

**MANAGEMENT OF SAFETY CONCERNS IN RURAL PRIMARY SCHOOLS OF
MALEBOHO WEST CIRCUIT IN LIMPOPO PROVINCE**

by

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DECLARATION

I, **Mabotseke Dina Mapaya**, hereby declare that: **Management of Safety Concerns in Rural Primary Schools of Maleboho West Circuit in Limpopo Province** is my own work and it has not been submitted for any degree or examination in any other institution or university and that all sources that I have used or quoted have been acknowledged by means of complete references.

Mapaya Mabotseke Dina

16 August 2019

Date

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DEDICATION

This study is dedicated to the following important people:

- My father, Matome Martin Mpya, and my mother Mokgadi Letty Mpya, for their support throughout my life. They gave me life, raised, supported and loved me.
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- Above all, Almighty God, King of Kings, the One who needs to be praised, who gives me the power and strength to travel this long and tiresome journey, “With you, there is nothing difficult”.

ABSTRACT

The aim of the study was to investigate management of safety concerns in rural primary schools of Maleboho West circuit in Capricorn District. In rural areas, management of safety at primary school level is not adequate. Safety issues such as the carrying of sharp objects to classrooms, lack of scholar patrols and security guards, vandalizing of school property, poor condition of school buildings do not receive special attention in order to secure quality teaching and learning. To achieve the above aim, the study employed the interpretive paradigm to understand safety concerns from participants' perspectives. The study was guided by a comprehensive approach theory to school safety. The study population comprised principals, teachers, governance official, chairpersons of School Governing Bodies and security personnel in Maleboho West circuit. In line with the interpretive research paradigm, purposive sampling was used to choose 11 participants that formed the study sample. Data was collected through interviews and document analysis. Data was analysed thematically. The results show that poor management of safety concerns is real and compromises the quality of teaching and learning. Amongst other measures, the study recommends enforcing discipline amongst learners and teachers; abolishment of pit toilets; availability of scholar patrols and security guards and ensuring the general monitoring of the safety of learners and school property.

Keywords: safety concerns, code of conduct, crime, school violence, rural schools.

LIST OF ABBREVIATIONS

CBO	:	Community-Based Organisations
CBPR	:	Community-Based Participatory Research
CPTED	:	Crime Prevention through Environmental Design
DBE	:	Department of Basic Education
ESSP	:	Everyday Safety Skills Program
NSSF	:	National School Safety Framework
SAPS	:	South African Police Services
SGB	:	School Governing Bodies
SMT	:	School Management Teams
SRTS	:	Safe Routes to School
UK	:	United Kingdom

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CHAPTER ONE

INTRODUCTION AND BACKGROUND OF THE STUDY

1.1 INTRODUCTION

Recent studies and media depict an alarming picture of schools as unsafe environments for both teachers and learners in South Africa. Teachers and learners die in the hands of unruly learners ranging from 10 to 17 years. Faulty buildings and those under construction during school hours are a danger to learners. Njilo (2019) writes that learners from Drieheok High school died and several sustained serious injuries due to collapse of a school corridor under construction. Several cases of primary school learners falling into and dying in pit toilets is a serious concern.

Managing safety concerns is crucial in rural schools. Schneider, O'donnell, Stueve and Coulter (2012:173) indicate that parents and teachers need to pay closer attention to safety behaviour amongst schoolchildren and should impart their knowledge of safety to children in full and in a comprehensive and coordinated manner.

Management of safety issues in the learning environment is a global phenomenon. Tokunaga (2010:279) claims that the United Kingdom (UK), for example, has a strategic approach, which could be used by any educational institution. Its mission is to save lives and decrease injuries to people. As such, the Royal Society for the Prevention of Accidents (SRPA) in UK has had increased involvement in health and safety in schools over the years through their national safety and risk education committee.

Baker and Tanrikulu, (2010:2773) explain that management of safety concerns in UK, Zambia and Indonesia involves the principal's commitment in strengthening the school health problems and create health promoting initiatives. O'Shaughnessy, Haq, Maxwell and Llewelyn (2010:144) claim that children that are sick, hungry and anxious do not grow up happily and they do not study properly because their safety is at risk; some of them may experience learning problems. In addition, Eres and Atanasoska (2011:61) maintains that teachers and parents should play a major role in policy making while learners with their own elected groups should take a full and active part in day to day safety promotion in the school premises.

Isanzu (2014:20) established that teachers in Tanzanian rural primary schools are concerned about safety and working conditions. For example, they are concerned about personal safety, heavy workloads, challenging living conditions and social isolation. Also, Tanzanian teachers experience poor working conditions and remuneration. As a result, the teaching profession loses its human resources to other professions more than it gains from them. Teachers' poor conditions of service impact on learners' safety and, as a result, turn to ignore their commitment to teaching and safety of the learners (Miles, 2011:1090).

South Africa, like most other countries, has schools located in both urban and rural areas. Schools in urban areas may experience different kinds of safety issues compared to those in the rural areas. While rural schools are vulnerable to vandalism schools in urban areas may have to deal with safety issues that extend beyond the infrastructure (Ncontsa & Shumba, 2013:2). In urban areas, learners are exposed to drug peddlers and kidnappers in addition to what a rural school normally may have to contend with. In some instances, lack of respect and carrying of dangerous weapons and related violence may threaten all who share the learning space. The vulnerability of learners and school property is more real in urban schools (Ncontsa & Shumba, 2013:2). However, Fraser (2011:12) explains that crime is a significant problem for rural communities and is not confined only to big

cities. In other words, rural schools are also exposed to some of these safety challenges. In the South African context, the extent to which these challenges occur requires different safety management strategies.

Courson, Goldenberg, Adams, Anderson, Colgate, Cooper, Dewald, Floyd, Gregory, Indelicato and Klossner (2014:130) argue that it is clear that in the South African school context, safety is seen as the responsibility of the Department of Basic Education (DBE). It is also obvious that community involvement and collaboration with external agencies like police services and Non-Governmental Organisations (NGOs) is crucial. It can, therefore, be concluded that the physical environment of schools needs more attention in terms of ensuring that basic features of safety and security are put in place. Schools should take safety concerns as a matter of priority.

But, all hope is not lost with regard to safety concerns in schools. Scholars provide alternatives to managing safety in schools. Masitsa (2011:165) claims that a planned approach to managing risks emanating from accidents and health problems to both staff and learners should be linked to curriculum where teaching young children can develop their capability to assess and manage risks. He/she further claims that managing safety concerns in the school premises is becoming a speciality that requires some level of expertise in risk management strategies. Such management strategies should be proactive in circumventing potential safety flare-ups in schools. Other scholars such Astor, Guerra, and Van Acker (2010:23) observed that the school principals should enforce safety policies and bring in key stakeholders to discuss and deal with safety issues in the schools. Astor, *et al.* (2010) observed that a certain cadre of school principals with strong risk analytical minds is needed to manage safety in rural schools.

Of specific interest to this study is the management of safety concerns by primary school principals in the rural school environment, specifically in Maleboho West

Circuit, in the Capricorn District. Generally, in this district, cases of crime such as burglary in school premises are reported at the police stations. Cases of assault with the intention to inflict grievous bodily harm are frequent. Crime prevention goes beyond the provision of the police stations and police services to stakeholders' concerns towards safety and security. Reported cases of crime against persons and property are ranked high in the police stations within the district. This, on its own, is bound to impact on school safety within such communities.

Generally, misconduct and lack of discipline from South African learners contribute to unfavourable conditions for learners in the classroom. Highlighting one of his/her study's recommendations, Sebisha (2015:65) explains that the learners' code of conduct in rural primary schools in Limpopo is an effective tool for managing learner behaviour, provided that it is properly drafted and effectively implemented and monitored.

From this background, it is clear that although ensuring safety in schools is generally challenging, the safety of learners is mandatory.

1.2 STATEMENT OF THE PROBLEM

The aim of the study was to investigate management of safety concerns in rural primary schools of Maleboho West Circuit in the Limpopo Province. Safety in rural schools needs attention. Reports on violent behaviour by learners and teachers; carrying of weapons to classrooms; drug peddling and use have all necessitated heightened sensitivity to safety. The perception that rural primary schools are less prone to safety risks as opposed to their urban counterparts, could account for less concern on the part of school principals. Unsafe schools are a result of poor risk management in rural schools. Safety of people is upheld by law. Section 24 of the Bill of Rights of *The Constitution of the Republic of South Africa*, (1996) maintains that every person has the right to an environment that is not detrimental to his or her

health or well-being. The fact that many rural schools have dilapidated buildings, located in hard-to-access remote areas where there are no roads or adequate sanitation, means that security of learners is wanting. If a child learns in a hazardous environment, he/she is likely to find schooling challenging. To mitigate against such challenges, school principals, teachers, governance official, chairpersons of school governing bodies and security personnel are called upon to be aware of the risks in the school yard, and that is the focus of this study. If safety of learners is left unravelled, these risks will undermine the quality of teaching and learning.

1.3 AIM OF THE STUDY

The main aim of the study was to investigate how safety concerns at rural primary schools in the Maleboho West Circuit can be managed. The research objectives of the study are as follows:

- To identify safety challenges faced by rural primary schools.
- To appraise the application of legislative tools to address safety concerns in primary schools.
- To probe measures that primary schools could employ to improve the management of safety challenges.

1.4 RESEARCH QUESTIONS

The main research question of the study is: 'How can rural primary school principals of Maleboho West Circuit manage safety concerns? To unpack this, the following questions were probed:

- What are the safety challenges faced by rural primary schools?
- What gaps exist between the legislative framework and practice with regard to safety concerns in primary school?

- What measures do primary schools employ to improve the management of safety challenges?

1.5 THEORETICAL FRAMEWORK OF THE STUDY

This study employed a comprehensive approach theory to school safety (Chen & Astor, 2011:156). The comprehensive approach to safety is defined considering a range of short and longer-term programmes and initiatives involving local police, upgrading school systems, training government officials and members of communities by holistically targeting all the needs and problems of the organisation (Wallach, 2010:268). Paul Davidoff is the advocate of comprehensive approach theory.

Hirsch (2011:129) explains that the framework is designed to assist a comprehensive assessment of school safety with regard to all risks, or at least all major ones. Schools ought to carry out comprehensive assessments; otherwise they may overlook potentially dangerous issues. This why Bryman (2016:10) opines that technology plays an increasingly important role in maintaining safety in school environments. For this reason, new technologies are developed and marketed to school professionals with increasing frequency.

The approach is ideal in understanding and devising measures to deal with safety challenges. During crises, the approach can be deployed to ensure safety by intervening early in cases where children may be at risk (Cornell & Mayer, 2010:9).

The comprehensive approach enables targeting of a range of issues and problems to address a problem. Leu and Becker (2017:756) recommend the comprehensive approach because it provides both contextual and external solutions. This theoretical framework provided a particular perspective through which the

researcher examined safety issues in a rural setting and also helped the researcher to better analyse events by providing a particular set of questions to ask (McMillan & Schumacher, 2010:20). The approach was useful because it was used as a foundation to understand sound practices in schools, an introduction to the research base for safety prevention and planning for safety in rural schools (Marais & Meier, 2010:45). The main use of a comprehensive approach theory will probably be by schools and support agencies to carry out full assessments of the dangers of safety facing a school and the capacity for managing safety concerns in rural primary schools (De Waal, 2011:180).

According to a broad interpretation of safety, which encompasses the well-being in its widest sense, a comprehensive school safety management approach had not been fully adopted by schools. Whilst involvement in safety practices by stakeholders was evident, many actions appeared to be carried out without full consideration of the wider promotion of school safety. The studies suggest the importance of training and awareness activities for education professionals in order to build and promote safety culture and to facilitate the introduction of a comprehensive school safety approach in the day-to-day management of schools.

The previous studies constructed their experience about safety in schools and let people understand the phenomena through the meanings that people assign to them that concern safety issues. The overall plan for collecting information from the previous studies is to answer the research question about management of safety concerns in rural schools. The researcher collects information from the previous studies, write some important information about safety in schools and analyse the document used from the previous studies about safety.

1.6 DEFINITION OF KEY WORDS

1.6.1 Safety Concerns

Safety concerns include all measures taken to challenge threats to people and property in education environments (Mohandie, 2014:130). One term connected to safety concerns is school safety, which is defined as the sheltering of students from violence and bullying (Graham, 2014:279). Rowan, Rukholm, Bourque-Bearskin, Baker, Voyageur and Robitaille (2013:3) indicate that sheltering of learners from exposure to sharp objects such as knives, wires and needles is all about safety concerns.

1.6.2 Code of Conduct

A code of conduct is a form of subordinate legislation that reflects the democratic principles of the Constitution (Republic of South Africa, 1996) by supporting the values of human dignity, equality and freedom. Xaba (2011:205) makes the point that a code of conduct is a consensus document and its drafting process should be characterised by the involvement of parents, learners, educators and non-educators at the school. The code of conduct for learners spells out rules regarding learner behaviour and describes the disciplinary process to be implemented concerning transgressions by learners (Symes & Humphrey, 2010:480). The Code of conduct for learners therefore, seeks to address problems like sharp objects, violence, vandalism, theft and learners in possession of substances such as tobacco and alcohol (Karp & Sacks, 2014:160).

1.6.3 Crime

Goody (2017:63) claims that crime refers only to acts stipulated by law and sanctioned by the state. Crime is an act punishable by law (Hammarén, Lunneblad, Johansson & Odenbring, 2015). In the context of this study crime refers to acts such as bullying, rape, robbery, harassment and assault and victimization.

1.6.4 School Violence

School violence is any activity that creates disturbance on man's educational system (Swearer, Espelage, Vaillancourt & Hymel, 2010:40). It includes verbal and physical altercations. It is also bullying through electronic means or social media, threats, weapon use and gang activity. School violence is often compounded by community-level factors, such as alcohol and drug availability, as well as access to firearms and other weapons (Jenkins, 2013:10).

1.6.5 Rural Schools

Rural schools correspond to our general understanding of rural areas; they are characterized by geographic isolation and small population size (Robinson, Bursuck & Sinclair, 2013:3). Rural schools are all classified as high need schools, some are small, and some are big schools (Kučerová & Kučera, 2012:10). In the context of South Africa, Norms and Standard for School Funding criteria of five quintile levels, these schools are categorised as quintiles 1-3 levels. These schools receive state funding and parents do not pay school fees.

1.7 RESEARCH PARADIGM, DESIGN AND METHODOLOGY

This section is the overall plan of how, where and from whom data was collected.

1.7.1 Research Paradigm

A paradigm is basically a worldview, a whole framework of beliefs, values and methods within which research takes place (Shapiro & Stefkovich, 2016:21). A paradigm is a set of expectations about how things work. It is concerned with understanding the world as it is from personal experiences of individuals. The study used interpretivist research paradigm to bring about understanding and awareness of participants' duty to safety towards learners and how safety issues are managed (Taylor, Bogdan & Devault, 2015:25).

1.7.2 Research Design

The study employed a qualitative research design. A qualitative research design is an accurate attempt to study everyday life of different groups of people and societies in their natural situation (Brinkmann, 2014:1009). A qualitative research design involves looking at potentials that cannot easily be reduced to arithmetical values.

Lewis (2015:474) maintains that a qualitative research design is a realistic attempt to study everyday life of different groups of people and societies in their natural situation process. A qualitative research design makes sense to understand a phenomenon in terms of the meaning people bring. The qualitative research design helped the researcher to understand participants, the social and cultural context within which they live. The researcher used a qualitative research design based on the study's aim and research questions. They were better addressed by the researcher interacting with participants in their natural setting.

1.7.3 Research Methodology

Research methodology is a way of solving the research problems by using various steps to collect data. Descriptions of the contributors, the research design, sampling

plan and data collection procedures are included in this section (Glaser & Strauss, 2017:10). Qualitative research design involves the use of qualitative data, such as interviews, documents, and participant observation to understand and explain social phenomena (Denscombe, 2014:20).

1.7.3.1 Population

Population is the summation of all the organisms of the same group, which live in particular geographical area (Worm, Sabin, Weber, Reiss, El-Sadr, Dabis, De Wit, Law, Monforte, Friis, Moller & Kirk, 2010:322). In this study, the population comprised of all school principals, teachers, SGB chairpersons, security personnel and governance officials in Maleboho West Circuit.

1.7.3.2 Sampling procedure

Sampling procedure can be described as the process of choosing a sub-group from a population to participate in the study and selecting a number of individuals in such a way that the individuals selected represent the large group from which they were selected (Mayer & Furlong, 2010:18). The study used the purposeful sampling method to get participants with rich in-depth data.

1.7.3.3 Sample

A sample is the number of participants who are selected from the population and from whom data will be collected. Bosworth, Ford and Hernandaz (2011:197) state that the sample helps in drawing conclusions about identified populations or groups. A good sample could help the researcher in determining a population's characteristics or their representative view. The sample of this study consisted of three school principals, three SGB chairpersons, three teachers, one security personnel and one Deputy Manager Governance (DMG) official. In total participants of the study were 11.

1.8 DATA COLLECTION PROCEDURE

The researcher used an ethical clearance letter to conduct research (Annexure A). The researcher then applied for permission from the Department of Education in Capricorn District (Annexure C) to conduct fieldwork at Maleboho West Circuit. The researcher submitted response from the District to the Circuit. Participants signed the consent forms (Annexure D) accepting to participate. The researcher recorded and transcribed the interviews. Field notes were taken during the researcher's visits for the interviews.

1.9 DATA ANALYSIS

Qualitative data in this study was analysed from interviews, voice recordings and transcripts. Essentially information collected from participants through interviews was recorded and interpreted thematically (Damalas & Eleftherohorinos, 2011:1406; Socia, 2011:356; Coon & Travis III, 2012:17). Thematic analysis in qualitative research attempts to capture the sense of interviews, document analysis and transcriptions by providing descriptions which are detailed enough to direct the reader to the context in which the research took place. The researcher worked with participants' stories, which were translated from audio-tape to text. By so doing, reports from the interviews allow multiple interpretations and provide readers with the opportunity of inferring their own meaning from the text. The researcher repeatedly read the information gathered from the interviews and the tapes were played again and again to enhance understanding.

1.10 TRUSTWORTHINESS OF THE STUDY

The establishment of a positive relationship with participants, time spent with participants and speaking the language they preferred, can increase their trust in the researcher (Lance-Frazier, Johnson, Gavin, Gooty & Bradley, 2010). The

researcher analysed data through direct interpretation. The researcher verified the trustworthiness of data by the quality of information captured from the participants (Schilke & Cook, 2015:279). In sum, trustworthiness was ensured through credibility, transferability, dependability and conformability (see chapter 3).

1.11 SIGNIFICANCE OF THE STUDY

Significance of the study describes what contribution the study will make to the set of broad educational problems. The qualitative significance of the study is to say that the results of this study are of more practical purpose compared to other studies. The study would add to the existing knowledge regarding management of safety concerns in primary schools, particularly when considering the quality of education in rural areas. It will also expand the knowledge base of principals, SGB, security personnel, teachers, and governance official in rural schools, thereby closing some of the existing gaps. It is anticipated that the study will form the basis for further research in the field of management of safety concerns in rural primary schools. The results of the study are of great benefit to the Department of Basic Education so that they will be able to help schools to manage safety, school management teams, SGBs, communities, government officials, security guards, learners, teachers and other people who live outside the Maleboho West Circuit. The Department of Education will improve safety in rural schools by increasing funds for rural schools so that they will be able to hire permanent security guards, build sanitary toilets with running water and insert alarm systems in their schools.

1.12 DELIMITATION OF THE STUDY

This study did not concern itself with other forms of challenges that principals or schools in rural areas face; hence the focus on safety concerns solely. Nor did it consider secondary schools. Primary schools that are in urban areas were not part

of the study. Primary schools that are not in the demarcated Maleboho West Circuit were not considered in this study.

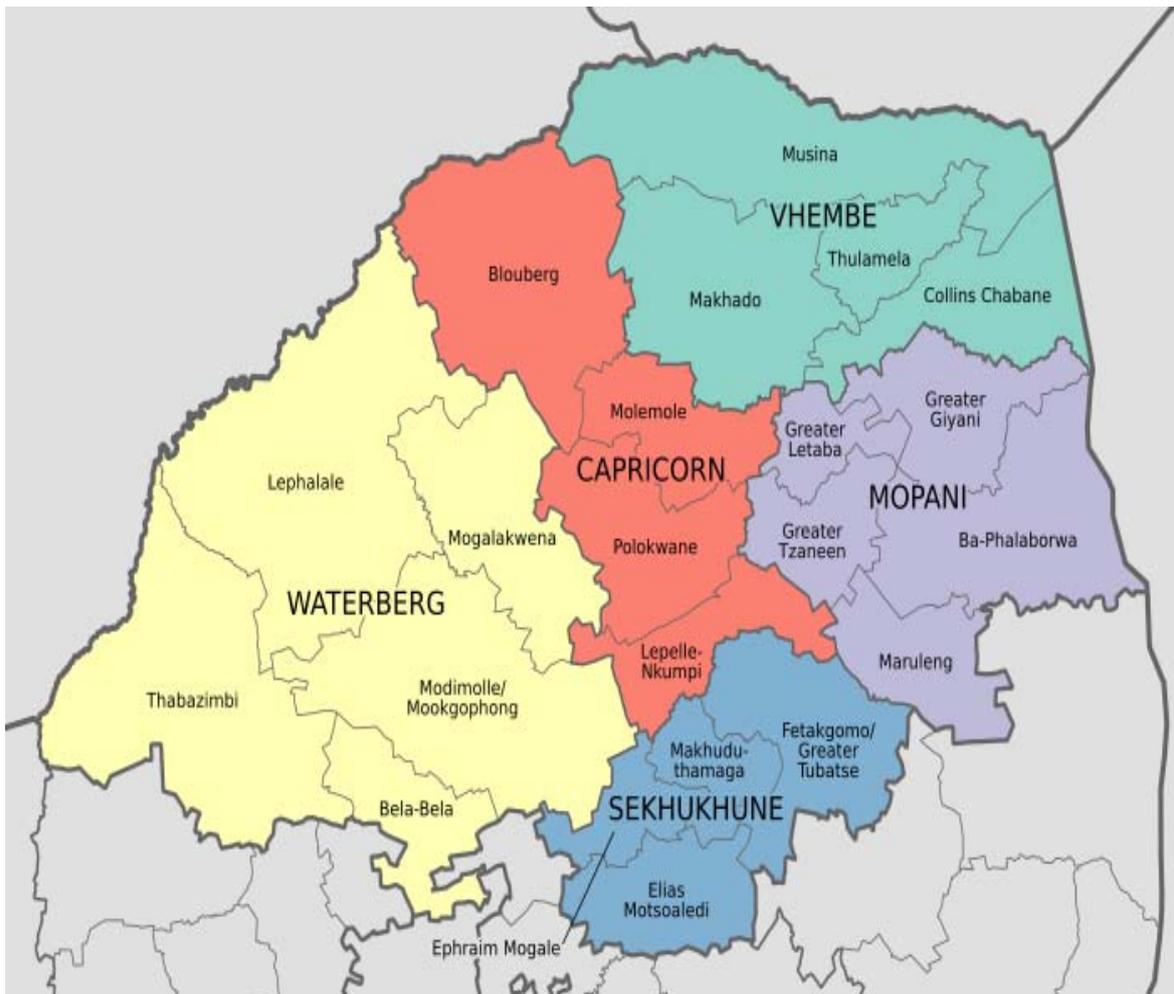


Figure 1.1: Map of Circuits

1.13 ETHICAL CONSIDERATIONS

The researcher ensured that the ethical code of the University of Venda was adhered to. The researcher acquired an ethics letter from the university research committee (Annexure A).

1.13.1 Permission to Conduct a Research

Permission was requested and granted from the Limpopo Department of Education in the office of Capricorn District Manager in writing (Annexure D). Permission was also requested and granted from the Circuit Manager to allow selected schools to participate in the research (Annexure B).

1.13.2 Informed Consent

Consent forms are for the participants so that they agree to participate in the study. Participants were then visited personally to introduce the researcher's identity and explain the nature of the study. Participants were clearly informed and fully explained that they have the right to withdraw from taking part in the research process and had no financial obligations (Annexure E).

1.13.3 Confidentiality

Communication was conducted in the participants' best preference to ensure confidentiality and the atmosphere was stress-free. Freedom of expression was promoted from all participants and there was no victimization. Any information from participants was treated with maximum confidentiality. Confidentiality of collected data was also guaranteed verbally and in written form (Annexure E).

1.13.4 Anonymity

The names of participants and their schools will not be mentioned; instead, schools will be identified as school A, school B and school C (Annexure E).

1.14 DIVISION OF CHAPTERS

Chapter One: presents introduction, statement of the problem, purpose of the study, research questions, theoretical framework of the study, research design and methodology, data collection, data analysis, significance of the study, delimitation of the study and ethical considerations.

Chapter Two: exposes literature from different perspectives on the challenges of safety concerns in schools.

Chapter Three: discusses research methodology, paradigm, research design and research methodology. The components of Chapter Three are participants, instruments, procedures and design, delimitation and limitations of the study.

Chapter Four: presents findings and discussions of findings.

Chapter Five: presents the conclusion, summary and recommendations of the study.

1.15 CONCLUSION

This chapter presents the general orientation to the study; the statement of the problem; aim and objectives of the study; research questions; theoretical frame work of the stud; research paradigm, research design and methodology; data collection;

data analysis; significance of the study; delimitation of the study and ethical considerations.

CHAPTER TWO

LITERATURE REVIEW

2.1 INTRODUCTION

In this chapter, literature from different perspectives on the challenges of safety in primary schools is discussed. The safety of learners and staff at schools is of importance for effective teaching and learning (Pisaniello, Stewart, Jahan, Pisaniello, Winefield & Braunack-Mayer, 2013:56). It is therefore imperative to study the essence of school safety so as to ensure that safety is managed effectively and that the school becomes a safe haven for both teachers and learners (Pinard, Shanks, Harden & Yaroch, 2016:327). The study reviewed literature that comprised of broad themes, namely the general state of school safety which entails issues such as safety empowerment, strategies, environmental design and partnership with law enforcement agencies (Razee, Whittaker, Jayasuriya, Yap & Brentnall, 2012:830).

2.2 GENERAL STATE OF SAFETY

The Ministry of Education has the responsibility to protect and promote the right of learners to education, safe school surroundings and privacy. To ensure safety in South African schools, every teacher should uphold professional conduct, and embrace the responsibility to protect children's rights in school surroundings. Furthermore, Hinsenveld (2015:54) maintains that SGBs should have the necessary ability, documents and training to fulfil their duties. Na and Gottfredson (2013:622) assert that schools that do not have mission statements concerning safety in detailed safety plan of action; no safety administrative body and insecure school physical facilities pose danger to safety. Hughes, Newstead, Anund, Shu and Falkmer (2015:258), explain that safe schools are schools that are physically and

mentally safe and that allow professional people, learners and non-teachers to work without fear.

Generally, a safe school is a place where teachers and principals impart knowledge to learners, share knowledge by observing and helping one another to become more skilful about safety and security. Different perspectives (2.2.1- 2.8) are here under discussed in order to address the research objectives of the study as stated below:

- To identify safety challenges faced by rural primary schools.
- To appraise the deployment of legislative tools to address safety concerns in primary schools.
- To probe measures that rural primary schools could employ to better manage these safety challenges.

2.2.1 Safety Challenges in Schools

Safety challenges in school are many. They stem from the violent behaviour of learners, bullying, vandalism, lack of security guards, distant police stations or satellites, learners travelling long distances to and from school, unsafe pedestrian crossings, pit toilets, safe food and kidnapping. Ekor (2014:177) indicates that principals and teachers experience aggressive and violent behaviour amongst children. Some learners are aggressive towards fellow learners. According to Lord and Washington (2018:4), bullying, theft and intimidation among learners are serious concerns because schools exist within and are connected to local communities. Effects of crime and neighbourhood violence spill into schools. Behaviour among learners puts risk to other learner's lives. Abuya, Onsmu and Moore (2012:83) agree that schools face a number of challenges relating to disruptive learners. The disruptive learner behaviour, such as fighting, bullying and vandalism disturb the learning of learners and teacher's work. Furthermore, Osher, Bear, Sprague and Doyle (2010:50) emphasise that classroom management can

improve school discipline. Another challenge is the lack of police stations in the proximity of schools. This translates into poor visibility of police patrolling around schools. If there is crime or unrest, police often take too long to attend to the problem (Bracy, 2011:367).

Most schools still use pit toilets causing accidents as shown below:

- A seven-year-old boy died in 2013 after the walls of a toilet collapsed on him in Limpopo;
- In 2014, in Limpopo province, the case of a boy who fell and died in a pit toilet made headlines in South Africa;
- A five-year- boy fell into a pit latrine in 2016 in North West province. He swallowed excrement and was severely injured;
- A six-year-old boy died in 2017 after the walls of a toilet collapsed on him at Dalasile Primary School in the Eastern Cape;
- A five-year-old boy drowned in a pit latrine in the Eastern Cape in March 2018; and
- Section 27's records show that three more children have died or been injured in unsafe school toilets.

The intensity of the problem of pit toilets is not receiving the necessary attention. Schools need the intervention of their communities. Recently, (2019) parents and learners of primary schools in Limpopo disrupted primary and secondary teaching and learning. They raised placards against the use of pit toilets. Still, pit toilets are used despite their potential danger.

Even though most schools are fenced, there is still a concern regarding the lack of security guards during and after school (Jennings, Khey, Maskaly & Donner, 2011:112). Security is the degree of protection against danger, damage loss and crime. In the absence of security all other services are not likely to work for the

benefit of learners. Hence, lack of security affects learners' education (Hunt & Stronza, 2011:379).

Most learners still travel long distances to school. Sommer (2010:253) indicates that learners could be taught safe crossing practices, safe routes and areas of high danger so that they will be safe when crossing the road to school (Wong, Faulkner and Buliung, 2011:39). In some instances, they have to cross rivers even when there are floods. For example, learners from GaMamoleka often have to cross the flooded rivulet into Berg end Dal village where Tlhakauma primary school is located. According to Lingam and Lingam (2013:2061) poor and inadequate resources are the most discouraging aspect of learners in rural primary schools. This challenge persists even in the new dispensation in South Africa post-apartheid. Legislative tools to address safety concerns in rural primary schools should be taken into consideration. Legislative tools will improve and solve safety problems in rural schools.

2.2.2 Legislative Tools to Address Safety Concerns

Schools need to have a code of conduct for learners. This policy makes learners aware of their safety and of others. Safety kits policy is also important, and teachers need to conduct them individually instead of leaving this responsibility to prefects.

Unlike in the industrial areas where companies are forced to display the code of safety and to conduct regular fire drills, schools in rural areas are not compelled to follow such legislative requirements (Stewart, 2013:45). The Department of Education should be more concerned about school safety and support in rural schools by, at least, insisting on minimal safety standards. Research studies reveal that not all the staff members have been adequately trained in handling fire extinguishers or administering safety interventions using safety kits. The training of

new members is left to older teachers who are not experts in safety matters (Zhou, Whyte & Sacks, 2012:107).

Nelson and Bui (2010:493) maintain that school safety is an essential condition. Learners should also be familiar with school safety challenges in their school environment. For example, Allen, Ballweg, Cosgrove, Engle, Robison, Roseblatt and Wenrich (2013:1863) suggest that with proper orientation learners themselves could be able to read and see violence occurring in their midst. Learners, if properly orientated in school safety rules, are less likely to break such rules (Reeves, Kanan & Plog, 2011:30). Implementation of measures to manage safety challenges in schools is the most important way of dealing with safety challenges.

2.2.3 Measures to Manage Safety Challenges

Measures to manage safety challenges are important in creating a low-crime environment, reduce bullying and harassment and improve the school wide disciplinary system. Welch and Payne (2010:27) suggest that districts can improve school safety by selecting learners who are at risk and high-risk and recommend them for guidance and counselling. In this regard, school-based social workers could play an important role for learners exposed to harassment by others.

Forging close relations with the surrounding communities can also be vital in avoiding safety challenges. Gregory, Skiba and Noguera (2010:61) agree that rather than working in storage tower, schools in tune with their surrounding communities, and involving them in the process of designing policy are better placed to reduce safety challenges. Parents and teachers should work together when designing school safety policies.

Bradshaw, Mitchell and Leaf (2010:137) suggest that the implementation of Safe Routes to School (SRTS) is also important because, as pedestrians, learners are

prone to accidents. SRTS is an essential intervention to improve learner safety, increase physical activity among learners and help decrease accidents involving learners as they walk to schools (Van Elslande, 2012:985). The value of school safety for learners should be considered because learners need to learn in a safe place.

2.2.4 Educational perspective of school safety

Educational perspective refers to the way school safety is considered in the teaching and learning framework (McInerney, Simyth & Down, 2011:10). Educational perspective is based on the following assumptions:

- Safe behaviour can be taught,
- Safe and risky behaviour can be learnt, and
- What is learned about safety and security can be applied.

Safety in schools is a world-wide problem (Aluede, 2011:140). However, schools should be responsible for ensuring an effective educational environment. Discipline in schools is one key concept reflecting conducive teaching and learning space. Ball, Hoskins, Maguire and Braun (2011:5) maintain that the characteristics of a safe school environment are prevailing discipline, professional behaviour from teachers, good management practices and secure school premises.

Hoag (2010:10) explains that South African Police Services (SAPS) need to keep motivating learners to maintain the lowest number of cases of misconduct in South African schools. In the face of day to day disorder and the general problems of the environment, working together makes for a stronger contribution to overall feeling of safety amongst learners. Faull (2011:24) adds that school safety plays a major role in learner education. Implementation of strategies that can deal with learners' behaviour should be considered.

2.2.5 Behaviour of Learners in the Schools

Another factor aggravating safety in schools is learner behaviour. It is therefore, important for principals to have in their arsenal, a number of strategies to deal with learner behaviour problems. Hawkin and Weis (2017:12) maintain that principals should use strategies to prevent problem behaviour amongst learners in primary schools. Learners should be exposed to applicable disciplinary measures in their classrooms so that they are able to behave (Johnson & Duberley, 2015:765). Lewis (2015:474) reiterates that after all, the purpose of education is to prepare learners as future and successful citizens of a democratic society.

Learners as people are affected by other emotions. They could be happy, sad or angry like any other person (Draper, de Villiers, Lambert, Fourie, Hill, Dalairs, Abrahams & Steyn, 2010:398). It is the duty of school staff to always identify such emotional changes and to readily offer support and help when needed. Thus, programmes should be designed and applied that address safety problems of the school, with regard to aggressive behaviour.

Learners' bad behaviour can disturb other learners and put their lives at risk because they are afraid of those ones with bad manners (Hoadley, 2012:190). School staff should be sensitive to problems that learners might be having with aggression and should be aware that even just observing others being persecuted by rational aggression influences the type of social experiences that an adolescent has at school (Alarid, Sims & Ruiz, 2011:15).

According to Burton and Leouschut (2013:89) the level of violence is increasing and destroying the safety of learning for the learners. Learners who are associated with school violence are destroying not only their future but that of others as well. Non-completion of schooling is increasing due to a learning environment that is not safe. Macharia (2012:12) claims that it is important when considering that attachment to

school and completion of schooling is an important protective factor keeping young people in a safe environment. Learners in the sports field should respect others because some of them play rough and demoralize those who have the skill of sports and they end up leaving their respective schools.

Mlalazi, Rembe and Shumba (2016:193) indicate that school principals work in a very complex and challenging environment characterized by tension, conflict, poor security and substance abuse amongst learners and related issues amongst others. Poor security is reflected as serious violence of various kinds leading to student unrest which result in increased destruction of property (Musau, Okoth & Matula, 2017:202). A situation like this undermines the school safety and thus affects the teaching and learning process. Guidelines on counselling have been identified as a remedy for dealing with indiscipline in schools. The service is not effective because principals and teachers do not have professional skills, techniques and knowledge of counselling (Lock, Budgen, Lunay & Oakley, 2012:65).

Eccles and Roeser (2011:227) observe that the majority of children have experience with violence and are associated with heightened stress and cheerlessness. School violence results in development of learning problems and bad academic performance for learners because their learning environment is not safe. Swearer, Espelage, Vaillancourt and Hymer, (2010:39) argue that school safety is supported by adherence to the academic mission of the school; recognizing that learners have their rights guaranteed by the constitution and hence learners should learn in a safe environment.

In support of the above, scholars Ttofi and Fayyington (2011:29) explain that a close, positive and supportive relationship between teachers and learners is important for developing safety in the learning environment of learners. These scholars assert that teachers should support and maintain safety of learners at school. The school should be the structure that is free from harm, violence and the

presence of caring and protective staff. Cook, Williams, Guerra, Kim and Sadek, (2010:65) agree that there are different factors that contribute to school violence and require a multi-branched approach to address the issue properly. While the common challenges may seem huge but there should be protection of the schools by teaching learners about violent performance and how to deal with it. Teachers should teach the conflict-resolution approaches to learners; prepare parents and families with the observations and skills to avoid violence at their respective homes and schools (Deutsch, 2015:92).

2.2.6 Organizational Perspective

Schools are built to achieve goals of teaching and learning in a safe environment. Schools that are safe focus on the following organizational aspects:

- The atmosphere of the quality of life in the school premises and
- The school's good control mechanisms that keep learners safe

Tobin (2014:1) indicates that schools should use a multiplicity of measures to promote the safety of learners. However, destructive use of some security measures in schools can destroy learners. Destructive use of security measures can increase dishonesty and misconduct amongst learners and disrupt the school environment by interfering with learning (Macharia, 2012:77). Devoe and Bauer (2010:6) report that learners are victims of violent crime; thieves entering the school yards, lack of security measures at the schools and fear are increasing. Characteristics of learners as victims of crime destroy the learning safety of learners because their lives are in danger.

Bratton and Gold (2017:25) in support indicate that district leaders should consider safety policy as a measuring tool for school climate and safety of learners. Measuring school climate can set in sign for a school's wide democratic process of understanding and decision making as well as encourage a climate for learning

(Tobin, 2014:10). Cooke and He (2010:360) indicate that school safety shows culture and principles that contribute to the school climate. A positive school climate contributes to learners' perceptions of safety, respect, fairness, and welcoming atmosphere.

2.2.7 Cultural Perspective

Family cultures are norms and values from learners' homes, and they can contribute to the school safety of learners. Improvement is needed in the area of safety in schools because safety is an important part of protecting school children's lives. Labadarios, Mchiza, Steyn, Gericke, Maunder, Davis and Paker (2011:893) indicate that some parents who experience abusive childhood carry it over to adult life. Children inherit anger and frustration from a family culture and often use it as a problem-solving mechanism in the school (De Lange, Mitchell & Bhana, 2012:504).

South Africa is a multicultural country and learners come from these different cultural backgrounds to reflect their race, language, belief and religion (Zhou & Shi, 2011:10). By admitting learners from these diverse and cultural backgrounds in schools, the prosperity for friction and conflict are common and tension is almost expected (Moletsane, Mitchell & Lewin, 2010:18). Racial tension can demonstrate the fact that culture can contribute to school safety problems.

Similarly values represent the criteria by which individuals and groups select the goals of their behaviour, and norms constitute the acceptable means for achieve these goals (Leach, 2015:49) Norms and values that characterises a school culture are likely it reflect some aspects of greater culture for example, a particular school may place high value on expensive school uniform. Safety in such a school is likely to be compromised, even if its learners believe it is acceptable to obtain these uniforms by stealing (Taras, Kirkman & Steel, 2010:405). Thus a cultural perspective can be valuable when teachers want to understand the origins of divergent views

concerning school safety. The critical component of any comprehensive school safety plan, must involve parents and community.

2.3 SAFETY EMPOWERMENT IN SCHOOLS

Safety empowerment is based on the idea of giving people skills, resources, authority, opportunities, and motivation as well as holding responsibility of dealing with safety in schools (Gilabert, Dietz & Grabs, 2016:10).

2.3.1 Empowerment of Learners

The levels of safety empowerment in schools are different. In the 21st century, learners, like any other member of the school, should be taught to raise concerns about any issue including their safety (Theriot & Orme, 2014:133). This empowering environment translates to what Hecker and Goldenhar (2014:13) list as the major factors that contribute to safety in primary schools. Learners should be able to identify and report the risks that concern their safety to their teachers and management staff without fear.

Johnson, Kraft and Papay (2012:10) claim that the primary school level is the foundation for the child's educational progress and is the phase where safety should be given much attention. Learners at the initial stage need more attention because they are still learning more things like learning in general and learning about safety (Fraser, 2011:170). Internationally, governments should lead or at least give people security training so that they learn about safety and protect other people when safety is needed (Lynch, Gainey & Chappell, 2016:526).

De Jaeghere and Lee (2011:30) explain that not only does a supportive relation constitute a valued capability that can be individually changed into well-being, but relations are also affected by the social conditions in which girls and boys can

exercise agency freedoms. Likewise, the importance of education is also an educational condition that matters in empowering safety concerns in primary schools (Gonsoulin, Zablocki & Leon, 2014:321).

Hirschfield (2014:86) indicates that in South African schools, any form of sexual harassment, pressure, beating and violence against any female learner is not needed because it will destroy girls' education and cause learning problem. Mathur and Clark (2014:717) suggest that people should be empowered to join hands together to take management of safety in schools into consideration.

2.3.2 Empowerment of School Governing Body

In South Africa decentralisation of schooling is a product of both historical development and the policy choices made by government since the beginning of democracy in 1994. Thus, Mestry and Khumalo (2012:99) indicate that decentralisation of school governance can improve safety and security in schools. There is a possibility that the local community, including parents and teachers, may not have the knowledge of safety that will enhance the quality of education provided to their children (Raymond, 2010:3). The danger that occurs in poor rural communities is very real and can only be addressed if SGBs in these communities are well trained on how to manage school safety (Theriot & Cuellar, 2016:366).

The role of the SGB in appointing staff is accepted, although teachers feel that school governors should be trained for this task as well as all other functions of the SGB (Bagarette, 2011:227). Some teachers are concerned that the principal may dominate the SGB. While it may be necessary to distinguish between the roles of the governing body and that of the principal, the school management team, and other teachers, the difference should not be reduce from the constitutional principles for co-operative governance of the school safety (Botha, 2012:267).

Bayat, Louw and Rena (2014:353) indicate that SGBs are not working properly because they do not have the necessary skills about safety of learners and they are not sure about their roles and responsibilities. This indeed happens in poorer communities, where people have few resources, and many cannot read or write. The situation is made worse by the fact that some of the schools do not get enough money, support and training from the government (Smit, & Oosthuizen, 2011:12).

2.3.3 Empowerment of Support Staff

Empowerment of support staff starts with self-empowerment, which can be defined as the means, ability and power that people have to change their social reality (Maskaly, Donner, Lanterman & Jennings, 2011:160). Empowered support staff members are in a better position to exhibit their acquired skills of ensuring safety to the community. According to Jasis and Ordoñez-Jasis (2012:70), developing the positive wellbeing of staff is important because teaching staff will feel appreciated and empowered, much more likely to show patience and empathy towards safety of learners. They are also more likely to share and work with others in order to support and promote learners' safety.

Roffey (2012:8) indicates that promoting teacher wellbeing is a valid and appropriate activity for the profession as it enhances the capacity of schools to meet the needs of different populations. Teacher wellbeing is likely to reduce the numbers of learners needing intensive and expensive support – especially for safety, social and behavioural difficulties but also for learning needs (Jacobson, 2011:36). It is also clear that the whole school work must support the wellbeing of teachers in order to promote wellbeing for learners. Government should provide relevant resources to empower support staff in order to promote safety so that learners will get the best possible learning environment (Castro, Kelly & Shih, 2010:6223).

School administrators and teachers are faced with resolving disputes and misconduct in a speedy and peaceful manner, while at the same time, addressing the needs of learners' safety (Abbott & Hetzel, 2010). Skovdal and Campbell (2015:178) indicate that community safety requires practices that reduce risk and promote the community's capacity to manage behaviour. Espelage, Anderman, Brown, Jones, Lane, MacMahon, Reddy and Reynolds (2013:75) indicate that citizens feel safe and are able to live in peace when wrongful behaviour is prevented and controlled. Schools, along with the external community, must take the responsibility for restorative response by addressing the impact of the wrongdoing. In this context, empowered teachers are active participants in the resolution process.

2.3.4 School Drop off and Pick up Zones

Jones, Taliaferro, Bulger, Kristjansson, Neal and Allar (2014:470) indicate that family members escort their children to schools from their respective homes. Family members should protect their children from kidnaping and accidents at road intersections. Parental escort of learners to schools is important because it decreases crime that can happen to learners, kidnaping and even death of learners on the roads (Porter, 2011:68). School policies should ensure that there are school drop off and pick zone for learners and drivers and other road users should heed regulations. In the end, safety and security to learners is important to the community and society because it protects the life of people.

Schools as sites of teaching and learning deliver on the educational mandate only in safe and secure conditions, free from injuries, crime, and violence. Creese and Blackledge (2010:106) indicate that basic school safety and security features are therefore essential at schools. The initiative incorporating educational and promotional campaigns should promote carpooling and active transport, combined with the school bus, parking restrictions, building of traffic calming measures, and

improvement of roads and footpaths (Hinckson, 2016:322). On closer inspection these zones do not necessarily emphasise drop off or pick up locations for the regular scholars. With no parking space, children find themselves having to walk up to where their transport is waiting instead of being picked up exactly at a demarcated drop off and pick up points (Brinegar, 2010:5). In order to help facilitate a more orderly and less congested pick up zones, parents of students participating in after school activities and scholar transports should check adhere to pick up locations for the safety of learners.

2.3.5 Safe Route to School

A large number of injuries involve children and this is distressing; and curbing this is equally challenging. Measuring challenges of safe route to school is important in creating learners' safety.

Ipingbemi and Aiworo (2013:79) argue, the quality of parent, school, and community involvement, as well as interaction among such groups by way of regular meetings, may be among the more fruitful interventions. Currently, the road use patterns favour drivers over pedestrians, and poor driver behaviour puts pedestrian life in danger (Su, Jerrett, McConnell, Berhane, Dunton, Shankardass, Reynolds, Chang & Wolch, 2013:155). In this mix, the teachers' role is important because such would improve learner knowledge, capabilities, attitudes and behaviours about the subject of safety.

Cin and Walker (2013:396) suggest the creation of Safe Routes to School (SRTS) programmes across the country. SRTS programmes will enable learners to walk to school with friends or siblings if their schools are less than two kilometres from their respective homes. SRTS programmes will improve safety and reduce traffic of cars on the roads to school. McDonald, Steiner, Lee, Rhoulac Smith, Zhu and Yang (2014:158) lists factors that contribute to problems of security; glass breakages,

vandalising school property, theft by intruders and lack of security guards in rural primary schools. Femi (2013:56) suggests that learners use slower modes of travel such as walking shorter distances so that they arrive safely at school.

Bun (2012:34) indicates that road safety programmes play an important role in primary schools because they improve individual knowledge and awareness of on-road risk. Learners should be taught road safety rules in their classrooms and have knowledge to participate as learner patrol for their schools and help learners to cross roads to their school. Lewis, Fleiter and Smith (2015:15) suggest that the issue of teaching learners about rules of the road will have an effect on different risky on-road behaviours like crossing the road and checking oncoming traffic.

2.4 STRATEGIES AND TACTICS FOR ADDRESSING SAFETY CONCERNS

Mokoena (2011:121) recommends that it is important to identify and work with all relevant stakeholders in developing collaborative integrated schemes to detect risky situations. When developing strategies to manage safety concerns in primary schools, it is useful to consider the environmental background involving individual relationships as well as relationships with the community (Affonso, Mayberry, Shibuya, Archambeau, Correa, Deliramich & Fruech, 2010:149).

2.4.1 Safety Kit as a Strategy to Address Safety

Research reveals that learners have written about many strategies that could address the question of safety in the schooling environment. Amanchukwui (2012:153) indicates that first aid is an important life skill that helps reduce fatalities and enables the faster treatment of injuries. **It also has an important role to play in providing staff and learners with a sense of purpose and achievement, giving them the skills that will potentially save lives.** Flynn and Sampson (2012:65) indicate that **having staff and students who are well equipped with first aid skills contribute to**

enhancing the safety of the schools. Many students experience accidents while they are at schools. The accidents might lead to simple injuries, serious wounds or fractures.

Autrey, Hick, Bramer, Berndt and Bundt (2014:423) explain school as an environment for learning free from injuries. In many instances an injury prevention resource pack has been presented to schools to increase the awareness of management of safety concerns. With all these measures in place, school violence will be under control due to the provision of an injury prevention resource pack (Burton & Leoschut, 2013:1).

2.4.2 Establishment of Safety Mechanisms

Schools should use physical safety mechanisms such as alarm systems, high gates and photographic cameras. Smith (2011:237) advises that schools should develop effective emergency preparedness and crisis prevention, intervention and response plans that are coordinated with local authorities. Tenenbaum, Varjas, Meyers and Parris (2011:368) believe that hiring competent teachers, support staff and security guards is one of many ways of creating effective safety and security in schools.

2.4.3 Establishment of Care Centres

As Cordner (2014:155) contends, orphans due to HIV/AIDS are found in most schools in the country. It is therefore of utmost importance that the safety of these learners is prioritised when schools plan their safety strategies (Raymond, 2010:26). For example, care centres, working in collaboration with schools, could also be important places where these orphans receive love and support from care givers. A joint effort with the schools in supporting orphaned learners is essential whereby the home and school work together (Magano, 2014:453).

2.4.4 Safety Policy as a Strategy to Address Safety Concerns

The responsibility of school leaders is to maximise the safety of their schools. Kupchik and Ward (2014:339) explain that teachers should evaluate the extent to which the school provides a safe learning environment, training and support related to school safety, violence prevention, responses to school safety and violence by school staff. For safety in schools, there should be documentation of the school's status regarding the major risk factors related to school safety and violence in schools (Stern & Öjendal 2010:10). In short, schools should have a safety policy that is **controlled by principal, SGB, teachers and communities**.

2.4.5 Development of Disciplinary Committees

Maphosa (2011:79) alludes that learner aggression can work against the provision of a safe school atmosphere for learners and teachers in which real teaching and learning can take place. In fact, the entire school community can be affected destructively by this behaviour because the violence stepping from learner aggression can result in compromising the character of the school as well as its functionality (Hirschfield & Celinska, 2011:7). Irrespective of its source, nature or progression, poor discipline in the school originates from learner aggression and has terrible consequences for teachers, parents and, particularly, learners (Sharma & Ramachandran, 2012:26). There should be disciplinary committees that are properly established and committed to their duty (Williams, 2010:33). The functioning of the availability of support centres in every site of the school, reviewing and monitoring the implementation of the code of conduct of learners is paramount to maintain discipline in schools (Weiler & Cray, 2011:161).

Casella (2010:79) indicates that teachers should protect their learners by maintaining school discipline. Disciplinary committees protect learners' safety by controlling learners to behave accordingly because the absence of discipline will

cause learning problems to other learners (Fabelo, Thompson, Plotkin, Carmichael, Marchbanks, & Booth, 2011:12).

Winn and Behizadeh (2011:150) argue that young children are experiencing safety problems because lack of discipline amongst learners contributes towards lack of safety of learners in rural primary schools. The School Management Team (SMT) and teachers should take disciplinary committees into consideration because learners who do not respect teachers and other learners in schools create a negative atmosphere for other learners. Raible and Irizarry (2010:150) explain that school is the safest place for learners as compared to other social settings, because at school teachers are taught to teach learners life and how to live.

2.4.6 Development of School Safety Committees

School safety inhibits development and learning of school children as well as harming the school environment. School safety should be considered because it creates a safe environment in which learning can take place (Makota & Leoschut, 2016:20). **Employee involvement in accident prevention and support of safety committee members and activities is necessary to ensure safe schools (Elliott, 2015:523). The purpose of our safety committee is to involve labour and management in a cooperative effort to promote safety and health in the schools.**

Kosevaliska, Buzarovska-Lazetik and Nanev (2014:7) support those young children who start schooling should be considered as masters of their own lives. This in turn, boosts their morale to enhance safety roles.

2.5 ENVIRONMENTAL DESIGN TUNED FOR MAXIMUM SAFETY

According to Cuellar (2018:30) Crime Prevention Through Environmental Design (CPTED) is an approach to problem solving that reflects environmental

circumstances and the opportunities offered for prevention of crime or other unintended and undesirable behaviour. Hirano, Kayumba, Grafweg and Kelman (2011:35) state that CPTED attempts to decrease crime by using basics to provide opportunities to see and to be seen in control access. Wedawatta, Kulatunga, Amaratunga and Parvez (2016:393) embrace the importance of the environment as a contributor to address violence victimization. Violent victimisation is obviously of concern in its own right, but in addition, it also contributes to the high rate of crime amongst youth.

According to Adiyoso and Kanegae (2013:6) rural learner's ability to learn may be affected by inadequate water, sanitation and pit toilets. Pit toilets result in death of young learners in primary schools. Learners need to learn in a safe and healthy place with good sanitation. According to Özbil, Yeşiltepe and Argin (2015:196) crime is a serious and huge social problem in the society. They point to serious dangerous conditions like rape, death and theft to learners who are walking long distances to their respective schools (Fleming & Purandare, 2010:1087). Learners propose safety from the government to their schools

Easa (2016:35) claims that building a safe school for learners' safety, CPTED assessment procedures should be applied before the building contractors can start their work. CPTED assessment procedures are relatively straightforward procedures to be applied to assess the place where the school should be built (Sasson, 2016:56). An evaluating team should start by evaluating from outside the school yard and end in the school yard for the safety of learners (Samuel, Romoser, Gerardino, Hamid, Gómez, Knodler & Fisher, 2013:142). According to Hillier and Jurewicz (2016:62), CPTED is the strategy that should be used to build safe buildings for the proper and safe environment for learners. CPTED strategy improves the quality of life to learners and reduces both the occurrence and fear of crime in the school premises. CPTED involves the balanced application of natural observation, territoriality and access control.

In relation to the above, Rule and Zhanova (2012:227) explain that CPTED supports the desired behaviour within a given space and as a by-product to safety and security of learners. For example, clear signage at the main entrance to a school yard instructing visitors to via administration before going anywhere in the yard reduces the problem of strangers entering the school grounds unauthorized. While the principle of access control is easily identified with strict entry in the grounds and buildings, its use as a CPTED concept goes much further. Remarkably, the department's publication recognizes the importance of the context within which strategies are applied and takes into account the need for the environment to first support the people (Sharma & Ramachandran, 2012:26).

Alat, Akgümüş and Cavalı (2012:50) indicate that for the development of a comprehensive school safety, the following principles and techniques of CPTED should be applied:

- the school should have an alarm system and
- resource officers and security guard for safety of the school should be employed.

Ngakane, Muthukrishna and Ngcobo (2012:41) maintain that in order to maximize safety in the school yards, this should be responsibility of the management team and parents in the community.

The CPTED approach appears effective in reducing theft (Yıldırım & Akamca, 2017:5). However, it does not show clear trends regarding which of its components are most important and effective. Nevertheless, CPTED elements are effective in reducing crime and fear of school crime (Chi, Kim & Kim, 2016:4). Therefore, CPTED plays a major role in reducing fear of crime in the school premises. The application of CPTED principles has positive effects in building a good environment in schools because learners should learn in a safe environment (Squires, Tourangeau, Spence, Lashinger & 2010:919). CPTED approach appears effective

in reducing robbery to learners in and out of the school (Yoleri, 2014:4). Fennely and Perry (2014:38) list the tactics that should be used to prevent crime in schools such as:

- teaching learners how to settle arguments without resorting to crime,
- encouraging learners to report any weapon they see in the school premises and
- supporting school staff in the efforts to keep sharp objects, knives and other weapons out of schools.

2.6 PARTNERSHIP WITH LAW ENFORCEMENT AGENCIES

No school is an island; therefore, trends and practices in law enforcement are necessary for safety in schools. As Chrusciel, Wolfe, Hansen, Rojek and Kaminski (2015:25) observe, the South African government authority and international organisations are actively co-operating solving problems that occur in schools. Community members represent a change in safety by partnering with South African Police Services (SAPS). Such efforts are bound to also impact on the provision of quality education.

The qualities and benefits of after- school programmes are reduction of safety risk through juvenile delinquency; substance usage; violence amongst learners and crime victimization (Sykes, Piquero & Gioviano, 2017:959). The importance of after-school programmes is that they decrease children's chances of dropping out but enhance good results in their grades and develop better social skills (Devlin & Gottfredson, 2018:210).

Creation of family-school-community programmes is important to school safety because they foster families, school management team and the community to work together to enhance learners' safety (Theriot & Cuellar, 2016:370). Ryan, Katsiyannis, Counts and Shelnut (2018:190) indicate that parent training

programmes address important issues about safety and security of learners from home to their respective schools.

Wolfe, Chrusciel, Rojek, Hansen and Kaminski (2017:115) on the other hand insist that schools should install alarm responses for learners' safety. School security devices should be used in rural primary schools in order to prevent school crime, disorder and the fear for the safety of learners. Schools should partner with security services from armed responses so that learners and teachers in the school premises will be secured (Barnes, 2016:199). It is important for the family members and schools to work together for the safety and security of learners in rural primary schools. Schoon (2013:177) takes it further to indicate that Community-Based Organisations (CBOs), community of instructors and representatives of civic in the community should work together to help young learners in their community in connection with safety.

2.7 OPERATIONAL ISSUES

As the day-to-day operations at a school are undertaken, there are many areas and contexts where risks need to be identified, retrieved and communicated. These range from the on-going risks to the achievement of the school objectives, to risks for one-off activities and projects concerning safety in schools (Vogus & Sutcliffe, 2012:725). Risk management forms one of the key elements of an effective planning process. Gunasekaran and Ngai (2012:689) indicate that understanding the schools' objectives and goals, and how to measure safety success should be followed up by an assessment of the uncertainty to achieving the objectives.

School safety is a broad term with various applications within every school. Schools should have an organized, systematic emergency operations plan in place to reduce risks or prevent, prepare for, respond to, and recover from a crisis situation (Zohar, 2010:1519). The types of crises can vary from a death or accident affecting some

members of the school community to a natural disaster or community crisis affecting a lot of individuals in the school. School facility and staff are trained to assess the seriousness of incidents and respond according to the plan's well-known procedures and guidelines (Bosworth & Hernandez, 2011:194). Schools should have a plan on how to operate in case of emergencies such as fires, blizzards, bomb threats, and armed intruders. Parents should be informed about how often school officials and safety experts meet to discuss safety procedures.

2.8 CONCLUSION

This chapter presented literature on the management of safety in primary schools by discussing safety challenges, safety empowerment, strategies and tactics for addressing school safety concerns, environmental design for maximum safety, general state of safety and partnership with law enforcement agencies. A wide range of solutions that are community-based and coordinated, that include schools, families, law enforcement and community agencies were suggested. It was outlined that safe schools are schools that are physically and psychologically safe and that allow teachers, learners and parents, the community and law enforcement agencies to work together without fear.

CHAPTER THREE

RESEARCH PARADIGM, RESEARCH DESIGN AND METHODOLOGY

3.1 INTRODUCTION

Chapter Two of the study dealt with a literature review with the essence of management of safety concerns in rural primary schools. The current chapter reveals the research instrument used for collecting and analysing data in order to determine the relationship between the literature findings and the current research. Research design and methodology focuses on the process of how, where and from whom data were collected.

This chapter describes the research paradigm, research design and the methodology used and followed in data collection and analysis.

3.2 RESEARCH PARADIGM

Research paradigm is a broad framework of understanding beliefs shared by groups of responses from selected participants within which ideas and practices work (Ghuman & Lloyd, 2010:545). The researcher used interpretative paradigm to provide the basis on which participants were able to socially construct their experiences (Hong & Espelage, 2012:119). Interpretative study generally attempts to let people understand the phenomena through the meanings that people assign to them (Borum, Cornell, Modzeleski & Jimerson, 2010:29). The aim of interpretative research paradigm is to produce an understanding of the context of the study and the process whereby the study is influenced by the context (Osher, Bear, Sprague & Doyle, 2010:49). **It makes sense for the researcher in this study to interpret and explore how principals, teachers, SGBs, security guard and governance official manage safety in their school and challenges that they are facing in managing safety**

concerns in schools. In order to reveal individuals' perspective on how safety is managed in primary school, the researcher interviewed participants through the use of research instrument.

3.3 RESEARCH APPROACH - QUALITATIVE

Qualitative research approach was chosen for this study because it attempt to make sense of people's experience, perception, beliefs, attitude and behaviour in a given cultural context (Cavanagh, Macfarlane, Glynn & Macfarlane, 2012:444). The rationale behind the use of research approach-qualitative in this study was to explore the feeling, perceptions of the participants with regard to management of safety concerns in schools (Corcoran & Guckin, 2014:50). I found qualitative methodology for this study because it could typically be used to answer questions about the complex nature of phenomena. It is also wanted to describe and understand the phenomena from participant's point of view (Yilmaz, 2013:313). Qualitative research is an inquiry process of understanding based on distinct and methodological traditions of inquiry that explore a social or a human problem.

3.4 RESEARCH DESIGN

A research design is the overall plan for collecting data in order to answer the research question (McCormack, Rock, Toohey & Hignell, 2010:719). Denzin and Giardina (2016:229) explained a research design as a plan that indicates the structure and procedure to be followed when the researcher collects data from the participants and that will attempt to answer the research questions. Chillón, Evenson, Vaughn and Ward (2011:10) explain research design as a plan to investigate the research question and to make sense of the data collected in a logical manner. It is also the specific plan for data collection and **document analysis techniques** or methods that the researcher intends to use (Maggin, Chafouleas, Goddard & Johnson, 2011:59).

Qualitative research design involves looking at qualities that cannot easily be reduced to numerical values (De Villiers, Steyn, Draper, Fourie, Barkhuizen, Lombard and Lambert, 2012:794). Qualitative research is a naturalistic attempt to study everyday life of different groups of people and communities in their natural setting (Ngcobo & Tikly, 2010:210). It makes sense to interpret phenomenon in terms of the meaning people bring to them. Qualitative research design helps researchers to understand people in their socio-cultural context within which they live. Qualitative research design is a broad umbrella term for research methodologies that describe and explain persons' experiences, behaviours, interactions and social contexts (Carayon, 2010:660). A qualitative research design enables the researcher to collect rich data on the experience of participants (Morello, Lowthian, Barker, McGinnes, Dunt & Brand, 2013:15).

The research design for this study is the qualitative case study. Case study research is a systematic inquiry into an event or set of related events, which aims to describe and explain the phenomenon of interest (Crowe, Cresswell, Robertson, Huby, Avery & Sheikh, 2011:100). A case study can be something relatively concrete such as an organisation, a group or an individual, or something more abstract such as event, a management decision or a change programme (Vaismoradi, Turunen & Bondas, 2013:399). According to (Alase, 2017:10) when conducting a case study the researcher first identify the case and the specific type of the case that should be implemented. The case that I identified in this study is how principals, teachers, SGBs, security guard and their governance official manage safety concerns in rural primary of Maleboho West Circuit in Limpopo. This study employed varied data collection methods which involve interviews and document analysis.

The qualitative case study was used because it enabled the researcher to draw conclusions from participants' ideas pertinent to the issue of school safety. (Creswell (2014:4) indicate that a qualitative case study is often preferred to explain more

general opinions. Felce (2010:69) and Yin (2011:60) describes a case study as a form of research effort directed at a case in action where the case is of a bounded system; a class, learner, a school. In this study, the bounded system was the school and the case was managing school safety. **It makes sense to interpret and to explore challenges that were met by principals, teachers, SGBs, security guard and governance official in terms of the meaning explained to the researcher. The qualitative research design helped the researcher to understand principals, teachers, SGBs, security guard and governance official and the social and cultural context within which they use to manage safety.**

3.5 RESEARCH METHODOLOGY

In research methodology, the procedures used in conducting the study are presented. They include interviews, field notes, document analysis, population, sampling procedure, sample, data collection procedure, data analysis, validity or trustworthiness of results (Semke & Sheridan, 2012:27). Qualitative research aims to provide in-depth information and a deeper understanding of the subject of interest (Jones, Taliaferro Elliott, Bulger, Kristjansson, Neal & Allar, 2014:470). Qualitative research analyses data from direct fieldwork, observations, interviews, and written documents (Forner, Bierlein-Palmer & Reeves (2012:3). The researchers collect data pertaining to what they read, see and hear about places and people. The data can be from activities and events for understanding communities and to generate information in real settings (Merriam, & Grenier, 2019:10). The study used qualitative research methods for the researcher to find answers. **The researcher in this study tried to collect full information in a real world in order to find full understanding of what participants has answered and how participants manage safety concerns in their schools. School principals, teachers, SGBs, security guard and governance official were interviewed using research instruments formulated in order to address the problem of the research questions through interviews, field notes and document analysis.**

3.5.1 Interviews

Rabionet (2011:564) indicates that semi-structured interview is an interview in which the interviewer sets up a general structure by deciding in advance the ground to be covered and the main questions to be asked. The detailed structure is left to be worked out during the interview, and the person being interviewed has a fair degree of freedom in what to talk about, how much to say, and how to express it. A semi-structured interview method was used to gather information from the school principals, SGB chairpersons, governance official, security personnel and teachers. The researcher used semi-structured interviews because this strategy is flexible and adaptable, thus involving direct interaction between the participants and the researcher (Richie, Lewis, Nicholls & Ormston, 2013:43). Interviews were conducted individually, recorded and transcribed. Interviewing is one of the most common methods used in small-scale educational research.

3.5.2 Field Notes

Field notes have become crucial in capturing nuances that would eventually have a bearing on understanding during analysis of data. Suri (2011:67) considers field notes as the very essence of a study. The researcher kept a journal where field notes were recorded (Ku & Ma, 2015:749). These field notes came handy in the analysis phase (Khan, (2014:226). In other words, field notes became the priority for data analysis.

3.5.3 Document Analysis

In addition to interviews and field notes, the researcher analysed the schools' records in order to corroborate the interviews and also to gain deeper insight into the subject matter. Mitra (2010:1699) describes document analysis as a systematic procedure for evaluating documents. Document analysis system could be applied

to extract information from printed documents to create data bases (Mkhize, 2017:83). The researcher analysed school safety policy, discipline policy, learners' code of conduct, incident reports, minutes of disciplinary committee minutes and minutes of safety committee.

3.6 POPULATION, SAMPLING PROCESS AND SAMPLE

This section focuses on population, sampling and sample.

3.6.1 Population

Population is the summation of all the organisms of the same group, which live in particular geographical area (Merikangas, He, Burstein, Swendsen, Avenevoli, Case & Olfson, 2011:35). In this study, the population is comprised of all school principals, governance officials, SGB chairpersons, security personnel, and teachers from the primary schools in Maleboho West Circuit.

3.6.2 Sampling Procedure

The study covers different perspectives. It was important for the researcher to carefully identify the population of the study and also to utilise an appropriate sampling method so that the findings are a true reflection of prevailing factors. Mouton (2011:186) indicates that sampling procedure relates to the process of selecting a sample and is influenced by data that is available and the size of the population. Sampling procedure can be described as the process of choosing a sub-group from a population to participate in the study (Polanin, Espelage, & Pigott, 2012:49). It is meant to select a number of individuals in such a way that the individuals selected represent the large group from which they were selected (Tolmie, Topping, Christie, Donaldson, Howe, Jessiman & Thurston, 2010:183). The study used the purposive sampling method to get participants who provided

rich in-depth data. Purposive sampling technique is a type of non-probability sampling that is most effective when one needs to study a certain topic (Sasson, 2016:57). Purposive sampling allows the researcher to select a sample that has the characteristics relevant to the operationalization of the research questions and it is a practical and efficient tool when used accordingly (Guerra, Williams & Sadek, 2011:299). Etikan, Musa & Alkassim, 2016:2) supported the above statements by indicating that the researcher decides what needs to be known and sets out to find people who can and willing to provide the information by quality of knowledge or experience. It is typically used in qualitative research to identify and select the information-rich cases for the most proper utilization of available resources. This researcher identified and select individuals that are proficient and well-informed with a phenomenon of interest.

3.6.3 Sample

A sample is the number of participants who are selected from the population and from whom data is collected. Kellens, Zaalberg, Neutens, Vanneuville, and De Maeyer (2011:1059) state that the sample helps in drawing conclusions about identified population or groups. A good sample could help the researcher in determining a population's characteristics or their representative view (Mrug & Windle, 2010:959). The sample of this study consists of three principals, three SGB chairpersons, three teachers, one governance section official and one safety personnel in each of the three selected primary schools. In total participants were 11.

The governance official was selected as a participant because she is managing all the schools in the circuit and represents the department at circuit and district level. The interview schedules are different because more participants are from school level and they work with learners on a daily basis while governance official operate only at circuit level through reports.

3.7 DATA COLLECTION PROCEDURE

Data collection procedure refers to ways of getting access to the field (Cleary, Horsfall & Hayter, 2014:474). The researcher received an ethical clearance letter to conduct research (Annexure A). The researcher then applied for permission from the Department of Education in Capricorn District (Annexure B) to conduct fieldwork at Maleboho West Circuit. The researcher submitted response from the District to the Circuit. Participants signed the consent forms (Annexure D) to accept that interviews should be done. The researcher recorded the interviews and transcribed them. Field notes were taken during the researcher's visits for the interviews.

3.8 DATA ANALYSIS

Data analysis involves, allocating information into divisions based on the understanding of themes and finally writing a qualitative report based on the understanding of interrelation of themes (Chriqui, Taber, Slater, Turner, Lowrey & Chaloupka, 2012:10). Analysis begins with data collection which is structured to address the main research question of the study and includes evaluation of what participants view to the problem under study (Oluyomi, Lee, Nehme, Dowdy, Ory & Hoelscher, 2014:32). According to Hill and Hollis (2012:183) data analysis refers to examining what information has been collected in the study. Data was analysed thematically. That is; it was sorted, coded and analysed in line with research questions. Themes extracted from data were analysed to make sense of data from different participants in order to achieve the study's objectives.

3.9 TRUSTWORTHINESS OF THE STUDY

The trustworthiness of qualitative research generally is questioned by positivists, because their concepts of validity and reliability cannot be addressed in the same way in realistic work. The four criteria considered for the trustworthiness of

qualitative data in this study are credibility, transferability, dependability and conformability (Moore, Jilcott, Shores, Evenson, Brownson & Novick, 2010:357).

3.9.1 Credibility

Credibility is the most important factor in creating trustworthiness of the study. McFadden, Stock, and Gowen III, (2015:27) listed a number of strategies to ensure credibility of the study. Amongst these are the adoption of well-established research methods, establishing familiarity with the culture of participants, the use of proper sampling procedures, triangulation and ensuring that participants do not feel forced to partake. The researcher observed these principles to ensure credibility of the study (Remington & Legge, 2017:57). Interview records, developing codes and preliminary findings were used as a means of ensuring the credibility of the findings. Maher, Hadfield, Hutching and de Eyto (2018: 4) supported the above by indicating that credibility should ensure that the study reveal the true reflection of the social reality of the participants. The researcher managed to respect confidentiality and anonymity and during interview session ensured the participants that they were no wrong or correct answers to the questions. Response from the participants during interview sessions answered the research questions of the study.

3.9.2 Dependability

Dependability refers to the consistency of data over time and under different conditions. Dependability depends on reliability and transferability of a study (Moretti, Vliet, Bensieng, Deledda, Mazzi, Rimondini & Fletcher, 2011:421). In addressing the issue of reliability, the techniques are used to check as whether the work was repeated, in the same context, with the same methods and with same participants, more or less similar results are obtained (Vinodkumar & Bhasi, 2010:287). Dependability focuses on the repeatability of findings of a study. Ang, Embi and Yunus (2016:1854) added that d Dependability emphasizes the details in

the description of the context and processes which are essential to consistency of results. In this study the evidence of field work was employed to draw findings, recommendations and conclusions to achieve dependability. **The above statement was achieved through interviews with school principals, teachers, chairperson of SGBs, security guard and governance official finding out how they manage safety in their schools and document analysis tool they had and use at their schools. By observing the regulations of a trustworthy study, research results are consistent with the data collected.**

3.9.3 Transferability

Transferability is used to ensure that through the rich descriptions of data collected and this rich data collected will enable readers to get meanings attached to the findings and out of it make their own judgement regarding the research outcomes (Mansour, 2012:539). Transferability refers to the degree to which the results of qualitative research can be generalized or transferred to other contexts or settings. Transferability is established by providing readers with evidence that the research study's findings could be applicable to other contexts, situations, times, and populations. Transferability ensures to provide background information about the participants and their schools' context settings (Kutsyuruba, Klinger & Hussain, 2015:105). **The information transcribed by the researcher from principals, teachers, SGB chairpersons, security guard and government officials during interview sessions about management of safety in their schools will enable the reader to get meanings attached to the findings.**

3.9.4 Conformability

Conformability refers to the objectivity, which is the potential for correspondence between, two or more independent people about the data's accuracy, relevance or meaning (Van Lakerveld & Van Tulder, 2017:257). Although the notion of objectivity

is contestable, the concept of conformability is related to objectivity. Here steps were taken to help ensure as much as possible that the findings are derived from the experiences and ideas of the participants rather than the characteristics and preferences of the researcher (De Lange & Geldenhuys, 2012:499). Nowells, Norris, White and Moules (2017: 3) added that conformability deals with establishing that the researchers' interpretation and finding are clearly derived from the data. The researcher confirmed that findings were derived from the participants' experience (verbatim responses).

3.10 CONCLUSION

The focus of this chapter was based on the description of research paradigm, design and methodology that were used in this research. In addition, this chapter focused on how data were collected and analysed. It outlined the population, sampling method, sample and the trustworthiness of the study.

CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

4.1 INTRODUCTION

Chapter Four presents the evidence and results of the research findings from those who took part in the study. Data were obtained from three school principals, three SGB chairpersons, three teachers, one security personnel and one governance section official from Maleboho West Circuit.

The three research questions that guided the study were:

- What are the safety challenges faced by rural primary schools?
- What gaps exist between the legislative framework and practice with regard to safety concerns in primary schools?
- What measures do primary schools employ to improve the management of safety challenges?

The findings were presented and discussed according to the three research questions stated above.

The data indicates that there were more male than females' participants who were interviewed. From the findings, it can be seen that teachers in primary schools are aged from 50-60 years. This gives a sense of assurance that data collected in this research may be reliable as these are experienced teachers (see Table 4.1 below) who will have had sufficient life experience and capable of judging the status of management of safety concerns in rural primary schools. The data reveals that majority of the participants have Honour's degree as their highest academic qualification. The majority of the participants have experience in the teaching

profession. There are no deputy principals amongst the participants of the study. There is only one governance official.

4.2 BIOGRAPHIC INFORMATION OF PARTICIPANTS

Table 4.1: Participants' Biographic Data

Gender	Males: 6
	Females: 5
Position at school	Teacher, Principal, Chairperson of SGB and Security Guard
Position at District	Deputy Manager Governance
Average age	50-60
Range of qualification	Certificate to Honours degree
Average work experience	25 years

4.3 ANALYSIS AND INTERPRETATION OF DATA

Data has been analysed thematically under themes 4.3.1- 4.3.4 in order to provide thick descriptions of management of safety concerns in primary schools.

4.3.1 Safety Challenges in Rural Primary Schools

Challenge one: there is no permanent security for safety of people in the school yard. Learner behaviour is a problem to both learners and teachers because they put other peoples' lives in danger.

Principal from school A is identified as PPA (Participant Principal from school A), adds that:

Some of our learners come to school with different kinds of dangerous objects and even mathematical instruments with sharp ends (see annexure F line 48).

Principal from school B is identified as PPB (Participant Principal from school B), adds that:

Vandalism of school property by ill-mannered learners and even community members are damaging the school fence in need of wires to use at their respective homes due to poverty. The great challenge is that, there is no security guard at the gate; some of learners do not eat food from the school due to their beliefs and some are crossing the main road when they go home for lunch (see annexure F line 49).

Principal from school C is identified as PPC (Participant Principal from school C), explained that:

Some learners come to school with different kinds of dangerous weapons like small knives, sharp needles, rubber bands, wires with sharp ends and even mathematical instruments with sharp ends. All these weapons mentioned above will be used by learners to fight and bully other learners who are unable to fight with their big brothers and sisters who repeated previous grades. Behaviour of learners such as stealing school property and other learners' belongings and bullying other learners even teachers. (see annexure F line 50).

Teacher from school A is identified as TPA (Participant Teacher from school A), adds that:

Learners are coming with unwanted sharp objects to hurt others during breaks and they refuse to be searched because they will

refer you to the Bill of Rights. Some bigger learners who pass due to their age are bullying others in the school premises. Behaviour of learners such as vandalizing school property, stealing and bullying. Community members damage school property. Learners come to school sick because their parents know that the school is closer to the clinic, it will be the responsibility of the school to call an ambulance. Parents disrespect participants because there is no security guard at the gate who will show them the channels of communication, if a parent wants to talk to a teacher, he/she will go straight to the teacher and talk the way he/she wants (see annexure F line 51).

Teacher from school B is identified as TPB (Participant Teacher from school B), indicates that:

Challenges we have during the process of safety are learners' and parents' behaviour towards school property because there is no security at the school (see annexure F line 52).

Teacher from school C is identified as TPC (Participant Teacher from school C), explained that:

Learners' behaviour towards other learners and teachers. Community members' behaviour towards teachers and school property due to the fact that there is no security guards at the gates (see annexure F line 53).

SGB from school A is identified as SGBPA (participant SGB from school A), adds that:

Batswadi batla mo sekolong go hlakisa barutishi ka lebaka la bana ba bona ba go se latele melao ya sekolo, bana ba ba a lwa, ba a utswa mo sekolong ka lebaka la go hloka. Bana ga ba a

shireletsega ge ba e ya magaeng a bona kanako ya breiki ka gore ba feta mo tseleng ya dikoloi legona garena security ya go ba thusa go feta mo tseleng. (Parents do come and disturb teachers due to their children who do not follow school rules properly, bullying and fighting amongst learners during breaks. Stealing among learners due to poverty and parental control from their families is a challenge to teachers. Learners are not safe when crossing the road in the morning and even after school because there is no security (see annexure F line 54).

SGB from school B is identified as SGBP (participant SGB from school B), adds that:

Go kgoelana, go lwa le go utswa magareng ga bana ke bothata bjo bo golo mo dikolong tsa rena. Bana ba rena ba utswetsana ka gore bangwe ba diriswa ke go hloka malapeng a bona. (Bullying, stealing and fighting amongst learners are burning issues. Stealing among learners due to poverty and parental control from their families is a challenge to teachers) (see annexure F line 55).

SGB from school C is identified as SGBPC (participant SGB from school C), adds that:

Batswadi ba tsena ka moo ba ratang ka gona go tla go bolela le morutisi ka nako ya go bereka ka lebaka la bana babona ba go se latele safety rules. (Parents of learners who do not follow safety rules will come to school and talk to teachers without invitation) (see annexure F line 56).

Security personnel from school C is identified as SPPC (Participant Security personnel from school C), indicates that:

Bana ba rena bana le bothata bya go se hlomphane. Ba a lwa, ga ba hlomphane, ga ba hlomphe Barutisi, ba utswetsa barutisi ba bona gammogo le baithuti ka bona. (Our children do not respect each other and even teachers. Our children always fight one another; steal teachers' belongings and take other learners belongings without permission (see annexure F line 57).

Deputy Governance Official is identified as DGO indicates that:

Teachers and SMT found safety concerns because of the safety challenges in primary schools. Parents, educators, support staff, business people, Head men, Community Policing Forums and learners in the secondary schools as the people who appreciate security concerns in rural primary schools (see annexure F line 126).

The above statements are corroborated by Eker (2014:177) who agrees that principals and teachers experience aggressive and violent behaviour amongst children. Some learners are aggressive towards fellow learners. According to Lord and Washington (2018:4), bullying, theft and intimidation among learners is a serious concern because schools exist within and are connected to local communities. Effects of crime and neighbourhood violence spill into the school environment. Bad behaviour among learners puts the lives of other learners at risk. Abuya, Onsmu and Moore (2012:83) agree that schools face a number of challenges relating to disruptive learners. The disruptive learner behaviour, such as fighting, bullying and vandalism disturbs learning of learners and teachers' work.

4.3.2 Strategies to Minimise Safety Challenges

The school should have safety mechanisms such as photographic cameras, high electric fences, security guards and alarm systems for safety of people and school

property. There should be care centres for orphans to be safe. There should be satellite police stations and more clinics in a circuit to minimise crime in schools.

PPA, indicates that:

We can implement safety by hiring security guards at the gates to monitor everybody coming in out of the gate, searching learners before getting in classes and monitoring learners during breaks as they do experience fights and bullying during breaks. There should be learner patrol, cameras and electric fences in rural primary schools (see annexure: F line 25).

PPB, indicates that:

We can implement safety by hiring security guards at the gates to monitor the movement of people coming in and out of the gate (see annexure F line 26).

PPC, said:

We can implement safety by hiring permanent security guards because now we have temporary security guards at the gate. (see annexure F line 27).

TPA, adds that:

We are teaching learners about dangers of fire, water and electricity from Life Orientation or Life Skills, Technology and other relevant books about safety on their lives. We also teach them about safety rules as the important thing for their lives (see annexure F line 28).

TPB, adds that:

We are teaching learners Life Orientation or Life Skills, Technology and even other relevant books about safety (see annexure F line 29).

TPC, adds that:

Learners are learning from Life Orientation or Life Skills and Technology about safety (see annexure F line 30).

SGBPA, adds that:

Barutishi ba a ruta gabedi ba hlaloesetsa bana melao ya boiphemelo ka kakaretso le gona security oa nyakega mo sekolong sa rena. (Teachers teach general rules of safety and explain about safety in general and security guards should be hired for the safety of people in the school yard) (see annexure F line 31).

SGBPB, adds that:

Barutishi ba ruta bana melao ya safety ka diphapushing ba be ba kgopela mapholisa gore ba tle ba hlaloesetsa bana ka tsa safety. (Teachers are teaching safety rules in the classrooms and involve police to come and explain about safety. We need permanent security guards for safety of people in the school yard and even school property) (see annexure F line 32).

SGBPC, adds that:

Barutishi ba ruta barutwana melao ya safety gore ba kgone go ba safe mo maphelong a bona. Re swanetse go ba le security tsa permanent mo dikolong tsa rena (see annexure F line 33). (Teachers are teaching learners safety rules so that they use that

knowledge for their lives. We need to have permanent security personnel in our school).

SPPC, indicates that:

Bathlathli ba latela safety policy ebile ba ruta bana Technology le Life Skills. (Teachers follow safety policy and teach learners Technology and Life skills) (see annexure F line 34).

DGO indicates that:

The inputs of parents, teachers, support staff, business people, headmen, community policing forum and learners in the secondary schools are very important to the development of the school-based policy. This means that consultation of all stakeholders should be prioritized (see annexure F line 130).

The above statements are supported by Cowan (2013:14) and Tenenbaum, Varjas, Meyers, and Parris (2011:368) who indicate that schools should develop effective emergency preparedness and crisis prevention, intervention and response plans that are coordinated with local authorities. They added that hiring competent teachers, support staff and security guards is one of many ways of creating good safety and security in schools. Schools should use physical safety mechanisms such as alarm systems, high gates and photographic cameras.

4.3.3 Management of Safety in Rural Primary Schools

Management of safety in rural primary schools is not good because there are no security guards at the gates. The majority of rural primary schools do not have security guards and teachers are trying to maximize safety by teaching learners about safety rules in their schools but that is not enough.

PPA, indicates that:

Teachers were trained about safety and how to use a safety kit. Teachers teach Life Orientation and Technology to help learners about safety and teaching learners about dangers of electricity (see annexure F line 36).

PPB, indicates that:

Teachers have knowledge about safety and how to use a safety kit for safety of people in the school yard (see annexure F line 37).

PPC, indicates that:

Teachers attended a workshop about safety and how to use a safety kit (see annexure F line 38).

TPA, adds that:

We have the skills for searching learners, using fire extinguishers and using a first aid kit as we are taught how to use them by professional people (see annexure F line 39).

TPB, adds that:

Skills for searching learners so that they should not come with sharp objects in the school yard; using fire extinguishers and a first aid kit as we were taught how to use them by professional people (see annexure F line 40).

TPC, adds that:

We have the skill for following the rules of helping our learners with the use of a first aid kit during emergency and using fire extinguishers in case there is a fire (see annexure F line 41).

SGBPA, adds that:

Barutishi ba na le boitemogelo ya laola safety ka go setsha bana ba sekolo ka jarateng ya sekolo, boitemogelo bya go shomisha first aid le setimamello. Re shomisha buka ya melao ya tsa safety. (Teachers have the skill of monitoring safety of learners in the school yard by searching learners; the skill of using a first aid kit and fire extinguisher. We use the safety policy as a guide to control safety in our school yard) (see annexure F line 42).

SGBPB, adds that:

Barutishi botsa bana gore ba se tsene le dishomishwa thusa go hlaba diphaposhing tsa bona; ga bedi bana le bokgoni bya go shomisha first aid kit le setimamollo (Teachers inform learners not to enter their classes with sharp objects; have knowledge of how to use a first aid kit and fire extinguisher) (see annexure F line 43).

SGBPC, adds that:

Barutisi ba kgona laola safety ya bana ka go searcher bana ge ba tsena ka di klaseng mesong le ge boya break ka gore bana ba bangwe ba ya gae ka break (see annexure F line 44). Teachers are able to control learner's safety by searching learners in the morning and even after break.

SPPC, indicates that:

Barutisi bana le bokgoni bya go ruta bana melao ya safety ge ba ruta Life Orientation le Technology (see annexure F line 45). (Teachers are able to teach learners safety rules from Life Orientation and Technology).

DGO, explained that:

Since schools attended school security meetings together, they will be in position to share the experiences of how best to manage safety concerns (see annexure F line 152).

The above statements are supported by Tobin (2014:1) who explains that schools use a variety of measures to promote the safety of learners in rural primary schools. Destructive use of security measures can increase dishonest misconduct amongst learners and disrupt the school environment by interfering with learning (Macharia, 2012:77). Devoe and Bauer (2010:6) explain that reports on learners as victims of violent crime, thieves entering the school yards, security measures at the schools and fear are increasing. Characteristics of learners as victims of crime destroy the learning environment's safety because their lives are in danger.

4.3.4 Safety Policies in Schools

Safety policies are available at schools but there is a challenge of lack of resources. The implementation of policies is a problem because the SGBs do not arrange for workshops to help their schools get security guards and cleaners for the school yards.

PPA, indicates that:

The policies have been designed by the Department of Safety and Security in collaboration with the Department of Education. The policy is good but difficult to implement due to lack of resources in our school(see annexure F line 80).

PPB, indicates that:

The Department of Safety and Security designed the policies in collaboration with the Department of Education (see annexure F line 81).

PPC, indicates that:

The policies have been designed by the Department of Safety and Security. Lack of resources is a challenge (see annexure F line 82).

TPA, adds that:

The policies have been designed by the Department of Safety and Security in collaboration with the Department of Education for safety of people in the school yards. The policy is good but difficult to implement (see annexure F line 83).

TPB, adds that:

The policies have been designed by the Department of Safety and Security (see annexure F line 84) .

TPC, adds that:

The policy is good but difficult to implement due to lack of resources in our schools and lack of money (see annexure F line 85).

SGBPA, adds that:

Dibuka tsa melao ya safety hlamilwe ke ba tsa kgoro ya safety. Bothata ke gore garena masheleng a gore re kgone latela melao ya safety ya bana ba sekolo le barutishi. (The policies have been designed by the Department of Safety and Security. We do not have money to be able to implement the policies for safety of teachers and learners) (see annexure F line 86).

SGBP B, adds that:

Dibuka tsa melao ya safety hlamilwe ke ba tsa kgoro ya safety gammogo le ba tsa kgoro ya thuto. (The policies have been

designed by the Department of Safety and the Department of Education) (see annexure F line 87).

SGBPC, adds that:

Molao wa safety o thlamilwe ke mmuso wa kgoro ya thuto le wa tsa tshireletso (see annexure F line 88). (Safety policy was designed by the Department of Education).

SPPC, indicates that:

Mmuso wa kgoro ya thuto le ba tsa tshireletso ke bona ba hlamilego policy ya tsa safety tsa dikolong (see annexure F line 89). (Department of Education and Department of safety designed safety policy for schools.

Deputy governance official supported the above view by saying that:

Yes, the schools policy on safety comprehensively captures the spirit and the letter of the country's legislation on safety in rural primary schools. It is compulsory for the SMT to consider Acts of parliament when developing school-based policy. The policy must adhere to the schools' safety legislative framework (see annexure F line 136).

Kupchik and Ward (2014:339) supported the above participants' view by saying that teachers should evaluate the extent to which the school provides a safe learning environment, training and support needs related to school safety, violence prevention, responses to school safety and violence by school staff. Stern and Öjendal (2010:10) add that for safety in schools, there should be documentation of the school's status regarding the major risk factors related to school safety and violence in schools.

4.4 DOCUMENT ANALYSIS

Documents are the basic source of data which is similar in most schools and provides evidence and details of school safety (Creswell 2014:190). Document analysis was focused on making meaning of the school's disciplinary policy, safety policy, learners' code of conduct, incidents reports, minutes book of the disciplinary committee and minutes book of the safety committee. The advantage of using document analysis is representing data to which participants have given attention and written evidence that saves the researcher's time and expense for transcribing (Ngulube, 2015:127). Khan (2014:229) indicates that document analysis should be aimed at supplementing data obtained through interviews. The researcher collected data from school documents such as disciplinary policy; safety policy; learners' code of conduct; incidents reports; minutes book of disciplinary committee and minutes of the safety committee.

4.4.1 Disciplinary Policy

The aim of a disciplinary policy is to create a sense of self- discipline and order within the school where all learners will have the opportunity to grow and develop in a structured and positively controlled environment. Disciplinary policy is available for analysis at schools A, B and C. Teachers and SMT use the policy to discipline learners and achieve the aim. The contents of the disciplinary policy are observed on a daily basis in schools A and C while on a weekly basis in school B. The objectives of the disciplinary committee is to set out the roles and responsibilities of the various stakeholders in pursuit of a disciplined, safe school environment.

4.4.2 Safety Policy

A safety policy exists in schools A, B and C. Teachers and SMT as parents of learners at school are trying to safeguard safety of the learners but there is a

problem of funding. The purpose of the policy is to ensure that the school is safe for all and that effective measures are employed to address issues related to discipline, dangerous objects, violence, bullying, assault, theft and robbery. The contents of the safety policy of schools A and C are given more attention than those of school B. The objectives are to set out the roles and responsibilities of the various stakeholders in the pursuit of a safe school environment.

4.4.3 Learners' Code of Conduct

The Code of Conduct defines behaviour that is either acceptable or unacceptable within the school. The Code of conduct includes rules that govern the conduct of learners and relations between learners, educators, parents and the Governing Body. Learners' code of conduct is available at schools A, B and C and learners are trying to observe it but some will be out of line. The contents written in the policy should be followed by teachers to discipline learners but some learners in the three schools are still misbehaving in the school classrooms and even during breaks. This Code of Conduct is binding on all learners, their parents and educators. However, the development of the Code of Conduct is an on-going process and it should thus be subject to review on a regular basis.

4.4.4 Incidents Reports

Incidents reports means any report which is not part of the standard operation of a service and which causes or may cause an interruption to, or a reduction in, the quality of that service. All incidents that took place at the three schools were reported and attended by the principals of schools A, B and C to maintain safety of learners in the school yards. Once incidents were reported, the principals followed the steps set out in the guidelines for handling such incidents at school.

4.4.5 Minutes Books of the Disciplinary Committee

Minutes books of the disciplinary committee are available in schools A, B and C. The committees of school A and C meet once per month while the committee of school B meets once per term to maintain discipline of their schools. Cases of learners who misbehave in the school yard were recorded and learners guided earnestly for the safety of other learners.

4.4.6 Minutes Books of the Safety Committee

Minutes books of the safety committees are available in all visited schools A, B and C and in school A and C, the committees meet twice a month while in school B the committee meets once a month. The safety committees agreed on improving safety of learners but the problem is funding for resources. The committees from the three schools made sure that there is appropriate support for the victims, victim empowerment and that bad behaviour amongst learners is managed with care, sensitivity and confidentiality.

4.5 DISCUSSION OF FINDINGS

By analysing and interpretation data researcher arrived at the findings that in one way or another answered the three questions of this research discussed item 1.4 above that were based on:

- What are the safety challenges faced by rural primary schools?
- What gaps exist between the legislative framework and practice with regard to safety concerns in primary school?
- What measures do primary schools employ to improve the management of safety challenges.?

4.5.1 Safety Challenges in Rural Primary Schools

Findings of this research indicates that response from principals, teachers, SGBs, security guard and governance official indicate that there is a huge problem of no permanent security guards to securer school property day and night and people in the school yard during school hours.

Another challenge is learner behaviour (bullying and stealing) that disturbs other learners and teachers and it create bad atmosphere to teaching and learning of learners. Behaviour of parents towards teachers is huge problem because it disturbs teaching and learning of learners.

Vandalism of schools property by learners and even community members is destroying the school fence, gates and school furniture because of lack of security guards of schools. Learners are coming with sharp objects to hurt other learners and other learners will feel unsafe.

4.5.2 Strategies to Minimise Safety Challenges

Findings of this research indicates that response from principals, teachers, SGBs, security guard and governance official indicate that they can implement safety by hiring permanent security guards to control movement of people coming in and out of the school during school hours and during the night. They indicate that there should be learner patrol to control learners getting in the school yard in the morning for safety, armed responses and electrical fences for school property to be safe every time.

Another strategy is that learners should be encouraged to take note of Technology, Life Orientation and general rules of safety rules serious. The development of school support policy should be supported by parents and teachers.

4.5.3 Safety Policies in Schools

Findings of this research indicates that response from principals, teachers, SGBs, security guard and governance official indicate that policies have been designed by the Department of safety and security in collaboration with the Department of Education for safety of people in the school premises. The policy is good but difficult for them to implement due to lack money.

Because of lack money, there are no security guards, clean water for sanitary toilets, proper electrical fence and paved school yards for safety of learners. These schools are not in line with what (Barnes, 2016:199).

School security devices should be used in rural primary schools in order to prevent school crime, disorder and the fear for the safety of learners. Schools should partner with security services from armed responses so that learners and teachers in the school premises will be secured. School safety should be considered because it creates a safe environment in which learning can take place (Makota & Leoschut, 2016:20)

4.6 CONCLUSION

In this study males are more than women. The majority of participants in the interviews were aged between 50-60 years. The participants are principals, teachers, chairpersons of SGB, governance official and security guards from the selected rural primary schools of Maleboho West.

As the law of the country stipulates, a safe environment for learners primary schools should be upheld. Security guards contribute to the safety of learners, but the majority of rural primary schools do not have security guards. One school has a security guard working day and night for the safety of the school. A school fence,

school gate, maintenance of the school yard and proper school buildings could also contribute to managing safety in rural primary schools. Teachers are competent to teach learners about safety in the classroom. Knowledge of the subject content of safety is a contributing factor to the safety of learners. Police services and security personnel influence management of safety in rural primary schools.

Chapter Five presents the major findings and recommendations of the study.

CHAPTER FIVE

SUMMARY, MAJOR FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.1 INTRODUCTION

The previous chapter focused on presentation of findings. This last chapter discusses the summary of the entire research from chapter one to chapter four. Findings were arrived at from the analysed data that answered the research questions. The conclusion focuses on the lessons learned from the research and recommendations that originated from the findings of the study.

5.2 SUMMARY

In this chapter, a brief summary of the study is provided in order to present a holistic view of the study. It further presents the major findings in view of the literature review; it provides the responses of principals, teachers, chairpersons of school governing body, government officials and security personnel to the interviews on management of safety concerns in rural primary schools as well as recommendations on how all stakeholders believe that management of safety can be improved.

In Chapter One the background of the study, the problem statement, aim of the study, research objectives, research questions, research paradigm, research design and methodology, definition of the key concepts were briefly discussed.

Chapter Two provided an overview of literature related to the topic of the study on management of safety concerns in rural primary schools. The literature study was undertaken to determine what other scholars say about safety concerns in rural primary schools. The research instrument was determined by the literature review.

Chapter Three presented the research paradigm, research design and methodology. The study employed the qualitative approach to collect data. Interviews served as the research tool. Participants were chosen based on their involvement in safety in rural primary schools.

Chapter Four contained a presentation of the research findings pertaining to the principals, teachers, chairpersons of the school governing body, governance section official and security personnel.

Chapter Five presents the major findings, discussions, conclusions and recommendations of the study.

5.3 MAJOR FINDINGS

The major findings were categorised according to the research questions in Chapter One (see paragraph 1.4). The three subsidiary questions are:

- What are the safety challenges faced by rural primary schools?
- What gaps exist between the legislative framework and practice with regard to safety concerns in primary school?
- What measures do primary schools employ to improve the management of safety challenges?

A. Major Finding from Research Question No.1 (What are the safety challenges faced by rural primary schools?)

The following is a finding pertaining to the research question:

- **Learners' behaviour**

Bullying and stealing among learners are burning issues in rural primary schools due to learners who are older than others in the classrooms. Learners' safety is at risk if there is high rate of bullying amongst learners at schools because some learners will not enjoy coming to school knowing that they are going to be beaten or threatened by others. Stealing is another problem among learners and teachers in the classrooms. Learners who are ill-mannered do not respect teachers and other learners. There will be a great challenge for learners who are not able to defend themselves from being bullied by others despite their parents complaining about this. Learners destroy school property such as windows, chairs, tables, wires from the fence and learners' books while bullying other learners. Ill-mannered learners also disrespect teachers when they are to be punished (see annexure F: line 51).

B. Major Findings from Research Question No.2 (What gaps exist between the **legislative** framework and practice with regard to safety concerns in primary schools?)

The following are some of the findings pertaining to the research question:

a) Security personnel

The majority of rural primary schools do not have security personnel in their schools because they cannot afford to pay for such service. Without security there is no safety in the school yard. The issue of intruders in the school yard with no body's permission is too bad e.g. a teacher (48 years) was shot dead in the morning in the school premises in KZN (June 2019) (see annexure F: line 60).

b) Safety policy

Majority of the rural primary schools do not use safety policy regularly because of lack of funds and lack of recourses. In some cases, they do not even know where it

is placed. Lack of resources for safety in schools will create poor safety to learners (see Annexure F: line83).

C. Major Findings from Research Question No.3 (What measures do primary schools employ to improve the management of safety challenges?)

The following are some of the findings pertaining to the research question:

a) School yard

From the findings, the school yards need attention as follows:

- The yards are not paved
- The sports fields are not attended to
- There are no parking areas for visitors.
- Trees in the school yard are too high for safety of learners. There is a great challenge to learners' safety in the yard when they play during breaks, during Physical Education and during their time to play some different sporting codes.
- There are poor surveillance systems, which is irritating because these are areas where children interact with their peers in a natural, outdoor environment; a stage where children act out the events that touch their lives and should promote learning and development of learners.
- Overgrown grass should be trimmed for the safety of learners (see Annexure F: line119).

b) School fence

From the findings, the school yard is appropriate, but the challenge is that there are no security guards at the gates for people coming in and out. Learners can go in and out during breaks to come with sharp weapons to hurt others in the school yard. People are able to come and do whatever they want to hurt anybody in the school yard because the gates are not locked the whole day, and anybody can get in and

out of the school yard. There will be a great challenge to people in the school yards and even school property during the day and even during the night because they are not safe. In most of the rural primary schools, learners are crossing the road when entering the school yard without assistance from anybody for the entire primary school years and there is no scholar patrol.

c) Pit toilets

Learners and teachers are still using pit toilets in their schools without clean water. The water pipes are far from the pit toilets. As there are no small pit toilets that were built for the young ones from grade R's, there was the case where a learner fell in the pit toilet (see annexure F line 124).

5.4 LIMITATIONS OF THE STUDY

This study has the following limitations:

- Due to financial constraints, the study was restricted to three primary schools in Maleboho West Circuit. If more schools had been involved in the research, different findings might have emerged from the circuit.
- The study was conducted only at Maleboho West Circuit in Capricorn District of Limpopo Province. Possibly, different findings would have been made at provincial level if the study were extended to other districts of Limpopo province. The results of the study can therefore not be generalised to a larger, province-based population.
- Maleboho West Circuit represents a rural area and findings therefore are limited to rural area perceptions.

5.5 CONCLUSIONS

The study set out to investigate management of safety concerns in rural primary schools of Maleboho West Circuit in Limpopo Province. The findings showed that the majority of schools had partially implemented safety standards and guidelines in these schools. No single school was found to have implemented all the safety standards and guidelines as entailed in the safety policy. The study concluded that safety was inadequate because the majority of the schools do not have security personnel, an alarm system and scholar patrol. Schools are still using pit toilets and cases were reported about learners who have died in the pit toilets.

It is important that the government considers ways and means of financing safety programmes in schools for the safety of learners. The findings of the study concluded that although some schools had been fitted with fire extinguishers and first aid kits but not all teachers were taught to use them. Similarly, the study established that:

- seldom are school facilities and equipment inspected,
- seldom do schools conduct disaster and crisis management training for staff and
- seldom do schools conduct fire drills and invite fire fighters to give them guidance and demonstration for learners about fire prevention in a school context.

5.6 RECOMMENDATIONS

Based on the major challenges presented above the following recommendations were drawn:

a) Recommendation 01:

Research Question 01: What are the safety challenges faced by rural primary schools?

- Learners' behaviour can contribute to learners' drop-out because they will be afraid of some learners who are bullying and stealing at school. Learners who disrespect teachers can cause tension between teachers and their parents. The majority of learners who disrespect teachers are those who are older than others in the grade. Disrespect, stealing and bullying among learners contribute to learners' risk because learners cannot learn properly due to the situation that is not safe. Vandalizing school properties is dangerous because it kills the morality of innocent learners. Learners should learn in a safe environment where there are no fights and bullying with objects.

Schools exist within the communities. They are highly penetrable by communities since children come to school having been raised in a particular culture. Every culture is imbued with norms and values. Norms and values of the community form the basis of learners' code of conduct, safety policy, disciplinary policy to name but a few. Also, the schools operate within a culture, the culture of learning and teaching (COLT). As such, schools influence, and are in turn largely influenced by their communities. Hence, it is recommended that safety challenges should be addressed from stakeholders' participation. Parents should be made aware of unbecoming behaviour of their children. Safety challenges should be addressed in civic meetings, tribal authority meetings and communities should be encouraged to establish structures that address safety challenges.

- Use of alarm systems is another way of protecting school property but is not available at all rural primary schools. The absence of an alarm system will put school property in danger as thieves will be able to do whatever they want. During the day young people and teachers are not safe if thugs can get in the school premises because the school is not armed, and the police station is far from the school. This leads to a terrible situation where there will be loss of peoples' lives. SASA (1996) caters for public and independent schools. Public schools are further categorised into five categories in terms of poverty levels of their communities. Schools in quintile levels 1-3 are declared capable of paying any fees. They receive 100% state funding. Hence, they cannot afford to hire and pay security personnel. In such cases volunteers are expected to render their services. Community structures (civic, tribal authority, community watchdogs) can take turns in ensuring safety in schools.
- Clinics are far for some schools in cases of emergency and this can lead to high rate of mortality of learners. Schools are provided with safety kits and all teachers need to be trained on how to conduct such services. Teachers need thorough training, not just a crasher course. Induction of new teachers should cater for expertise to conduct safety lessons for learners. As stated previously, safety measures should be stakeholder-participant orientated. Health personnel from the community are of great help. They can be requested to conduct training on safety kits to novice and experienced teachers at regular intervals. Mobile clinics are available at the request of community structures.
- Roads are meant for cars. Cars should be able to pass freely if there is an emergency but, in this case, roads are not in good condition. Schools exist to serve the community with complex matters of teaching and learning. If

an enabling department is failing to carry its course, it is liable for damages. The school is a juristic institution, hence it can hold the relevant department liable for such incidents. This move is deemed to stop reluctance of providing government services by authorities that be.

b) Recommendation 02:

Research Question 02: What gaps exist between the legislative framework and practice with regard to safety concerns in primary schools?

- Legislation provides protocol on how things should be run whereas practice demands that the human and the financial components should facilitate the execution of the task. The practical part of the legislative framework is costly since rural schools depend on state funding (section 20 schools, SASA, 1996). Parents of these schools find it hard to understand their role towards financial needs of the school. But, security guards are important because they protect the school during the day and even during the night. During the day everybody coming in and out of the school should be checked for safety of everybody in the school yard because some may come with dangerous weapons and put other people in danger. During the night school property is not safe if there is no security. Learners' safety is dependent on school property like classrooms and school fences. The School Governing Body stands in the interest of learners. This structure is mandated to safeguard the interest of the school. Since this structure has the principal as its ex-officio and a teacher component, issues of security personnel should be addressed in their meetings. It is recommended that the school should use the SGB to institute a parental component of volunteers and raise funds to pay for the security personnel.

- The safety policy should be institutionalised and visible on door posts of all classes, corridors and pasted on the front page of each classwork book. Parents should also be made aware of the safety policy.
A mobile police station per circuit is recommended rather than two circuits sharing one police station. This will lead to less or no crime in the villages and schools in the areas.

c) Recommendation 03:

Research Question 03: What measures do rural primary schools employ to improve the management of safety challenges?

- School yards are places where learners act out the events that touch their lives and promote learning and development. School yards should be conducive to the learning of children. There should be clean yards for learners to play their sporting code freely without injuries. Small stones in the yard will promote bullying among learners who use them to bully others and can even break windows. As stated previously, these schools are no fees schools. Whatever needs money should be done voluntarily. Adequate advocacy for the spirit of voluntarism is crucial. Parents can pave schoolyards. Proper playgrounds encourage children playing together while gravel ground breeds bullying among learners that are used to trouble others during breaks. Small stones will hurt learners when playing in the sports field. Trees and grass should be cut to avoid learners being hurt by dangerous animals such as snakes, scorpions and spiders.
- School fence is crucial. The gate should be locked for the safety of the learners. Learners should be in the school yard until school is out to avoid accidents during rush hours. During rush hours, scholar patrols are

important. This should be done under the supervision of trained teachers or traffic personnel.

- As the only toilets available in rural primary schools, pit toilets are potentially dangerous because they are not built to fit young learners and avoid falling inside the dirty toilet. It is recommended that communities and their schools should demolish old toilets and build suitable ones for children. Pit toilets are not built to last; they need to be evaluated on a yearly basis and replaced if needs be.

5.7 TOPICS FOR FURTHER STUDIES

The purpose of research is to provide alternatives in addressing problems or refuting existing truths thereby providing solutions. In view of this, the researcher recommends the following research topics:

- Addressing funding issues in no fees schools
- A community-participant-based model for safety concerns in schools
- An institutionalised-based safety policy

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ANNEXURES

ANNEXURE A: UNIVEN ETHICS LETTER

RESEARCH AND INNOVATION
OFFICE OF THE DIRECTOR

NAME OF RESEARCHER/INVESTIGATOR:

Mrs MD Mapaya

Student No:

16017044

PROJECT TITLE: **Management of safety concerns
in rural primary schools of Malehobo West
Circuit in Limpopo Province**

PROJECT NO: SEDU/17/CSEM/18/2710

SUPERVISORS/ CO-RESEARCHERS/ CO-INVESTIGATORS

NAME	INSTITUTION & DEPARTMENT	ROLE
Dr NF Litshani	University of Venda	Supervisor
Mr MA Sinthumule	University of Venda	Co-Supervisor
Mrs MD Mapaya	University of Venda	Investigator – Student

ISSUED BY:

UNIVERSITY OF VENDA, RESEARCH ETHICS COMMITTEE

Date Considered: October 2017

Decision by Ethical Clearance Committee Granted

Signature of Chairperson of the Committee: 

Name of the Chairperson of the Committee: Senior Prof. G.E. Ekosse



University of Venda

PRIVATE BAG X5050, THOHOYANDOU, 0950, LIMPOPO PROVINCE, SOUTH AFRICA
TELEPHONE (015) 962 8504/8313 FAX (015) 962 9060

"A quality driven financially sustainable, rural-based Comprehensive University"

ANNEXURE B: APPLICATION FOR PERMISSION

SCHOOL OF EDUCATION

Enq. Dr NF Litshani
CELL: 079 341 9936

P.O. BOX 571
SHAYANDIMA
0945
19 OCTOBER 2017

The District Director
Department of Education
Capricorn District

Dear Sir

RE: REQUEST FOR PERMISSION TO CONDUCT RESEARCH

My name is Mabotseke Dina Mapaya and I am a Masters student of Educational Management in the School of Education at University of Venda (Univen). The title of the research is: **Management of safety concerns in rural primary schools of Maleboho West Circuit in Limpopo Province**. This project is conducted under the supervision of Dr NF Litshani and Dr D.A Sinthumule. The circuit under your District has been identified for the purpose of a study.

The study seeks to investigate safety challenges faced by primary schools in Maleboho West Circuit, under the Capricorn District.

I therefore seek permission to conduct the research.

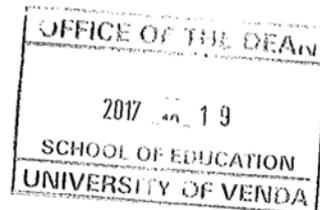
Yours sincerely,

-----

MABOTHEKE DINA MAPAYA (student)
University of Venda
0827371084

-----

Dr NF Litshani (main supervisor)



University of Venda

PRIVATE BAG X5050, THOHOYANDOU, 0950
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TELEPHONE (015) 962 8318 FAX (015) 962 8050
E-MAIL: deaneducation@univen.ac.za

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ANNEXURE C: REQUEST TO CONDUCT RESEARCH

SCHOOL OF EDUCATION

Enq. Dr NF Litshani
CELL: 079 341 9936

P.O. BOX 571
SHAYANDIMA
0945
19 OCTOBER 2017

The District Director
Department of Education
Capricorn District

Dear Sir

RE: REQUEST FOR PERMISSION TO CONDUCT RESEARCH

My name is Mabotseke Dina Mapaya and I am a Masters student of Educational Management in the School of Education at University of Venda (Univen). The title of the research is: **Management of safety concerns in rural primary schools of Maleboho West Circuit in Limpopo Province**. This project is conducted under the supervision of Dr NF Litshani and Dr D.A Sinthumule. The circuit under your District has been identified for the purpose of a study.

The study seeks to investigate safety challenges faced by primary schools in Maleboho West Circuit, under the Capricorn District.

I therefore seek permission to conduct the research.

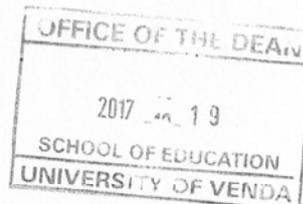
Yours sincerely,



MABOTHEKE DINA MAPAYA (student)
University of Venda
0827371084



Dr NF Litshani (main supervisor)



University of Venda

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ANNEXURE D: PERMISSION TO CONDUCT RESEARCH



LIMPOPO
PROVINCIAL GOVERNMENT
REPUBLIC OF SOUTH AFRICA

DEPARTMENT OF
EDUCATION

CAPRICORN POLOKWANE DISTRICT

Private Bag X 9711
POLOKWANE
0700
Tel: 015 285 7300
Fax: 015 285 7499

CONFIDENTIAL

Ref: 2/2/2 Enq: Mphaphuli AJ Tel No.:015 285 7410 Date: 03 November 2017 Email: MphaphuliAJ@edu.limpopo.gov.za

To : Mapaya MD
P.O. Box 571
SHAYANDIMA
0945

University of Venda
School of Education

SUBJECT: PERMISSION TO CONDUCT RESEARCH IN DEPARTMENT OF
EDUCATION POLOKWANE DISTRICT, MALEBOHO WEST CIRCUIT.

Title: "Management of safety concerns in rural primary schools of Maleboho
West Circuit in Limpopo Province".

1. The above matter refers.
2. The Department wishes to inform you that your request to conduct a research has been approved.
3. The following conditions should be considered
 - a. The research should not have any financial implication for Limpopo Department of Education.
 - b. Arrangements should be made with both the circuit offices and schools concerned.
 - c. The conduct of research should not in any way disrupt the academic programs in schools.
 - d. The research should not be conducted during examinations especially the fourth term.

105 CNR Blaauwberg & Yster Street, Ladanna
Capricorn Polokwane district, Private Bag X 9711, Polokwane, 0700

"We Belong, We Care, We Serve"

- 3.5 During the study, research ethics should be practiced, in particular the principle of voluntary participation (the people involved should be respected).
- 3.6 Upon completion of research study, the researcher shall share the final product of the research with Department.
- 4 Furthermore you are expected to produce this letter at schools/offices where you intend to conduct your research as evidence that you are permitted to conduct the research.
- 5 The Department appreciates the contribution that you wish to make and wish you success in your research.

Best wishes



MR MOTHEMANÉ KD
DISTRICT DIRECTOR

06/11/2017
DATE

105 CNR Blaauwberg & Yster Street, Ladanna
Capricorn Polokwane district, Private Bag X 9711, Polokwane, 0700

"We Belong, We Care, We Serve"

ANNEXURE E: CONSENT LETTER

INFORMATION

Title of the Research Study : Management of safety concerns in rural primary schools of Maleboho West Circuit in Capricorn District.

Principal Investigator: Mapaya M.D

Co-Investigators: Dr NF Litshani and Dr DA Sinthumule

Outline of the Procedures: Participants had the right to withdraw from taking part in the research. Communication will be held in participant's best preference to assure confidentiality and stress-free atmosphere. Participants should feel free and say what they know about safety of their schools.

Confidentiality : Participants will be assured of their anonymity and confidentiality during and after the interview.

CONSENT

Statement of Agreement to Participate in the Research Study:

I hereby confirm that I have been informed by the researcher, Mabotseke Dina Mapaya, about the nature, conduct, benefits and risks of this study -

I have also received, read and understood the above written information regarding the study.

Full Name of Participant Date Time Signature

I,, herewith confirm that the above participant has been fully Informed about the nature, conduct and risks of the above study.

Signature:

Date:

Participant

Signature:

Date:

Researcher

ANNEXURE F: TRANSCRIPT OF INTERVIEWS RESPONSES

Participants	Questions	Line Numbers
RESEARCH QUESTION 1: What are the safety challenges faced by SMTs in the rural primary schools?		1
<i>Interview question 1:</i> <i>What type of safety tools are mostly used in classes?</i>		2
P _A	We use first aid kit as the only tool we are using in the classes.	3
P _B	First aid kit only.	4
P _C	We use fire extinguisher, first aid kit, bugler doors and bugler proofs to protect the safety of learners in the classes.	5
T _A	First aid kit, fire extinguisher, security doors and bugler proofs as the safety tools.	6
T _B	First aid kit, fire extinguisher and security doors.	7
T _C	First aid kit, fire extinguisher.	8
SGB _A	First aid kit and fire extinguisher.	9
SGB _B	First aid kit, fire extinguisher and burglar proofs.	10
SGB _C	<i>Re na le first aid kit le fire extinguisher.</i>	11
SG _C	<i>Sekolo sa rena se nale security gates, bugler proofs, bugler doors, first aid kits le fire extinguisher.</i>	12
<i>Interview Question 2:</i> <i>What safety strategies are now used in rural primary schools?</i>		13
P _A	We are teaching learners to behave and respect each other, not to come with sharp objects and	14

	dangerous weapons in the school premises to hurt others.	
P _B	We tell learners not to come with dangerous weapons in the classes, cutting big trees and grasses in the school yards, searching learners at the gate and hiring security guards.	15
P _C	We have temporary security guards who are always working day and night for safety of people and the school property.	16
T _A	Learners are taught not to play with sharp objects and dangerous weapons in the school premises for their safety.	17
T _B	We taught learners not to enter in the school premises with sharp objects. We pleaded SGB members and management of the school to hire security guards to monitor safety of learners coming in and out of the school yards search learners before getting in the school premises.	18
T _C	Learners are taught not to play with sharp objects and dangerous things in the school premises for people's safety. Our temporary security guards are busy doing their work at the gate with no disturbance.	19
SGB _A	We do not have security guards, teachers search learners before they get in the yard because learners are coming with some dangerous weapons to bully others in the school yard.	20

SGB _B	We do not have security, and this is a big problem to teachers because they are searching learners every time and again.	21
SGB _C	<i>Rena le security wa go shoma sa motswa a swere.</i>	22
SG _C	<i>Re shoma go hlokomela movement wa batho ba go tswa le ba go tseno mo sekolong ka gore dibetsa le di shomiswa tsa bogale ga di a dumelelwa. During the night rehlokomela shireletsa sekolo ka ntle le ka gare.</i>	23
<i>Interview Question 3: What safety strategies can teachers use to implement safety?</i>		24
P _A	We can implement safety by hiring security guards at the gates to monitor everybody coming in out of the gate, searching learners before getting in classes and monitor learner during breaks they do experience fights and bullying during breaks. There should be learner patrol, cameras and electric fence in rural primary schools.	25
P _B	We can implement safety by hiring security guards at the gates to monitor the movement of people coming in out of the gate.	26
P _C	We can implement safety by hiring permanent security guards because now we have temporary security guards at the gate.	27
T _A	We are teaching learners about dangers of fire, water and electricity from Life Orientation or Life Skills, Technology and other relevant books about safety on their lives. They are teaching learners	28

	about safety rules as the important thing to their lives.	
T _B	We are teaching learners Life Orientation or Life Skills, Technology and even other relevant books about safety.	29
T _C	Learners are learning from Life Orientation or Life Skills and Technology about safety.	30
SGB _A	Barutishi ba a ruta gabedi ba hlaloseisa bana melao ya boiphemelo ka kakaretso le gona security oa nyakega mo sekolong sa rena. (Teachers teach general rules of safety and explain about safety at large and security guard should be hired for the safety of people in the school yard).	31
SGB _B	Barutishi ba ruta bana melao ya safety ka diphapushing ba be ba kgopela mapholisa gore ba tle ba hlaloseisa bana ka tsa safety. (Teachers are teaching safety rules in the classrooms and involve police to come and explain about safety. We need permanent security guard for safety of people in the school yard and even school property).	32
SGB _C	<i>Barutishi ba ruta barutwana melao ya safety gore ba kgone go ba safe mo maphelong a bona. Re swanetse go ba le security tsa permanent mo dikolong tsa rena.</i>	33
SG _C	<i>Bathlathli ba latela safety policy ebile ba ruta bana Technology le Life Skills.</i>	34
Interview Question 4: What management of safety skills do teachers have?		35

P _A	Teachers were trained about safety and how to use safety kit. Teachers teach Life Orientation and technology to help learners about safety and teaching learners about dangers of electricity.	36
P _B	Teachers have knowledge about safety and how to use safety kit for safety of people in the school yard.	37
P _C	Teachers attended a workshop about safety and how to use safety kit.	38
T _A	We have a skill of searching learners, skill of using fire extinguishers and knowledge of using first aid kit as we are taught how to use, by professional people.	39
T _B	Skill of searching learners so that they should not come with sharp objects in the school yard, skill of using fire extinguishers and knowledge of using first aid kit as we were taught how to use, by professional people.	40
T _C	We have a skill of following the rules of helping our learners with the use of first aid kit during emergency and skill of using fire extinguishers in case there is fire.	41
SGB _A	Barutishi ba na le boitemogelo ya laola safety ka go setsha bana ba sekolo ka jarateng ya sekolo, boitemogelo bya go shomisha first aid le setimamello. Re shomisha buka ya melao ya tsa safety. (Teachers have the skill of monitoring safety of learners in the school yard by searching learners, the skill of using first aid kit and fire extinguisher. We use safety policy as a guide to control safety in our school yard).	42

SGB _B	Barutishi botsa bana gore ba se tsene le dishomishwa thusa go hlaba diphaposhing tsa bona; ga bedi bana le bokgoni bya go shomisha first aid kit le setimamollo. (Teachers inform learners not to enter their classes with sharp objects, have knowledge of how to use first aid kit and fire extinguisher).	43
SGB _C	<i>Barutisi ba kgona laola safety ya bana ka go searcher bana ge ba tsena ka di klaseng mesong le ge boya break ka gore bana ba bangwe ba ya gae ka break.</i>	44
SG _C	<i>Barutisi bana le bokgoni bya go ruta bana melao ya safety ge ba ruta Life Orientation le Technology.</i>	45
Interview Question 5: Which challenges do teachers experience in the process of managing safety in schools?		46
P _A	Some of our learners come to school with different kinds of dangerous objects and even mathematical instruments tools with sharp ends.	47
P _B	Vandalism of school property by ill-mannered learners and even community members are damaging school fence in need of wires to use at their respective homes due to poverty. The great challenge is that, there is no security guard at the gate; some of learners do not eat food from the school due to their believe and some are crossing the main road when they go home for lunch.	48
P _C	Some of learners come to school with different kinds of dangerous weapons like small knives, sharp	49

	<p>needles, rubber bands, wires with sharp ends and even mathematical instruments tools with sharp ends. All those weapons mentioned above will be used by learners to fight and bully other learners who are unable to fight to their big brothers and sisters who repeated previous grade several times. Behaviour of learners such as stealing school property and other learners' belongings and bullying other learners even teachers.</p>	
T _A	<p>Learners are coming with unwanted sharp objects to hurt others during breaks and they refuse to be searched because they will refer you to the Bill of Rights. Some bigger learners who pass due to their age are bullying others in the school premises. Behavior of learners such as vandalizing school properties, stealing and bullying. Community members damage school property. Learners come to school sick because their parents know that the school is closer to the clinic, it will be the responsibility of the school to call a parent. Parents disrespect participants because there is no security guard at the gate who will show them the channels of communication, if parent wants to talk to a teacher, he/she will go straight to the teacher and talk the way he/she want.</p>	50
T _B	<p>Challenges we have during the process of safety are, learners and parents behavior towards school property because there is no security for the school.</p>	51

T _C	Learner's behavior towards other learners and teachers. Community members' behavior towards teachers and school property due to the fact that there is no security guards at the gates.	52
SGB _A	<p>Batswadi batla mo sekolong go hlakisa barutishi ka lebaka la bana ba bona ba go se latele melao ya sekolo, bana ba ba a lwa, ba a utswa mo sekolong ka lebaka la go hloka. Bana ga ba a shireletsega ge ba e ya magaeng a bona kanako ya breiki ka gore ba feta mo tseleng ya dikoloi legona garena security ya go ba thusa go feta mo tseleng. (Parents do come and disturb teachers due to their children who do not follow school rules properly, bullying and fighting amongst learners during breaks. Stealing among learners due to poverty and parental control from their families is a challenge to teachers. Learners are not safe when crossing the road during the morning and even during after school because there is no security).</p>	53
SGB _B	<p>Go kgoelana, go lwa le go utswa magareng ga bana ke bothata bjo bo golo mo dikolong tsa rena. Bana ba rena ba utswetsana ka gore bangwe ba diriswa ke go hloka malapeng a bona. (Bullying, stealing and fighting amongst learners are burning issues. Stealing among learners due to poverty and parental control from their families is a challenge to teachers).</p>	54

SGB _C	<i>Batswadi ba tsena ka moo ba ratang ka gona go tla go bolela le morutisi ka nako ya go bereka ka lebaka la bana babona ba go se latele safety rules.</i>	55
SG _C	<i>Bana ba rena bana le bothata bya go hlomphe. Ba a lwa, ga ba hlomphe, ga ba hlomphe Barutisi, ba utswetsa barutisi ba bona gammogo le baithuti ka bona.</i>	56
RESEARCH QUESTION 2 What gaps exist between the legislative framework and practice with regard to safety concerns in primary schools?		57
<i>Interview Question 1</i> <i>What are the examples of practices that are not in line with policy?</i>		58
P _A	The department of Education is failing to provide schools with permanent security guards who will search all people entering the school premises. The police officers visit the school without invitation to conduct random research.	59
P _B	We cannot afford to hire security guards who will monitor the movement of people entering the school premises. The police visit the school after a long time without invitation to assess safety of learners.	60
P _C	Schools should provide an orderly and secure environment that promotes learner's personal well-being and ensures a supportive context for learning. Unfortunately, there is no permanent security guard in our school who will search all people entering the school premises. Crime, violence and abuse affect all aspects of our community and our schools are not free from fear, intimidation or victimization and	61

	<p>therefore South African Schools Act 84 of 1996: Regulations for safety at public schools Section 4 subsection 1-3, is sporadically implemented. Our school has decided to draw learners Code of Conduct and Disciplinary Procedures that are in place in order to strengthen the safety of learners at school.</p>	
T _A	<p>There is no permanent security guards who will look after people and school property. School should provide an orderly and secure environment that promotes learner's personal well-being and ensures a supportive context for learning. We do not have security guard in our school who will search all people entering the school premises.</p>	62
T _B	<p>Schools do not provide an orderly and secure environment that promotes learner's personal well-being and ensures a supportive context for learning. There is no security guard in our school who will search all people entering the school premises.</p>	63
T _C	<p>The department of Education did not provide schools with permanent security guards who will protect school property and people in the school premises.</p>	64
SGB _A	<p>We do not have security guards who will protect us during the day school property during the night. Security guards will monitor the incoming and the outgoing of people in the school premises for safety of learners in the school.</p>	65

SGB _B	Our Department of Education did not help us with permanent security guards who will help us in safety of learners, teachers and the objects we have in the school yard.	66
SGB _C	<i>Mo sekolong sa rena re hloka permanent security guards go thusa ka safety, re nale temporary security fela, legona ge contract e fedile ba emanyana. No security ke mathata dikolong.</i>	67
SG _C	<i>Mmuso warena ga o se o kgone go hira permanent security guards, rena re shoma rele bo motswaoswere.</i>	68
<i>Interview question 2: What caused this practice not to be in line with the policy?</i>		
P _A	We are not safe because our Department of Education did not provide our schools security guards who will help our school with safety of people and school property. The police should time and gain visits the schools without invitation to conduct random research for safety of the school.	69
P _B	Schools do not provide an orderly and secure environment that promotes learner's personal well-being and ensures a supportive context for learning. Unfortunately, there is no security guard in our school who will search all people entering the school premises.	70
P _C	We do not have permanent security guards who will protect us and the school property from dangerous people. The police officers do not visit the schools time and again.	71

T _A	Lack of funds is a problem in most of our schools to hire security officers.	72
T _B	We are suffering because lack of funds is a contributing factor in our school to hire security officers for safety of people and school property.	73
T _C	Lack of funds is a huge problem in most of our schools to hire security officers and no permanent security guards, no safety and this shows that we are not safe at all.	74
SGB _A	We do not have security guards, teachers check learners before they get in the yard because learners are coming with some dangerous weapons to bully others.	75
SGB _B	We do not have permanent security guards, teachers are trying to search learners before they get in the yard because strong learners are coming with some dangerous sharp objects to bully other learners and disrespect teachers in the school yard.	76
SGB _C	<i>Re nale temporary security guards, ba leka gore mo sekolong sa rena go bele safety. Bana sekolo ba leka go latela melao ya safety ka gore temporary security guards ba hlokometse kwa geiting.</i>	77
SG _C	<i>Go nale bothata bya tshetele that is why basa kgone go hira peramanent security guards. Gonale believe ya gore crime e gona makeisheneng but le mo dinaga magaeng e gona. Schools to hire security officers. Bana ba rena ba kgona gotla sekolong le kwae le matekwane gore ba fole ka breaiiki</i>	78
<i>Interview Question 3:</i>		79

<i>Who designed the policy and how competent are they in policy designed?</i>		
P _A	The policies have been designed by the Department of Safety and Security in Collaboration with the Department of Education. The policy is good but difficult to implement due to lack of resources in our school.	80
P _B	Department of Safety and Security designed the policies in Collaboration with the Department of Education.	81
P _C	The policies have been designed by the Department of Safety and Security, but it is good and lack of resources is challenge.	82
T _A	The policies have been designed by the Department of Safety and Security in Collaboration with the Department of Education for safety of people in the school yards. The policy is good but difficult to implement.	83
T _B	The policies have been designed by the Department of Safety and Security	84
T _C	The policy is good but difficult to implement due to lack of resources in our schools and lack of money.	85
SGB _A	The policies have been designed by the Department of Safety and Security. We do not have money to be able to implement the policies for safety of teachers and learners.	86
SGB _B	The policies have been designed by the Department of Safety and the Department of Education.	87

SGB _C	<i>Molao wa safety o thlamilwe ke mmuso wa kgoro ya thuto le wa tsa tshireletso.</i>	88
SG _C	<i>Mmuso wa kgoro ya thuto le ba tsa thsireletso ke bona ba hlamilego policy ya tsa safety tsa dikolong</i>	89
RESEARCH QUESTION 3 What measures do SGBs and SMTs need to put in place to manage safety concerns effectively?		90
<i>Interview Question 1:</i> <i>Are the SGBs equipped enough to implement measures?</i>		91
P _A	SGB are not equipped enough because they cannot contract obligations with the security officers and cleaners in the school premises. The SGBs do not form part of community policing forum.	92
P _B	SGB did not get training because they cannot hire security and cleaners in their schools for safety of people in the school yard.	93
P _C	SGB did not get enough workshops because they cannot contract obligations with the security officers and cleaners the school yard and classes.	94
T _A	No, the SGB are not well equipped because they cannot help the school with cleaners and security guards for safety and hygiene of the people in the school premises.	95
T _B	No, the SGB are not well equipped because they cannot help us with cleaners to clean our school and security guards to monitor safety in the school yard.	96
T _C	No, the SGB are not well equipped because they cannot deal with the issue of permanent security guards in the school premises.	97

SGB _A	No, we are not equipped enough because we cannot deal with the issue of safety of learners properly.	98
SGB _B	No, we are not well trained enough because we cannot deal with the issue of safety and security in the school premises for learners to be safe.	99
SGB _C	<i>Aowa ga rena bokgoni byo bo feleletsego ka gore gare kgone go shomana le issue ya safety ya bana ka kakaretso ka gore ga rena masheleng a enough.</i>	100
SG _C	<i>SGB ya rena gae na maatla a go thusa ka rena le hlaelelo ya masheleng gore ba kgone go hira permanent security guards.</i>	101
Interview Question 2: Are the SMTs plays their role in implementing the measures?		102
P _A	Yes the policies for safety and security are available at school. The policies had been read and rectified during educators and parents meetings. All the stakeholders, including SGBs, educators and parents have been involved.	103
P _B	Yes, the policies for safety and security are available at school, read and rectified during parents meetings.	104
P _C	Yes, safety policies are available at school.	105
T _A	Yes, the policies for safety and security are available at school. All the stakeholders, including SGBs, teachers and parents have been involved.	106
T _B	The policies for safety and security are available at school. All the stakeholders, educators, parents	107

	including SGBs, have been involved during the implementation of measures.	
T _C	All the stakeholders, including SGBs, teachers and parents have been involved to implement safety measures.	108
SGB _A	The policies had been read and rectified by teachers and parents during meetings. All the stakeholders, including SGBs, teachers and parents have been involved. It is hard to follow the policy properly because of lack of resources.	109
SGB _B	Teachers, SGBs and parents have been involved in doing safety policy.	110
SGB _C	<i>Dipolicy tsa safety di gona mo sekolong sa rena. Di ya balwa tsa tsosolowa ke barutisi, maloko a SGB le batswadi ge ba nale dikopano.</i>	111
SG _C	<i>Ee, dipolicy tsa safety di gona ebile di phosollwa ka maloko a SGB, barutisi le batswadi ge go biditwe meeting wa batswadi.</i>	112
<i>Interview Question 3</i>		113
<i>If the policy is there, do the SMT have courage to implement policy?</i>		
P _A	SMT and SGB should be authorized to hire security officers permanently at schools. They should support security officers to search learners, strangers and teachers through concrete policy.	114
P _B	Yes, SMTs make sure that classrooms are conducive for teaching and learning. They see to it that the toilets for learners and educators are always clean for safety of learners. In case the school may be caught by fire the fire extinguishers are available	115

	and serviced. The SMTs encourage learners' not to carry dangerous weapons when they come to school.	
P _C	SMTs make sure that classrooms are conducive for teaching and learning for safety of learners because learners cannot learn in the environment that is not good for their health. They see to it that the toilets for learners and educators, classes for learners and the school yard are always clean for safety of learners. In case the school may be caught by fire the fire extinguishers are available and serviced.	116
T _A	Yes, SMTs make sure that classrooms are clean for teaching and learning. They see to it that the toilets for learners and educators are always clean for safety of people in the school. Learners are always taught to be clean every day for the safety of their health. SMT and SGB should be authorized to hire security officers permanently at schools. They should support security officers to search learners, strangers and teachers through concrete policy.	117
T _B	Yes, SMTs make sure that classrooms are conducive for teaching and learning. They see to it that the toilets, classes and school yard are clean for safety of users in the school premises. The SMTs encourage learners' not to carry dangerous weapons when they come to school.	118
T _C	SMTs make sure that classrooms are clean and good for teaching and learning of learners. They see	119

	to it that the toilets for learners and educators and the school yard are always clean for safety of learners. In case the school may be caught by fire the fire extinguishers are available and serviced.	
SGB _A	SMTs make sure that classrooms are conducive for teaching and learning for safety of users. They see to it that all different toilets are always clean.	120
SGB _B	SMTs make a point that school yard, classrooms and toilets are clean and conducive for teaching and learning.	121
SGB _C	<i>Barutishi leka gore ruta bana ba sekolo gore ba phele ba le clean, classrooms, toilete ka moka le jarata ya sekolo di dule dile clean ka nako tsohle.</i>	122
SG _C	<i>Barutishi le principal dira bonnete bya gore sekolo kamoka se dule sele clean gammogo le bana ba sekolo gore ba dule ba le safe mo maphelong a bona ka di nako tsohle. Bothata ke gore bana grade R ba shumisa di toilete tsa bana ba bagolo ebile ga di safe for bona.</i>	123
RESEARCH QUESTION 1		124
What are the safety challenges faced by SMTs in rural primary schools?		
<i>Interview question 1:</i> <i>What constitutes safety concerns in rural primary schools and whose perception should be canvassed in seeking to appreciate security concerns?</i>		125
Governance official	Teachers and SMT founds safety concerns because of the safety challenges in primary schools. Parents, educators, support staff, business people, Head	126

	men, Community Policing Forums and learners in the secondary schools as the people who appreciate security concerns in rural primary schools.	
<i>Interview question 2: Whose views should enjoy priority, and why?</i>		127
Governance official	The entire above mentioned local stake holders' view should enjoy the priority because they are fulltime participants in the development of the school with regard to safety measures. Their participation will make them to be aware that they are part of the decision making and part of the solution. They are the local stake holders and the school belongs to them.	128
<i>Interview question 3: How best to cater for all concerns?</i>		129
Governance official	The inputs of the entire above mentioned stakeholders are very important to development of the school based policy. This means that consultation of all stakeholders should be prioritized.	130
RESEARCH QUESTION 2 How can the legislative tools be deployed to address safety concerns in the primary schools		131
<i>Interview question 1: Does the school policy on safety comprehensively capture the spirit and the letter of the country's legislation on safety in rural primary schools?</i>		132
Governance official	Yes, the school policy on safety comprehensively capture the spirit and the letter of the country's	133

	legislation on safety in rural primary schools. It is compulsory for the SMT to consider Acts of the parliament when developing school based policy. The policy must adhere to the school safety legislative framework.	
<i>Interview question 2: Who design school policy?</i>		134
Governance official	The SGB designed school policy in consultation with the above mentioned stakeholders, but they can delegate the sub-committee to design the school policy.	135
<i>Interview question 3: Whose inputs weigh more in the writing of the policy?</i>		136
Governance official	The inputs of the entire above mentioned stakeholders are very important to development of the school based policy. This means that consultation of all stakeholders should be prioritized.	137
<i>Interview question 4: How often do SMT review and adjust policy?</i>		138
Governance official	SMT review and adjusts policy annually, in order to have time to reflect success and failures occurred during the 12 months period.	139
<i>Interview question 5: When last was policy reviewed?</i>		140
Governance official	January 2018 or at the beginning of the year, where all the stakeholders are invited to discuss on the progress and failures throughout the year.	141
<i>Interview question 6: When and how do all stakeholders discuss policy on security?</i>		142

Governance official	After a year, inviting all the stakeholders to a meeting discussing policy on security looking at successes and failures and how to improve on the failures.	143
RESEARCH QUESTION 3		144
What measures do primary schools need to put in place to manage safety concerns effectively?		
<i>Interview question 1: Are SMT members competent to interpret a policy?</i>		145
Governance official	Yes, SMT member are competent to interpret the policy. SMT represent represent the employer and must be in the position of interpreting a policy.	146
<i>Interview question 2: In a given context, what measures are taken when policy gabs are identified?</i>		147
Governance official	The policy gabs are identified by adjusting the gabs to be in line with the policy. Stakeholders are invited in order to focus on progress made throughout the year. The gabs identified will be reviewed by all stakeholders in order to design the remedial action together.	148
<i>Interview question 3: What instrument/s is/are used to ensure that policy direct operations in schools?</i>		149
Governance official	School safety monitoring tool will be used in this regard.	150
<i>Interview question 4: Do different primary schools share experiences of how best to manage safety concerns?</i>		151

Governance official	Yes, since schools attended school security meeting together, they will be in position of sharing the experiences of how best to manage safety concerns.	152
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ANNEXURE G: INTERVIEW SCHEDULES

E1: Principals, Teachers, SGBs and Security Guards

Hello

My name is Dina Mapaya and I am conducting research on management of safety concerns in rural primary schools.

I am pleased to meet you. I would like to ask you a few questions on management of safety concerns in rural primary school.

Question 1: What are the safety challenges faced by rural primary schools?

1. What type of safety tools are used in your schools?
2. What are the management strategies you employ to address safety challenges?
3. What teaching strategies can teachers use to enhance safety?
4. What management skills do teachers have with regard to safety?
5. Which challenges do teachers experience in the process instilling safety schools?

Research question 2: What gaps exist between the legislative framework and practice with regard to safety concerns in primary schools?

1. What are the examples of safety practices that are not in line with policy?
2. What caused this practice not to be in line with the policy?
3. Who designs safety the policy of your school?

Question 3: What measures do SGBs and SMTs need to put in place to manage safety concerns effectively?

1. Are the SGBs equipped enough to implement safety measures?
2. Are the SMTs playing their role in implementing safety measures?
3. If the policy is there, do the SMT have courage to implement policy?

ANNEXURE H: DOCUMENTS ANALYSIS

Documents	SCHOOL A		SCHOOL B		SCHOOL C	
	Available	Not Available	Available	Not Available	Available	Not available
Disciplinary Policy	√		√		√	
Safety Policy	√		√		√	
Learners' code of conduct	√		√		√	
Incidents Reports	√		√		√	
Minutes book of Disciplinary Committee	√		√		√	
Minutes book of Safety Committee	√		√		√	

ANNEXURE I: EDITOR'S LETTER

From: Malinga, JM

P. O. Box 840,

Thohoyandou, 0950.

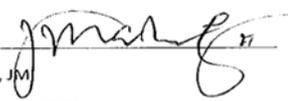
Date: 2019/05/15.

To whom it may concern

May this letter serve to confirm that I proofread the masters dissertation, topic "Management of safety concerns in rural primary schools of Maleboho west circuit in Limpopo Province", by Mabotseke Dina Mapaya, Student Number, 16017044, University of Venda.

My work was largely of grammatical nature, and should you have any other queries, please do not hesitate to contact me.

Yours truly,

Signed: 

Malinga, JM

Cell: 082 847 2846