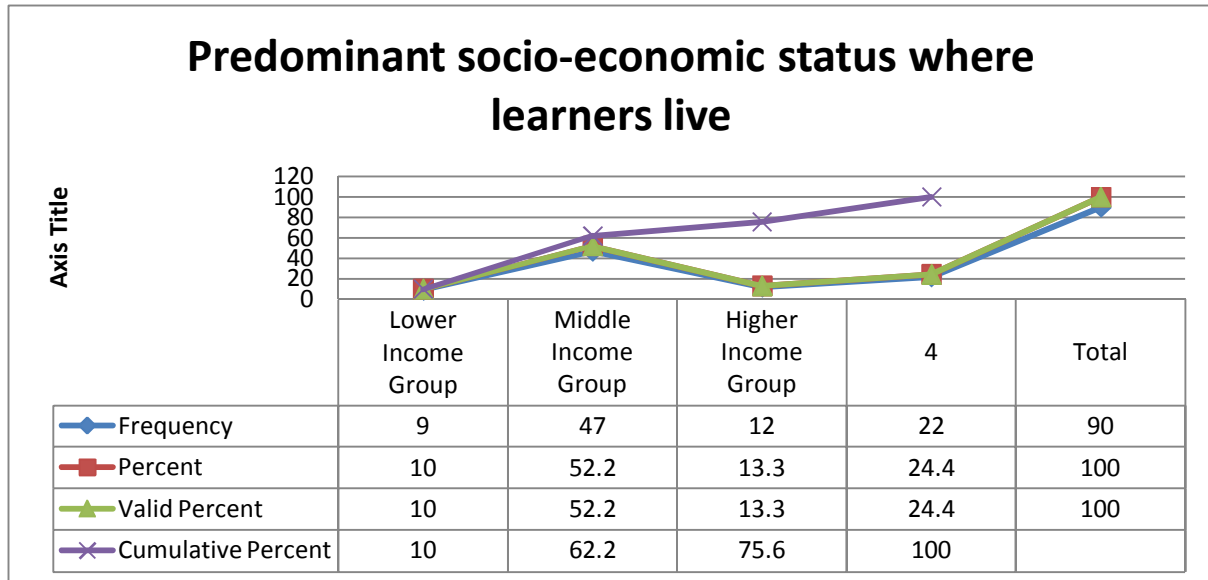
**Figure 6.16: The socio-economic area where the learners live (n=100)**

The respondents, at a frequency of 47; and 52.2% indicated that the majority of their learners lived in the middle-income group. The second largest responses, at a frequency of 12; and 13.3% indicated that their learners lived in the higher-income group. The lowest responses indicated, at a frequency of 9; and 10.0% that few learners lived in the lower-income area.

It is quite interesting to observe that those learners coming from the middle-income group were more than the learners coming from the lower-income group area.

**SECTION D: STRATEGIC MANAGEMENT OF SAFETY AT THE SCHOOL**

**Indicate to what extent you agree/disagree with each of the following statements:**

**Question 1: The safety strategies developed by the School Management Team are realized by the educators**

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**Table 6.14: The realization of SMT safety strategies (n=100)**

| | | Frequency | Percent | Valid percent | Cumulative percent |
|---|---|---|---|---|---|
| | Strongly agree | 10 | 11.1 | 11.2 | 11.2 |
| | Agree | 55 | 61.1 | 61.8 | 73.0 |
| | Strongly disagree | 13 | 14.4 | 14.6 | 87.6 |
| | Disagree | 11 | 12.2 | 12.4 | 100.0 |
| | Total | 89 | 98.9 | 100.0 | |
| Total | | 90 | 100.0 | | |

The participants agreed in large numbers that the safety strategies developed by the School Management Team was recognized by teachers. The ₌agree₌response rate was at a frequency of 65, and 72.2 %. The respondents who disagree were at a frequency of 24, and 26.6%. The outcome of this question indicates that the majority of the post level 1 teachers believed that the safety strategies developed by the SMT were recognized.

There should be an engagement between the SGB, the SMT, and the staff members, as well as the learners when the school policy is drafted or revised annually. The implementation of this endeavor will hold all the stakeholders accountable for any deviation from the safety policy. It is therefore expected that learners, parents; non-teaching and teaching staff, should support the School Management Team (SMT) in the implementation of the school safety policy because of the consultative process that was followed when the safety policy was drafted and revised (cf. 5.6 Theme 5: Chapter 5).

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**Question 2: Our School Management Team has the capacity to support the safety initiatives by the educators and the learners**



| | Strongly agree | Agree | Strongly disagree | Disagree | Total |
|---|---|---|---|---|---|
| Cumulative Percent | 10 | 53.3 | 76.7 | 100 | |
| Valid Percent | 10 | 43.3 | 23.3 | 23.3 | 100 |
| Percent | 10 | 43.3 | 23.3 | 23.3 | 100 |
| Frequency | 9 | 39 | 21 | 21 | 90 |
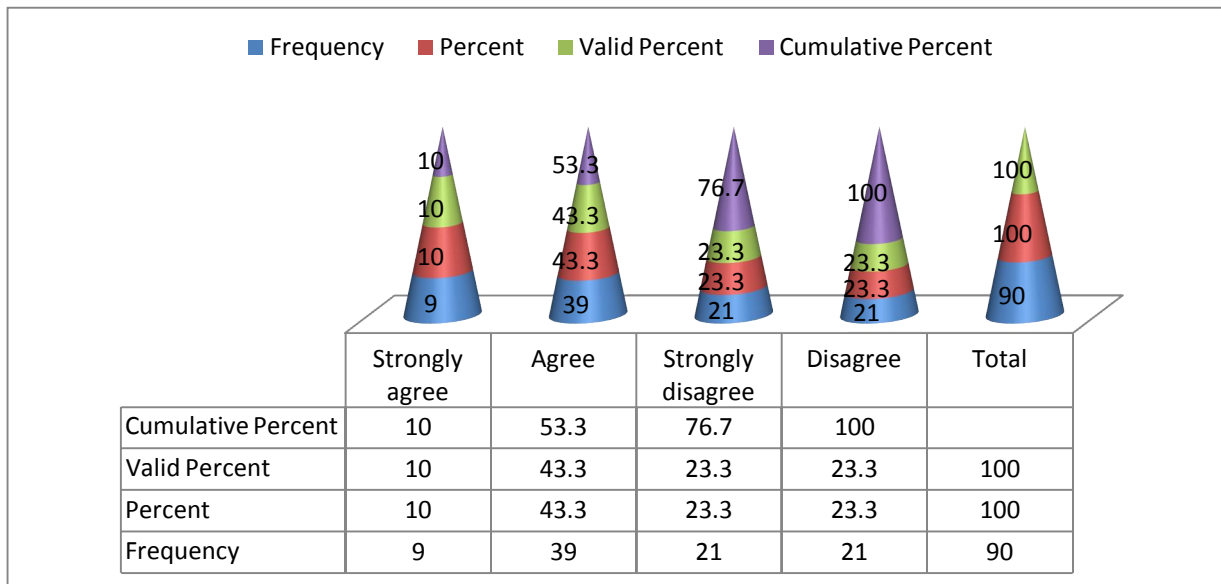
**Figure 6.17: The SMT supports the capacity of the teachers and the learners (n=100)**

The majority of the participants agreed that the School Management Team has the capacity to support the safety initiatives of the teachers and the learners. Those who ±agreedq were at the frequency rate of 39; 43.3%; and similarly 43.3% valid. The respondents who ±strongly agreeq at frequency of 9, and at 10% percent. The ±strongly disagreeqresponses were at frequency of 21; 23.3 percent; and similarly at 23.3% valid. The ±disagreeq responses were at a frequency of 21; 23.3%; and similarly at 23.3% valid.

Teachers and learners have an important role to play as stakeholders during the amendment and revision of the school policy. In School A the learners suggested the amendment of the rules and regulations on an annual basis. In School B focus group members all agreed that it was important for the safety policy to be revised to address the current safety challenges. In School C the learners supported the view of the learners in School B that every year new challenges were encountered and so it was imperative to revise or amend the school policy (cf. 5.6 Theme 5: Revision and

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amendment of the school safety policy where necessary and possible at the end of every academic year).

**Question 3: The School Management Team has a carefully put-together plan concerning a safety education programme for the learners**

**Table 6.15: Safety education programme for the learners (n=100)**

| | | Frequency | Percent | Valid percent | Cumulative percent |
|---|---|---|---|---|---|
| | Strongly agree | 9 | 10.0 | 10.1 | 10.1 |
| | Agree | 34 | 37.8 | 38.2 | 48.3 |
| | Strongly disagree | 12 | 13.3 | 13.5 | 61.8 |
| | Disagree | 34 | 37.8 | 38.2 | 100.0 |
| | Total | 89 | 98.9 | 100.0 | |
| | Total | 90 | 100.0 | | |

The respondents ±agreedqat a frequency rate of 34; 37.8%; and valid at 38.2 that the School Management Team has a carefully put together plan concerning the safety education programme for the learners. The ±disagreeqresponses were at a frequency of 34; and 37.8%; and valid at 38.2%. Those who ±agreeqwere more than those who strong agree at a frequency of 34; 37.8%; and valid at 38.2%. The disagree and agree responses are alike and has more scores than strongly disagree and strongly agree. The responses shows that the majority of respondents are not sure whether to agree or disagree with the notion that School Management Team has a carefully put-together plan concerning a safety education programme for the learners.

The plan for a safety education programme for the learners forms part of the school safety policy, which learners suggested in focus groups interviews that it should be included. In the focus groups the learners emphasized that their participation during the formulation, revision and amendment was vital to instill an ownership of the school policy (cf. 5.6: Theme 5).

**Question 4: A formal safety programme has already been implemented in our school**

**Table 6.16: The implementation of a formal safety programme (n=100)**

|  | Frequency | Percent | Valid percent | Cumulative percent |
|---|---|---|---|---|
| Strongly agree | 7 | 7.8 | 7.9 | 7.9 |
| Agree | 40 | 44.4 | 44.9 | 52.8 |
| Strongly disagree | 15 | 16.7 | 16.9 | 69.7 |
| Disagree | 27 | 30.0 | 30.3 | 100.0 |
| Total | 89 | 98.9 | 100.0 | |
| Total | 90 | 100.0 | | |

The majority of respondents agreed, at a frequency rate of 47; and 52.2% that a formal safety programme had already been implemented at their schools. The respondents who disagreed where at a frequency of 42; and 46.7%. The researcher is convinced that the implementation of the safety programme was triggered by the degree of gang fights, stabbings and violence as in the township schools. This programme formalized the action and procedures to be followed when being faced with a safety-threatening situation.

The learners in all the focus groups denied any knowledge of the existence of the school policy. They indicated that they were neither given copies of the school policy nor did they see any copies of the policy (cf. Theme 1: Accessibility of the school safety policy to all learners at school).

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**Question 5: The School Management Team organizes and controls our school's safety policy**

**Table 6.17: Control of the safety policy (n=100)**

|  | Frequency | Percent | Valid percent | Cumulative percent |
|---|---|---|---|---|
| Strongly agree | 8 | 8.9 | 8.9 | 8.9 |
| Agree | 43 | 47.8 | 47.8 | 56.7 |
| Strongly disagree | 16 | 17.8 | 17.8 | 74.4 |
| Disagree | 23 | 25.6 | 25.6 | 100.0 |
| Total | 90 | 100.0 | 100.0 | |

The respondents, at a frequency rate of 51; and 56.7% agreed that the School Management Team organized and controlled their school safety policy. The respondents who disagreed were at a frequency rate of 39; and 43.4%. The abovementioned indicate that the respondents mainly believed that the SMT was responsible for the organization and control of the school safety policy which is their core duty and role.

The SMT organization and control of the school safety policy will be successful in a situation where the SMT initiates that a session/s of all stakeholders with the principal in an *ex officio* capacity; to draft or review the safety policy annually or where there is urgency (cf. 5.6 Theme 5).

**Question 6: The educators are involved by the School Management Team when planning safety activities at our school**

**Table 6.18: The involvement of teachers in planning safety activities (n=100)**

|  | Frequency | Percent | Valid percent | Cumulative percent |
|---|---|---|---|---|
| Strongly agree | 14 | 15.6 | 15.9 | 15.9 |
| Agree | 44 | 48.9 | 50.0 | 65.9 |
| Strongly disagree | 15 | 16.7 | 17.0 | 83.0 |
| Disagree | 15 | 16.7 | 17.0 | 100.0 |
| Total | 88 | 97.8 | 100.0 |  |
| Total | 90 | 100.0 |  |  |

In as far as the involvement of the teachers by the SMT is concerned, a combined frequency of 58; and 64.5% showed that the majority of the teachers agreed that they were involved by the SMT and were considered when planning of safety activities at their schools took place. The ±disagreeqresponses were just below the latter at a frequency of 30; and 33.4 %.

Involvement in this respect would be engagement where the teachers were represented during the drafting, amendment or revision of the schoolqs safety policy (cf. 5.6 Theme 5: Revision and amendment of the school safety policy where necessary and possible at the end of every academic year).

**Question 7: Our principal deals effectively with absenteeism**
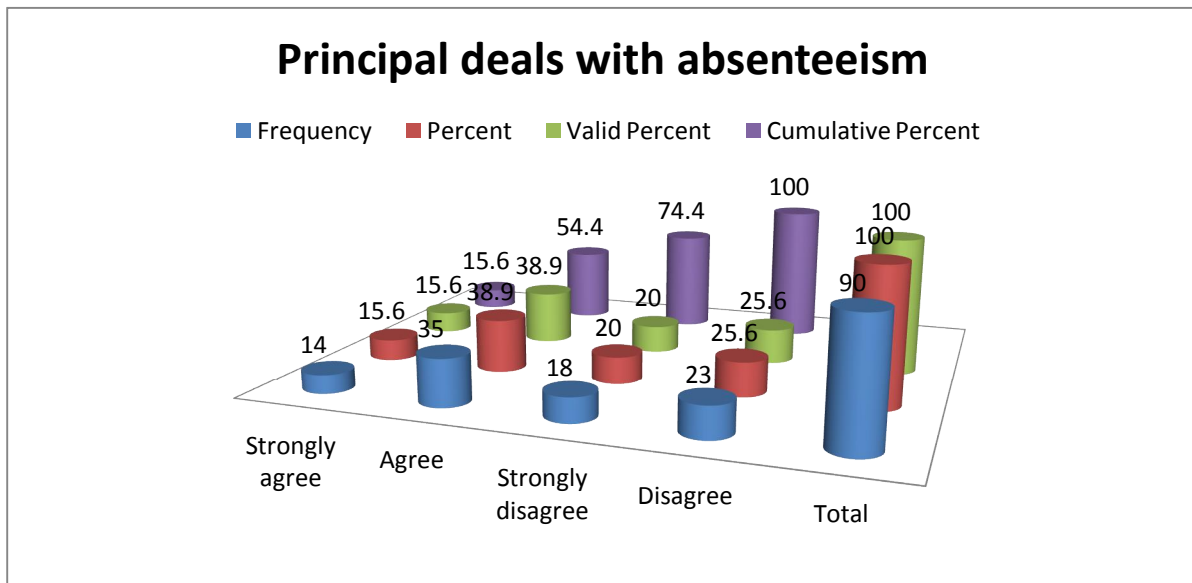


**Figure 6.18: The principal deals effectively with absenteeism (n=100)**

In as far as the absenteeism of teachers was concerned, the participants held the following opinions: Those who agreed were at a frequency of 49, a percentage figure of 54.5. The participants who disagreed were at the frequency rate of 41, and 45.6%. The majority of the participants, therefore, agreed that the township secondary school principals were effective in dealing with the absenteeism of teachers.

In the school B and C focus groups the learners said that when the teachers were on strike or absent from school a noise erupted from the classes, which disrupted the quiet time that might have been used to study. During such chaos situations it was unsafe as it was probable that the learners would fight (cf. 5.3.7 Teachersq strikes/protests).

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**Question 8: The educators, the non-educators, the parents and the learners have a role to play in formulating a school safety policy at our school**
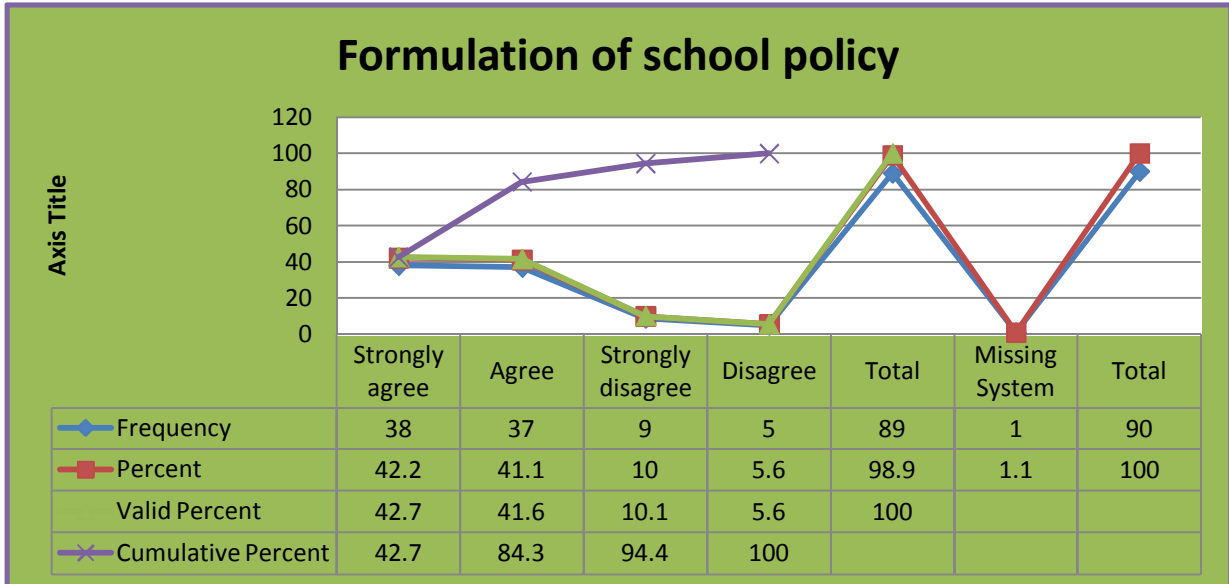


**Figure 6.19: The educators', non-educators', the parents' and the learners' role in the formulation of a safety policy (n=100)**

The respondents agreed that the teachers, the non-teaching staff and the learners all have a role to play in the formulation of the school¢s safety policy. The =agreeq responses dominated at a frequency of 75; and 83.3%. The respondents who disagreed were at a frequency of 14; and 15.6 %. The =agreeq responses scored the highest.

The focus group in school A emphasized the representation by the RCL during discussions on the school policy and its formulation. In school B, learner A said that the parents and the staff members could make valuable inputs (cf. 5.4 Theme 3: The role played by the non-teaching staff, Parents and learners in the formulation of the school safety policy).

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**Question 9: Strict rules are needed to enforce safety procedures at our school**

**Table 6.19: Strict rules are needed to enforce safety procedures (n=100)**

|  | Frequency | Percent | Valid percent | Cumulative percent |
|---|---|---|---|---|
| Strongly agree | 31 | 34.4 | 35.2 | 35.2 |
| Agree | 43 | 47.8 | 48.9 | 84.1 |
| Strongly disagree | 9 | 10.0 | 10.2 | 94.3 |
| Disagree | 5 | 5.6 | 5.7 | 100.0 |
| Total | 88 | 97.8 | 100.0 | |
| Total | 90 | 100.0 | | |

The respondents agreed at a frequency of 74; and 82.2% that strict rules are needed to enforce safety procedures at school. The =disagreeq responses were at a frequency of 14, and 15.6%.

The checklist for the reasonable and appropriate use of force could be used to enforce learner compliance to the school safety policy. The implementation of such a procedure could be discussed and agreed upon during the school policy formulation session/s where all the stakeholders in the school would be present (cf. 5.4 Theme 3).

**Question 10: Violence can be overcome at our school**

**Table 6.20: Violence can be overcome (n=100)**

|  | Frequency | Percent | Valid percent | Cumulative percent |
|---|---|---|---|---|
| Strongly agree | 30 | 33.3 | 33.7 | 33.7 |
| Agree | 45 | 50.0 | 50.6 | 84.3 |
| Strongly disagree | 7 | 7.8 | 7.9 | 92.1 |
| Disagree | 7 | 7.8 | 7.9 | 100.0 |
| Total | 89 | 98.9 | 100.0 | |
| Total | 90 | 100.0 | | |

Violence can be overcome at schools when there are safety policies and procedures in place to deal with violence. The ±agree±responses were at a frequency rating of 75; 83.3 %. The ±disagree±responses were at a frequency rating of 14; and 15.6%.

In School A the learners said the school should ensure that all the learners are in school uniform, the reason being to avoid the possibility of some learners wearing gang-identifying clothes. The learners said that the use of sensors would be ideal when a search was conducted.

In School C the non-teaching staff member said the gates should be closed and the learners±bags searched for unlawful items on daily basis. The learners said the school should make the learners aware of the consequences of violent behaviour. The school safety sub-committee should see to it that the safety policy is in place and is applied.

In School D learners said that the parents or caregivers should be involved in order to help the school resolve conflicts between learners in different grades. In terms of their experience and expertise the teachers should provide the learners with knowledge and techniques on how to deal with violent situations on the school premises (cf. 5.5 Theme 4).

**Question 11: The school safety policy is to be revised and amended where possible at the end of every academic year**

**Table 6.21: Annual revision and amendment of the school safety policy (n=100)**

|  | Frequency | Percent | Valid percent | Cumulative percent |
|---|---|---|---|---|
| Strongly agree | 36 | 40.0 | 40.4 | 40.4 |
| Agree | 44 | 48.9 | 49.4 | 89.9 |
| Strongly disagree | 5 | 5.6 | 5.6 | 95.5 |
| Disagree | 4 | 4.4 | 4.5 | 100.0 |
| Total | 89 | 98.9 | 100.0 | |
| Total | 90 | 100.0 | | |

The majority of the responses in respect of the revision and amendment of the school policy is the sentiment that was also echoed by the focus group members. The majority agreed in a support of this move at a frequency of 80; and 88.9%. However, the ±disagreeqresponse was at a frequency rating of 9; and 10%.

In school A focus group members suggested the amendment of the rules and regulations on an annual basis. In school B the learners agreed that it was imperative for the safety policy to be revised to address the safety challenges. The focus group members in schools C and B pointed out that every year new challenges were encountered, so it was vital to amend the school policy (cf. 5.6 theme 5).

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**Question 12: There is a need for some kind of procedure for safety**

**Table 6.22: Procedure for safety (n=100)**

|  | Frequency | Percent | Valid percent | Cumulative percent |
|---|---|---|---|---|
| Strongly agree | 33 | 36.7 | 37.1 | 37.1 |
| Agree | 46 | 51.1 | 51.7 | 88.8 |
| Strongly disagree | 5 | 5.6 | 5.6 | 94.4 |
| Disagree | 5 | 5.6 | 5.6 | 100.0 |
| Total | 89 | 98.9 | 100.0 |  |
| Total | 90 | 100.0 |  |  |

The majority of the respondents agreed at a frequency of 79; and 87.8% that there exists a need for some kind of method and procedure for safety. The respondents who disagreed were at a frequency of 10; and 11.2 %.

When police conduct searches on learners for drugs and weapons, they should recognize the learnersq right to human dignity in terms of Section 10 (Human Dignity), Chapter 2 of the Constitution of the RSA (1996), %Everyone has inherent dignity and the right to have their dignity respected and protected+ (Nieuwenhuis, 2007:91, 200, 212).

In School A the learners said that in searching, especially of girls by the police it has to be done with high levels of sensitivity not to invade their privacy. Learners said that the use of metal sensors would be ideal when a search is conducted. They added that if there was a suspicion that a learner.

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**Question 13: Learners who experience violence from other learners often retaliate by fighting**
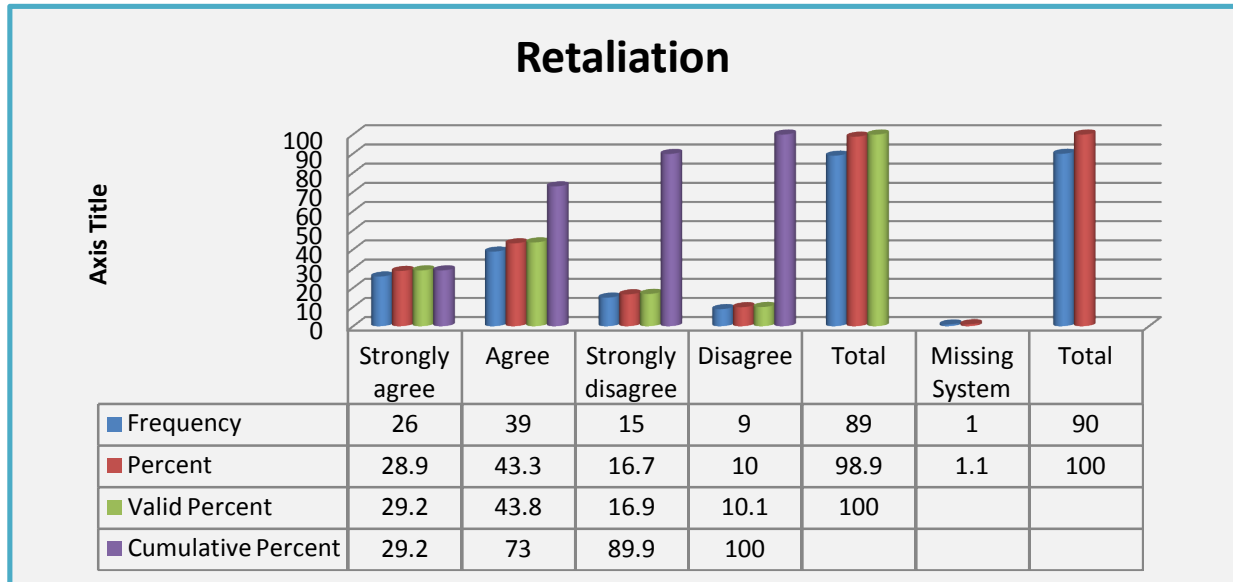


Figure 6.20: **Learners who experience violence from other learners often retaliate by fighting (n=100)**

The ±agreeq responses were at a frequency of 65; and 72.2%. The ±disagreeq responses that learners who experience violence from other learners often retaliate by fighting, were at a frequency of 24; and 26.7%.

It is not unusual in schools to have cases of learners who retaliate back from fellow learners by fighting. Learners engage in fights irrespective of their ages or physique.

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**Question 14: Learners who witness others fighting report it to the educator**



**Learners report fights to teachers**

| | Frequency | | Percent | | Valid Percent | Cumulative Percent | | |
|---|---|---|---|---|---|---|---|---|
| Strongly agree | 18 | | 20 | | 20.5 | 20.5 | | |
| Agree | 42 | | 46.7 | | 47.7 | 68.2 | | |
| Strongly disagree | 15 | | 16.7 | | 17 | 85.2 | | |
| Disagree | 13 | | 14.4 | | 14.8 | 100 | | |
| Total | 88 | | 97.8 | | 100 | | | |
| System | 2 | | 2.2 | | | | | |
| Total | | 90 | | 100 | | | | |
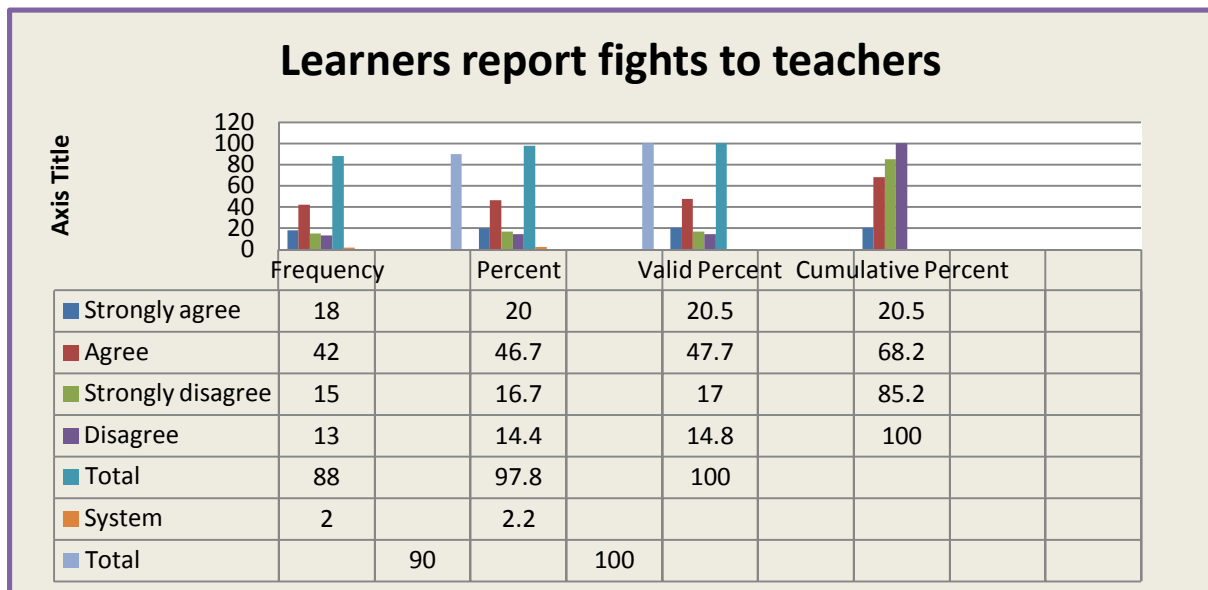
**Figure 6.21: Learners who witness others fighting report it to the educators (n=100)**

The respondents, with a frequency of 60; and 66.7 agreed that learners who witness others fighting report it to the teachers. The ±disagreeq responses were at a frequency of 28; and 31.1%.

At school learners will report fights, for the reason that the policy of the school does not allow such behaviour. In addition, learners may report fighting because they sympathize with the one they thought was reluctant to fight but who had no alternative to defend himself/herself.

In a school where the safety policy is effective there are procedures in place to deal with the situation.

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**Question 15: The learners fear reporting cases of harassment by fellow learners**

**Table 6.23: Fear of reporting cases of harassment (n=100)**

|  | Frequency | Percent | Valid percent | Cumulative percent |
|---|---|---|---|---|
| Strongly agree | 19 | 21.1 | 21.8 | 21.8 |
| Agree | 37 | 41.1 | 42.5 | 64.4 |
| Strongly disagree | 16 | 17.8 | 18.4 | 82.8 |
| Disagree | 15 | 16.7 | 17.2 | 100.0 |
| Total | 87 | 96.7 | 100.0 | |
| Total | 90 | 100.0 | | |

The majority of the respondents agreed at a frequency of 56; and 62.2% that the learners fear to report cases of harassment by fellow learners. The ±disagreeq responses were at a frequency of 31; and 34.5%. This is serious as some of these cases may range from bullying, sexual harassment and assault, to threats from gang members. A correlation existed here with serious concerns raised in the focus groups, particularly at school B where a girl had to hide in the school buildings after school because some gang members were waiting for her (cf. 5.3.2 Gangsterism).

**SECTION E: THE EFFECT OF AN UNSAFE SCHOOL ENVIRONMENT ON THE EDUCATORS**

**Indicate to what extent you agree/disagree with each of the following statements**

**Question 1: Substitute educators are appointed when the permanent educators are absent for more than three months**

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**Table 6.24: Appointment of substitute teachers in relief posts (n=100)**

|  | Frequency | Percent | Valid percent | Cumulative percent |
|---|---|---|---|---|
| Strongly agree | 35 | 38.9 | 39.3 | 39.3 |
| Agree | 34 | 37.8 | 38.2 | 77.5 |
| Disagree | 14 | 15.6 | 15.7 | 93.3 |
| Strongly disagree | 6 | 6.7 | 6.7 | 100.0 |
| Total | 89 | 98.9 | 100.0 | |
| Total | 90 | 100.0 | | |

This was true in respect of the North-West Department of Basic Education. Substitute teachers were appointed when the permanent educators were absent for more than three months The ±agreeɋresponses were at a frequency of 69; and 76.7 %, while the ±disagreeɋresponses were at a frequency of 20; and 22.3.

The challenge was when the learners were left untaught during certain periods because there school was waiting for the teacher. The learners may sneak out of the school premises to indulge in alcohol consumption or drugs. When such a class is the last period of the day, the learners may even leave school early.

**Question 2: Quite often educators have to cope with more than one person's workload**

**Table 6.25: Quite often educators have to cope with more than one person's workload (n=100)**

|  | Frequency | Percent | Valid percent | Cumulative percent |
|---|---|---|---|---|
| Strongly agree | 31 | 34.4 | 34.8 | 34.8 |
| Agree | 34 | 37.8 | 38.2 | 73.0 |
| Disagree | 15 | 16.7 | 16.9 | 89.9 |
| Strongly disagree | 9 | 10.0 | 10.1 | 100.0 |
| Total | 89 | 98.9 | 100.0 | |
| Total | 90 | 100.0 | | |

In many cases the teachers were overloaded with work because the post provisioning model (PPM) allocated only a limited number of posts to the school (Employment of Educators Act, no.76 of 1998, Chapter 2:5 (a)). The majority of township schools were, as a result, faced with the challenge of overcrowding due to the high learner-teacher ratio. The ₌agree₌responses supported the above view at a frequency of 65; and 72.2%; while the ₌disagree₌responses were at a frequency of 24; and 26.7.

The situation contributes to the learners to becoming rowdy when the teacher is presenting a lesson to the class. This chaos might cause the teachers to become frustrated and administer corporal punishment to reinstate order. The learners, on the other hand, might resist corporal punishment by physically fighting with the teacher, and thereby placing the safety of both the teacher and the learner at stake.

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**Question 3: Educators who are absent without permission get leave without pay from the North-West Department of Education**

**Table 6.26: Absent teachers get leave without pay (n=100)**

|  | Frequency | Percent | Valid percent | Cumulative percent |
|---|---|---|---|---|
| Strongly agree | 29 | 32.2 | 32.6 | 32.6 |
| Agree | 41 | 45.6 | 46.1 | 78.7 |
| Disagree | 12 | 13.3 | 13.5 | 92.1 |
| Strongly disagree | 7 | 7.8 | 7.9 | 100.0 |
| Total | 89 | 98.9 | 100.0 | |
| Total | 90 | 100.0 | | |

The principals are, by virtue of their appointment, considered as representatives of the Department of Basic Education in their schools. They are expected to recommend leave with pay, and where inappropriate, recommend leave without pay when dealing with teacher absence from school. The respondents agreed at a frequency of 70; and 77.8% that leave without pay is usually implemented by the principals in respect of teachers who are unnecessarily absent from work. The respondents who disagreed with the statement were at a frequency rate of 19; 21.1 %.

**Question 4: Problems are experienced by educators when they have to take over the responsibilities of an absent colleague**

**Table 6.27: Taking responsibilities of an absent colleague (n=100)**

|  | Frequency | Percent | Valid percent | Cumulative percent |
|---|---|---|---|---|
| Strongly agree | 57 | 63.3 | 64.0 | 64.0 |
| Agree | 11 | 12.2 | 12.4 | 76.4 |
| Disagree | 18 | 20.0 | 20.2 | 96.6 |
| Strongly disagree | 3 | 3.3 | 3.4 | 100.0 |
| Total | 89 | 98.9 | 100.0 |  |
| Total | 90 | 100.0 |  |  |

The teachers may sometimes not be updated with the learning delivery programme of the colleague, unless the absent teacher had informed the person who would take over his/her duties with information on aspects of the syllabus.

The majority of the respondents indicated that they agreed at a frequency of 68; and 75.5%. The ±disagreeqresponses were at a frequency of 21; and 23.3%.

The teacher who takes over the responsibilities of the absent colleague needs to have the expertise and experience for the job. It is a challenge which the principal and the SMT should not fail to take into consideration when utilizing staff.

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**The heavy workload at school is caused by:**

**Question 5.1: The non-replacement of staff members**

**Table 6.28: The non-replacement of staff members (n=100)**

|                 | Frequency | Percent | Valid percent | Cumulative percent |
|-----------------|-----------|---------|---------------|--------------------|
| Definitely true | 61        | 67.8    | 68.5          | 68.5               |
| Usually true    | 14        | 15.6    | 15.7          | 84.3               |
| Sometimes true  | 13        | 14.4    | 14.6          | 98.9               |
| Not true        | 1         | 1.1     | 1.1           | 100.0              |
| Total           | 89        | 98.9    | 100.0         |                    |
| Total           | 90        | 100.0   |               |                    |

The issue of staff members not being replaced creates learning delivery problems for the school. It also disadvantages the learners in completing the syllabus timeously. The majority of the respondents cited the aforementioned statement as ±definitely trueqat a frequency of 61; and 67.8%. There was a 1.2% difference between the ±usually trueqand ±sometimes trueqresponses. Only 1.1% of the respondents asserted that it was ±not trueq

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**Question 5.2: Staff shortages**



**Staff Shortages**

| | Definitely True | Usually True | Sometimes True | Not true | Total | Missing System | Total |
|---|---|---|---|---|---|---|---|
| Frequency | 22 | 19 | 36 | 12 | 89 | 1 | 90 |
| Percent | 24.4 | 21.1 | 40 | 13.3 | 98.9 | 1.1 | 100 |
| Valid Percent | 24.7 | 21.3 | 40.4 | 13.5 | 100 | | |
| Cumulative Percent | 24.7 | 46.1 | 86.5 | 100 | | | |
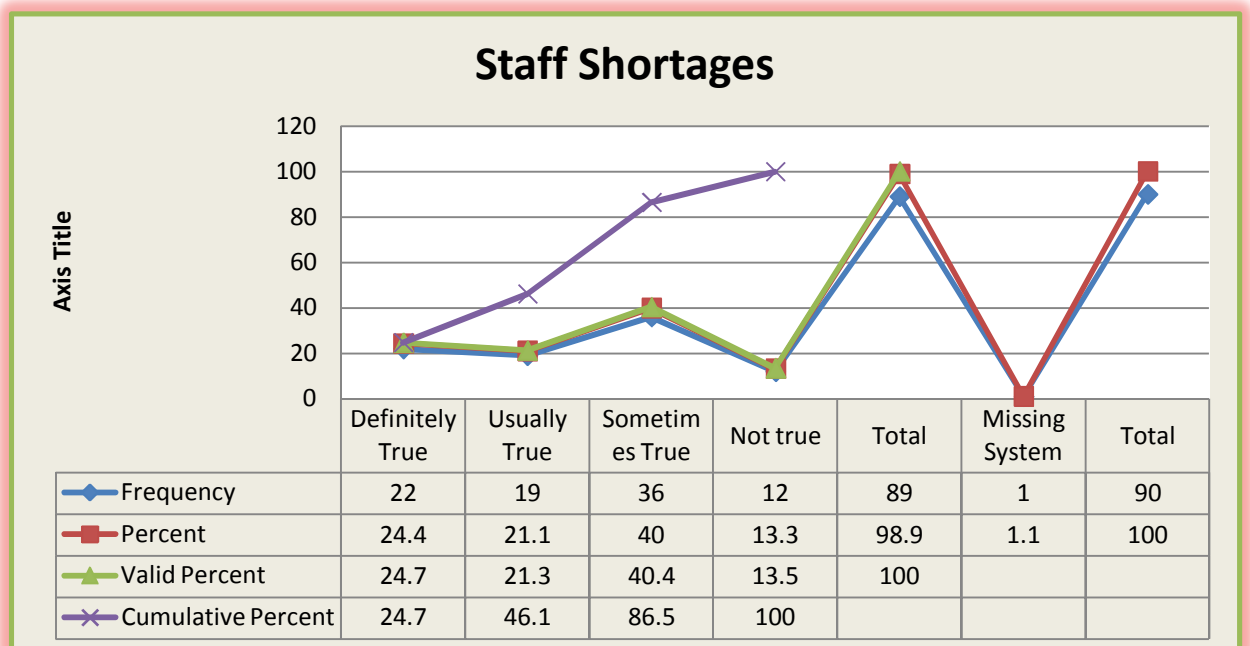
**Figure 6.22: School staff shortages (n=100)**

The majority of the respondents indicated "sometimes true" responses at a frequency of 36; and 40%. The "definitely true" response was at a frequency of 22; and 24.4%. The 21.1% "usually true" response and the 13.3% "not true" response.

A school that has teaching staff shortages is likely to experience a problem of manpower in teaching and supervision of the learners.

**Question 5.3: The frequent absence of staff members**

**Table 6.29: The frequent absence of staff members (n=100)**

|  | Frequency | Percent | Valid percent | Cumulative percent |
|---|---|---|---|---|
| Definitely true | 31 | 34.4 | 34.8 | 34.8 |
| Usually true | 30 | 33.3 | 33.7 | 68.5 |
| Sometimes true | 26 | 28.9 | 29.2 | 97.8 |
| Not true | 2 | 2.2 | 2.2 | 100.0 |
| Total | 89 | 98.9 | 100.0 |  |
| Total | 90 | 100.0 |  |  |

The respondents indicated that the frequent absence of teachers from school was a challenge and ±definitely trueq which occurred at a frequency of 31; and 34.4%. The ±usually trueqresponses at a frequency of 30; and 33.3 percent. ±Sometimes trueqat 26 frequency and 28.9% percent and ±not trueqat a frequency of 2 and 2.2% percent.

The frequent  absence of staff members was usually due to illness, protests and marches, and other reasons, ranging from absence due to personal commitments to habitual absenteeism. The teachers who were habitually absent needed to be referred to the Employee Assistance Unit of the North-West Department of Basic Education for counseling.

**Indicate the extent to which educators experience each of the following feelings for having to carry a heavy workload:**

**Question 6.1: Decreased interest**

**Table 6.30: Decreased interest of teachers (n=100)**

|  | **Frequency** | **Percent** | **Valid percent** | **Cumulative percent** |
|---|---|---|---|---|
| Always | 35 | 38.9 | 39.3 | 39.3 |
| often | 25 | 27.8 | 28.1 | 67.4 |
| sometimes | 26 | 28.9 | 29.2 | 96.6 |
| Never | 3 | 3.3 | 3.4 | 100.0 |
| Total | 89 | 98.9 | 100.0 | |
| Total | 90 | 100.0 | | |

The respondents regarded the heavy workload of teachers as a leading factor to a decrease in interest in the teaching profession(Chisholm, Hoadley, Kivulu, Brookes, Prinsloo, Kgobe, Mosia, Narsee & Rule, 2005:1, 3, 4). The ±always‡response in this instance was at a frequency of 35; and 38.9%. There was a difference of 1.1% between the ±often‡and ±sometimes‡responses. The ±never‡response was low at a frequency of 3; and 3.3%.

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**Question 6.2: Not coping**

**Table 6.31: Teachers Not coping (n=100)**

|  | Frequency | Percent | Valid percent | Cumulative percent |
|---|---|---|---|---|
| Always | 34 | 37.8 | 38.2 | 38.2 |
| Often | 26 | 28.9 | 29.2 | 67.4 |
| Sometimes | 25 | 27.8 | 28.1 | 95.5 |
| Never | 4 | 4.4 | 4.5 | 100.0 |
| Total | 89 | 98.9 | 100.0 | |
| Total | 90 | 100.0 | | |

The respondents indicated that the teachers who were ±alwaysqnot coping with their work at a frequency of 34; and 37.8%. The ±oftenqand ±sometimesqresponses had a 1.1% percent difference. The ±neverqresponses were at a frequency of 4; and 4.4 %. It is clear from the abovementioned responses that the majority of the teachers were not coping with the heavy workload.

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**Question 6.3: Frustrated**

**Table 6.32: Frustration among teachers (n=100)**

|  | Frequency | Percent | Valid percent | Cumulative percent |
|---|---|---|---|---|
| Always | 6 | 6.7 | 6.7 | 6.7 |
| Often | 17 | 18.9 | 19.1 | 25.8 |
| Sometimes | 31 | 34.4 | 34.8 | 60.7 |
| Never | 35 | 38.9 | 39.3 | 100.0 |
| Total | 89 | 98.9 | 100.0 |  |
| Total | 90 | 100.0 |  |  |

Apart from the heavy workload the teachers have to cope with, the respondents indicated that the teachers are ±neverq frustrated, at a frequency of 35; and 38.9 %. The response that indicated that the teachers wereqsometimesqfrustrated was at a frequency of 31; and 34.4%. The ±oftenq response was at a frequency of 17; and 18.9%. The ±alwaysq response was at a frequency of 6; and 6.7%.

**Question 6.4: Comfortable with workload**

**Table 6.33: Teachers are not comfortable with heavy workload (n=100)**

|           | Frequency | Percent | Valid percent | Cumulative percent |
|-----------|-----------|---------|---------------|--------------------|
| Always    | 5         | 5.6     | 5.7           | 5.7                |
| often     | 21        | 23.3    | 24.1          | 29.9               |
| sometimes | 27        | 30.0    | 31.0          | 60.9               |
| Never     | 34        | 37.8    | 39.1          | 100.0              |
| Total     | 87        | 96.7    | 100.0         |                    |
| Total     | 90        | 100.0   |               |                    |

The respondents indicated, at the highest frequency of 34; and 37.8% that they were
±neverqcomfortable with their heavy workload at school(Chisholm, Hoadley, Kivulu,
Brookes, Prinsloo, Kgobe, Mosia, Narsee & Rule, 2005:1, 3, 4). Those who
answered ±sometimesqdid it at a frequency of 27; and 30.0%. Those who gave an
±oftenqresponse were at a frequency of 21; and 23.% percent. The ±alwaysq
comfortable group was the least at a frequency of 5; and 5.6%.

In the above table it is clear that because the teachers carry heavy workload at
times, they are not pleased about it.

The Post level1 teachers would not be comfortable when their workload exceeded
the expected percentage. They have a workload of 85% in class teaching in terms of
the Personnel Administration Measures (PAM), and therefore it makes them spend
more time in the classroom teaching. (Chisholm *et al*., 2005:1, 3, 4; National Policy
Act 27 of 1996,3:4(j); Government Gazette Volume 404 no. 19767 dated 18
February 1999).

Teachers who are overloaded have a challenge in satisfying the required standard of
learner performance assessment during the academic year and at the end of the
academic year. They spend more time marking and recording marks of tasks.

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**Question 6.5: Motivated**

**Table 6.34: Influence of workload on teacher motivation (n=100)**

|  | Frequency | Percent | Valid percent | Cumulative percent |
|---|---|---|---|---|
| Always | 8 | 8.9 | 9.1 | 9.1 |
| Often | 18 | 20.0 | 20.5 | 29.5 |
| Sometimes | 39 | 43.3 | 44.3 | 73.9 |
| Never | 23 | 25.6 | 26.1 | 100.0 |
| Total | 88 | 97.8 | 100.0 | |
| Total | 90 | 100.0 | | |

At a frequency of 39; and 43.3% the respondents indicated that their motivation is ±sometimesqinfluenced by the workload. The respondents, at a frequency of 23; and 25.6% indicated that carrying a heavy workload has ±neverqmotivated them. Those who answered ±oftenq at a frequency of 18; and 20.0% responded that a heavy workload often affected their motivation. The ±alwaysqresponses at a frequency of 8; and 8.9% indicated that a heavy workload always influenced their job motivation.

**Question 6.6: Coping**

## Coping with heavy workload

| | Always | often | sometimes | Never | Total | Missing System | Total |
|---|---|---|---|---|---|---|---|
| ■ Frequency | 28 | 21 | 32 | 6 | 87 | 3 | 90 |
| ■ Percent | 31.1 | 23.3 | 35.6 | 6.7 | 96.7 | 3.3 | 100 |
| ■ Valid Percent | 32.2 | 24.1 | 36.8 | 6.9 | 100 | | |
| ■ Cumulative Percent | 32.2 | 56.3 | 93.1 | 100 | | | |
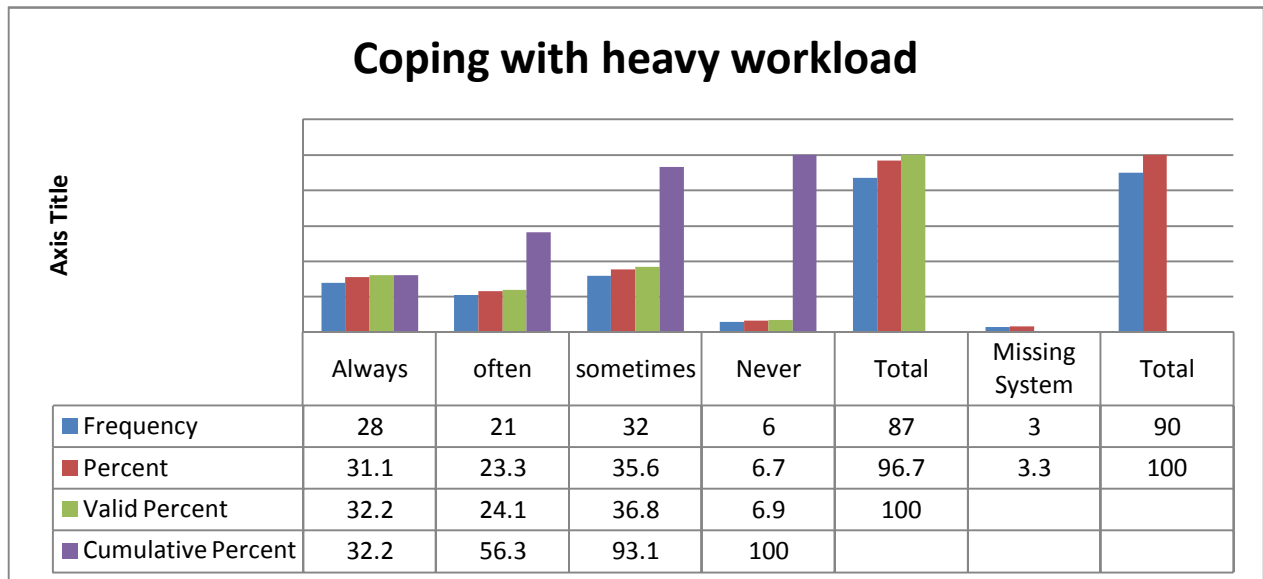
**Figure 6.23: Teachers are coping with heavy workload (n=100)**

At a frequency of 32; and 35.6% the participants indicated that their coping with a heavy workload was ±sometimesqa challenge. The second group viewed coping with a heavy workload as ±alwaysqa challenge to them. The ±alwaysqresponses at a frequency of 28; and 31.1% confirmed this. The third group of respondents cited a heavy workload as ±oftenqa challenge for them at a frequency of 21; and 23.3%. Those who answered ±neverqwere the lowest group at a frequency of 6; and 6.7%.

The responses indicate that the teachers try to cope and adapt to the heavy workload allocated to them as they perhaps hoped that more teachers would be employed or transferred to their schools. In the meantime they complain about not coping with their heavy workload, while they expected by School Management to comply with teaching more classes given to them (Chisholm, Hoadley, Kivulu, Brookes, Prinsloo, Kgobe, Mosia, Narsee & Rule, 2005:1, 3, 4).

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## Question 6.7: Feeling like resigning
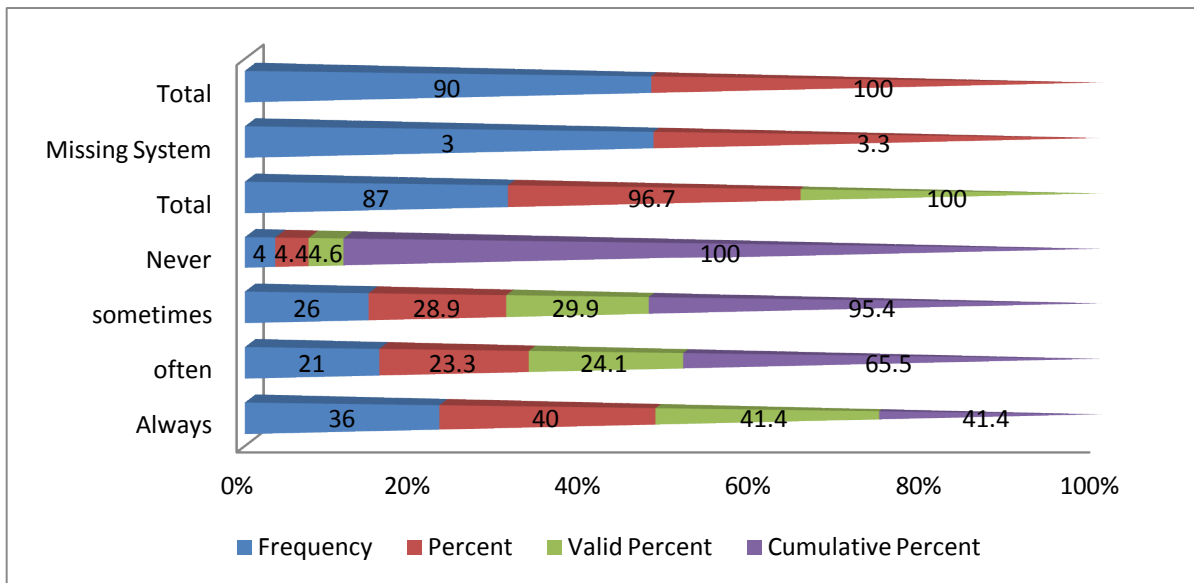


**Figure 6.24: Teachers' feelings on resignation due to heavy workload (n=100)**

Respondents indicated, at a frequency of 36; and 40 that their heavy workload always made them feel like resigning from their jobs as teachers. At a frequency of 26; and 28.9% the respondents replied that their heavy workload made them ±sometimesqto feel like resigning from the education system. Those who ±oftenqfelt like resigning due to their heavy workload were at a frequency of 21; and 23.3%. The respondents who ±neverqfelt like resigning were the lowest at a frequency of 44; and 4.6%.

The respondents who never felt like resigning were representatives of the group with binding home commitments. They had no choice but to carry the burden of the heavy workload. Or, they may be near retirement, or the breadwinners in their households.

The group that always felt like resigning was dominant, which calls upon the North-West Province Department of Basic Education to address issues of the heavy workload of the teachers, otherwise they may lose teachers in scarce subjects due to resignations.

**Question 6.8: Low morale**



**Low morale**

| | Valid | | | | | System | Total |
|---|---|---|---|---|---|---|---|
| | Always | often | sometimes | Never | Total | Missing | |
| Frequency | 23 | 18 | 38 | 8 | 87 | 3 | 90 |
| Percent | 25.6 | 20 | 42.2 | 8.9 | 96.7 | 3.3 | 100 |
| Valid Percent | 26.4 | 20.7 | 43.7 | 9.2 | 100 | | |
| Cumulative Percent | 26.4 | 47.1 | 90.8 | 100 | | | |
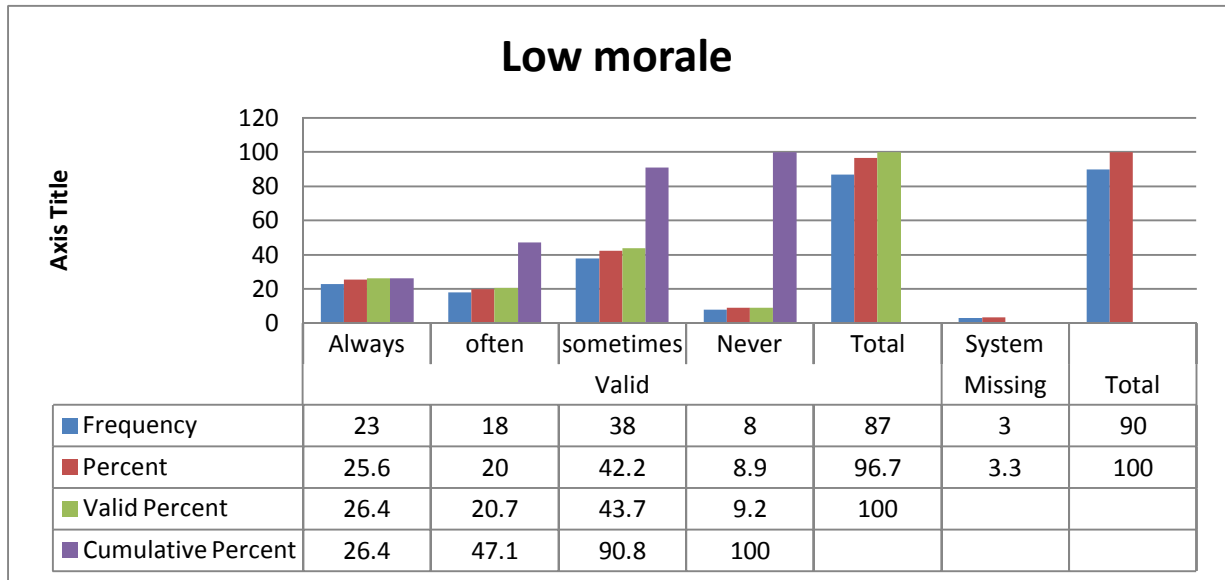
**Figure 6.25: The heavy workload causes a low morale (n=100)**

The respondents indicated that a low morale sometimes, at a frequency of 38; and 42.2% was caused by their heavy workload. The second group of respondents cited a heavy workload at a frequency of 23; and 25.6% as always the cause of their low morale. At a frequency of 18; and 20.0% the respondents indicated that a heavy workload often contributed to their low morale. Only a small number, at a frequency of 8; and 8.9% indicated that their heavy workload never caused a low morale.

**Question 6.9: Negative feelings**



**Negative feelings**

| | Always | often | someti mes | Never | Total | Missing System | Total |
|---|---|---|---|---|---|---|---|
| ■ Frequency | 5 | 31 | 29 | 22 | 87 | 3 | 90 |
| ■ Percent | 5.6 | 34.4 | 32.2 | 24.4 | 96.7 | 3.3 | 100 |
| ■ Valid Percent | 5.7 | 35.6 | 33.3 | 25.3 | 100 | | |
| ■ Cumulative Percent | 5.7 | 41.4 | 74.7 | 100 | | | |
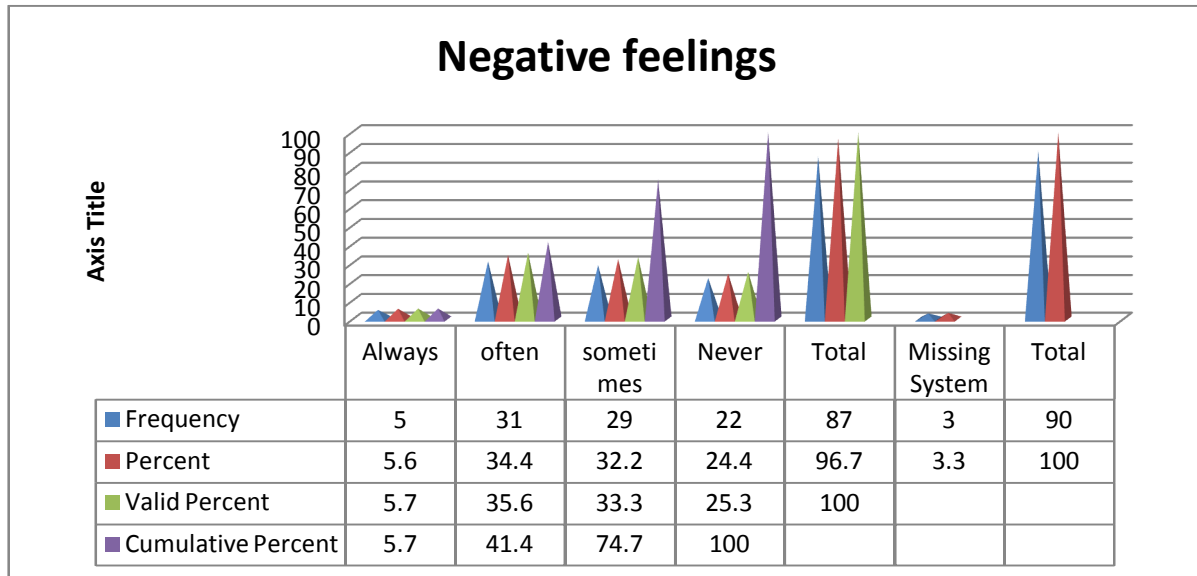
**Figure 6.26: Negative feelings and the heavy workload of teachers (n=100)**

The respondents indicated that their heavy workload aroused feelings of negativity in the teachers. The ±often responses were at a frequency of 31; and 34.4% percent. The group who answered ±sometimes were at frequency of 29; and 32.2% percent. Those who indicated ±never were at a frequency of 22; and 24.4% percent. The ±always responses were at a frequency of 5; and 5.6% percent.

Teachers who are overloaded would not enjoy job satisfaction, as a result that they would go home being tired, and most likely come to school feeling tired the following day. They would complain and become negative if the principal does not do anything concrete to address the problem.

**SECTION F: THE INVOLVEMENT OF THE PARENTS IN SCHOOL SAFETY**

**Indicate to what extent you agree/disagree with each of the following statements**

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**Question 1: The support of the parents exists for the implementation of effective safety programmes**

**Table 6.35: Parents' support for the implementation of effective safety programmes (n=100)**

|  | Frequency | Percent | Valid percent | Cumulative percent |
|---|---|---|---|---|
| Strongly agree | 19 | 21.1 | 21.8 | 21.8 |
| Agree | 37 | 41.1 | 42.5 | 64.4 |
| Disagree | 22 | 24.4 | 25.3 | 89.7 |
| Strongly disagree | 9 | 10.0 | 10.3 | 100.0 |
| Total | 87 | 96.7 | 100.0 | |
| Total | 90 | 100.0 | | |

In a school the support given by the parents is important in the implementation of effective safety programmes. The parents should also support the school in the formulation of the school safety policy, its revision or amendment at the end of every academic year. In addition, the parents should assist in monitoring their children in the morning when they come to school to ensure that they are not bringing weapons to school.

The majority of the respondents agreed at a frequency of 56; and 62.2% that the support of the parents exists for the implementation of effective safety programmes. The respondents who disagreed with the aforementioned statement were a frequency of 31; and 34.4%.

The SGB is the parents' representative body that serves the best interests of the school. They play a role in the formulation, revision and amendment of the safety policy, as mentioned by the focus group members in Chapter 5 (cf.5.4 Theme 3: The role played by the non-teaching staff, the parents and the learners in the formulation of the school's safety policy).

**Question 2: The North-West Department of Education is fully aware that our school needs guidance in dealing with learner safety**

**Table 6.36:The North-West Department of Education is aware that schools need guidance to deal with learner safety (n=100)**

|  | Frequency | Percent | Valid percent | Cumulative percent |
|---|---|---|---|---|
| Strongly agree | 6 | 6.7 | 7.0 | 7.0 |
| Agree | 26 | 28.9 | 30.2 | 37.2 |
| Disagree | 24 | 26.7 | 27.9 | 65.1 |
| Strongly Disagree | 30 | 33.3 | 34.9 | 100.0 |
| Total | 86 | 95.6 | 100.0 | |
| Total | 90 | 100.0 | | |

The respondents indicated, at a frequency of 54; and 60% that they disagreed that the North-West Department of Education was aware that their school needs guidance in dealing with learner safety. Those who agreed that the North-West Department of Basic Education was fully aware that their school needed guidance to deal with learner safety were at a frequency of 32; and 35.6%. This implies that the majority of the teachers had the perception that the North-West Department of Basic Education needs to be engaged in efforts to deal with safety problems and challenges in township schools.

Principals should avail policy documents and encourage teachers to read about policies of the Department of Basic Education. For example, teachers should know that they should refrain from administering corporal punishment as it is the constitutional right of learners to be taught in an environment that is free from fear and violence.

**Question 3: The SGB has allocated funds from the school budget for the educators' in-service training workshops on safety**

**Table 6.37: SGB has budgeted for the teachers' in-service training (n=100)**

|  | Frequency | Percent | Valid percent | Cumulative percent |
|---|---|---|---|---|
| Strongly agree | 4 | 4.4 | 4.6 | 4.6 |
| Agree | 33 | 36.7 | 37.9 | 42.5 |
| Disagree | 26 | 28.9 | 29.9 | 72.4 |
| Strongly disagree | 24 | 26.7 | 27.6 | 100.0 |
| Total | 87 | 96.7 | 100.0 |  |
| Total | 90 | 100.0 |  |  |

The majority of the respondents, at a frequency of 50; and 55.6%, disagreed that the School Governing Body had allocated funds from the school budget for teacher in-service training workshops on safety. The respondents who agreed were at a frequency of 37; and 41.1%. The large number of respondents who opted to disagree clearly shows that the SGB might not have informed the teachers that the funds had been allocated for the workshops.

In every school, when the budget is drafted, funds are allocated for staff training and development. It is by means of these funds that transport would be paid and catering provided.

**Question 4: The North-West Department of Education has budgeted for the educators' in-service training regarding school safety**

**Table 6.38: The North-West Department of Education has budgeted for the educators' in-service training on school safety (n=100)**

|  | Frequency | Percent | Valid percent | Cumulative percent |
|---|---|---|---|---|
| Strongly agree | 11 | 12.2 | 12.8 | 12.8 |
| Agree | 31 | 34.4 | 36.0 | 48.8 |
| Disagree | 25 | 27.8 | 29.1 | 77.9 |
| Strongly disagree | 19 | 21.1 | 22.1 | 100.0 |
| Total | 86 | 95.6 | 100.0 | |
| Total | 90 | 100.0 | | |

Safety should be a priority in the schools and funds need to be allocated to train the teachers about safety. The teachers agreed at a frequency of 42; and 46.6% with this statement. Those who disagreed are at a frequency of 44; and 48.9%.

At provincial level the Department holds school safety workshops and training in terms of the province's priorities. The North-West Department of Education takes the safety of the learners and the teachers seriously.

**Question 5: The North-West Department of Education makes concerted efforts to ensure the learners' participation in the safety initiative programmes at our school**

**Table 6.39: Learner participation in the safety programmes at school (n=100)**

|  | Frequency | Percent | Valid percent | Cumulative percent |
|---|---|---|---|---|
| Strongly agree | 10 | 11.1 | 11.4 | 11.4 |
| Agree | 33 | 36.7 | 37.5 | 48.9 |
| Disagree | 27 | 30.0 | 30.7 | 79.5 |
| Strongly disagree | 18 | 20.0 | 20.5 | 100.0 |
| Total | 88 | 97.8 | 100.0 | |
| Total | 90 | 100.0 | | |

The participants acknowledged the concerted efforts by the North-West Department of Basic Education to ensure that the learners take part in the safety initiative programmes at the schools. The respondents ±disagreeq at a frequency of 45; and 50.0%. The ±agreeq responses were at a frequency of 43; and 47.8%.

In the North West Province in South Africa learners at schools are once a year engaged in debates on issues of traffic safety. The engagement of learners shows the collaborative efforts between the North-West Province Department of Community Safety and Transport Management and school.

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**Question 6: The North-West Department of Education has developed an appropriate safety education programme for the educators**

**Table 6.40: The development of a safety education programme for teachers by the North-West Department of Education (n=100)**

|  | Frequency | Percent | Valid percent | Cumulative percent |
|---|---|---|---|---|
| Strongly agree | 9 | 10.0 | 10.1 | 10.1 |
| Agree | 22 | 24.4 | 24.7 | 34.8 |
| Disagree | 29 | 32.2 | 32.6 | 67.4 |
| Strongly disagree | 29 | 32.2 | 32.6 | 100.0 |
| Total | 89 | 98.9 | 100.0 |  |
|  | 90 | 100.0 |  |  |

The programme is assumed to regulate safety in the schools in the North-West Department of Basic Education. The ±disagreeq response was at a frequency rate of 58; and 64.4%. The ±agreeq response was at a frequency rate of 31; and 34.4 %.

The majority of the respondents who disagreed indicated that they were not aware of the safety education programme for teachers initiated by the North-West Department of Education.

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**Question 7: The North-West Department of Education does enough to protect the educators and the learners who may be possible victims in unsafe school environments**

**Table 6.41: The protection of possible victims in an unsafe school environment (n=100)**

|  | Frequency | Percent | Valid percent | Cumulative percent |
|---|---|---|---|---|
| Strongly agree | 4 | 4.4 | 4.5 | 4.5 |
| Agree | 28 | 31.1 | 31.5 | 36.0 |
| Disagree | 34 | 37.8 | 38.2 | 74.2 |
| Strongly disagree | 23 | 25.6 | 25.8 | 100.0 |
| Total | 89 | 98.9 | 100.0 | |
| Total | 90 | 100.0 | | |

The respondents indicated that the North-West Provincial Department of Education was not doing enough to protect the teachers and the learners who may be victims in unsafe school environments. The ±disagree‗ responses were at a frequency of 57; and 63.4%. The ±agree‗ responses were at a frequency of 32; and 35.5%.

The safety policy in the North West schools would indicate under which circumstances the police should be called in. This would include the principal having evidence for a reasonable suspicion that weapons were brought into the school premises. However learners in the focus groups indicated that the police have the capability to protect them (cf. 5.9 Theme 8).

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**Question 8: There exists co-ordination between the North-West Department of Education and our school concerning safety**

**Table 6.42: The Department of Education co-ordinates safety at school (n=100)**

|  | Frequency | Percent | Valid percent | Cumulative percent |
|---|---|---|---|---|
| Strongly agree | 6 | 6.7 | 6.9 | 6.9 |
| Agree | 23 | 25.6 | 26.4 | 33.3 |
| Disagree | 35 | 38.9 | 40.2 | 73.6 |
| Strongly disagree | 23 | 25.6 | 26.4 | 100.0 |
| Total | 87 | 96.7 | 100.0 |  |
| Total | 90 | 100.0 |  |  |

The quality of the co-ordination between the North-West Department of Education and schools concerning safety received a ±disagreeqresponse at a frequency of 58; and 64.5%. The ±agreeqresponse was at a frequency of 29; and 32.3%.

The North-West Department of Education has an Educational Management, Development and Governance Unit (EMDG) that supports the schools on issues of governance. The EMGD is based at Area offices of all districts in the North West Province and advises the schools to democratically and procedurally elect the RCL and the SGB. In addition, EMDG services are accessible and the unit visit the schools to render support. The responses therefore reveal that EMDG support in guiding schools to take safety seriously and make teachers aware of this effort will be preferable.

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**Question 9: The North-West Department of Education plays an important role in funding our school's safety programmes**

**Table 6.43: The North-West Department of Education plays a role in funding our school's safety programmes (n=100)**

|  | Frequency | Percent | Valid percent | Cumulative percent |
|---|---|---|---|---|
| Strongly agree | 8 | 8.9 | 9.0 | 9.0 |
| Agree | 32 | 35.6 | 36.0 | 44.9 |
| Disagree | 29 | 32.2 | 32.6 | 77.5 |
| Strongly disagree | 20 | 22.2 | 22.5 | 100.0 |
| Total | 89 | 98.9 | 100.0 | |
| Total | 90 | 100.0 | | |

The ±disagreeq responses dominated at a frequency rate of 49; and 54.4%. The ±agreeqresponses were at a frequency rate of 40; and 44.5%. The responses show that many teachers did not believe that the North-West Department of Basic Education plays an important role in funding their schoolœ safety programmes.

The Department of Basic Education in South Africa (SA) provincially allocate funds to schools from the National Treasury. In every S.A school, the School Governing bodies administer the funds allocated which include budget on school safety. It resonate Section 8 of the SASA, Act no. 84 (1996), which stipulates that School Governing Bodies must adopt a code of conduct for learners, in consultation with the stakeholders, which include the learners, the parents and the teachers of the school (Veriava, 2014:25). It is assumed that the code of conduct for learners will be formulated during school policy drafting or revision sessions were school funds are been utilized.

**SECTION G: THE INCLUSION OF SAFETY IN THE SCHOOL CURRICULUM**

**Indicate to what extent you agree/disagree with each of the following statements**

**Question 1: Topics of safety are well-taught at our school**

**Table 6.44: Topics on safety are well-taught at school (n=100)**

|  | **Frequency** | **Valid percent** | **Cumulative percent** |
|---|---|---|---|
| Strongly agree | 3 | 3.4 | 3.4 |
| Agree | 24 | 27.0 | 30.3 |
| Disagree | 37 | 41.6 | 71.9 |
| Strongly disagree | 25 | 28.1 | 100.0 |
| Total | 89 | 100.0 | |
| Total | 90 | | |

The majority of the respondents disagreed at a frequency of 62; and 69.7% that topics of safety are well-taught at their school, while the ±agreeɋresponses are at a frequency of 27; and 30,4%.

It is presumed that through safety topics from Life Orientation the content on safety can be taught at school. The respondents were justified in disagreeing with that because safety was not taught in their schools as a separately subject in the curriculum.

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## Question 2: Intensive in-service training programmes for safety are implemented

**Table 6.45: The implementation of in-service training programmes (n=100)**

|  | Frequency | Percent | Valid percent | Cumulative percent |
|---|---|---|---|---|
| Strongly agree | 4 | 4.4 | 4.5 | 4.5 |
| Agree | 27 | 30.0 | 30.3 | 34.8 |
| Disagree | 29 | 32.2 | 32.6 | 67.4 |
| Strongly disagree | 29 | 32.2 | 32.6 | 100.0 |
| Total | 89 | 98.9 | 100.0 | |
| Total | 90 | 100.0 | | |

The implementation of in-service training programmes on safety for teachers is a way to train them on how to avert dangerous situations from taking place. The ultimate aim of training is to capacitate the teachers to promote their own safety and that of the learners in the schools as they act *in loco parentis.*

The respondents who disagreed were at a frequency of 58; and 64.4%. The ±agreeq responses were at a frequency of 31; and 34.4%.

**Question 3: Staff development programmes are in place for educators who have to cope with a low morale**

**Table 6.46: Staff development programmes help the teachers with a low morale (n=100)**

|  | Frequency | Percent | Valid percent | Cumulative percent |
|---|---|---|---|---|
| Strongly agree | 3 | 3.3 | 3.4 | 3.4 |
| Agree | 38 | 42.2 | 43.2 | 46.6 |
| Disagree | 28 | 31.1 | 31.8 | 78.4 |
| Strongly disagree | 19 | 21.1 | 21.6 | 100.0 |
| Total | 88 | 97.8 | 100.0 |  |
| Total | 90 | 100.0 |  |  |

The respondents disagreed that staff development programmes were in place for educators who have to cope with a low morale, at a frequency of 47; and 52.2%. The ±agreeɋresponse was at a frequency of 41; and 45.5%.

The National Department of Basic Education in SA has engaged teachers in one day in-service training in Continuous Professional Teacher Development (CPTD). In a cohort (in a three year cycle) for principals and deputy Principals since January 2014, followed by CPTD cycle for Head of Departments (HoDɋs) in schools in January 2014. The cycle for post level one teachers started in January 2016. The development program was spearheaded by SACE, and teachers are awarded Professional Development (PD) points, and receive a bronze (150-199 points), a silver (200-299) or a gold (300 points and above) certificate in recognition of their efforts to develop professionally (South African Council for Educators Act, no.31 of 2000:5b(iv)). Perhaps the number would rise as the teachers are trained and participate in their own development.

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**Question 4: School-based activities such as guidance and counseling are arranged to address safety matters**

**Table 6.47: School-based activities (n=100)**

|  | Frequency | Percent | Valid percent | Cumulative percent |
|---|---|---|---|---|
| Strongly agree | 17 | 18.9 | 19.3 | 19.3 |
| Agree | 46 | 51.1 | 52.3 | 71.6 |
| Disagree | 19 | 21.1 | 21.6 | 93.2 |
| Strongly disagree | 6 | 6.7 | 6.8 | 100.0 |
| Total | 88 | 97.8 | 100.0 | |
| Total | 90 | 100.0 | | |

The highest number of respondents agreed that school-based activities such as guidance and counseling were arranged to address safety matters. The ±agree∓ rating was at the frequency of 63; and 70%. The ±disagree∓ responses were at a frequency of 25; and 27.8%.

The Employee Assistance Unit at every Area Office provides counseling to the employees of the North-West Department of Basic Education on a range of matters relating to their work. Perhaps the standard of service rendered might have influenced the responses given.

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**Question 5: Topics on safety and safety promotion are included as Life Orientation subjects**

**Table 6.48: Life Orientation and safety promotion topics (n=100)**

|  | Frequency | Percent | Valid percent | Cumulative percent |
|---|---|---|---|---|
| Strongly agree | 6 | 6.7 | 6.8 | 6.8 |
| Agree | 28 | 31.1 | 31.8 | 38.6 |
| Disagree | 34 | 37.8 | 38.6 | 77.3 |
| Strongly disagree | 20 | 22.2 | 22.7 | 100.0 |
| Total | 88 | 97.8 | 100.0 | |
| Total | 90 | 100.0 | | |

Safety topics and safety promotion in schools are included in Life Orientation. The respondents disagreed with the statement in more numbers at a frequency of 54; and 60%. The respondents agreed at a frequency of 34; and 37.8%.

The respondents were justified to disagree in large numbers because not all the teachers teach Life Orientation. Some have taught it in the past, while others have never taught it. Teachers who are presently teaching Life Orientation, their assessment of the topics on safety and safety promotion would not easily convince stakeholders of its effectiveness due to the state of safety in schools.

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**Question 6: Extra-curricular activities are planned to address safety**

**Table 6.49: Extra-curricular activities address safety (n=100)**

|  | Frequency | Percent | Valid percent | Cumulative percent |
|---|---|---|---|---|
| Strongly agree | 5 | 5.6 | 5.7 | 5.7 |
| Agree | 27 | 30.0 | 30.7 | 36.4 |
| Disagree | 35 | 38.9 | 39.8 | 76.1 |
| Strongly disagree | 21 | 23.3 | 23.9 | 100.0 |
| Total | 88 | 97.8 | 100.0 | |
| Total | 90 | 100.0 | | |

The majority of the respondents disagreed at a frequency of 56; and 62.2% that thee extra-curricular activities were planned to address safety. Those with ₌agree₌ responses are lesser to the latter at a frequency of 32; and 35.6%.

In theme eight of Chapter 5 the learners in School D suggested that, based on their experience and expertise, the teachers should provide the learners with knowledge and techniques on how to deal with violent situations on the school premises.

In School C learner D suggested that the school introduces anger management programmes.

**Question 7: There is an in-depth coverage of safety and safety promotion topics at our school**

**Table 6.50: The coverage of safety and safety promotion topics (n=100)**

|  | Frequency | Percent | Valid percent | Cumulative percent |
|---|---|---|---|---|
| Strongly agree | 9 | 10.0 | 10.2 | 10.2 |
| Agree | 34 | 37.8 | 38.6 | 48.9 |
| Disagree | 29 | 32.2 | 33.0 | 81.8 |
| Strongly disagree | 16 | 17.8 | 18.2 | 100.0 |
| Total | 88 | 97.8 | 100.0 | |
| Total | 90 | 100.0 | | |

It is important that the school curriculum includes safety and safety topics in content. The ±disagreeqresponses stood at a recorded frequency of 45; and 50 %. The ±agreeq response was at a frequency of 43; and 47.8%. The reason the majority of the teachers disagreed with the statement could be that they believed that there should be a safety policy at school that deals with safety matters.

In school D, learner B said that there should be safety promotion plays at school to entertain the learners and so divert their attention away from involvement in violence (cf. Theme 8: Chapter 5).

**Question 8: The school curriculum is flexible and accommodates learners whose schooling is interrupted by violence**

**Table 6.51: The flexibility of the curriculum (n=100)**

|  | Frequency | Percent | Valid percent | Cumulative percent |
|---|---|---|---|---|
| Strongly agree | 10 | 11.1 | 11.5 | 11.5 |
| Agree | 30 | 33.3 | 34.5 | 46.0 |
| Disagree | 32 | 35.6 | 36.8 | 82.8 |
| Strongly disagree | 15 | 16.7 | 17.2 | 100.0 |
| Total | 87 | 96.7 | 100.0 | |
| Total | 90 | 100.0 | | |

The majority of the respondents seemed to disagree that the school curriculum is flexible and accommodates learners whose schooling is interrupted by violence. The ±disagreeqresponse was at a frequency of 47, and 52.3%. The ±agreeqresponse was at a frequency of 40; and 44.4%.

It is assumed that the violence that interrupted schooling included a learner who was injured during gang fights and also bullying incidents. The teachers did their planning and were expected to have completed certain topics on certain dates. Teaching learners who were absent might be a demanding and tiresome exercise particularly at school where the teacher is overloaded due to staff shortages.

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**Question 9: Classes are often left untaught/unsupervised at our school**

**Table 6.52: The teachers often leave the classes untaught and unsupervised (n=100)**

|  | Frequency | Percent | Valid percent | Cumulative percent |
|---|---|---|---|---|
| Yes | 74 | 82.2 | 83.1 | 83.1 |
| No | 15 | 16.7 | 16.9 | 100.0 |
| Total | 89 | 98.9 | 100.0 |  |
| Total | 90 | 100.0 |  |  |

The respondents admitted that the classes were often left untaught or unsupervised at the school. The results confirmed with a ±Yesqwere as follows: the frequency rate was at 74, 82.2%, 83.1 valid percent, and a cumulative percent of 83.1. The ±Noq responses were at a frequency rate of 15, 16.7%, valid at 16.9 percent, and cumulative at 100.0.

In terms of the national directive of the National Department of Basic Education, as is reiterated by the Minister of Education from time to time, the teachers are expected to arrive at school on time, attend to their classes on time, and to teach. Teachers act *in loco parentis,* and thus are expected to engage in the supervision of learners.

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# SECTION H: THE INFLUENCE OF SAFETY ON SCHOOL PERFORMANCE

**Question 1: Learners who are victims of violence at our school perform poorly**



| | Yes | No | Total | Missing System | Total |
|---|---|---|---|---|---|
| ■ Frequency | 58 | 31 | 89 | 1 | 90 |
| ■ Percent | 64.4 | 34.4 | 98.9 | 1.1 | 100 |
| ■ Valid Percent | 65.2 | 34.8 | 100 | | |
| ■ Cumulative Percent | 65.2 | 100 | | | |
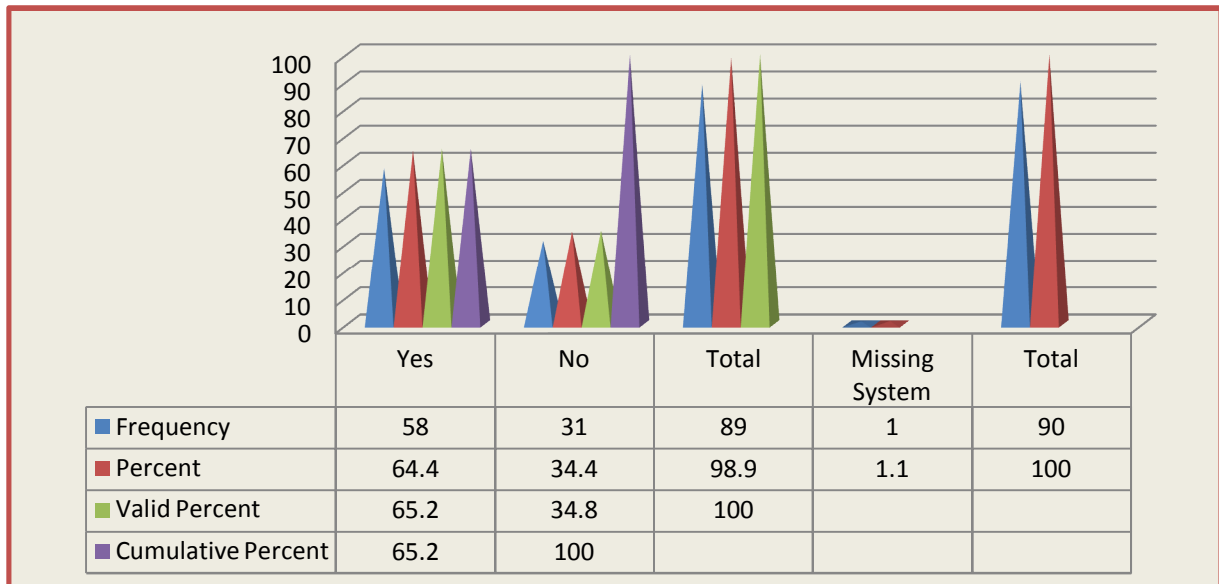
**Figure 6.27: Violence and poor school performance (n=100)**

Violence at school may result in trauma to those learners who were the victims. Violence can be in form of sexual assault, harassment, or rape. Other acts of violence include physical assault, resulting in bodily injury. The learner learns in fear and is not free as a result of exposure to violence. This may also affect his/her school performance negatively. The ±yesqresponses to the statement that ±learners who are victims of violence at school perform poorqwere at a frequency of 58; and 64.4%. The ±noqresponse to the statement was at a frequency of 31; and 34.4%.

In theme 2 (Chapter 5) the members of the focus groups cited bullying, gang fights, alcohol abuse, and drug abuse as some of the causes of violence. The victims are often afraid to come to school, and as a result lag in their school-work resulting in poor performances.

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**Question 2: Learners often do not come to school for fear of violence**

**Table 6.53: Fear of violence affects school attendance (n=100)**

|       | Frequency | Percent | Valid percent | Cumulative percent |
|-------|-----------|---------|---------------|--------------------|
| Yes   | 56        | 62.2    | 63.6          | 63.6               |
| No    | 32        | 35.6    | 36.4          | 100.0              |
| Total | 88        | 97.8    | 100.0         |                    |
| Total | 90        | 100.0   |               |                    |

The responses confirmed that the learners often do not come to school for fear of violence. The ±Yesq replies were recorded at a frequency of 56, 62.2%, 63.6 valid percentage and a 63.6 cumulative percentage. Those who chose a ±Noq response rated at a 32 frequency, 35.6%, 36.4 valid percentage, and 100.0 cumulative percentage.

Gang fights and stabbings in school B aroused fear and the learners chose staying at home to avoid trouble (cf. Chapter five; Theme 2: gangsterism).

**Question 3: The lack of safety has a detrimental effect on teaching and learning at our school**
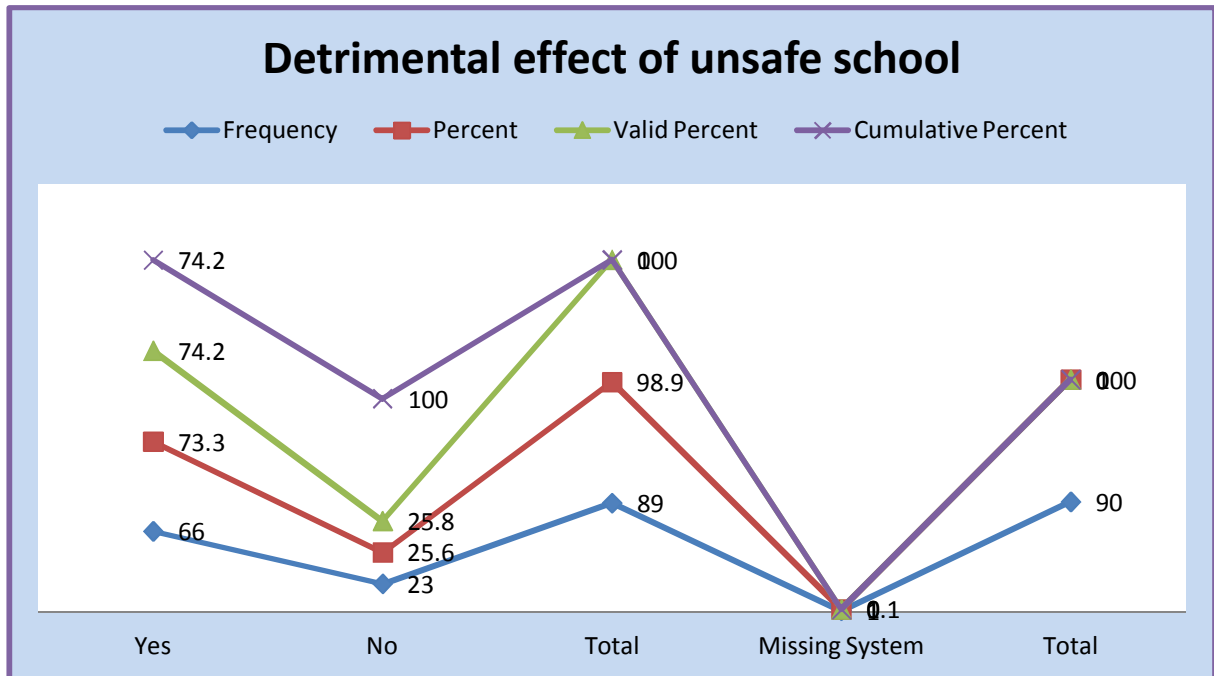


**Figure 6.28: The lack of safety has a detrimental effect on teaching and learning (n=100)**

The majority of the respondents were of the opinion that the lack of safety had a detrimental effect on teaching and learning. The –Yesq responses were rated at a frequency of 66; 73.3%, 74.2 valid percentage, and 74.2 cumulative percentage. The –Noq response was at a frequency of 23, 25.6%, 25.8 percent, and at a cumulative value of 100.0 percent.

As stated earlier in the study, an unsafe school environment negatively influences learning and teaching (Ncontsa and Shumba, 2013:1). Learners bringing weapons to school constitute a safety threat to the other learners.

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**Question 4: Learners who feel unsafe are frequently absent from school**
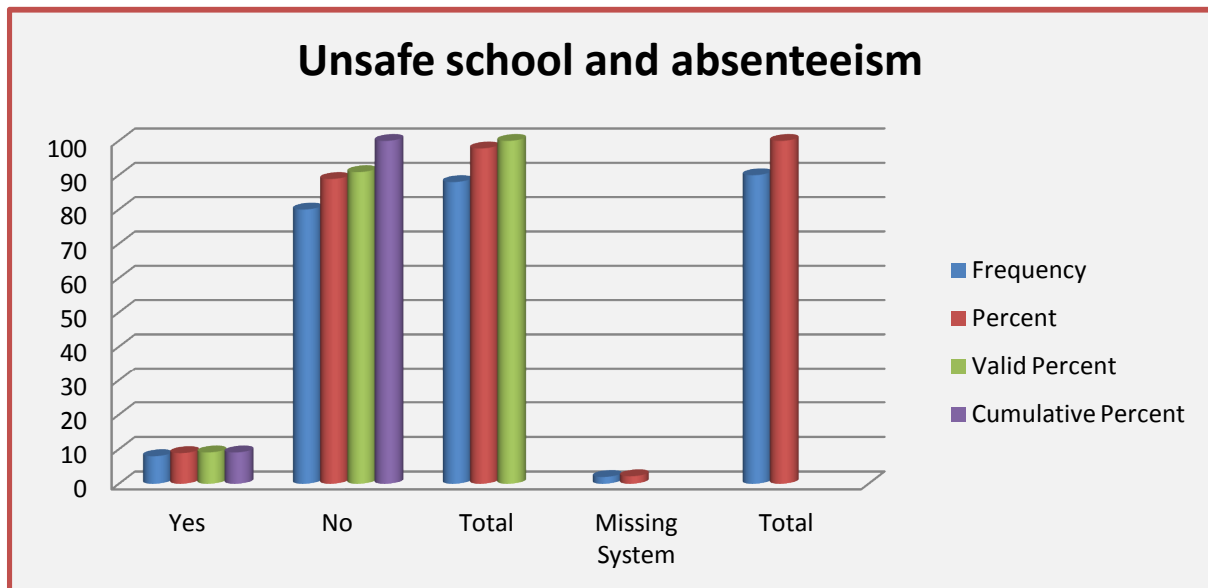


**Figure 6.29: Learners who feel unsafe are frequently absent from school (n=100)**

The participantsqresponses in respect of the notion that learners who feel unsafe are frequently absent from school has, a ±Yesqresponse at a frequency rate of 8, and a 8.9%, a valid percentage of 9.1, and the 9.1 percent cumulative.

The ±Yesqresponse was lesser compared to the majority of participants who did not agree that learners who felt unsafe were frequently absent. The ±Noqresponses were at frequency rate of 80, with a percentage of 88.9, validated at 90.9 percent, and cumulative at 100.0 percent. It shows that the majority of teachers who took part in the study disagreed with the statement that learners who feel unsafe are frequently absent from school.

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**Question 5: Learners of different grades are combined into one classroom**

**Table 6.54: The combination of different grades in one classroom (n=100)**

|       | Frequency | Percent | Valid percent | Cumulative percent |
|-------|-----------|---------|---------------|--------------------|
| Yes   | 33        | 36.7    | 37.1          | 37.1               |
| No    | 56        | 62.2    | 62.9          | 100.0              |
| Total | 89        | 98.9    | 100.0         |                    |
| Total | 90        | 100.0   |               |                    |

The combination of learners of different grades in one classroom depended on the purpose of the combination. Firstly, Learners may be combined into one classroom as a temporary measure pending the absence of a teacher. Secondly, Learners may be combined in one class because the roll dropped and therefore there were no posts available for the school. The ±noq responses were at a frequency rate of 56, 62.2%; 62.9 valid percentage; and 100.0 cumulative percentage. The ±yesq responses were at a frequency rate of 33; 36.7%; 37.1 valid percentage; and 37.1 cumulative percentage.

**Question 6: Learners fear to remain at school to do projects when there are no teachers around**
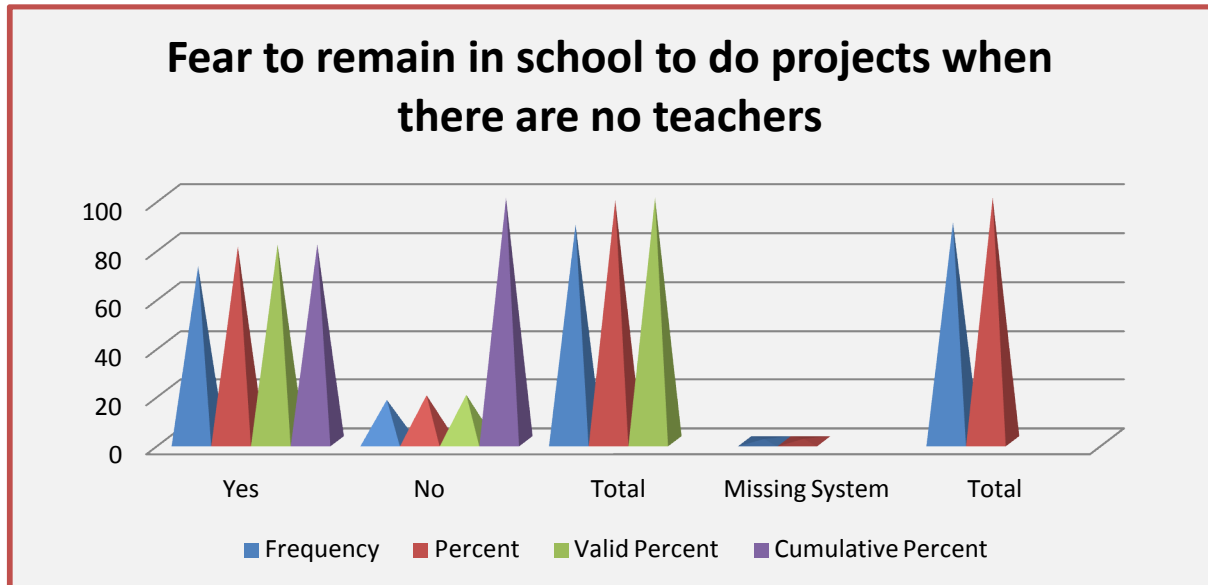


**Figure 6.30: Learners fear to remain at school to do projects when there are no teachers around (n=100)**

When the state of safety is not satisfactory, the majority of the learners will fear to remain on the school premises to do projects when the teachers are not around. The majority of the respondents replied ¥esqat a frequency rate of 72, 80.0%, 80.9 valid percentage, and 80.9 cumulative percentage. Those who replied ₦oqwere very few at a frequency of 17, 18.9%, valid at 19.1, and 100.0 cumulative.

**Question 7: It is difficult to gain the concentration of learners in class after a violent incident**
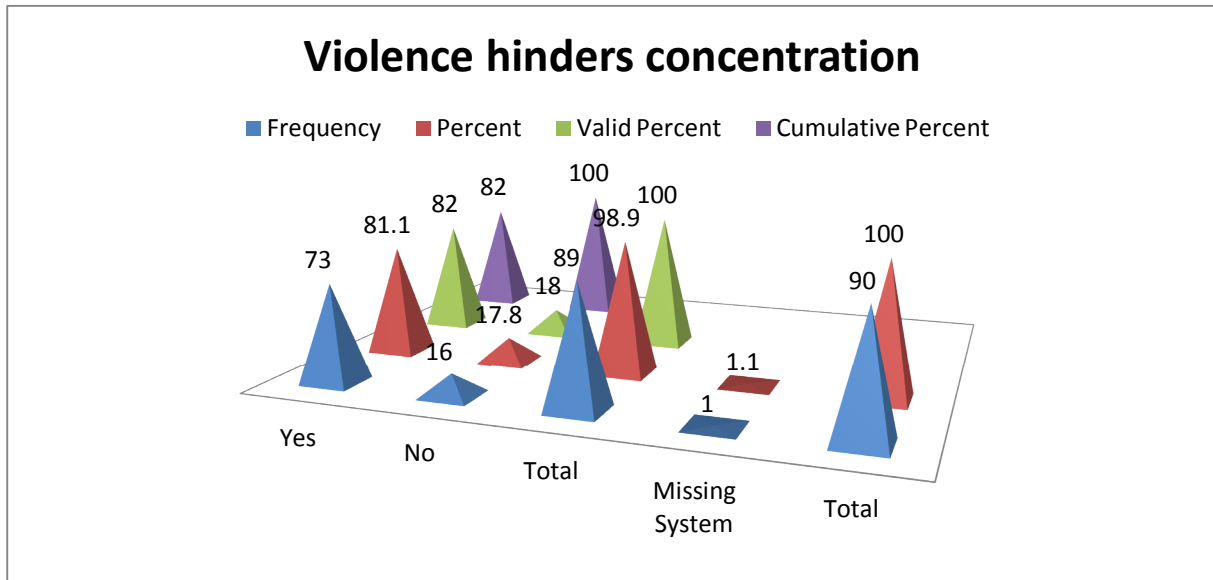


**Figure 6.31: It is difficult to gain the concentration of the learners in class after a violent incident (n=100)**

Violence hinders concentration, and therefore it is difficult to gain the concentration of the learners after a violent incident. The participants with a ¥esqresponse showed a frequency of 73, 81.1%, a valid percent of 82.0, and cumulative 82.0 percent. Those who replied ±Noqwere less, as they were at a frequency of 16, 17.8 %, 18.0 valid percentage, and 100.0 cumulative percentage. The responses were based on gang fights and stabbings that result in killings, and the urge for revenge by gang affiliates (cf. Theme 2: gangsterism; Chapter 5).

The above figures and tables were informative in quantitatively giving feedback in respect of the questionnaire responses on the state of safety in township secondary schools.

**6.4 SUMMARY**

In Chapter 6 the figures and tables with percentages and frequencies gave information on participants responses to the questionnaire. These participants were

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teachers in sampled township secondary schools in the North West Province. The teachers responses were compared with learners in 4 focus groups from sampled secondary schools. The sampled secondary schools are situated in the Dr. Kenneth Kaunda District of the North West Province in South Africa. These secondary schools were labeled School A, B, C and D. The comparison of teachersqresponses with the focus groups has indeed highlighted areas of agreement and disagreement in opinions.

In the light of the aforementioned opinions of teachers and focus groups, the expectation is on every School Governing Bodies of each school in the North West Province to ensure that there is a safety policy in place. Compliance to the promotion of safe school environment resonates from the South African SchoolsqAct and the Constitution of the RSA.

Chapter 7 is the last chapter of the research study. The findings and recommendations on school safety will be indicated.

# INTERPRETATION AND RECOMMENDATIONS

## 7.1 INTRODUCTION

Chapter 7 is the last chapter of this research study. An overview will be given of the research, and the findings, recommendations, and also suggestions for further research on issues of school safety.

The learners and their parents should be given a copy of the school safety policy on admission to the school. They need to be made aware of the contents and sign for the terms and conditions of the safety policy as binding to them.

The learners indicated in theme one that the safety policy was not accessible to them, meaning that they were never given copies of the policy. In school D in the Dr. Kenneth Kaunda District the learners said that during assembly they were reminded that they should not bring weapons, drugs and alcohol to school. In schools A and B in above-mentioned district the learners said they were aware of the triangular notice with the logo of the North-West Department of Education at the main gate, which notifies them that they were entering the premises of the Department of Education. The regulations not to carry weapons, drugs and alcohol are written on the notice, although some learners said they had never had the time to read it. It, therefore, clearly indicates that the school safety sub-committee consisting of school staff and learners should be established. The safety sub-committee should at the beginning of every academic year read the safety regulations to every class.

Furthermore, the school safety sub-committee, together with the support and cooperation of all the learners, the teachers, non-teachers and the School Governing Body should work together towards eradicating bullying, gangsterism, drugs and alcohol abuse, and work towards the prevention of accidents by informing everyone in school of the safety procedures, and measures such as identifying habitual late-comers and what causes them to be late for school. When the teachers are on strike,

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the learners should stay home. The learners who are loitering around the school buildings should be disciplined in accordance with the procedures alternative to corporal punishment. The learners may become ill at any moment. A sick learner whose parent or legal caregiver is not nearby will be confined to the sick room while waiting for a doctor or paramedic/nurse to attend to him/her.

The formulation of the school safety policy is a mammoth task that should be carried out with the involvement of all the stakeholders. During the consultation process, all the relevant stakeholders should be given an opportunity to air their views on policy matters. The input brought forth by the aforementioned team is deemed to be representative of all in the school, and should be endorsed and adopted in the school policy on safety.

The safety policy on endorsement by stakeholders becomes a tool to curb safety problems and challenges. The safety policy implementation process requires budget allocation by School Governing Body (SGB). The SGB should purchase; pay for installation and maintenance of safety equipment in the form of metal detectors and CCTV.

The school policy needs to be revised and amended where necessary and possible at the end of every academic year. This is to address safety challenges and threats that may have emerged in the course of the year.

It is unsafe to leave the classes unsupervised or unattended. It obstructs teaching and learning as valuable time that should be used for teaching the learners is lost. The teacher is likely to lag behind with the syllabus. In the process unattended learners are likely to engage in clashes and fights as chaos might erupt, putting the safety of the learners at the risk of violent behaviour from their classmates.

Bearing in mind the school safety challenges and problems raised in the research, an overview the following findings and recommendations are deemed necessary to remedy the situation.

## 7.2 OVERVIEW OF THE RESEARCH

**Chapter 1** provided a general introduction to the study, and the challenges of safety in township school were indicated. The school is characterized as the environment where teachers are able to teach and the learners to learn. A place that is free from the threats of violence. Safe schools are places expected in township schools in the North-West Province as well as in every province in South Africa and in every school around the world.

In **Chapter 2** the legal framework for school safety was discussed. The South African Schools Act (Act no. 84 0f 1996) and the Constitution of the RSA (1996) were discussed in relation to the right to safety and security of all. In addition, the *Wynkwart NO v Minister of Education and Another, 2002 (6) SA 564 (C) (Wynkwart) and the appeal case, Minister of Education and Another v Wynkwart NO 2004 (3) SA 577 (C) (Wynkwart Appeal)* on the accountability and supervision of children by the teachers acting *in loco parentis* were discussed. It was reiterated that corporal punishment was against the law and was tantamount to apartheid torture. Childrens rights to safety and protection are of paramount importance (Section 8 (7)-8(9) of the SASA, The Childrens Act 38 of 2005, Veriava (2014:26) and atrocities on children were evidently quoted in the practice of severe corporal punishment in some schools in South Africa and by a teacher at in Ghana.

The above occurrences of severe punishment caused an outcry in the United Nations against the use of corporal punishment in order to establish a teachers power and authority.

In the problems that were identified by the researcher as a hindrance to school safety in the North-West Province the following were indicated, namely bullying, gangsterism, drug and alcohol abuse, absenteeism by the teachers from the schools, poor infrastructure which includes damaged fences, broken doors and windows.

In **Chapter 3** the literature review on school safety was highlighted in the Maslows Hierarchy of Needs theory to underpins the view that humans are in need

physiological needs in the hierarchy before they can progress to the other needs in the hierarchy. The lower needs have to be satisfied before a person can achieve their human potential and self-actualize. In addition, the signs of child abuse and neglect were mentioned. The researcher continued to refer to child neglect and the pain it is associated with it in a tragic story of 3 year-old Amir Beeks. The case of a school shooter was shortly discussed in chapter 3 and served to warn school managers that they should take heed of any threats or peculiar learner behaviour.

In **Chapter 4** the qualitative research methods that were going to be used in the research study were explained. Focus groups, which consisted of learners and non-teaching staff were used in the purposively sampled schools.

The researcher made use of questionnaires that were distributed to the schools for completion by selected teachers. The results were presented in the form of graphs, figures and tables. These two research approaches were used together and resulted in the mixed-method research approach.

In **Chapter 5** the qualitative research results were used to suggest school safety strategies in the township secondary schools. Findings were discussed in themes, and revealed learners and non-teaching staff membersqexperiences, concerns and challenges to school safety. The researcher labeled these four schools as Schools A, B, C and D (these four schools were sampled for study; they are situated in the Dr. Kenneth Kaunda District of the North West Province in South Africa).

The responses and perceptions of the teachers on what can be done to promote safety in the township schools were presented in tables, and figures. The responses were obtained from questionnaires.

In **chapter 6** the questionnaires containing the responses of the teachers in the sampled township schools in the four districts of the North-West Province were analysed. The majority of the teachers indicated that their schools did not have a school policy, and if there was one, it was not clear, and in most cases dysfunctional when applied.

**Chapter 7,** Firstly it is the last chapter of this study, and is based on the qualitative research findings recorded in the focus groups in the four sampled township secondary schools situated in the North-West Province. Secondly the research findings from the questionnaires completed by teachers in the sampled township secondary schools are mentioned in the recommendations.

## 7.3 IMPORTANT FINDINGS

### FINDING 1:

Bullying contributes to learner absenteeism, violent fights and injuries of the learners (cf. 5.3.1).

### FINDING 2:

Both the teachers and the learners may become victims of gang violence. They are stabbed, raped, and robbed by armed learners (cf. 3.3.3; 5.3.2).

### FINDING 3:

Corporal punishment is a method of violent discipline by teachers who are unable to discipline their classes by alternative means (cf. 2.3.1.1).

### FINDING 4:

Township schools are unsafe because of unsecured entry, which includes damaged fences and gates. Township schools should employ armed and properly trained security personnel to control unauthorized entry (cf. 5.8; 5.3.3; 5.3.4).

### FINDING 5:

Drug and alcohol abuse is often the cause of the violent behaviour of learners (cf. 5.3.3; 5.3.4).

## 7.4 RECOMMENDATIONS

### Recommendation 1:

The learners should know that bullying is illegal and constitute defiance of an individual's constitutional right to human dignity and to privacy. Every learner has the right to receive education in an environment that is safe. The learners should therefore be encouraged to stand together against any action of bullying and to report such incidents to a staff member.

Ncontsa and Shumba (2013:13) contend that the school should discipline any learner found bullying other learners. The parents should be made aware of their child's bullying at school before he/she is suspended.

### Recommendation 2:

Gang activities and gang-associated clothes, banners, logos and language should not be allowed at school and the school safety policy should highlight the immediate dismissal of any learner who is found guilty of promoting gang violence or recruiting members on the school premises. As an outcome such dismissal should be carried out after a fair and just hearing has been held (Yell & Rozalski, 2008:7; the Constitution of the RSA, 1996:sec. 29 (1)(a) (Nieuwenhuis, 2007:114)

### Recommendation 3:

Most schools have a problem with learners being addicted to drugs. The most commonly consumed drugs are dagga, mandrax and nyaope. Surprise police searches will help to control the bringing and selling of drugs on the school premises. Such search should be done with consideration of the right to privacy and non-humiliation of learners (RSA, 2002b:reg. 3.1-3.4, Constitution of the RSA: Section 14).

**Recommendation 4:**

Learners who come to school drunk must be dealt with in terms of the policy and procedures for learners found drunk on the school premises. Diagnosis of intoxication and counseling to such learners should be instituted consistently (Masitsa, 2011:166; Nieuwenhuis, 2007:219).

**Recommendation 5:**

The school management should identify the teachers who are absent before the school begins. There should be a supervision timetable that allocates supervision of such classes to teachers for the duration of the teachers' absence (Pinsloo, 2005:10, in Masitsa, 2011:166).

**Recommendation 6:**

There should be regular maintenance and repairs to school fence, and all gates. Gates should be locked when there are no personnel on duty to control entrance. The duty to lock the gates should be carried out by the teachers, the non-teaching staff members or delegated learners of the school.

**Recommendation 7:**

Records of visits in the form of register should be kept. Frequent visits by the same person should be monitored with the purpose to determine whether such visit constitutes a safety threat to the school. Access control documents should include the signed entrance register for pedestrians and vehicle entrance control register. Schools should have guard rooms with boom at the entrance of the school.

**Recommendation 8:**

The researcher strongly recommends that schools should budget for the purchasing and installation of CCTV cameras and equipment to detect weapons brought to school (Kramen *et al*., 2007:4). The parents should be informed immediately when a

learner brings a weapon to school, and the processes of disciplinary hearings should be extensive and be applied in line with the South African Schools Act (Act no.84 of 1996) and the Constitution of the RSA (1996).

**Recommendation 9:**

The schools should keep profiles of every learner's violent behaviour, and there should be more community involvement, co-operation and ownership of safety challenges in neighboring schools.

**Recommendation 10:**

Township schools should not only replace broken windows and doors but should find out the cause of the damage (Netshitahame & Van Vollenhoven, 2002:316), whether is by vandalism or damage happened when gang members throw objects such as stones or weapons during clashes.

**Recommendation 11:**

Learners should be encouraged to participate in dramas and plays that discourage violent behaviour (cf. learner D in school A)

**Recommendation 12:**

School management should hold workshops to capacitate teachers on alternatives to corporal punishment as part of the Continuous Professional Teacher Development (CPTD) initiative.

## 7.5 PROPOSED STRATEGIES FOR SCHOOL SAFETY

Bosworth *et al*., (2011:200) believe that well-functioning schools may act to mitigate students' negative life environments. In a well-organized school with clear rules and discipline procedures, visible and caring adults, and prevailing respect, from both parties, the learners and personnel will feel safe.

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The following diagram illustrates ten concrete steps that guide the formulation of a school safety policy in township schools.



| School Mission Statement |
| Crafting of Safe School Plan |
| Preparation and publication of discipline code |
| Development of written agreements with other youth focussed agencies |
| Establishment of crisis management policies |
| Conducting annual school safety evaluation |
| Establishment of systematic crime reporting system |
| Excercising full custodial responsibility over school and school property |
| Information sharing amongst schools and staff members about dangerous conditions or people |
| Screening new and existing employees |

**Figure 7.1: Ten concrete steps guiding the formulation of school safety policy**

The following ten concrete steps may assist schools in the formulation and promotion of a safety policy in township schools. These steps are summarized as follows:

### 7.5.1 The school's mission statement

The promotion of a safe environment conducive to learning and a place without fear should be in the mission statement of the school, namely a safe and peaceful environment where the teachers are able to teach and the learners can learn. The school's vision and mission statement should emphasize respect, with a goal for the optimum achievement of the learner in both curricular and co-curricular activities. With regard to respect in South African schools, the Constitution of the RSA (1996): Section 10 highlights human dignity and the right to have one's own individual dignity respected. It is therefore important that the school's mission statement in the North

West Province takes into account the principles of the SASA, Act no.80 (1996), the Constitution of the RSA (1996) and the Bill of rights.

### 7.5.2 The drafting of individual safe school plans

Schools in the North West Province should have safe school plans that should be drafted by the School Governing Body in consultation with the teachers and Representative Council of Learners. The schools safety plans should adhere to the SASA (Act no.80 of 1996) and the Constitution of the RSA (1996). The safety plan should be incorporated in the school safety policy. For example, as a safety precaution, the learners should be encouraged to always be in group and avoid walking around alone in isolated school corridors and pass-ways. In Chapter 2 of the research SADTU raised concern about the safety of teachers in South Africa because of cases where the teachers and the learners have been raped at gunpoint by violent learners (cf. 2.3.1.3: Common law principles, 3.6 Barriers that hinders safety).

### 7.5.3 The preparation and publication of a code of discipline

The code of discipline is to stipulate the way the learners are to conduct themselves at school and during sport and cultural events when they are not on the school premises. An ideal code of discipline should stipulate that the learners should wear their school uniforms during school events. The code should further assert that the use of profane language, as well as the consumption of intoxicating substances or drugs is against the code of ethics as set by the code of discipline. The ultimate goal of the discipline code would be to promote non-violent behaviour in learners.

### 7.5.4 The development of written agreements with youth-focused agencies

Non-governmental youth agencies in the North West Province such as Khulisa teach those learners who have been referred by the courts on charges of violence. These kinds of youth agencies can help to teach the children that crime does not pay, and discourage them from engaging in anti-social behaviour. The signing of a

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memorandum of understanding with these youth agencies demonstrate an approach of engagement against youth misbehavior.

### 7.5.5 The establishment of Crisis Management Policies

The school safety policy should be able to deal with emergencies and crises. For example, in case of a fire the learners should know exactly what to do, and where to assemble. In addition, the safety policy should inform the learners what to do when shootings take place. The Columbine high school shooting[33] in Colorado, the case of the school shooter, is an example of a crisis that the school should regard as an unexpected occurrence which should be taken note of when drafting the school crisis management policy. Furthermore, members of such a crisis management committee should be well-trained in their roles and responsibilities and should be competent.

### 7.5.6 The conducting of an annual school safety evaluation report

It is important for North West schools to conduct school safety evaluation to ascertain as to whether the current safety policy responds relevantly to emerging trends and challenges. The evaluation should take into account current action research findings, and the influences of the community because whatever happens in the community spills over into the schools. The focus group members in school B in Dr. Kenneth Kaunda of the North West Province in South indicated that gang fights and stabbings were problems that affected their school.

The school safety policy should establish a system of crime reporting that would give clear guidelines on how to report crimes committed on school premises or when learners are away on school events. This could include phoning the police.

### 7.5.7 The establishment of a Crime Reporting System

There should be an anonymous crime reporting system for the learners to protect them from victimization. In that case they would be confident to report weapons,

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[33] Columbine High School cafeteria surveillance video.

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drugs and violent occurrences to the school management. Another secure method of reporting criminal activities and misconduct is the use of lockable ±crime stopqboxes in the administration office where the learners could place any reports of witnessed malpractices. The school principal should protect the identity of the learners from other people when they have secretly tipped off the school of any crime that is about to take place or has already taken place.

## 7.5.8 Exercising full custodial responsibility (Control) over the school and school property

The school should replace any damaged windows, wooden and steel doors and security gates promptly. Venues should be locked at all times when they are not in use. The parents or legal caregivers should take full responsibility in paying for any property of the school that has been deliberately or intentionally damaged by a learner. A spirit of love and care of school property and resources should be instilled in the learners. The love of oneφ school starts from not littering and defacing the school walls and the notice boards with graffiti.

## 7.5.9 Information-sharing amongst schools and staff members about dangerous conditions or people

The school safety committee should encourage the staff members to share information with other schools in the area about dangerous conditions and people. Presently the use of modern gadgets and the internet, by means of whatsφApp, face book and the address book of email address of all the schools in the area will make the transfer of information faster. The telephone is another device that can be used by the school management to share information.

## 7.5.10 The screening of new and existing employees

When new and existing employees are screened for safety it would help to identify wrong-doers who put the safety of the school occupants at risk. The SACE Act no 31 of 2000 regulates the conduct of teachers to be professional in executing their roles and responsibilities (South African Council for Educators Act, no.31 of 2000: 5b(i),

5b(dd)). Teachers who sexually abuse, insults, assaults or administer corporal punishment bridge the code of ethics of the profession. They are contravening Section 110 (1) of The Children's Act which aims to protect children from harm. The Children's Act 38 of 2005 legally binds the teacher to report acts of corporal punishment by other teachers where physical injury is caused. Section 111 of the Children's Act makes provision for the establishment of a National Protection Register. Part B of the Register contains a record of those persons who are unsuitable to work with children (Children's Act 38 of 2005, Section 118). A court in a criminal or civil proceeding or a forum that was established or is recognized by law in any disciplinary proceedings concerning the behavior of the person when it relates to a child may find a person not suitable to work with children (Section 120(1) of the Children's Act 38 of 2005. In criminal proceedings a person is declared unsuitable to work with children on conviction of a charge of murder, attempted murder or a charge of assault with intent to do grievous bodily harm with regard to a child (Section 120(4)). Section 123 of the Children's Act 38 of 2005 stipulates that once a person's name has been entered in Part B of the register, that person may no longer be employed at an institution that works with children (Veriava, 2014:27).

## 7.6 PROCEDURES TO BE FOLLOWED IN THE IMPLEMENTATION OF THE SCHOOL SAFETY POLICY

The following procedures are aimed at ensuring safety in township schools, and consolidate the steps to be taken into consideration when the school safety policy is formulated or revised.
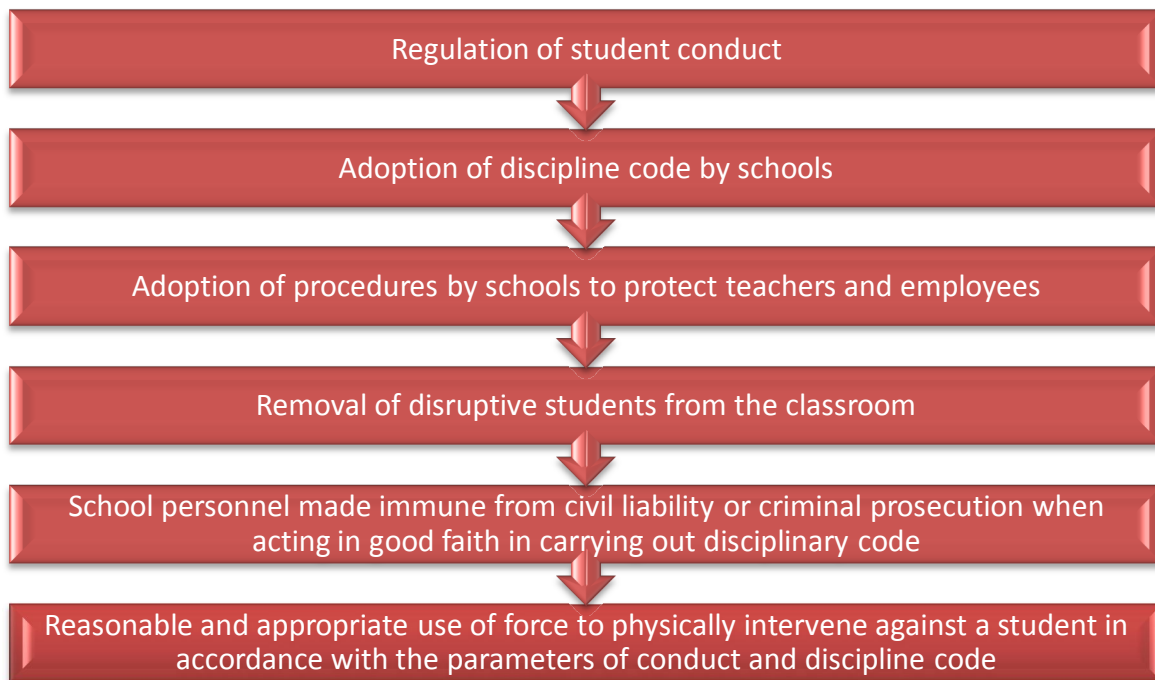
**Figure 7.2: Safety procedures for adoption in township schools**

Safety procedures aspire to ensure safety in township schools. Illustrated in figure 7.2 it is explained as follows:

### 7.6.1 Regulation of learner conduct

The school safety policy should regulate the behaviour expected of learners, such as not being involved in the bullying of other learners. The learners should know that it is a breach of the school safety policy to incite other learners to engage in fights or to fight others. The learners should know that it is not virtuous to be involved in gangs or to promote the wearing of gang attire, their language, and colours. The focus group members in school B in the Dr. Kenneth Kaunda District of the North West Province in South Africa complained of gang activities on their school premises. The conduct of student conduct should stipulate the sanctions for disobedience of the code.

### 7.6.2 Adoption of discipline codes by schools

The school safety committee should adopt a discipline code, and the deliberate deviation and disregard of the code by the learners should constitute sanctions. The school should under no circumstances be timid to implement the adopted discipline codes for fear of lawsuits. All the stakeholders present should append their signatures and also keep attendance registers as records. The aim is to hold parties present at the meeting liable to adherence to resolutions.

### 7.6.3 Adoption of procedures by the schools to protect the teachers and the employees

Procedures should be laid down to protect the teachers and the non-teaching staff as well from safety-threatening situations, for example, where weapons are used on the school premises to rob the teachers of their cell phones, jewelry and money. The Code of Conduct may be considered as successful when it lays down a standard of moral behaviour that aspires to guide the learners' future conduct and safety in society where they need to become worthy and responsible citizens who have attained self-discipline and exemplary behaviour (De Waal, 2011:180).

### 7.6.4 Removal of disruptive learners from the classroom

Learners who cause disruption should be removed from the classes without delay. The removal of disruptive learners from classes is not a denial of their right to be taught; it is due to the fact that their rights should not be exercised to the disadvantage of other learners.

### 7.6.5 School personnel made immune from civil liability or criminal prosecution when acting in good faith in carrying out the disciplinary code

The teachers are expected to act *in loco parentis* at school. It means they should do what the parent or legal caregiver would have done in promoting the interests of the child. The South African Schools' Act, Act no.80, stipulates that the SGB should adopt a disciplinary code for the learners. The searching of learners' possessions for

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intoxicating substances, drugs and weapons should be done according to what the school policy on the search of learners dictates. Although it is recommended that when dealing with a resistant learner who does not want his/her possessions to be searched, the teacher who is executing the search should request the company of another teacher as a witness.

It should be kept in mind that Section 14 of the Constitution of the RSA (1996) mentions ±the right to privacyq The school principal or his/her delegate has to observe the legal protocol upon conducting searches of the belongings of persons/visitors entering the school premises, including the searching of learnersq belongings when there is a reasonable suspicion that drugs or weapons are brought to school. Section 14 maintains that:

%Everyone has the right to privacy, which includes the right not to have

- their person or home searched;
- their property searched;
- and their possessions seized+.

Education legislation aiming at ensuring the safety of learners and educators at South African schools should bear this right in mind. The legislation must, firstly, empower the school authorities to conduct such searches, and, secondly, instruct the authorities how to conduct such searches in a way that produces the desired outcomes. The desired outcomes will be the removal of dangerous objects and weapons from the school premises and discouraging both the learners and the visitors not to bring dangerous weapons to the school.

## 7.6.6 Reasonable and appropriate use of force to physically intervene against a student in accordance with the parameters of conduct and the code of discipline

When a learner does not want to cooperate but there is reasonable proof that he has in his possession drugs, a weapon or any sharp object; the principal should be called in to convince the learner to surrender the item. When the learner refuses to co-operate with the principal; the police should be called for assistance. The police

would in accordance with their expertise and experience be able to persuade the learner to cooperate or to force the learner to cooperate. Reasonable and appropriate force by the police should be used to intervene. Schools should have checklists that has been drafted by the safety committee.

The checklist could serve as a reasonable procedure for the appropriate use of force in accordance with the school safety policy and the discipline code.

**Table 7.1: Checklist for the recording of misconduct and the use of minimum force**

**Name of school: _____**

**Province: _____**

**District of school: _____**

**Area office: _____**

**Teacher carrying out the disciplinary measures: _____**

**Name of the learner: _____**

**Grade: _____**

**Age:_____**

**Date of misconduct: _____**

| No | Nature of Misconduct | Minimum force used: Yes/No | Comments | Follow-up |
|----|----------------------|-----------------------------|----------|-----------|
| 01 | | | | |
| 02 | | | | |
| 03 | | | | |
| 04 | | | | |
| 05 | | | | |
| 06 | | | | |

The above checklist is meant to be used for the implementation of reasonable and appropriate use of force. The following are guidelines to be followed by teachers when they use force:

- Use the minimum level of force necessary that is appropriate to the learner age and sex.
- Isolate the learner student away from peers such as in the principal's office or at some location away from other learners.
- If possible, do not confront the learner alone; perhaps have two or more school personnel present to convince the student that resistance would be futile (Suthers, 2009:10-20).

In the safe school environment teachers and the learners respect each other and work together cooperatively to achieve the learning results. There is a spirit of =geborgenheitq and the learners feel safe and secure. =Geborgenheitq creates opportunities for the learners to develop their own reality about life and attach meaning to it, as the adult guides the child to mature adulthood.

The learners are protected from injury and abuse of their rights by the relevant sections in the Constitution of the RSA (1996). The preamble to the Constitution clearly states that it is the supreme law of the country, which promotes the fundamental right to human dignity based on democratic values and social justice. Section 10 of the SA Constitution highlights human dignity and the right to have one's own individual dignity respected. Section 12 of the Constitution and the National Education Policy Act 27 of 1996 (Section 3(4) (n)) discourages teachers from administering corporal punishment to their learners (Maphosa & Shumba, 2010:3; Veriava, 2014:24). The teachers are, in terms of the law, expected to use alternative methods to corporal punishment; measures that are effective and corrective to the learner's undesirable behaviour.

The teacher has the responsibility of caring supervision towards the learner. He/she has to play the leading role in nurturing with knowledge and guiding the learner to mature adulthood. The teacher acts *in loco parentis* in the school. The learner has to be well looked after and protected by the school from dangerous situations at school

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or when out of school during school sporting and educational tours. The lack of the fulfillment of the caring supervision role by the teacher will most probably result in lawsuit against the school by the parent/legal caregiver. The Wynkwart case law in South Africa has been cited to illustrate the fact that parents may decide to institute a lawsuit against the school whenever they feel that injury of their children was as a result of neglect.

Case law cases brought before the court of law and with its outcome from the supreme court of appeal; they may serve as interpretations of similar cases in future. It case law refers to legal decisions that are published that are used to establish legal precedents for deciding future cases. The Wynkwart case v Minister is an illustrative example of an Appeal Court decision declaring that the teachers did not do supervision resulting in the Wynkwart child becoming permanently quadruple. The Appeal Court ruled in favour of the boy and it was ruled that the child had to receive compensation.

The second case, in Ghana, was of a young girl who lost her eyesight due to a teacher administering corporal punishment. Georgina was struck in the left eye with a cane, causing permanent blindness. Georgina was a 12 year-old junior secondary student at Sakumono Complex School in Tema, Ghana.

Corporal punishment is defined as painful, intentionally-inflicted physical harm administered for disciplinary reasons by a person in a position of authority.

The South African Schools Act (Act 84 of 1996) provides for school governance and the funding of schools. It makes provision for a high quality education system for South African children. It calls for the advancement of democratic transformation, and the combatting of racism (SASA 84 of 1996:Preamble)

The United Nations Convention on the Rights of Children calls upon basic human rights to which children are entitled everywhere. Children are not to be discriminated against; they have the right to participate in decisions affecting their lives.

The African Charter on the Rights of Children mentions corporal punishment as the unacceptable infliction of pain upon a child. Corporal punishment includes a wide variety of actions such as hitting, slapping, spanking, punching, shaking, choking, the use of various objects (wooden paddles, belts, sticks, pins), painful body postures (such as placing the child in an enclosed space), the use of electric shocks, or the prevention of urine or stool elimination. In corporal punishment the teacher usually inflicts pain on various body parts of the learner with a band, or with a cane, paddle, a yardstick, a belt or other objects that may cause pain.

Township schools are especially vulnerable to unsafe conditions and threats of violence due to inadequate resources, poor infrastructure, insecure damaged fence and their locations, especially those around informal settlements and on busy streets (Mokhele, 2006:10; Xaba, 2006:566, Hammett, 2008).

In view of the abovementioned unsafe situation, it is the duty of the school principal to provide adequate leadership in assessing, developing, and monitoring a safe-school plan. The principal establishes ongoing system of school crime tracking that is recorded in the learner misconduct reports, give feedback and provides this misconduct information to concerned parties such parents and the Department of Education. The principal has to set up a school safety planning team with representatives from the school staff, the learners, and the parents (Hurwitz *et al*., 2007:3).

The assessment of safety challenges at individual schools is a highly important part of any prevention program as principals have the duty to ensure that all people involved are working together in support of safe schools. In-service training on school crime for all staff, comprehensive violence. prevention approaches, intervention in bullying behaviour as well as racial and sexual harassment, addressing of student discipline issues in a non-shaming but firm manner that does not incite violent behaviour, and the development of interagency partnerships directed at creating a safe school within a safe community. The principals have to provide leadership in the development of extra-curricular activities. Principals should in consultation with staff, design recreation programs that provide positive alternatives to juvenile crime and violence, along with specific programs directed at

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eliminating gang influence in school and preventing drug abuse. The principals give school leadership in the development of a school discipline code of student behaviour and conduct. The parents, the students, the teachers, youth-serving professionals such as social worker and psychologists, and community leaders make input to the code (Hurwitz *et al*., 2007:3; Learner Discipline and School Management, 2007).

The teachers have to provide consistent and firm guidelines and rules regarding learner conduct (Learner Discipline and School Management, 2007). Teachers should regard the teaching and modeling of pro-social behaviour to be as important as the teaching of academic subjects. Teachers are supposed to display diligent and impartial behaviour when supervising the learners. They should be consistent and prompt in their action when granting rewards for good learner behavior and sanctions for unacceptable behaviour such as bullying and fights. The teachers are to take part in the development of a school safety plan, a discipline code, and racial and sexual harassment policy. They have to play a responsible part in the implementation of such safety promoting policies by promptly and consistently reporting incidents of misbehavior, crime, and violence (Hurwitz *et al*., 2007:3-4).

The parents are equal partners with the principal and the teachers in the development of a school safety plan and a code of discipline (Learner Discipline and School Management, 2007). Their recommendations on safety policy and its implementation have to be carefully considered. The parents have to be familiar with the schools safety plan and the discipline code. They are responsible for monitoring the behaviour of their children so that they do not indulge in misbehavior at school.

The learners need a safe, orderly learning environment in which to learn. They continuously develop a sense of responsibility for contributing to the improvement of the school order and safety (Hurwitz *et al*., 2007:4).

Joubert (2007:1) maintains that in a safe school the playgrounds are filled with the healthy noise of happy children. They scratch their knees and scuff their elbows, but are not afraid of each other or of intruders. Their classrooms are clean. The teachers

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are punctual, and firm but friendly. The parents, the teachers and the learners smile. A climate conducive to effective teaching and learning prevails.

The discipline in many schools has deteriorated as a result of the past era of civil disobedience associated with the struggle for freedom and democracy. The persistent lack of discipline in all South African schools can only be countered by means of the wise application of discipline.

The word discipline refers to the act of learning and transmitting knowledge to the learners (Joubert, 2007:3). It is the management of positive behaviour aimed at promoting appropriate behavior and developing self-discipline and self-control in the learners (Joubert & Squelch, 2005:2). Discipline is associated with the *paideia* ideal of well-educatedness and of the teacher as the servant of his/her learners (*paidagogos*) (Oosthuizen, Roux & van der Walt, 2003:373).

Good role models in the lives of children, coupled with a wide range of prevention activities have a positive influence in the delivery of education (School-based Violence Report, 2011:25).

The researcher is convinced that with the use of the abovementioned safety strategies as a guideline, the school safety committees would be successful in addressing safety problems and challenges in most township schools.

The next topic addresses areas that the need to be further researched.

## 7.7 FURTHER RESEARCH

The data from the research study clearly reveal that there is a need for further research on proper maintenance of school infrastructure and how appropriate safety systems would promote the effectiveness of the use of CCTV cameras, and weapon detectors in township schools. The view that CCTV cameras are needed emanates from the escalating smuggling of deadly weapons by leaners into the school premises; thereby putting the lives of the learnersqand school personnel at risk. In addition to the afore-mentioned the  lack of maintenance of the neglected school

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buildings could lead to cracked walls falling; or remnants of broken windows or loose corrugated iron sheets causing injuries to learners, the staff or visitors.

Another area that the researcher propose that needs to be further researched is the safe transportation of learners around township schools, because there is no transport safety policy nor memorandum of understanding between the North West Department of Education and learner transporting persons who ferry learnersqlocally to and from school.

## 7.8 SUMMARY

This study has investigated the safety issues affecting the schools. The researcher proposed strategies to deal with the safety challenges that would assist the schools management teams and the provincial Departments of Education to promote safety of learners. The researcher indicated that the provision of a safe learning environment needs the involvement and participation of all the stakeholders in the school. These stakeholders include the principal, the SMT, the teachers, the non-teaching staff, the learners and the parents. These stakeholders should be involved by every school and they should participate in the compilation of the school safety policy and its annual review. The researcher is of the opinion that an updated and clear school safety policy would regulate the behaviour of the learners. The effective safety policy would promote the school functionality that will help to promote a learning environment where the learners can learn and the teachers can teach. It is a strategy that would alleviate problems and challenges in respect of drugs abuse, alcohol abuse, bullying, gang violence, and corporal punishment.

In South Africa the regulation process for the promotion of a safe school environment is highlighted in the South African Schools Act (Act no. 84 of 1996) and sections of the Constitution of the RSA (1996).

Humankind is in need of safety (*geborgenheid*) right from birth. At school the teachers act *in loco parentis*, demonstrating the promotion and provision of a safe environment for the learner. In the provision of a safe environment, the school has

the responsibility to ensure that learners who are victims of child abuse at home are protected from further physical and emotional harm.

The curriculum taught at school, particularly in Life Orientation should contain safety topics. Another strategy in protecting learners harm in the violent school environment is to involve the South African Police Service (SAPS) and the Community Policing Forum (CPF). Any behaviour of a learner that is unusual or threats should be taken note of. Posters and pamphlets should be designed by the Department of Basic Education with the involvement and inputs from schools. Posters and pamphlets should highlight the latest challenges on school safety. Faith-based and non-governmental organizations should be requested for their support and assistance to hold mode positive behaviour in learners. Role-models in the life of the child; together with parental support to schools would inculcate the zeal in learners to be responsible adults; who are visionary in thought and focused. Members of the Learners Representative Councils (RCL) at schools should be trained on their roles and responsibilities as leaders. The RCL should assist the school in their capacity as stakeholders to identify and deal with safety-threatening situations. The access of strangers to the school premises should be controlled (Kramen *et al*., 2007:4). Profane practices such offensive graffiti and rituals should not be allowed. Schools should strive towards eradication of any act of racism, and tribalism.

Although it is acknowledged that the research was conducted in a specifically determined area, the researcher is of the opinion that the strategies for the management of safety and security indicated in this study are applicable in other areas of South Africa as well.

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*Grootboom v Oostenburg Municipality 2000 (3) BCLR277 9C).*

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*The case of the Republic of Ghana v Williams (The Tema Circuit Court "A") case (D8/30/06).*

## CASE STUDY

The school shooter (Kip Kinkel), Thurston High School (May 1998) in Springfield, Oregon.

## LEGISLATION

Employment of Educators Act, no.76 of 1998.

National Policy Act, no. 27 of 1996.

South African Council For Educators Act, no.31 of 2000.

South African Schools Act, no.84 of 1996

**ANNEXURE A**

The Head of the Department
(Dr. I.S. Molale)                          Tel: 018 388 3429
North-West Department of Education          Fax: 018 388 3430
Private Bag 2044                           Attention: Ms M.Tlhabayane
Mmabatho
2734

Date: 20 January 2015

**SUBJECT: APPLICATION FOR PERMISSION TO CONDUCT RESEARCH IN THE NORTH-WEST PROVINCE SCHOOLS**

The above-mentioned subject refers; permission is hereby kindly requested to conduct research in the North-West Province township secondary schools.
My name is Mr. Umziuvukile James Tshatshu. I am a PhD student at Central University of Technology situated in the Free State Province. The title of my research is **"Strategies to deal with poor learner safety in the North-West Province township secondary schools: Towards the development of a school safety model".**

The most convenient time to conduct research is between February and March 2015. The procedure will be as follows: Learners and parents will be interviewed in focus groups, while educators will be requested to complete questionnaires. Schools in districts of the North-West Province will be sampled to represent the target population.

I hereby promise not to disrupt teaching and learning during the process of interviews with learners, while in the meantime will abide by the ethics in research which include privacy and confidentiality.

Thank you

Umziuvukile James Tshatshu

_____

063 953 6125 (contact)

Email address: utshatshu@gmail.com

# ANNEXURE B

**Education and Sport Development**

Department of Education and Sport Development
Departement van Onderwys en Sport Ontwikkeling
Lefapha la Thuto le Tlhabololo ya Metshameko

**NORTH WEST PROVINCE**

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## OFFICE OF THE SUPERINTENDENT-GENERAL

Inq: Mpiliso Tyatya
Tel: 018 388 2115
ptyatya@nwpg.gov.za

04 February 2015

**To:**     **Central University of Technology**
         **Umziuvukile James Tshatshu**

**From:**     **Dr. I.S. Molale**
         **Superintendent-General**

### REQUEST FOR PERMISSION TO CONDUCT RESEARCH

Reference is made to your letter dated 20 January 2015 regarding the above matter. The content is noted and accordingly, approval is granted for you to conduct the research as per your request, subject to the following provisions: -

- That you notify the relevant managers of your Districts about your request and this subsequent letter of approval.

- That participation in your project will be voluntary.

- That, as far as possible, the general school functionality should not be compromised.

- That the findings of this research will be made available to the North West Department of Education & Sports Development upon request.

- That, in undertaking this exercise, the general principles of confidentiality and privacy of information will apply in the strictest terms.

Please feel free to liaise with district managers for purposes of identifying your target schools.
Details are as follows:

| DISTRICT | MANAGER | CONTACTS |
|---|---|---|
| Ngaka Modiri Molema | Mr. B. Monale | 018 388 1964 |
| Dr. RSM | Mr. G.P. Valtyn | 053 928 7500 |
| Bojanala | Me. P. Mokhutle | 014 592 4800/01 |
| Dr. Kenneth Kaunda | Mr. H. Motara | 018 299 8264 |

With my best wishes.

**DR. I.S. MOLALE**
**SUPERINTENDENT GENERAL**

**"Towards Excellence in Education and Sport Development"**

**Education and Sport Development**

Department of Education and Sport Development
Departement van Onderwys en Sport Ontwikkeling
Lefapha la Thuto le Tlhabololo ya Metshameko

**NORTH WEST PROVINCE**

Temane Building
8 O.R. Tambo Street, Potchefstroom
Private Bag X1256,
Potchefstroom 2520
Tel.: (018) 299-8216
Fax: (018) 294-8234
Enquiries: Mr H. Motara
e-mail: hmotara@nwpg.gov.za

## DR KENNETH KAUNDA DISTRICT
### OFFICE OF THE DISTRICT DIRECTOR

23 February 2015

Mr U J Tshatshu
Central University of Technology

**PERMISSION TO CONDUCT RESEARCH AT SCHOOLS IN DR KENNETH KAUNDA DISTRICT**

The above matter refers.

Permission is hereby granted to you to conduct your research at schools in Dr Kenneth Kaunda District under the following provisions:

➢ The activity you undertake at the schools should not tamper with the normal process of learning and teaching; and will take place **after school hours.**

➢ You inform the principals of your identified schools of your impending visit and activity;

➢ You provide my office with a report in respect of your findings from the research; and

➢ You obtain prior permission from this office before availing your findings for public or media consumption.

Wishing you well in your endeavour.

Thanking you

**MR H MOTARA**
**DISTRICT DIRECTOR**
**DR KENNETH KAUNDA DISTRICT**

cc    Mr S S Mogotsi – Area Manager: Matlosana
      Mr H T Molefhe – Area Manager: Maquassi Hills
      Ms S S Yssel – Area Manager: Tlokwe

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**ANNEXURE D**

ASSESSMENT & GRADUATION UNIT – WELKOM CAMPUS
057 910 3665 (W)          057 910 3677 (FAX)

2012-09-05

210028963
Mr. UJ Tshatshu
30 Couzyn Street
Songloed
**Klerksdorp**
2571

Dear Mr. Tshatshu

**APPROVAL OF THE TITLE OF A PROPOSED RESEARCH PROJECT:**
**PhD**: Philosophiae Doctoral Degree
**TITLE**: "Strategies to deal with poor learner safety in the Dr. Kenneth Kaunda District: Towards the development of a school safety model."

It is my pleasure to inform you that the Central Research Committee of the CUT approved the above research project title on the 23rd of August 2012.

Yours faithfully

PP

**EM KRUGER**
**ASSISTANT ASSESSMENT OFFICER**
**WELKOM CAMPUS**
Tel:  057 910 3665
Fax: 057 910 3677
E-mail: ekruger@cut.ac.za

Copies to:      Dr. SN Matoti           (Director: School of Teacher Education)
                Prof. A Shumba          (Chairperson: FRC)
                Prof. LOK Lategan       (Chairperson: CRC)
                Prof. D Ngidi           (Executive Dean: Faculty of Humanities)
                Mr. J Kabamba           (Director: Library and Information Centre)
                Mr. MR Nthoroane        (Welkom Campus Librarian)

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**ANNEXURE E**

**3. PROCEDURES FOLLOWED IN COLLECTING DATA BY FOCUS GROUPS**

Focus groups which consisted of nine learners each were formulated. 8 Learners were randomly selected from grade 8-12. One non-teaching staff member who could either is an administrative Assistant or a General Assistant was part of the group. The reason for the composition of the focus groups in this way is that questionnaires that were distributed were only completed by teachers as target population, while learners and non-teaching staff members did not complete any of the questionnaires. Learners in five secondary schools participated in the focus groups. No age prescription was attached to participants.

Principals of participating schools gave permission for the focus groups to be conducted and arranged for venues and time suitable for the interviews to take place.

A friendly word of welcome to participants ensued in this way:

Good morning/afternoon and welcome to our session. Thanks for taking the time to join us.

I am UJ Tshatshu and my assistant is Petunia Tshatshu. I am a PhD student at the Central University of Technology in Free State.

Our topic is %Strategies to deal with learner safety in the North West Province township secondary schools: Towards the development of the school safety model+

The results will be used for determining strategies to promote safety of learnersqin the North West township secondary schools.

You were selected because your participation will assist in the study to identify challenges around learner safety and what can be done to solve the problem. Please feel free to share your point of view even if it differs from what others have said. We are tape recording the session because we donq want to miss any of your comments. We wonq use any names in our reports and please do not mention names of people. You may be assured of complete confidentiality.

Please switch of your cell phones and let me check if there is anyone who needs to leave early (If that is the case the participants will do it by show of hands).

The session will not be more than ninety minutes long.

At the end the session the researcher remarked, "Is there anything that we have missed? Thank you for your time and valuable participation" (Participants are thenceforth released from the discussion and venue).

The following identical questions were asked to participants during focus groups interviews and time was allocated to avoid spending too much time on questions.

1. In your view is the safety policy accessible to all learners' and non-teaching staff and parents in your school?
(5 minutes)

2. How does the following aspects contribute to unsafe school environment and why? (45 minutes)

    a) Bullying

    b) Gangsterism

    c) Drugs

    d) Alcohol

    e) Accidents

    f) Learner late-coming

    g) Teachers' strikes / protests

    h) Illness

    i) Loitering around the school premises

3. Which role should non-teaching staff, parents and learners' play in formulating school safety policy at your school. (5 minutes)

4. What strategies/approaches can be used by the school to overcome violence? (5 minutes)

5. Do you think it is necessary for the school safety policy to be revised and amended where possible at the end of every academic year? (5 minutes)

6. Classes left untaught, unsupervised and unattended are more likely to jeopardise learners' safety? (5 minutes).

7. Lack of safety has a negative influence on teaching and learning at school. explain

a) Learners do not often come to school for fear of violence, and

b) Learners who feel unsafe are frequently absent. (5 minutes)

8. What do you propose it should be done to promote safety in township secondary schools?

The above mentioned questions will therefore be classified into themes as per sequential arrangement. Schools were classified into School A, School B, School C, and School D. Learners will be labelled as Learner A (LA), Learner B (LB), Learner C (LC), Learner D (LD) so on and so forth.

**ANNEXURE F**

**STRATEGIES TO DEAL WITH LEARNER SAFETY IN THE NORTH WEST PROVINCE TOWNSHIP SECONDARY SCHOOLS: TOWARDS THE DEVELOPMENT OF A SCHOOL SAFETY MODEL**

| For Office Use Only | | |
|---|---|---|
| 1 | RESPONDENT NUMBER | |
| 2 | SCHOOL NUMBER | |

**CONFIDENTIAL**

Instructions for completing the questionnaire

1. You are requested not to write your name or name of your school on this questionnaire.

2. Kindly answer the questions by drawing an x in the appropriate block.

3. Please insert the answered questionnaire in the envelope provided.

**SECTION A: BIOGRAPHICAL INFORMATION**

| 1. | Gender | | Female | Male |
|---|---|---|---|---|

| 2. | Age | | | | |
|---|---|---|---|---|---|
| | 20-29 | 30-39 | 40-49 | 50-59 | 60 and above |

| 3. | Current position | | | |
|---|---|---|---|---|
| | Educator | Head of Department | Deputy Principal | Principal |

| 4. | Indicate the District of your school | | | |
|---|---|---|---|---|
| | Dr Kenneth Kaunda | Ngaka Modiri Molema | Dr Ruth Segomotsi Mompati | Bojanala |

| 5. | Post Matric Qualifications | | | | | |
|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 |
| | Higher Diploma in | Advanced Certificate in | Bachelor of Education | Bachelor of Education | Master of Education | Others |

| | Education | Education | | Honours | | |
|---|---|---|---|---|---|---|

| 6. | Teaching experience in years | | | | |
|---|---|---|---|---|---|
| | 0-5 years | 6-10 years | 11-15 years | 16 20 years | 21+ years |

| 7. | Type of school | | Secondary | Combined |
|---|---|---|---|---|

| 8. | Number of learners | | | | | |
|---|---|---|---|---|---|---|
| | 30-80 | 81-200 | 201-350 | 351-600 | 601-900 | 900+ |

| 9. | Size of educators | | | |
|---|---|---|---|---|
| | 5-15 | 16-20 | 21-29 | 30 and more |

| 10. | Size of non-educators | | | |
|---|---|---|---|---|
| | 1-2 | 3-4 | 5-6 | 7 and more |

| 11. | Indicate the extent to which you belief the school has learner safety policy | | | |
|---|---|---|---|---|
| | Strongly agree | Agree | Strongly disagree | Disagree |
| 12. | Teachers are aware of the learner safety policy | | | |
| | Strongly agree | Agree | Strongly disagree | Disagree |

| 13. | Are learners made aware of learner safety policy at your school? | | | |
|---|---|---|---|---|
| | Always | Often | Seldom | Never |

| 14. | Are parents made aware of the learner safety policy at the school? | | | |
|---|---|---|---|---|
| | Always | Often | Seldom | Never |

| 15. | In your view how effective is the learner safety policy? | | | |
|---|---|---|---|---|
| | Very effective | Effective | Less effective | Ineffective |

| 16. | Indicate the extent to which learner lack of safety can be attributed to each reason as indicated below |
|---|---|

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| | Bullying | Always | often | sometimes | Never |
|---|---|---|---|---|---|

| 17. | Gangsterism | Always | often | sometimes | Never |
|---|---|---|---|---|---|

| 18. | Drugs | Always | often | sometimes | Never |
|---|---|---|---|---|---|

| 19. | Alcohol | Always | often | sometimes | Never |
|---|---|---|---|---|---|

| 20. | Accidents | Always | often | sometimes | Never |
|---|---|---|---|---|---|

| 21. | Learner late-coming | Always | often | sometimes | Never |
|---|---|---|---|---|---|

| 22. | Teachersq strikes / protests | Always | often | sometimes | Never |
|---|---|---|---|---|---|

| 23. | Illness | Always | often | sometimes | Never |
|---|---|---|---|---|---|

| 24. | Suicide | Always | often | sometimes | Never |
|---|---|---|---|---|---|

| 25. | Loitering around the school premises | Always | often | sometimes | Never |
|---|---|---|---|---|---|

| 26. | Number of learners absent per week | | | | | |
|---|---|---|---|---|---|---|
| | 0-10 | 11-20 | 21-30 | 31-40 | 41-50 | 51+ |

## SECTION B: HOME BACKGROUND OF LEARNERS

| 1. | Indicate the estimated percentage (%) of learners who are exposed to the following type of home conditions: |
|---|---|

| 1.1 | Both parents are alive | 10-20% | 20-30% | 30-40% | 40-50% | 50-60% | 60-70% | +70% |
|---|---|---|---|---|---|---|---|---|

| 1.2 | No father | 10-20% | 20-30% | 30-40% | 40-50% | 50-60% | 60-70% | +70% |
|---|---|---|---|---|---|---|---|---|

| 1.3 | No mother | 10-20% | 20-30% | 30-40% | 40-50% | 50-60% | 60-70% | +70% |
|---|---|---|---|---|---|---|---|---|

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| 1.4 | Double orphan | 10-20% | 20-30% | 30-40% | 40-50% | 50-60% | 60-70% | +70% |
|-----|---------------|--------|--------|--------|--------|--------|--------|------|

| 1.5 | Live with guardian(s) | 10-20% | 20-30% | 30-40% | 40-50% | 50-60% | 60-70% | +70% |
|-----|----------------------|--------|--------|--------|--------|--------|--------|------|

## SECTION C: DEMOGRAPHIC INFORMATION

| 1. | Predominant socio-economic status of school area | | |
|----|--------------------------------------------------|--|--|
| Lower Income Group | | Middle Income Group | | Higher Income Group | |

| 2. | Predominant socio-economic status of area where learners live | | |
|----|---------------------------------------------------------------|--|--|
| Lower Income Group | | Middle Income Group | | Higher Income Group | |

## SECTION D: STRATEGIC MANAGEMENT OF SAFETY AT SCHOOL

| Indicate to what extent you agree/disagree with each of the following statements | | Strongly agree | Agree | Strongly disagree | Disagree |
|---|---|---|---|---|---|
| 1. | The safety strategies developed by the School Management Team are realized by educators. | 1 | 2 | 3 | 4 |
| 2. | Our School Management Team has the capacity to support safety initiatives by educators and learners. | 1 | 2 | 3 | 4 |
| 3. | The School Management Team has a carefully put together plan concerning safety education Programme for learners. | 1 | 2 | 3 | 4 |
| 4. | A formal safety programme has already been implemented by our school. | 1 | 2 | 3 | 4 |
| 5 | The School Management Team organizes and controls our school's safety policy. | 1 | 2 | 3 | 4 |
| 6. | Educators are involved by the School Management | 1 | 2 | 3 | 4 |

| | Team when planning safety activities at our school. | | | | |
|---|---|---|---|---|---|

| 7. | Our principal deals effectively with absenteeism. | 1 | 2 | 3 | 4 |
|---|---|---|---|---|---|

| 8. | Educator staff, non-educator staff, parents and learners have a role to play in formulating school safety policy at our school. | 1 | 2 | 3 | 4 |
|---|---|---|---|---|---|

| 9. | Strict rules are needed to enforce safety procedures at our school. | 1 | 2 | 3 | 4 |
|---|---|---|---|---|---|

| 10. | Violence can be overcome at our school. | 1 | 2 | 3 | 4 |
|---|---|---|---|---|---|

| 11. | The school safety policy to be revised and amended where possible at the end of every academic year. | 1 | 2 | 3 | 4 |
|---|---|---|---|---|---|

| 12. | There is a need for some kind of procedure for safety. | 1 | 2 | 3 | 4 |
|---|---|---|---|---|---|

| 13 | Learners who experience violence from other learners often retaliate by fighting. | 1 | 2 | 3 | 4 |
|---|---|---|---|---|---|

| 14 | Learners who witness others fight report to educators. | 1 | 2 | 3 | 4 |
|---|---|---|---|---|---|

| 15 | Learners fears reporting cases of harassment by fellow learners. | 1 | 2 | 3 | 4 |
|---|---|---|---|---|---|

## SECTION E: THE EFFECT OF UNSAFE SCHOOL ENVIRONMENT ON EDUCATORS

| Indicate to what extent you agree/disagree with each of the following statements | | Strongly agree | Agree | Disagree | Strongly Disagree |
|---|---|---|---|---|---|
| 1. | Substitute educators are appointed when permanent | 1 | 2 | 3 | 4 |

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| | educators are absent for more than three months. | | | | |
|---|---|---|---|---|---|

| 2. | Quite often educators have to cope with more than one person's workload | 1 | 2 | 3 | 4 |
|---|---|---|---|---|---|

| 3. | Educators who are absent without permission gets leave without pay from the North West Department of Education. | 1 | 2 | 3 | 4 |
|---|---|---|---|---|---|

| 4. | Problems are experienced by educators when they have to take over the responsibilities of an absent colleague. | 1 | 2 | 3 | 4 |
|---|---|---|---|---|---|

| 5 | The heavy workload at school is caused by: | | | | |
|---|---|---|---|---|---|
| 5.1 | Non replacement of staff members | Definitely True | Usually True | Sometimes True | Not true |

| 5.2 | Staff shortages | Definitely true | Usually True | Sometimes True | Not true |
|---|---|---|---|---|---|

| 5.3 | Frequent absence of staff | Definitely true | Usually True | Sometimes True | Not true |
|---|---|---|---|---|---|

| 6 | Indicate the extent to which educators experience each of the following feelings for having to carry a heavy workload: | | | | |
|---|---|---|---|---|---|
| 6.1 | Decreased interest | Always | often | sometimes | Never |

| 6.2 | Not coping | Always | often | sometimes | Never |
|---|---|---|---|---|---|

| 6.3 | Frustrated | Always | often | sometimes | Never |
|---|---|---|---|---|---|

| 6.4 | Comfortable | Always | often | sometimes | Never |
|---|---|---|---|---|---|

| 6.5 | Motivated | Always | often | sometimes | Never |
|---|---|---|---|---|---|

| 6.6 | Coping | Always | often | sometimes | Never |
|---|---|---|---|---|---|

| 6.7 | Feel like resigning | Always | often | sometimes | Never |
|-----|---------------------|--------|-------|-----------|-------|

| 6.8 | Low morale | Always | often | sometimes | Never |
|-----|-----------|--------|-------|-----------|-------|

| 6.9 | Negative | Always | often | sometimes | Never |
|-----|----------|--------|-------|-----------|-------|

## SECTION F: THE INVOLVEMENT OF PARENTS IN SCHOOL SAFETY

| Indicate to what extent you agree/disagree with each of the following statements | Strongly agree | Agree | Disagree | Strongly disagree |
|---|---|---|---|---|
| 1. Parents support exists for implementing effective safety programmes | 1 | 2 | 3 | 4 |

| 2. | North West Department of education is fully aware that our school needs guidance to deal with learner safety. | 1 | 2 | 3 | 4 |
|----|---|---|---|---|---|

| 3. | SGB has allocated funds from the school budget for educator in service training workshop on safety teaching. | 1 | 2 | 3 | 4 |
|----|---|---|---|---|---|

| 4. | North West Department of Education has budget for educatorsʻin-service training regarding school safety. | 1 | 2 | 3 | 4 |
|----|---|---|---|---|---|

| 5 | North West Department of Education makes concerted efforts to ensure learner participation in the safety initiative programmes at our school. | 1 | 2 | 3 | 4 |
|---|---|---|---|---|---|

| 6 | North West Department of Education has developed an appropriate safety education programme for the educators. | 1 | 2 | 3 | 4 |
|---|---|---|---|---|---|

| 7 | North West Department of Education does enough to protect educators and learners who are possible victims of unsafe school environments. | 1 | 2 | 3 | 4 |
|---|---|---|---|---|---|

| 8 | There is good quality co-ordination between North West Department of Education and our school concerning safety. | 1 | 2 | 3 | 4 |
|---|---|---|---|---|---|

| 9 | North West Department of Education plays an important role in funding our schools' safety programmes. | 1 | 2 | 3 | 4 |
|---|---|---|---|---|---|

## SECTION G: THE INCLUSION OF SAFETY IN SCHOOL CURRICULUM

| Indicate to what extent you agree/disagree with each of the following statements | Strongly agree | Agree | Disagree | disagree |
|---|---|---|---|---|
| 1. | Topics of safety are well taught at our school. | 1 | 2 | 3 | 4 |

| 2. | Intensive in-service training programmes for safety are implemented. | 1 | 2 | 3 | 4 |
|---|---|---|---|---|---|

| 3. | Staff development programmes are in place for educators who have to cope with low morale. | 1 | 2 | 3 | 4 |
|---|---|---|---|---|---|

| 4. | School-based activities such as guidance and counselling are arranged to address safety matters. | 1 | 2 | 3 | 4 |
|---|---|---|---|---|---|

| 5. | Topics on safety and safety promotion are included into Life Orientation subject. | 1 | 2 | 3 | 4 |
|---|---|---|---|---|---|

| 6. | Extra-curricular activities are planned to address safety. | 1 | 2 | 3 | 4 |
|---|---|---|---|---|---|

| 7. | There is an in-depth coverage of safety and safety promotion topics at our school. | 1 | 2 | 3 | 4 |
|---|---|---|---|---|---|

| 8. | The school curriculum is flexible and accommodates | 1 | 2 | 3 | 4 |
|---|---|---|---|---|---|

| | learners whose schooling is interrupted by violence. | | | | |
|---|---|---|---|---|---|

| 9. | Classes are often left untaught/unsupervised at our school. | 1 | 2 | 3 | 4 |
|---|---|---|---|---|---|

## SECTION H: THE INFLUENCE OF SAFETY ON SCHOOL PERFORMANCE

| 1. | Learners who are victims of violence at our school perform poor. | Yes | No |
|---|---|---|---|

| 2. | Learners do not often come to school for fear of violence. | Yes | No |
|---|---|---|---|

| 3. | Lack of safety has a detrimental effect on teaching and learning at our school. | Yes | No |
|---|---|---|---|

| 4. | Learners who feel unsafe are frequently absent. | Yes | No |
|---|---|---|---|

| 5. | Learners of different grades are combined into one classroom. | Yes | No |
|---|---|---|---|

| 6. | Learners fear to remain on school to do projects when there are no educators around. | Yes | No |
|---|---|---|---|

| 7. | It is difficult to gain the concentration of learners in class after a violent incident. | Yes | No |
|---|---|---|---|

| 8. | Township schools are more unsafe than schools in other surroundings. | | |
|---|---|---|---|

**END OF QUESTIONNAIRE, THANK YOU.**

**ANNEXURE G: LETTER BY LANGUAGE EDITOR**

# Prof. K. le Roux

BA HED B.Ed M.Ed D.Ed
Diploma in Special Education
(Remedial Teaching)

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Moreleta Plaza  0167
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131 Vineyard Village
Boardwalk Meander
Cell Phone Number: 083 500 6041

8 October, 2016

**DECLARATION**

I herewith declare that the thesis

**Strategies to deal with poor learner safety in the North-West Province Township secondary schools: Towards the development of a school safety strategy**

by

**Umziuvukile James Tshatshu**

was edited by me.

However, the correction of all errors/missing information remains the respoonsibility of the student.

..........................................................
Prof. K. le Roux.

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