

**CREATING A SAFE AND SECURE TEACHING AND LEARNING ENVIRONMENT: A
SUCCESSFUL SCHOOL LEADERSHIP IMPERATIVE**

by

DZIVHONELE ALBERT SINTHUMULE

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PROMOTER : Prof R.J. Monobe
CO-PROMOTERS : Prof M.P. Mulaudzi
Prof T. Runhare

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DECLARATION

I, **DZIVHONELE ALBERT SINTHUMULE**, declare that:

***CREATING A SAFE AND SECURE TEACHING AND LEARNING ENVIRONMENT: A
SUCCESSFUL SCHOOL LEADERSHIP IMPERATIVE***

is my own work and that it has not been previously submitted in any form, by myself or anyone, to this university or any other educational institution for any degree or examination purposes. All the sources that I have used or quoted have been indicated and duly acknowledged by means of complete references.

SIGNATURE

DATE

DEDICATION

This thesis is dedicated to:

- My wife, Langanani, my children, Rotondwa, Bonny and Hangwani, for encouraging and supporting me during the course of my study.
- My mother, Vho-Nyamukamadi, for instilling the love of education and the spirit of hard work in me at an early stage.
- My brothers, Thomas, Julius and Juwas, and my sisters, Leah and Joyce, for their inspiration and interest in my studies.

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ABSTRACT

This study focuses on safety and security in public schools. School violence is a sad reality encountered by whoever takes up the responsibility for the safety of learners and teachers. Both teachers and learners have the right to feel safe and secure at school. The aim of the study was to investigate how school management teams and school governing bodies take reasonable measures to ensure the safety and security of learners at schools. A mixed-methods research design was used in this study. The quantitative data, collected through questionnaires, were analysed through Statistical Package for Social Sciences version 23, while the qualitative data, gathered through semi-structured interviews, were thematically analysed. The study revealed that successful school leaders have the potential to tremendously reduce safety and security challenges when necessary support is provided. Establishing partnerships with other sectors not only manage and improve the learners' behaviour and lessen learning difficulties but also create a more supportive climate within the school, home and society. Unavailability of school psychologists and/or social workers who would join forces with teachers, parents, and other professionals to create safe and supportive learning environments increase the manifestations of school safety and security challenges.

Key words: *effective school, school safety, school violence, secure school, school management team*

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LIST OF ABBREVIATIONS AND ACRONYMS

CJCP	Centre for Justice and Crime Prevention
CM	Circuit Manager
CPTED	Crime Prevention Through Environmental Design
CRC	Convention on the Rights of Children
CSG	Child Support Grant
DBE	Department of Basic Education
DSM	District Senior Manager
HOD	Head of the Department
LEAD-SA	Lead South Africa
LPDE	Limpopo Department of Education
LTSM	Learning and Teaching Support material
NEPA	National Education Policy Act
NSC	National Senior Certificate
NSSF	National School Safety Framework
RCL	Representative Council of Learners
SACE	South African Council of Teachers
SAHRC	South African Human Rights Commission
SAPS	South African Police Services
SASA	South African Schools Act
SBV	School Based Violence
SGB	School Governing Body
SMT	School Management Team
SONA	State of the Nation Address
SPSS	Statistical Package for Social Sciences
SSC	School safety committee
SSS	Safe and Secure School
UNICEF	United Nations International Children's Emergency Fund

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DECLARATION

I, **DZIVHONELE ALBERT SINTHUMULE**, declare that:

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is my own work and that it has not been previously submitted in any form, by myself or anyone, to this university or any other educational institution for any degree or examination purposes. All the sources that I have used or quoted have been indicated and duly acknowledged by means of complete references.

SIGNATURE

DATE

CHAPTER ONE

BACKGROUND OF THE STUDY

1.1 INTRODUCTION

School managers, leaders and governors encounter a tense struggle between providing a welcoming and supportive teaching and learning climate for learners and teachers, and keeping schools safe and secure. Putting management plans for school violence prevention, improving school safety and remaining proactive for managing unpreventable crisis, call for all stakeholders to join hands in creating a violent-free teaching and learning environment. The escalation of school violence is everybody's concern in South Africa (Burton & Leoschut, 2013:1). When learners feel safe and secured, they can focus on their academic goals. Safety in education is the foundation upon which learners can reach academic fulfilment. It is not just about teaching learners to be good, thus providing safe and secure schools that are adequately resourced, but it is also about teaching learners the best practices to achieve best academic results. This is not an easy task for school administrators and governors to promote safe and secure teaching and learning atmosphere.

This chapter provides the background to the study, statement of the problem, purpose of the study, significance of the study, definition of key concepts as well as an outline of how the study is organised.

1.2 BACKGROUND TO THE STUDY

Schools are today confronted by violence which was unheard of in the past. The increasing violence in South African schools has brought about a sense of discomfort in the lives of many teachers, in numerous ways (Mncube & Harber, 2013:12). Educator-training programmes hardly equip teachers with the skills necessary for incidences, such as, disarming learners who pull out weapons or disciplining those who bully others in the classroom. South African public schools should be safe places for teaching and learning,

free of crime and violence in order to achieve the national educational mandate. Incidents of crime or violence at schools, not only affect the individuals involved, but they are also disruptive to the educational processes, affect bystanders and the surrounding community as well (Burton & Leoschut, 2013:xii).

In South Africa most stakeholders in education are generally dissatisfied with the present state of safety and security in schools. The results of the 2008 (22%) and 2012 (22.2%) National School Violence Studies (NSVS) show that the state of violence in South African schools is on the increase over a period of four years. The findings of the two surveys provide a sad picture of the current state of violence in South African schools (Burton & Leoschut, 2013:11). Matsitsa (2011:171) argues that despite the Constitution of the Republic of South Africa, Act 108 of 1996 and the plethora of laws protecting teachers and learners in South African schools, both parties are still unsafe. The task of creating a positive teaching and learning environment is, therefore, crucial. The present state of safety and security in schools poses great challenges. This is aggravated by the fact that violent incidents in schools are continually being committed, consciously, by either learners or teachers (Mathe, 2008:2).

According to Ncontsa and Shumba (2013:1), violence in South African schools is prevalent, and its effects on learners include, loss of concentration, poor academic performance, bunking of classes and depression. Burton and Leoschut (2013:2) assert that school violence in South Africa is escalating at an alarming rate and it has garnered considerable media attention in recent years. When learners feel safe, it is easy for them to take comfort in learning, concentrate and go on to achieve, academically. School safety is associated with academic performance and the relationship assists in an explanation of the association between poverty, trauma and poor school performance (Themane & Osher, 2014:1).

This study was conducted to in order to investigate how the stakeholders, such as, school governors and managers promote school safety and security. School safety and security warrant investigation in view of the important role these stakeholders play in the creation of effective teaching and learning.

The Constitution of the Republic of South Africa (1996:15) guarantees children's democratic right to education. While, Section 24(a) of the Constitution guarantees everyone's right to an environment that is not harmful to their health and well-being, Section 12(1) (c) guarantees an individual's freedom from all forms of violence from either public or private sources. Lack of safety and security in schools violates these constitutional provisions. It is the responsibility of all stakeholders in the education sector to ensure that the constitutional provisions are respected, protected, promoted and fulfilled. The state, especially, should ensure that these rights are realized.

Learners have the right to learn in a safe and secure environment; teachers as well have the right to teach in non-threatening environment, free from all forms of violence. The South African Constitution has designed many other provisions in an effort to guarantee a safe environment, free from all forms of violence. Amongst others learners have the right to: environment free from racial and gender discrimination (section 9(3)); human dignity (section 10); life (section 11); freedom and security of person (section 12); protection from maltreatment, neglect and abuse or degradation (section 28(d)); and basic education (section 29). These rights are or have the potential of being infringed by both the perpetrators of school-based violence as well as the tangible threat itself (South Africa, 1996:15).

In recent years, violence in the form of assault, shootings, alcohol and drug abuse, burglary, as well as incidents which threaten physical, emotional and psychological well-being of both learners and teachers, have emerged in schools (Prinsloo, 2006:305). Bringing and possessing weapons by learners, drug trafficking and abuse, sexual harassment and use of corporal punishment are major concerns for school governors and managers. Both alcohol use and drug abuse by learners cause violent behaviour which impact on the general discipline of the school. These violent incidents have a great impact on the daily operations of the school. In response to this, the Department of Education, now called Department of Basic Education (DBE) embarked upon a collaborative effort with other stakeholders, such as, *Lead SA* (LEADSA) and *Speak Out*, to create safe and caring schools. For this reason, the Department has published *Regulations for Safety Measures at Public Schools* (Department of Education, 2006:4). These regulations talk

to issues like, violence and drug-free public schools, permissible access to school premises, visits to schools by parents, and exemption of certain persons who are thought as not promoting a sense of teaching and learning. These regulations are of paramount importance as they attempt to address violence, which has a negative impact on the right of learners to education.

One of the essential and obvious ways of combating school-based crime and violence is making sure that school premises are secure. This implies that schools are responsible for the safety of their learners. In other words, it is a joint responsibility of the School Governing Body (SGB) and the School Management Team (SMT) to ensure that a favourable teaching and learning environment is created (DoE, 2002:4). In order for the two statutory bodies to execute their responsibilities with respect to school safety, they must cooperatively work with other stakeholders in education. For example, the South African Police Services (SAPS) school-based prevention programme and the Centre for Justice and Crime Prevention must work collectively with the Department of Basic Education to alleviate school violence (Khan, 2008:4; Van der Merwe, 2014:15).

While school safety regulations promulgated by the Department of Education are applicable to address tragic events that may occur within academic institutions, lack of safety and security policies to deal with the possibility of violence proactively, may expose the lives of learners and teachers to risk (DoE, 2012:2). In terms of DoE (2006:5) section 8A (2), a public school must take measures to ensure the safety of learners during school activities and ensure that learners are always under the supervision of teachers at all times. As the concern about school safety continues to escalate throughout the country, school managers and governors want practical, cost-effective school safety strategies that come from credible sources and can be implemented quickly (Trump, 2011:4).

Numerous violent incidents have been recorded in South African schools of late with less attention on progress in school safety and inclusivity (Themane & Osher, 2014:3). Quite often, reading from the media and hearing the outpouring of public anger, acts of violence are on the rise in public schools. The public is frustrated from witnessing horrifying acts of school violence. Acts of violence such as a learner stabbed to death on school

grounds, a learner charged for assaulting an educator, an educator shot by a learner, learners wounded during a scuffle, teachers and learners engaged in sexual relationships, administering of corporal punishment to learners, clashes between school gangs and drug and alcohol abuse, have become common. The state of safety and security, hence, has become a matter of immense public concern and discomfort. The issue is compounded by the fact that school violence comes from different sources, takes many forms and involve a wide range of contexts (Mncube & Harber, 2013:3).

1.3 STATEMENT OF THE PROBLEM

Safety and security in schools is critical for the creation of an effective teaching and learning. This is a serious concern to all stakeholders, including education administrators and parents. School violence includes serious criminal acts committed in schools, which have profound consequences for victims (Schier, 2008:6). Serious incidents include offences that are investigated by the police and referred to the courts, such as murder, unprofessional educator-learner sexual relations and corporal punishment. In addition, less extreme forms of safety breaches, like aggression, bullying, sexual harassment, and fights, as well as the carrying of knives and dangerous weapons, which are often not reported are much more common in schools today than before (Themane & Osher, 2014:1). For example, of safety concern is the case of a learner who asked for forgiveness after assaulting two female teachers, claiming he had drunk a home-brewed concoction- *skelm gemmer*, before going to school (Seleka, 2013:5). Violence at or around schools is arguably one of the most dreadful issues, with long term consequences that confront learners in South Africa (Burton & Leoschut, 2012:3). It is therefore, not questionable as to what extent and frequency that school violence incidents are increasing. Violence in schools, although on the increase in the world and in South Africa still compels parents to raise concerns of their children's safety while at school.

If acts of school violence are left unattended, they could erode the school climate and impact on the general performance of the school. Violent acts commonly occur in and outside the classrooms and school gates, during and after school hours pose greater challenges to school leadership (Ncontsa & Shumba, 2013:1). Growing concerns of

school violence hinder teachers' ability to help learners succeed. This is because teaching and learning take place under the atmosphere of fear for one's safety.

Minor violent incidents in the classroom, if not addressed can escalate into crisis situations, therefore, concerns for school safety are fast becoming important in any debate about learners' academic performance. Safety and security form the basis on which a conducive teaching and learning environment could be created. It is on the basis of this unfavourable state of school safety and security that this study was conducted.

1.4 AIM AND OBJECTIVES OF THE STUDY

The aim of the study was to investigate how School Management Teams (SMTs) and School Governing Bodies (SGBs) in the Vhembe District of Limpopo Province promote a safe and secure teaching and learning environment.

The following set of objectives emanated from the aim of the study:

- To examine the state of safety and security at schools;
- To examine the extent to which safety and security affect teaching and learning activities;
- To examine how School Management Teams maintain safety and security;
- To assess the role of School Governing Bodies in promoting school safety and security;
- To explore the strategies that may be employed by school leaders in the promotion of safety and security;

1.5 RESEARCH QUESTIONS

The primary research question for the study was: How do School Management teams and School Governing Bodies promote safe and secure school environments?

The following were a set of secondary questions based on the primary research question:

- What is the state of safety and security in schools?

- To what extent do safety and security affect teaching and learning in schools?
- How do School Management Teams maintain safety and security in schools?
- What role do School Governing Bodies play in promoting school safety and security?
- Which strategies can be employed to promote safety and security in schools?

1.6 ASSUMPTIONS OF THE STUDY

The study was conducted on the basis of the following assumptions:

- Safe and secure schools that are effectively and successfully managed, have better teaching and learning outcomes (Themane & Osher, 2014:2; Clarke, 2009:221; Brunner & Lewis, 2009:1).
- Most South African schools have developed safety and security policies that are inadequately implemented (Clarke; 2007:353).
- School leaders, administrators and governors have inadequate knowledge and skills in managing safety and security (Clarke, 2009:222; Brunner & Lewis, 2009:9).
- The level of school safety and security reflects the level of safety and security in the community at large (Burton & Leoschut, 2013:12; Trump, 2011:4).

1.7 PRELIMINARY LITERATURE REVIEW

Ramparsard (2001:23) asserts that research cannot be conducted in a theoretical vacuum, but from the position of knowledge that frames an enquiry. Therefore, this research was guided by the theoretical underpinnings of personality traits that assume that individuals act and react differently towards violence.

1.7.1 Theoretical Framework of the Study

This study was guided by Lewin's (1938) leadership styles as well as Berkowitz (1996) frustration aggression theory. Lewin (1938) identifies three main leadership styles which leaders employ in decision-making, namely, the autocratic, the democratic and the

laissez-faire. Most of the school safety and security challenges are direct cause of leaders who give no guidance to learners and teachers (Lewin, Lippitt & White, 1939:272). The fundamental step in this section is to provide an understanding of the manifestations of school violence. A brief explanation of the Frustration Aggression Theory is essential to understand the origins of violent and aggressive behaviour in human beings. Berkowitz (1996:25) asserts that frustration arises when an individual forecasts that a desired object is going to be lost. The intermediate variable that exists between frustration and aggression is anger. Frustration provokes anger which activates an individual's readiness for aggression. Aggressive behaviour will then take place, depending on the individual's emotional activation level (Berkowitz, 1996:26).

From the background above, a consideration is made that personality factors do influence the probability of an individual being involved in aggressive and violent behaviours. The relevance of these theories is that school governors and managers share power and knowledge of the manifestations of school violence among some or all members of the school who understand the vision of the institution with regard to the provision of safety and security (Bush, 2011:72).

According to Babbie and Mouton (2012:565), a research study should be placed in the general body of scientific knowledge to indicate how the research fits into the picture. The related literature presented next will help to justify and situate the research. It should, however, be noted that there is no perfect solution to preventing school violence. The succeeding section presents how school violence manifests itself and the difficulties that school leaders encounter when they strive to create and sustain a violent-free school climate. A brief exposition of the risk factors, as well as the causes of school violence will be discussed. A well-managed school wishing a favourable learning environment strengthens its determination to stand against and resist any form of violence. Finally, school violence prevention strategies are proposed with their aim being reducing safety and security challenges.

1.7.2 Successful School Leadership

School leadership is of paramount importance in the creation of successful and effective schools. Effective school leadership is critical in developing and sustaining conditions believed to be essential for teaching and learning. Spillane (2003:344) asserts that the main responsibility of school leaders is to improve teaching and learning, school-based management strengthens the school so as to facilitate learning.

Pushpanadham (2006:43) echoes the dominant expectations of school leadership and management, and these include the involvement of staff, parents and others in the community, so that an environment supportive of professional growth and long-term academic improvement is achieved. Effective school leaders need to balance competing demands in the institution so that they create environments in which diverse viewpoints, including those relating to school safety and security, are accommodated in an endeavour to support the common vision for what schools should be.

Purposeful planning and organisation by the school management develop safe schools which usually begins with the establishment of safety teams to develop a comprehensive school-violence prevention plan. Safe schools, therefore are managed and led by excellent school managers (Furlong, Felix, Sharkey & Larson, 2005; Leithwood & Riehl, 2003:11).

Cicchinelì (2001:19) expresses the same view by maintaining that successful school leaders also must remain keenly aware that education is a unique pursuit because schooling shapes the lives of children and, thus, people's culture and society. School leadership is different from leadership in other organisations where it may be prudent to simply adapt to changing environments rather than being innovative and proactive.

1.7.3 Manifestations of School Violence

The occurrence of school violence takes a variety of forms. Youth violence can occur on school property, on the way to or from school or during a school-sponsored event. A

learner can be a victim, a perpetrator, or a witness of school violence. Youth violence includes various unacceptable behaviours, such as, bullying, slapping, or hitting, and can, sometimes cause more emotional harm than physical harm. Other forms of violence, such as, gang violence and assault (with or without weapons), can also lead to serious injury or even death.

A number of factors can increase the risk of a youth engaging in violence at school, however, the presence of these factors does not always mean that a young person will become an offender. Risk factors for school violence may include prior history of violence, drugs, alcohol, and tobacco abuses, association with delinquent peers, poor family functioning, as well as poverty in the community (Burton, 2008:9).

1.7.4 External and Internal Risk Factors Relating to Violence

The problem of school safety and security is a result of both external and internal factors, and the nature and extent of the problem varies, depending on the location and setting of the school (Clarke, 2007:353). The school must ensure that the teaching and learning environment is safe and secure at all times. According to Estevez, Jimenez and Musilu (2008:8), different violent behaviours take place in schools and these are directed towards objects or school materials and individuals, such as, teachers and peers. The violent behaviours may include vandalising actions directed towards objects, as well as verbal and physical aggressions in which teachers and peers are the recipients.

Cantor, Crosse, Hagen, Mason, Siler and Von Glatz (2002:2) contend that communities are beginning to take proactive approaches to reduce or curb violence in schools. While the provinces and school districts are mandated to formulate safe-school plans, schools must go beyond merely creating crisis-response plans, which do little to prevent occurrence of violence.

There is no single solution to preventing school violence. Intervention strategies should focus not only on individuals, but also on the system. In principle, interventions facilitate positive relations, whilst impeding the negatives (Estevez, Jimenez & Musilu 2008:23).

Many of the security problems are brought to the schools by intruders; teachers, learners and parents are then left to deal with these violence challenges in their institutions. Safety begins and ends with people; teachers and learners, thus, should be trained to acquire skills on how to deal with violence. It is important for schools to take reasonable measures to prevent both external and internal risks which they encounter daily. External risks result when objects or substances are brought into the school premises, whereas internal risks emanate from actions and behaviours of legitimate people within the school, so learners, teachers and support staff may perpetrate school violence (Clarke, 2007:355).

Schools that understand the complexity of violence and take the necessary steps to address it effectively can be said to be developing comprehensive safe school strategies that require collaboration among community agencies. Successful schools gather data and use that data to shape planning and implementation decisions that target specific needs. Recognising the need to go beyond single-focus responses, successful schools develop primary prevention plans that begin in preschools and which are then reinforced across grade levels. The comprehensive safe-schools' plans support the development of social skills and an environment that helps learners manage anger, solve problems, and treat others with respect. The developed security plans also provide intensive interventions needed by all stakeholders at risk of violence (Trump, 2011:22).

1.7.5 Causes of School Violence

In an attempt to understand the causes of school violence which can help develop ideas about possible interventions, the Department of Education (DoE, 2002:13) identifies bullying, gangs, racism, guns and weapons, as well as truancy as major causes. Additional factors include, changes in the moral values of the students and the parents, family disruptions, a decline of authority in the family and the school, as well as mass media influence. Internal school factors include, amongst others, large class sizes, lack of treatment and discipline for violent-disruptive students, unfair treatment of pupils by teachers and pressure on students to succeed (Kratcoski, 2012:205).

The categories through which school violence may unfold are as follows: verbal abuses - screaming, insulting, mocking, defaming and bullying; physical attacks - hitting, spitting, twisting an arm, stone throwing and the use of objects such as scissors; and property destruction - theft, drawing graffiti on walls, removing door locks and other school properties (Mncube & Harber, 2013:13).

Boyle (2005:23) explains that bullying refers to repeated negative actions directed at a target over time. There are power differentials between the bully and the bullied. Learners who have engaged in bullying are likely to report motivational deficiencies and problems in school. The dynamics of bullying amongst school children vary depending on the age of the victims and the perpetrators of the violence. Bullying is more likely to take place during break time or after school, hence, teachers may not be able to monitor the learners involved.

Lack of school discipline is the major cause of school violence; ill-discipline makes learners uncontrollable (Ncontsa & Shumba, 2013:8). Good and effective schools are able to maintain excellent discipline; they have developed a policy on how to maintain discipline, and this allows them to flourish while other schools go into decline. The Department of Education (DoE, 2007:1) maintains that discipline should, at all times, be firm, consistent and positive. When school discipline falls away, a vacuum is created in which the educational process lacks direction and a firm course. No valuable education can take place without the necessary discipline for weak discipline veers the educational process off course and this may give rise to juvenile misconduct.

Cantor *et al.*, (2002:49) point out that good discipline in the school is achieved through the maintenance of safe and also sensible rules and when the headmaster places great emphasis upon the quality of safety. The headmaster should be aware, at all time, of what is happening in the classrooms and on the premises. Learners will be aware of the principal's involvement in the day-to-day life of the school if the principal spends a considerable amount of time observing how they are taught and how they behave during breaks and this increases their security.

1.7.6 Violence Prevention Strategies in Schools

It is the responsibility of the schools to ensure that the teaching and learning environment is safe and secure for all. Both learners and teachers should not be disturbed in class which would be the case without the schools' adequate planning, preparation and training to anticipate and respond to security challenges. School managers and teachers should not only react to violence whenever it manifests itself but rather be proactive. Reactive approaches to school violence increase security risks for if threats are detected in advance, prevention and actions to deter the violence may be carried out. Ericksen (2013:22) maintains that, without a plan, those responding to risks are forced to operate from a hasty, sometimes knee-jerk position, leading to more damage, loss or danger.

Although school violence may never be eliminated entirely, as it is part of human nature, some preventive measures can be taken by the school authorities to control and reduce a great deal of violence. Furlong, Felix, Sharkey and Larson (2005:13) view the creation of safe and supportive schools as essential to ensure students' academic and social success. Crime prevention is a comprehensive concept that demands input from many individuals and bodies to operate effectively.

Mncube and Harber (2013:4) assert that school violence is a global problem and that it is important to understand the causes and the types. Teachers need to be aware of the motives for violence and observe learners for warning signs. According to Burton and Leoschut (2013:3), education programmes should indicate an organised form of action by one or more persons aimed at a specific goal - to prevent crime in the school and in the community.

1.8 DEFINITION OF KEY CONCEPTS

The researcher defines operational and behavioural terms as they are interpreted and applied throughout the study. The definitions of key concepts ensured that this study is understandable to the general readership.

1.8.1 School Effectiveness

Scheerens (2013:4) defines school effectiveness as goal attainment of a school. Average achievement scores in core subjects, established at the end of a fixed programme are the most probable 'school effects' although alternative criteria like the responsiveness of the school to the community and the satisfaction of the teachers may also be considered. According to Mohajeran and Ghaleei (2008:52) school effectiveness is influenced by a variety of factors and the governance arrangement is only one of them. Parental involvement, professional development of teachers, student outcomes, quality of resource and facilities, planning and budgeting, just to mention a few, make up an effective school.

In this study, an effective school refers to a school in which learners can feel safe, physically and emotionally. The school environment must be supportive to learners and teachers when they engage in teaching and learning; a safe school climate must be created. The learners in halls and classrooms must be free from unbecoming behaviours like fighting, bullying and harassment. An effective school is not created and grounded merely through punishment but through a comprehensive array of factors.

1.8.2 Safe schools

UNICEF (2009:2) refers to 'safe schools' as child-friendly schools. The factors that constitute a safe school are viewed as a 'packaged solution'. The difficulty in providing quality education does not lie with getting learners into classrooms, but also improving the general quality of schooling. If both quality and access are engaged, learners achieve the desired learning outcomes. Nelson Mandela is quoted in UNICEF (2009: xiii), as saying "*Safety and security don't just happen. They are the result of collective consensus and public investment. We owe our children-the most valuable citizens in any society- a life free from violence and fear*".

In this study, 'safe schools' refers to fostering learning in an inviting and orderly environment. It is the responsibility of school managers to foster such a climate. To

create safe teaching and learning environment, the uncalled aggressive actions by learners or group of youths in the classroom should be not be ignored. Acts of bullying are harmful and stressful on the learners and teachers causing stress on their physical, psychological, social, or educational being. Safe schools, therefore should have policies to suppress the occurrence of school violence.

1.8.3 School Violence

Espelage, Anderson, Brown, Jones, Lane, McMahon, Reddy and Reynolds (2013:75) define 'school violence' as a multi-systemic problem that can be based in the community, school, on school personnel, student characteristics and processes. School violence is the intentional use of physical force to harm, to injure or to abuse an individual in or out of the school premises. These include, physical or verbal attacks on a person. School violence can be linked to all actions perpetuating disruptive behaviour, for example, bullying, hazing, fighting, gang activity, locker thefts, intimidation, gun use, assault and any action that victimises an individual.

School violence in the form of bullying is common at school and although it does not constitute a crime, it may be violent in nature and result in substantial harm to the victims.

Dogutas (2013:88) proclaims that:

School violence is any behaviour that violates a school's educational mission or climate of respect or jeopardizes the intent of the school to be free of aggression against persons or property, drugs, weapons, disruptions and disorder.

School violence is synonymous to crime, although, it should be noted that not all crimes are violent and not all violence is criminal. The World Health Organisation (WHO, 2002) defines 'violence' as, the intentional use of physical force or power, threatened or actual, against oneself, another person, or against a group or community, that either results in or has a high likelihood of resulting in injury, death, psychological harm, mal-development or deprivation.

In this study, 'school violence' refers to anything that makes learners and teachers feel threatened. Some learners feel threatened by silence while others do not know that

actions they do or see friends executing are categorized as school violence. School violence include gang formation, bullying, possession of weapons and anything that endangers the safety of others. Most often, school violence entails learners fighting amongst themselves, stealing, drug and alcohol abuse which may result in learner injuries as well as death, in extreme cases.

1.8.4 Secure Schools

Brunner and Lewis (2009:2) consider a secure school as an institution that enhances a safe learning environment for learners, staff and patrons who periodically visit the school. A secure school provides a physical environment that is reasonably safe or perceived safe by the community, hence, parents and guardians desire to send their children to these schools. School security is fundamental in the creation of conducive teaching and learning environment. Trump (2011:33) points out that school security provides educational leaders and teachers the secure conditions within which the learners are not vulnerable to risks where both the staff and teachers are committed to reducing crime and violent threats, risks and any potential educational liabilities.

Secure schools ensure that children access quality education and achieve quality academic results, but also critical, learners are prepared for secure and future meaningful lives. Clearly, secure schools embrace a multidimensional educational quality in a collective, integrated system which allows a variety of approaches to policy and planning that can be adopted to ensure that schools are not threatened by insecurity phobia (UNICEF, 2009:xi).

Excellent relationships amongst learners, and between teachers and learners, are necessary for secure schools. The school climate is one of the important components of a comprehensive approach to a secure school in which learners feel they belong. The comprehensive approach must be balanced and not skewed or single focused. Both learners and teachers have the right to be safe in the learning environment; this is their constitutional provision according to Section 24 (Constitution of RSA, 1996:11). Mathe (2008:12), stresses that security in schools is an assured or a certain state of being,

untroubled by danger or fear; it has a direct relation to health and security. Those who have been assigned to look into matters of health and safety, therefore, should consider security measures to ensure the safety of the staff and learners.

In this study, the physical design, arrangement and conditions of school buildings determine whether a school is secure. Any advancement in school safety is best attained by making sure that the school is secure and contains learners' movement throughout the buildings, bring about school security. Learners, teachers and other stakeholders must feel welcomed and safe in the school; security fences, entrance control, guest management and panic alarms are some considerations that brand a secure school.

1.8.5 School Governing Body (SGB)

The SGB is a statutory body of people who are elected democratically to govern a public school in terms of the South African Schools' Act. The SGB was established by the South African Schools Act No.84 of 1996, which is an Act of Parliament. The school governors who serve on the SGB represent the school community and stands in a position of trust in the school. The governance of every institution for the education of learners is vested in its governing body (Bray, 2005:137).

From the above definition, the school governors are members who constitute the SGB and are parents, teachers, learners and co-opted members (if applicable) who represent the school community. They must perform their functions efficiently and it is imperative for them to ensure that the school is safe. This can be done through building good associations between the school and the community. It is also significant for the SGB to advance good relations with the nearby police stations and to attend community policing forum meetings. The SGB must confront school violence, particularly, in secondary schools, where security challenges can become very severe.

1.8.6 School Management Team (SMT)

Schools are managed by teams made up of the principal, deputy principals and heads of departments (HODs). The School Management Team (SMT) is a small structure responsible for the day-to-day running of the school and ensures that the vision of the school is achieved (Bunwaree, 2009:7). In schools where the senior position is that of the principal only, an agreement is reached that certain members of staff should be co-opted onto the SMT. The school management team involves a cross-section of experienced administrative professionals in a structured decision-making process, endorsed by the school board and the superintendent.

Wallace and Hall (2013:02) claim that, teams of senior staff are known as 'senior or school management teams'. People occupy senior positions in schools due to the experience they have in educational matters and this includes positions and experience in administration and management. For purposes of this study the hierarchical nature of the education system is to be taken into consideration as one needs to not only be a senior staff member, but must be either a HOD, deputy principal or principal to be considered eligible as an SMT member.

1.9 RESEARCH DESIGN AND METHODOLOGY

This section outlines the design and methodology of the research. In addition, this section focuses on the selection of an overall strategy that ensures that there is cohesion and logic in the various parts of the study.

1.9.1 Research Design

A mixed-methods research design was used in this study. This encompasses both quantitative and qualitative approaches. The two approaches were incorporated to reduce weaknesses that stem from using a single research design. The mixed-methods approach assisted the researcher to gather and evaluate data, in order to increase the validity and reliability of the research (Vanderstoep & Johnston, 2009:155). The purpose

of applying the mixed-methods in the study was to enable the researcher to identify knowledge gaps and examine how school leadership can deal with school safety and security challenges.

One of the advantages of this study is that it combined quantitative and qualitative information from a wide range of sources. The quantitative information supplied the statistics from each sampled school while the qualitative information provided details, insights and understandings that are typically not available with quantitative surveys.

1.9.2 Research Methodology

In order to address the research question of how successful school leadership creates safe and secure schools, quantitative and qualitative research methods were used to collect data. A mixed-methods research strategy employs more than one type of research method, hence, does not limit the researcher to a particular research method (Brannen, 2005:4). The study adopted both the quantitative and qualitative research methods.

1.9.2.1 Quantitative research methodology

In order to get the reality of the state of violence in schools, a quantitative approach was employed. Quantitative research methodology generates statistics using methods such as questionnaires (Vanderstoep & Johnston, 2009:7; Dawson, 2007:16). Questionnaires were administered in sampled public schools across the Vhembe District to obtain a generalised and broad picture of safety and security in schools. Through the quantitative aspect, a picture of the current state of violence in schools can be drawn. A four-point scale questionnaire was used to obtain relevant data. Quantitative data is information that is measured and expressed as numbers. This kind of data is usually expressed as percentages, ranges and averages, and it can be presented in tables or graphs (Ross, 2005:22).

Cohen, Manion and Morrison (2000:45) consider a questionnaire as a scientific instrument for the measurement and collection of particular kinds of data. The

questionnaire was specially designed according to particular specifications and with specific aims in mind. There were questionnaires designed for learners and teachers.

1.9.2.2 Qualitative research methodology

The researcher also collected data consisting largely of words from participants through asking broad and general questions. According to Creswell (2007:40), in qualitative research, the researcher relies on the views of the participants. The researcher described and analysed the words to come up with themes which sought to answer the following formulated research question: *How does successful school leadership create a safe and secure teaching and learning environment?*

Qualitative data collection strategies used for this study included interviews and document analysis. In-depth interviews with principals and parents who serve on the SGBs of sampled schools were conducted. This afforded the researcher an opportunity to gain an understanding of safety and security challenges experienced in schools. Documents, such as records of violent behavioural incidents, policy documents and school safety, plans were also studied.

The interviews allowed the researcher to probe and encourage the interviewees to clarify issues and give information that was invaluable to the study. An interview protocol was designed for the collection of the qualitative data. The protocol consisted of an interview schedule with a series of open-ended questions and steps to be followed in arranging for and conducting interviews with selected participants. In addition, note-taking and voice recording of responses were done.

1.10 SAMPLING PROCESS

The following techniques were pursued to select participants from the broader population:

1.10.1 Population

The population of this research comprised all school principals, teachers, learners and parents of public secondary schools in 27 circuits of the Vhembe District, Limpopo Province.

1.10.2 Sampling Procedures

In order to accomplish the goal of the study, a representative sample from the population was purposefully selected. Since the study pursued a mixed-methods research design, both the qualitative and quantitative sampling strategies were essential. The different strategies for generating the sample and collecting data is discussed.

1.10.2.1 Quantitative research sampling procedure

The geographical size of the Vhembe District is vast and large. The study utilised six district circuit clusters to form the sampling groups from which the population elements were selected. A simple random sampling strategy was used to give the Teacher Liaison Officers (TLOs) and Representative Council of Learners (RCLs) equal chance to participate in the study.

1.10.2.2 Qualitative research sampling procedure

The study also adopted a purposive sampling strategy that provided credibility to the findings. The school principals and parents who serve on the SGBs were selected due to the relevant experience they have in school safety and security.

1.10.3 Sample

For the purpose of this study, only 6 of the 27 circuits were sampled. Three schools were selected from each of the six performing circuits. Therefore, 18 public secondary schools were selected from the 282 institutions in the district. Teacher Liaison Officers, Representative Council of Learners, school principals and parents were considered in this regard (see *Table 4.1, p.110*). Both quantitative and qualitative samples were generated for the study.

1.10.3.1 Quantitative sample

For the quantitative research method, 24.8% (630) of 2538 learners (RCLs) and 42.3 % (120) of 282 teachers (TLOs) completed questionnaires. A total of 750 participants quantitatively participated in the study.

1.10.3.2 Qualitative sample

For the qualitative research method, 10 key participants were interviewed. The interviewees were 6 principals as well as 4 parents who were members of the SGB (see *Table 4.2, p.111*).

1.11 DATA ANALYSIS

Data analysis is a process of digging through the information to identify patterns, interpret results and making sound decisions. Data analysis has multiple facets and approaches, encompassing diverse techniques under a variety of names, in different business, science and social sciences domains (Creswell, 2007:166).

1.11.1 Quantitative Data Analysis

The Statistical Package for Social Sciences (SPSS) version 23 software was used to analyse data. The SPSS version 23 produced basic descriptive statistics from the entered data. Associations between variables were examined and the significance of the produced statistics, analysed (Greasley, 2008:2).

1.11.2 Qualitative Data Analysis

Data collected through the interviews were organised categorically, chronologically reviewed and repeatedly coded to represent participants' viewpoints. Both deductive and inductive data analysis approaches were employed, starting with priority concepts as a general framework and leaving space for the discovery of emergent concepts (Contreras, 2012:6). Qualitative data was analysed to give meaning.

1.12 VALIDITY AND RELIABILITY OF DATA

This section explains how credibility of the findings were achieved.

1.12.1 Validity

Lankshear and Knobel (2004:150) refer to a study which contains plausible alternative explanations for the effect of independent variables as having internal validity while quantitative studies are more concerned with external validity. In order to ensure validity of the collected data, the researcher administered the same questionnaires to all the research participants. Confidentiality and privacy were maintained throughout.

1.12.2 Reliability

Lankshear and Knobel (2004:161) refer reliability to meaningfulness of the results as it is concerned with judging how well the data collection tool measures what it claimed to measure. Reliability focuses on the consistency of the measurement, which means that every time the same variable is measured under different conditions, it will still produce same or similar results (De Vos, *et al.*, 2005:162). The same questions were administered to the participants without alterations. When administering the questionnaires the researcher was more concerned with approximating the reliability of the data collection instrument.

1.13 TRUSTWORTHINESS OF THE STUDY

The trustworthiness strategy in qualitative research is linked to qualitative methods of research. Cresswell (2007:191) asserts that trustworthiness of the study focuses on credibility, transferability, dependability and confirmability.

1.13.1 Credibility

Credibility refers to the researcher's attempt to demonstrate the true picture of the phenomenon under investigation (Shenton, 2004:63). To ensure credibility of the information received from participants, the researcher used purposive sampling of the participants who were a representative of the larger group.

1.13.2 Transferability

Transferability of results provides the reader with the opportunity to decide whether the prevailing environment is similar to another situation. The findings can then be justifiably transferred to other settings. Transferability, therefore, refers to the extent to which the research findings can be applied to other situations (Shenton, 2004:69). In this study, the researcher provides the readers with detailed description of the phenomenon under investigation enabling them to compare and apply the findings to other situations.

1.13.3 Dependability

Dependability refers to the notion that if the study is repeated in the same context, with the same methods, with same participants, similar results would be found (Shenton, 2004:71). If the same results are obtained, it can be concluded that the results are reliable. In an endeavour to address dependability, the researcher has carefully selected research methods and participants.

1.13.4 Confirmability

Confirmability refers to the fact the research findings emerge from data and not from researchers' predispositions or bias (Shenton, 2044:63). The researcher has provided a detailed methodological description enabling the readers to determine the extent to which data and the interpretations emerging from them are accepted. Thus, the readers can - track the whole research from the initial questions right to the results.

1.14 SIGNIFICANCE OF THE STUDY

This study was aimed at providing information which can be utilised to reduce safety and security challenges that school managers and teachers experience in schools. The study should assist the Department of Basic Education in improving the provision of safety and security in schools. This study should enable departmental officials to understand the roles that school leadership should play in creating effective schools and also equip school leadership with the necessary skills needed to create a safe and secure environment. The study could also provide an opportunity for School Governing Bodies (SGBs) to reflect on how best they can support School Management Teams (SMTs) in managing school violence.

Information derived from the study would strengthen the partnership between the school and other stakeholders in maintaining school safety. Most importantly, the public and communities would be safe from harm and well protected as a result of the demise of school violence. The results should also ensure that schools which are emotionally and physically safe, secure and well prepared for preventing and managing emergencies, can be sustained, to serve as models to others. It was significant to conduct the study in order to enable stakeholders to work together in transforming public schools to safe places of learning.

1.15 LIMITATIONS OF THE STUDY

There were many limitations that the researcher encountered when conducting the study. Because of the busy schedules of some school principals, deputy and acting school principals were also interviewed. Collecting data after school was very challenging since the participants, especially teachers, felt that they do not have enough time to participate in the study. Some participants, especially teachers were reluctant to complete the questionnaires. Language barrier particularly in the qualitative data collection was noticeable as participants struggled to communicate their responses. Language prevented some participants from giving necessary information.

1.16 DELIMITATION OF THE STUDY

Baumgartner and Strong (1998:42) assert that delimitation in research circles refers to the scope or extent of the study. This section of the study details those things that the researcher could not control, such as the population amongst others.

This study was delimited to:

- **Geographical location:** The study was conducted in the geographical location of Vhembe District in the Limpopo Province in South Africa.
- **Knowledge:** The study focused on the extent to which safety and security problems unfold in public secondary schools and did not include independent schools in the district. Every study would cover a specified area of knowledge so the objectives and research questions were used to direct the knowledge scope of the study.
- **Methods:** The study employed a mixed-methods research design which incorporates quantitative and qualitative approaches. The mixed-methods in the study was specifically used to identify knowledge gaps and examine how school leadership can deal with school safety and security challenges.

1.17 ETHICAL CONSIDERATIONS

These are basic principles of ethical practice. Baumgartner and Strong (1998:23) contend that the participants in human research are entitled to the right to privacy and confidentiality. Participants in research have a right to remain anonymous and to be given a thorough understanding of the data's importance and usage. Creswell (2007:205) argues that all research agendas must question the underlying moral assumptions, their political and ethical implications and equitable treatment of diverse voices.

The researcher adhered to ethical standards when conducting the study. The participants participated in the study out of their own free will and consent was sought. The researcher sought permission from the Department of Education to conduct research in secondary schools in the Vhembe District. The researcher observed and maintained the following basic principles of ethical practice:

1.17.1 Informed Consent

Consent from participants was sought before they took part in the study. This meant that participants were informed about exactly what they were being asked to do and why they were selected to take part in the study. Participants also understood that they had the right to withdraw from the study at any time (Fouka & Mantzorou, 2011:4).

1.17.2 No Pressure on Individuals to Participate

There were no incentives for participating in the study and the researcher avoided inconveniencing the participants at all costs. Emanuel, Abdoler and Stunkel (2010:7) outline the elements of how to treat people who are participating in research. These are: *competence* (ensuring participants' mental capability of understanding the facts about the research); *disclosure* (telling the participants what they need to know about the research, including the objectives and benefits thereof); *understanding* (the participants' understanding of the purpose of the research); and *voluntary participation* (this means that participants will not be coerced to respond).

The researcher made follow-up requests about the questionnaires that had not been returned without pressurising the participants. Participants were aware that they were free to withdraw from the study at any time, without giving a reason, however, nobody withdrew as the participants felt that their contributions to the study were invaluable. The participants' decision to participate or withdraw was respected.

1.17.3 Maintenance of Anonymity and Confidentiality

Participants were guaranteed confidentiality and anonymity. Participants were assured that access to data gathered during the research was only to be made available to the researcher and the promoters. The researcher took as many precautions as possible to protect the anonymity of the participants and ensure confidentiality of the data collected. Fouka and Mantzourou (2011:6) maintain that, in order to protect the participants' identity, the researcher has to manage private information.

1.18 ORGANISATION OF THE STUDY

The study is organised in the following format:

Chapter 1 presents the orientation and the background of the research. This chapter presents an introductory overview highlighting the statement of the problem, aim and objectives of the study, research questions, preliminary literature review, definition of concepts, research design and methodology, sampling process, data analysis, significance of the study, delimitation of the study as well as ethical considerations.

Chapter 2 introduces the literature review on a safe and secure school environment. In this chapter, the theoretical framework of the study was also discussed. This was done in order to understand and explain specific challenges such as bullying, corporal punishment, sexual abuse, harassment, possession of dangerous weapons, drugs and alcohol abuse as well as physical fights and assaults. The general understanding of school violence is exposed.

Chapter 3 further presents models for creating a safe and secure teaching and learning environment through a successful educational leadership. Intervention strategies that school leaders and governors can employ in dealing with school violence were also discussed. The roles of the School Management Teams and the School Governing Bodies in creating effective schools were discussed in detail.

In **Chapter 4**, the research design and methodology of the study were explicitly discussed as well as the development of research instruments, sampling and data analysis procedures.

In **Chapter 5**, presentation of the data analysis and their interpretation was done. This section makes sense of the collected data which was analysed statistically and thematically.

Chapter 6 provides an overview of the main findings, a summary, conclusions and recommendations from the whole study, based on the gathered data.

1.19 CONCLUSION

This chapter highlighted the crucial safety and security challenges encountered by the school managers in the execution of their daily tasks. The chapter presented the background of the study, statement of the problem, purpose of the study and objectives, statement of assumptions and a brief review of literature. The vital role the school leadership, as the SGB, plays in establishing safe and secure learning environment was shared. Last but not the least, the chapter presented a brief reflection of the outline of how the study was executed.

The next chapter focuses on the theoretical framework underpinning the study. Literature review was undertaken in order to stress the absolute necessity of creating safe and secure public schools. The common causes of school violence, concerns of safety in

schools as well as the current state of school violence in South Africa will be deliberated upon.

CHAPTER TWO

THEORETICAL FRAMEWORK: FRUSTRATION AGGRESSION THEORY

2.1 INTRODUCTION

This chapter delineates the theoretical framework that underpins the study. Criminal acts committed in schools either by learners or teachers are of a very serious concern. Learners are required to learn at school and teachers are required to execute their professional obligations. Diverse educational institutions ranging from small rural primary schools to very big urban high schools reflect different theories of educational leadership. This variety in schools also translate to a variety of safety and security challenges they encounter and leadership in their different specific locations. This research was guided by Lewin's (1938) leadership styles as well as Berkowitz (1996) frustration aggression theory.

Lewin, Lippitt and White (1939:271) identify three main leadership styles which leaders employ in decision-making, namely, the autocratic, the democratic and the laissez-faire. Autocratic leaders take decisions without consulting others, which may cause discomfort in the organisation. Democratic leaders involve other people in decision-making which can be problematic when there is a range of opinions. It may not be clear as to which final decision the leader has to pursue. Finally, laissez-faire leaders are less or not as involved in decision-making rather allowing members of the organisation to make decisions as they choose. Most of the safety and security challenges are direct cause of leaders who give no guidance to learners and teachers (Lewin, Lippitt & White, 1939:272).

Ramparsard (2001:23) asserts that research cannot be conducted in a theoretical vacuum, but from a position of knowledge that will frame the enquiry. Babbie and Mouton (2012:565) further assert that, a research study should be placed in the general body of scientific knowledge to indicate how the research fits into the whole picture. Bush and

Middlewood (2013:13) however point out that there is no single all-embracing theory of educational leadership.

2.2 FRUSTRATION AGGRESSION THEORY

The initial step in this study was to understand the manifestations of school violence. A brief explanation of the Frustration Aggression Theory was necessary, in order to understand the origin of violent and aggressive behaviour in human beings. Berkowitz (1996:25) asserts that frustration arises when an individual forecasts that a desired object is going to be lost. Frustration Aggression Theory is also known as Frustration Aggression Displacement which develops as a result of blocking or denying a person's efforts to accomplish a goal. This theory tries to give explanation of what causes violent behaviours. Frustration causes aggression, failure to challenge the source of frustration, aggression is then displaced onto the soft or innocent target. The intermediate variable that exists between frustration and aggression is anger.

Berkowitz (1996:220) assumes that frustration provokes anger which activates the individual's readiness for aggression. Aggressive behaviour will then take place, depending on the individual's emotion's activation level. Aggression and harassment are most common in school violence. Occasionally, people use repeated aggression or harassment as way to indicate that unbecoming behavioural patterns are on the rise. The vast majority of public schools, if not all, have developed learners' code of conduct and sanctions in order to address related types of school violence. Unfortunately, with or without learners' code of conduct, unbecoming behaviours still occur.

Berkowitz (1975:221) postulates that frustration is the blocking of ongoing, goal-directed activity with the direct meaning of non-fulfilment of an expectancy. The individual is engaged in a specific goal with the expectation that it will be achieved. If something happens that blocks or prevents the individual from achieving it, the individual gets frustrated. The frustration would then lead the individual to be aggressive.

The effects of aggression in a learning environment differs from person to person (Berkowitz, 1975:223). Aggression often depends on the complexities of internal and external stimuli or events. An individual who has been subjected to a painful attack would be conditioned to react. A conditioned stimulus or event evokes the reactions that are associated with it; these can be violent in nature. The aggrieved person may interpret objects or events as having something to do with the aggression. The object or event may evoke internal reactions that increase the aggressive levels or tendencies from which an individual is lead to an attack on a soft or powerless object.

Violent behaviour is grounded in personality traits, such as, lack of self-control and impulsivity. From the background above, it is clear that personality factors do influence the probability of an individual being involved in aggressive and violent behaviours (Lewin, 1939 & Berkowitz, 1975). The appropriateness of these theories lie in the fact that school governors and managers share power and knowledge of the manifestations of school violence among some or all members of the school; they understand the vision of the institution with regard to the provision of safety and security (Bush, 2011:72).

2.3 LEWIN'S LEADERSHIP STYLES

This study was supported by Lewin's three styles of leadership that had resulted from an experiment carried out on boys' activity groups in Iowa in 1939. Three main styles of leadership were categorised - as *democratic*, *autocratic* or *laissez-faire*. It was revealed from Lewin's experiment that in autocratic leadership, there was more unhappiness and actions of the boys were more aggressive and disruptive. In the participative democratic leadership group, there was more support and gratification, while those in the laissez-faire led group showed no particular dissatisfaction but were unproductive (Lewin, Lippitt & White, 1939:273).

The respective leaders were then requested to alter their leadership styles; the effects for each leadership style remained unchanged although the leaders had changed. Lewin's experiment was intended to demonstrate that the participative leadership style attained better results while autocratic and laissez-faire styles' results were not much appreciated.

2.3.1 Autocratic Leadership Style

In autocratic leadership, the leader takes charge of the decisions in the organisation. While autocratic leadership can be beneficial in some instances, it can be chaotic and complex in the creation of child-friendly schools. The subordinates can be abused by the autocratic leader who is regarded as bossy and dictatorial. This can lead to resentment among the staff members (Lewin, Lippitt & White, 1939:273).

Teachers often do not participate in decision-making and dislike the leader since they are not involved. The teachers and support staff in this environment lack creative solutions in confronting security and protective issues in schools. Dictatorial leadership, however, can be successful and helpful in instances where the leader is highly knowledgeable and accesses information that subordinates do not have.

2.3.2 Democratic Leadership Style

In participative leadership, the members of the organisation take more meaningful and participative role in decision making. The democratic leader leads and guides the group during discussions until an appropriate decision is realised (Lewin, Lippitt & White, 1939:274). It is, however, the responsibility of the group leader to encourage members to feel more appreciated and share their ideas and thoughts., even though the leaders preserves the right to the final decision on the subject. Democratic leadership is mostly productive in instances where members of the organisation are skilled and ready to share their knowledge about a specific subject.

Teachers and other staff members are afforded the opportunity to give inputs in discussions. Safety and security in schools is a subject that challenges all the stakeholders - teachers, learners and parents. Hardly, any stakeholder – a teacher or education official prides himself or herself on being knowledgeable about issues of school violence. The effective school leaders need ample time to share their vision and plan on the management of school's safety and security.

2.3.3 Laissez-faire Leadership Style

Laissez-faire leadership leaves group members on their own to take decisions. The leader takes no central role in the management of the organisation so the institution unfolds without the vision or plan of the leader. A laissez-faire leadership generally leads to the lowermost production from an institution. There is no guidance on how school safety and security challenges can be addressed and learners and teachers are given complete freedom to act as they wish. Laissez-faire leadership may be productive in instances where staff members are outstandingly skilled, highly motivated and able to work independently to accomplish the tasks (Lewin, Lippitt & White, 1939:274).

In most public secondary schools, however, skilful and independent teachers and learners are hard to find. When safety and security challenges arise, teachers and learners are often uninvolved and withdrawn to avoid confrontation with disruptive learners. Eventually this non-involvement gives misbehaving learners more freedom to act in unbecoming ways.

2.4 INTELLECTION SCHOOL VIOLENCE

The understanding of school violence and school safety vary. The attitudes about youth committing violence have greatly changed and the extent to which young people intimidate and victimise their peers in schools is a serious concern. Shaw (2001:11) maintains that schools have been invaded by street crime and violence. Burton and Leoschut (2013:3) indicate that violence which occurs within the physical borders of the school environment is not wholly accurately documented. The unwelcomed acts that occur when children travel to and from school or outside school grounds should also be recognised as school violence.

Prinsloo and Nesor (2007:47) regard school violence as any intentional physical or non-physical (verbal) condition or act resulting in physical or non-physical pain being inflicted on the recipient of that act while the recipient is under the school supervision. According to the World Health Organization violence is defined as the intentional use of physical

force or power, threatened or actual, against oneself, another person, or against a group or community, that either results in or has a high likelihood of resulting in injury, death, psychological harm, mal-development or deprivation (WHO, 2002:5).

Dogutas (2013:87) notes that violence is multifaceted, complex, and it is also not a new phenomenon. School violence should be understood as youth-perpetuated violence. The victim or perpetrator or witness of school violence can be a young child or an adult. Violent and aggressive behaviours that are perpetrated by learners against their school mates rather than teachers against learners, are on the rise. This concern results in the levels of security in schools being questioned. In most cases of school violence, learners experience non-fatal injuries however, the minor injuries such as cuts, bruises and theft may have far reaching consequences in terms of learners' academic achievement.

Major acts of school violence may include bringing and using weapons such as guns and knives, alcohol and drug abuse, and a wide range of unsavoury acts that result from school violence. There are many risk factors that increase the chances of youth engaging in violent acts. For example, poverty in the community, family instabilities, prior history of violence and peer pressure. Deaths that happen as a result of school violence form a big part of the problem (Trump, 2011:13).

The consequences of school violence on learners and teachers can be seen in physical, emotional and academic aspects. The consequences are undesirable as they all have a diminishing effect on the learners' motivation to learn and the desire to achieve excellent academic results at the school. Learners may feel physical pain and injuries, uncontrolled feelings of fear and anxiety, feelings of depression, social isolation from school mates, loss of concentration at school, high rates of absenteeism and dropout as well as poor academic performance (Leoschut, 2008:45; Shakoor & Chalmers, 1991:234).

Similarly, teachers are affected in the same manner as their learners. Teachers suffer stress reactions, increased anxiety, negative social behavior, depression symptoms, reliance on unhealthy coping mechanisms, weakening social functioning, less supportive

interpersonal relationships, interfered eating habits, headaches and decreased academic achievements (Trump, 2011:8; Leoschut, 2008:45; Shakoor, & Chalmers, 1991:234).

2.5 SUCCESSFUL SCHOOL LEADERSHIP

School managers occupy critical positions so their importance in school leadership cannot be overlooked. Competent school leaders provide and justify their actions when carrying out their daily routine. Leithwood and Riehl (2003:8) argue that successful school leaders promote equity and justice for all learners and staff by establishing school climates where patterns of discrimination are challenged and negated. This is one of the defensible claims about school leadership in which school leaders primarily work through and with other people, establishing conditions that enable others to feel safe and effective when executing tasks. Successful school managers' goal of creating safe school environments that are conducive to learning, cannot be overemphasised.

Successful school leadership concentrate on teaching and learning conditions necessary for learners' achievement. This type of leadership responds efficiently to challenges and opportunities for educating diverse groups of learners. It is able to provide direction and exert influence on subordinates, in support of the vision of the school.

2.6 RISK FACTORS RELATING TO SCHOOL VIOLENCE

The problem of school safety and security is a result of both external and internal factors. The nature and extent of the problem varies, depending on the location and setting of the school (Clarke, 2007:353). The school must ensure that the teaching and learning environment is safe and secure at all times. According to Estevez, Jimenez and Musitu (2008:8), different violent behaviours take place in schools and these are directed towards objects or school material and individuals such as teachers, peers and service or support staff. The violent behaviours may include vandalising actions directed towards objects, as well as verbal and physical aggressions in which teachers and peers are the recipients.

Cantor, Crosse, Hagen, Mason, Siler and Von Glatz (2002:2) contend that communities are beginning to take proactive approaches to reduce or curb violence in schools. While the provinces and school districts are mandated to formulate safe school plans, schools must go beyond merely creating crisis-response plans, which do little to prevent violence. Usually, the threats and hazards in schools are similar to the segments in the community in which they are located (Fennelly & Perry, 2014:11).

2.6.1 External Risk Factors

According to Trump (2011:5) threats to school safety can originate from both within and outside of the school. It is impractical to believe that school violence or disruption from an annoyed individual occur only inside a school without overflowing into the community and vice versa. The potential risks from the community cannot be ignored for the external and internal threats and hazards that often arise in schools are closely related. External risks exist when objects or substances are brought into the school premises from the community, whereas internal risks are the actions and behaviours of legitimate people within the school. Learners, teachers and support staff may perpetrate school violence (Clarke, 2007:355).

2.6.1.1 Poor entry visibility

Fennelly and Perry (2014:13) maintain that the main entrance of the school poses security risks if it is poorly designed and located. The design of the main entrance normally will not guarantee the prevention of forced entry, however, for access control, the visibility of the main entrance may strengthen security in the school. Effective access control necessitates that entry to and from the school premises is regulated therefore a single visible entry allows easy monitoring. No unauthorised individual should gain access to the school facilities without the attention of the responsible officials. In terms of South African Schools Act (SASA), 94 of 1996, Section 5(2): *'No person shall without the permission of the principal or HOD enter into any public school premises'*. Measures must be in place for schools that cannot afford to regulate all entry points, such as, erecting security fence and ensuring that all classrooms have functional doors and locks (Fennelly & Perry, 2014:16; Trump, 2011:5).

2.6.1.2 Drop-off and pick-up zones

Fennelly and Perry (2014: 40) report that in most public schools learners are knocked down by vehicles driven in or adjacent to schools. Teachers, parents and education officials need to undertake actions to curb this risk factor. Schools can demarcate a drop-off and pick-up zone then parents and those who transport learners to school can be updated about these procedures. The school policy on drop-off and pick-up areas should be made known at the start of each academic year. Trump (2011:231) advocates that the school and public safety officials should examine the routes in and out of the school premises in order to manage the flow of vehicles to avoid an expansion of the problem of vehicle access to schools. Traffic officers can be requested to conduct safety training including scholar patrol systems. The drop-off and pick-up operational measures and rules can take some time to put in place, but once these rules established, they must be cascaded to the school community; this risk factor is then lessened (Fennelly & Perry, 2014:51).

2.6.1.3 Territoriality and natural surveillance

Trump (2011:24) postulates that the credibility, reputations and potentially the careers of school leaders depend on their capability to meet parental expectations for providing safe and secure schools. The clear demarcation of land space gives learners and teachers legitimate usage of the school premises. When a sense of ownership by the stakeholders develops, intruders are more likely to stand out (Fennelly & Perry, 2014:14). The security fence and school grounds should be well monitored as when people are aware that their movements within and around the school premises are being monitored, they are less likely to engage in unwanted actions. Poor or no surveillance of the school premises is a security breach (Fennelly & Perry, 2014:16; Trump, 2011:88).

2.6.1.4 Poverty

Kollapen (2006:18) maintain that poverty has a disempowering effect on children and plays a significant role in the cultivation of violent means to gain power. Poor learners can feel excluded from essential social services if these are not readily available in communities. Learners who cannot overcome the barriers created by poverty, through

accessing social services, such as, counselling, drug and alcohol rehabilitation, may find it difficult to fund such social services. Poverty can affect learners' concentration in the classroom even though the pressures of socio-economic backgrounds are external factors to the school environment.

2.6.1.5 Home environment conditions

The home environment conditions are vital in the upbringing of the child. Learners who grow up in violent homes are more likely to display violent behaviours at school (Kollapen, 2006:19). Violence in the classrooms portray how violent the home as well as the broader society are. Children can be physically, sexually or emotionally abused so parental responses to these abuse are critical in shaping the young learners. The then Minister of Education, Naledi Pandor in Kollapen (2006:20) appeals to parents to take greater responsibility for the behaviour of their children; parents must ensure that their children do not carry guns and weapons when they leave home for school.

2.6.2 Internal Risk Factors

Kratcoski (2012:204) categorises internal sources of risk factors as, verbal attacks, physical attacks and property destruction. Screaming, insults, defaming and mocking are commonly used forms of verbal violence perpetuated by both learners and teachers. Oral bullying if not checked can develop into physical attacks. The destruction of property, including drawing of graffiti on the walls, stealing door locks and other school property are actions internally committed.

Mncube and Harber (2013:13) argue that, *"... with school violence, there are often connections between what goes on outside the school and what goes on inside the school. It is the schools that are more directly involved in internal forms of violence where they actually perpetrate the violence themselves or reproduce it by their failure to act, rather than have it imposed upon them from the outside."*

2.6.2.1 Random searches and seizures

Besides the undesirable actions and behaviours that learners and teachers perpetuate such as bullying, mocking, physical fights as well as drawing graffiti, insufficient random searches and seizures can be a security risk. In terms of the South African Education Laws Amendment Act 31 of 2007, Section 8A:

'(1) Unless authorised by the principal for legitimate educational purposes, no person may bring a dangerous object or illegal drug onto school premises or have such object or drug in his or her possession on school premises or during any school activity.

(2) Subject to subsection (3), the principal or his or her delegate may, at random, search any group of learners, or the property of a group of learners, for any dangerous object or illegal drug, if a fair and reasonable suspicion has been established

(a) that a dangerous object or an illegal drug may be found on school premises or during a school activity; or

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

(3) (a) A search contemplated in subsection (2) may only be conducted after taking into account all relevant factors, including

(i) the best interest of the learners in question or of any other learner at the school;

(ii) the safety and health of the learners in question or of any other learner at the school;

(iii) reasonable evidence of illegal activity; and

(iv) all relevant evidence received.

(b) When conducting a search contemplated in subsection (2), the principal or his or her delegate must do so in a manner that is reasonable and proportional to the suspected illegal activity.'

Mncube and Harber (2013:26-27) propose that the South African government amended the Act to demonstrate the seriousness of safety and security of learners. The Education

Laws Amendment Act 31 of 2007 was envisioned to provide control measures relating to random search and seizure at schools as the act disallows any person to bring to the school any dangerous objects and illegal drugs without the permission of the principal.

2.6.2.2 School disciplinary approaches

Classroom discipline is very important in the provision of quality education. Successful principals do not compromise learner discipline. South African schools need transformation of discipline models from ones that are authoritative to models that are embracive of constitutional values of equality, dignity and respect for others (Kollapen, 2006:21). Different teachers employ various classroom discipline techniques and these classroom management strategies affect the quality of learners' academic results.

2.6.2.3 Unattractive school premises

According to Kollapen (2006:22) unattractive physical surroundings can be linked to challenges of safety and security, hence, an environmental transformation can make learners change their self-image, thereby gaining self-confidence. Dilapidated classrooms, littered school grounds, uncleaned ablution facilities and broken school fence are risky to learners' safety and health. Environmental changes can make a difference to the behaviour of learners.

2.6.2.4 Misconceptions of learners' rights

Teachers and school management who are reluctant to take legitimate disciplinary actions due to fear of infringing learners' rights cause school violence. When teachers hesitate to apply disciplinary measures to learners who break the school rules, school discipline collapses (Kollapen, 2006:22). The school policies must be consistently applied to all learners without favouritism. The learners who perpetrate school violence infringe other learners' right to education. It should be noted that learners' responsibilities accomplish learners' rights.

The challenges for school managers, therefore, is balancing the learners' constitutional rights with the necessity of providing safe and secure teaching and learning environment. Given the demand for safety and security in schools, the school leaders should conduct

random searches and reprimand violent perpetrators about their undesirable behaviours. Learners who bring weapons and drugs to schools should not be tolerated. Trump (2011:92) suggests that most school leaders are well-informed about the legal rights relating to conducting a search if a learner breaks the school policy.

2.7 CAUSES OF SCHOOL VIOLENCE

In an attempt to understand the causes of school violence and some ideas about possible interventions, the Department of Education (DoE, 2002:13) identifies bullying, gangs, racism, guns and weapons, as well as truancy as major causes. These are in addition to factors like the moral values of the students and their parents, family disruptions, a decline of authority in the family and the school, as well as mass media influence. Internal factors include, amongst others, large class sizes, lack of treatment and discipline for violent-disruptive students, unfair treatment of pupils by teachers and pressure of students to succeed (Kratcoski, 2012:205).

The categories of school violence are as follows: *verbal abuses* - screaming, insulting, mocking, defaming and bullying; *physical attacks* - hitting, spitting, twisting an arm, stone throwing and the use of objects such as scissors; and *property destruction* including – drawing graffiti on walls, stealing door locks and other school property (Mncube & Harber, 2013:13).

Boyle (2005:23) notes bullying as referring to repeated negative actions directed at a target over time with power differentials between the bully and the bullied. Learners who engage in bullying are more likely to report motivational deficiencies and problems in school. The dynamics of bullying amongst school children always varies depending on the age of the victims and perpetrators of violence. Bullying is more likely to take place during break time or after school thus, teachers may not be able to monitor the learners during these hours.

Lack of school discipline is the major cause of school violence as ill-discipline makes learners uncontrollable (Ncontsa & Shumba, 2013:8). Good, effective schools are able

to maintain excellent discipline as well-managed schools would have developed policies on how to maintain discipline. The policy on school violence either aids some schools to flourish or others to decline. The Department of Education (DoE, 2007:1) maintains that discipline should, at all times, be firm, consistent and positive. When school discipline is neglected, a vacuum is created in which the educational process lacks direction and a firm course. No valuable education can take place without the necessary discipline since weak discipline veers the educational process off course, and this may give rise to juvenile misconduct.

Violence at or around schools is arguably one of the most important issues facing young people. The consequences of school violence go beyond the immediate physical harm, or the psychological harm attached to either direct or indirect victimisation. Both direct and indirect violence associated with school often results in truancy from school as learners become too scared to attend or they try to avoid the school (Burton & Leoschut, 2013:2-3).

Cantor *et al.*,(2002:49) point out that good discipline, in the school is achieved through the maintenance of safe and also sensible rules and when the headmaster places great emphasis upon the quality of safety. The headmaster should be aware of what is happening in the classrooms and on the premises. Learners will be aware of the principal's involvement in the day-to-day life of the school, if the principal spends a considerable amount of time observing how learners are taught and how they behave during breaks.

2.8 VIOLENCE PREVENTION STRATEGIES IN SCHOOLS

It is the responsibility of the schools to ensure that the teaching and learning environment is safe and secure for all. Both learners and teachers should not be disturbed in class. Inadequate planning, poor preparation and training lead to safety and security challenges in the school. School managers and teachers should not only react to violence whenever it manifests itself, but be proactive; reactive approaches to school violence increase security risks. If threats are detected in advance, prevention and actions to deter them

may be carried out or put in place. Ericksen (2013:22) maintains that, without a plan, those responding to risks are forced to operate from a hasty, sometimes knee-jerk actions, leading to more damage or loss.

School violence may never be eliminated entirely, as it is a part of human nature, although some preventive measures can be taken by the school authorities to control and reduce a great deal of violence. Furlong, Felix, Sharkey and Larson (2005:13) view the creation of safe and supportive schools as essential to ensure students' academic and social success. Crime prevention is a comprehensive concept that demands input from many individuals and bodies to operate effectively.

Mncube and Harber (2013:4) echo that school violence is a global problem, and that it is important to understand its causes and its variations. Teachers need to be aware of the motives for violence and observe learners for warning signs. Burton and Leoschut (2013:3) recommend that education programmes should indicate an organised form of action by one or more persons aimed at a specific goal with the primary goal being to prevent crime in the school and in the community.

2.9 SAFETY AND SECURITY CONCERNS IN SCHOOLS

Public schools employ different practices and procedures that are intended to promote the safety of learners and teachers. Research shows that there are increasing incidences of school violence despite the efforts that are made by the Department of Education and schools to reduce them. According to Shaw (2001:11), the safety concerns for both students and staff overlap, including safety from accidents, injuries, self-harm, intrusion, victimization, vandalism, theft, bullying and intimidation, sexual and racial harassment, assault, aggression, group mobbing, extortion as well as drug and gang activities. Schier (2008:9) maintains that some people put the blame for these different types of violence on the anti-authoritarian educational and parenting methods, including lack of parental supervision prevalent in single parent and broken families.

Whilst different groups of people would debate and argue about the causes of school violence, there is consensus that some prevention strategies are need as their consequences and effects are far reaching. It is devastating and frightening to learn about any form of school violence. Most learners will never hear about gunshots, stabbings, rapes, but the violence some learners experience are difficult to understand. Learners come from different backgrounds, as such would not commit similar violence since it occurs on different levels. Learners are different, therefore they can demonstrate aggressive behaviours through different forms like, name-calling, physical fights, theft, shooting incidences as well as drawing graffiti, to mention but a few examples. These acts of violence negatively affect the learner's self-esteem. A learner who comes to school with anxieties will have difficulties paying attention to learning just as a disruptive learner distracts the teacher from achieving the objectives of the lesson. The challenges of school violence demands the attention of all stakeholders in education, namely, parents, teachers, learners, education policy makers and whoever has interest in the state of education in the country. If issues of school violence are addressed, possibly another heart breaking violent event can be prevented.

2.10 THE CURRENT STATE OF SAFETY AND SECURITY IN SOUTH AFRICAN SCHOOLS

The threat of school violence and victimisation is common in all the provinces, although, the level tends to vary by province. There are a number of factors that influence violence in each province. According to Burton and Leoschut (2013:20) the provincial incidence of crime have a bearing on the levels of violence within the schools. The capacity of each school to address the safety concerns and monetary resources available to invest in preventative measures determine the levels of school violence. The results of the 2012 *National School Violence Study* by Burton and Leoschut (2013:22) indicate that Limpopo province was rated third highest in violent victimisation in schools at 25.2%. Limpopo Province showed an increase of assaults, sexual assaults as well as robbery in the 2012 community survey.

Masitsa (2011:173) echoes the same sentiments that, despite numerous laws protecting the rights of teachers and learners in South African schools, many of the secondary schools are still unsafe. Lack of safety, or poor school safety, militates against effective teaching and learning. It can be argued that one factor that contributes to poor academic performance in secondary schools is this lack of safety or poor security. The contributory factors to poor school safety may be internal or external to schools, thus making it imperative that the problem be addressed by all community stakeholders.

The prevalence of school-based violence in South Africa, specifically in the Limpopo Province is not known. A great number of violent incidents in schools go unreported with the rationales for not reporting varying. Some victims do not report violent incidents when they feel that the problem is not severe enough, from a sense of shame, feeling of guilt, a desire to keep the incident private, fear of revenge attacks, ineffective reporting procedures and systems as well as the possible unavailability of caregivers and psychotherapists for post-incident services (Burton, 2008:12).

The government is prioritising the issue of violence in schools, despite this, the state of safety and security in schools, as indicated by Burton (2008:14), is that the Department of Education has little or no data on the levels of violence. Data gathered in 2012, in relation to the problem of school-based violence, by the National Schools Violence Study (NSVS) and the Centre for Justice and Crime Prevention (CJCP), revealed that school violence in South Africa is on the rise. It was through this study (NSVS) that the extent of violence in South African schools was pictured. The study focused on the following types of violence: threats or intimidation, physical assaults, sexual assaults and robbery.

In 2011 the South African Council of Educators (SACE), endeavoured to provide an understanding of the nature and causes of school-based violence in South Africa. SACE (2011:6) reported that a holistic understanding of school violence and its impact on teachers and learners must be every one's concern. The serious nature of the problem of ongoing violence within schools is of major concern to the government, the teaching profession, as well as civil society. According to Burton (2008: xi), there is increasing concern, within South Africa that primary and secondary schools are the sites of

widespread violence. It appears that schools are no longer safe and protected environments where learners come to learn. It is becoming more serious as the violence taking place in South African schools involves different types of crimes. This is evident in the cases like a Grade 10 pupil at Maneledzi Secondary School, Lucky Matome Sabasa at the age of 20 being stabbed to death at Madabani village in the Sinthumule area, 29 laptop computers being stolen at Magoni Secondary School leaving principal, teachers and learners devastated (Nengovhela, 2013:1).

In view of the above background, it can be argued that schools, teachers, the Department of Education and other government bodies have the potential of playing a vital role in influencing or preventing the rates of violence in South African schools. The state of school violence in the Limpopo Province and the South African society is on the rise. Lewin's (1939) leadership styles may be applied in schools to reduce the rise of school violence while the Lewinian field theory can be expanded to embrace learner and educator motivations.

2.11 COMMON TYPES OF SCHOOL VIOLENCE IN SOUTH AFRICA

The assumptions of schools being safe places for teaching and learning, from the current picture, are misleading. It is unfortunate that the perpetrators of school violence are mostly youth who are in the majority in the country. Von Reininghaus, Castro and Frisanco (2013:220) presume that any actions carried out by a member of a school community that are intended to cause harm against any member of that community are school violence and are likely to be perpetuated by a youth. Schools are supposed to be safe places where teachers, learners and non-teachers feel secure and safe in the process of task execution. The social challenges that unfold through violent incidences of assault, rape, murder, sexual abuse, theft and victimisation reported by the media expose the various types of violence peculiar to public schools.

2.11.1 Verbal Abuse

Verbal abuse is very common in schools when learners and teachers interact and it can be perpetuated by both parties. It appears in many different forms but they are all unbecoming behaviours. Verbal abuse can occur on its own way but often is accompanied by physical and emotional abuses. Common types of verbal abuse include *name calling* – when individuals are stigmatized or attached with unacceptable, derogatory or belittling names, *demeaning remarks* – unconstructive or not helpful comments made to put an individual down, *use of sarcasm* – to humiliate individuals, and *swearing* – loud yelling in private or in public for the purposes of degrading a person. Many times, people who are verbally abusive are also physically abusive; for them, verbal abuse is normal, although, they may not like to be treated in the same way. If such verbal abuse is experienced in the classrooms, it cannot be condoned to continue; remedial and preventative measures must be taken. Verbal bullying is a form of school violence that is on a continuum from mild to severe (Strauss, 2012:57).

2.11.2 Robbery

In terms of the South African Schools Act of 1996, Section 11(b), '*possession, threat or use of a dangerous weapon*' are some of the offences that may lead to suspension of a learner. The organisation or school may also be robbed of its valuable property. The robber can threaten and instil fear in the victim in order to forcefully take the valuable objects. The carrying of dangerous weapons by learners is associated with the increased risk of fatal and non-fatal injuries in schools caused by dangerous weapons. A life lost through use of dangerous weapons and other aggressive situations may force the Department or District Education officials to close the school (Micheal, 2012:1).

Robbery in schools is a scourge that leaves teachers and learners traumatized. The perpetrators of this type of violence commit armed robbery with guns, pangas, bombs or explosives leaving the victims in shaken and in grief. Any object designed for or modified

to cause bodily harm or property damage is a weapon and multiple schools have experienced robbery in different forms.

2.11.3 Physical Attacks and Fights

Physical fighting is most often involved in by learners after an argument or conflict. It can lead to injuries, bruises and in extreme cases, death. It is also influenced by substance abuse, a common trend amongst the youth. Learners who are constantly involved in physical attacks hardly succeed academically. Physical fights can be aligned to risk factors such as drug-abuse, family conflict, antisocial behaviours and poor parenting. Learners attending schools in which physical fights are common may be unable to focus on their academic work and can be stressed during examinations. An increase in truancy is usually associated with attacks in schools and often trigger new efforts to deal with learners' physical fights (Trump, 2011:104).

Owoaje and Ndubusi (2010:170) advocate that physical fights and bullying are common amongst adolescents and have relations to hostile health outcomes and behaviours. Typically physical attacks involve two or more learners who opt to use physical force to resolve a conflict. If physical attacks are regarded as normal part of learner growing, it can escalate into the formation of school gangs and an increase in hate crimes. Substance abuse by learners increases the rate of physical attacks forcing learners to carry dangerous weapons. Learners who fight often put their lives and that of their classmates at risk.

Hamlall and Morrell (2012:483) assume that boys are more associated with disruptive behaviour and physical fighting at school. Learners' provocations can worsen conflict and give rise to fights. Similarly, aggressive behaviour can result in physical attacks which can turn boys of similar strength against one another.

Physical fighting is not the way to resolve conflicts, therefore, it is a misconception for learners to believe that a physical attack is an acceptable solution to arguments. Teachers have the responsibility to teach learners about peaceful ways of resolving arguments and

conflicts by empowering learners with conflict-resolution skills (Hamlall & Morell, 2012:483).

2.11.4 Larceny and Theft

Stealing someone's belongings is common in many schools. The unlawful taking and carrying away of someone's items or goods with the intention to keep, use or sell them without the use of force, threat or personal confrontation is common in schools. Larceny and theft may include actions such as pick pocketing, stealing from buildings and taking property that is left unattended. Many parents receive annoying and frustrating reports that their child's pocket money, lunch box or pens have been stolen by classmates. These acts continue to happen despite the teachers' presence. When stealing in school continues unabated, it escalates into more serious crimes. The Lewinian (1939) field theory suggests that school leaders and parents should be autocratic in dealing with learner-stealing behaviours. The focus should always be changing unbecoming learning environment into child-friendly schools. To reduce incidences of stealing in the classroom, parents should first teach their children to protect their belongings and valuable items that are not required in the classroom can be kept at home and brought to school when needed (Trump, 2011:13). The parents can also assist by notifying the school by either calling or personally visiting teachers when cases of stealing are brought to their attention.

2.11.5 Possession, Distribution and Abuse of Drugs and Alcohol

Alcohol and substance abuse amongst adolescents is major social concern in all districts in the country. If learners become addicted to dependence-forming substances, a mere reprimand may not be enough in dealing with these addicts. In these situations, the learner's brain will have to undergone physiological transformation, as a result, specialised care and treatment to deal with the physical, psychological and social challenges surrounding drug addiction will be required. Learners' easy access to alcohol and drugs as well as taverns, beer halls and liquor stores that are adjacent to educational institutions are major concerns to school disciplinarians (Atilola, Stevanovic, Balhara, Avicenna, Kandemir, Knez, Petrov, Franic & Vostanis, 2014:609).

Oliver, McGuffey, Westrick, Jungnickel and Correia (2014:1) assert that alcohol abuse is a complex public-health subject that is linked with a variety of destructive social conditions, such as failure in school and a resultant loss of productivity to the community and the country. Alcohol usage, tobacco and cigarette smoking, marijuana, inhalants and other illicit drugs are popular amongst the youth. The excessive use of these drugs is not only harmful to learners' health but would also negatively have impact on their academic performance increases school violent incidents.

2.11.6 Vandalism and Graffiti

Graffiti drawing and other forms of ruining school buildings and equipment are apparent in schools. Vandalism involves wilful destruction of school property and include drawing of graffiti, arson, bombing and other actions that can damage the property. The effects of school vandalism have far reaching consequences as the replace costs involved increase depleting of the fiscal resources of the school and the Department (SACE, 2011:15). Usually when school property is vandalised and graffiti drawn, it can be the result of mischief or a learner being frustrated. According to Berkowitz (1996:25), frustration causes anger which extends to displacement; the Lewinian field theory can then be the solution in addressing school vandalism and graffiti drawing behaviours.

School vandalism involves destroying property like resource books, furniture, windows, lights, doors and equipment. Any person who commits vandalism wilfully destroys or damages buildings and equipment during school break-ins. When the Department of Education provides proper building and infrastructure, vandalism compromises the quality of education. School vandalism and break-ins are most common in public schools and the vandals break-in schools with the view that public property belongs to nobody. There is a great need to challenge these unbecoming actions at all costs (Strauss, 2012:14; Trump, 2011:68).

2.11.7 Gangs and Hate Crime

Gangs and hate crimes are serious societal problems. School gangs are formed for two reasons. First, when two or more individuals start a relationship in order to support each other on a behaviour. Usually learners form gangs to play truants and usually is an association of two or more learners that have a name or sign whose members engage in violent behaviours. Being a truant is a violation of school laws, although, a number of school gangs are grounded in truancy. Secondly, school gangs exist as a result of the structure and the objectives underlining these gangs. Delinquent violation of school rules or laws can influence the formation of gangs as when two or more learners who break similar school rules may connive against the teacher and establish a group in defiance of the school rules (Prinsloo, 2008:28).

Hate crime is when an individual offends or threatens another individual motivated by being biased against race, colour, ethnicity, nationality, gender sexual orientation or disability. Hate crimes develop when individuals lose patience, become violent, want to hurt and intimidate someone because of prejudice arising from notions, such as, sexual orientation, religion or disability. Individuals commit hate crimes for a variety of reasons, like, ignorance, fear of the other people, low self-esteem, lack of respect for the others, revenge or to avenge a brutality suffered before.

2.11.8 Corporal Punishment

In terms of South African Schools Act (SASA) 84, 1996, Section 10. (1) *'No person may administer corporal punishment at a school to a learner. (2) Any person who contravenes subsection (1) is guilty of an offence and Liable on conviction to a sentence which could be imposed for assault'*. Corporal punishment has been abolished in all South African schools as it is considered a form of school violence. Until the banishment of corporal punishment, it was administered in the classroom or privately in offices. Corporal punishment is a kind of physical punishment that involves the deliberate infliction of pain as reprisal for an offence, or for the purpose of disciplining a wrongdoer, or to deter attitudes or behaviour deemed unacceptable.

Legislation has declared this practice unlawful, however learners are still victims on a daily basis. Teachers at public schools ignore the risk of prosecution over the practice of corporal punishment. Regardless of the fact that legislation has banned the use of corporal punishment in schools, it is still extensively practiced. The persistence of corporal punishment in schools led the Congress of South African Students (COSAS) to make a submission in relation to learner torture and protection of learners' rights. When teachers administer corporal punishment, they become quite violent despite the effects varying from bruises, incurred disabilities or school dropout.

The Lewin's leadership styles are essential in assisting teachers who get frustrated when learners' actions are unbecoming. Frustrated teachers who apply corporal punishment act against the law and they also increase the chances of physical aggression becoming violent. Other forms of punishment or correction employed by schools should be examined equally carefully to ensure that they are not cruel, inhuman or degrading. Any form of discipline that contains elements of humiliation or degradation should receive condemnation (Prinsloo, 2005:8).

2.11.9 Bullying

Bullying is one of the common types of school violence. Seeley, Tombari, Bennett, and Dunkle (2011:1) regard bullying as a complex social and emotional phenomenon that plays out differently on an individual level. When teachers model good behaviour, the negative effects of bullying can be alleviated. The intervention strategies to address victimisation and bullying in schools should be learner-focused. Bullying involves one or more people singling out an individual or targeting one person or group and, deliberately and repeatedly, hurting or harming the victim physically or mentally (Department of Basic Education, 2012:4). The goal of bullying is to inflict pain on the victim since bullying behaviour involves power and strength. In most instances, the bully have more power than the bullied. The powerful bully might be older than the bullied, physically stronger and popular than less known bullied. Bullying in schools, in its various forms is a serious and disturbing problem.

Most often teachers are frustrated and upset when learners beat and taunt fellow learners in their presence. According to Dore (2015:31), bullying in South African schools is pretty much the same as it is everywhere; it is specifically influenced by the level of violence in the larger society. Bullying is not only harmful to victims, but also the bullies are at risk of a variety of psychological difficulties when they grow older. Stader (2011:141) suggests that bullying, as a significant factor in school violence, serves as a catalyst for policy makers to enact laws specifically addressing bullying in schools.

Trump (2011:111) describes where bullying fits into the broader context of school violence, as one of the threat of many on a broad continuum of potential safety threats. Addressing bullying must be understood as part of a comprehensive approach to school safety. It should not be regarded as a stand-alone single cause of school violence and be comprehended as a cure for all school violence. Successful school leaders must always work to prevent and be ready for all threats typical to schools.

Strauss (2012:59) defines bullying as a conscious, wilful and deliberate hostile activity intended to harm, to create terror and induce fear through threats or victimisations. There are various types of bullying, including physical, verbal, non-verbal, and social as well as cyber. Physical bullying includes hitting, pushing, slapping, tripping, or pulling someone's hair in addition to forcibly grabbing someone's possessions. On the other hand, verbal bullying includes threats, insults, ridiculing, name-calling and making racist or sexual slurs. Writing hurtful messages, drawing graffiti or derogatory pictures and videos that hurt someone or damage their reputation are examples of non-verbal bullying. Examples of social bullying include, gossiping and spreading rumours that leave people hurt or cause break up of friendships. Sexual bullying includes flirting, making inappropriate sexual jokes and starting rumours of a sexual nature (Department of Basic Education, 2012:5).

2.11.10 Cyberstalking

Children's exposure to the internet is on the rise. Young people are using technology more than ever; for research, studies, communication, entertainment, as well as other online activities. Lewin's (1939) field theory regards allowing children extreme freedom to internet as a laissez-faire kind of leadership. Generally children visit the internet domains with no guidance and supervision. This promotes online bullying which is similar to cyber-stalking, an action through which an individual communicates with others. In cyber-bullying, learners may misuse cell phones, tablets, social media sites and the internet. Learners' use of electronic devices is a pressing and increasing concern. There is no doubt that this is an irritating problem in the classroom, since the improper use of these technological devices make it difficult for other learners to focus on learning (Strauss, 2012:54; Shariff & Hoff, 2007:77).

Prinsloo (2005:8) considers cyber-stalking or cyber-harassment as an extension of general bullying in schools. Cyber-stalking takes place when a person relentlessly pursues others, online, with the intention of embarrassing the victim. It happens when people use the Internet, mobile phones or other electronic technologies to insult, harass, spread rumours, damage people's reputations, and distribute videos and pictures that harm them. Shariff and Hoff (2007:77) point out that cyber-bullying is especially insidious because of its anonymous nature as it allows participation by an infinite audience. It is very dangerous since it most often happens when learners use technological gadgets making it hard for teachers or parents to monitor and supervise. This is particularly the case with cyber bullying (Department of Basic Education, 2012:5).

Children must be taught from a young age that sharing personal information on social media holds power and that criminals can use your information to do mischief to you in countless ways. Parents who proudly post pictures and information about their children and share their posts among their Facebook friends are also giving other people access to such information. People with ulterior intentions can simply use this information of these children to cause mischief. People do not know how dangerous information they reveal about themselves online is (Van der Merwe, 2015:16).

Female learners are more likely to be subjected to cyber-stalking and more likely to use indirectly, cyber-bullying forms. Paedophiles also harass young children through showing them age-inappropriate images and videos. Perpetrators who expose or display such images are guilty of an offence. The tactics of cyber harassment include *flaming* – sending rude messages to the victim, *denigration* – sending brutal or hurtful remarks about someone to an audience, *masquerading* – posting nasty comments about a victim who pretends to be someone else, *sexting* – sending sexually explicit messages and pictures through phones, *exclusion* – rejecting or banning someone from an online group (Strauss, 2012:92).

2.11.11 Sexual Battery, Harassment and Rape

When a person intentionally touches another person without the victim giving consent in a way that is offensive, degrading or harmful is considered sexual harassment. These unwanted forms of contact usually occur when the perpetrator would want sexual gratification or sexual arousal and may include forced sexual intercourse or activities, limiting learner's participation in educational activities because of his or her sexual orientation. Sexual harassment can be perpetuated by learners, school employees and non-school employees. Both male and female learners can be victims of sexual harassment and victims can be of the same sex as the perpetrator. All incidents of sexual harassment need to be reported to the relevant authorities for immediate attention (Trump, 2011:91).

Stader (2011:141) asserts that statutory protection for student-student sexual harassment must have occurred under the following conditions, namely, the harassment took place in a context subject to the school's control; there was teachers' knowledge of harassment; unreasonable actions were taken by education officials and that the harassment was severe, offensive and so pervasive that the victim was denied educational opportunities provided in the school. Denying the victim educational provisions can include, a drop in academic performance, fear of attending classes, continuous absenteeism, leading to a complete dropout; such acts include date violence.

Sexual harassment is an unlawful practice through which an individual is meant to feel hurt or unwelcomed. It includes, unwanted sexual advances, requests for sexual favours or any form of verbal or physical persecution of a sexual nature. Offensive remarks, including sexual coercion that appeals to an individual's gender are illegal since they can create a hostile environment (Strauss, 2012:39; Trump, 2011:92).

2.11.12 Date Violence

Stader (2011:139) claims that school shootings gain media coverage and attention of policy-making bodies but school violence takes many forms and deserve equal attention. Learners' victimisation including physical fighting, bullying, sexual harassment, substance abuse are the common forms of school violence. Physical violence happens when a learner is pinched, hit or shoved while emotional violence hurts the individual's self-worth. The victim of emotional violence is subjected to psychological harm through name calling, threats or teasing. Sexual violence includes unwanted actions such as unwanted sexual advances, flirting as well as soliciting an individual's sexual favours.

Date violence is a form of learner-on-learner victimisation (Stader, 2011:140). This is a serious safety issue in schools, hence, it is imperative for schools to educate learners on the matter of date violence. Date violence can lead to rape and other forms of violence related to sexual harassment. Schools can initiate rape prevention through sexuality education programmes to reduce the risks of adolescent date violence. Awareness education for learners, parents and teachers is key against date violence and should be provided to all stakeholders. The perception that date violence is non-existent should be challenged at all costs as it is serious concern in the creation of safe schools. Date violence can also be regarded as a form of bullying (Stader, 2011:141).

Date violence and sexual harassment are closely related; it is difficult to distinguish one from the next. According to Stader (2011:140), date violence occurs between partners while sexual harassment is unwanted behaviour of a sexual nature regardless of whether the perpetrator and victim are on a date.

Date violence can occur electronically, using social media or technology or cell phones to bully or control others. This practice is interrelated to cyber-bullying. Date violence is a stressful experience that can have repercussions on the psychological, physical and sexual health of an individual (Stader, 2011:142). Frequent date violence can be associated with an increase in risky behaviours such as attempted suicides. Date violence has been mainly ignored in schools, however if date violence is not addressed in schools, a wrong perception gains ground; that abusive relationship can be condoned since teachers avoid tackling it, head on. Adolescent date violence in schools is a reality that teachers and administrators can hardly disregard. Unfortunately, teachers are not trained to deal with issues of date violence and schools lack private space to assist victims of violence, like date rape.

School violence is very complex since it has roots within all sectors of the community. The complexities occur because people lack understanding of social challenges. The complex interaction with society includes poverty, racism, drugs, alcohol, loss of jobs, gangs, possession of weapons, lack of personal responsibility and family violence, all of which play a crucial role in sustaining a culture of violence (Dogutas, 2013:87).

The prevalence and incidences of adolescent date violence is on the rise since learners engage in romantic relationship in high schools. The child support grant (CSG) also influence learners to indulge in date violence. It should be noted that CSG has both advantages and disadvantages. Some of the shortcomings of CSG interfere with proper teaching and learning in schools. Firstly, CSG is a grant that unemployed mother who are unable to feed their children receive monthly from government. Girls who fall pregnant at an early stage are usually the recipients. As a result CSG fuels teenage pregnancy resulting in high numbers of pregnant parenting-learners. Adolescents hardly abstain from sex rather they engage in unprotected sex, in view of the support from the government (Ntehelang, 2011:30).

CSG increases the chances of spreading HIV since teenagers, mostly learners involve in unhealthy and unwanted sexual practices, therefore, the chances of adolescents getting infected, are high. CSG increases government expenditure since the state has to

distribute millions of the tax payers' money to social grants. Finally, the country will become overpopulated since the number of new babies is increasing with foreigners from adjacent states coming into the country to access CSG (Ntehelang, 2011:34).

Khubchandani, Telljohann, Prince, Dake and Hendershot (2013:128) postulate that adolescent date violence as a health problem is on the rise, hence, this socio-economic challenge must receive attention from stakeholders in education. The consequences of date violence can range from minor physical ailments to severe emotional problems including homicide and suicide. Victims of adolescent date violence could start indulging in heavy drinking habits, physical attacks or fights, drug abuse and sexual harassment. Date violence can be prevented if each structure that is involved in educating adolescents plays its part. The family, school, siblings and peers should be actively involved in the upbringing of an adolescent.

2.11.13 Accidental Violence

In his public hearing report on school-based violence, Kollapen (2006:8) postulates that accidental violence within the school setting is common; this is injury to others without an apparent plan to do so. Cassella and Potterton (2006:216) assert that in accidental shootings there is always some doubt as to whether the incident was really accidental or intentional. The incidents of school shootings reveal the usual problems of school violence. There are occurrences where guns and weapons are exposed to young children then learners bring such guns and weapons unintentionally to the school. Children are playful and miscalculate the consequences of gun possession. Unfortunately, through peer pressure, learners who bring guns and weapons to school want to show-off as they are attention-seekers. They would play with the gun which would accidentally go off (Mncube & Harber, 2013:3; Kollapen, 2006:8).

2.11.14 Jobs-for-cash

The recent scourge of post-fixing in South African public schools shames the Department of Basic Education (DBE). The stronghold unions that sell teachers' posts in some provinces means that proper educator appointments are compromised (Tandwa, 2015:1). Some provinces are union-run to an extent that teacher unions appear to have taken over control of the department for their self-centred gains which do not benefit the learners nor the country. The unions has penetrated the DBE and administer a complex patronage system in some provinces. In some provinces, principals' positions are sold for money, cows, sheep and goats culminating in protests, resignations, sudden change in advertisement requirements to suit the preferred candidates and in deaths. Post-fixing compromises the provision of quality education leaving stakeholders desperate and in a state of insecurity. The senseless killing of Thokozani Mkhwanazi in the school parking, in front of his learners and colleagues worries the DBE since credible teachers are being lost (Masondo, 2015:5). Good teachers become victims of the jobs-for-cash ordered by others who want same positions. These murderers who access school premises and commit serious acts of violence need to be controlled; the jobs-for-cash is a thorn in the flesh of the education sector.

2.12 THE EFFECTS OF SAFETY AND SECURITY IN SCHOOLS

Issues of safety and security have far reaching impact in the society. The prevalence of school violence and feelings of insecurity, especially in violent communities interfere and reduce conducive teaching and learning atmosphere and destroys societal values. When schools are chaotic, children's rights to education are denied. It is crucial that teachers, learners, parents and education authorities take necessary actions to prevent violent scenes which definitely affect the future of the school and its products. School violence must be condemned and learners who indulge in it destroy their future (Trump, 2011:22).

2.12.1 Deteriorating Teaching and Learning Atmosphere

The horrific acts of school violence has caused the Department of Education to place the issue on top of the national agenda. The growing challenges of cyber-bullying, ordinary bullying, access to guns, abuse of drugs and alcohol, expose learners to high rates of violence (Teasley, 2013:195).

School leaders and governors must be mindful of learners' exposure to violence and its effects on their education and the socio-economic landscape. Teasley (2013:196) proposes school violence prevention techniques which include attention to warning signs, site-specific assessment, educative programme, school-wide interventions, collaborative practices as well as cultural programmes.

In most schools, acts of violence such as bullying, vandalism, gangsterism, indiscipline, intolerance and corporal punishment are not sensational but are considered small acts of aggression; additionally, scuffles and repeated bad talks that take toll on the learning environment, affect teachers' and learners' morale. Some of the effects of school violence are loss of concentration, poor academic performance, bunking classes and depression (Ncontsa & Shumba, 2013:1).

School violence affects teaching and learning in many negative ways. The Department of Education views school violence as a serious threat to teaching, since constitutional rights are at stake. Schools are becoming arenas for violence, not only between learners but also between teachers and learners, interschool rivalries and gangs (Prinsloo, 2008:27). No learner, teacher or an employee should go to school in fear. The schools must take control and identify typical threats that cause fear and anxiety for learners and teachers. The existence of school violence, in different countries with their varying prevalent rates, affect in one way or another, the socio-economic status of the country. Unfortunately, in some countries like Chile, school violence is perceived by teachers and learners as a normal part of schooling (Von Reininghaus, Castro & Frinsanco, 2013:221).

The causes of school violence according to Ncontsa and Shumba (2013:12) are the level of violence and crime in the community, indiscipline, intolerance, easy access to school premises, unemployment and poverty, lack of recreational facilities as well as overcrowded classrooms. There is easy access to school facilities by visitors and perpetrators of school violence who gain entry to school premises unnoticed. Learners' indiscipline negatively transform the school as a small number of learners who are not disciplined can affect the school in a destructive manner. Schier (2008:12) echoes the same sentiments; that the majority of students are good kids who do their best to play by the rules and get education. There is a small proportion of students, however who choose to conduct themselves in a manner that poses a threat to themselves and others.

2.12.2 Destruction of Societal Fibre

The effects of school violence on teaching and learning have far reaching consequences. Ncontsa and Shumba (2013:12) conclude that poor academic performance, bunking classes, loss of concentration, chaos and lost time, depression as well, have far reaching consequences on the education of the children. Besides interfering with the learning atmosphere, school violence affects all of us. Many learners who show violent behaviours in the class are exposed to family violence and abuse outside the school and as such need psychological, social and educational explanations. The factors that influence school violence are diverse as they vary from one nation to another or one community to another, even one school to another, in the same community (Dogutas, 2013:87).

It is critical to understand what makes some schools orderly and others disorderly, some schools violent and others very violent, and some learners disciplined and others ill-disciplined. School violence is prevalent in schools around the world. Lack of respect, for example, can cause school violence as in the case of learners showing no respect to teachers or when a teacher shows no respect to learners. Learner humiliation by teachers cause anger and angry learners can be aggressive. Anger is a normal and common human emotion, however, when learners get angry, they express themselves in different ways, resulting in some of them being aggressive as a way to relieve their anger (Schier, 2008:35).

2.12.3 Absenteeism and Dropout

When teaching and learning environment is unwelcoming, learner attendance suffer; learners must feel safe as they travel from home to school. It obvious that one of the effects of school violence is that many learners end up feeling fearful and threatened by the violent perpetrators as learners fear what will happen to them every day and ultimately, they dropout (Weideman, Goga, Lopez, Mayet, Macun, & Barry, 2007:19).

Weideman *et al.*, (2007:21) assert that negative attitudes displayed by some teachers may drive certain learners out of the school; insults and humiliating remarks by teachers lead to school non-attendance. Corporal punishment and punishment for misdemeanours like late coming, in some schools that still practice it, is so severe that learners would rather stay away from school. School attendance is an important factor for academic success amongst learners. Continuous absenteeism is a strong predictor unwelcome results, including academic failure and school dropout. There is consensus among local and international researchers that school violence, especially bullying contributes to absenteeism and ultimately school dropout (Ntehelang, 2011:34; Schieper, 2008:28 & Weideman, *et al.*, 2007:25).

2.12.4 Shift in the Education Process

The core business of teachers is to teach learners. When school violence manifests itself, teachers are forced to be on the outlook of troublemakers rather than focusing on the teaching. This attention to school safety and security is unfortunately indispensable. According to Kollapen (2006:14), school violence impacts negatively on the teachers' ability to teach as they are trapped or confined in the school environment. The negative impact reduces the level of trust amongst teachers and learners, high rates of truancy are experienced, learners display low commitment to their school work as well as cause disciplinary problems.

Cowan, Vaillancourt, Rossen, and Pollitt (2013:4) contend that school safety and positive school climate are not attained by one action, but rather by effective, comprehensive and collaborative efforts of all school staff and relevant community members. A conducive classroom environment should be created in which learners actively participate, thus schools need to have reliable and actual approaches to prevent violence and promote quality learning.

According to Mncube and Harber (2013:5) the effects of exposure to high levels of crime include teachers' depression, post-traumatic disorder, trauma, withdrawal and disengagement. When teachers overburden their daily commitment, that of being subject masters by also concentrating on safety and security issues, they tend to experience negative emotional reactions to the situation. Teachers desire to be supported at all costs in their endeavour to lessen the effects of school violence (Shaw, 2001:33).

2.12.5 Poor Academic Achievement

The tension that is created by school violence divert learners' attention from their studies. Violence in school also damages the good reputation that the community has about a school. Parents develop confidence in the teaching staff of the school, however, if school violence becomes the order of the day, it becomes difficult for parents to register their children in such schools for the fear that their children may be tangled in the violence (SACE, 2011:30). School violence has a destructive effect on the growth of the country. Countries that wish to develop prioritise school safety and security in their provision of education to the nation. It is, therefore, essential that the government look for ways to end school violence to ensure that the future of the nation is bright (Ncontsa & Shumba, 2013:1-2; Trump, 2011:4).

SACE (2011:31) maintains that the challenges that emanate from school violence are countless, hence, the necessity to end or limit school violence so that children focus on their studies and develop decent careers. Elimination of school violence is also imperative for the state because learners are the nation's future. Parents, teachers and other stakeholders should, therefore, take on the charge of providing the correct guidance and

provision to learners. If learners and teachers are properly supported, violent incidences in schools can be reduced significantly.

There are both short and long term impacts on the victims of school violence. For example, learners' inability to participate in the academic activities may prohibit them from coming to school. Reporting to the South African Human Rights Commission (SAHRC), Kollapen (2006:14) identified limited concentration span, serious numeracy and literacy problems, inability to handle assignments, poor performance in test and examinations, high absenteeism and dropout rates as well as being unmotivated as some of the common learning problems caused by school violence on learners.

2.13 CONCLUSION

The central idea of this chapter was to offer a discussion of the theoretical framework which underpins the study. Lewin's leadership styles complemented by Berkowitz's Frustration Aggression Theory as it relates to behaviours demonstrated by perpetrators of school violence strengthen the study. The understanding of school violence, its manifestations and its common forms –verbal abuse, robbery, physical attacks, larceny and theft, alcohol and drug abuse, gangs and hate crime, corporal punishment, bullying, cyber stalking, sexual battery and date violence were explicitly discussed. The effects of school violence on the pedagogical setting were also presented. The background of the current state of violence in South African schools was also exposed. Frustration Aggression Theory as a displacement subsequent to denying a person's efforts to accomplish a goal was discussed. Frustration Aggression Theory tries to give an explanation of what causes violent behaviours in line with personality traits such as lack of self-control and impulsivity.

The next chapter presents the models of school leadership that can be employed when dealing with school violence so as to develop orderly schools. The chapter will also propose comprehensive prevention and interventions strategies peculiar to ensuring safety and security in schools.

CHAPTER THREE

MODELS FOR DEALING WITH VIOLENCE IN SCHOOLS

3.1 INTRODUCTION

School leadership should be understood as a process of influencing the subordinates (teachers and support staff), to achieve the vision of the school. Effective school leadership articulates the vision of the school in order to gain a commitment of the staff and stakeholders to the ideal of a better future (Bush & Middlewood, 2013:26). In addition, Naidu, Joubert, Mestry and Mosoge (2008:6) regard school leadership and management as a practice which calls for the awareness of responsibilities whilst responding to the changing perceptions and attitudes. School leaders when executing their daily duties should be sensitive to the different ways of leading and managing their teams.

School effectiveness can only be maintained, if, and only if, the setting is unwavering, supportive and simple. School safety and school effectiveness are two sides of a coin, essential to teaching and learning. When security and lawfulness is enforced in a school, teaching and learning unfold in an organised, efficient and harmonious way. An effective school yields excellent output. School leaders can advance the quality and effectiveness of their schools by commissioning a number of critical processes such as decision-making, motivation, communication and leadership.

The school manager's role is to implement policies that are determined either by the Department at all levels, including the SGB. The school principal plays a significant role being the leader and manager and is expected to focus on developing the school. Principals need to know how to construct security master plan, which will help in gaining 'buy-in' from the school management team on the direction of the programme and budget necessary to support it. An approved budget does not actually equal all money being released or approved, however, by having a plan that is owned by almost all staff members, there is a better chance of getting money released. Even if a school does not

get it all in the same year, the fact that the money can be transferred to the following year as opposed to being completely denied is motivating (Giles, 2009:xxi).

It should be noted that there is no perfect solution to prevent school-based violence. Given the demands of creating safer schools, the following sections present the legal framework that forms the basis of how school violence can be managed, the difficulties that school leaders encounter when they strive to create a violent-free school climate, a brief exposition of the risk factors as well as the possible prevention strategies of school violence. A well-managed school will stand against and resist any form of school violence.

3.2 LEGAL PROVISIONS

South African education is managed and governed through fundamental legislations, policies and regulations. The Department of Basic Education (DBE) places school safety as a priority in developing learner-friendly schools. The DBE reiterates that there is no place for violence, drug and alcohol abuse, sexual harassment and other acts of school violence as they pose a serious barrier to learning and teaching (LPDE, n.d). The DBE interprets these acts of violence and calamities in a serious light since they have the potential to deprive learners of their constitutional rights to education. It is out of this background that the DBE puts down legislations, policies and regulations at both the national and provincial levels to safeguard all learners, teachers and support staff.

3.2.1 International Obligation

All governments are obliged to take appropriate measures to ensure that the learning environment is free from violence. There is a need to create a healthy, safe and protective environment. The Convention on the Rights of Children (CRC) changed the manner in which learners are viewed and treated. In terms of the Convention on the Rights of Children,

Article 19: 'Children have the right to be protected from being hurt and mistreated, physically or mentally' and

Article 28: *'All children have the right to a primary education, which should be free'* (UNICEF, 2009).

All the member states must ensure that learners are properly cared for and protected from violence be it at school or at home. For learners to benefit from education, public schools must be managed in an orderly way, in violent-free premises. The CRC values the creation of safe schools for young people to attain the highest level of education they aspire for.

3.2.2 National Legal Provisions

To ensure that the international obligations are fulfilled, human rights for all people, especially children are contained in the supreme law of the South African Constitution, section 28. The state has the primary responsibility to protect and promote the rights of children. Education is a fundamental right to all children. Teise (2016:53) asserts that safe school environment are not only locations for quality education but also a milieu in which the values for the Constitution may be nurtured. At some public schools there exist no sound safety rules. Incidents of assault, rape, absenteeism, sexual harassment, corruption, theft, drug abuse and trafficking, the carrying of dangerous weapons, shootings, deliberate disruption of classes, tardiness, vandalism, bullying, gangsterism, intimidation and violence are common (Burton, 2008:10; Leoschut, 2008:45).

The DBE has to deliver on its mandate. It is therefore imperative for South Africa to provide legislations and prescripts at both national and provincial levels that confront school violence. At national level, some of legislations developed included, White Paper on Education and Training in a Democratic South Africa, First Steps to Develop a New System, National Education Policy Act 27 of 1996 (NEPA) section 3(4) (n), South African Schools Act 84 of 1996 (SASA), as amended, (sections 4.4, 4.6, 7, 8 and 11) as well as South African Council of Educators Act 31 of 2000 (SACE) (Code of professional ethics).

3.2.3 Limpopo Provincial Schools' Safety Guidelines

The DBE mandated each province to develop intervention strategies in line with the national requirements as an endeavour to curb safety and security challenges in schools. Interventions have to focus on addressing elements of physical infrastructure as related to proper fencing, alarm systems and burglar proofing, resilience-building programmes for learners and the solidifying partnerships with relevant stakeholders. The Limpopo Department of Education (LPDE) developed *Provincial School Safety Guidelines for all Schools*.

The LPDE school safety guidelines outlines the pillars and philosophical principles underlying the policy, access control measures as well as management of safety threats. The general handling of incidents at the LPDE schools include principal's awareness of the incident, reporting the incident to the Circuit Manager (CM) who assesses the type of support required and informs the District Senior Manager (DSM). Ultimately the DSM after assessing the situation calls the Head Office Task Team to provide support for the school (LPDE, n.d).

3.3 NATIONAL SCHOOL SAFETY FRAMEWORK (NSSF)

The DBE is committed to averting, dealing and responding to safety and security incidents in schools and acknowledges and congratulates the good work of civil society organisations that keep on raising awareness about violence against children. The National School Safety Framework (NSSF) in South Africa was developed to ensure that, *'all schools in South Africa are safe, are in caring environments where all members of the school body, including learners, teachers, support staff and parents feel safe at all times'*.

The main aim of the NSSF is to create a safe, violent and threat-free, supportive learning environment for learners, principals, SGBs, and administration. The NSSF serves as a management tool for provincial and district officials, principals, SMT and SGB members, teachers and learners responsible for school safety. The NSSF was essential in making

all responsible officials aware of the immoralities of school violence and empowered them to understand their roles and responsibilities regarding school safety.

In acknowledgement of the continued violence against children in schools, the President Jacob Zuma commended the DBE on its commitment to school violence and appealed to the public schools to hold special assemblies. In her reply to the 2013 State of the Nation Address (SONA), Motshekga notes:

“Looking at inculcating values of nationhood at an early age, and promoting fights and responsibilities among children. In line with the impetus to promote fundamental human rights, we thus request that on the 01st March 2013 at 08h00, special assemblies be held in all our schools to take a stand against rape and violence. We are requesting you to notify all schools to take part in highlighting the scourge of rape and gender-based violence” (Motshekga, 2013:4).

It is important for parents and communities to actively participate in addressing and promoting school safety. Parents and communities are well positioned to see to it that children are safe wherever they are. The DBE continues in earnest to protect the rights of all children in schools and the accomplishment of the DBE efforts rely mainly on cooperative efforts of parents and communities in working together with schools to ensure that all children are safe and secure.

3.4 DBE PARTNERSHIP PROTOCOL WITH SAPS

The DBE established partnership protocol with SAPS in order to create safe, caring and child-friendly schools. A formal agreement was signed in order to link each school to a local police station and to form School Safety Committees and provide training to SGB members, teachers, learners and district officials on school violence issues across the country. The DBE and SAPS joined forces as a shared responsibility acknowledging the apparent crime and violence at schools. Van der Merwe (2014:15) emphasises that to foster a good relationship between police and local schools, the safety of learners is viewed as a high priority and that children need to be educated about personal safety and rights in line with the Children’s Act 33 of 1960.

Schools are centres for instilling discipline to the youth and ensuring safety for all. The importance of Codes of Conduct for learners in public schools cannot be

overemphasised. Public schools are directly answerable and accountable in matters relating to the provision of conducive teaching and learning environment. The delivery of quality teaching and learning encompasses, amongst other things, the promotion of rights and safety of learners, teachers and all stakeholders who have interest in education (Motshekga, 2013:9).

According to Motshekga (2013:9) raising a child is a collective responsibility as it takes a village to raise one, hence, it is also a collective responsibility to ensure the safety of learners. The society must reclaim its role in preventing and protecting children from social ills. The society must not keep quiet when learners are abused either at school or at home. Finally, the DBE and SAPS pledged for safety in education, to show their serious concern for safety in schools;

“We, the police officers, teachers, learners, parents and community pledge to join hands in combating violence in our schools”(Motshekga (2013:42; Van der Merwe, 2014:15).

3.5 DBE-LEADSA PARTNERSHIP

The DBE and LEADSA joined forces to reduce and minimise the extent of school violence especially rape and all forms of sexual harassment. The ‘Stop Rape Campaign’ initiative was meant to educate more than 10,2 million learners in South Africa by March 2013, about rape (Motshekga, 2013:4). Learners and teachers were encouraged to come out and report any child abuse that they encounter. A culture of safe, healthy, caring and child-friendly schools, which is vital for the provision of quality teaching and learning needed to be sustained. The DBE undertook to take reasonable steps, through the provincial departments of education, to establish and maintain a teaching atmosphere that is free from violence.

The DBE’s response to gender-based violence included, a subsection on gender in the school curriculum (Curriculum and Assessment Policy Statements), develop and train SGBs, Representative Council of Learners (RCLs) and teachers on values that include action plan, conducting of youth dialogues in the provinces and participation in the 16 Days of No Violence against Women and Children (Motshekga, 2013:8).

3.6 MANIFESTATIONS OF SCHOOL VIOLENCE

The occurrence of school violence takes a variety of forms. Youth violence can occur on school property, on the way to or from school and at school-sponsored events where a learner can be a victim, a perpetrator, or a witness of school violence. Youth violence includes various unacceptable behaviours, such as bullying, slapping, or hitting and can cause more emotional harm than physical harm. Other forms of violence, such as school gang violence and assault (with or without weapons), can lead to serious injury or even death. The perpetrators and victims of school violence are likely to be young people of the same race. Depression and use of drugs and alcohol expose learners to school violence. In addition, lack of discipline, inappropriate and disruptive behaviours are other causes of school violence (Dogutas, 2013:87).

A number of factors can increase the risk of a youth engaging in violence at school, although, the presence of these factors does not always mean that a young person will become an offender. Risk factors for school violence may include prior history of violence, drug, alcohol, or tobacco abuses, association with delinquent peers, poor family functioning, as well as poverty in the community (Burton, 2008:9-10).

School violence is the perpetration of physical and verbal abuse against staff members, learners or others and it includes acts of vandalism, theft and robbery. Trespassers can perpetuate school violence when they gain easy access to the school premises to steal, rob or assault someone (Dogutas, 2013:87). Learners registered in the school can perpetuate violence when engaging in actions such as stealing other peoples' valuable items, verbal abuse or insults and physical attacks.

3.7 SUCCESSFUL SCHOOL LEADERSHIP

School leadership is of paramount importance in the creation of successful and effective schools believed to be essential for teaching and learning. Spillane (2003:344) asserts that the main responsibility of school leaders is to improve teaching and learning. The

purpose of school-based management is to strengthen the school where learning is considered an indispensable value. Pushpanadham (2006:43) echoes the dominant expectations of school leadership and management, and these include the involvement of staff, parents and others in the community so that an environment supportive of professional growth and long-term academic improvement is apparent.

Cicchinelì (2001:19) expresses the same view by maintaining that successful school leaders also must remain keenly aware that education is a unique pursuit because schooling shapes the lives of children and, thus, the people's culture and society. School leadership is different from leadership in other organisations where it may be prudent to simply adapt to changing environments rather than being innovative and proactive.

Well-managed schools presume a positive culture in which basic values are entrenched. Purposeful planning and organisation by the school management develop safe schools. The creation of safe and secure schools begins with the establishment of safety teams which develop a comprehensive school violence prevention-plan. Safe schools are managed and led by excellent school managers (Furlong, Felix, Sharkey & Larson, 2005).

Effective school leaders need to balance competing demands in the institutions and foster environments in which diverse viewpoints, including those relating to school safety and security are accommodated, in an endeavour to support the common vision for why schools exist (Leithwood & Riehl, 2003:11).

Watson (2005:60) suggests five broad characteristics on which school leadership can be understood. These are: *leadership in a social context* (accomplishing tasks for the group rather than an individual), *leadership that involves purpose and direction* (know the ends towards which they are striving and pursue goals with clarity and tenacity), *influential leaders* (working with and through other people and to create conditions that enable others to be effective), *leadership as a function* (working in order to achieve the goals of organization) and *leadership as context-sensitive* (many different people work for leadership, bringing different resources and abilities to the task).

3.8 QUALITIES OF A SAFE SCHOOL

The goal of the Ministry of Education is to ensure that all children receive quality education as they are being prepared to have future meaningful lives. The approaches to safer schools differ from province to province, district to district and, ultimately, school to school. The general principles for a safe school embrace a multidimensional approach that allows schools to be proactive when safety and security concerns arise. The approaches to creating a safe school vary from school to school, although some common elements exist. The main focus for all parties is to create safe and secure schools which can offer quality education in the main stream schools. In addition, the school and the community – including all stakeholders strive to create child-friendly schools and learning spaces for better learning outcomes (UNICEF, 2009:xv), Nelson Mandela proclaimed that:

“Safety and security don’t just happen: they are the result of collective consensus and public investment. We owe our children – the most vulnerable citizens in any society – a life free from violence and fear” (Nelson Mandela in UNICEF (2009:xiii).

The provision of quality education to all can be impeded by a number of barriers which are so complex and intertwined. UNICEF (2009:4) identifies some barriers that impede children’s access to quality education and comprehensive school education as issues like, discrimination, poverty, education quality and relevance, health, disaster issues as well as safety and protection.

Principles shape up the main features that make up a safe school and the consistent application of these principles within a variety of settings and contexts craft the characteristics of a quality school. Figure 3.1 below presents the qualities of a safe school in a nutshell.

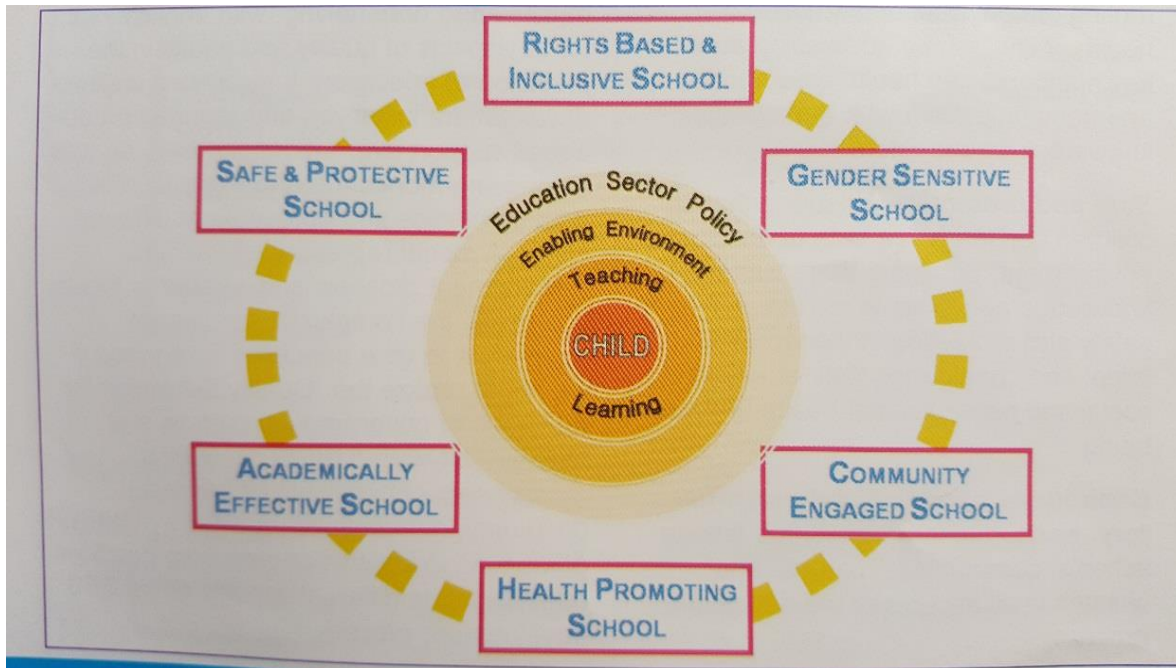


Figure 3.1: Qualities of the Child - Friendly School (Adapted from UNICEF, 2009)

Figure 3.1 above gives a summary of the general characteristics of an effective school in which learners, teachers, parents and other stakeholders are involved in the provision of quality education.

'A rights based approach to education is a complex, multifaceted undertaking, with implications for all aspects of quality and equity in the provision of education' (UNICEF, 2009:6).

3.8.1 Inclusive and Rights-based School

Children come to school with different backgrounds. A good school is accommodative and ensures that learners participate in a wide range of activities, regardless of their socio-economic status, religion, gender or race (UNICEF, 2009). Accommodative schools respond to the differences in learners. Inclusive education not only address the barriers to learning faced by learners, but also create an opportunity for tolerance in the school thereby improving the quality of education for all. Inclusive education necessitate the development of the whole school. Teachers and whoever is interested in the education of the children support all learners in obtaining quality education. Instead of treating all

learners in the same way, the school must develop a system that responds to the diverse needs of the learners.

A safe school bases its culture on the fact that every learner is equally valued and deserves equal learning opportunities and experiences irrespective of whether the child has disabilities, which are insignificant or severe, unseen or obvious. The child has the right to participate in everyday learning activities, create friendships, associations and have the same opportunities just like everyone else.

3.8.2 Gender Sensitive

Successful schools promote access to teaching and learning irrespective of the gender or the learner. When gender-specific issues arise, a good school has strategies to address them. Chukwu (2008:09) postulates that safe school embraces the differences in social groups and encourages an atmosphere that supports conducive learning. When learners are appreciated and respected they are more likely to enjoy coming to school and cooperate in the class thereby promoting safety.

3.8.3 Effective Teaching and Learning

A successful school works to ensure that all learners despite their ability levels, acquire livelihood skills and knowledge for their future (UNICEF, 2009:6). The focus of schools that ensure effective teaching and learning is to maximize learners' potentials.

The school leaders including teachers need to have control over the environment so that the culture of teaching and learning can suppress crime. Effective teaching and learning is created and maintained by competent teachers. Bezuidenhout and Joubert (2003:147) outlined the primary goals of effective learning as: to teach values and proper conduct, promotion of consistent discipline, to teach a curriculum that offers learners the opportunity to develop for adult life, to enhance social conformity that respond to the societal needs and styles and to support the youth when pressures of growing up arise.

Bezuidenhout and Joubert (2003:48) continue that the objectives of a school with an excellent culture of teaching and learning are not automatically achieved due to crime and violence that affect the school environment and interfere with teaching and learning.

3.8.4 Healthy and Health-promoting

A child-caring school strives to promote both the physical and emotional state of the learners. These schools are staffed with teachers who assume pastoral role and provide appropriate guidance to learners and also ensure that the health care and nutritional needs of learners are taken care of (UNICEF, 200:6). Chukwu (2008:29) advocates that in a health-promoting school, teachers and learners are free from fear and deal with issues of order, discipline and safety in a systematic way. The creation of a welcoming learning environment gives learners hope of succeeding in their studies. Harmonious and peaceful learning atmosphere enforces discipline in schools.

Learners are welcomed daily to schools by teachers and staff and teachers focus on educating children in a safe and secure environment which supports learners to excel in learning. Watson in Fennelly and Perry (2014:19) suggests that school security assessment should take cognisance of learners' health. When the Crime Prevention Through Environmental Design (CPTED) assessment group attempts to evaluate the physical setting of the school, the learners' emotions and psychological aspects may not be ignored. The reasons for assessing the facilities and threats to them should remain important. Through open dialogue aimed at thwarting internal threats, learners are seen as the greatest assets as well as the greatest vulnerabilities (Fennelly & Perry, 2014:23).

3.8.5 Safe and Protective School

The physical environment of a school is critical to learners' safety and security and that the learning environment is safe and inclusive. Knowledge and skills transmission can be carried with ease when school safety and protection are maximized (UNICEF, 2009:6). Security fence protect learners and teachers from harmful external influences. Constant

supervision of the school premises and buildings indicates that a school is effectively managed.

Schools are subject to a host of social threats and hazards similar to criminal acts in the society. Purpura in Fennelly and Perry (2014:12) lists measures for safety and security of schools and institutions:

- establish a security and safety committee
- ensure that all stakeholders are involved in security and safety planning
- conduct risks analysis and prepare comprehensive all-hazards protection
- offer counselling services to learners in crisis
- conduct substance abuse education and prevention programmes
- introduce access control assessment and
- carefully use learners through RCL to supplement security personnel

In an attempt to curb violence in schools, Purpura in Fennelly and Perry (2014:13) suggests a comprehensive program that ensures community involvement. The introduction of special programmers which assist learners to distinguish between good and unwelcomed behaviours. The school personnel, including teachers, administrators and support staff can undergo screening, training and made to understand learner discipline and how to protect the school. The physical security must ensure that learners feel safe without feeling imprisoned. Finally, emergency management plans should be made aware of how the school handles situation that threaten the safety of the children (Fennelly & Perry, 2014:13-14).

3.8.6 Community Participatory School

The school is an integral component of the community. The community-based structures should support the school management at all costs. Chukwu (2008:55) contends that a strong relationship between the school and community builds confidence in the minds of the learners as they feel their safety is guaranteed. Community members must keep a watchful eye on bad elements that intend to interrupt teaching and learning. The school that encourages community partnership produces better academic results since when

parents are involved in the affairs of the school, teachers feel supported and find it easy to execute their tasks (UNICEF, 2009:6). Community support boosts the morale of learners and teachers in their daily tasks thereby improving school's general academic performance.

Fennelly and Perry (2012:41) predicate that schools should collaborate with the local public safety agencies for better implementation of emergency plans and establish response protocols. Community collaboration assists in identifying areas where security can be strengthened or repositioned as a core function that contributes to the success of the school. Comprehensive protection-plans require constant collaboration with the community in which the school is located as the school that receives total community support is likely to succeed, academically.

3.9 MODELS OF EDUCATIONAL LEADERSHIP IN RELATION TO SCHOOL VIOLENCE

A rights-based approach to schooling involves a diversity of innovations and requires support from all the stakeholders. The development and implementation of programmes for a violence-free school necessitate consistent monitoring and evaluation of its practices and outcomes at different levels. Irrespective of the complexities of a quality school, the same principles are important for the realisation of 'quality education for all' (UNICEF, 2009).

The leadership style of the principal is of essence since it determines whether the school takes a safe path or not. The approach the principal takes to make decisions in matters that affect the general management is a measure of the safety and security of a school. The fundamental theories of educational leadership are, therefore, of most significant.

3.9.1 Instructional Model

According to Bush (2011:34), instructional model focuses on the direction of influence rather than its nature and source. It emphasises teaching and learning as the core business of any educational institution. A school manager must be the instructional leader of the school confirming the assumption that principals are the instructional leaders. The title 'principal' emanated from the term 'principal teacher' who was assumed to possess more skills, knowledge and experience than anyone in the school and would guide others on how to teach. It is expected of the principal to do the same. The principal must have vision and should offer direction and expertise to ensure that learners learn. The principal must be able to command learners and subordinates to carry orders which would include instructions on learner discipline, building security, cleanliness, athletics, and relationship with parents, personnel supervision, test scores, adequate yearly progress goals and report.

Sometimes the principal is intimately involved in an area and sometimes he or she delegates, but the principal always bears the responsibility, which cuts into the time and energy principals need to think about teaching and learning (Bush, 2011:34). These additional duties are not the main obstacle to principal's instructional leadership. A deterrent, however, is that teachers today know so much more about how learners learn than they did when the principal-ship emerged. Perhaps long ago, a principal could be the resident instructional expert and offer advice to everyone - but presently this has completely changed. Teachers are also knowledgeable and their expertise has grown; having teachers with expertise does not negate the principal's responsibility as the instructional leader. So an effective principal must be able to instruct learners and teachers to carry out orders.

According to Van Deventer and Kruger (2003:246) instructional leaders must perform some of the following fundamental functions: define and communicate clear mission, goals and objectives in collaboration with the staff; manage and coordinate curriculum for optimal teaching time; supervise teaching and ensure that teachers receive guidance and support for effective teaching; monitor and evaluate learning programmes and learners'

progress, promote a positive school climate to ensure effective teaching and learning and that the learning environment is conducive. A positive school climate exists when members of the school community feel safe, accepted and actively promote positive behaviours and interactions.

3.9.2 Managerial Model

The principal holds the most senior position within the school. School principals have the power and authority to lead and manage their institutions regardless of their personal qualities. The *'positional power'* according to Bush and Middlewood (2011:17) is reinforced by the hierarchy within and beyond the school premises. The focus is on the completion of tasks by each subordinate and the learners.

To provide safety and security in the school, the principal must ensure that no projects are left unfinished. Failure to complete projects or safety programmes would endanger the lives of both the learners and teachers. When the results of the school are unsatisfactory, parents may forget, but if a child is hurt or injured, the parent takes the Department of Education to court. Therefore, it is imperative that the school is safe and secure at all times.

3.9.3 Transactional Model

Transactional leadership has much to do with exchange transactions between leaders and teachers where there is use of rewards and punishments to achieve compliance from subordinates. Bush and Middlewood (2013:19) argue that this type of leadership fails to engage staff beyond the immediate gains arising from the exchange. This type of leadership makes it difficult to produce the long term staff commitment to the values and vision that the educational institution promotes (Bush, 2011:34).

3.9.4 Transformational Model

This type of leadership focuses on securing the commitment of the staff so that the goals and vision of the institution may be realised. The core features or characteristics of transformational leadership that impact on the development and growth of the school are good judgement, internal motivation and self-management, willingness to take risks and confidence. Bush and Middlewood (2013:20) support the fact that when transformational leadership is exercised, leaders work well and engage all stakeholders to work for the achievement of the institutional objectives. Similarly, all interested in ensuring that school safety is not rhetoric but a reality, will work harmoniously to create secured teaching and learning environment.

3.9.5 Participative Model

Bush (2011:34) explains that leadership that promotes shared decision-making in which teachers democratically participate increases the school's effectiveness. The involvement of decision-makers improves the understanding of issues involved by those who will carry out the decisions. In schools, teachers will be more committed to act on the assumption that they feel they own the decision. The democratic leader involves other people in the process as it is assumed that the subordinates and several people deciding together make better decisions than that of an individual.

3.9.6 Distributive Model

The distributive leadership focuses on shared or delegated responsibilities amongst the workers or teachers in the same institution (Bush, 2011:34). The principal provides scant insight into distribution of leadership but rather extends leadership influence across various focal points of school development. It is the responsibility of the principal to perform bureaucratic allocation of responsibilities to perform certain functions and tasks. Delegation of responsibilities does not necessarily guarantee that the delegated person will be seen as influencing what others think and do. It is important to distinguish the formal allocation of leadership roles and responsibilities in this process.

3.9.7 Emotional Model

Bush (2011:34) claims that, emotional leadership model focuses on individual motivation and how events are interpreted. The future of the institution is determined by the contributions people at work make. Their efforts, dedication and commitment to work shape the institution. People at work should remain happy with their work as such people are more effective. The principal should possess an element of emotional leadership style displayed through vision, coaching, affiliation, democratic behaviour, pace-setting and overseeing the teaching and administrative staff.

3.9.8 Postmodern Model

The focus is on subjective interpretation of events as the postmodern model offers insight into how the leaders are expected to operate. The results and findings of the evaluation process are of value for future planning and improvements. The principal is expected to respect the individual perspectives as modern teachers take decisions and solve problems independently, whereas postmodern teachers do not believe in quite collective decision-making (Bush, 2011:34). In this context, principals rely on subordinates and sometimes are emotional although they have to tolerate transformation in order to effectively manage the postmodern institution and its new category of workers.

3.9.9 Contingent Model

Contingent leadership model emphasises the context and nature of the events. The effectiveness of leadership depends on matching the leader to the right situation (Bush, 2011:34). Contingent leadership is contrary to situational –leadership since behaviours of leaders cannot be influenced or modified. This leadership style is defined by leader-member relation, task structure as well as positional power.

3.10 THE ROLE OF SMTs IN BUILDING SCHOOL SAFETY AND SECURITY

Competent school managers recognise the abilities and potential they have to create a school climate where teachers and learners thrive in achieving their academic obligations. It is the role of the school managers as instructional leaders to maintain their presence in the school, to listen and to assess the security needs of learners and teachers. Good school managers encourage total development of the learners by supporting their physical, emotional and social well-being. This support is reinforced by a sense of safety and self-confidence when the school managers discharge their professional duties. It is not automatic or by coincidence that safe schools exist or emerge; they require efficient managers, team work, supportive staff, parents and community. It is the responsibility of the SMTs to create safe and secure learning environment.

3.10.1 Supervision

School facilities that are poorly managed threaten any good learning atmosphere since dilapidated buildings and unused structures in schools are liabilities. Trump (2011:113) contends that all barriers that inhibit natural supervision in schools must be removed. In most instances criminal acts in schools occur where there is no supervision for reliable, noticeable supervision of learners and consistent attention to security measures can decrease the chances of school-based violence.

The landscape and any architectural challenges must be taken care of. Broken windows, malfunctioning doors and deserted buildings must be maintained and cleared of any security risks for vandalised structures compromise school safety and security. In addition, Trump (2011:114) proposes that school leaders must monitor and periodically, physically, check the safety of school facilities.

3.10.2 Establish Positive Learner Discipline

Teachers who employ positive school discipline that function in agreement with school climate create safe learning environment. Positive school discipline is not punitive but rather reinforces positive learners' behaviour. The use of security personnel should not replace effective discipline policies as that can perpetuate school violence.

The creation of positive learner behaviour is not the sole responsibility of teachers for whole-school development with a focus on a culture of positivity involves an approach and work ethic propelled by good professional behaviour and good school governance. All the main role players, namely, SMTs, teachers, learners, RCLs and SGBs must ensure that a culture of positive behaviour is a co-ordinated, integrated and realised achievement (Goliath, Goosen, Pretorius, Swart & Theron, 2007:03).

The implementation of school-discipline policies is the ultimate responsibility of the school managers but r, for effective implementation of school policies, the staff play a major role. Discipline practices should not function parallel to school safety, rather learner discipline must address school climate challenges. When positive discipline exists, learners feel respected and valued as in contrast, harsh and punitive measures that teachers adopt reduce learner safety. Effective school discipline should be understood in the context of reinforcing positive learner behaviour and decreasing negative and unwelcomed acts. Competent teachers safeguard the well-being of the learners and their colleagues.

3.10.3 Initiate Staff Collaboration

In a safe school, learners feel a sense of belonging, being valued as well as physically and emotionally secure. School climate strategies which deal with respect, trust, diversity, connectedness, self-importance and ownership need to be maintained (Trump, 2011:109). The manner in which parents are involved in the education of their children strengthen positive school climate or weakens it.

The manner in which a school is managed has a bearing on all its day-to-day management activities, as such, the role of the school manager and staff is very important if proper functioning of the school is to be achieved. In a country like Chile, the principal and academic advisory board manage schools and the principal and selected teachers serving on these academic advisory boards, make decisions to improve the educational processes and help other teachers to improve their practices. The teachers who serve on the academic boards work with the principal as part of a technical-administrative team (Von Reininghaus, Castro & Frisanco, 2013:222).

In good schools leadership is non-negotiable. Braudo (2015:4) posits that a principal needs both positional and personal power. Positional power allows the principal to create vision for the school and get a buy-in from the teachers, learners and the community at large as any principal who lacks support from the community will ultimately fail in his or her duties. The principal would not be able to enforce school rules and develop teachers as a result of ill-disciplined learners. At a personal capacity, a principal must be able to motivate the staff and steer them on the course of building safer schools but this is not always possible as, unfortunately, principals have no authority as to who to employ to fill the vacancy (Braudo, 2015:4).

Successful school leaders put measures in place, such as, monitoring walkways, visiting classrooms, enforcing school policies and programmes, and being accessible to learners, teachers and parents. The staff that work as a team provide means to reduce incidences of violent behaviours, since, it is the staff's responsibility to enhance moral development of learners. In order to achieve this, teachers must understand the connection between morality and school violence (Von Reininghaus, Castro & Frisanco, 2013:223).

3.10.4 Create Effective Communication Plans

Communication approaches are critical in building school safety. The effective communication of school policies to learners, parents, staff and the school community at large can prevent and manage school-based violence as the exercise requires a comprehensive approach (Trump, 2011:227). Strauss (2012:120) proposes that school

policies be made known to learners, parents, staff and community as the ‘villain’ and the ‘victim’ must be able to identify crisis and know how to respond when they occur.

3.10.5 Resolve School Security Crisis

SMTs are responsible for resolving matters about safety and security through different levels. The levels of school crisis considerably differ from institution to another, thus, what may be a crisis in one school may not be one in another school. Trump (2011:205) defines a school crisis as any incident occurring in a location under school control or in the community that negatively affect a number of students, staff and others members of the school community.

Furthermore, Trump (2011:206) outlines three different types of crisis situations that are peculiar to schools:

Level One: crisis situations that are minor in terms of disruption of the operation of the school. These are commonly resolved by teachers at school.

Level Two: these are crisis that pose moderate disruption to the daily operations of the school. The school requires moderate external assistance to resolve the crisis.

Level Three: sessional crisis that are disruptive to the school’s daily operations. The school required more support from the district or other departments to resolve the crisis (Trump, 2011:205).

The need to create safe schools continue to be a worry throughout the world. If a school is safe better learning takes place. Safe schools require law enforcers to collaborate with SMTs so that after identifying the safety challenges that exist, the school and law enforcers should work together in resolving them. Generally, stakeholders agree that a crime-free learning environment, where learning takes place with less threatening challenges needs to be created (Trump, 2011:206). After identifying the safety challenges, the stakeholders, collectively, must suggest strategies to overcome such disturbing behaviour.

3.10.6 Support Victims of School Violence

Both the teaching and support staff must fully participate in the planning and implementation of school-safety measures. Teachers are best positioned to train learners on how to respond to safety and security crisis while SMTs should always be available to support the learners, especially, victims of school-based violence in times of need.

Trump (2011:71) mentions that effective school safety-efforts start with a proactive school manager who deploys human and financial resources in a way that best cater for the needs of the school and the community. Teachers who remain grounded to the vision and mission of the school and the core business of teaching and learning succeed, through the school manager's motivation.

School safety and security cannot be achieved by the school manager alone; neither through the purchase of security programmes. Schools require effective approaches to prevent violence and promote positive learning while successful, safe and secure learning atmosphere is fostered through teamwork amongst the staff. Teachers who collaborate with others and the community succeed in maintaining positive classroom management and school discipline in general.

3.11 THE ROLE OF SGB IN PROMOTING SCHOOL SAFETY AND SECURITY

The SGB faces challenges when they carry out their roles and responsibilities, therefore, the SGB and SMT must support each other as the relationship between the school principal and governing body is essential in the promotion of safe schools. Goliath *et al.*, (2007:05) assert that the duties and responsibilities of the SGBs must include, amongst others, development and regular revision of code of conduct of learners, creation of disciplined and goal-oriented environment and the holding of regular meetings with parents to discuss disciplinary matters. The SGB roles envisaged by Goliath *et al.*, (2007) can only be realised if there is cooperation among parents, teachers and learners.

In terms of the South African School Act 84 of 1996, the SGB must ensure that the school manager is given necessary support in the daily execution of tasks. It is imperative for the SGB to provide financial support, establish safe communities, encourage parental involvement and improve staffing to support effective school safety.

3.11.1 Financial Support

The money from the norms and standards fund that schools receive from the state is insufficient to cater for all the needs but still the SGB must draw up a budget and ensure that sufficient financing is allocated to the improvement of school safety. It is therefore the responsibility of the SGB to ensure that funds are equitably distributed amongst the departments including the safety and security section from which, all security personnel are funded (DoE, 2012:52).

3.11.2 Establishment of School Safety Committees

The school safety committee (SSC) can be established to plan, implement and prevent the occurrence of school-based violence. A balanced SSC that includes teachers, health professionals, security officers and community leaders promote better learning atmosphere and prevent unwelcomed learner behaviour from occurring. The SSC will evaluate the security and safety needs of the school including the physical security feature of the school and then plan accordingly.

3.11.3 Development of School Policies

It is the responsibility of the SGB to develop school policies that urge the promotion of positive school discipline and acceptable learner behaviour. The use of positive learner-discipline measures results in non-negative learner academic performance. Parents and learners should be engaged as stakeholders in developing and implementing school policies and practices that are focused on creating and maintaining safe school environment.

3.11.4 Encouragement of Parental Involvement

In terms of SASA, 84 of 1996, the SGB must encourage parents to be involved in school activities, particularly, those pertaining to school safety. Epstein and Salinas (2004:13) claim that parental involvement in school activities should address parenting, communication, volunteerism, decision-making, collaboration with the community, as well as learning at home. Getting support from parents is usually a challenge to the SGBs.

3.12 RESISTANCE TO TRANSFORMATION

People's resistance to change takes a variety of forms, from open rebellion to a very subtle, passive resistance. Resistance to change emerges for a number of reasons, some of which are rational while others are not. The underlying causes of resistance to change may be ignorance, unclear implementation strategy, inadequate training and lack of resources (Botha, 2013; Rock, 2012).

3.12.1 Individual Resistance

School managers experience both individual and group resistance as they attempt to create conducive learning environment, so, for example, individual teachers may resist change for fear of losing their jobs. Change creates potential uncertainties; when an individual's familiar and reliable situations are to be transformed, a feeling of insecurity arises (Botha, 2013:53). Without understanding the reasons for change results in resistance, hence, individual employees need to be convinced that the current practices are not productive before they would accept changes. Insufficient information causes anxiety resulting in an individual employee unable to value the proposed transformation (Rock, 2012).

Lack of skills and motivation may cause employees' negativity towards change with the difference in resistance existing in employees' overall tolerance of change. Some employees may accept change because it provides them with the opportunity to develop,

to learn new things for personal and professional growth while others whose motivation for achievement is low are unlikely to be receptive to changes (Wallace, 2013:11).

3.12.2 Group Resistance

Institutional resistance to change emanates from employees' fear of lacking the new skills in demand by the change. If this fear is not allayed, possibilities of institutional disorder may emerge. Institutions may resist change if the envisaged transformation threatens their authority and administrative influences. Wallace (2013:11) regards strong leadership skills as key in institutional change, therefore any authority's inability to explicitly and affectively explain the reasons for change will meet resistance. The management's inability to provide appropriate working environment results in loss of trust in line managers, hence, group resistance.

3.13 OVERCOMING RESISTANCE TO CHANGE IN SCHOOLS

The need for change in creating safe schools is vital; change demands schools to do things differently. When stakeholders have insufficient information about safety and security in schools, change is likely to be unwelcomed. During this period, the role of school managers becomes very visible and diverse. Transformation in physical resources, change in curriculum, and most importantly changes that bring improvement in the school must be spearheaded by the school manager, as the primary catalysts in order for these changes to be positive and long lasting (Fullan, 2010:33).

When staff feel that those people who are responsible for managing changes are interested in their feelings and perceptions, they are receptive and frank in discussing and accepting the changes. There are several strategies that can be employed to deal with resistance to change in schools and Botha (2013:58) suggests that one method is for school principals to be hands-on managers of change. Principals must take an active part in the initiation, facilitation and coordination of all the activities involved in the process of transformation.

3.13.1 Trust - building and Communication

Resistance to change can easily be reduced if school managers are able to communicate their visions and proposals with subordinates to assist them in seeing the need for change. Communication can be through face-to-face discussions, group presentations, circulation of circulars, special reports and formal staff meetings. Communication works best if it is grounded in mutual trust and if trust exists, change is likely to succeed. Cummings and Worley (2009:167) maintain that people resist change when they are not certain about its consequences as lack of information results in rumours, gossips and increased anxiety. Effective communication about the proposed transformation allays unfounded fears and reduces speculations.

3.13.2 Manipulation and Co-optation

The school management should assign key persons desirable roles and responsibilities in the design and implementation of changes and during the process, the school leader must be diplomatic when assigning responsibilities to subordinates to avoid them feeling manipulated (Lawler, 2009:55). School leaders ought to be selective about who gets the information, what information, how much and when to disseminate the information in order to speed up the change process.

Lawler (2009:56) suggests that co-optation involves giving the key leaders of a resistant group, roles in the transformation decision and advice from staff representatives can be welcomed as a way of getting their endorsement. Manipulation and co-optation are inexpensive approaches to overcoming resistance to change, however, these techniques can backfire if those resisting change become aware that they are being manipulated.

3.13.3 Participation and Involvement

Cummings and Worley (2009:167), regard participation and involvement as the most effective strategies for overcoming resistance to change. When staff members are directly involved in the planning and implementation of the desired changes it allows the

participants to own the change process and are less likely to resist. People who are involved in the change process therefore feel motivated leading to greater desire to make the changes work.

Organisational change can be regarded as a movement of the organisation away from its routine operation to a future state to increase its effectiveness. Most people dislike changes because of the uncertainty, doubts and dissatisfactions that may arise in the daily practices. To successfully implement changes, school managers need skills to convince subordinates to accept the envisaged changes. The process is to identify the gaps in the current situation and the desired conditions, then create a vision of the desirable outcomes (Simona, 2013:313).

3.14 INTERVENTION STRATEGIES AND SCHOOL-VIOLENCE PREVENTION

No one will ever know or agree on the exact reason for the extreme cases of school violence, however, one common thing everyone can approve of is that violence in schools needs to come to end. Rather than focusing on what is behind violence in schools or what can happen as a result of it, there is a need to focus on preventing school violence. To avert instances where learners and teachers are offended, hurt and to the extreme killed by another learner, teacher or villain, all stakeholders must collaborate.

The society assumes schools provide a high level of safety to learners, teachers and staff. The core objective of creating safe schools is for academic accomplishment reasons and according to Brunner and Lewis (2009:1), if school safety is neglected or inadequate, it can have devastating consequences on the school's year-end results. Safe and secure teaching and learning environment must be created at all levels, at all times while the physical environment must also be considered reasonably safe by the school community. In the school's strategic planning, the school management must prioritise safety matters such as fence, parking lots, doors and locks as well as the employment of security guards; well-managed and governed schools provide a budget for school safety and security.

What can the school do in this regard? The fact that a safe and secure school is likely to produce better academic results, cannot be overemphasized. The prevention strategies suggested below may minimize the frequency at which bad security incidents occur. When these strategies are incorporated, continuous discussions and evaluation of these strategies can make a positive impact within the school. Despite the availability of well-thought out intervention strategies, violent acts may still be encountered, but a successful school leaders can still incorporate some of the following prevention strategies as counteract measures:

3.14.1 Crime Prevention Through Environmental Design (CPTED)

Crime Prevention Through Environmental Design (CPTED) is a situational approach which is used to evaluate the physical facilities and reduce criminal acts that occur in schools (Fennelly & Perry, 2014:19). CPTED takes into account the impact of environmental factors such as setting of access controls to buildings, design and construction of buildings, land use, streets and structures surrounding the school that influence the school's operation.

Fennelly and Perry (2014:20) assert that a school's CPTED assessment should be comprehensive to provide a strong basis for creating secure environment. The safety audit is the most effective way to address safety-related gaps and strengths of the school environment. CPTED may not prevent forced entry or totally secure the school premises, however, some schools have no serious crime whereas crime is highly concentrated in small number of schools showing that a CPTED assessment has its benefits. Trump (2011:58) contends that the design of a school and its surrounding premises play a major role in crime prevention making it imperative for school leaders to design school facilities in a way that prevents crime.

3.14.2 Crime Awareness Campaign

Crime awareness campaigns are programmes designed to involve all stakeholders in matters of school safety and security and the initiatives are conducted with parent

associations, such as, SGBs. Parent collaboration with the school principals assist in organising and setting up SSC whose teams will then be able to do the analysis of the School Safety and Security (SSS) needs. When the SSC is in place it would be easy to identify and commit community leaders and other interested parties to assist in resolving SSS priorities (Edwards, 2003:2). The campaigns will develop plans focusing on particular safety and security challenge and it is through these awareness campaign that positive change in the learning environment can be apparently realised. This means that the effectiveness of each awareness campaign could be finally be evaluated.

3.14.3 Training of Teachers and Learners

There is no single solution to averting school violence. Intervention strategies should focus not only on individuals, but also on the system guided by the principle, that interventions facilitate positive relations, whilst impeding the negatives (Estevez, Jimenez & Musilu, 2008:23). Many of the security problems are brought to schools by intruders then teachers and learners are left to deal with these violent challenges in their institutions. Safety begins and ends with people so teachers and learners should be trained to acquire skills on how to deal with violence. It is important for schools to take reasonable measures to prevent both external and internal risks which they encounter daily.

3.14.4 Reporting of Cases of School Violence

Burton and Leoschut (2012:34) propose that the on-going nature of school violence are often not isolated and once-off experiences and that these acts of can be prevented before they occur and are actually reported. When experiences of school violence are reported, actions must be taken to prevent further incidences and to resolve safety and security cases. Most deeds of violence at school are primarily reported to teachers and school managers but if violent actions are reported and nothing is done to the villains, lack of confidence in the educator by the victims may lead to non-reporting when future violent incidences occur. Actions that teachers and school governors can pursue when

cases of violence are reported depend on the severity of each case and these can range from counselling to going to the court of law.

3.14.5 Keeping Records of School Violence

Proactive schools gather data through record keeping and use that data to shape planning and implementation decisions to target specific needs. Recognising the need to go beyond single-focus responses, they (proactive schools) improve primary prevention plans that begin in lower grades such as preschools and which are then reinforced across all grade levels. This therefore means that schools that understand the complexity of violence and take the necessary steps to address it effectively, develop comprehensive school reporting strategies that require cooperation among all levels of the schools, community agencies and organisations (Trump, 2011:22).

3.15 COMPONENTS OF A SECURE SCHOOL

It is responsibility of school leaders and governors to provide secure learning environment, implying that crime prevention measures should be incorporated into the first design of any school. The surrounding factors of the school cannot be overlooked so that both the internal and external factors that affect the learning atmosphere should be taken into consideration. The components of a secure school are essential in creating conducive learning environment.

3.15.1 Perimeter Fencing

Fencing deters trespassing and limit access to the school meaning that schools that have poorly-defined perimeters are vulnerable to crime (Trump, 2011:82). Security fence may not prevent unauthorized access but it does make the intruders' actions more Fennelly and Perry (2014:172) contends that perimeter protection is the first line in the defence against intruders.

3.15.2 Main Entrance

A single point of entry regulates the access to and from the school facility as it is easier to monitor visitors. It is through a single entry point that no unauthorized persons may pass through without the attention of the security guards or personnel (Fennelly & Perry, 2014:49).

3.15.3 Visitor Management

Access to any school needs to be regulated as visitors who are not regulated can be disruptive to the smooth running of the school. Visitors should register at the main gate before accessing the school facility. Trump (2011:77) argues that access control is convenient although some parents or visitors may not be happy about other entries not being available except the one main entrance, however visitors need to know the school's expectations. Signage outside and inside the school can prohibit trespassing rather they should be able to communicate with the visitors and lead them to the main office (Trump, 2011:83).

3.15.4 Arrival and Dismissal Times

According to Fennelly and Perry (2014:49) arrival and dismissal times require a lower security arrangement as these times will be determined by learners' enrolment numbers and staff movement. The school should additionally, train staff to monitor activities that happen during arrival and dismissal times so that the process involving when learners are brought to and picked from the school drop zones, would be monitored by staff.

3.15.5 Situational Awareness

Fennelly and Perry (2014:51) regard situational awareness as the ability to identify, process and understand the important elements of what is happening around you. It should be understood that all security elements depend on the CPTED. The

manifestations of school violence do not necessarily happen in a programmed manner so different strategies must be employed to resolve or reduce criminal acts.

3.16 SCHOOL SAFETY PROGRAMMES IN SOUTH AFRICA

School-based violence (SBV) is multi-dimensional with various forms. In South Africa, like in any other countries, SBV manifestations depend on the context in which they arise (Kollapen, 2006:v). The impact of SBV is far reaching and its effects are often expressed differently, for example, in learner's unbecoming behaviours, such as, absenteeism, school dropout, bullying and many other aggressive acts.

It is essential for the DBE and its sister departments to develop strategic programmes tailor-made to local needs. The safe-school programmes and other interventions enable the South African children to learn without intimidations or threats thereby enjoying their constitutional rights to education.

3.16.1 Adopt-a-Cop

The DBE-SAPS partnership can be fortified through the Adopt-a-Cop strategy. The police can pay unannounced school visits in which random searches can be conducted. The cooperation of the SAPS and the SMT can eliminate criminal elements in public schools. The exposition of social ills such as abuse alcohol and drugs, and carrying of dangerous weapons to school destabilises the envisaged learning atmosphere and the partnership can alleviate this.

It is the responsibility of SAPS to enforce law in the society as mandated by the Constitution. Teachers alone would not succeed in creating safety in school. The involvement of SAPS through Adopt -a-Cop and other community based structures such as Community Police Forum (CPF) can therefore alleviate the scourge of SBV.

The purpose of introducing Adopt-a-Cop initiative is to curb crime in schools ensuring that safe schools are created and learners are encourage to report crimes. Through Adopt-a-

Cop each school is assigned one or two police who liaise with the school so that SBV challenge is reported directly to the adopted police who would provide solutions (Van der Merwe, 2015:16).

3.16.2 The Hlayiseka Project

The DBE introduced the Hlayiseka Early Warning System in order to assist and support principals, SGBs and teachers in identifying, preventing and managing the risks and threats of school-based violence. The programme comprises of instruments that assist School Safety Committees to manage safety issues in a school. It is through this programme that School Safety Committees (SSCs) are able to detect any signs that may disrupt the smooth running of the school in advance, so that possible solutions can be found (Khan, 2008:2).

The Hlayiseka project was conceptualised through a partnership between the DBE and the Centre for Justice and Crime Prevention (CJCP). According to Khan (2008:4) a big part of creating a safe school is through being inclusive giving role players a say in resolving challenges that affect them. The Hlayiseka Early Warning System is grounded on four building blocks:

- **Be prepared** to prevent and manage problem
 - **Be aware** of what is happening at school
 - **Take action** when something happens
 - **Take care** to build a caring school
- (Khan, 2008:4).

School safety and security challenges have no quick-fix solutions, hence, the building blocks only assist the principals, SGBSs, teachers and learners to collaborate in achieving school safety. If a systematic crime management is in place in a school, the more likely success will be achieved in terms of dealing with school-based violence.

3.16.3 Speak Out-Youth Report of Sexual Abuse

The DBE continues to protect the learners' right by ensuring safety in schools. Sexual harassment and violence are common in schools and this programme is designed to eliminate such learners' unacceptable behaviour. Learner sexual-abuse is a crime so the programme assists learners to understand sexual harassment and guides victims on the steps to be taken to force the guilty person to stop the behaviour (Watson, Eduscript & Grey, 2010:4).

Teachers and learners have the responsibility to stop sexual abuse. A sexual relations between teacher and learners is completely forbidden; it does not matter whether the learner gives consent or not, teacher-learner sexual relation remains illegal and punishable by law. The perpetrator of sexual harassment and violence must be reported so that South African Council of Educators (SACE) can investigate. Teachers must ensure that all learners are safe and are treated with respect and dignity; this requires teachers to inform the relevant authorities if the learners are being abused. All learner complaints of sexual violence must be investigated and teachers must help learners to report such cases and refer them to counselling (Watson, Eduscript & Grey, 2010:14).

3.17 AUSTRALIAN SCHOOL SAFETY PROGRAMMES

The National Safe Schools Framework (NSSF) in Australia recognizes the progress that individual schools, systems and sectors have made since the publication and dissemination of the original framework to create safe, supportive and respectful learning and teaching communities. The NSSF provides a vision and a set of guiding principles that promote student wellbeing and develop respectful relationships. Nine basic elements to assist Australian schools to continue to create conducive teaching and learning communities are identified to assist members of the school community feel free from violence. The NSSF responds to new and emerging security challenges in school communities, such as, cyber violence, cyberbullying and community concerns about young people and weapons (Noble & McGrath, 2011:02). The guiding principles focus

on the importance of safety and wellbeing of learners in their different schools. The nine elements of the NSSF are:

- *Leadership commitment to a safe school*
 - *A supportive and connected school culture*
 - *Policies and procedures*
 - *Professional learning*
 - *Positive behaviour management*
 - *Engagement, skill development and safe school curriculum*
 - *A focus on student wellbeing and student ownership*
 - *Early intervention and targeted support*
 - *Partnerships with families and community*
- (Noble & McGrath, 2011:04).

These elements are centred on good practice, research-based literature, and feedback from representatives from all educational systems, sectors as well as teachers. Teachers are encouraged to be proactive in creating positive school climate. To achieve a supportive learning environment, schools form partnership with the broader community and other sectors. The following youth programmes are considered essential:

3.17.1 Blue Light Youth Activities

The partnership between youth and the Western Australian (WA) Police is regarded as an excellent initiative through which young people are offered activities in environment free from anti-social behaviour, abuse of drugs and alcohol. All Blue Light events, including abseiling, rollerblading, discos, pool parties, movie marathons, team sports and adventure camps are supervised by WA Police Officers and volunteer community members. These activities give local police, young people, parents and other community members the opportunity to interact regularly and constructively (Noble & McGrath, 2011:08). The Blue Light Youth Activities introduce young people to positive lifestyle alternatives and offer ways to avoid becoming an offender or victim of crime through positive interaction with police, youth workers and community volunteers.

3.17.2 Police Citizen Youth Clubs (PCYC)

The PCYC has many specialised programs which engages youth, as part of focusing on crime prevention. Situations that lead young people to behave antisocially, commit an offence or become the victim of an offence are addressed while life skills activities, Safe Space games, and youth mentoring programmes are provided in different centres with extensive range of recreational activities that provide a great way for young people to be active community members and learn new skills (Noble & McGrath, 2011:12). The centres are also well known for their School Holiday Programs for local young people. The PCYC, additionally, provide outreach services such as the Outreach Bus and Holiday Programs – Out and About.

3.17.3 School Drug Education and Road Aware (SDERA)

SDERA focuses on drug education and helps children and young people understand that all drugs, legal and illegal, have the potential to cause harm. SDERA provides information about alcohol and other drugs, school-based curriculum programs and resources. Education about alcohol and drug abuse is taught at an early age as children are exposed to information about drug at primary school which continues to high schools. SDERA takes a resilience approach to alcohol and drug education through developing the students' skills such as perseverance, problem-solving, critical consciousness and a sense of purpose (Noble & McGrath, 2011:14).

3.18 COMPARATIVE ANALYSIS OF SOUTH AFRICAN AND AUSTRALIAN SCHOOL SAFETY PROGRAMMES

Learners spend most of their time in the schools and this has resulted in school safety and security in South Africa and Australia receiving extensive attention. Possible solutions are suggested with the primary focus of creating positive teaching and learning environments. Tackling school safety and security in the two countries, therefore, demands an enormous balancing approach. The two countries have common possible

solutions that are aimed at reducing school safety and security challenges through their NSSFs.

3.18.1 Forster Safe Learning Environment

In order for children to learn without intimidation and threats, both countries are committed to support schools in their quest to create safe and positive learning environment. As they strive to maintain an acceptable safe environment for all the children, all forms of school strategies for safety are in place. When children are at school, those who cannot afford meals are fed and counselling services are provided. Continuous improvement of school safety are apparent as the two countries acknowledge that schools are no longer safe communities as expected. Parents and communities, however, are engaged in authentic ways of fighting against safety and security challenges (Van der Merwe, 2015; Noble & McGrath, 2011).

3.18.2 Partnership with Law Enforcement Agencies

Learners, teachers, support staff have less fear when law enforcers are frequently visible in their schools although for the police, working with schools is an added responsibility for public safety. The partnership with law enforcers, such as, police complement the school's vision of producing better educated citizens. Both countries have established strong relationship with the police so that schools and law enforcement agencies share responsibility for the safety of schools and of the communities they serve. Schools are the beneficiaries of these partnerships since problems of safety and security are being solved with the guidance and support of the police. These partnerships are more than police adopting a school, but have far reaching impact in the academic performance of learners (Noble & McGrath, 2011; Khan, 2008; Atkinson, 2002).

3.18.3 Youth Against Drugs

Both countries have an obligation to stand against abuse of drugs and alcohol. There are vibrant programmes that demand youth participation at all levels of government. International Youth Day Against Drug Abuse is commemorated yearly and is an essential way to say 'no' to drugs and alcohol abuse by young people. The governments appeal to the youth and children to stay away from cocaine, heroin, and other drugs. There are national campaigns that the two countries get involved to reduce the number of youth who use illicit drugs. Youth are given knowledge and information through the national initiatives (Noble & McGrath, 2011; Watson, Eduscript & Grey, 2010; Khan, 2008).

3.18.4 Positive Youth Campaigns

South Africa and Australia have existing youth development campaigns. These efforts prepare youth for tertiary education. Parents, teachers and communities are making an extra effort to reinforce positive values in young people. Youth development has passed different phases of development since its inception in the two countries. Youth campaigns have good delinquency prevention strategies that assist schools which ensure that learners are protected from engaging in disturbing behaviours that would disrupt the culture of teaching and learning. Learners then develop positive attitude towards education (Van der Merwe, 2014; Motshekga, 2013; Noble & McGrath, 2011).

3.19 CONCLUSION

The extent to which teaching and learning is affected by violence requires that change must take place. Change in schools becomes successful if and when the stakeholders involved comprehend and agree with the rationale for and purpose of the envisaged change. The change processes will then gradually occur. Schools cannot escape the journey for change, in fact, change in schools is unavoidable. The responsibilities and extended prospects relating to the development of skills and attaining staff capable of functioning in the knowledge-based society, in the competing global market, require complete school transformation (Wallace, 2003:9).

Finally, school violence prevention strategies are proposed with the aim of reducing safety and security challenges. Modern-day schools are multifaceted and exclusive institutions that function based on the need to educate and prepare all children to attain their uppermost potential and make a meaningful contribution to society.

The creation of a safe, orderly, caring, and attractive school environments is important to ensure that schools achieve their primary goal. In an endeavour to craft this type of environment, there is need for schools, teachers and parents to collaborate and support each other. Schools need to attempt to increase the number of school safety personnel. Furthermore, schools must try to develop effective crisis prevention and intervention response-plans that can counteract any schools violence crisis.

CHAPTER FOUR

RESEARCH DESIGN AND METHODOLOGY

4.1 INTRODUCTION

This chapter outlines the research methodology, sampling process, instrumentation, data analysis, validity and reliability, trustworthiness as well as ethical considerations employed in the study. A mixed-methods approach, consisting of both quantitative and qualitative data collection methods was used to gain understanding of safety and security in schools. An illustration of how data was generated, collected and analysed is presented.

4.2 RESEARCH DESIGN AND METHODOLOGY

The research design and methodology is the manner in which the researcher intends to conduct research. Mouton (2001:55) refers to research design as a blueprint of the study.

4.2.1 Research Design

The researcher selected the research strategy after a thorough consideration of the importance of the study. Cresswell (2007:05) refers to a research design as the entire process from conceptualisation of the problem through writing research questions, data collection, data analysis and interpretation, as well as report writing. A research design is a set of logical arrangements from which researchers select one suitable approach for their specific research goals (De Vos *et al.*, 2005:82).

In an endeavour to gain more understanding of the challenges that pose safety and security risks in schools, the researcher adopted a mixed-methods research design. A mixed-methods design is a research strategy that employs more than one type of research method (Brannen, 2005:4). The combination of quantitative and qualitative aspects was used in order to strengthen the research methodology and to reduce the

weaknesses of using a single research design. This afforded the researcher the opportunity to gain enhanced research information on the phenomenon since both statistical information and the personal views of the participants were central in the study. The purpose of applying the mixed-methods research design in this study was to identify knowledge gaps and examine how school leadership can deal with school safety and security challenges.

4.2.2 Research Methodology

Research methodology signifies the technique and the process of collecting data from the research participants. Research methodology is the philosophy or general principle which guides the study whereas research methods are the tools the researcher uses to collect data (Dawson, 2007:24). A mixed-methods research was used to conduct the study in which both the quantitative and qualitative methods of data collection were adopted.

4.2.2.1 Quantitative research methods

In order to get the reality of the state of violence in schools, quantitative data was collected from the participants through questionnaires. The four point Linkert scale questionnaires for both the learners and teachers were designed and administered. The aim of using the questionnaires was to reveal a generalised, more quantitative reality of the broad picture of safety and security in South African schools. Quantitative research methods specify numerical assignment to the topic under investigation. It generates statistics using methods such as questionnaires (Vanderstoep & Johnston, 2009:7; Dawson, 2007:16). According to Ross (2005:22) quantitative research method present data expressed as percentages, ranges and averages which can be presented in tables or graphs. In this study quantitative research methods were used to present data in tables developed from Appendices C and D.

4.2.2.2 Qualitative research methods

Qualitative data was gathered through in-depth individual interviews with selected school principals and parents. The fundamental understanding in qualitative data collection

method is that people's experiences and interactions provide meaningful understanding of the social phenomena. According to Creswell (2007:40), in qualitative research, the researcher relies on the views of the participants. The researcher collected data consisting largely of words from participants through asking broad and specific questions.

This afforded the researcher an opportunity to gain an understanding of safety and security challenges experienced in schools. The interviews allowed the researcher to probe and encouraged the interviewees to clarify issues and give information that was useful to the study. Clarity-seeking questions are considered better than asking participants to read questionnaires and to enter their own answers (Babbie & Mouton, 2012:249). Interview schedule (Appendix E) was developed to collect data from principals and parents of the sampled schools.

4.3 SAMPLING PROCESS

This section discusses the population, sampling procedures and subsequent samples.

4.3.1 Population

De Vos *et al.*, (2005:198) define a research population as a set of entities in which all the measurements of interest to the researcher are presented. In this regard, the population consists of a group of people that share common characteristics from which a study sample is chosen (Fox & Bayat, 2007:52).

The population of this research comprised public secondary schools of 27 circuits in the Vhembe District in Limpopo Province. The Vhembe District municipality located in the northern part of the Limpopo Province. It shares borders with Zimbabwe and Botswana in the north-west and Mozambique in the south-east through the Kruger National Park. The Vhembe District comprises of four local municipalities Musina, Thulamela, Makhado and Collins Chabane. It covers a geographical area that is predominantly rural. All the six cluster circuits formed part of the study population. The target population comprised of high school learners, teachers, principals as well as parents of the sampled schools.

Learners were the main focus of the investigation therefore they were included in the study with the aim of getting their views on school safety and security.

4.3.2 Sampling Procedures

The study pursued a mixed-methods research design, in which both the qualitative and quantitative sampling strategies were used as follows:

4.3.2.1 Quantitative research sampling procedure

To achieve the objectives of the study, a representative sample of the population was selected. A simple random sampling strategy was used to select teachers and learners. The RCLs lists were used to choose learners from each participating school. For participating teachers, TLOs registers at district office were used to select them.

4.3.2.2 Qualitative research sampling procedure

According to Lankshear and Knobel (2004:148), purposive sampling allows a researcher to hand pick participants for the study who were selected on the basis of bringing specific qualities or considered rich in relevant information on the study. Sampling is based completely on the judgement of the researcher in that the selected elements were assumed to contain most characteristics or attributes of the population (Johnson & Christensen, 2008:243; De Vos *et al.*, 2005:202). The researcher's sound judgement was used to select school principals and parents who were interviewed.

4.3.3 Sample

A sample is a selected number of participants, who have been identified from a larger group of participants. Cresswell (2007:128) explains that a sample comprises of participants who have experienced the phenomenon and can make a meaningful contribution to the study. A small portion of the total set of objects or persons which comprise the subjects of the study (De Vos *et al.*, 2005:194).

Six of the 27 circuits participated in the study (See Table 4.1,p.111). That is, 2015 best performing circuits from each circuit cluster were selected. Then, participants were purposefully sampled; that is, a school considered best, average and low performing participated in the study.

Table 4.1: 2015 Best Performing Circuits

Circuit Clusters	Best Performing Circuit
Hlanganani	Hlanganani South
Malamulele	Malamulele North East
Mutale	Tshilamba
Soutpansberg	Soutpanserg East
Thohoyandou	Mvudi
Vhuronga	Dzondo

The three public secondary schools that were selected from each of the six circuits were labelled A - R as indicated in Table 4.2.

Table 4.2: List of Sampled Schools

Circuit	Participating Schools	Classification
Hlanganani South	School A	Best
	School B	Average
	School C	Low
Malamulele North East	School D	Best
	School E	Average
	School F	Low
Tshilamba	School G	Best
	School H	Average
	School I	Low
Soutpanserg East	School J	Best
	School K	Average
	School L	Low
Mvudi	School M	Best
	School N	Average
	School O	Low
Dzondo	School P	Best
	School Q	Average
	School R	Low

4.3.3.1 Quantitative sample

For the quantitative research method, 24.8% (630) of 2538 learners (RCLs) and 42.3 % (120) of 282 teachers (TLOs) completed questionnaires. A total of 750 participants quantitatively participated in the study.

4.3.3.2 Qualitative sample

For the qualitative research method, 10 key participants were interviewed. The interviewees were 6 school principals and 4 parents who were members of the SGB of

the selected schools. School principals and parents were selected on the view that they remain central source in providing leadership.

4.4 INSTRUMENTATION

The researcher administered two types of research instruments, namely questionnaires and interview schedule (*See Appendices C, D and E*). Since a mixed-methods approach was employed, questionnaires were completed by learners and teachers whilst principals and parents were interviewed.

4.4.1 Quantitative Data Collection Instruments

In this study the primary data collection instruments were questionnaires. Two sets of questionnaires were designed and completed by learners and teachers. Cohen, Manion and Morrison (2000:45) consider a questionnaire as a scientific instrument for the measurement and collection of particular kinds of data. A close-ended questionnaires were specially designed according to particular specifications and with specific aims in mind. Closed-ended questionnaires are used to generate statistics in quantitative research (Dawson, 2007:31).

The close-ended questionnaires were to obtain more information on the nature and extent to which safety and security challenges are managed. Each participant category completed a specific questionnaire providing data on demographic information, state of safety and security elements, role of SGB in establishing child-friendly environment, the effects of safety and security on teaching and learning as well as the strategies SMT apply to maintain violent-free schools. It was easier and quicker for the researcher to record responses. Learners and teachers answered the questionnaires in a predefined way (Dawson, 2007:92).

4.4.2 Qualitative Data Collection Instruments

An interview schedule was designed for the collection of qualitative data. This is a schedule with a list of specific questions or topics taken to each interview session for continuity (Dawson, 2007:30). Semi-structured interviews were used in order to gain a comprehensive picture of the principals' and parents' understanding and perceptions of safety and security in schools. The researcher prepared a set of predetermined questions on an interview schedule to guide the interview so as to avoid the progress being dictated by the interview (De Vos *et al.*, 2005:297). The interview protocol consisted of an interview schedule with a series of open-ended questions and steps to be followed in arranging and conducting interviews with the selected participants. The interview schedule (see Appendix E) was designed and used to qualitatively collect information from the school principals and the parents.

4.5 DATA ANALYSIS

Analysis of data is a process of inspecting, cleaning, transforming, and modelling data with the goal of discovering useful information, suggesting conclusions, and supporting decision making. De Vos *et al.* (2005:333) regard data analysis as a process of bringing order, structure and meaning to the mass of collected data. Data analysis has multiple facets and approaches, encompassing diverse techniques under a variety of names, in different businesses, and in the science, and social sciences domains (Creswell, 2007:159). The integrated data analysis strategies for mixed method approach was utilised to ensure their full potentials.

4.5.1 Quantitative Data Analysis

The collected data was captured by the research assistants on spreadsheets. The frequency distributions were calculated and displayed in various tables. Frequency distributions show the actual number in each category or percentages (De Vos *et al.*, 2005:224; Ross, 2005:22). The Statistical Package for Social Sciences (SPSS) version 23 software was used to analyse data. This software produced basic descriptive statistics

from the entered data. Associations between variables were examined and the significance of the produced statistics analysed (Greasley, 2008:2).

4.5.2 Qualitative Data Analysis

Qualitative data analysis primarily entails reducing the database into small sets of themes or categories that characterise the phenomenon being explored (Creswell, 2007:160). Qualitative data analysis is a process that involves organising the data, repeated reading of data, generating categories and themes, coding the data and testing the emergent understandings and report writing (De Vos *et al.*, 2005:334). The audio-collected data was transcribed, clustered categorically, then coded and the themes that emerged were identified. The themes were then defined in detail and information consolidation was done through quotations from the verbatim transcript. Data was then interpreted to determine how useful it was. The interview transcripts and researcher's notes taken during interviews were analysed to represent and support the viewpoints of the participants.

4.6 VALIDITY AND RELIABILITY OF DATA

This section constitutes the basis of deciding on the credibility of the findings of the study.

4.6.1 Validity

Lankshear and Knobel (2004:150) refer to a study which contains plausible alternative explanations for the effect of independent variables as internal validity and quantitative studies is more concerned with external validity. External validity refers to the applicability and generalisability of the results of the study to broader populations (Lankshear and Knobel, 2004:150). Both external and internal validity were relevant in this study. In order to ensure internal validity of the collected data, the researcher administered same questionnaires to all the research participants, therefore, the results of this study can be generalized to other groups and settings beyond the schools in Vhembe District.

4.6.2 Reliability

Reliability focuses on the consistency of the measurement, which means that every time the same variable is measured under different conditions, it will still produce same or similar results (De Vos et al., 2005:162). Lankshear and Knobel (2004:161) refer reliability to the meaningfulness of the results as it is concerned with judging how well a data-collection tool measures what it claims to measure. Since reliability of results is dependent on the validity of results, the researcher piloted the learner questionnaire to test its reliability. The same questions were administered to the participants without alterations. When administering the questionnaires the researcher was more concerned with approximating the reliability of the data-collection instrument.

4.7 TRUSTWORTHINESS OF QUALITATIVE STUDY

An empirical survey was necessary so that the findings from the literature review can be investigated and validated. The trustworthiness strategy in qualitative research pursues a depth of information and tries to gain understanding and insight linked to meaning that participants give to their experiences. Cresswell (2007:191) asserts that trustworthiness of the study focuses on credibility, transferability, dependability and confirmability.

4.7.1 Credibility

Credibility refers to the researcher's attempt to demonstrate the true picture of the phenomenon under investigation (Shenton, 2004:63). To ensure credibility of the information received from participants, I used purposive sampling methods to select the participants. Purposive sampling is a non-probability method which was adopted based on my sound judgement of their possession of relevant information for the study. The selected participants were a representative of the larger group.

4.7.2 Transferability

Transferability refers to the extent to which the research findings can be applied to other situations (Shenton, 2004:69). The evidence of transferability provides the reader with an opportunity to decide whether the prevailing environment is similar to another situation. The findings can then be justifiably applied to other settings. In this study, the researcher provides the readers with detailed description of the phenomenon under investigation enabling them to compare and apply the findings in other situations.

4.7.3 Dependability

Dependability refers to the notion that if the study is repeated in the same context, with the same methods, with same participants, similar results would be found (Shenton, 2004: 71). If the same results are obtained, it can be concluded that the results are reliable. In an endeavour to address dependability, the researcher reported the study accurately to enable future researchers to repeat the study.

4.7.4 Confirmability

Confirmability refers to the fact that the research findings emerged from data and not from the researcher's predispositions (Shenton, 2004:63). The researcher provided detailed methodological description enabling the readers to determine the extent to which data and the interpretations emerging from them may be accepted. Thus, the readers are allowed to track the research questions and the resultant findings. To verify that the findings are shaped by the participants, an audit trail technique was used. It was through the audit trail that I detailed the process of data collection, data analysis as well as data interpretation.

4.8 ETHICAL CONSIDERATIONS

Ethical considerations are a set of moral principles and rules of conduct dealing with what is widely accepted and what is wrong (De Vos et al., 2005: 57). The researcher requested permission to conduct research within the secondary schools from the DBE-Vhembe District (*See Appendix A*). After the permission was granted and the ethical issues were approved by the University Ethics Committee, various methods were used to gather data. The primary data gathering method was through questionnaires. Baumgartner and Strong (1998:23) contend that the participants in human research are entitled to privacy and confidentiality which are basic principles of ethical practice.

The researcher informed all the participants about the aims and objectives of the study. The findings were, as far as possible accurately and objectively captured by the researcher. Participants in this research had a right to remain anonymous and to be given a thorough understanding of the importance of giving information. Creswell (2007:205) contends that all research agenda must question the underlying moral assumptions, their political and ethical implications and the equitable treatment of diverse voices. The researcher observed and maintained the following basic principles of ethical practice:

4.8.1 Permission to Conduct Research

The researcher informed the participants of the nature of the study before administering the questionnaires and conducting individual interviews. The collected information was for study purposes only. Permission was sought from the Department of Basic Education (DBE) - Vhembe District and after the permission was granted (*See Appendix B*), the University Ethics Committee approved the code of ethics of the study and issued the Ethical Clearance Certificate (*See Appendix I*).

4.8.2 Informed Consent

The researcher sought consent from the participants. This meant that participants knew exactly what they were asked to do and why they were selected to take part in the study.

The participants understood that they had the right to withdraw from the study at any time (Fouka & Mantzorou, 2011:4).

4.8.3 No pressure on Individuals to Participate

There were no incentives for participating in the study. The researcher avoided inconveniencing the participants at all costs. Emanuel, Abdoler and Stunkel (2010:7) outline the elements of how to treat people who are participating in research. These are: *competence* (the mental capability of understanding the facts about the research); *disclosure* (telling the participants what they need to know about the research, including the objectives and benefits thereof); *understanding* (the participants' understanding of the purpose of the research); and *voluntary participation* (this means that participants will not be coerced to respond).

The researcher administered the questionnaires without pressurising the participants and they were made aware that they were free to withdraw from the study at any time, without giving a reason. Furthermore, the researcher explained the invaluable contributions that participants will make to the research. The participants' decision to participate or withdraw was respected at all costs.

4.8.4 Anonymity and Confidentiality

The participants were guaranteed confidentiality and anonymity throughout the study. Access to data gathered during the research was only available to the researcher and the promoters. The researcher took as many precautions as possible to protect the anonymity of the participants and ensure confidentiality of the data collected. Fouka and Mantzorou (2011:6) maintain that, in order to protect the participants' identity, the researcher has to manage private information; confidentiality and privacy were maintained throughout the study.

4.9 CONCLUSION

In this chapter, an account of the research design and methodological techniques that were followed in collecting data is outlined. The appropriate data collection instruments (questionnaires and interview schedules), were explained with the purpose of answering the research questions. Individual interviews were used to collect in-depth information on safety and security from the school managers. The research design and methodology guided the researcher throughout the entire study. The next chapter gives attention to the interpretation, analysis and discussions of the collected data.

CHAPTER FIVE

DATA ANALYSIS AND INTERPRETATION

5.1 INTRODUCTION

This chapter focuses on the presentation, analysis and interpretation of data collected through questionnaires and interviews. In the literature review in, Chapters 2 and 3, an endeavour was made to comprehend the problem of safety and security in schools and how they impact on teaching and learning. Learners and teachers completed questionnaires whilst principals and parents were interviewed.

The themes that arose from the objectives of the study are the state of safety and security in schools, the role SGBs play in creating and strengthening child-friendly environment, effects of safety and security on teaching and learning as well as the strategies the SMT incorporate in the maintenance of safe schools. The main research findings are presented, examined and interpreted in this chapter. The researcher analysed and interpreted data from questionnaires and individual interviews.

5.2 QUANTITATIVE DATA PRESENTATION AND ANALYSIS

In this section, general and biographical information of the study are discussed. Quantitative data was analysed through SPSS version 23 whereas qualitative data was transcribed and thematically analysed in accordance with the research objectives.

5.2.1 Quantitative Data Presentation and Analysis from Learners

This section presents and analyses quantifiable data from learners' questionnaires as indicated in Tables 5.1 to 5.11 (*See Appendix C*). The data from learners was necessary since they are the victims as well as the perpetrators of school violence. Learners have adequate information that can be used in combating the atrocities of violence committed in schools.

5.2.1.1 Biographical information for learners

Data was collected from 630 learners who completed the questionnaire (See Appendix C, p.224). Biographical information consists of gender and age of the learners.

- **Gender**

Table 5.1 shows that 46.3% (292) male learners participated in the study, whereas 53.7% (338) of the participants were females. This means that all the participants completed the questionnaires (See Table 5.1 below).

Table 5.1: Gender Distribution of Learners

	Frequency	Percent
Male	292	46.3
Female	338	53.7
Total	630	100

- **Age in Years**

Learners who participated in the study were at the ages 13 - 15, while some were between the ages 16 - 18. Some 31.1% (196) of the learners were at the ages of 19 - 21 years and 4.8% (30) were 22 years and above. The implication is that the majority of the learners who completed the questionnaires were 16 -18 years old. This means that most of the learners who participated in the study had information about safety and security in secondary school education and therefore, provided reliable information (See Table 5.2 below).

Table 5.2: Age of Learners

Age	Frequency	%
13-15	41	6.5
16-18	363	57.6
19-21	196	31.1
22+	30	4.8
Total	630	100

5.2.1.2 The state of safety and security in schools: Learners' views

This section presents data and the analysis thereof from the learners on the state of safety and security in schools.

- **Learners threaten teachers**

Table 5.3 (Question 5, Appendix C) indicates that 4.3% (27) of the learners strongly disagreed that teachers are threatened by learners, whereas 24.6% (155) of learners disagreed with the statement. On the other hand 44.9% (283) of the learners agreed that learners threaten teachers and 26.2% (165) of the learners strongly agreed. The majority 701.1% (448) agreed that threat and victimisation of teachers is common in schools. This means that teachers cannot wholly focus on their academic work when threatened by learners in schools (See Paragraph 2.10, p.46).

- **Bullying of learners**

In Table 5.3, Nine (1.4%) (Question 5, Appendix C) of the learners strongly disagreed that learners bully each other and 21.4% (135) of learners disagreed, while 45.2% (285) of the learners agreed that they bully each other, whereas 31.9% (201) strongly agreed with the statement. Majority, 77.1% (486) agreed that learners bully others. Bullying is one of the common types of school violence. Addressing bullying can be described as part of a comprehensive approach to school safety and security. The implication is that bullying of learners by other learners is recognisable in schools and the successful school

leaders must always work to prevent this type of threat to schools (See Paragraph 2.11.9, p.54).

- **Substance abuse by learners**

Table 5.3 (Question 6, Appendix C) shows that 5.2% (33) of the learners strongly disagreed that learners were involved in substance abuse on the school premises, and 23.8% (150) of the learners disagreed. On the other side, 43.8% (276) of the learners agreed statement and only 27.1% (171) of the learners strongly agreed. Majority 70.9% (447) of the learners agreed and strongly agreed that learners were involved in substance abuse on the school premises. The implication is that alcohol and substance abuse amongst adolescents is a major social concern in many schools in the country. Alcohol usage, tobacco and cigarette smoking, marijuana, inhalants and other illicit drugs on school premises are popular amongst the youth (See Paragraph 2.11.5, p.51).

- **Dangerous weapons in schools**

Fifty six (8.9%), (Question 7, Appendix C) of the learners strongly disagreed that learners bring dangerous weapons to school and 24.3% (153) disagreed with the notion that learners are found in possession of weapons in the school, whereas 40.8% (257) learners agreed with the statement. Furthermore 26.0% (164) of the learners strongly agreed. Majority 66.8% (421) agreed and strongly agreed that learners carry dangerous weapons to school. The carrying of dangerous weapons by learners is associated with the increase risk of fatal and non-fatal injuries in schools. This means that the repercussions of learners bringing or being found in possession of dangerous weapons to school can destabilise the envisaged learning atmosphere. The bringing of dangerous weapons intentionally or unintentionally may lead to serious injuries or even death. The perpetrators of this type of violence commit armed robbery with guns, pangas, bombs or explosives leaving the victims in grief (See Paragraph 2.11.2, p.49).

- **Sexual violence**

Table 5.3 (Question 8, Appendix C) shows that 68 (10.8%) strongly disagreed that learners are involved in sexual violence and 30.6% (193) disagreed. On the other hand, 35.4%(223) agreed that learners are involved in sexual violence and 23.2%(146) of the

learners strongly agreed that learners are involved in sexual violence. The learners' complaints of sexual violence must be investigated and teachers must help learners to report such cases and refer them for counselling. This means that learners are indulging in sexual violence or date violence in schools including unwanted actions such as uninvited sexual advances, flirting as well as soliciting an individual's sexual favours. Learners' involvement in sexual violence definitely disrupts teaching and learning (See Paragraph 2.11.12, p.58).

- **Stealing of personal property**

Table 5.3 indicates that (8.3%) 52 of learners (Question 9, Appendix C) strongly disagreed that stealing of personal property by learners exist and 25.1% (158) of the learners disagreed. On the other hand, 39.5% (249) of learners agreed that there is stealing of personal property by learners and 27.1% (171) learners strongly agreed. Majority 66.6% (420) of the learners agreed and strongly agreed that stealing of personal property by learners exist. Learners registered in a school can perpetuate violence when engaging in actions such as stealing other peoples' valuable items. This means that the unlawful taking and carrying away of someone's items or goods with the intention to keep, use or them is very common in schools (See Paragraph 2.11.4, p.51).

- **Theft of school property**

From Table 5.3 it is noted that only 29.8% (188) (Question 10, Appendix C) of the learners strongly disagreed that theft of school property exist and 44.6% (281) disagreed with the statement. On the other hand, 22.5% (142) learners agreed and 3.0% (19) completely agreed. Majority 74.4% (469) disagreed and strongly disagreed that there is theft of school property. This implies that theft of school property is more common than other types of school crimes (See Paragraph 2.11.4, p.51).

- **Vandalism of school property**

Table 5.3 (Question 11, Appendix C) indicates that 5.1% (32) of learners strongly disagreed that school property is vandalised, and 28.3% (178) disagreed while, 43.5% (274) of the learners agreed that school property is vandalised and 23.2% (146) strongly agreed. Majority 66.7% (420) agreed and strongly agreed that school property is

vandalised. This means that vandalism, graffiti drawing and other actions which damage property are carried out in schools. They also destroy furniture, windows, lanterns and doors (See Paragraph 2.11.6, p.52).

- **Graffiti on school property**

From Table 5.3 it is noted that 5.4% (34) (Question 12, Appendix C) of the learners strongly disagreed that learners draw graffiti on school property, and 26.0% (164) disagreed that learners draw graffiti on school property. On the other hand, 41.7% (263) of learners agreed that learners draw graffiti on school property and 26.8% (169) strongly agreed. Majority 68.5% (432) agreed and strongly agreed fact that learners draw graffiti on school property. The implication is that schools lose a lot because drawing of graffiti costs the schools a lot of money in terms of maintenance and repairs. Drawing of graffiti also creates an impression that the school is not being taken care of, thereby creating unsafe teaching and learning environment (See Paragraph 2.11.6, p.52).

- **Control of visitors**

Table 5.3 (Question 13, Appendix C) indicates that 16.5% (104) strongly disagreed that there is uncontrolled access by visitors to school, with 28.4% (179) disagreeing whilst, 34.0% (214) agreed and 21.1% (133) of the learners strongly agreed. Majority 55.1% (347) agreed and strongly agreed that there is uncontrolled access by visitors. This means that access to the school facilities by visitors must be regulated, so that visitors are noticed when they gain entry to school premises (See Paragraph 3.15.3, p.98).

- **School gangs**

Table 5.3 shows that a very small 3.2% (20) (Question 14, Appendix C) of the learners strongly disagreed that school gangs are formed on the school premises, with 29.7% (187) disagree. On the other hand, 42.7% (269) learners confirmed that school gangs are established on the school premises while 24.4% (154) strongly agreed. Majority 67.1% (423) agreed and strongly agreed that school gangs are formed on the school premises. This means that the formation of school gangs gives rise to hate crimes since two or more learners would start a gang in order to support a friend. School gangs are usually formed

for truancy purpose and this can lead to violation of school rules (see paragraph 2.11.7, p.53).

- **Physical fighting**

Table 5.3 (Question 15, Appendix C) shows that 3.0% (19) of the learners strongly disagreed that physical fighting with intent to do grievous bodily harm exists in schools and 28.7% (181) learners disagreed. On the other hand, 46.8% (295) of the learners agreed that physical attacks with intent to do grievous bodily harm exist and 21.4% (135) strongly agreed. Majority 68.2% (430) agreed and strongly agreed that physical fighting is an abnormality commonly committed by learners which can lead to injuries. This implies that learners who are involved in physical attacks may not wholly focus on their academic work. Learners who fight often put their lives and that of their classmate at risk (See Paragraph 2.11.3, p.50).

- **Loitering by learners**

In Table 5.3, 12.7% (8) (Question 16, Appendix C) of the learners strongly disagreed that learners loiter around the school premises and 27.1% (171) disagreed. On the other side, 40.0% (252) agreed that loitering around the school buildings and grounds is committed by learners and 20.2% (127) strongly agreed. Most 60.2 % (424) of the agreed and strongly agreed that learners loiter around school premises. It is therefore noticeable that learners loiter around school buildings and premises, which affect the smooth running of the school.

Table 5.3: State of Safety and Security in School : Learners' Responses

	Strongly Disagree		Disagree		Agree		Strongly Agree	
	Freq	%	Freq	%	Freq	%	Freq	%
1. Teachers are threatened by learners	27	4.3	155	24.6	283	44.9	165	26.2
2. Bullying of learners by other learners	9	1.4	135	21.4	285	45.2	201	31.9
3. Learners are involved in substance abuse on the school premises	33	5.2	150	23.8	276	43.8	171	27.1
4. Learners bring dangerous weapons to school	56	8.9	153	24.3	257	40.8	164	26.0
5. Learners are involved in sexual violence	68	10.8	193	30.6	223	35.4	146	23.2
6. Stealing of personal property by learners	52	8.3	158	25.1	249	39.5	171	27.1
7. Theft of school property	188	29.8	281	44.6	142	22.5	19	3.0
8. Vandalism of school property	32	5.1	178	28.3	274	43.5	146	23.2
9. Learners draw graffiti on school property	34	5.4	164	26.0	263	41.7	169	26.8
10. There is uncontrolled access by visitors	104	16.5	179	28.4	214	34.0	133	21.1
11. School gangs are formed on the school premises	20	3.2	187	29.7	269	42.7	154	24.4
12. Physical fighting with intent to do grievous bodily harm	19	3.0	181	28.7	295	46.8	135	21.4
13. There is loitering by learners in the school premises	80	12.7	171	27.1	252	40.0	127	20.2

5.2.1.3 Learners' experiences of violence in the school

- **Bullying**

Table 5.4 (Question 18.1, Appendix C) indicates that 45.7% (288) learners strongly disagreed and 36.7% (231) learners shared the same views that they have never experienced bullying. On the contrary 10.2% (64) of the learners consented with 7.5% (47) of the learners agreed. Majority 83.4% (519) disagreed and strongly disagreed that they have not experienced bullying in their schools. It means that most learners have not yet been bullied in their school. The occurrence of bullying frustrates teachers and learners in the classroom (Dore, 2015:31; Trump, 2011:111 & Strauss, 2012:59). The learners' experiences of bullying confirm what the literature exposes (See Paragraph 2.11.9, p.54).

- **Drug and alcohol abuse**

Two hundred and ninety five (46.8%) (Question 18.2, Appendix C) of the learners from Table 5.4 completely disagreed to having been victim of drug abuse, while 45.6% (287) learners shared the same opinions. Conversely, 5.6% (287) of the learners agreed and only 2.1% (13) strongly agreed. Majority 92.4% (582) disagreed and strongly disagreed to having experienced drug abuse in schools. The implication is that learners have less experience with abuse of drugs in the school premises. Similarly, 42.9% (270) (Question 18.3, Appendix C) of the learners totally rejected that they have been victims of alcohol abuse in the schools and further, 46.7% (294) learners also rejected. However, 6.7% (42) of learners agreed and 3.8% (24) of learners utterly agreed. Majority 89.6% (564) disagreed and strongly disagreed to having not been the victims of alcohol abuse in the school. It implies that learners were rarely victims of alcohol abuse in the school (see paragraph 2.11.5, p.51).

- **Dangerous weapons**

Two hundred and ninety five (46.8%) (Question 18.4, Appendix C) of the learners totally disagreed and 41.3% (260) learners disagreed to have been the victims of dangerous weapons in the schools. Nonetheless, 8.3% (52) learners consented, with 3.7% (23) strongly agreed. Majority 88.1% (555) of the learners disagreed and strongly disagreed

to have not been victims of dangerous weapons in the schools. Learners reveal that the carrying of dangerous weapons by learners cannot be associated with the rise of injuries in schools as Micheal (2012:1) attests (See Paragraph 2.11.2, p.49).

- **Corporal punishment**

In Table 5.4 (Question 18.5, Appendix C), 40.3% (254) of the learners strongly disagreed to have been victims of corporal punishment, besides 37.5% (236) of the learners who also disagreed. Nevertheless, 13.8% (87) of the learners assented, with 8.4 % (53) of the learners totally agreed. Most of the learners 77.8% (490) disagreed and strongly disagreed to have not been victims of corporal punishment. The implication is that learners are less exposed to corporal punishment because it is a school crime. Prinsloo (2005:8) exposes corporal punishment in schools a crime, hence its abolishment (See Paragraph 2.11.8, p.53).

- **Sexual abuse**

Three hundred and thirteen (49.7%) (Question 18.6, Appendix C) of the learners strongly disagreed, with 33.7% (212) learners sharing the same views that they were not victims of sexual abuse in schools. Although, 11.6% (73) of the learners agreed, 5.1% (32) of the learners strongly agreed. Majority 83.4% (525) of the participants disagreed and strongly disagreed that they were victims of sexual abuse in schools. The implication is that the school enforces adherence to the policy on sexual harassment hence less sexual abuse (See Paragraph 3.16.3, p.101).

- **Physical fights**

Lastly, (Question 18.7, Appendix C) shows that 36.2% (228) learners completely disagreed and 34.1% (215) learners shared the same sentiments that learners were victims of physical fight. On the other hand, 17.9% (113) learners consented, with 11.7% (74) learners totally agreed. Most of the learners 70.3% (443) disagreed and strongly disagreed that they were not victims of physical fights in schools. It infers that learners were less exposed to physical fights in schools. Physical fight is an abnormality most often committed by learners and it removes their focus on academic work (Trump, 2011:104; Hamlall & Morell, 2012:483) (See Paragraph 2.11.3, p.50).

Table 5.4: Victim of Violence in the School : Learners' Responses

	Strongly Disagree		Disagree		Agree		Strongly Agree	
	Freq	%	Freq	%	Freq	%	Freq	%
18.1. Bullying	288	45.7	231	36.7	64	10.2	47	7.5
18.2. Drug abuse	295	46.8	287	45.6	35	5.6	13	2.1
18.3. Alcohol abuse	270	42.9	294	46.7	42	6.7	24	3.8
18.4. Dangerous weapons	295	46.8	260	41.3	52	8.3	23	3.7
18.5. Corporal punishment	254	40.3	236	37.5	87	13.8	53	8.4
18.6. Sexual abuse	313	49.7	212	33.7	73	11.6	32	5.1
18.7. Physical fight	228	36.2	215	34.1	113	17.9	74	11.7

5.2.1.4 Reporting criminal activities in the school

Table 5.5 (Question 40, Appendix C) shows that 1.3% (8) of the learners would prefer to report criminal activities in the school to the principal, 7.5% (47) would like to inform their teachers, and 38.3% (241) of the learners are comfortable reporting school crimes to security guards. More importantly, 53% (334) of the learners prefer to report school criminal activities to RCL members whilst a mere 1.3% (8) would prefer to report school criminal activities to other people. It implies learners feel welcomed when they talk about school crime with other learners because they spend more time together at school (See Paragraph 2.7, p.43).

Table 5.5: Reporting a Threat of Violence at School

	Frequency	%
Principal	8	1.3
Teacher	47	7.5
School security guard	241	38.3
RCL members	334	53.0
Other	8	1.3
Total	630	100

5.2.1.5 Protected learning environment

In Table 5.6, (Question 41, Appendix C), a small fraction of learners 1.9% (12) felt most safe in their schools with 12.5% (79) indicated that they were generally safe whilst 39.4% (248) felt not very safe. In addition, 46.2% (291) of the learners confirmed that they felt unsafe in their schools. Majority 85.6% (539) of the learners felt unsafe in their schools. The implication is that despite numerous laws protecting the rights of learners in South African schools, many learners feel unsafe. A great number of learners feel that the school safety problems are severe, serious and ongoing. It appears that schools are no longer safe and protected environments where learners come to learn (See Paragraph 2.9, p.45).

Table 5.6: Learners general feeling of safety at school

	Frequency	%
Most safe	12	1.9
Generally safe	79	12.5
Not very safe	248	39.4
Unsafe	291	46.2
Total	630	100

5.2.1.6 School day intervals at which learners felt safe

- **Before school opens**

Table 5.7 (Question 39.1, Appendix C), shows that 27.8% (175) of learners indicated that they felt most safe before schooling begins. On the other hand, 37.6% (237) of learners indicated that they felt often safe and 26.0% (164) of the learners indicated that they felt safe while 8.6% (54) of the learners indicated that they felt less safe before the school day begins. Majority 91.4% (576) of the learners feel often safe before the school day begins. This means that most of the learners feel safe when they are at homes than at schools.

- **During class change periods**

During class-change periods, 38.4% (242) (Question 39.2, Appendix C) of the learners felt most safe with 43.5% (274) of the learners felt often safe. On the other hand, only 14.9% (94) and a mere 3.2% (20) of the learners felt less safe in the schools during class-change periods. This suggest that the presence of teachers in the class has an impact on the safety of learners.

- **During class sessions**

Similarly, 39.7% (250) (Question 39.3, Appendix C) of the learners showed that they felt most safe during class sessions, with 38.9% (254) indicated that they were often safe during class sessions whereas 18.6% (116) felt safe. Majority 97.2% (620) felt safe. It was only 3.0% (19) of the learners who felt less safe during sessions. This indicates that when learners are in the classes attending their lessons, they feel safer because they will be guarded by their teachers.

- **During lunch periods**

One hundred and ninety five (31.0%) (Question 39.4, Appendix C) of the learners felt most safe during lunch periods and 39.0% (246) were often safe. Similarly, 23.0% (145) of the learners felt safe during lunch times. It was 7.0% (44) of the learners who felt less safe during lunch breaks. Most 93.0% (586) of learners felt safe during lunch periods. This implies that learners feel safe during lunch periods and breaks in the schools because they will be amongst others and in groups.

- **After school out**

After the school is dismissed 31.4% (198) (Question 39.5, Appendix C) of the learners felt most safe and 40.3% (254) were often safe after school out. However, 18.4% (116) of the learners felt safe while 9.8% (62) felt less safe. Most of the learners 90.1% (568) feel safe after the dismissal of the school. It means that when school day comes to an end, learners often feel safe. This support their response in Question 39.4 that they feel safe before schools reopen.

- **Evenings during school events**

One hundred and sixty eight (26.7%) (Question 39.6, Appendix C) of the learners indicated that they felt most safe in the evenings during school events, with 43.2% (272) felt often safe. In addition, 18.3% (115) of the learners felt safe during evening school events and 11.9% (75) felt less safe. Majority 88.2% (555) felt safe. This implies that learners feel often safe when school events are conducted in the evenings.

- **Evenings after school events**

It was interesting to note that the responses of learners to Question 39.6 and Question 39.7, Appendix C, were similar (See Table 5.7). This means that learners feel often safe in the evenings after school events.

- **Working late in school building**

One hundred and ninety (30.2%) (Question 39.8, Appendix C) of the learners felt most safe when working late in the school buildings, whereas 42.9 % (270) felt often safe. It was 15.7% (99) of the learners who felt safe working late in the school buildings while 11.3% (71) felt less safe. It means that the learners felt safe working and studying late in the school buildings (See Paragraph 2.9, p.45).

Table 5.7: Times of the Day Learners Felt Safe

	Most Safe		Often Safe		Safe		Less Safe	
	Freq	%	Freq	%	Freq	%	Freq	%
39.1. Before school opens	175	27.8	237	37.6	164	26.0	54	8.6
39.2. During class change periods	242	38.4	274	43.5	94	14.9	20	3.2
39.3. During class sessions	250	39.7	254	38.9	116	18.4	19	3.0
39.4. During lunch periods	195	31.0	246	39.0	145	23.0	44	7.0
39.5. After school out	198	31.4	254	40.3	116	18.4	62	9.8
39.6. Evenings during school events	168	26.7	272	43.2	115	18.3	75	11.9
39.7. Evenings after school events	168	26.7	272	43.2	115	18.3	75	11.9
39.8. Working late in school building	190	30.2	270	42.9	99	15.7	71	11.3

5.2.1.7 School leaders balancing the demands of school violence: Learners' views

This section discusses findings on the support schools offer to parents and learners as a way of harnessing school-violent activities.

- **Parental involvement in school safety**

Table 5.8 (Question 28.1, Appendix C), shows that 27.5% (175) of the learners indicated that they were most certain their school offers opportunity for parents involvement in school safety, while 43.2% (272) learners were certain. On the other side, 21.7% (137) learners were not certain whether their school leaders create opportunity for involving parents in school safety and 7.3% (46) indicated that their schools do not provide avenues for parents in school safety and security. Majority 70.7% (447) were certain that their parents were opportunities in school safety activities. This implies that effective school leaders are able to balance competing demands of school safety in their institutions through involving parents and guardians (See Paragraph 3.7, p.73).

- **Parental education on school safety**

Table 5.8 shows that 21.3% (134) (Question 28.2, Appendix C) of the learners were most certain that parents are educated on school safety policies, while 41.1% (259) of the learners were certain that school policy trainings for parents were carried out. It was only 30.0% (189) of the learners who were uncertain whether their institutions do offer parents education on school safety policies, while 7.6% (48) of the learners indicated that their schools did not offer parent education on school safety policies. Majority 62.4% (393) were certain about parents being trained on school safety policies. This means that successful school principals foster environments in which parent are educated on the safety school policies. The parents' diverse viewpoints relating to school safety and security are accommodated in an endeavour to support the common vision for school (See Paragraph 3.7, p.73).

- **Resolving learners' disputes**

One hundred and sixty eight (26.2%) (Question 28.3, Appendix C) of the learners were most certain of the variety of ways that their institutions offer when settling disputes amongst learners, and 46.0% (290) learners were sure. On the other hand, 23.2% (146) were not sure whether their schools offer ways of setting disputes amongst learners. Furthermore, 4.6% (29) of the learners indicated that their schools were not offering different ways of resolving disputes amongst learners. Majority 72.2% (458) were certain with the statement. It means that schools are offering variety of ways of setting disputes amongst learners. Teachers employ school-discipline techniques that reinforced positive learner behaviours (See Paragraph 3.10.2, p.86).

- **Learners' after-school programmes**

Table 5.8 indicates that 24.0% (151) (Question 28.4, Appendix C) of the learners were most certain that their schools do not offer after-school safety programmes for learners and 40.6% (256) learners were sure. Majority 51.3% (323) were certain that there are after-school programmes. The implication is that after-school safety programmes are offered and other interventions to ensure that learners learn without intimidation and threats (See Paragraph 3.16, p.99).

- **Learners' anger management**

In Table 5.8, 21.6% (136) (Question 28.5, Appendix C) of the learners were most certain that their schools offer anger management training with 43.0% (271) learners indicating that they were sure of anger-management training offered in their schools. On the other side 22.1% (139) of the learners indicated that they were not aware of the availability of anger-management services in their schools while 13.3% (84) of the learners indicated that their schools definitely did not offer anger-management training for learners. Majority 64.6% (407) of the learners were certain and most certain that schools offer anger management. This means that teachers are training learners on how to respond to safety and security crisis. Teachers are available to support and train learners on how to manage their anger and temper (See Paragraph 3.10.6, p.89).

Table 5.8: School Support Programmes: Learners' Responses

	Most Certainly		Certainly		Uncertain		Definitely Not	
	Freq	%	Freq	%	Freq	%	Freq	%
28.1. Opportunity for parent involvement in school safety	175	27.8	272	43.2	137	21.7	46	7.3
28.2. Parent education on school safety policies	134	21.3	259	41.1	189	30.0	48	7.6
28.3. Ways of settling disputes among learners	168	26.2	290	46.0	146	23.2	29	4.6
28.4. After-school programmes for safety of learners	151	24.0	256	40.6	141	22.4	82	13.0
28.5. Anger management training for learners	136	21.6	271	43.0	139	22.1	84	13.3

5.2.1.8 Effects of safety and security on teaching and learning: Learners' views

This section discusses findings on the effects of safety and security on teaching and learning.

- **Learners' school attendance**

Table 5.9 (Questions 29, Appendix C) shows that 31.9% (201) of the learners were most certain that school safety and security crisis decreases learner's ability to attend school and 42.7% (269) of the learners were certain of the statement. Majority 74.6% (470) of the learners were certain that crisis on safety and security reduces learner's ability to attend school. A further 18.9% (119) of the learners were uncertain that school safety and security are challenges which lessen learner's ability to attend school. Moreover, 6.5% (41) of the learners completely refuted that school safety and security challenges reduce learner's ability to attend school. This finding is indicative of the fact that when teaching and learning environment is unwelcoming, learner attendance suffer. School attendance is an important factor in learners' academic success. The reduction of learner

school attendance has negative impact on learner academic progress (See Paragraph 2.11.3, p.50).

- **Execution of teachers' daily tasks**

Table 5.9 shows that 24.9% (157) (Questions 30, Appendix C) of the learners indicated that the teachers' ability to execute their daily tasks most certainly deteriorate and 48.3% (304) of the learners had no doubt that the teachers' morale in the classroom is affected by school violence. Majority 73.2% (461) of the learners were certain that school violence affect teachers' morale. On the other hand 22.4% (141) of the learners were not sure whether school safety challenges affect teachers in executing their daily tasks whereas 4.4% (28) of the learners indicated that teachers' ability to execute their tasks is not affected by school safety challenges. It therefore means that school violence deteriorates the teaching and learning atmosphere. The teachers' morale and ability to deliver their daily tasks in the school are affected when learners are exposed to school violence (See Paragraph 2.11.1, p.49).

- **Victims of violence outside school**

Two hundred and four (32.4%) (Questions 31, Appendix C) of the learners from Table 5.9 showed that school violence increases learners' chance of being victims of violence after school and 46.0% (290) learners had no doubt that school safety and security crisis extends beyond the classroom. It was only 15.6% (98) who were not certain whether school safety and security crisis escalate learners' chances of being victims of violence outside the school, and 6.0% (38) of the learners were definitely not certain whether safety and security challenges increase learners' chances of being victims of school violence outside school. Majority 78.4% (494) of the learners were certain that school safety and security crisis extends beyond the classroom. It means that the effects of school violence destroy societal fibre, causing learners to become victims of violence outside school (See Paragraph 2.11.2, p.49).

- **Learning and teaching materials**

Table 5.9 indicates that 19.8% (155) (Questions 32, Appendix C) learners showed that safety and security crisis disrupts the distribution of learning and teaching materials and

42.7% (269) learners were certain. Most of the learners 62.5% (394) were certain that the distribution of learning and teaching materials to learners is disrupted. It was interesting to note that 31.1% (196) learners indicated that school safety and security challenges have no bearing on the distribution of learning materials whilst 6.3% (40) learners confirmed that school safety challenges do not disrupt the distribution of learning and teaching materials. This implies that learners' access to learning resources, equipment and school facilities are negatively affected by school safety and security challenges (See Paragraph 2.11.1, p.49).

Table 5.9: Effects of safety and security on teaching and learning: learners' responses

	Most Certainly		Certainly		Uncertain		Definitely Not	
	Freq	%	Freq	%	Freq	%	Freq	%
29.Reduce learners' ability to attend school	201	31.9	269	42.7	119	18.9	41	6.5
30.Decrease the teachers' ability to execute their daily tasks	157	24.9	304	48.3	141	22.4	28	4.4
31.Increase learners' chance of being victims of violence outside school	204	32.4	290	46.0	98	15.6	38	6.0
32.Disrupt the distribution of learning and teaching materials	125	19.8	269	42.7	196	31.1	40	6.3

5.2.1.9 The strategies of SMTs in maintaining safety and security in schools

This section discusses findings from learners' responses on the role of SMTs in maintaining safety and security in schools.

- **SMT talks to learners**

Table 5.10 (Question 33, Appendix C), indicates that 11.1% (70) of the learners completely disagreed that the SMTs talk timeously to learners about school violence matters, whilst 31.4% (198) of the learners supported this statement. However, 35.9%

(226) agreed that SMTs talk to learners about school violence issues. In addition, 21.6% (136) wholly agreed that SMTs communicate timeously to learners about school violence matters. Majority 57.5% (362) agreed that competent school managers reinforce their school violence management-strategies through communication with learners. It is critical to listen and speak about school safety issues with learners. Effective communication with learners as a comprehensive approach prevents the occurrence of school-based violence (See Paragraph 3.10.4, p.87).

- **Learners' involvement**

In Table 5.10, 5.7% (36) (Question 34, Appendix C) of the learners vehemently disagreed that the learners are involved when challenges of school violence are addressed and 25.9% (163) of the learners are in disagreement with the statement of learners being involved and participating in dealing with school violence challenges. It was noted that 46.3% (292) agreed and 22.1% (139) strongly agreed that learners are given the opportunity to participate in school violence encounters. Majority 68.4% (431) of the learners agreed that learners are afforded the opportunity to participate when dealing with school-based violence (See Paragraph 3.13.3, p.93).

- **Enforcement of learner discipline**

Table 5.10 shows that 4.8% (30) (Question 35, Appendix C) of the learners strongly disagreed that SMTs set limits for learners when enforcing discipline, while 17.5% (110) did not agree. On the other side, 47.1% (297) agreed with 30.6% (193) who strongly agreed. Majority 77.8% (490) of the learners agreed that SMTs set limits for learners when enforcing discipline in the schools. It means that SMTs sets limits for learners when enforcing school- discipline practices (See Paragraph 3.10.2, p.86).

- **Alert parents of disciplinary problems**

Only 5.6% (35) (Question 36, Appendix C) of the learners in Table 5.10 strongly disagreed that SMTs make parents aware of potential disciplinary problems, with 25.4% (160) of the learners rejected that parents are alerted of potential disciplinary challenges. On the other hand, 50.0% (315) of the learners conceded that parents are made aware of potential disciplinary problems. Moreover, 19.0% (120) of the learners intensely agreed

that the SMTs alert and inform parents of potential disciplinary problems. Majority 69.1% (435) of the learners agreed that teachers, SMTs and the school managers alert the parents about the potential disciplinary problems (See Paragraph 3.10.6, p.89).

- **Tackle learner behaviour with parents**

Table 5.10 indicates that 2.1% (13) (Question 37, Appendix C) strongly disagreed that the SMTs work with parents in dealing with learner behaviour, with 15.9% (100) of the learners not agreed that the SMTs and parents work together when confronting learner behaviour. In opposition, 45.4% (286) of the learners and another 36.7% (231) of the learners maintained that the SMTs and parents work together in dealing with learners' behaviour. Majority 82.1% (517) of the learners agreed that successful school managers put measures in place which are accessible to both parents, learners and teachers when dealing with learner behaviour (See Paragraph 3.10.3, p.86).

- **Dealing with the media**

There were only 6.2% (39) (Question 38, Appendix C) of the learners in Table 5.10 who strongly disagreed that the SMTs know how to deal with the media in times of security crisis, with 20.6% (130) of the learners disagreeing that the SMTs know how to deal with media during safety and security crisis. It was worthwhile to note that 45.7% (288) of the learners as well as 27.5% (173) agreed. Majority 73.2% (461) of the learners agreed that SMTs have knowledge of dealing with the media in times of security crisis in the schools (See Paragraph 3.7, p.73).

Table 5.10: SMTS Strategies of Maintaining Safety and Security in Schools: Learners' Responses

	Strongly Disagree		Disagree		Agree		Strongly Agree	
	Freq	%	Freq	%	Freq	%	Freq	%
33. Talk to learners timeously about school violence matters	70	11.1	198	31.4	226	35.9	136	21.6
34. Involve learners when dealing with school violence challenges	36	5.7	163	25.9	292	46.3	139	22.1
35. Set limits for learners when enforcing discipline	30	4.8	110	17.5	297	47.1	193	30.6
36. Alert parents to potential disciplinary problems of learners	35	5.6	160	25.4	315	50.0	120	19.0
37. Work together with parents in dealing with learner behaviour	13	2.1	100	15.9	286	45.4	231	36.7
38. Know how to deal with media in times of security crisis	39	6.2	130	20.6	288	45.7	173	27.5

5.2.1.10 The role of SGB in promoting school safety and security: Learners' views

This section reflects on the learners' responses regarding the role of SGBs in promoting School Safety and Security (SSS).

- **Learners' code of conduct**

In Table 5.11 (Question 19, Appendix C), 11.0% (69) of the learners strongly disagreed that the schools have a learners' code of conduct and 21.9% (138) of the learners disagreed. However, 37.5% (236) of the learners agreed that the schools have learners' code of conduct and 29.7% (187) of the learners strongly supported this. Majority 67.1% (423) of the learners agreed that the SGBs have developed learners' code of conduct to urge the promotion of positive learners' discipline and acceptable behaviour (See Paragraph 3.11.4, p.91).

- **Sanctions**

Table 5.11 shows that only 2.5% (16) (Question 20, Appendix C) of the learners who completely disagreed that learners' code of conduct describes actions taken by learners who violate school rules with 22.5% (142) of the learners who were also in disagreement.

On the other side, 44.9% (283) and 30.0% (189) of the learners confirmed that learners' code of conduct specifies the sanctions against any learner who violates the school rules. Majority 74.9% (472) of the learners wholly agreed that learners' code of conduct provides sanctions against learners who do not abide by the school rules. It therefore implies that SGBs promote SSS through developing and implementing school policies (See Paragraph 3.11.4, p.91).

- **Other rules**

Twenty (3.2%) (Question 21, Appendix C) of the learners in Table 5.11 vehemently disagreed that schools have other alternative rules to manage learners' behaviour and 21.4% (135) of the learners disagreed. Conversely, 42.9% (270) learners agreed that schools have other rules to manage learners' behaviour, moreover 32.5% (205) of the learners totally agreed. Majority 75.4% (475) of the learners agreed that schools have other rules to manage learners' behaviour. It means that SGBs, besides the learners' code of conduct, have other alternatives that can be applied in an endeavour to promote SSS (See Paragraph 3.11, p.89).

- **Random searches**

Table 5.11 presents a mere 5.6% (35) (Question 22, Appendix C) of the learners who entirely disagreed that the schools conduct random searches to eliminate school violence, with 25.6% (161) of the learners in support. Nonetheless, 43.0% (271) of the learners agreed that random searches are conducted, still 25.9% (163) of the learners utterly agreed. Majority 68.9% (434) of the learners agreed that schools conduct random searches. This means that it is imperative for the SGBs to approve random searches and seizures as a way of promoting SSS (See Paragraph 2.6.2, p.39).

- **Encouragement of positive behaviour**

Twenty five (4.0%) (Question 23, Appendix C) learners in Table 5.11, wholly disagreed that the schools have ways of encouraging positive learner behaviour, with 24.4% (154) of the learners disagreeing. Nevertheless, 43.2% (272) of the learners approved that schools have ways of encouraging positive learner behaviour. In addition, 28.4% (179) of the learners completely agreed that approaches to encourage positive learner behaviour

in schools are in existence. Majority 71.6% (451) of the learners confirmed that schools have ways to encourage positive learner discipline. This means that the SGBs strive to promote positive school discipline (See Paragraph 3.10.2, p.86).

- **Learners establish safe school**

Table 5.11 indicates that a mere 3.6% (23) (Question 24, Appendix C) of the learners who totally disagreed to the fact that learners are responsible for establishing safe schools, with 26.5% (167) of the learners in disagreement. In contrast, 43.7% (275) of the learners agreed to the fact that learners are responsible for creating safe schools. Furthermore, 26.2% (165) of the learners absolutely agreed that learners are totally responsible for establishing safe and protected schools. Most 69.8% (440) of the learners agreed that learners are responsible for creating safe schools. It implies that SGBs promote SSS through the engagement of learners (See Paragraph 3.8.5, p.78).

- **Teachers understand their roles**

Forty five (7.1%) (Question 25, Appendix C) learners strongly disagreed in Table 5.11, that teachers understand their roles in managing school violence crises and 26.3% (166) of the learners disagreed. On the other hand, 39.8% (251) of the learners indicated that teachers are conversant with their roles in managing school violence crises. A further 26.7% (168) of the learners totally agreed that teachers understand their roles in managing school violence crises. Majority 66.5% (419) of the learners agreed that teachers know their roles in managing school violence. The implication is that the SGBs alone cannot promote SSS; teachers and support staff have an obligation towards SSS (See Paragraph 3.10.6, p.89).

- **Parents promote violence-free school**

Table 5.11 presents learners who totally disagreed to the fact that the SGBs involve parents in the promotion of violence free schools were 36 (5.7%) (Question 26, Appendix C) and 23.2% (146) of them disagreed. Conversely, 46.3% (292) of the learners approved that the SGBs involve parents in promoting violence-free schools. Moreover, 24.8% (156) of the learners absolutely agreed that parents participate in establishing safe schools. Majority 71.1% (448) of the learners agreed that SGBs engage parents as

partners in providing quality education. The engagement by the school of parents, school personnel and families shows their prevention and response to SSS issues (See Paragraph 3.11.5, p.95).

- **Reporting safety concern**

Finally, 5.6% (35) (Question 27, Appendix C) of the learners in Table 5.11, utterly disagreed and 24.9% (157) of the learners disagreed that, they know the action to take, if a safety concern is reported to them. Nevertheless, 41.3% (260) of the learners agreed, with another 28.3% (178) of the learners totally agreed that they know actions to take when learners report a safety concern to them. Majority 69.5% (438) of the learners agreed that they know actions to take if a safety concern is reported. It implies learners are aware of the actions to take if a safety concern is brought to their attention (See Paragraph 2.11.5, p.51).

Table 5.11: Role of SGB in Promoting School Safety and Security: Learners' Responses

	Strongly Disagree		Disagree		Agree		Strongly Agree	
	Freq	%	Freq	%	Freq	%	Freq	%
19. The school has a learners' code of conduct	69	11.0	138	21.9	236	37.5	187	29.7
20. Learner's code of conduct describes actions to be taken by learners who violate the school rules	16	2.5	142	22.5	283	44.9	189	30.0
21. The school has other rules to manage learners' behaviour	20	3.2	135	21.4	270	42.9	205	32.5
22. The school conducts random searches to eliminate school violence	35	5.6	161	25.6	271	43.0	163	25.9
23. The school has a way of encouraging positive learner behaviour	25	4.0	154	24.4	272	43.2	179	28.4
24. Learners are responsible for establishing safe school	23	3.6	167	26.5	275	43.7	165	26.2
25. Teachers understand their roles in managing school - violence crises	45	7.1	166	26.3	251	39.8	168	26.7
26. Parents are involved in promoting a violence-free school	36	5.7	146	23.2	292	46.3	156	24.8
27. If learners report a safety concern to you, you know what action to take	35	5.6	157	24.9	260	41.3	178	28.3

5.2.2 Quantitative Data Presentation and Analysis from Teachers

This section presents and discusses data collected from teachers' questionnaires as shown in Tables 5.12 to 5.21 (*See Appendix D*). Teachers have an obligation towards the safety and security of learners and are best positioned to deal with SSS matters hence the information teachers provided was crucial to the study.

5.2.2.1 Biographical information of teachers

Data was collected from 120 teachers who completed the Questionnaire (*see Appendix D*).

- **Gender**

Table 5.12 indicates that there were 55.8% (67) male teachers who participated in the study, whereas 44.2% (53) of the teachers were females.

Table 5.12: Gender distribution of teachers

	Frequency	Percent
Male	67	55.8
Female	53	44.2
Total	120	100

- **Age in Years**

Table 5.13 shows that 10.8% (13) teachers were aged 20-30, with 26.7% (32) teachers at 31-40 years. Furthermore, 40.8% (49) teachers were at the age 41-50 and 21.7% (26) teachers were older than 51 years. This suggests that the majority of the teachers who completed the questionnaires were between 41-50 years old with many years of invaluable teaching experience and managing school safety and security issues (*See Table 5.2 below*).

Table 5.13: Age of Teachers

Age	Frequency	%
20-30	13	10.8
31-40	32	26.7
41-50	49	40.8
51+	26	21.7
Total	120	100

5.2.2.2 The state of safety and security in schools: Teachers' views

This section discusses findings from the teachers (Questions 5 -17, Appendix D) on the state of safety and security in their schools.

- **Learners threaten teachers**

It was only 9.2% (11) (Question 5, Appendix D) of the teachers in Table 5.14, strongly disagreed, with 23.3% (28) teachers who only disagreed to the fact that learners threaten teachers. On the other hand, 49.2% (59) teachers agreed and a further 18.3% (22) teachers strongly agreed that learners threaten teachers. Majority 67.5% (81) of participants confirmed that teachers are threatened by learners. It implies that violent perpetrators who threaten and intimidate teachers are in the majority in schools (See Paragraph 2.4, p.35).

- **Learner bullying**

Table 5.14 shows that only 2.5% (3) (Question 6, Appendix D) teachers who strongly disagreed that learners bully each other with another 4.2% (5) of the teachers who disagreed. However, 50.0% (60) teachers agreed that learners bully each other. Furthermore, 43.3% (52) totally agreed that learners bully each other. At most 93.3% (112) of teachers agreed that learners bully each other. Bullying is one of the common types of school violence (See Paragraph 2.11.9, p.54).

- **Substance abuse**

Table 5.14 (Question 7, Appendix D), shows that a small number, 1.7% (2) teachers strongly disagreed that learners do drugs and only 12.5% (15) teachers disagreed. Nevertheless, 50.0% (60) teachers approved that learners are involved in substance abuse while 35.8% (43) teachers strongly agreed that learners do abuse drugs and alcohol on the school premises. Majority 85.8% (103) of the teachers acknowledged that learners do abuse drugs, substances and alcohol on the school premises. Learners' easy access to alcohol and drugs remains a major concern to schools (See Paragraph 2.11.5, p.51).

- **Dangerous weapons**

Ten (8.3%) (Question 8, Appendix D) teachers in Table 5.14, completely disagreed that learners bring dangerous weapons to school, while 23.3% (28) teachers only disagreed. Conversely, 42.5% (51) teachers agreed and 25.8% (31) teachers entirely agreed to the statement. Majority 68.3% (82) of the teachers consented that learners carry and bring dangerous weapons to school thereby threatening the safety of other learners and teachers (See Paragraph 2.11.13, p.60).

- **Sexual violence**

Table 5.14 presents 11.7% (14) (Question 9, Appendix D) teachers strongly disagreed, with 21.7% (26) teachers also disagreeing to the fact that learners are involved in sexual violence. Although, 50.0% (60) teachers agreed, 16.7% (20) teachers entirely approved that learners are involved in sexual violence. At most 66.7% (80) teachers agreed that learners indulge in sexual violence and date violence which subject the victims to emotional as well as physical harm (See Paragraph 2.11.2, p.49).

- **Stealing**

In Table 5.14 (Question 10, Appendix D), 4.2% (5) teachers rejected the idea that learners steal other peoples' property and 15% (18) teachers disagreed that learners steal other peoples' belongings. Nonetheless, 53.3% (64) teachers agreed whilst 27.5% (33) teachers totally agreed that learners steal other peoples' property. Majority 80.8% (97) of the teachers acknowledged that learners perpetuate theft. This means that theft and

larceny are practiced in schools. The unlawful taking and reselling of someone's items or goods is common in schools (See Paragraph 2.11.4, p.51).

- **Theft of school property**

Twenty three (19.2%) (Question 11, Appendix D) teachers in Table 5.14, completely disagreed that theft of school property is a wide-spread problem, with 45.0% (54) teachers also disagreed that school property is stolen. However, 25.8% (31) teachers supported by 10.0% (12) teachers who strongly agreed that there is theft of school property. Majority 64.2% (77) of the teachers confirmed that there is theft of school property. This means that stealing of school property is not a common problem (See Paragraph 2.11.4, p.51).

- **Vandalism**

Table 5:14 (Question 12, Appendix D) indicates that 5.0% (6) teachers strongly disagreed, with 15% (18) teachers disagreeing that there is vandalism of school property. Nevertheless, 42.5% (51) teachers agreed that school property is vandalised. Furthermore, 37.5% (45) teachers absolutely agreed that schools are vandalised. Most of the teachers 80.0% (96) approved that school facilities are vandalised. The costs of school vandalism deplete financial resources (Strauss, 2012:14; SACE, 2011:15 & Trump, 2011:68) (See Paragraph 2.11.6, p.52).

- **Graffiti on school property**

Table 5.14 shows that 4.2% (5) (Question 13, Appendix D) teachers strongly disagreed that learners draw graffiti on school property. An additional 15.0% (18) teachers disagreed that graffiti on school property are drawn by learners. Although, 45% (54) teachers agreed, 34.2% (41) totally agreed that learners draw graffiti on school property. Majority 79.2% (95) of the teachers consented that school property is destroyed through graffiti. It therefore suggests that learners are involved in drawing graffiti and other forms of destroying the school buildings (See Paragraph 2.11.6, p.52).

- **Visitors**

In Table 5.14, 25.8% (31) (Question 14, Appendix D) teachers entirely disagreed that there is uncontrolled access to the school facilities by visitors. In addition, 40.0% (48) teachers disagreed that visitors are not controlled when accessing school premises. Conversely, 23.3% (28) teachers agreed with 10.8% (13) teachers in full support. Majority 65.8% (79) of the teachers agreed that when visitors access school premises, they are controlled and regulated (See Paragraph 3.15.3, p.98).

- **School gangs**

It was 17.5% (21) (Question 15, Appendix D) of the teachers in Table 5.14, who strongly disagreed that school gangs are formed on the school premises while 19.2% (23) teachers differed. On the opposition, 45.8% (55) teachers approved while 17.5% (21) teachers absolutely agreed that school gangs are established on school premises. Majority 63.3% (76) of the teachers confirmed that school gangs are formed and hate crimes committed on the school premises when learners associate with each other (See Paragraph 2.11.7, p.53).

- **Physical fights**

Table 5.14 indicates that only 3.3% (4) (Question 16, Appendix D) teachers who utterly disagreed that learners' physical fights occur, with 20.0% (24) teachers who also disagreed. It was noted that 46.7% (56) teachers confirmed that learners' physical fights with intent of causing bodily harm ensue. A further 30.0% (36) teachers absolutely agreed that learners get involved in physical fights with the intention of hurting each other. Majority 76.7% (92) of the teachers agreed that physical fighting is an unacceptable activity that can lead to injuries, bruises and to the extreme, death amongst learners (See Paragraph 2.11.3, p.50).

- **Loitering**

Table 5.14 shows, 5.8% (7) (Question 17, Appendix D) teachers completely disagreed that learners loiter around the school premises, and 24.2% (29) teachers also shared the same view. Although, 43.3% (52) teachers agreed, 26.7% (32) teachers strongly consented that learners loiter around the school premises. Most of the teachers 70%

(84) confirmed that learners loiter the premises. It implies that learners enter or move around locations without authorisations from the teachers or school managers.

Table 5.14: State of Safety and Security in your School: Teachers' Responses

	Strongly Disagree		Disagree		Agree		Strongly Agree	
	Freq	%	Freq	%	Freq	%	Freq	%
5. Teachers are threatened by learners	11	9.2	28	23.3	59	49.2	22	18.3
6. Bullying of learners by other learners	3	2.5	5	4.2	60	50.0	52	43.3
7. Learners are involved in substance abuse on the school premises	2	1.7	15	12.5	60	50.0	43	35.8
8. Learners bring dangerous weapons to school	10	8.3	28	23.3	51	42.5	31	25.8
9. Learners are involved in sexual violence	14	11.7	26	21.7	60	50.0	20	16.7
10. Stealing of personal property	5	4.2	18	15.0	64	53.3	33	27.5
11. Theft of school property	23	19.2	54	45.0	31	25.8	12	10.0
12. Vandalism to school property	6	5.0	18	15.0	51	42.5	45	37.5
13. Learners draw graffiti on school property	5	4.2	20	16.7	54	45	41	34.2
14. There is uncontrolled access by visitors	31	25.8	48	40.0	28	23.3	13	10.8
15. School gangs are formed on the school premises	21	17.5	23	19.2	55	45.8	21	17.5
16. Physical fighting with intent to do grievous bodily harm	4	3.3	24	20.0	56	46.7	36	30.0
17. There is loitering on the school premises	7	5.8	29	24.2	52	43.3	32	26.7

5.2.2.3 Teachers experiences of school violence

Table 5:15 (Question 19, Appendix D) presents the findings from teachers on their personal experiences of typical school violence acts.

- **Bullying**

Forty two (35.0%) (Question 19.1, Appendix D) teachers totally disagreed that they were bullied by learners with 27.5% (33) teachers who also disagreed. However, 23.3% (28) teachers confirmed that they were bullied and 14.2% (17) teachers strongly agreed that they had experienced bullying by learners. Despite its complexity, bullying is common amongst learners than teachers. Majority 62.5% (75) of the participants confirm that bullying frustrates. Literature confirms that teachers are most often frustrated when learners bully each other (See Paragraph 2.11.9, p.54).

- **Drugs abuse**

There were 50.8% (61) (Question 19.2, Appendix D) of the teachers who strongly disagreed that they experienced the effects of drug abuse by learners while 25.8% (31) teachers denied. Nevertheless, 16.7% (20) teachers agreed that learners abuse drugs. In addition 6.7% (8) wholly agreed that they had experienced learner abuse of drugs. Majority 76.7% (92) agreed that learners abuse drugs. This means that teachers were not victims of drug abuse by learners (See Paragraph 2.11.5, p.51).

- **Alcohol abuse**

Similarly, 47.5% (57) (Question 19.3, Appendix D) teachers totally disagreed that they experienced learner alcohol abuse and 32.5% (39) teachers also refuted. On the other side, 14.2% (17) teachers acceded that they experienced alcohol abuse by learners. Furthermore, 5.8% (7) teachers completely agreed that learners abuse alcohol. Most 80.0% (96) of the teachers disagreed that they experienced learner alcohol abuse. It means that access to and abuse of alcohol are popular amongst the youth in schools (See Paragraph 2.11.5, p.51).

- **Dangerous weapons**

Fifty eight (48.3%) (Question 19.4, Appendix D) teachers entirely disagreed that they had been victims of dangerous weapons and 36.7% (44) teachers also denied that. However, 10.8% (13) teachers assented to having been victims of dangerous weapons. A further, 4.2% (5) teachers completely agreed to have been victims' of dangerous weapons in schools. Majority 76.7% (92) of the teachers were not victims of dangerous weapons. This implies that the carrying of dangerous weapons to school is a scourge that traumatises teachers and the perpetrators of this type of school violence use any object to cause bodily harm or property damage (See Paragraph 2.11.2, p.49).

- **Corporal punishment**

Fifty one (42.5%) (Question 19.5, Appendix D) teachers totally disagreed that they had been involved with corporal punishment and 28.3% (34) teachers also shared the same opinions. On the other hand, 24.2% (29) teachers agreed with 5.0% (6) teachers who strongly assented that they had been involved with corporal punishment. Majority 70.8% (85) of the participants disagreed that teachers have been involved with corporal punishment. It means that other forms of learner punishment or corrections are preferred by teachers rather than corporal punishment (See Paragraph 2.11.8, p.53).

- **Sexual abuse**

In Table 5.15 (Question 19.6, Appendix D), 54.3% (64) teachers categorically rejected being victims of sexual abuse. A further 37.5% (45) teachers also disagreed to having been victims of sexual abuse. In contrast, 5.8% (7) teachers consented and 3.3% (4) teachers strongly concurred to have been victims of sexual abuse. At most 90.8% (109) of the participants were not victims of sexual abuse. Teachers were hardly victims of sexual abuse (See Paragraph 3.16.3, p.101).

- **Physical fight**

Finally, 42.5% (51) (Question 19.7, Appendix D) teachers absolutely denied that they have been victims of physical fights and 36.7% (44) teachers also disagreed. Nonetheless, 13.3% (16) teachers assented and 7.5% (9) teachers strongly concurred to have been victims of physical fights. Majority 79.2% (95) of the teachers were not victims

of physical fights. Despite physical fights amongst learners being a common school crime, teachers were rarely victims of this type of a crime (See Paragraph 2.11.3, p.50).

Table 5.15: Victim of Violence in the School: Teachers' Responses

	Strongly Disagree		Disagree		Agree		Strongly Agree	
	Freq	%	Freq	%	Freq	%	Freq	%
19.1. Bullying	42	35.0	33	27.5	28	23.3	17	14.2
19.2. Drugs abuse	61	50.8	31	25.8	20	16.7	8	6.7
19.3. Alcohol abuse	57	47.5	39	32.5	17	14.2	7	5.8
19.4. Dangerous weapons	58	48.3	44	36.7	13	10.8	5	4.2
19.5. Corporal punishment	51	42.5	34	28.3	29	24.2	6	5.0
19.6. Sexual abuse	64	54.3	45	37.5	7	5.8	4	3.3
19.7. Physical fight	51	42.5	44	36.7	16	13.3	9	7.5

5.2.2.4 Safety in general

Table 5:16 (Question 41, Appendix D) indicates that 5.0% (6) teachers felt most safe in their schools whereas 27.5% (33) teachers felt generally safe. It was noted that 47.5% (57) teachers consented that they were not very safe while 20.0% (24) teachers were unsafe. Most of the teachers, 67.5% (81) consented that they are generally unsafe. It implies that SSS remains a serious concern for teachers and learners since public schools were not safe places for teaching and learning (See Paragraph 2.8, p.44).

Table 5.16: Teachers general feeling of safety at your school

	Frequency	%
Most safe	6	5.0
General safe	33	27.5
Not very safe	57	47.5
Unsafe	24	20.0
Total	120	100

5.2.2.5 School day intervals at which teachers felt safe

In spite of the above findings (paragraph 5.2.2.4), Table 5.17 (Question 40, Appendix D) shows intervals in the school day at which teachers felt safe.

- **Before school opens**

Forty nine (40.8%) (Question 40.1, Appendix D) of the teachers indicated that they felt most safe before school opens while 32.5% (39) of the teachers felt often safe, with 14.2% (17) teachers felt safe and 12.5% (15) of the teachers felt less safe before school day begins. Majority 73.3% (88) of the teachers felt safe before schooling begins. This means that teachers feel most safe before the school days commences.

- **During class-change periods**

Teachers who felt most safe during class-change periods were 35.8% (23) (Question 40.2, Appendix D) whereas 32.5% (39) of the teachers felt often safe. It was noted that 23.3% (28) teachers felt safe during class-change periods while 8.3% (10) teachers felt less safe. Majority 51.7% (62) of the teachers felt safe during class change periods. It infers that teachers feel most safe during change periods.

- **During class sessions**

Thirty eight (31.7%) (Question 40.3, Appendix D) of the teachers felt most safe during class sessions and 38.3% (46) of the teachers indicated that they felt regularly safe. However, 23.3% (28) of the teachers felt safe during class sessions whereas only 6.7% (8) teachers felt less safe during class sessions. Most of the participants, 51.7% (62) feel safe during class sessions. It therefore suggests that teachers feel safe when the school buildings are not deserted.

- **During lunch periods**

Forty three (35.8%) (Question 40.4, Appendix D) of teachers indicated that they felt most safe during lunch periods and breaks. While 34.2% (41) of the teachers indicated that they felt often safe, 23.3% (28) of the teachers indicated that they felt safe and a mere

6.7% (8) of the teachers felt less safe during lunch time. Majority 70.0% (84) of the participants confirmed that teachers feel most safe during lunch periods as well as at break times.

- **After school out**

When school is dismissed, 31.7% (38) (Question 40.5, Appendix D) of teachers felt most safe plus 27.5% (33) felt often safe. However, 20.8% (25) teachers indicated that they feel safe when schools knock off. Furthermore, 20.0% (24) teachers felt less safe after the school day comes to a halt. Majority 59.2% (71) of the teachers felt safer after school. It denotes that teachers feel most safe after school is over.

- **Evenings during school events**

When schools host evening events, 20.0% (24) (Question 40.6, Appendix D) teachers felt best safe whereas 20.8% (25) teachers indicated that they felt often safe during schools' evening events. Moreover, 26.7% (32) of the teachers felt safe during evening school-events while 32.5% (39) of the teachers indicated that they feel less safe. Most of the participants, 59.2% (71) confirmed that teachers feel safe during evening school events. It infers that teachers feel less safe when school events are conducted in the evenings.

- **Evenings after school events**

Twenty (16.7%) (Question 40.7, Appendix D) teachers indicated that they feel most safe in the evenings after school events whereas 20.0% (24) of the teachers felt often safe after evening school events. Additionally, 29.2% (35) of the teachers felt safe and 34.2% (41) indicated that they feel less safe after evening school-events. Majority 63.3% (76) of the participants felt unsafe in the evenings after school events. The implication is that teachers feel less safe after evening school- events.

- **Working late in school building**

Finally, in Table 5.17, 15.8% (19) (Question 40.8, Appendix D) of the teachers showed that they feel most safe working late in the school buildings and 20.8% (25) teachers indicated that they felt often safe working late in the school buildings. Besides, 22.5%

(27) teachers who felt safe, 40.8% (49) teachers felt less safe working late in the school buildings. Majority 63.3% (76) of the participants confirmed that teachers' safety after hours is a concern. It means that teachers feel less safe working late hours in the school buildings.

The findings in Table 5.17 (Question 40, Appendix D) infer that teachers feel safe when school activities and events are held during the day than in the evenings (See Paragraph 3.6, p.73).

Table 5.17: Time of the Day Teachers Felt Safe

	Most safe		Often safe		Safe		Less safe	
	Freq	%	Freq	%	Freq	%	Freq	%
40.1. Before school opens	49	40.8	39	32.5	17	14.2	15	12.5
40.2. During class change periods	23	35.8	39	32.5	28	23.3	10	8.3
40.3. During class sessions	38	31.7	46	38.3	28	23.3	8	6.7
40.4. During lunch periods	43	35.8	41	34.2	28	23.3	8	6.7
40.5. After school out	38	31.7	33	27.5	25	20.8	24	20.0
40.6. Evenings during school events	24	20.0	25	20.8	32	26.7	39	32.5
40.7. Evenings after school events	20	16.7	24	20.0	35	29.2	41	34.2
40.8. Working late in school building	19	15.8	25	20.8	27	22.5	49	40.8

5.2.2.6 School leaders balancing the demands of school violence: Teachers' views

This section discusses findings obtained from teachers on the support, schools offer to parents and learners as a strategy to prevent school violence.

- **Parental involvement in school safety**

Table 5.18 (Question 29.1, Appendix D), displays that 30.8% (37) of the teachers showed that they were most certain that their schools offered a chance for parent involvement in matters of SSS, while 56.7% (68) of the teachers were certain that parents are involved

in school safety. Conversely, 10.8% (13) of the teachers were not certain whether parents are involved in school safety and 1.7% (2) of the teachers indicated that their schools did not create possibilities for parents to get involved in SSS. Majority 87.5% (105) of the teachers confirmed that opportunities are created to involve parents in school safety. This implies that opportunities for parental involvement have been created to balance competing demands of SSS (See Paragraph 3.7, p.73).

- **Parental education on learner safety**

Table 5.18 presents 16.7% (20) (Question 29.2, Appendix D) of the teachers were most confident that parents are educated on school safety policies, while 49.2% (59) of the teachers were certain that school policy trainings for parents are carried out. It was only 27.5% (33) of the teachers who were not sure whether their schools offer parents' education on SSS policies whereas 6.7% (8) of the teachers indicated that their schools certainly do not offer parent education. Most of the teachers, 65.8% (79) confirmed parents receive training on learner safety. This means that successful schools foster environments in which parents and guardian are orientated on the schools' safety policies. The parents' diverse viewpoints on school safety and security are welcomed in an attempt to reduce SSS challenges (See Paragraph 3.7, p.73).

- **Resolving disputes**

Thirty five (29.2%) (Question 29.3, Appendix D) teachers were most certain of multiple techniques that their schools offer when setting disputes amongst learners. In addition, 56.7% (68) of the teachers were certain that their schools offer different ways of settling disputes amongst learners. While 12.5% (15) of the teachers were not sure, a mere 1.7% (2) of the teachers showed that their schools were definitely not offering other ways of resolving disputes amongst learners. Majority 77.5% (93) of the participants were certain of the different dispute resolution techniques. It means that schools have multiple ways of setting disputes amongst learners. Teachers utilise school discipline approaches that reinforced positive learner behaviours (see paragraph 3.10.2, p.86).

- **After school activities**

Nineteen (15.8%) (Question 29.4, Appendix D) of the teachers were most convinced that their schools do not offer after-school safety programmes for learners, and 27.5% (33) of the teachers were certain that their schools offer after-school safety programmes for learners. Nonetheless 32.5% (39) of the teachers were not certain that schools make provision for after-school safety programmes. Furthermore, 24.2% (29) of the teachers indicated that their schools definitely do not offer after-school safety programmes. Most of the participants, 56.7% (68) were uncertain of the programmes offered after school. The implication is that few after-school safety programmes are offered. There are few safe school programmes and other interventions to ensure that learners learn without intimidation and threats (See Paragraph 3.16, p.99).

- **Anger management**

Eleven (9.2%) (Question 29.5, Appendix D) of the teachers in Table 5.18, were most convinced that their schools offer anger-management training for learners and 16.7% (20) of the teachers showed that they were certain that their schools offer anger-management training for learners. On the other hand, 40.0% (48) of the teachers indicated that they were not aware of anger-management services in their schools. In addition, 34.2% (41) of the teachers indicated that schools definitely do not offer anger-management for learners. Majority 74.2% (89) of the participants confirmed that teachers are not training learners on how to respond to safety and security crisis. Teachers are available to support and train learners on how to manage their anger and temper (See Paragraph 3.10.6, p.89).

Table 5.18: School Support Programmes: Teachers' Responses

	Most Certainly		Certainly		Uncertain		Definitely Not	
	Freq	%	Freq	%	Freq	%	Freq	%
29.1. Opportunity for parent involvement in school safety	37	30.8	68	56.7	13	10.8	2	1.7
29.2. Parent education on school safety policies	20	16.7	59	49.2	33	27.5	8	6.7
29.3. Ways of settling disputes amongst learners	35	29.2	68	56.7	15	12.5	2	1.7
29.4. After school programmes for safety of learners	19	15.8	33	27.5	39	32.5	29	24.2
29.5. Anger management training for learners	11	9.2	20	16.7	48	40.0	41	34.2

5.2.2.7 Effects of safety and security on teaching and learning: Teachers' views

This section discusses findings obtained from teachers on the effects of safety and security on teaching and learning.

- **School attendance**

Table 5.19 (Question 30, Appendix D), shows that 20.8% (25) of the teachers most certainly confirmed that SSS challenges reduce learners' ability to attend school. Moreover, 49.2% (59) of the teachers also endorsed the fact that learners' school attendance is reduced. In contrast, 12.5% (15) of the teachers were not sure whether learners' school attendance decrease. In addition, 17.5% (21) of the teachers indicated that learners' school attendance is definitely not influenced by safety and security issues. Majority 70.0% (84) of the teachers indicated that learners' school attendance rate is affected. Safety and security issues therefore definitely affect the learners' ability to attend school, resulting in absenteeism and dropout (See Paragraph 2.12.3, p.64).

- **Teachers' daily tasks**

Thirty five (29.2%) (Question 31, Appendix D) of the teachers were most certain that safety and security matters lessen the teachers' ability to execute their daily tasks while 56.7% (68) of the teachers confirmed that they were certain that security issues impact on the ability of the teachers to execute their daily tasks. Although 7.5% (9) of the teachers were uncertain, 6.7% (8) of the teachers showed that safety and security issues definitely do not decrease the teachers' ability to execute their daily tasks. Most of the participants, 83.3% (103) of the participants acknowledged that safety issues impact on teachers' ability to execute their obligations. It implies that safety and security issues definitely impact on the teachers' ability to deliver (See Paragraph 2.11.1, p.49).

- **Victims of violence outside school**

Twenty seven (22.5%) (Question 32, Appendix D) of the teachers, indicated that they were most certain that school safety challenges escalate learners' chances of becoming victim of school violence, with 40.0% (48) of the teachers who were certain. However, 16.7% (20) of the teachers were uncertain, while 20.8% (25) of the teachers indicated that chances of learners becoming victims of violence outside school was definitely not intensified. Most of the participants 62.5% (75), were certain that school safety challenges increase chances of learners to become victims of violence. It implies that school violence can intensify learners' chances of becoming victims of violence outside school and this causes destruction of social relations (See Paragraph 2.11.2, p.49).

- **LTSM**

Lastly, 19.2% (23) (Question 33, Appendix D) of the teachers were firm on the fact that SSS disturbs the distribution of learning materials. A further 41.7% (50) of the teachers were convinced that the distributors of teaching material to learners is affected. It was only 15.8% (19) of the teachers who were not certain and 23.3% (28) of the teachers showed that SSS definitely does not affect the distribution of learning and teaching materials. Majority 60.8% (73) of the teachers confirmed that LTSM distribution is affected. The Learning and Teaching Support Material (LTSM) requisitions that schools make and plan to distribute to learners are affected by SSS (See Paragraph 2.11.1, p.49).

Table 5.19: Effects of Safety and Security on Teaching and Learning: Teachers' Responses

	Most Certainly		Certainly		Uncertain		Definitely Not	
	Freq	%	Freq	%	Freq	%	Freq	%
30. Reduce learners' ability to attend school	25	20.8	59	49.2	15	12.5	21	17.5
31. Impact on the ability of teachers to execute their daily tasks	35	29.2	68	56.7	9	7.5	8	6.7
32. Increase learners' chances of being victims of violence outside school	27	22.5	48	40.0	20	16.7	25	20.8
33. Disrupt the distribution of learning and teaching materials	23	19.2	50	41.7	19	15.8	28	23.3

5.2.2.8 The strategies of SMTs in maintaining safety and security in schools: Teachers' views

This section deliberates on the findings from teachers' responses on the role of SMTs in maintaining safety and security in schools.

- **SMT talk to learners**

Table 5.20 (Question 34, Appendix D) illustrates that 4.2% (5) of the teachers strongly differed with the notion that SMTs talk timeously to learners about SSS matters, while 7.5% (9) of the teachers shared the same sentiments. In opposition, 46.7% (56) of the teachers agreed that SMTs do have conversations with learners around SSS matters, while 41.7% (50) of the teachers completely agreed that the SMTs talk to learners about SSS issues. At most 88.3% (106) of the teachers that the SMTs use comprehensive approaches to prevent the occurrence of school violence including effective communication plans (See Paragraph 3.10.4, p.87).

- **Involvement of learners**

It was only 5.8% (7) (Question 35, Appendix D) of the teachers who totally disagreed and 15.8% (19) of the teachers who disagreed that school managers involve learners when dealing with SSS matters. Nevertheless, 48.3% (58) teachers consented and 30.0% (36) of the teachers strongly agreed that SMTs present opportunities to involve learners when dealing with SSS matters. Majority 78.3% (94) of the teachers emphasised that successful school managers include learners when addressing SSS issues. Literature shows that when people are involved in the change process, they feel motivated, leading to greater impact in resolving SSS matters (See Paragraph 3.13.3, p.93).

- **Enforcing learner discipline**

Seven (5.8%) (Question 36, Appendix D) of the teachers in Table 5.20 strongly disagreed, with 10.8% (13) of the teachers disagreeing that SMTs set limits for learners when enforcing discipline. On the other hand 59.2% (71) of the teachers consented as well as 24.2% (29) of the teachers completely agreed that SMTs set limits for learners when enforcing discipline. At most 83.3% (100) of the teachers confirmed that the SMTs put regular limits when administering learner discipline. Literature reveals that the creation of positive behaviour amongst learners demands the effective implementation of school policies (See Paragraph 3.10.2, p.86).

- **Alert parents**

Table 5.20 shows that a very small fraction of 1.7% (2) (Question 37, Appendix D) teachers completely disagreed that SMTs alert parents to potential disciplinary problems of learners and 10.0% (12) of the teachers shared the same view. However, 47.5% (57) of the teachers agreed and 40.8% (49) of the teachers strongly consented that SMTs make parents aware of suspicion of learners' disciplinary problems. Majority 88.3% (106) of the teachers agreed that successful school leaders alert and involve parents to reduce potential learner disciplinary problems (See Paragraphs 3.10.6, p.87).

- **Tackling behaviour with parents**

It was only 0.8% (1) (Question 38, Appendix D) of the teachers in Table 5.20 who strongly disagreed and 7.6% (8) of the teachers who also opposed the fact that SMTs work together with parents when dealing with learner behaviour. On the contrary, 41.7% (50) of the teachers assented, with 50.8% (61) of the teachers absolutely sharing the same view that SMTs collaborate with parents when dealing with learner behaviour. Most of the participants, 92.5% (111) emphasised that the SMTs absolutely collaborate with parents when confronting learners' behaviour. The successful school leaders put measures in place such as establishing collaboration with parents in creating a positive school climate (See Paragraph 3.10.3, p.86).

- **Dealing with the media**

In Table 5.20, 10.8% (13) (Question 39, Appendix D) teachers strongly disagreed and 19.2% (23) of the teachers denied that SMTs know how to deal with the media in times of security crisis. On the contrary, 45.0% (54) of the teachers assented with 25.0% (30) of the teachers who entirely concurred that SMTs know how to deal with the media in times of security crisis. Majority 70.0% (84) of the teachers acknowledged that SMTs are knowledgeable in dealing with media. Through inference successful SMTs know how to deal with the media when security crisis arise in the schools.

Table 5.20: SMT Strategies in Maintaining Safety and Security in Schools: Teachers' Responses

	Strongly Disagree		Disagree		Agree		Strongly Agree	
	Freq	%	Freq	%	Freq	%	Freq	%
34. Talk to learners timeously about school violence matters	5	4.2	9	7.5	56	46.7	50	41.7
35. Involve learners when dealing with school violence challenges	7	5.8	19	15.8	58	48.3	36	30.0
36. Set limits for learners when enforcing discipline	7	5.8	13	10.8	71	59.2	29	24.2
37. Alert parents to potential disciplinary problems with learners	2	1.7	12	10.0	57	47.5	49	40.8
38. Work together with parents in dealing with learner behaviour	1	0,8	8	7.6	50	41.7	61	50.8
39. Know how to deal with media in times of security crisis	13	10.8	23	19.2	54	45.0	30	25.0

5.2.2.9 The role of SGB in promoting school safety and security: Teachers' views

This section deliberates on the teachers' responses concerning the role SGBs play in the establishment and promotion of SSS (School Safety and Security).

- **Learners' code of conduct**

Table 5.21 (Question 20, Appendix D) indicates that 1.7% (2) teachers strongly disagreed that schools have learners' code of conduct in place, whilst another 1.7% (2) of the teachers shared the same thoughts. On the contrary, 40.0% (48) of the teachers agreed that the schools have learners' code of conduct. Furthermore, 56.7% (66) of the teachers totally agreed that SGBs have put learners' code of conduct in place as a technique to promote SSS. Majority 95.0% (114) of the teachers confirmed that schools developed learners' code of conduct. Findings from literature indicate that SGBs have the responsibility to develop school polices that promote positive school discipline (See Paragraph 3.11.4, p.91).

- **Sanctions**

Table 5.21 indicates that only 5.0% (6) (Question 21, Appendix D) of the teachers who strongly contested that learners' code of conduct explicitly describe actions to be taken by school rule violators, with 8.3% (10) of the teachers shared the same sentiments. Conversely, 40.8% (49) of the teachers agreed while 45.8% (55) of the teachers entirely agreed that learners' code of conduct defines actions to be taken with learners who disrespect the school laws. At most 86.7% (104) of the teachers confirmed that learners' code of conduct define sanctions. It implies that sanctions for learners who break the school rules exist (See Paragraph 3.11.4, p.91).

- **Other rules to manage learner behaviour**

Four (3.3%) (Question 22, Appendix D) teachers in Table 5.21, strongly objected and 6.7% (8) of the teachers shared the same views that schools have no other rules to manage learner behaviour. Nonetheless, 47.5% (57) of the teachers consented with 42.5% (41) of the teachers by absolutely sharing the same sentiments. Majority 81.7% (98) of the teachers confirmed that SGBs have other alternative rules to manage learner discipline. Literature findings indicate that SGBs must ensure that the school manager is given the necessary support (See Paragraph 3.11, p.89).

- **Random searches**

Table 5.21 (Question 23, Appendix D) indicates that 12.5% (15) of the teachers strongly disagreed and another 12.5% (15) of the teachers shared the same views that the SGBs hardly promote SSS through random searches. On the contrary, 47.5% (57) of the teachers totally supported by another 27.5% (33) of the teachers consented that schools conduct random searches to eradicate school violence. Majority 75.0% (90) of the participants acknowledged that schools conduct random searches and seizures as one of the roles of SGBs. Literature also confirms that random searches and seizures eliminate school violence (See Paragraph 2.6.2, p.39).

- **Encouraging positive behaviour**

In Table 5.21, 0.8% (1) (Question 24, Appendix D) educator strongly disagreed, with 8.3% (10) of the teachers rejecting the notion that schools have ways of encouraging positive behaviour. On the other side, 44.2% (53) of the teachers assented and they were highly supported by 46.7% (56) of the teachers on the fact that schools have ways of encouraging positive learner behaviour. Most of the teachers 90.8% (109) of the participants confirmed that SGBs support schools to encourage positive learner behaviour. The findings from literature indicate that SGBs support positive learner behaviour through finances, establishing SSC, appointment of security personnel and developing school policies (See Paragraph 3.10.2, p.86).

- **Learners create safe school**

Eleven (9.2%) (Question 25, Appendix D) teachers in Table 5.21, strongly disagreed that learners are responsible for establishing safe schools and 23.3% (28) of the teachers shared the same thoughts, that it is not the responsibility of learners to create safe schools. On the other hand 45.8% (55) of the teachers consented that learners are responsible for creating safe schools. Moreover, 21.7% (26) of the teachers totally agreed that learners are responsible for establishing safe and secure schools. Majority 55.2% (81) of the teachers consented that the SGBs engage learners in promoting SSS. Literature shows that learners, through RCLs are carefully used to supplement security personnel when a safe and protective school is envisaged (See Paragraph 3.8.5, p.78).

- **Teachers understand their roles**

It was amazing to note that 3.3% (4) (Question 26, Appendix D) of the teachers in Table 5.21 utterly disagreed and 9.2% (11) of the teachers also shared the same thoughts on the fact that teachers understand their roles in handling school violence-crisis. Besides, 45.8% (55) of the teachers approved, with 41.7% (50) of them who absolutely shared the same views that teachers understand their roles in dealing with school violence-crisis. Majority 87.5% (105) of the participants confirmed that teachers understand their roles in dealing with school safety. This means that teachers comprehend their obligations towards SSS. Literature also confirms that it is impossible for the school manager to achieve SSS alone (See Paragraph 3.10.6, p.89).

- **Parents promote violent free schools**

Remarkably, 5.8% (7) (Question 27, Appendix D) of the teachers in Table 5.21, strongly disagreed that parents are involved in promoting violence-free schools; in addition 16.7% (20) of the teachers also disagreed. On the other hand, 49.2% (59) of the teachers confirmed and were strongly supported by 28.3% (34) of the teachers, that the SGBs involve parents in the promotion of violence-free schools. Most of the teachers 77.5% (93) emphasised that parents promote violent free schools. It implies that parents are involved in supporting and upholding violence-free schools which also the literature reveals (See Paragraph 3.11.4, p.91).

- **Reporting safety concerns**

Lastly, Table 5.21 (Question 28, Appendix D) shows that 4.2% (5) of the teachers entirely disagreed and 6.7% (8) of the teachers shared the same feelings that if a safety concern is reported to them, they know actions to take. Nevertheless, 55.0% (66) of the teachers consented and were strongly supported by 34.2% (42) of the teachers who know actions to take if a safety concern is reported to them. Majority 90.0% (108) of the participants appreciated the knowledge teachers have when reporting safety concerns. This suggests that teachers know actions to take if a safety concern is brought to their attention. Literature endorses that teachers are obliged to act in times of safety and security concerns (See Paragraph 3.10.6, p.89).

Table 5.21: Role of SGB in Promoting School Safety and Security: Teachers' Responses

	Strongly Disagree		Disagree		Agree		Strongly Agree	
	Freq	%	Freq	%	Freq	%	Freq	%
20. The school has a learner's code of conduct	2	1.7	2	1.7	48	40.0	66	56.7
21. Learners' code of conduct describes actions to be taken by learners who violate the school rules	6	5.0	10	8.3	49	40.8	55	45.8
22. The school has other rules to manage learners' behaviour	4	3.3	8	6.7	57	47.5	41	42.5
23. The school conducts random searches to eliminate school violence	15	12.5	15	12.5	57	47.5	33	27.5
24. The school has a way of encouraging positive learner behaviour	1	0.8	10	8.3	53	44.2	56	46.7
25. Learners are responsible for establishing safe school	11	9.2	28	23.3	55	45.8	26	21.7
26. Teachers understand their roles in the managing school violence crises	4	3.3	11	9.2	55	45.8	50	41.7
27. Parents are involved in promoting a violence-free school	7	5.8	20	16.7	59	49.2	34	28.3
28. If learners report a safety concern to you, you know what action to take	5	4.2	8	6.7	66	55.0	42	34.2

5.3 QUALITATIVE DATA ANALYSIS FROM SCHOOL PRINCIPALS AND PARENTS

The following is a discussion of data collected from the principals and parents who were serving on the SGBs (See *Appendices F and G*). Data collected was guided by the research questions. The research findings were presented and analysed according to themes that emerged from the research questions as stated in Chapter 1, paragraph 1.5. It emerged from the interviews that school managers and leaders have unique styles of managing safety and security in their respective schools. From the individual interviews, the following themes emerged:

Theme 1: State of safety and security at schools

Theme 2: The effects of safety and security on teaching and learning

Theme 3: The role of SMT in maintaining safety and security in schools

Theme 4: The role of SGB in promoting safety and security in schools

Theme 5: Strategies that can be employed to maintain safety and security at schools

The qualitative research findings from interview responses and notes taken during interview sessions were checked against the quantitative results obtained through questionnaires in order to validate the findings.

5.3.1 Profile of the participants

Data was collected from the 6 (six) principals, 5 were males and 1 was a female as well as 4 (four) SGB members, 2 (two) males and 2 (two) females. Data was analysed thematically (See *Appendices F and G*).

5.3.2 State of safety and security at schools

Principals and parents indicated that the state of safety and security in their schools is not as good as they would expect. This is because learner discipline is one of the challenges teachers experience in the class, although some of the principals indicated that measures; such as, establishing the structure for safety and security and employing a security were employed to ensure that teachers and learners are safe. School violence

activities and learners' indifferences are forms of unwanted behaviours that teachers encounter in the class.

Some of the principals indicated that:

Safety and security in our school is not good (See Appendix F, line 5).

In one instance the learner misbehaved in the class and threatened the teacher. The teacher was forced to leave the class as the learner refused to leave the class (See Appendix F, line 6).

Regarding this question there is no security in schools even though there are policies (See Appendix F, line 14).

As far as safety and security is concern so far we do not have serious kind of vandalism or destruction of buildings. The reason being that we have a structure in the school which deals with that. It comprises of the learners, parents and members of the SMT (See Appendix F, line 10).

To start with in my school the state of security is well. We hardly have security issues because we tried to deal with that by putting in place a School and Safety Committee (See Appendix F, line 29).

Parents supported principals' assertion when they indicated that the state of safety and security in schools leaves much to be desired. In this regard, some of the parents emphasised that:

The state of security in our school poses many challenges. Many a times the school principal phones me about learners who bring dangerous weapons to school (See Appendix G, line 146).

The high levels of crime in the community spill over to the school. Learners and teachers are continuously at a risk of being victims of crime. Learners' assault, steal and fight when they are at school (See Appendix G, line 148).

All is not well in terms of the safety of learners and teachers. In parents' general meetings, the principal reports about bullying, alcohol and drug abuses by our learners (See Appendix G, line 154).

It is clear from the above views that the state of safety and security at schools is a serious challenge. Learners and teachers at schools were not safe and some schools had to hire security guards and establish Safety and Security Committees to ensure that a conducive teaching and learning environment was generated. Findings from literature indicate that the threats of school violence and victimisation are common in all the provinces. The level of school violence differs from school to school and province to province. The nature of the problem of the continuing violence within schools is serious and of major concern to the teaching profession, the government as well as the general

society. This means that the state of safety and security in schools need serious attention (See Paragraph 2.9, p.45).

5.3.3 The effects of safety and security on teaching and learning

This section discusses findings of the effects of safety and security on teaching and learning in schools as they adversely affect the general appearance of the school and its products.

5.3.3.1 Deteriorating teaching and learning atmosphere

Indications by the principals and parents are that when a learning and teaching environment is disrupted, learners and teachers feel unprotected, harassed and frustrated.

Some of the principals said that:

Teachers feel unprotected and would not honour their lessons. Teaching and learning environment becomes not productive since the teaching environment is not conducive (See Appendix F, line 40).

Sometimes learners come up with acts that end up disrupting teaching and learning. It is a problem that need to be dealt with (See Appendix F, line 42).

There is a policy within the school which does not allow learners to bring cellular phones, but in a way they bring them. They end up sending SMS to each other harassing each other telephonically and such kind of disturbances end up disrupting the lesson. At times learners bully the teacher. Learners might switch on their cellular phones. They end up ringing, disrupting the lesson (See Appendix F, line 43).

Furthermore, it was revealed that teaching and learning atmosphere deteriorates when school violence erupts.

One of the parents puts it in this way:

Vandalism of school property, especially broken windows, doors and locks leave learners without shelter. It becomes difficult for teachers to conduct their classes in the open, lack of proper accommodation affect the quality of education our children should receive (See Appendix G, line 166).

It also emerged from literature that acts of school violence affect the learning environment in a variety of ways including learners' loss of concentration and teachers' morale. This

means that school violence and its perpetual acts against school safety and security deter teaching and learning (See Paragraph 2.11.1, p.49).

5.3.3.2 Destruction of societal fibre

Principals and parents indicated that loss of societal values such as respect for elders, especially teachers, result in unhealthy relationship was caused by ill-disciplined learners.

The principals said that:

Firstly, school security is not good to the community as a whole. It is not good (See Appendix F, line 55).

School violence is so serious that learners may resolve to challenge the matter on their own. It becomes so serious that teaching could no longer proceed. Learners threaten to take the law into their own hands. The class teacher was there but could not deliver his lesson properly (See Appendix F, line 36).

Violence makes the learners to lose concentration to what they are learning. It makes them not to respect the teachers. So this violence drags us back, because learners after the period of violence hardly concentrate. In order to bring them back again to that state where they have to come back to classes. In other words violence destroys their mind. These learners even though they are not on the same level or category, there are those who celebrate when violence erupts (See Appendix F, line 56).

One parent concurred with the views of the principals by saying that:

The impact of school safety lead to long-term consequences on both learners, teachers and parents. Learners who do not respect teachers can be aggressive and violent in the school (See Appendix G, line 159).

The injuries caused by school violence can result in anxiety, depression and withdrawal from social groups. When such criminal acts happen in the school, the quality of teaching and learning is compromised (See Appendix G, line 162).

It shows that ill-disciplined learners do not respect teachers and elders, creating school disorder. Literature findings confirm that lack of respect amongst learners and teachers can cause school violence (See Paragraph 2.11.2, p.49).

5.3.3.3 Absenteeism and dropout

The participants reported that school safety and security challenges have direct influence on learner attendance and school dropout rates affecting the educational outcomes of the school. Additionally, the high rate of a variety of school crimes decreases learner enrolments. One school principal said:

Where there is school violence it is apparent that there would be poor learner attendance. Many learners would abscond lessons because they holds grudges

against others. The rate of absenteeism increases resulting in poor teaching (See Appendix F, line 39).

Most of the parents emphasised that enrolments at schools with high levels of security challenges, learners' school attendance rate is negatively affected. This is what most of the interviewed parents said:

Physical fights, bullying and theft may have short-term consequences on the victimised learners. Some learners who are victims of school violence would even drop-out of school (See Appendix G, line 161).

The image and reputation of the school will be at stake. When the school is known for wrong reasons. I remember an incident of a learner who stabbed another learner to death dented the image of our school. It happened five to six years ago, but it is difficult to forget. After that incident, parents were reluctant to register their children with the school. This was an unfortunate situation that befell our school (See Appendix G, line 164).

School violence affects teaching and learning in a variety of ways. Learners who do drugs ruin their future. They often abscond lessons, seldom absent from school and finally leave schooling (See Appendix G, line 165).

It infers that maintaining a secure learning environment is important for learners to feel safe so that they can concentrate on their learning rather than having feelings of fear, intimidation and victimisation that cause them to abscond classes and finally leave schooling (See Paragraph 2.11.3, p.50).

5.3.3.4 Refocus of school core-business

The emphasis of teaching and learning is a complex assignment for both teachers and learners. Shifting the main role of teachers to that of disciplinarians and law enforcers puts them out of their master plan, which is curriculum delivery. Some of the school principals indicated:

School violence disrupts affective teaching and learning. Teachers lose control of the class. School violence is chaotic. When the class is in chaos, the teachers cannot continue with their daily work (See Appendix F, line 37).

It affects because amongst the learners there are those who take drugs. So when they come in the morning and lesson have to start, the whole school might be running around and when you check you find out that it is a boy fighting another boy. When you investigate you find out that they are influenced by drugs (See Appendix F, line 47).

School violence affects teaching and learning in many ways. When teachers are busy with their daily routine and learners are fighting. It is obvious that there will be noise and the forcing teachers and learners out of their teaching plan (See Appendix F, line 65).

One of the parents said:

Teachers' traumatic experiences in the workplace cause them to change their mood, thoughts and behaviours. This definitely affect teachers' ability to teach as they are confined and trapped in the negative school environment (See Appendix G, line 169). Our teachers develop negative attitudes towards their career. The negative feelings cause teachers to lose interest in their job and ultimately resign (See Appendix G, line 170).

These comments imply that the core business of teachers which is to teach and learn, changes as a result of the manifestations of school violence. Literature findings show that teachers who tend to concentrate on safety and security issues than being subject specialists ultimately get frustrated and resign (See Paragraph 2.11.4, p.51).

5.3.3.5 Poor academic achievement at security-risk schools

The participants reported that safety and security challenges are serious problems for public schools and that school violent-crimes differ substantially from school to school resulting in poor academic outcomes for either individual learners or the school in general. School academic results were found to differ substantially. The exposure to such violent acts has emotional and psychological consequences on learners' performance.

Two school principals had these views:

School safety and security have negative effect on performance of the school. However, the poor results of the school is influenced by a number of factors (See Appendix F, line 38).

Learners who are mostly involved in fights with others do not perform well. You might find that the same group of learners do not cooperate. The same group do not even listen to their parents. When we call the parents, they will charge their parents in front of you in such a way that you regret calling the parents. It is difficult they don't perform (See Appendix F, line 71).

This means that safety and security challenges have far-reaching consequences on the academic as well as the general performance of the school. Learners and teachers exposed to school-violent acts suffer stress or some other noticeable symptoms of post-traumatic stress disorders. Stress causes individuals to academically under-perform in tests and examinations thereby affecting the general performance of the school. When learners do not feel safe in a learning environment, their test scores decline. Literature reveals that respectful learners' academic performance vary dramatically as compared to ill-disciplined learners. Even if learners are not the victims of school violence, attending

a school in which safety and security are problematic influences their performance in one way or another (See Paragraph 2.11.5, p.51).

5.3.4 The role of SMT in maintaining safety and security in schools

This section discusses the findings on the role of SMTs in maintaining safety and security in schools.

5.3.4.1 Supervision of school infrastructure

The principals and parents regarded supervision as one of the roles of SMTs in maintaining school safety and security. They indicated that SMTs patrol buildings and assess learners' actions. In support of this argument, one of the principals said that:

I noted that the existence of safe learning environment does not just happen. It is not spontaneous that safe schools occur. We supervise buildings, the actions of learners. The school infrastructure is constantly maintained (See Appendix F, line 74).

In this regard, one of the parents confirmed that:

As a member of the SGB I know that the principal and her team are responsible for overseeing that learners are not scattered around the school buildings and their behaviour is acceptable (See Appendix G, line 177).

Literature findings show that learners' behaviour should be constantly assessed (Trump, 2011:113). In addition, the school leaders must monitor and substantially check the safety of school facilities. The implication is that if school leaders are reluctant to supervise and monitor the school facilities, this will threaten any good learning atmosphere (See Paragraph 3.10.1, p.85).

5.3.4.2 Establishment of positive learner discipline

There were indication by the school principals and parents that school discipline and classroom management are critical in maintaining safety and secure learning environments. Some of the principals supported this when they commented that:

Positive learner discipline is for all; learners, teachers, parents as well as the SMT. All the main role players are involved in the creation of a positive school climate (See Appendix F, line 76).

These are some of the approaches we entail to avert school violence and stimulate confidence in learning. Team work amongst the staff is key to maintaining positive classroom control and the general school discipline (See Appendix G, line 84).

To support the above assertion, parents indicated that the SMTs update them about school discipline and one of the parents said that:

We wish to fully support the principal and teachers when they maintain discipline in the school. As a parent, the SMTs informs us in parent general meetings about school policies regarding the safety of the school and the learners (See Appendix G, line 182).

From this discussion, it follows that school discipline and classroom management are key elements in ensuring that all people are safe and secure at all times in the school. The implementation of school discipline policies is the ultimate responsibility of the school managers. This means that SMTs must ensure that a culture of positive learner behaviour is realised (See Paragraph 3.10.2, p.86).

5.3.4.3 Initiation of staff collaboration

Participants indicated that that encouraging teamwork amongst the teaching as well as support staff is one of the strategies that aid in resolving a number of safety problems.

One of the principals said that:

Our SMT try to encourage teamwork amongst the teaching staff. We all get involved in maintaining discipline of the learners by supporting their physical emotional and social well-being. This support is reinforced by a sense of safety and self-confidence when the school managers discharge their professional duties. I personally workshop the SMT and the entire teaching staff on matters of school violence (See Appendix F, line 73).

The above affirmation was further supported by one of the parents who emphasised that:

We rely on the principal and teachers in executing their responsibilities. We trust that what the principal and teachers are doing, they are trying their best to maintain a safe and secure school. Most of our parents serving on the SGB are illiterate. The SMTs relay to us what to do and what not to do (See Appendix G, line 174).

To this effect, literature reflects that strategies dealing with respect, trust, diversity, connectedness, self-importance and ownership need to be maintained. The manner through which SMTs are involved in creation of supportive positive school climate strengthens teaching and learning (See Paragraph, 3.10.3, p.84).

5.3.4.4 Creation of effective communication plans

Indication by principals and parents is that, the SMTs uses a variety of communication techniques in bringing awareness to parents about safety and security matters. To support the above finding, one of the principals said that:

Different communication methods are used in making sure that the school is safe. School policies are made known to parents when learners are admitted. Many a times in parents meetings, security items are discussed with parents and learners are also informed through the RCL about school based violence acts (See Appendix F, line 77).

Parents concurred with the above view, that different communication techniques were used to inform them about safety in schools. One of the parents emphasised that:

The SMT uses the newsletters, circulars to inform us about safety and security and they provide us with the opportunity to get involved in addressing safety issues in the school. Matters of school violence, safety and security caused by learners are difficult to resolve when parents are not supportive (See Appendix G, line 178).

It is clear from the above findings that the SMTs involve parents in dealing with safety and security issues using a variety of communication approaches. Literature findings indicate that communication approaches are critical in building school safety. The effective communication of school policies to learners, parents, staff and the school community at large can prevent and manage school violence. Effective prevention and managing of school-based violence require a comprehensive approach (See Paragraph 3.10.4, p.87).

5.3.4.5 Resolving school security crisis

Principals and parents view law enforcement services as a way to resolve school security. Participants indicated that school security challenges can be resolved at different levels. One of the principals emphasised that:

We also request the services of law enforcers to work with SMT. After recognising the safety and security encounters in the school. The external services assist us in resolving the security challenges with the view of creating a crime free learning environment (See Appendix F, line 79).

Some of the parents indicated the following about resolving school security crisis:

The SMTs assist by reporting school crisis through law enforcement agencies (See Appendix G, line 180).

I can say that school crisis can be resolved at different levels (See Appendix G, line 175).

SMTs are responsible for resolving matters about safety and security at different levels. The school-violence crisis considerably differ from institution to another, therefore what may be a crisis in one school may not be such in another school. Literature findings concur with the above discussion in that resolution of school-violence crisis is accomplished at different levels (See Paragraph 3.10.5, p.88).

5.3.4.6 Support for victims of school violence

Indications by the principals and parents are that the SMTs support learners who are victims of school-based violence. In addition, security personnel have been appointed to protect and support the victims. This is what one of the school principals attested to:

Together, support staff and teachers contribute in preparation and operation of school safety processes. With teachers best placed to train learners on how to respond to safety and security matters, the SMT always support the learners who are victims of school based violence when need arises (See Appendix F, line 80).

To support the above view, some of the parents said that:

As the SGB we have appointed security personnel to assist the principal and teachers in making sure that learners are safe and learn with no intimidations (See Appendix G, line 173).

Most of the staff members do not have skills to manage safety and security and are less motivated. This also cause them to have negative attitude towards the SMT's initiatives on building safe and secure learning environment (See Appendix G, line 181).

It is clear from the above findings that the SMTs should always be available to support the learners, especially victims of school-based violence in times of need. This therefore means that school safety procedures and security victims need complete support from SMTs (See Paragraph 3.10.6, p.89).

5.3.5 The role of SGB in promoting safety and security in schools

The findings on the role of SGB in promoting safety and security in schools are discussed hereunder.

5.3.5.1 Financial support

Indications by the principals and parents are that the SGBs support the schools by raising funds from different financial institutions, businesses and individuals. Additionally, the SGBs initiate school development fund to support safety personnel. Some of the principals said that:

The SGB initiated the school development funds which is used to pay security personnel. This initiative supports in the training of security personnel (See Appendix F, line 107).

The SGB's fundraising initiative assist to pay the security guards. I see the role of the SGB as making sure that the security personnel is remunerated (See Appendix F, line 97).

One of the parents supported the above view when he said that:

Our SGB was established to promote the core business of the school, and to ensure that the security personnel receive monthly stipend (See Appendix F, line 184).

Literature findings indicate that when the SGBs draw up the budget, they ensure that sufficient financing is allocated to the improvement of school safety. It is the responsibility of the SGB to confirm that finance is equitably distributed amongst the departments including safety and security, hence, through the safety and security budget, the security personnel are reimbursed (See Paragraph 3.11.1, p.90).

5.3.5.2 Establishment of School Safety Committees

Participants indicated that different structures that deal with safety and security have been established. Some of the principals emphasised that these committees were established to support the school in maintaining a learning environment in which teachers and learners continue with teaching, with no intimidations or threats. This is what some of the principals said:

In case a learner does not cooperate, there is a structure that deals with discipline in the school, which is the Disciplinary Committee (See Appendix F, line 90).

When the DC adjudicates the case and realises that the learner is out of hand, it recommends that the matter be referred to the SGB. The SGB will take the matter up (See Appendix F, line 91).

Some of the parents supported the above views when they said that:

Our SGB involve learners in creating safe learning environment. Learners often know where gaps in school security exist. They know what can be done to improve school safety. They tell us where they feel must be safe and secured (See Appendix F, line 187).

The school has established a safety committee. The safety committee develops the overall plan for prevention, intervention and resolve security conflicts that may arise. The members of the safety committee includes the teachers who are with learners most of the time daily. The safety committee also foster relationships amongst the learners and teachers (See Appendix F, line 194).

There is a safety team established that enables learners to be accountable for their actions. The safety team discourages ill-behaviours by learners at all costs and administrations with safety initiatives (See Appendix F, line 199).

The creation of school safety and security structures such as SSC and DC, gives schools the opportunity to strategically plan, implement and prevent the occurrence of any form of school-based violence. A standard SSC include teachers, health professionals, security officers and community leaders to promote a better learning atmosphere and prevent unwelcomed learner behaviour from occurring. This means that the establishment of safety and security structures minimise the occurrence of safety challenges (See Paragraph 3.11.2, p.90).

5.3.5.3 Development of school policies

According to the principals and parents, the SGBs develop safety and security policy for the schools that includes detail on the duties of the security guards. The security personnel, for example, keep a visitors' register at the gate. One of the principals said that:

As the SGB we have developed a policy in that all visitors access the school premises through the main entrance. The visitors are registered at the gate and visitor cards are issued. The visitor is then escorted to the principal's office (See Appendix F, line 86).

In support of the above view, some of the parents emphasised that:

What I know is that the SGB has developed a policy for safety and security in the school (See Appendix G, line 189).

The inconsistent application of the learners 'code of conduct was brought to our attention. We intervened. The school management and teachers are assisted in the execution of policies and regulations that are related to security (See Appendix G, line 192).

Creating a safe school required constant attention to the safety and security of the school facilities. We have developed clear safety and security policies for learners, teachers and visitors. The policies are frequently communicated to parents and school

communities at large. Without these conditions in place, learning and teaching are compromised (See Appendix G, line 198).

It is the responsibility of the SGB to develop school policies that promote a positive school discipline and acceptable learner behaviour. The use of positive learner-discipline measures result in positive learner-academic performance. Parents and learners should be engaged as stakeholders in developing and implementing school policies and practices that are focused on creating and maintaining safe-school environment. It is clear from the above findings that the development of school safety policies is one of the responsibilities of the SGB (See Paragraph 3.11.3, p.90).

5.3.5.4 Encouragement of parental involvement

Principals and parents showed that parental involvement in maintaining safety and security is one of the responsibilities of the SGB. Parents were then made aware of the necessity to promote safe schools. Some of the principals indicated that:

The thing is that the SGB talks with parents regarding security personnel that during the day there must be somebody at the gate. That is how our security is (See Appendix F, line 96).

Our SGB used to have meetings with parents in which they talk about the different weapons that learners bring to school. Our SGB tell parents to check school bags all the time when their children come to school. They always remind parents to come to school to find if their children are cooperating or not (See Appendix F, line 105).

The SGB members are the ones who encourage parents of learners to come to school when there are problems like abuse of drugs by learners. The same SGB assist us with referring learners to the right counselling institutions (See Appendix F, line 110).

One of the parents supported the above views by saying:

Parents are also encouraged to talk about school safety at home and in the community. When parents meet at the different places in the community, they talk about school gangs, drugs, weapons, and related school safety matters (See Appendix G, line 195).

In terms of SASA, 84 of 1996, the SGB must encourage parents to be involved in school activities. This implies that parents were involved in safety issues pertaining to school safety. Parental involvement in school activities is inclusive of communication, volunteerism, decision-making and collaboration with the community as well as creating a favourable learning atmosphere at home. The implication is that there is a need for the

SGBs to involve and encourage parents to participate in the school programmes (See Paragraph 3.11.4, p.91).

5.3.6 Strategies that can be employed to maintain safety and security at schools

The following findings on strategies that can be employed to maintain safety and security are discussed:

5.3.6.1 Crime Prevention Through Environmental Design (CPTED)

According to the principals and parents, the design of the buildings and security fence can prevent the occurrence of crime in schools. Some of the principals said that:

The enclosure of our school buildings has got double fences, the inner fence protecting the classrooms and the outer fence surrounds the general school (See Appendix F, line 128).

Yes, we make sure that our fence is very tight in such that we do not have holes where learners can go through it unnoticed (See Appendix F, line 131).

In support of the above opinion, one of the parents said that:

The entire school is fenced in such a way the learners cannot sneak out of the security fence (See Appendix G, line 215).

It is clear from the findings that, the way in which school buildings are planned and protected has an influence on the rate of crime. In this regard, literature indicates that Crime Prevention Through Environmental Design (CPTED) is used to evaluate the physical facilities and reduce criminal acts that can occur in schools. CPTED takes into account the impact of environmental factors such as the setting of buildings, streets and other facilities surrounding the school that influence the school's daily operation (See Paragraph 3.14.1, p.95).

5.3.6.2 Crime-awareness campaigns

Principals and parents indicated that young people were educated about manifestation of school crime through awareness programmes. Life Orientation teachers were the master mind behind the campaigns. Some of the school principals had these comments to make:

What makes us win is our communication level within the school structures. Communication with parents and all structures in the school is up to scratch (See Appendix F, line 123).

Teachers who are teaching LO are also roped-in to assist with motivation and educating the learners in terms of behaviour, respect for others and respect for the teachers. This LO team is helping us a lot (See Appendix F, line 138).

Another, one thing that we do to avoid these challenges, we engage these learners a lot in school work. Give them a lot of work so that they do not have time to be found idling, because that is when these things start. The moment they idle, fights ensue. Commit them a lot (See Appendix F, line 139).

Some parents concurred with the above assertions when they said that:

As parents we take active roles in the school through talking regularly with teachers and administrators discouraging learners not to indulge in violent acts (See Appendix G, line 202).

Meeting with teachers regularly during parent open-school days, help parents to understand the position and challenges that children experience at school. This help us to arrest problems and security challenges at an early stage (See Appendix G, line 211).

Findings from literature indicate that crime awareness campaigns are programmes designed to involve all stakeholders in matters of school safety and security. The initiatives are conducted with parents' associations such as SGBs. Parent collaboration with the school principals assists in organising and setting up SSCs which will be able to do the analysis of the SSS needs. When the SSC is in place, it becomes easier to identify and commit community leaders and other interested parties to assist in resolving SSS priorities. The implication is that there is a need for crime-awareness campaign (See Paragraph 3.14.2, p.95).

5.3.6.3 Training of teachers and learners on managing school safety

Indications by the principals and parents are that teachers and learners received training on managing school safety and security as learners were encouraged to be responsible for their actions. Some of the principals said that:

Finally, in this school we believe in setting a thief to catch a thief. That is, we involved learners in combating school violence and any common disciplinary behaviour. Our RCL is helpful and assist in maintaining discipline in the school. There is a group of learners known as ANTI-BADs (Anti-Bullying, Alcohol and Drug). This group of learners has been set by learners to oppose disruptive behaviours that learners find themselves trapped-in (See Appendix F, line 124).

We also get the support from the RCL. We engage these learners to watch and check learners who are misbehaving. Learners who smoke dagga. They report to us. They help us. As teachers we cannot see all the learners every time. Learners are always together. It is easy for the RCL to spot learners who are contravening the laws. We work with RCL hand-in-hand. They are very helpful. Alone as teachers I don't think we shall do it (See Appendix F, line 134).

Parents share the same sentiments by saying that:

We also act as role models who teach children to settle conflicts and differences peacefully managing anger without being violent. We communicate clearly issues of safety and security to learners and about school violence (See Appendix G, line 203). Furthermore, when children bring problems perceived small, they are given attention before they become worse. Learners are trained conflict resolution skills that are essential in the life of an individual (See Appendix G, line 204).

In principle, interventions facilitate positive outcomes, whilst impeding the negatives. Many of the security problems are brought to schools by intruders then teachers and learners are left to deal with these violent challenges in their institutions. Since safety begins and ends with people, teachers and learners should be trained to acquire skills on how to deal with violence. From the above discussion, it is clear that teachers and learners should be capacitated to take reasonable measures to prevent both external and internal risks which they daily encounter (see paragraph 3.14.3, p.96).

5.3.6.4 Reporting school-violence cases

Indication by principals and parents is that, school-violence cases should be reported to the parents, police and the Department of Education. Some of the principals emphasised that:

We call parents on open days and individual parents come specifically for their children and give them reports about their children's behaviour (See Appendix F, line 130).

We usually work with the nearby police station. We invite them to come for surprise visits wherein they conduct search so that learners refrain from bringing dangerous weapons to school. We have adapted a cop. Police visit us almost two times per months. We give the police a slot to talk to learners at the assembly. They guide the learners in different ways and encourage them to do away with violence (See Appendix F, line 135).

Parents were in support of the above views when they said that:

Any suspicious behaviours are reported to the reluctant authorities to save learners and teachers in their day to day commitment (See Appendix G, line 213).

Any signs of threats to school safety are reported to teachers and the principal. Early warning signs of school violence such as depression, lack of love and affection, weapon possession and others are reported. This helps us to reduce or stop school violence. School violence hampers teaching and learning atmosphere. If possible school violence must be stopped at all cost (See Appendix G, line 216).

Literature findings concur with the above results since suspicious acts of violence in schools can be prevented before they actually happen and are also reported. When experiences of school violence are reported, actions must be taken to prevent and resolve safety and security cases. Most deeds of violence at school are primarily reported to teachers and school managers. If violent actions are reported and little is done to the villains, this creates lack of confidence in the educator in the victims and this may lead to non-reporting when future violent incidences occur. This therefore means that there is a need for reporting cases of school violence to relevant stakeholders (See Paragraph 3.14.4, p.96).

5.3.6.5 Keeping records on school violence

Principals and parents emphasised that school violence should be recorded by the schools through other administrative levels in the education system. Some of the principals said that:

Our school has been adopted by the police station. The school is participating in the Adopt-A-Cop programme. The police frequently visit our school. They come and talk to the learners. There are no structured visits to the school but they come and ask the school management if there are safety problems. Safety challenges are addressed by police on their own. They keep it private (See Appendix F, line 114). If the learner does not cooperate we recommend to the Head of Department in the province, for the learner to be removed from the school. The Head of the Department should try to look at the matter itself and make recommendations (See Appendix F, line 121).

One of the parents said this to support the above views:

The principal must keep accurate record of all violent incidences that takes place in the school (See Appendix G, line 208).

Findings from literature indicate that proactive schools gather data through record keeping and use that data to shape planning and implementation decisions designed to target specific needs. Recognising the need to go beyond single-focus responses, proactive schools improve primary prevention plans that begin in lower grades such as

preschools and which are then reinforced across all grade levels. It infers that there is a need for schools to keep substantial records of instances of school violence for future planning and intervention (See Paragraph 3.14.5, p.97).

5.4 CONCLUSION

This chapter presents data analysis and interpretations of collected data. The chapter endeavours to make sense of the findings which were analysed statistically and thematically. The presentations and discussions of the themes that emerged from the research objectives guided the findings of the study. State of safety and security in schools, the role SGBs play in creating and strengthening child-friendly environment, effects of safety and security on teaching and learning and the strategies the SMT incorporate in the maintenance of safe schools are the themes that emerged from the objectives of the study. Most of the findings obtained from the participants, either from questionnaires or interviews, concurred with the reviewed literature. Participants revealed that if safety and security issues are given less attention, the expectations of schools of being safe places of teaching and learning would be difficult to realise.

The findings from questionnaires and interviews were indicative of the fact that SSS challenges interfere with the smooth running of the school thereby causing a deterioration in the teaching and learning atmosphere. The schools are expected to be safe places where learners, teachers and non-teachers feel secured and safe, however, the SSS challenges that unfold through incidences of bullying, alcohol and drug abuses, bringing and possession of dangerous weapons, corporal punishment, sexual abuse as well as assault were found to be peculiar to public schools. Participants in general indicated that the state of safety and security in their schools is not as good as they wished. In the main, learner discipline was exposed as the primary cause in destabilising the smooth running of the schools. This is because learner discipline is one of the challenges teachers experience in the class, especially lack of respect to elders; this brings about unhealthy educator-learner relationships which impact on the schools' academic performance.

It was also found that the effects of safety and security on teaching and learning in schools adversely affect the general appearance and performance of the school and its products. The teaching and learning atmosphere, absenteeism and dropout, as well as poor academic achievement were found to be some of the challenges that SMTs must deal with when executing their roles and responsibilities.

The school principals and parents revealed that safety and security challenges are serious problems for public schools and that school-violent crimes differ substantially from school to school; challenges result in poor academic results for either individual learners or the school in general. The researcher trusts that the discussions about the themes that arose in this study may possible assist in addressing the challenges school managers encounter in South Africa.

The next chapter presents the summation of the major findings, highlights the limitations, and provides conclusions and recommendations of the study.

CHAPTER SIX

OVERVIEW, RECOMMENDATIONS, LIMITATIONS AND SUGGESTIONS FOR FURTHER STUDY

6.1 INTRODUCTION

This chapter presents an overview of the whole study, summary of major findings from the reviewed literature and empirical investigation. It further draws conclusions and suggests recommendations in line with the research questions. A proposed intervention model is also presented. Finally, this chapter presents the limitations of the study as well as suggestions for future investigations.

6.2 OVERVIEW OF THE STUDY

Chapter One presented the general orientations, motivation and background of the study. The school safety and security challenges were introduced while the research problem, aim and objectives as well as significance of the study were formulated. The research design and research methodology were also discussed. The chapter was concluded by defining key concepts and outlining the ethical considerations governing a research of this nature. Finally, the delimitations of the study were acknowledged.

In Chapter Two, the theoretical framework that underpinned the study was delineated. In an attempt to guide the study, Lewin's leadership styles and Berkowitz's Frustration Aggression Theory were briefly discussed. The intellection of school violence and the state of safety and security in South African schools were discussed. Furthermore, the common types of school violence which inhibit conducive teaching and learning atmosphere were also reviewed.

In Chapter Three, a further review of literature was undertaken to determine the models successful school leaders use in creating safe and secure teaching and learning

environment. The legal provisions, the National School Safety Framework (NSSF) as well as the qualities of a safe school were discussed. The roles of SMT and SGB in building SSS, intervention strategies and schools' safety programmes that exist in South Africa and Australia were reviewed.

In Chapter Four, the research design and methodology of the study was provided. The research instruments (questionnaires and interview schedule), were briefly discussed. Basically, the four point scale questionnaires were constructed in such a way that participants were expected to choose the extent to which they *agree* or *disagree*, are *certain* or *uncertain*, with the statements related to SSS.

In Chapter Five, analysis and interpretations of the empirical data collected from participants through questionnaires and interviews were provided. The collected data was statistically and thematically analysed. The SPSS version 23 assisted the researcher to analyse quantitative data whilst qualitative data was transcribed and thematically analysed. Finally, strategies that school leaders can use in creating safe and secure schools were suggested. Chapter Five culminated in the presentation of a summary of the major findings of the study.

In Chapter Six, an overview, summary, conclusions and recommendations for the whole study was outlined. The important findings from both the literature review and empirical research were discussed and, finally, recommendations to improve SSS was made.

6.3 SUMMARY OF MAJOR FINDINGS

In this section major findings obtained from literature review and empirical investigations are hereunder discussed.

6.3.1 Research Question 1: What is the State of Safety and Security in Schools?

In the quantitative data analysis it emerged that learner discipline is a major challenge for SMTs and teachers. Four hundred and forty eight (71.1%) learners agreed that teachers are threatened and victimised by learners whereas 67.5% (81) teachers also agreed that learners threaten teachers. Learners threaten, victimise and intimidate teachers and other learners in schools. Bullying of learners by other learners was common, alcohol and drug abuse by learners on school premises was apparent, possession of dangerous weapons and bringing them to school were confirmed and all these challenges increase learner disciplinary problems. Furthermore, learners' involvement in date or sexual violence, theft, school vandalism and graffiti drawing, school gangs, physical fights as well as learners' loitering were significant factors that affect teaching and learning (See Paragraphs 5.2.1.3, p.126 and 5.2.2.3, p.149).

In the qualitative data analysis, the school principals and parents revealed that the state of safety and security in schools is a serious concern as it grossly affect the teaching and learning environment. This was also confirmed by the participants. One of the parents indicated that:

All is not well in terms of the safety of learners and teachers. In parents' general meetings, the principal reports about bullying, alcohol and drug abuse by our learners (See Appendix G, line 154).

Despite the 2012 National Schools Violence Study (NSVS) conducted for the Centre for Justice and Crime Prevention (CJCP), it was discovered that school violence in South Africa is increasingly destabilising school safety. The common types of school violence

found to be on the rise were threats or intimidate on, physical assaults, sexual assaults and robbery. As a result, the South African government has prioritised school-based violence since there is no effective teaching and learning in unsafe and insecure school climate.

6.3.2 Research Question 2: To what Extent do Safety and Security Affect Teaching and Learning in Schools?

The majority of learners and teachers in the quantitative data collection revealed SSS as having a direct influence on learners' school attendance and affect teachers' morale and ability in the execution of their daily tasks; these, ultimately decrease learners' academic performance. School violence destroys the social fibre of a community as it extends outside the school boundaries. Four hundred and seventy (84.6%) learners were certain that school safety and security challenges negatively influence school attendance and 70.0% (84) teachers confirmed that school violence decreases daily attendance of learners.

Qualitative data collection also revealed that the perpetual acts of school violence decrease learners' concentration levels and teachers' teaching potentials. One of the participants asserted that:

Where there is school violence it is apparent that there would be poor learner attendance. Many learners would abscond lessons because they hold grudges against others. The rate of absenteeism increases resulting in poor teaching (See Appendix F, line 39).

These empirical findings confirm what literature reveals in terms of the manner in which SSS inhibits teaching and learning. Learners' intimidation and victimisation force them to bunk classes and lessons and ultimately to drop out of school. Teachers tend to put more energy on safety and security matters than being subject masters. Inadequate school safety and security negatively influence in one way or another, both school-violence victims and non-victims.

6.3.3 Research Question 3: How do School Management Teams Maintain Safety and Security in Schools?

In the quantitative data analysis it was confirmed that the SMTs effective communication approaches, participation of learners, involvement of parents and acceptable ways of managing security crisis surely prevent the occurrence of school violence. Three hundred and sixty two (57.5%) learners agreed that the SMTs talk timeously to learners as a strategy to reduce school violence and 88.4% (106) teachers also agreed.

Qualitative findings revealed that successful school leaders supervise and monitor the school infrastructure, strive to create positive learner behaviour and encourage collaboration amongst the staff and supporting the victims of school violence are effective roles of the SMTs. This was confirmed by one of the principals who said:

I noted that the existence of safe learning environment does not just happen. It is not spontaneous that safe schools occur. We supervise buildings, the actions of learners. The school infrastructure is constantly maintained (See Appendix F, line 74).

Von Reininghaus, Castro and Frisanco (2013:223) maintain that constant assessment of learners' behaviour is critical when maintaining safe and secure schools. The substantial monitoring and supervision of school facilities by the SMT is important if positive school climate is to be maintained. Subsequent to monitoring and supervision of school facilities, learner discipline is a key element in ensuring that all people are safe and secure at all times. It is the responsibility of the school managers to communicate and implement safety and security school policies.

6.3.4 Research Question 4: What Role do School Governing Bodies Play in Promoting School Safety and Security?

In the quantitative data analysis, it emerged that SGBs develop school policies, financially support the school programmes and projects, involve parents and establish school safety

structures in order to lessen the occurrence of SSS challenges. Four hundred and twenty three (67.2%) learners agreed that parents are involved when learners' code of conduct is developed and 96.47% (114) teachers confirmed that parents play a critical role when developing school policies.

In the qualitative data analysis learners' code of conduct were found to be in place in schools confirming that SGBs promote positive learner behaviour and sanction those who violate school rules. Random searches as well as the involvement of parents in school matters were found to be some of the roles of the SGBs. One parent confirmed that:

The inconsistent application of the learners' code of conduct was brought to our attention. We intervened. The school management and teachers are assisted in the execution of policies and regulations that are related to security (See Appendix G, line 192).

Empirical findings support Epstein and Salinas (2004:13) who note that parental involvement in school provide teachers with the much-needed support as provided for in the South African School Act 84 of 1996. The SGB ensures that the SMT is given essential support in executing daily management tasks. It is imperative for the SGB to provide financial support, establish safe school communities, encourage parental involvement and improve staffing to support school safety (See Paragraph 3.11, p.89).

6.3.5 Research Question 5: Which Strategies can be Employed to Promote Safety and Security in Schools?

The empirical findings disclosed that effective communication with learners and parents is a comprehensive approach in dealing with the media in times of crisis. Listening to learners when debating about SSS issues is helpful as proper planning and prevention strategies can then be suggested. Learner involvement was found to be very powerful in the reduction of school's safety challenges. It was established in the quantitative data when 73.2% (461) of the learners acknowledged that the SMTs have knowledge of

dealing with the media while 70.0% (84) teachers also agreed that SMTs are able to deal with the media.

With regard to the qualitative data, it was exposed that the other alternative techniques that school leaders and governors employ to maintain SSS include Crime Prevention through Environmental Design (CPTED). One of the principals confirmed that:

The enclosure of our school buildings has got double fences, the inner fence protecting the classrooms and the outer fence surrounds the general school (See Appendix F, line 128).

The CPTED technique requires that the planning and setting of school buildings and other structures be designed in a way that prevents criminal activities. Crime awareness campaigns should be initiated and learners and teachers should be trained in (violence-combating skills) and the administration (reporting and keeping records of school-violence cases) (Fennelly & Perry, 2014:49,172; Trump, 2011:82; Cummings & Worley, 2009:167). A master-planning of the schools' infrastructure is fundamental in combating school violence as well as SSS.

6.4 RECOMMENDATIONS FROM THE STUDY

In line with the research objectives, I proposed the following recommendations based on the study:

6.4.1 Recommendation No 1

Teachers on their own cannot succeed in preventing school based violence. Despite the government prioritising school safety, the entire school community must work together in developing violence prevention plans. The violence-prevention plans developed by a collective are more likely to succeed than those developed by the SMTs alone. The entire school community should join hands in combating school violence. Learners are critical partners and must be engaged. When the school community sends a clear and strong

message about unacceptable actions at school, school leaders succeed in creating positive teaching and learning atmosphere.

The appointment of security personnel for each school can reduce the rate of safety and security challenges. High security visibility on the school premises increases the awareness of people that they are entering a free-violent zone. Violent perpetrators are more likely to desist from unwelcome practices in the school. Visible security presence affords teachers ample time to concentrate on teaching and learning rather than focusing their attention on school crime. Conducting searches on learners in order to look for dangerous weapons, drugs, alcohol and any forbidden items that find way on to school would then be the responsibility of security personnel. It should be the state's responsibility to fund school security as public schools are government's property, therefore, SGBs can recommend the hiring of school security officers.

6.4.2 Recommendation No 2

Develop school safety and prevention programmes that support teaching and learning through the provision of adequate resources such as, finances, human, institutional and physical, in order to combat school safety issues. To approve SSS demands for enough resources even if not huge sums of money. Begin with simple improvements that do not demand a lot of finances such as engaging parent volunteers in trimming bushes in the school yard and repairing broken fences.

Constructive discipline approaches should be used to reinforce learner behaviour. A short and simple list of rules that guide learners on how to behave should be developed. It is essential to use corrective disciplinary techniques than punitive ways to improve learner relationships with teachers. When learners feel appreciated and cared for they discontinue truancy and undesirable behaviours.

Train teachers, learners and support staff on school violence-prevention techniques. The best preventive approach is to train teachers, learners, support staff and security guards

on better ways to address school-violence practices. Well-trained staff is the first line of defence, hence, there should be provision for professional development of teachers in order to equip them with skills that can prevent school violence perpetuated by adolescents.

6.4.3 Recommendation No 3

The successful management of positive learner behaviour requires active and efficient school leadership therefore the necessity to recruit, appoint and retain school leaders with vision. School development focuses on a culture of positive learner behaviour grounded on the attitude and work commitment of good leaders. A formidable team of professionals should be established in each school. Any effort focusing on improving basic school management need to be supported. Well-managed schools are less violent implying that more effective school leaders should be empowered. The school management and staff should receive quality training in prevention of school violence and encouraging protocols in terms of security crisis.

6.4.4 Recommendation No 4

Good school governance is more democratic and supportive to school management. Education as a societal issue requires the involvement of the community. The more the community takes ownership in developing school policies and decision making, the safer schools become. The SSCs that involve a diverse group of community members should be established meaning that parents, teachers, support professionals and law enforcers should be approached to serve on the SSCs. The members of SSC are public safety partners who should regularly meet to assess and update school violence prevention plans. The SGB should financially support schools in their violence prevention policies and programmes initiated by the SSC.

The media plays a critical role in the advocacy of a positive school climate so there is a requirement to establish and improve crisis communication plans with the media. The

use of social media such as twitter or Facebook and community radio stations can assist in profiling awareness campaigns that focus on school crime reduction.

6.4.5 Recommendation No 5

The researcher is of the opinion that a CPTED approach should be integrated when school buildings are planned. This would enable school managers to draft maintenance and renovation policies that are focused on improving the school climate since architects and engineers can design a physical environment that influences positive learner behaviour.

Create collaboration with law enforcement agencies, such as, SAPS and other social service providers, such as, social workers and psychologists. Schools need proactive collaboration in order to reduce schools' violent activities, such as gangsterisms, alcohol and drug abuse. Implement the Partnership Protocol agreement that exists between DBE and SAPS. The primary aim of this Partnership Protocol was to support and implement the school-based crime-prevention action plans. Other programmes such as Adopt-A-Cop and Hlanyiseka Early Warning System can be introduced in schools.

It is necessary to appoint school counsellors in each school so that learners and other people can be supported in their academic and career development. Provide enough structures and technologies to completely create a safe and secure learning environment. Adolescents are confronted with so many social problems such as alcohol and drug abuse, teenage pregnancy, bullying and truancy; some of these social challenges are influenced by poor family backgrounds. If each public school appoints a resident school counsellor, much-needed social services will be easily accessible. The school counsellor will add value to the learners' academic achievement.

6.5 A PROPOSED MODEL FOR A SAFE AND SECURE SCHOOL: THE SSS MODEL

The model below was developed to assist the school leaders and governors with techniques that can be employed in the creation and maintenance of SSS. During the apartheid regime, South African schools were inclined to autocratic authoritarian discipline, with the abolishment of corporal punishment in the new political dispensation, school leaders had to transform and manage schools democratically. There are still many schools that are authoritarian in terms of maintaining learner discipline. When disciplinary problems surface in schools, they cannot be left unattended; all interested parties are obliged to intervene. The schools that are effectively and efficiently managed have safe and secure teaching and learning atmosphere.

The fundamental stakeholders such as school principals, parents, teachers, support staff and learners must work together to transform the school climate. The DBE and community members must also support and approve the school climate renewal approaches to enhance learning and academic achievement.

6.5.1 Imperative Stakeholders Contributing to the SSS Model

Schools become more safe and secure when the fundamental components of the school community are effectively and efficiently involved.

6.5.1.1 Department of Basic Education

In South Africa, the DBE takes proactive measures to ensure the safety and security of all the learners and the general staff in schools. All the provinces, districts, circuits and schools are required to have school safety and security guidelines. The DBE in partnership with the Centre for Justice and Crime Prevention (CJCP) initiated the National School Safety Framework (NSSF) to solidify its commitment to preventing, managing and responding to the schools' safety and security incidents. The primary aim of the NSSF was to create safe schools in which positive learning environment is built. All the

initiatives and plans that the government put in place should be frequently reviewed and updated.

6.5.1.2 School Principals through the SMTs

The success of any school rests on the quality of its management. The effective school principal ensures that all learners, staff and teachers are always safe and secure. It is the responsibility of the school principal to make all learners, teachers and parents aware of the school policies regarding positive learner behaviour. The SMT ensures that school policies are consistently implemented. The careful execution of management tasks by the school principal and the SMT is the best way of preventing, preparing for and responding to any safety and security problem (See Paragraph 3.7, p.73).

6.5.1.3 Involvement of parents through SGBs

Parents are critical partners in schools. Their involvement in education either through SGBs or as individuals, means they are responsible in developing learner's code of conduct. In terms of the South African Schools Act, 84 of 1996, parents must be involved in school affairs. Parents and guardians must partner with the SMTs for the successful implementation of any school safety and security plan. Parents can assume a variety of roles in their intervention, as school monitors, counsellors and motivators. It is fundamental that parents become part and parcel of any intervention geared towards the reduction of safety and security problems since they are familiar with the dynamics of the community; they can advise the SMTs accordingly when school policies are crafted (See Paragraph 3.11.3, p.90).

6.5.1.4 Teachers

Teachers are best positioned to deal with violent conflicts in schools. It is imperative to enhance teachers' capacity to deal with the SSS. The prohibition of corporal punishment calls teachers to use other non-violent disciplinary measures. The envisaged training should not only complement teachers' knowledge and skills in safety and security issues, but to also augment their roles and responsibilities in their career. The alternative

methods that can be employed in place of corporal punishment must be provided to all teachers (See Paragraph 3.10.2, p.86).

6.5.1.5 Learners through RCLs

The impact of safety and security on learners has far-reaching consequences. Physical injuries and pain, anxiety and fear, low self-esteem feelings, increased school dropout rates and poor academic performance are consequences that have a weakening effect on learners. It is therefore imperative for learners to be resilient in their engagement with school violence. The learners should know their code of conduct and be able to encourage other learners to support and defend it. Learners have the potential to create and reinforce positive learner behaviour. The involvement of Representative Council of Learners (RCL), in most of the initiatives, including projects and programmes focused on combating school based violence can then become a reality (See Paragraph 3.5, p. 72).

6.5.1.6 Security guards

The desire and expectations of parents when they drop their child to school is that they will be safe from security spates of the society. Security guards are appointed to reduce the dangers and attacks that render schools vulnerable. The visibility of security guards on school premises reduce the rate of school crime. The security guards have the mandate to keep peace and order on the school premises, therefore, these school guards should build trust with learners and other staff members. It is the responsibility of the security guards to keep all people safe in the school. Trusted security guards teach learners personal safety, tolerance as a way of improving individual academic achievement (See Paragraph 3.8.5, p.78).

6.5.1.7 Support staff

Learners spend most of their school time interacting with support staff. The support staff play a critical role in making sure that safe and supportive school climate is created and positive learner behaviour inculcated. Support staff include school administrators, counsellors, school nurses and social workers. Support staff may network and collaborate with other stakeholders outside the school. It is through the services of these staff that

learners obtain resources necessary for their academic advancements. Support staff also mentor learners and act as role models in and out of schools. When members of staff assist with learner discipline, a safe and secure learning environment is reinforced (See Paragraph 3.8.5, p.78).

6.5.1.8 Role of the NGOs in SSS

It is the prerogative of the state to create safe schools. However, other role players such as the NGOs can support the state. Most of the schools' safety initiatives across the world are determined, driven and funded by NGOs. The initiatives of the NGOs solicit support of the local structures and other stakeholders. Some of the NGOs that offer support services to schools with the aim of creating positive school climate and they should be encouraged in these endeavours.

6.5.1.9 Role of SAPS and other departments

The SAPS plays an important role in the creation of safe and secure schools. The DBE-SAPS partnership was initiated to prevent and reduce school-based violence thereby creating safe, caring and child-friendly schools. The SAPS eventually developed programmes such as Adopt-a-Cop, Captain Crime Stop, Youth Against Crime Club as well as Child Protection Week. The police play a critical role when SSCs formulate school safety policies and draft school security plans. The involvement of social workers and psychologists in public schools can address sociological problems such as alcohol and drug abuse, bullying, sexual harassment and physical fight. Poor family backgrounds influence social challenges in schools. If each public school appoints a resident social worker, much needed support can be provided. The clients would be able to access the social services at more convenient times (See Paragraph 3.16.1, p.99).

Table 6.1: A classification of Different Stakeholders for the Implementation of the SSS Model

DBE	Roles	Other Institutions and their Roles	
SMT/ Principal	<ul style="list-style-type: none"> • Noticeable supervision of learners and school buildings • Create good relationship with learners and teachers • Effective implementation of the institutional policies • Encourage staff collaboration • Identify and solve safety challenges amicably 	State	<ul style="list-style-type: none"> • Policy formulation and guidelines • Provision of funding and other educational resources
Parents/ SGB	<ul style="list-style-type: none"> • Main partners in education • Promote the interest of the school • Develop learner's code of conduct • Implement school safety and security plan • Monitor school infrastructures • Establish and administer a school fund to financially support safety programmes 	NGOs	<ul style="list-style-type: none"> • Initiate programmes in support of the school safety initiatives • Provide funding to safety and security programmes • Collaborate with other structures at education management levels • Offer support services to other stakeholders
Teachers	<ul style="list-style-type: none"> • Teach learners to stay safe • Deal with safety and security on daily basis • Use other non-violent disciplinary measures to maintain learner discipline • Create and maintain effective teaching and learning environment • Protect and respect the rights of learners, parents and other teachers • Provide counselling to learners 	Other departments	<ul style="list-style-type: none"> • Initiate partnership with DBE to prevent and reduce school based violence • Develop youth awareness programmes against crime • Advise schools in formulating safety policies and plans • Work with other departments such as social and health workers
Support staff	<ul style="list-style-type: none"> • Ensure that the creation of safe and supportive school climate • Collaborate with other stakeholders to shape learner behaviour • Mentor learners and are role models in and out of schools 	Security institutions	<ul style="list-style-type: none"> • Reduction of security problems through appointment of security guards • Increase security visibility on school campuses • Build relationship of trust with learners and staff
Learners	<ul style="list-style-type: none"> • Work to create a positive school climate for all • Actively participate in school safety programmes • Feel free to share with the educator you trust and respect if you are experiencing unsafe troubles 		

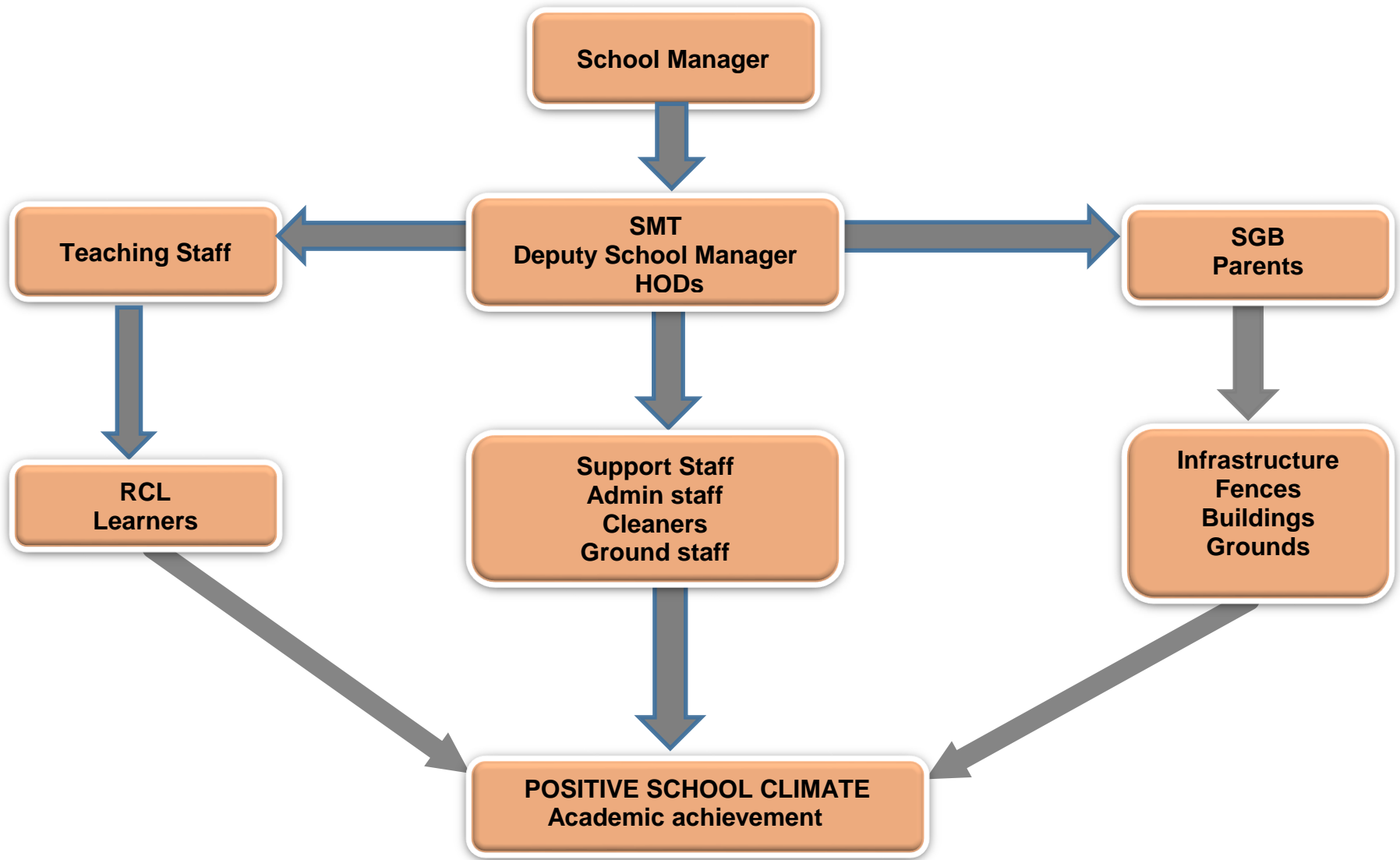


Figure 6.1: A Proposed Model for Creating a Safe and Secure School

6.6 CONTRIBUTION OF THE STUDY

The causes and factors of safety and security in schools are multi-dimensional and require all members of the school community to be fully committed. The proposed SSS Model suggests that a holistic school approach to school safety and security is the best. From the SSS Model it is quite clear that the school managers are key players in building a supportive school climate. The high profile stakeholders presented on the model play significant roles within the school. A whole school approach that incorporates prevention, preparedness, responses and recovery strategies of school safety and security is a necessity. In collaboration with each other, whole school approach requires unity, support and commitment of all the stakeholders. The SSS Model invites all the stakeholders to work together in order to create a safe and supportive school climate. The most important factor is that the school manager holds the key for the safe, supportive and secure school climate.

6.7 LIMITATIONS OF THE STUDY

The researcher experienced a number of challenges when conducting this study:

- Some of the SMT members who were interviewed were deputy and acting school principals because of the busy schedules of the actual school principals. The contributions of the school principals could have made a difference when compared to those of deputy principals.
- Collecting data after school is very challenging since the participants, especially teachers, felt that they do not have enough time to remain and as such their reluctance was noticeable. It was challenging to administer learner questionnaires in the absence of their class teachers.
- Some participants, especially teachers were reluctant to complete the questionnaires. Teachers had concerns about participating in this research despite the researcher's assurance of confidentiality and anonymity. The unwilling participants were not compelled to complete the questionnaires.

- Language barrier particularly in the qualitative data collection was noticeable as participants struggled to communicate their responses. Language barrier prevented some participants from giving necessary information for the research questions.

6.8 SUGGESTIONS FOR FUTHER STUDY

From the analysis of data collected in this study, it appears that there is still a need for further research on areas associated with school safety and security. Suggestions for further research include:

- School-crime prevention through an environmental design as a natural phenomenon.
- Restorative learner discipline as an alternative disciplinary approach to corporal punishment.
- Orientation and training of the school community on the school safety protocols.
- Managing school violence incidents through school leaders' coordinated response.
- Re-establishment of a safe and healthy learning atmosphere after school-based crimes and attention to their physical and psychological effects.

6.9 CONCLUDING REMARKS

The study investigated the extent to which school leaders and governors promote and maintain SSS. Subsequent to the major findings of this study, the conclusions here were drawn:

- The South African Constitution, Section 24(a) sets out everyone's right to an environment that is not harmful to their health and well-being, whilst Section 12(1)(c) provides for individual's freedom from all forms of violence. Learner discipline is greatly related to SSS. Since the removal of corporal punishment from schools, learner discipline has become a major concern for school managers and teachers. Effective learner discipline is imperative to restore order in schools otherwise, it is really difficult for school managers to create a positive school climate.

By attending schools with high levels of safety and security challenges, learners are at risk of threats and victimisation. It is essential for teachers to maintain a safe and supportive learning environment since learner intimidation leads to disengaged learners, school vandalism, litter, high school dropout rates, teacher burnout and poor academic performance. Furthermore, poor classroom discipline causes teachers to control the class in ways that can demoralise them, thereby disrupting the flow of teaching and learning.

Most of the SSS activities require SMTs' and teachers' initiatives. Once learners experience positive outcomes, they are likely to take up their responsibilities seriously. The more SMTs communicate with learners and initiate safe school programmes, the more learners are encouraged to promote school-safety activities amongst their peers, thereby building positive and supportive school climate. Observing the interactions between learners, teachers and the physical environment can immediately give one a sense of the school climate. With professional guidance by teachers and SMTs, learners can assist in maintaining school infrastructure through making parks, grounds and buildings beautiful thereby enhancing the appearance of the whole school and community. School vandalism and graffiti drawing will definitely be prevented or reduced.

Parental involvement either through the SGB or as general parents creates a positive academic attitude amongst learners. The parents, either through their involvement in the SGBs, or otherwise are essential when their children are educated. When parents are listened to and treated as colleagues, positive school climate is generated. Just as parents collaborate with teachers to prevent school violence and other security challenges through initiated programmes, communities should be mobilised to create safe schools. When parents, communities and the school work together to support teaching and learning, learners get motivated and academically succeed.

Each school is unique and calls for its individual environmental setting. The master-planning or designing of school buildings is fundamental in promoting positive school climate. Unbecoming acts such as assault, theft, bullying as well as vandalism occur in specific places in schools; to reduce these and other SSS challenges that occur in parking lots, school grounds, corridors, classrooms and restrooms certainly require

the adoption of CPTED strategy. The initial school designs should aim at combating school violence and crime. The objective of CPTED is to reduce and prevent the occurrence of school violence.

This study investigated the SSS issues affecting the public secondary schools and prevention strategies that assist the school management, districts and provincial departments of education in harnessing school violence. The dynamics of school safety and security are worldwide occurrences that deter the human right to education. The researcher is of the view that SSS challenges should be understood as societal issues. All partners in education must work together in combating school violence and any other unwanted activities that fail to support safe and healthy school climate.

The important aspects the study revealed, such as, crime prevention through environmental design and high security visibility on the school premises strengthen the dire need for a safe and secure learning atmosphere. When school policies, safety plans and prevention programmes are to be developed, enough resources should be provided. The unrolling of school crime prevention programmes, therefore, should be financially supported.

Successful schools are well managed. The recruitment, appointment and retention of efficient school leaders are essential in school development. Efficient school leaders draft school improvement plans that inculcate the culture of positive learner behaviour. Well-managed schools experience less learner disciplinary challenges.

The researcher supports the DBE-SAPS partnership and with other social service agencies. The partnership Protocol should be intensified in all districts as it provides a framework to curb and reduce schools' violent activities such as physical fights, gangsterisms, sexual harassment, as well as alcohol and drug abuse.

Finally, it is imperative to allocate security personnel to each public school whose main job it is to assist create safe, caring and supportive learning environments. Learners, teachers and parents are facing great challenges because of the limited resources and the demand for greater academic achievements. Sometimes the push of better academic achievements are prioritised over the social and psychological needs of the



learners. The school-based counselling is one of the options to address school safety and security.

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APPENDICES

APPENDIX A: REQUEST TO CONDUCT RESEARCH

Enq: Sinthumule DA
(015) 962 8244/ 072 170 8820
asinthumule@yahoo.com
dzivhonele.sinthumule@univen.ac.za

P. O. Box 1111
DZANANI
0955

17 August 2015

The District Senior Manager
Vhembe District
P/Bag X2250
SIBASA
0970

Sir

Re: APPLICATION FOR A PERMISSION TO CONDUCT RESEARCH


I, **Sinthumule Dzivhonele Albert, (8705008)** a *Doctoral of Education* student at the University of Venda in the School of Education, request permission to conduct research in public secondary schools within the Vhembe District.

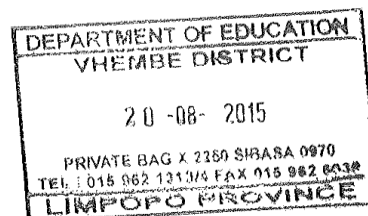
The subject under research is ***Creating a Safe and Secure Teaching and Learning Environment: A Successful School Leadership Imperative***. The study aims to examine a number of issues involved when school managers and educators interact with learners in establishing crime free schools. The rationale behind this study is to examine how successful school leadership creates a safe and secure teaching and learning environment.

All the respondents will be randomly selected to ensure confidentiality, no names will be required. Neither marks nor grades will be awarded to the respondents for participating in the survey. There is no competition involved.

Thank you in anticipation for a positive response.

Faithfully yours


D.A. Sinthumule (Mr)



APPENDIX B: PERMISSION TO CONDUCT RESEARCH



LIMPOPO
PROVINCIAL GOVERNMENT
REPUBLIC OF SOUTH AFRICA

DEPARTMENT OF
EDUCATION
VHEMBE DISTRICT

REF: 14/7/R
ENQ: MATIBE M.S
TEL: 015 962 1029

SINTHUMULE D.A
P.O BOX 1111
DZANANI
0955

DEPARTMENT OF EDUCATION VHEMBE DISTRICT
2015 -09- 02
PRIVATE BAG X2250 SIBASA 0970 LIMPOPO PROVINCE

APPLICATION FOR A PERMISSION TO CONDUCT RESEARCH

1. The above matter refers.
2. This serves to inform you that your request to conduct research on the topic "Creating a safe and secure Teaching and Learning Environment: A successful school leadership imperative." In public secondary schools within Vhembe District has been granted.
3. You are expected to adhere to research ethical considerations, particularly those relating to confidentiality, anonymity and informed consent of your research subjects.
4. Please ensure that your visits will not disrupt the normal teaching and learning activities.
5. Kindly inform the circuit managers and principals of selected schools prior to your visits.
6. Wishing you success in your intellectual journey.


DISTRICT SENIOR MANAGER

02/09/2015
DATE

APPENDIX C: LEARNERS' QUESTIONNAIRE

SAFE AND SECURE TEACHING AND LEARNING ENVIRONMENT QUESTIONNAIRE FOR LEARNERS

Letter to respondent

Dear Sir/Madam

This questionnaire seeks to gather information on: ***'Creating a Safe and Secure Teaching and Learning Environment: A Successful School Leadership Imperative'***. The study aims to investigate how school management teams (SMTs) and school governing bodies (SGBs) in the Vhembe District of Limpopo Province take measures to promote a safe and secure teaching and learning environment. Information gained in this study will be used to reduce the safety and security challenges that school managers experience in the day-to-day execution of their tasks.

Instructions:

1. Please answer **all** the questions in the questionnaire.
2. Your name is **not** required, so feel free to be honest and give your true responses to all the questions.
3. **Tick** the box with the appropriate answer.
4. By agreeing to fill in the questionnaire, it means you are also consenting to take part in this study.
5. You are free to withdraw from the project at any time, without stating reasons, and you will in no way be penalised for doing so. However, your input is necessary for the success of this project.

Thank you for agreeing to participate in this study.

Yours faithfully

DA Sinthumule

THIS QUESTIONNAIRE IS TO BE COMPLETED BY LEARNERS ONLY

A. Demographic Information

1. Gender

Male	Female
1	2

2. Your age in years _____

3. What is your current grade?

Grade	Grade	Grade	Grade	Grade
8	9	10	11	12
1	2	3	4	5

B. State of Safety and Security in your School

Please indicate how much of a problem you think each of the following has been during the most recent school years.

	Strongly Agree	Agree	Disagree	Strongly Disagree
4. Teachers are threatened by learners	4	3	2	1
5. Bullying of learners by other learners	4	3	2	1
6. Learners are involved in substance abuse on the school premises	4	3	2	1
7. Learners bring dangerous weapons to school	4	3	2	1
8. Learners are involved in sexual violence	4	3	2	1
9. Stealing of personal property by learners	4	3	2	1

10. Theft of school property	4	3	2	1
11. Vandalism of school property	4	3	2	1
12. Learners draw graffiti on school property	4	3	2	1
13. There is uncontrolled access by visitors	4	3	2	1
14. School gangs are formed on the school premises	4	3	2	1
15. Physical fighting with intent to do grievous bodily harm	4	3	2	1
16. There is loitering by learners in the school premises	4	3	2	1
17. Other (please specify)	4	3	2	1
	4	3	2	1

18. You have been a victim of one of the following:

	Strongly Agree	Agree	Disagree	Strongly Disagree
18.1. Bullying	4	3	2	1
18.2. Drug abuse	4	3	2	1
18.3. Alcohol abuse	4	3	2	1
18.4. Dangerous weapons	4	3	2	1
18.5. Corporal punishment	4	3	2	1
18.6. Sexual abuse	4	3	2	1
18.7. Physical fight	4	3	2	1
18.8. Other (please specify)	4	3	2	1

C. Role of SGB in Establishing Child-friendly Environment

	Strongly Agree	Agree	Disagree	Strongly Disagree
19. The school has a learners' code of conduct	4	3	2	1
20. Learner's code of conduct describes actions to be taken by learners who violate the school rules	4	3	2	1
21. The school has other rules to manage learners' behaviour	4	3	2	1
22. The school conducts random searches to eliminate school violence	4	3	2	1
23. The school has a way of encouraging positive learner behaviour	4	3	2	1
24. Learners are responsible for establishing safe school	4	3	2	1
25. Teachers understand their roles in managing school violence crises	4	3	2	1
26. Parents are involved in promoting a violence-free school	4	3	2	1
27. If learners report a safety concern to you, you know what action to take	4	3	2	1

28. Does your school offers any of the following?

	Most Certainly	Certainly	Uncertain	Definitely Not
28.1. Opportunity for parent involvement in school safety	4	3	2	1
28.2. Parent education on school safety policies	4	3	2	1

28.3. Ways of settling disputes among learners	4	3	2	1
28.4. After-school programmes for safety of learners	4	3	2	1
28.5. Anger management training for learners	4	3	2	1

D. Effects of Safety and Security on Teaching and Learning

	Most Certainly	Certainly	Uncertain	Definitely Not
29.Reduce learners' ability to attend school	4	3	2	1
30.Decrease the teachers' ability to execute their daily tasks	4	3	2	1
31.Increase learners' chance of being victims of violence outside school	4	3	2	1
32.Disrupt the distribution of learning and teaching materials	4	3	2	1

E. SMT strategies to maintain safety and security

	Strongly Agree	Agree	Disagree	Strongly Disagree
33.Talk to learners timeously about school violence matters	4	3	2	1
34.Involve learners when dealing with school violence challenges	4	3	2	1

35. Set limits for learners when enforcing discipline	4	3	2	1
36. Alert parents to potential disciplinary problems of learners	4	3	2	1
37. Work together with parents in dealing with learner behaviour	4	3	2	1
38. Know how to deal with media in times of security crisis	4	3	2	1

39. Please indicate the times of day when you feel safe in your school.

	Most Safe	Often Safe	Safe	Less Safe
39.1. Before school opens	4	3	2	1
39.2. During class change periods	4	3	2	1
39.3. During class sessions	4	3	2	1
39.4. During lunch periods	4	3	2	1
39.5. After school out	4	3	2	1
39.6. Evenings during school events	4	3	2	1
39.7. Evenings after school events	4	3	2	1
39.8. Working late in school building	4	3	2	1

40. Who would you go to if you knew about a threat of violence at school?

Principal	Teacher	School security guard	RCL members	Other (Indicate)
4	3	2	1	

41. In general, how safe do you feel at your school?

Most safe	Generally safe	Not very safe	Unsafe
4	3	2	1

Thank you for completing this questionnaire

APPENDIX D: TEACHERS' QUESTIONNAIRE

SAFE AND SECURE TEACHING AND LEARNING ENVIRONMENT QUESTIONNAIRE FOR TEACHERS

Letter to respondent

Dear Sir/Madam

This questionnaire seeks to gather information on: '***Creating a Safe and Secure Teaching and Learning Environment: A Successful School Leadership Imperative***'. The study aims to investigate how school management teams (SMTs) and school governing bodies (SGBs) in the Vhembe District of Limpopo Province take measures to promote a safe and secure teaching and learning environment. Information gained in this study will be used to reduce the safety and security challenges that school managers experience in the day-to-day execution of their tasks.

Instructions:

1. Please answer **all** the questions in the questionnaire.
2. Your name is **not** required, so feel free to be honest and give your true responses to all the questions.
3. **Tick** the box with the appropriate answer.
4. By agreeing to fill in the questionnaire, it means you are also consenting to take part in this study.
5. You are free to withdraw from the project at any time, without stating reasons, and you will in no way be penalised for doing so. However, your input is necessary for the success of this project.

Thank you for agreeing to participate in this study.

Yours faithfully

DA Sinthumule

THIS QUESTIONNAIRE IS TO BE COMPLETED BY TEACHERS ONLY

A. Demographic Information

1. Gender

Male	Female
1	2

2. Your age in years _____

3. Which grade(s) are you currently teaching?

Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
1	2	3	4	5

4. How many learners are currently enrolled at your school?

Less than 100	100 – 299	300 – 499	500 or more
1	2	3	4

B. State of Safety and Security in your School

Please indicate how much of a problem you think each of the following has been during the most recent school years.

	Strongly Agree	Agree	Disagree	Strongly Disagree
5. Teachers are threatened by learners	4	3	2	1
6. Bullying of learners by other learners	4	3	2	1
7. Learners are involved in substance abuse on the school premises	4	3	2	1

8. Learners bring dangerous weapons to school	4	3	2	1
9. Learners are involved in sexual violence	4	3	2	1
10. Stealing of personal property	4	3	2	1
11. Theft of school property	4	3	2	1
12. Vandalism to school property	4	3	2	1
13. Learners draw graffiti on school property	4	3	2	1
14. There is uncontrolled access by visitors	4	3	2	1
15. School gangs are formed on the school premises	4	3	2	1
16. Physical fighting with intent to do grievous bodily harm	4	3	2	1
17. There is loitering on the school premises	4	3	2	1
18. Other (specify)	4	3	2	1

19. You have been a victim of one of the following:

	Strongly Agree	Agree	Disagree	Strongly Disagree
19.1. Bullying	4	3	2	1
19.2. Drugs abuse	4	3	2	1
19.3. Alcohol abuse	4	3	2	1
19.4. Dangerous weapons	4	3	2	1
19.5. Corporal punishment	4	3	2	1
19.6. Sexual abuse	4	3	2	1
19.7. Physical fight	4	3	2	1
19.8. Other (please specify)				

C. Role of SGB in Establishing Child-friendly Environment

	Strongly Agree	Agree	Disagree	Strongly Disagree
20. The school has a learner's code of conduct	4	3	2	1
21. Learners' code of conduct describes actions to be taken by learners who violate the school rules	4	3	2	1
22. The school has other rules to manage learners' behaviour	4	3	2	1
23. The school conducts random searches to eliminate school violence	4	3	2	1
24. The school has a way of encouraging positive learner behaviour	4	3	2	1
25. Learners are responsible for establishing safe school	4	3	2	1
26. Teachers understand their roles in the managing school violence crises	4	3	2	1
27. Parents are involved in promoting a violence-free school	4	3	2	1
28. If learners report a safety concern to you, you know what action to take	4	3	2	1

29. Your school offers any of the following:

	Most Certainly	Certainly	Uncertain	Definitely Not
29.1. Opportunity for parent involvement in school safety	4	3	2	1
29.2. Parent education on school safety policies	4	3	2	1

29.3. Ways of settling disputes amongst learners	4	3	2	1
29.4. After school programmes for safety of learners	4	3	2	1
29.5. Anger management training for learners	4	3	2	1

D. Effects of Safety and Security on Teaching and Learning

	Most Certainly	Certainly	Uncertain	Definitely Not
30.Reduce learners' ability to attend school	4	3	2	1
31.Impact on the ability of teachers to execute their daily tasks	4	3	2	1
32.Increase learners' chances of being victims of violence outside school	4	3	2	1
33.Disrupt the distribution of learning and teaching materials	4	3	2	1

E. SMT Strategies to Maintain Safety and Security

	Strongly Agree	Agree	Disagree	Strongly Disagree
34.Talk to learners timeously about school violence matters	4	3	2	1
35.Involve learners when dealing with school violence challenges	4	3	2	1

36. Set limits for learners when enforcing discipline	4	3	2	1
37. Alert parents to potential disciplinary problems with learners	4	3	2	1
38. Work together with parents in dealing with learner behaviour	4	3	2	1
39. Know how to deal with media in times of security crisis	4	3	2	1

40. Please indicate the times of day when you feel safe in your school.

	Most Safe	Often Safe	Safe	Less Safe
40.1. Before school opens	4	3	2	1
40.2. During class change periods	4	3	2	1
40.3. During class sessions	4	3	2	1
40.4. During lunch periods	4	3	2	1
40.5. After school out	4	3	2	1
40.6. Evenings during school events	4	3	2	1
40.7. Evenings after school events	4	3	2	1
40.8. Working late in school building	4	3	2	1

41. In general, how safe do you feel at your school?

Most safe	Generally safe	Not very safe	Unsafe
4	3	2	1

Thank you for completing this questionnaire

APPENDIX E: INTERVIEW SCHEDULE FOR PRINCIPALS AND PARENTS

The following interview questions seek more information from participants in this study. The interviewees are requested to respond to questions on the state of school safety and security in Vhembe District. The promotion, management and effects of safety and security will also be considered.

QUESTIONS

The main research question for the study is: How do successful school managers and governors promote safe and secure school environments?

1. What is your view on the state of safety and security in your school?
2. In your opinion to what extent do safety and security affect teaching and learning in schools?
3. How do School Management Teams maintain safety and security in schools?
4. What role does School Governing Body play in promoting school safety and security?
5. Apart from what school policies prescribe, which strategies can be employed to promote safety and security in schools?

This is the end of the interview

Thank you very much for your time and effort

APPENDIX F: VERBATIM INFORMATION ON INTERVIEW

INTERVIEW WITH PRINCIPALS

The interview was conducted with school principals in Vhembe District circuit clusters.

Researcher Good day Mr/s Principal and how are you 1

Participant Good afternoon, I am fine and how are you? 2

Researcher I am fine and well. Thank you 3
(Both the researcher and the participant understood the conditions of the interview)

Question 1

Researcher ***What is your view on the state of safety and security in your school?*** 4

Principal 1 Safety and security in our school is not good. 5

In one instance the learner misbehaved in the class and threatened the teacher. The teacher was forced to leave the class as the learner refused to leave the class. 6

I remember an incident in our school in which learners fought with stones. It was difficult to stop the fight as two school gangs were fighting. We tried to call the police, unfortunately our school is far from the police station. 7

Our school is located in a stony area, the physical fight that ensued was difficult to stop. The teachers and the deputy principal could not stop the fight. Learners no longer respect teachers and the school leadership. 8

The state of safety security in our school is challenging. It is really not safe since learners no longer respect elders and the teachers. 9

- Principal 2 As far as safety and security is concern so far we do not have 10
serious kind of vandalism or destruction of buildings. The reason
being that we have a structure in the school which deals with that.
It comprises of the learners, parents and members of the SMT.
We are also assigned by the Department of Justice, a police 11
officer who keeps making turns just to monitor and encourage
learners into to indulge into some kinds of security problem,
wherein they may get into drugs or vandalize facilities, do crime
or other acts.
So far those are the factors that lead our situation to be not that 12
serious as far and as safety and security is concerned. We have
established structure called Safety and Security Committee.
The DBE and the Department of Justice are in collaboration to 13
address the safety issues. The Department of Justice
recommended to the DBE an official to work with us when there
are security problems. The strategy is fruitful since the assigned
official keep visiting the school. We liaise with him whenever
there are problems.
- Principal 3 Regarding this question there is no security in schools even 14
though there are policies. But the way we are managing our
schools there is no security. I cannot say there is security.
Parents are involved in paying the security personnel, but 15
security is not in good state. We have security guard only during
the day. That is why there was burglary that happened and they
stole all the laptops that were donated. At night there is no
security.
The value of property stolen that night was around R150 000.00. 16
Presently I travel with the new computer and laptop in my car
every day. I am taking care of the new computer and laptop to
avoid another loss. No one will be able to help us because the
police are unable to help us. I am the one who takes care of
everything in the office.

- Generally safety and security in our school is not up to standard. 17
- Principal 4 At our school since we have security who is always there, day 18
and night we feel we are safely secured because any learner or
any person entering the school yard is searched. If he is a visitor,
he is going to be asked questions. What he is looking for? If he
is looking for the principal or any other teacher, so the security
scrutinizes the person.
- In the case of learners, the security searches if they have 19
dangerous weapons, like knives and guns and any other
dangerous weapon. Even cell phones we don't allow our learners
to enter the school yard with mobile phones. The cell phones can
also hamper their learning at school.
- For visitors the security has a register to record the details of the 20
visitor down. The visitor declares items that have to be recorded.
If he has a car, the car is searched valuable items like laptops
are recorded.
- Learners are mostly searched in the morning. If there is a learner 21
with a cell phone, other learners alert us as management. The
learner is summoned to the office and the cell phone is taken and
kept in a safe place until the end of the year. The cell phone is
given back after writing the final examinations.
- The security guard searches learners now and then if he is 22
suspecting the learner who might have something which is
dangerous. There are learners who can bring dangerous
weapons through the fence, even cell phones. They can bring
them through the fence. Usually the security searches them in
the morning and anytime he suspects that the learner has
dangerous weapons.
- Initially the security guards at our school paid by the department 23
of education. This time the department has withdrawn itself from
being responsible for paying them. It is now the responsibility of
the school governing body. It is a challenge because we cannot

have as many securities as we want. We are getting limited number of security guards because of shortage of funds. In order to pay the securities we have to fundraise. It is a challenge.

- Principal 5 Thank you for this question. 24
- As management of the school we are to ensure that everyone who may come to school may be secured. There should be good security because sometimes when we are at school if there are some weapons or anything that can hurt teachers or learners that may lead to violence. If learners come to school carrying knives, screwdrivers or even guns. So as manager we ensure that there is safety and security at school so that teaching and learning can be there can be conducive learning environment. 25
- I can't say that all is well in terms of safety and security, because most the times when we conduct searches we get screwdrivers and knives from the learners. Learners do fight in the school premises. When we check we find that one or two learners carry unwanted weapons to school. 26
- I can't say all is well. When we check at the roots of the conflict of these learners we find that they started the conflicts at the respective villages. When they come to school they continue fighting. Obviously you find that the two groups come to school having something in mind that they are going to fight. We are used to find these weapons from the learners, time and again. 26
- The violence from community is influencing school violence. Our learners come from two to three villages. Learners transfer their taverns and beer halls fights to school. 27
- Learners come with hate from the communities. The communities hate each other. When they play soccer games against each other they fight. The fight becomes a problem to the school because the school accommodates all of them. The problems from the communities are difficult to control at school. 28

- Principal 6 To start with in my school the state of security is well. We hardly 29
 have security issues because we tried to deal with that by putting
 in place a School and Safety Committee which is comprised of
 five people, who check the surrounding, who check the securities
 at the gate to ensure that they are aware of each and every
 person who gets into the school.
- Within the school we make sure that our learners behave orderly 30
 and they don't come to school with anything that can endanger
 others. We try to conduct motivational talks around the safety of
 learners and things that they should not bring to school.
- Our safety policy put together with the SGB specifies dangerous 31
 weapons that cannot be brought to school. Things like
 intoxicating stuffs. Previously we had learners who used to come
 to school after having smoked dagga and other intoxicating
 stuffs. We have indicated that they cannot bring those, and that
 if you are found with those things, then your parents are involved.
 The SGB is informed and the police are called to deal with the
 culprit.
- The established Safety and Security Committee is composed of 32
 two security officials. They work in shifts. These security guards
 are appointed by the SGB. One works during the day and one in
 the night. During the day the security opens and closes the gate
 checks the vehicles coming in and who gets out. In the morning,
 they also assist us with checking school uniform. They check
 those learners without uniform. Those who come wearing
 something which is not prescribed for day, they return them back.
 Our kids or learners do not have a problem with that. They
 cooperate.

Question 2

Researcher ***In your opinion to what extent do safety and security affect 33***
teaching and learning in schools?

Principal 1 School violence affects teaching and learning very seriously. 34

I remember one learner who was so disruptive in our school this year. It happened to an extent that some of the learners felt they had enough of him. They took a resolution that if this disruptive learner continues to be violent and bully other learners, they would rather strike him. They promised to fight him. The learner ran away from class. The disruptive learner came to me and reported that other learners' intention to fight him. I instructed him to report the matter to his class educator. He never came back to me. 35

School violence is so serious that learners may resolve to challenge the matter on their own. It becomes so serious that teaching could no longer proceed. Learners threaten to take the law into their own hands. The class teacher was there but could not deliver his lesson properly. 36

School violence disrupts affective teaching and learning. Teachers lose control of the class. School violence is chaotic. When the class is in chaos, the teachers cannot continue with their daily work. 37

Principal 2 School safety and security have negative effect on performance of the school. However, the poor results of the school is influenced by a number of factors. 38

Where there is school violence it is apparent that there would be poor learner attendance. Many learners would abscond lessons because they holds grudges against others. The rate of absenteeism increases resulting in poor teaching. 39

Teachers feel unprotected and would not honour their lessons. Teaching and learning environment becomes not productive since the teaching environment is not conducive. 40

School violence seriously affect teaching and learning. It seriously happens. It takes place in many different ways like bullying. Bullying come in different forms. There are times that 41

learner can bully a teacher or learners bully other learners to such an extent that they disrupt a lesson.

Sometimes learners come up with acts that end up disrupting 42
teaching and learning. It is a problem that need to be dealt with.

There is a policy within the school which does not allow learners 43
to bring cellular phones, but in a way they bring them. They end
up sending SMS to each other harassing each other
telephonically and such kind of disturbances end up disrupting
the lesson. At times learners bully the teacher. Learners might
switch on their cellular phones. They end up ringing, disrupting
the lesson.

Principal 3 There can be physical fighting amongst learners. It does happens 44
that they fight over something that is not part of their education.
They fight for something that is brought up from their
communities.

Sometimes learners come drunk from home due some of the 45
activities which are taking place in the communities. There may
jazz or traditional dances over the weekend and there has been
infighting outside the school or with the communities. These
types of fight are taken further to the school level. It is disturbing.
At times boys fight over girls and girls fight over boys. We
experience situations where learners come drunk to school.
Others bring their drug stuff and run to the toilets and take them
in the toilets.

Most of the parents are not enlightened. They rely on teachers 46
for support. Some of the parents are not aware of what decision
to take to shape-up their children. They see the school as the
mechanism to assist them in showing directions because there
are people who are enlightened.

- It affects because amongst the learners there are those who take drugs. So when they come in the morning and lesson have to start, the whole school might be running around and when you check you find out that it is a boy fighting another boy. When you investigate you find out that they are influenced by drugs. 47
- If the security personnel is from the government, I do think that when the learners enter they can be searched. The police must help us. 48
- The way our school is fenced the fence itself learners are able to buy drugs outside. The fence is not made up of palisades in such a way that people from outside cannot communicate with learners. There is no proper security fence and we do not have funds to erect proper fence. The funds are so little, we cannot. I think the department must do for us the proper fence. 49
- Most of the learners who do drug in our school are males. Females are there but the percentage is less. We had an incident in the school where nurses came and addressed the learners. A female learner was charged by another female learner when giving vote of thanks. The female attacker wanted to beat the other learner. On our investigation, the learner was under the influence of drugs. 50
- There are drugs that are sold through the fence. People come and sell drugs by the fence. That security fence should be like the one at the nearest clinic. It is a strong palisade fence. 51
- Principal 4 The general results of the school are affected by how the school is safe and secured. 52
- We tried a random search and confiscated many unwanted items. One day police called to alert us of the learner in grade 12 who was suspected of bringing a gun. Teachers were asked to search the learner, they refused. When police arrived they searched and could not find it. On that day that suspected boy was restless. When police arrived the boy was roaming up and 53

down. The suspected boy also had a rape case. The rape did not happen in the school.

There is a police adopted by the school. The school is 54 participating in the Adopt-a-Cop Programme but the assigned police is not cooperative. We had a case of a violent learner one day, when he was called he denied to come. The police said if there is no blood shed he would not come. When serious cases happen in our school, police not come. They usually visit when there is order in the school.

Firstly, school security is not good to the community as a whole. 55 It is not good.

Violence makes the learners to lose concentration to what they 56 are learning. It makes them not to respect the teachers. So this violence drags us back, because learners after the period of violence hardly concentrate. In order to bring them back again to that state where they have to come back to classes. In other words violence destroys their mind. These learners even though they are not on the same level or category, there are those who celebrate when violence erupts.

Good learners become worried when violence takes place. They 57 don't have power to convince those ones who want to be involved in violence. It is only that they just keep quiet. Learners who like violence are more powerful.

It also affect our teacher as well because what should have been 58 taught by a certain period. It will not be possible to teach again unless we create an extra lesson for catch up. But in order to bring back those learners again after violence, their mind will not be that much fast to come back to the school. So, that will make them to be destroyed.

Violence of course is going to destroy them. The incident that 59
happened in our school two weeks back, when our learner was
raped and killed. The following day the learners came to the
office. They were so worried about that. We felt before they start
with violence, then it is better to release them. It is like everybody
here was on strike. They blocked the roads with stones and trees.
In order to come back, to the mind of being taught it became 60
difficult. The learners were hurt by the death of one of them. This
incident happened not in the school yard. We do not experience
rape in school yard.

Dealing with drugs and drug trafficking happens. It is there I 61
remember a grade 9 learner who used to carry school bag during
break; until one learner alerted us. We called the boy to the office
with his bag. We requested him to open it. He opened the school
bag with drugs. it was marijuana.

We asked him what he is carrying. He said I am selling drugs. As 62
simple as that. We said whose drugs are they. He said he is
selling for someone who is at home because he used to pay him.
We called the police. They came and took the boy because he
was a minor. They called the parents. The following day he was
back at school because he was a minor. They just warned him.
We have a police who adopted our school from to nearest police 63
station. She frequently visits our school. When she is called she
responds very fast. We are in the Adopt-A-Cop project. The
project is effective in our school.

Principal 5 Ok, thank you 64
School violence affects teaching and learning in many ways. 65
When teachers are busy with their daily routine and learners are
fighting. It is obvious that there will be noise and the forcing
teachers and learners out of their teaching plan.
Learners who are mostly involved in fights are not serious with 66
their school work and most often they fail in their academic

performance. We try as teachers to sit down with these learners to show the direction to do what we expect. Those are learners who are not serious at all.

When inviting their parents, sometimes they over power their parents. In villages parents prefer that their children will be corrected at school. When we initiate corrective measures to the bully learners, parents do not want to get involved. Parents assume that teachers are best positioned to correct their children.

Principal 6 Although we do not have a lot of violence at our school, in instances where such happen, other learners also want to see what happening.

You might find, if there is a class or two that do not have teachers may be because of other commitments, those learners might get out of the class to go and have a look at what is happening. That might disrupt the whole school, because all the learners would want to see what is happening to an extent that teachers might be forced to go and restore peace. That disturbs peace in the school for that particular moment.

What I can say is that any act of violence at school disrupts normal learning seriously.

Learners who are mostly involved in fights with others do not perform well. You might find that the same group of learners do not cooperate. The same group do not even listen to their parents. When we call the parents, they will charge their parents in front of you in such a way that you regret calling the parents. It is difficult they don't perform.

Question 3

Researcher ***How do School Management Teams maintain safety and security in schools?***

- Principal 1 Our SMT try to encourage team work amongst the teaching staff. 73
 We all get involved in maintaining discipline of the learners by supporting their physical emotional and social well-being. This support is reinforced by a sense of safety and self-confidence when the school managers discharge their professional duties. I personally workshop the SMT and the entire teaching staff on matters of school violence.
- I noted that the existence of safe learning environment does not 74
 just happen. It is not spontaneous that safe schools occur. We supervise buildings, the actions of learners. The school infrastructure is constantly maintained.
- Principal 2 The SGB supported the SMT financially. A team was sent to 75
 school based violence training. As school leaders we monitor and periodically check the wellbeing of school facility so that broken windows, broken doors and school grounds and buildings are maintained and cleaned of security risks
- Positive learner discipline is for all; learners, teachers, parents as 76
 well as the SMT. All the main role players are involved in the creation of a positive school climate.
- Principal 3 Different communication methods are used in making sure that 77
 the school is safe. School policies are made known to parents when learners are admitted. Many a times in parents meetings, security items are discussed with parents and learners are also informed through the RCL about school based violence acts.
- Principal 4 The department is doing a lot. They bring circulars and say they 78
 are going to train a members of the SMT. The SMT top five, additional members and learners are called to safe school training. After receiving that training we realise that the safety of all in the school is improving.

- We also request the services of law enforcers to work with SMT. 79
After recognising the safety and security encounters in the school. The external services assist us in resolving the security challenges with the view of creating a crime free learning environment.
- Principal 5 Together, support staff and teachers contribute in preparation 80
and operation of school safety processes. With teachers best placed to train learners on how to respond to safety and security matters, the SMT always support the learners who are victims of school based violence when need arises.
- After they have been elected to serve on the safety committee, a 81
workshop conducted. The training was not adequate since some members are less experienced.
- But teachers are grounded to the core business of the school, 82
they support the SMT in carrying out its mandate.
- Principal 6 The safety of the school cannot be accomplished by the principal 83
and his executive alone. It demands the intervention of other staff members as well as the support staff. We try to open the opportunities for other stakeholders to participate in the ensuring that the school is safe.
- These are some of the approaches we entail to avert school 84
violence and stimulate confidence in learning. Team work amongst the staff is key to maintaining positive classroom control and the general school discipline.
- Question 4**
- Researcher** ***What role does School Governing Body play promoting 85
school safety and security?***
- Principal 1 The SGB is in existence and they try to promote safe atmosphere 86
at all cost. The SGB also develops safety policy for the school.

Visitors are registered at the gate and visitor cards are issued. The visitor is then escorted to the principal's office.

Our school is in rural area. The SGB goes to the community meetings to talk to parents and convince them about the safety of the school. It is just that the SGB does not have capacity. 87

It is an unfortunate situation since our learners no longer listen to adults. However, when the SGB tries to talk to learners a small number is saved. Many a times the learners are influenced by drugs and abuse of alcohol. It is a major challenge that causes learners to misbehave at school. 88

Our SGB is comprised of educated members who are trying their best to reduce the unbecoming learner behaviours. Our present SGB is better than the previous ones since the members are not illiterate. 89

Principal 2

In case a learner does not cooperate, there is a structure that deals with discipline in the school, which is the Disciplinary Committee. 90

When the DC adjudicates the case and realises that the learner is out of hand, it recommends that the matter be referred to the SGB. The SGB will take the matter up. 91

In the interim, that learner is suspended for about five days so that the impact or damage he has done should be noticed by his/her parents and the learner, due to the fact that he would be missing lessons. The SGB is helpful on such regards. 92

As soon as the learner is summoned to the hearing, then there would a bit of change. Parents will be shown areas where there are problems as far as his/her conduct is concerned. There is greater likelihood for the learners to change their behaviour. 93

In most cases we find that the learner is rude, is arrogant and does not want to cooperate with the subject teacher, doesn't want 94

to do homework, to such extent that state the security of the teacher and other learners is threatened.

Before teachers could take the matters to the DC, they 95 sometimes use punitive measures. That is where the arrogance and rudeness of these learners is being noticed such that they are referred to the higher levels. Our SGB is so helpful in this regard.

Principal 3 The thing is that the SGB talks with parents regarding security 96 personnel that during the day there must be somebody at the gate. That is how our security is.

The SGB's fundraising initiative assist to pay the security guards. 97 I see the role of the SGB as making sure that the security personnel is remunerated.

He does not have security qualifications. His main job is opening 98 and closing the gate. He does not have the competency of checking who is gaining entry to the school. In fact he volunteered to control the gate during the day. He is a parent who volunteered to assist the school.

We wish the government can intervene and get security for the 99 school. In Gauteng the government is paying he security personnel.

Principal 4 I can say our SGB is very clever because they are trying their 100 best to appoint securities who are well trained for the job. It is not just a person they get from the street. They are trying their best to get well trained securities who have got security certificates.

This makes these securities to know the learners better, because 101 they know how learners hide dangerous weapons. They know learner tricks. This idea of getting well-trained securities started with the SGB. In order to get a person who is well trained, he must be paid better. That is why the fundraising is a bit higher.

- They talked to the parents and convince them, the person must be well paid.
- Our learners do not have a chance of dodging the school or running away from classes. The security is always present. Learners do not have access to go through the fence. They have to go through the gate. 102
- The role of the SGB support the school through appointing well trained security personnel. The school has three well trained security guards. 103
- Principal 5 Thank you very much. 104
- Our SGB used to have meetings with parents in which they talk about the different weapons that learners bring to school. Our SGB tell parents to check school bags all the time when their children come to school. They always remind parents to come to school to find if their children are cooperating or not. 105
- Our SGB is used to visiting the different villages. The different villages have got chiefs where they have their own *khoro* (community meetings). They are used to attend use *khoro* so that they can share educational matters with the traditional leaders to reduce safety problems. The SGB visits all the three villages. 106
- Principal 6 We are fortunate to have in our SGB, parent component comprised of nurses and social workers who come to school regularly to motivate learners on issues regarding to behaviour. The SGB initiated the school development funds which is used to pay security personnel. This initiative supports in the training of security personnel. 107
- They motivate them, discouraging any ill-behaviour that might results in injuries of other learners. These SGB members also call the school to come and service the learners, if the school is taking long without calling them. 108

- When we have challenging problems such as fights amongst learners, we involve these members of the SGB and they are actively involved in solving problems that are related to school violence. 109
- The SGB members are the ones who encourage parents of learners to come to school when there are problems like abuse of drugs by learners. The same SGB assist us with referring learners to the right counselling institutions. 110
- Question 5**
- Researcher ***Apart from what school policies prescribe, which strategies can be employed to promote safety and security in schools?*** 111
- Principal 1 We invite parents to general and parents' open-day meetings in which parents attend per grade. The performance of each learner is discussed with parents. Teachers share the difficulties the learners experience in their learning. Strategies to help the learners and disciplinary problem are shared with parents. 112
- Possible solutions are suggested to deal with the unbecoming behaviours. The existing community structures such as SANCO are also involved. As a school we share the safety and security challenges with them. This is an effective with to deal with school safety. 113
- Our school has been adopted by the police station. The school is participating in the Adopt-A-Cop programme. The police frequently visit our school. They come and talk to the learners. There are no structured visits to the school but they come and ask the school management if there are safety problems. Safety challenges are addressed by police on their own. They keep it private. 114
- Principal 2 We are lucky due to the support we get from parents since they have little knowledge about educational issues and the child relies on parents for support. 115

- We sometimes take unilateral decisions to summoned the learner to a kind of pressure where in the learners would not turn back. 116
- At times we prescribe manual labour which will be strenuous and would last for longer period. 117
- Parent illiteracy is used as an opportunity to manage discipline. No one is a loser, if the child succeeds in his schooling, the parent wins. 118
- Yes, there are cases where we end up with dropouts. 119
- Parents who view our policy as so harsh they might end up transferring their children to other schools. 120
- If the learner does not cooperate we recommend to the Head of Department in the province, for the learner to be removed from the school. The Head of the Department should try to look at the matter itself and make recommendations. 121
- In the past three years we received a learner who could not cooperate in the neighbouring school. He was assigned to our school to further his studies unfortunately the learner could not cope with the situation and ran away before he could complete his matric. We do not comprise when it comes to discipline. 122
- What makes us win is our communication level within the school structures. Communication with parents and all structures in the school is up to scratch. 123
- Finally, in this school we believe in setting a thief to catch a thief. That is, we involved learners in combating school violence and any common disciplinary behaviour. Our RCL is helpful and assist in maintaining discipline in the school. There is a group of learners known as ANTI-BADs (Anti-Bullying, Alcohol and Drug). This group of learners has been set by learners to oppose disruptive behaviours that learners find themselves trapped-in. within the school structures, communication with parents and all structures in the school is up to scratch. 124

Principal 3	We invite pastors to motivate our learners. Some learners repent some don't.	125
	We also invite parents to come and see their work. Parental involvement and the assistance from social worker assist in the reduction of safety challenges.	126
	Many a time parents are shocked to learn of different behaviours their children display at school.	127
	The enclosure of our school buildings has got double fences, the inner fence protecting the classrooms and the outer fence surrounds the general school.	128
	There are learners who bring alcohol disguised in juice squeeze bottles. Other learners report such cases.	129
	We call parents on open days and individual parents come specifically for their children and give them reports about their children's behaviour.	130
Principal 4	Yes, we make sure that our fence is very tight in such that we do not have holes where learners can go through it unnoticed.	131
	We also have a board at the gate written, No Guns, No cell phones, No Knives. That board is made in such a way that those ones who want to take chances are notified about unwanted items in the school. So that board is always there to alert them that at this school we don't want this and that, dangerous weapons like that.	132
	Again we also invite the police woman who adopted our school. She comes with other police. In the morning assembly, they talk to learners about actions that are not allowed in the school.	133

- We also get the support from the RCL. We engage these learners to watch and check learners who are misbehaving. Learners who smoke dagga. They report to us. They help us. As teachers we cannot see all the learners every time. Learners are always together. It is easy for the RCL to spot learners who are contravening the laws. We work with RCL hand-in-hand. They are very helpful. Alone as teachers I don't think we shall do it. 134
- Principal 5 We usually work with the nearby police station. We invite them to come for surprise visits wherein they conduct search so that learners refrain from bringing dangerous weapons to school. We have adapted a cop. Police visit us almost two times per months. We give the police a slot to talk to learners at the assembly. They guide the learners in different ways and encourage them to do away with violence. 135
- The programme of police visiting our school is working. The rate of learners who are involved in criminal acts is reduced. It is just few learners who are still involved in unwanted acts. I like the detention approach that police practice. They take ill-disciplined learners over weekends and release them on Mondays so that they come to school. It becomes a lesson to other learners, in that if you do something which is not good or commit crime you will be determined. 136
- Principal 6 We try to encourage good behaviour at all times in the morning assembly by the days we meeting. We meet on Mondays and Fridays. We motivate them a lot. 137
- Teachers who are teaching LO are also roped-in to assist with motivation and educating the learners in terms of behaviour, respect for others and respect for the teachers. This LO team is helping us a lot. 138

Another, one thing that we do to avoid these challenges, we engage these learners a lot in school work. Give them a lot of work so that they do not have time to be found idling, because that is when these things start. The moment they idle, fights ensue. Commit them a lot. 139

Apart from that, we also call other social workers and SAPS. They come to school and address learners on acts of violence and acts that might lead them into jail sentences and other mitigations. They come and brief these learners on what to do and what not to do in order to find themselves always on the right side of the law and not on the wrong side. That is helping us a lot. 140

Our school has a police officer who is assigned to the school. They usually come as a team and address learners not to get involved in crime. We participate in the Adopt-a-Cop programme. They address learners very well. They come to school regularly even if when there are no challenges. They are quick in responding to our calls. They Adopt-a-Cop project is very effective in our school. 141

APPENDIX G: VERBATIM INFORMATION ON INTERVIEW

INTERVIEW WITH PARENTS

The interview was conducted with parents of learners serving on the School Governing Bodies in Vhembe District circuit clusters.

Researcher	Good day Mr/s Parent and how are you	142
Parent	Good afternoon, I am fine and how are you?	143
Researcher	I am fine and well. Thank you	144
	(Both the researcher and the participant understood the conditions of the interview)	
Question 1	<i>What is your view on the state of safety and security in your school?</i>	145
Parent 1	The state of security in our school poses many challenges. Many a times the school principal phones me about learners who bring dangerous weapons to school.	146
	On many occasions in our SGB meetings, disciplinary problems that our children commit are discussed. What is shocking is to summon parents who defend their children. Teachers and school administrators are often threatened by learners in the classes.	147
Parent 2	The high levels of crime in the community spill over to the school. Learners and teachers are continuously at a risk of being victims of crime. Learners assault, steal and fight when they are at school.	148
	When I became chairperson of the SGB, we took a resolution to reduce the level of criminal acts that were daily reported. We appointed a security guard who patrols the school buildings. The rate at which school facilities were attacked has tremendously dropped.	149
	However, as the SGB we are not satisfied with the level of crime that takes place in this school	150

- Parent 3 Our principal and her staff receive total support from the SGB. The 151
misconceptions regarding human rights of learners do not find a place
in this school.
- We support our teachers in the maintenance of learner discipline. 152
The principal and teachers are therefore not reluctant to take
legitimate disciplinary actions against learners who infringe other
people's rights.
- As a result there are no serious acts of school violence reported to 153
the SGB. It is safe to learn in this school.
- Parent 4 All is not well in terms of the safety of learners and teachers. In 154
parents' general meetings, the principal reports about bullying,
alcohol and drug abuses by our learners.
- In one of the searches that teachers conducted, they confiscated 155
dagga, knives, cigarette and alcohol.
- The state of safety and security in this school leaves much to be 156
desired.
- Parents are contributing to the levels of crimes that happen in 157
schools. Parents hardly talk to their children about things that are not
allowed in the school. Learners bully, threaten and steal other
learners property. These are common cases that are timeously
reported.
- Question 2**
- Researcher *In your opinion to what extent do safety and security affect 158***
teaching and learning in schools?
- Parent 1 The impact of school safety lead to long-term consequences on both 159
learners, teachers and parents. Learners who do not respect
teachers can be aggressive and violent in the school.
- Learners are the immediate victims of trauma. Psychologically 160
learners are hurt and would lose concentration in their studies,
ultimately, they would not progress as required in their schooling.

Teachers' traumatic experiences in the workplace cause them to 169
change their mood, thoughts and behaviours. This definitely affect
teachers' ability to teach as they are confined and trapped in the
negative school environment.

Our teachers develop negative attitudes towards their career. The 170
negative feelings cause teachers to lose interest in their job and
ultimately resign.

Question 3 ***How do School Management Teams maintain safety and 171***
security in schools?

Parent 1 We have been democratically elected. After the elections, we were 172
invited to a meeting by the circuit manager. We were officially
inaugurated and informed that a training will follow. Since, then we
have not been trained.

As the SGB we have appointed security personnel to assist the 173
principal and teachers in making sure that learners are safe and learn
with no intimidations.

We rely on the principal and teachers in executing their 174
responsibilities. We trust that what the principal and teachers are
doing, they are trying their best to maintain a safe and secure school.
Most of our parents serving on the SGB are illiterate. The SMTs relay
to us what to do and what not to do.

Parent 2 We face a lot of challenges in school governance in discharging our 175
responsibilities. We lack skills to develop school policies and basic
financial management knowledge. I can say that school crisis can be
resolved at different levels.

The envisage SGB training has not been realised. We are 176
experiencing many challenges in policy formation and
implementation.

- Parent 3 As a member of the SGB I know that the principal and her team are responsible for overseeing that learners are not scattered around the school buildings and their behaviour is acceptable. 177
- The SMT uses the newsletters, circulars to inform us about safety and security and they provide us with the opportunity to get involved in addressing safety issues in the school. Matters of school violence, safety and security caused by learners are difficult to resolve when parents are not supportive. The SMTs assist by reporting school crisis through law enforcement agencies 178
- Parent 4 I have been elected as the chairperson of the SGB. It is truly hard to execute my responsibilities and roles. We have not been trained. 179
- Since then, I realised people do resist changes. Since our elections to serve on the SGB, the principal and SMT have been struggling discharge their responsibilities in terms of learner discipline. There are teachers who resist the new changes. The resistance to changes appear for other motives. Some motives are sensible while others are insensible. Ignorance and negligence by staff members cause the SMT to struggle when implementing the desired changes that are against learner discipline. 180
- Most of the staff members do not have skills to manage safety and security and are less motivated. This also cause them to have negative attitude towards the SMT's initiatives on building safe and secure learning environment. 181
- We wish to fully support the principal and teachers when they maintain discipline in the school. As a parent, the SMTs informs us in parent general meetings about school policies regarding the safety of the school and the learners. 182

Question 4

Researcher	<i>What role does School Governing Body play promoting school safety and security?</i>	183
Parent 1	Our SGB was established to promote the core business of the school, and to ensure that the security personnel receive monthly stipend.	184
	Criminal acts that happen in our school and things that go wrong in other schools are a history out of which we built conducive learning environment.	185
	To learn, our children must feel safe and supported. Without being supported, by parents, particularly SGB, learners' mind revert to focus on unwanted behaviours.	186
	Our SGB involve learners in creating safe learning environment. Learners often know where gaps in school security exist. They know what can be done to improve school safety. They tell us where they feel must be safe and secured.	187
	Secondly, a healthy learning environment enables learners to learn and teachers to teach in powerful ways. The access to school is timeously examined.	188
	What I know is that the SGB has developed a policy for safety and security in the school.	189
Parent 2	Fostering a healthy and supportive teaching and learning environment has never been easy for our school.	190
	As the recently elected secretary of the SGB, I was scared about school gangs that had control of the place. Teachers were also afraid to install discipline, the worst was that learners had no safe place to learn.	191
	The inconsistent application of the learners 'code of conduct was brought to our attention. We intervened. The school management and teachers are assisted in the execution of policies and regulations that are related to security.	192
	The overall school safety planning is clearly communicated to all stakeholders. At our parents' general meetings, parents are	193

encouraged to take charge of school safety from their homes. Parents are cautioned not to ignore their kids' school bags. It is through the school bags that unwanted items are smuggled into the school premises.

Parent 3 The school has established a safety committee. The safety committee develops the overall plan for prevention, intervention and resolve security conflicts that may arise. The members of the safety committee includes the teachers who are with learners most of the time daily. The safety committee also foster relationships amongst the learners and teachers. 194

Parents are also encouraged to talk about school safety at home and in the community. When parents meet at the different places in the community, they talk about school gangs, drugs, weapons, and related school safety matters. 195

When school violence and trauma issues are made known to the society, measures to reduce violent acts are apparent. 196

Parent 4 Our SGB is actively involved in the creation of safe classrooms. 197

Creating a safe school required constant attention to the safety and security of the school facilities. We have developed clear safety and security policies for learners, teachers and visitors. The policies are frequently communicated to parents and school communities at large. Without these conditions in place, learning and teaching are compromised. 198

There is a safety team established that enables learners to be accountable for their actions. The safety team discourages ill-behaviours by learners at all costs and administrations with safety initiatives. 199

- Question 5** ***Apart from what school policies prescribe, what else do you do to reduce safety and security challenges?*** **200**
- Parent 1 Besides what school policies prescribe, parents are liable to the actions of children in the school including bullying, disrespect to elders and weapon possession in schools. 201
- As parents we take active roles in the school through talking regularly with teachers and administrators discouraging learners not to indulge in violent acts 202
- We also act as role models who teach children to settle conflicts and differences peacefully managing anger without being violent. We communicate clearly issues of safety and security to learners and about school violence. 203
- Furthermore, when children bring problems perceived small, they are given attention before they become worse. Learners are trained conflict resolution skills that are essential in the life of an individual. 204
- Other institutions such as Departments of Social Development, Health and SAPS are invited to talk to learners. Professional social workers, nurses and police frequent our school talking to learners about their behaviours. Behaviours that can escalate into physical fights and bullying are always discouraged. The experts communicate clearly on the violence matters. Learners are orientated on the do's and don'ts of school violence. Behaviours that spark fistfights are discouraged by people with expertise. 205
- Parent 2 It is vital for parents to support teachers and the principal on their execution of school policies. As the member of the SGB, I make it clear that school policies and rules are supported to help create and maintain a safe place for all learners to learn. 206

- We join with other parents in community meetings, be it civic 207
gatherings, in churches or 'khoros' (meetings that called by our
traditional leaders), talk about violence problems in the community.
The concerns of youth in the village and opportunities of youth
development that sharpen and strengthen their skills and talents are
discussed.
- Youth clubs aid associations help us to pull them out of streets, 208
thereby reducing criminal acts in the community and ultimately at
school. The principal must keep accurate of all violent incidences that
takes place in the school.
- Parent 3 It is important to note that home is the first school for any child. If 209
parents care and check the children in their parenting styles, it
becomes easy to prevent safety and security challenges at school.
We talk to parents timeously in parents general meetings and 210
encourage them to provide good and effective home environments.
The parents are always advised not to perform violent actions before
their children.
Meeting with teachers regularly during parent open-school days, help 211
parents to understand the position and challenges that children
experience at school. This help us to arrest problems and security
challenges at an early stage.
We also seek help from other experts such as counsellors, 212
psychiatrists, social workers and police. Knowledgeable people are
called to school and guide learners in career choices and life skills.
Any suspicious behaviours are reported to the reluctant authorities to 213
save learners and teachers in their day to day commitment.
- Parent 4 Parents are encouraged to keep lines of communication open with 214
their children. Talk to your children. In parent meetings, parents are
introduced to how initiate discussions with their children about
violence, smoking and drugs, as well as the abuse of alcohol amongst
youth.

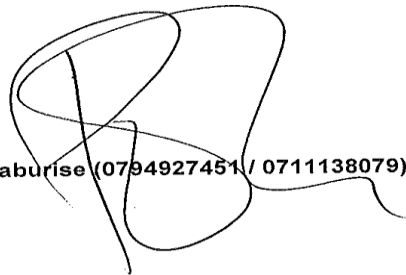
The entire school is fenced in such a way the learners cannot sneak out of the security fence 215

Any signs of threats to school safety are reported to teachers and the principal. Early warning signs of school violence such as depression, lack of love and affection, weapon possession and others are reported. This helps us to reduce or stop school violence. School violence hampers teaching and learning atmosphere. If possible school violence must be stopped at all cost. 216

APPENDIX H: LETTER FROM LANGUAGE EDITOR

Date: 26, April, 2017

This is to certify that I, **Dr P Kaburise**, have proofread the thesis entitled – **CREATING A SAFE AND SECURE TEACHING AND LEARNING ENVIRONMENT: A SUCCESSFUL SCHOOL LEADERSHIP IMPERATIVE** by **SINTHUMULE, DA**. I have indicated some amendments which the student has undertaken to effect, before the final document is submitted.



Dr P Kaburise (0794927451 / 0711138079)

APPENDIX I: ETHICAL CLEARANCE CERTIFICATE

RESEARCH AND INNOVATION
OFFICE OF THE DIRECTOR

NAME OF RESEARCHER/INVESTIGATOR:

Mr DA Sinthumule

Student No:

8705008

PROJECT TITLE: Creating a Safe and Secure Teaching and Learning Environment: A Successful School Leadership Imperative.

PROJECT NO: SEDU/16/CSEM/03/1304

SUPERVISORS/ CO-RESEARCHERS/ CO-INVESTIGATORS

NAME	INSTITUTION & DEPARTMENT	ROLE
Dr RJ Monobe	University of Venda	Promoter
Dr MP Mulaudzi	University of Venda	Co-Promoter
Dr T Runhare	University of Venda	Co-Promoter
Mr DA Sinthumule	University of Venda	Investigator - Student

ISSUED BY:

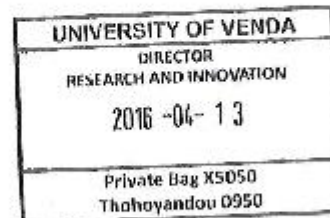
UNIVERSITY OF VENDA, RESEARCH ETHICS COMMITTEE

Date Considered: April 2016

Decision by Ethical Clearance Committee Granted

Signature of Chairperson of the Committee:

Name of the Chairperson of the Committee: 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

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APPENDIX J: SIMILARITY INDEX

School Safety and Security

ORIGINALITY REPORT

% 12	% 10	% 2	% 5
SIMILARITY INDEX	INTERNET SOURCES	PUBLICATIONS	STUDENT PAPERS

PRIMARY SOURCES

1	uir.unisa.ac.za Internet Source	% 1
2	Submitted to University of Venda Student Paper	% 1
3	my.unisa.ac.za Internet Source	<% 1
4	www.education.gov.za Internet Source	<% 1
5	dspace.nwu.ac.za Internet Source	<% 1
6	www.scielo.org.za Internet Source	<% 1
7	www.sace.org.za Internet Source	<% 1
8	fedsas.org.za Internet Source	<% 1
9	Submitted to University of Stellenbosch, South Africa	<% 1



APPENDIX K: PARENT CONSENT FORM

PARENT CONSENT FORM

Cell: 072 170 8820

School of Education
University of Venda
P/Bag x5050
THOHOYANDOU
0950

15 April 2016

Dear Parent

Re: CONSENT FOR PARTICIPATION IN RESEARCH

I am currently conducting research into safety and security in high schools in the Vhembe District. I have been granted permission by the Department of Basic Education - Vhembe District, to conduct research in high schools. Your child has been selected to take part in this research.

May you kindly grant your child permission to conduct research in one of the following ways: approximately 30 minutes interview will be conducted and/or completion of questionnaires?

You are assured that your child's identity and responses to this interview will be kept confidential at all times and that your responses will not be made available to any unauthorized user.

Should you have any queries or comments, you are welcome to contact me.

Thank you very much for your cooperation.

D.A Sinthumule

INFORMED CONSENT DECLARATION

In terms of the ethical requirements of the University of Venda, you are now requested to complete the following section:

I, _____, have read and understood the procedures involved in the research and what is expected of my child as a participant. I understand that my child's and identity will be protected in the study.

I willingly (mark the appropriate section)

give consent

do NOT give consent

to my child to participate in the research.

Signature: _____

Date: _____