

**SAFETY IN SEMI-URBAN SCHOOLS OF LIMPOPO PROVINCE:
A CASE OF MANKWENG CIRCUIT**

BY

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DEDICATION

This study is dedicated with a lot of love, respect and appreciation to my husband, Ertiro Teshale Abo, and my daughter, Ertiro Kalkidan Teshale, for their support and encouragement.

DECLARATION BY THE STUDENT

I declare that ***Safety in Semi-Urban Schools of Limpopo Province: A case of Mankweng Circuit*** is my own work and that all the sources that I have used or quoted have been indicated and acknowledged by means of complete references and that this work has not been submitted before for any other degree at any other institution of higher education.

Signature

Date

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ABSTRACT

Safety in schools is not only a South African issue, but a global challenge too. The study focused on safety in semi-urban schools of Limpopo Province, Mankweng Circuit. The purpose of this study was to investigate factors that affect learners' safety and to propose ways in which safe schools could be created so that these become centres of learning and where effective teaching takes place. A qualitative approach was used in this study via the use of a purposive sampling method. The sample for this study consisted of 3 learners selected from each 3 different schools. Data was collected through three methods: interviews, observations and written documents. Semi-structured interviews were used to interview learners. The present researcher took five to ten minutes to observe the school before starting the interviews. Substance abuse policy, Minutes for sub-committee for safety and Incidents of violence were used as written documents. The data collected was explicated using step-by-step guide. The study found that some schools in Mankweng Circuit are not safe. Fighting, stabbing, and using drugs and dagga, teenage pregnancy and threats take place on school premises and some of the learners even brought drugs and weapons into school premises. Results also indicated there is a strong partnership between parents and law enforcement agencies for instance polices are working together in the provision of safety measures in schools. As part of the study recommendations, all discarded materials such as broken chairs, tables and blackboards are stored far away from the learners' classes and gate.

Key words: safety, school violence, and security.

LIST OF ABBREVIATIONS AND ACRONYMS

CDC	Centre for Disease Control
DoE	Department of Education
IES	Institute for Educational Sciences
ITP	Invitational Theory and Practice
KZN	KwaZulu Natal
LO	Life Orientation
NGO	Non-Government Organisation
NIDA	National Institute on Drug Abuse
OHSA	Occupational Health and Safety Act
PIRLS	Progress in International Reading Literacy Study
PTA	Parent Teacher Associations
PTSD	Post-traumatic stress disorder
RCL	Representative Council of Learners
SA	South Africa
SAIRR	South Africa Institute on Race Relations
SASA	South Africa School Act
SGB	School Governing Body
SMT	School Management Team
USA	United States of America

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CHAPTER ONE

INTRODUCTION TO THE STUDY

1.1 OVERVIEW

Safety in schools is not only a South African issue but also a global challenge characterised by types of crime and violence taking place on school premises ultimately affecting schools (Guerrero, Hazbón, Brimacombe, Del Valle, Cavatore, Varma-Basil & León, 2006). The motivation for this study arose from personal observation. The present researcher observed most learners smoking cigarettes, using weapons to fight each other as well as teenage pregnancy. This chapter presents the background to the study, the statement of the problem and the purpose of the study and the questions that guided the study. The theoretical framework, research methodology, definition of concepts and ethical considerations, significance of the study and the outline of the study form part of it.

1.2 BACKGROUND TO THE STUDY

School safety is a worldwide problem. School safety means an effective structure and organization free from potential and physical harm, absence of violence and the presence of nurturing, caring and protective staff (Chukwu, 2008). Schools in South Africa, especially after 1994, after the country became a democracy, seem to be unsafe (Mabasa, 2014). Countries with cultures as diverse as Japan and Jordan, Finland, Brazil, Norway, Israel, Malaysia, Colombia, South Africa, USA, and Ethiopia are also alarmed by atrocious acts of senseless violence in schools (Astor, Benbenishty & Marachi, 2006). In the United States of America, one in every twelve learners who stay away from school, do so because of violence at their school (Bekoe, 2005). If there is violence at school teaching and learning cannot occur properly and that affects the safety of the school. Effective teaching and learning can only occur in a safe place.

According to Menesini, Sanchez, Fonzi, Ortega, Costabile and Lo Feudo, (2003), school violence in Italy was reported to be at a higher level than that which had been found in

other European and Western countries (being about as twice as high as in England and almost three times higher than in Norway), it means school violence is all over the world. If there is violence in a school it affects the safety of the school. The learners cannot concentrate on their lessons because they keep on thinking about their safety.

In South Africa, research has found that youth gangs intrude the schools of vulnerable communities, using them as markets for drugs, alcohol, weapons and young girls, who are abducted and raped (Lawson & Samson, 2001). In the school context, learners who participate in violence are those who have lower grades, who have financial problems, or who see themselves as underachievers, or those who look at themselves as an unsuccessful in their studies or academic setting.

In an attempt to curb the scourge of violence in schools, the South African Constitution and Legislation make provision for the prevention of the rights and safety of learners in schools by forming laws and rules that are used by learners, teachers and school members (Prinsloo & Naser, 2007). In addition, South Africa became a signatory to the Change of the Rights of the Child and was accepted by the United Nations General Assembly in 1989, which makes it compulsory for members to pass laws and enforce measures to prevent the child from all forms of violence, sexual harassment, neglect, maltreatment or exploitation. But despite these efforts, there seems to be little progress in reducing school violence.

Recently, Jacob Zuma, the country's president said that for "the schools to be safe teachers must be in class on time and spend the rest of the time by marking and preparation for the class" (Mncube & Madiya, 2014). If teachers come to class on time, learners do not have the time to loiter about. And if teachers are given extra class work and activities to make them busy, learners are not thought of absenting themselves.

According to Harris (2004), the aim of schooling is to prepare an environment where teaching and learning could take place, to prepare people how to work around the world, to prepare good citizens and to teach the values of the society and the growth of the individual. Therefore, if teachers work hard and motivate learners to do their work,

effective teaching and learning would occur. In addition to this, a safe school would encourage learners to come to school.

If school is safe the teachers can teach without fear and the learners can learn, do their school work properly and achieve their goals. It is usually accepted that a safe school is a *sine qua non* for achieving goals of teaching and learning (Prinsloo, 2005) and that good discipline makes any school become effective and attractive for children. When children feel safe, they become ready to learn. Mestry, Merwe, and Squelch (2006) consider safe schools as schools that are physically and psychologically safe and that permit teachers, learners and other community members to work as a unit and without fear for their lives. A safe school is therefore an area where teachers share their knowledge with learners and community members.

The purpose of this study was to investigate factors that affect learners' safety and to propose ways in which safe schools could be created so that these become centers of learning and where effective teaching takes place.

1.3 STATEMENT OF THE PROBLEM

Teaching and learning take place in safe schools. Research gives an idea that effective teaching and learning could only occur in a good and secured school environment which is what every community wants for its children. Masitsa (2011) notes that indicators of safety involve good behaviour, a culture that helps to teaching and learning to take place, qualified teacher behaviour and good control and managing practices.

However, in contrast to this ideal, problems in most South African schools include: gangster, drug abuse, teenage pregnancy, violence (such as rape, theft, serious assault, and simple assault), and punishing learners unfairly. School violence is a problem in a number of South African schools. For example, firing a gun, stabbing, and physical and emotional violence take place in both government and private schools (Van der Merwe, 2007). On the other hand, Rossouw and Stewart (2008) revealed that teachers are subjected to physical and psychological violence in a number of South African schools. For instance, in one event a pregnant teacher was kicked and injured

by learners, and in one of the schools in the Western Cape, the school principal was allegedly beaten up by a parent.

In the light of these pressing challenges, the South African government, Non-Governmental Organizations and teachers have allotted resources for school safety and embarked upon innovative initiatives through which to address problems of violence in schools. Employing many of the internationally accepted approaches for improving school safety, these stakeholders have had some success in transforming schools into positive social spaces where learners can learn and thrive. However, the benefit of these efforts has not reached all schools, or has not been able to address all safety issues within individual schools.

As indicated above, safe and secure schools could contribute to the improvement of academic achievement of learners. It is therefore important to find more effective ways for creating safe and secure schools, because to achieve the goals of teaching and learning, schools must create a safe environment.

1.4 PURPOSE OF THE STUDY

The purpose of the study was to investigate factors that affect safety of learners, such as school violence in Mankweng Circuit, Limpopo Province and to propose ways that create safe schools.

1.5 RESEARCH QUESTIONS

Main research question:-

What are the factors that affect the safety and security in schools?

Sub-questions

- How learners' safety is protected in Mankweng Circuit?
- What are learners' perceptions of high violent behaviour that affects their safety?
- What is being done to protect learners' safety and to restore discipline in schools?

1.6 THEORETICAL FRAMEWORK

The present study was based on Purkey (1978) invitational theory. In Purkey's words, "no aspect of education is more important than the feeling on the part of the teacher that the individual learner is important, variable and can learn in school". The invitational theory is a theory of practice designed to create a total school environment that intentionally summons people in schools to realize their relatively boundless potential. It addresses the global nature of schools, the entire gestalt. Its purpose is to make schooling a more exciting, satisfying and enriching experience for everyone involved in educative process. It suggests to school community members, teachers, learners and other stakeholders to work together to make progress in their schools and concentrate on the creation of safe and secure schools. To create a safe school, school community members must work together. The theory further shows that if communities contribute their knowledge, skills, and support schools, these will be effective in that they will make teaching and learning effective, thus allowing schools to achieve their goals. Invitational theory elements are people, places, policies, processes and programmes. If these elements are available at school, it is possible to create a safe school and make schools inviting to the learners.

1.7 RESEARCH METHODOLOGY

In this study the researcher used the qualitative approach. Qualitative research is extremely important for getting insights into regular or problematic experiences and the meaning attached to these experiences of chosen individuals and groups (Onwuegbuzie & Leech, 2007). Qualitative research is most often used as exploratory research.

Qualitative research is focused on specific organization or event, rather than focused on large sample of a population. Its purpose is to provide an explicit rendering of the structure, order, and broad patterns found among a member of participants. It is also called ethno-methodology or field research and it gathers data about human groups in a social setting (De Massis & Kotlar, 2014).

1.7.1 Research design

A case study was adopted for this study. A case study refers to a normal study to get issues intrinsic to the person, member or an event (Pedersen & Carey, 2003). A case study allows the researcher to become related with the data in its natural setting and to totally accept the context (Agostinho, 2008). It is an in-depth study of an individual member, institution, organization or programme. The researcher found that using case study helps her to deeply understand the safety of learners'.

1.7.2 Sampling

Purposive sampling was used in this research to select the participants for the study. According to Nieuwenhuis (2007), in order to obtain rich data, a purposeful sampling technique is used to choose participants. The participants for this research were chosen because of certain defining behaviours that make them the keepers of data wanted for the study. The reason is that they are a bit older to understand their safety at the schools.

The site was Mankweng Circuit. The sample consisted of 3 learners from each 3 different schools: One learner from Grade 10, one learner from Grade 11 and one learner from Grade 12. The total number of the sample was 9 (3*3).

1.7.3 Data collection methods

Interviews, observations and document analysis methods were used to collect data. Interviews permit people to convey to others a condition from their own thinking and in their own words. In interviews, one tries to interrogate something from the participant's point of view and to uncover the meaning of their knowledge (Nieuwenhuis, 2007). The type of interview method that was used is that of the semi-structured. Semi-structured interviews have no selections from which the participants choose a solution (Huang, 2014). Rather, the questions are phrased to permit for individual feedback. It is an open-ended interview but is fairly specific in its intent. Interviews took place at the participants' schools and at a time that is most comfortable for them. The interview

itself, although focused on the guiding questions, occurred in a more conversational manner in order to place the participant at ease.

Data were also collected through observations made. The researcher observed the safety conditions of the schools before starting the interview with the learners. Document analysis is a social research method and is a useful research instrument in its own right and is an invaluable part of most schemes of triangulation. Documentary work includes reading different types of written material. A document is something that we can read and which is familiar with some aspect of the social world being looked at. It is a systematic procedure for reviewing or evaluating documents both printed and electronic (computer-based and Internet-transmitted) material. Document analysis requires that data be examined and interpreted in order to elicit meaning, gain an understanding, and develop empirical knowledge (Corbin & Strauss, 2008; Murtagh, Thomson, May, Rapley, Heaven, Graham & Eccles, 2007). Specific documents that are relevant for the study such as substance abuse policy, minutes for sub-committee for safety and records of incidents of violence were accessed and used as data.

1.7.4 Data analysis

After the completion of the interviews, tape recordings were transcribed. After the transcriptions, a hard copy of the interviews was produced in order for the gathered data to be carefully read. During the first reading of the interviews each transcript was examined carefully in order to obtain a wide picture of the interviews. Further readings took place in order to start and develop categories deriving from the data. The data was carefully and meaningfully checked and any themes and topics derived from the data were put together. Common categories were drawn following the initial research questions and topics, following O'Connor and Gibson's model of qualitative data analysis. For observations the researcher prepared a table at (Appendix B) and for document analysis the researcher took the incidents that happened and recorded as an event.

1.8 DEFINITION OF CONCEPTS

1.8.1 Safety

Safety is a state of being protected from potential harm or something that has been designed to protect and prevent harm. For this study, safety is related with learners are protected from harm or injury at the school. Prinsloo (2005) believes that safety is the state of being “safe”, the condition of being protected against physical, social, spiritual, financial, political, emotional, occupational, psychological, educational or other types or consequences of failure, damage, error, accidents, harm or any other event which could be considered non-desirable.

1.8.2 Semi-Urban

Semi-urban is partly urban; between urban and rural; somewhat but not wholly characteristic of urban areas.

1.8.3 School

A school is an institution designed to provide learning spaces and learning environments for teaching of learners under the direction of teachers. According to Burton (2008:1) a school can generally be seen as means to develop and strengthen individuals with pro-social attitudes and as places where individuals are prepared for the part they are going to play in society.

1.8.4 School violence

School violence is any form of violent activity or activities inside the school premises. Miller and Kraus (2008:15) provide a broad definition of school violence, describing it as an array of behaviours, ranging from verbal taunts to bombing people in a school building.

1.8.5 Limpopo Province



Figure 1.1: Limpopo province map

Limpopo is South Africa's northernmost province, lying within the great curve of the Limpopo River. It is a region of contrasts, from true bushveld country to majestic mountains, primeval indigenous forests, unspoilt wilderness and patchworks of farmland. The province borders the countries of Botswana to the west, Zimbabwe to the north and Mozambique to the east. In the eastern region lies the northern half of the magnificent Kruger National Park, a nature reserve teeming with African wildlife in a total area roughly the size of Israel. It is the gateway to the rest of Africa, with its shared borders making it favourably situated for economic cooperation with other parts of southern Africa.

The Maputo Development Corridor links the province directly with the Port of Maputo in Mozambique, creating development and trade opportunities, particularly in the southeast. Limpopo connects to the corridor via the Phalaborwa Spatial Development Initiative, a network of rail and road corridors linked to major seaports. This is complemented by airports in centres such as Phalaborwa and Musina, as well as the Gateway International Airport in Polokwane. The capital is Polokwane, located in the middle of the province. Further north is Modimolle, the hub of the local table-grape industry set near the beautiful Waterberg mountain range; Makhado at the foot of the Soutpansberg mountains; and Musina, with its thick-set baobab trees.

1.9 ETHICAL CONSIDERATIONS

Permission to conduct study

Permission was sought from the relevant persons and authorities (Department of Education) including the ethical committee of the University of Limpopo.

Informed consent and voluntary participation

Detailed explanation on the purpose and procedure of the study was given to the participants and their consent sought. It was explained to the participants that their participation in the research was entirely voluntary and that they were free to withdraw at any time. Written consent was voluntarily requested from them before the interviews were conducted.

Confidentiality and anonymity

The rule of confidentiality and protection of identity was upheld. To ensure that both confidentiality and anonymity were not compromised, the researcher ensured that the recorded data was stored using numbers rather than the participants' actual names. Assurance was given on the issues of human dignity, protection against harm, freedom of choice and expression and access to information.

1.10 SIGNIFICANCE OF THE STUDY

The study may be significant in that:

- Schools and educational officials may understand the need to create safe and secure schools.
- The learners may benefit from safe and secure of schools.
- Safe and secure schools create a climate of creative and inspired teaching staff, therefore conducting a study in this area in order to find out what happens in schools as far as violence is concerned will benefit not only the Department of Education, but also the teachers, learners and community members whose children attend these schools.

1.11 OUTLINE OF THE STUDY

The study is composed of five chapters as outlined here:

Chapter 1: INTRODUCTION TO THE STUDY

Chapter 2: LITERATURE REVIEW AND THEORETICAL FRAMEWORK

Chapter 3: RESEARCH METHODOLOGY

Chapter 4: PRESENTATION OF FINDINGS

Chapter 5: DISCUSSIONS, RECOMMENDATIONS AND CONCLUSIONS

1.12 CONCLUSION

In this chapter background to the study and the statement of the problem was outlined, followed by the purpose of the study, research question, theoretical framework, research methodology, definition of concepts, and ethical considerations and lastly, the significance of the problem was discussed to highlight why this study is important.

The following chapter highlights school safety in America, Europe and Africa. The historical and contemporary contexts as well as policy regarding school safety are discussed.

CHAPTER TWO

THEORETICAL FRAMEWORK AND LITERATURE REVIEW

2.1 INTRODUCTION

Firstly, the theoretical framework is discussed. Following a review of the literature on school safety from both local and global perspective is verified. In order to place the study in the context of the general body of scientific knowledge relating to the topic, it is vitally important to review the literature (Chemeli, 2014). The literature review is designed as follows: the concept of school safety is explained, and the historical development of school safety is given. This is followed by methodologies used in the study of school safety and the major findings. Lastly, school safety laws in place in South Africa are discussed.

2.2 THEORETICAL FRAMEWORK

For this study the researcher chose invitational theory as a theoretical framework. The reason is invitational theory suggests that to make teaching and learning effective as well as to keep the school safe, the school and the community members have working together.

2.2.1 Invitational theory

Invitational theory was firstly introduced by William Purkey in 1978 and describes an educational framework of learning/teaching relationships based on human value, responsibility and capabilities. The word inviting comes from the Latin word invitare, meaning “to offer something beneficial for consideration” but its definition implicitly involves “an ethical process involving continuous interactions among and between human beings”

Invitational theory has been most often applied to the concerns of schools: teaching, learning, counselling, staff development and administrative functioning. It seems that invitational education first concentrated on how to develop schools that encouraged positive self-concept development in children and increased quality of staff and teachers working properly.

Born as a reaction to the classical educational practices used in schools, “invitational theory” aims to make a difference in the limited communication styles between school communities (Purkey, 1991). The invitational theory creates a change between school communities and it helps to communicate briefly about the school. If the school communities work together, the school has a positive climate for teaching and learning, therefore without any disturbance effective teaching and learning can occur.

According to Paxton (1993) a main tenant of “invitational theory” is to strengthen schools and to encourage learners to want to go to school. For example, motivating the learners with their work like class work, homework and assignment by showing them how they could do it and give them extra examples to be simple for them to do their work. A study by Purkey and Novak (2008) postulates that school should be made inviting to the local society to an extent that learners, teachers, and parents feel welcome. Creating an inviting school requires that learners, families, and teachers work together to develop, live, and contribute to a shared school vision (Cohen-Saidon, Cohen, Sigal, Liron & Alon, 2009; Novak, Willem, Garratt, Citron, Kaufmann, Rittger & Haas, 2006) where each person contributes to the operations of the school and the care of the physical environment. The creation of inviting school involves the school community, teachers, learners and parents to work together for the progress of the school and it creates effective teaching and learning. Learners feel welcomed to the school and it motivates them to focus on their school work.

A safe and welcoming school helps children to embrace education enthusiastically, increase learner ownership, and better work relationships for adults (Mayer, 2007). An inviting or welcoming school leads to fewer acts of aggression, less vandalism and less absenteeism by learners. According to Purkey and Novak (2008), schools must provide a warm, caring environment for learners to learn and prosper. If a school is warm and comfortable for the learners, the learners always want to go to school because they enjoy the welcoming environment and the positive conditions the school provides.

Invitational theory (Listserv, Grant, Clowns, & Purkey, 2013) is a collection of assumptions that seek to explain phenomena and provide a means of intentionally summoning people to realize their relatively boundless potential in all areas of worthwhile human endeavour. Its use is to address the entire global nature of human existence and opportunity, and to make life a more exciting, convincing and supporting experience.

2.2.1.1 Assumptions of invitational theory

Invitational theory is unlike any other system reported in the professional literature in that it provides an overarching framework for a variety of approaches and models that fit with its four basic assumptions. The four basic assumptions are important for both teachers and learners, creating a good teacher-learner relationship. If teachers and learners work together, this helps to create a positive environment. The creation of positive environment helps to develop effective teaching and learning. These assumptions give it purpose and direction and take the form of four propositions: trust, respect, optimism, and intentionality. Respect, trust, optimism and intentionality should be a part of every school, and important to every teacher in their actions as this is the basis of a good learner-teacher relationship and helps to progress positive behaviours, self-concepts and environment, consequently encouraging the learners' achievements. As Purkey (1970) notes, "No aspect of education is more important than the feeling on the part of the teacher that the individual learner is important, valuable, and can learn in school."

Trust

Human existence is a cooperative and collaborative activity where process is as important as result. A basic ingredient of invitational theory is realization of the interdependence of human beings. Trying to get others to do what is wanted without involving them in the process is a lost cause. Given the best inviting environment, each person will find his or her own best ways of existence and becoming. Each individual is the highest authority on his or her personal existence. Therefore, when doing something

people should try to do it together because everyone has a different job description and experience. If people work together the result is better than doing it individually.

Respect

People are skilful, valuable, and reliable and should be treated accordingly. An essential element in any human experience is shared responsibility based on mutual respect. This respect is manifested in the caring and positive behaviours exhibited by people as well as the places, policies, programs, and processes they create and maintain. Respect is working with the five P's of invitational theory and if people work together the result of a process is good and it creates the positive environment and the people are working with mutual respect. It is also manifested by establishing positions of equality and shared power. As a teacher, he/she must respect his/her learners because if learners are respected they will respect the teachers and other authorities back, and that will create a positive environment which will result in a safe school.

Optimism

People possess untapped potential in all areas of human attempt. The difference of human beings is that no clear limits to potential have been discovered. Invitational theory could not be sincerely considered if optimism regarding human potential did not exist. It is not enough to be inviting; it is critical to be optimistic about the process. Therefore, invitational theory cannot work without the support of optimism; that means the work cannot do without human potential. No one can choose an advantageous direction in life without hope, without thinking that changes for the better is possible. Therefore, people work hard to live a better life and to achieve progress in their lives. From the standpoint of invitational theory, seeing people as possessing untapped potential determines the policies established, the programmes supported, the processes encouraged, the physical environments created, and the relationships established and maintained.

Intentionality

Human potential can best be recognised by places, policies, processes, and programmes specifically planned to invite development and by people who are personally and professionally inviting with themselves and others. An invitation is defined as an intentional act planned to offer something beneficial for consideration. Intentionality enables people to create and maintain total environments that consistently and dependably invite the recognition of human potential. Intentionality is so important in invitational theory that it receives special attention in the work environment. The four essential propositions of invitational theory: trust, respect, optimism, and intentionality, give a regular pattern "stance" through which human beings can create and maintain an optimally inviting environment. While there are other elements that contribute to invitational theory, they support invitational theory to work in good condition and create a healthy environment and provide effective teaching and learning.

2.2.1.2 The five powerful P's of invitational theory

The following activities show how Invitational Education works in the school and how it applies the process and creates a good product:

People

People can affect in either positive or negative ways and it is the teacher who is the role model to their class, showing standards of behaviour and treatment that learners expect. Because the teacher is a role model to the learner, he/she must behave in the class in a good manner and try by all means to understand the learners' problems and solve them without any disruption. Purkey (1970) notes "that the teachers beliefs in himself and his learners are major factors in deciding his effectiveness in the classroom ... those who are more accepting of themselves tend to be more accepting of others and perceive others as more accepting". By believing and demonstrating a positive, accepting and open-minded attitude through our actions and interactions to and with others, it will consequently influence those around us in a positive way, and this is critical for any classroom, particularly those that require personal expression, like art. This can also take the form of the way in which we speak to the learners, as well as our

nonverbal actions (body language and facial expressions) as "the effect of the teacher's non-verbal behaviour is a particularly powerful influence" (Lawrence et al., 2006) and can often contradict our verbal messages. There is a strong need for teachers to be consciously aware of this mixed message as "the style of the teacher in that interaction helps develop children's understandings" (Jarvis, 2006).

Special attention is given to personal grooming and professional dress. Although all parts of a school are essential to its operation, from the standpoint of the invitational model, People (teachers, other school staff, and the learners themselves) are the most important part (Purkey & Novak, 2008; Smith, 2013). People create and maintain the invitational climate (Marshall, 2004). It is important in a school to know how people who are significant in the lives of the learners are contributing to or detracting from human existence and development. Zullig, Koopman, Patton, and Ubbes (2010) states that the greatest indicator of achievement was the way learners felt within themselves about the social environment within the school. If learners do not understand the social environment, it creates confusion for them. However, if they are made aware of what is going on inside the school it helps for their achievement. The model of Invitational Theory and Practice (ITP) requires unconditional respect for people --- the extent that respect is manifested in the school environment, the caring and appropriate behaviours that people exhibit toward themselves and others (Purkey & Novak, 2008).

Places

The classroom "environment can be used to give reality, relevance and practical experience to learning" (Jarvis, 2006,). The classroom is the easiest thing to change to present positive behaviour. An Art room should be a place of inspiration and resource for the young artist. This can be created through filling the room with natural light, posters of key art terms (such as the elements and principle of design) and artists of a variety of periods and styles, learners' work of all grades and ability levels, as well as having some resources and equipment out on benches or tables at all times. By having a bright and warm environment it invites those who enter it to share in the experiences of the class and others by being able to view work produced. Having access to

materials reinforces positive messages, such as 'you are welcome in my class, feel free to pick a pencil or paint brush and express yourself'.

When seeking to change an environment, the most obvious place to begin is the physical setting --- any part of a school's physical environment that is unpleasant, unattractive, littered, grimy, dusty, or dingy is disinviting. According to the Healthy People 2010 Report (U.S. Department of Health and Human Services, 2002), a healthy school environment refers to the physical environment of the school such as school indoor air quality, pest and chemical management, ventilation, mould, and moisture issues that may inhibit learning through increased risks to the health of school children and staff. The aspects used for "place" in the current study include availability and arrangement of chair/desks, air, school grounds/compound, rest rooms/toilets, head teacher's office, bulletin/notice boards, safety measures, water points, and lighting. If the physical environment is comfortable for the learners they perform well in their work because if the environment is not comfortable it affects teaching and learning.

Processes

The processes by which we monitor and maintain the other four P's functioning is important. By maintaining a positive attitude, working together, caring and respectful environment, with programmes and policies to suit the needs of the learners, the teacher is "in a much better position to create positive and realistic self-concepts in their learners" (Purkey, 1970) and consequently increase their levels of involvement and achievement (Hunter & Smith, 2007). If the teacher shows the learners respect, caring and a positive attitude the learners feel a certain level of comfort and this consequently increases their level of performance.

Process is a systematic series of actions directed to some end and as such represents not only content but also context. Process shows how the school is operating, how the people are acting, rather than what is being undertaken. Bernhardt (2012) defines school processes as what learning organizations, and those who work in them, are doing to help learners learn: what they teach, how they teach, and how they assess learners. She states that the school processes include programmes, curriculum, instruction and assessment strategies, interventions, and all other classroom practices

that teachers use to help learners learn. The assignment of grades, response to telephone calls, punctuality, how people feel about their reception by school, involvement in decision making, attendance and promptness of beginning classes are the school processes considered in the current study.

Policies

The places people create are closely related to the policies they create and maintain (Smith, 2013). Policies refer to guidelines, rules, procedures, codes, directives and so forth that regulate the on-going functions of the school and they reflect societal norms and expectations (Flay, 2000). It is a rule established by the school and the people around the school and the school community follows those policies. Purkey and Novak (2008) argue that it is not the policy itself as much as what the policy communicates that is vital to the invitational model (i.e., trust or distrust, respect or disrespect, optimism or pessimism, intentionality or unintentionally).

School policy should reflect the shared expectations of the whole school community and that all learners and parents are clear about these shared expectations. In addition, according to the invitational model, policies reveal the perceptual orientations of the policy-makers. The current study captures the aspect of school policy, such as the willingness of teachers to help pupils with special problems; pupils having an opportunity to talk to one another during class activities; freedom of expression; the nature of messages and notes sent home; academic achievement and the grading practices of the school.

The policies employed in a class can be written or unwritten, and can contribute to the running of the class and the overall atmosphere in a positive or negative way. As Bill Rogers notes (as cited in McInerney, & Ali, 2006), "the classroom and school-wide rules should not be put arbitrarily from above, but should evolve from commonly held values" . By maintaining positive policies and including learners in the creation of policies about the operation of the class, such as getting out equipment or materials and their purpose or use, treatment of others, responding and asking for help and so on, it makes those involved feel as though they are respected and have a sense of personal 'ownership' which "will help develop a positive classroom climate and that peer

encouragement to uphold them is preferable to teacher enforcement alone" (McInerney, & Ali, 2006). The policies employed in an Art room need to allow and invite the learner to express their opinions free from fear of judgement or ridicule, as well as experiment with the different materials and resources in new ways, while maintaining a safe environment.

Programmes

As in the other domains, programmes can be harmful to individuals and groups (Smith, 2013). Some programmes are not inviting because they focus on narrow goals and forget the wider hope of human concerns (e.g. tracking or labelling learners --- people are not labels, and programmes that label individuals as different can have negative effects). The programmes that we introduce into our classrooms or have been created are often influenced by policies of official achievement levels, or for those with 'special needs'. This can impact on the way in which we teach learners who are a part of these programmes, as well as the way in which they view themselves and others. Maintaining and making sure that programmes that are introduced within the class do not discriminate or label the learners in a negative way, as learners see it as "more humiliating to be placed in 'special classes' than to remain in the regular class and receive low grades" (Purkey, 1970). Therefore when teaching, learners consider their label because it creates confusion if they do not understand the topic and it is pushing them to hate the subject. Art is a class in which the programme topics, and artworks need to be sensitively selected as some artworks can reinforce negative messages and stereotypes and others can reinforce positive messages and stereotypes. The works or periods chosen to study need to be sensitive to the needs of the class in regards to self-concepts, religion, stereotyping, meaning, images/ representation (too shocking or age inappropriate) and any other known factors of the individuals of the class.

Learning can only be done by the learner and it is the teacher's role to create the conditions for a productive, interpersonal and free learning environment. The teacher is the one creating a welcoming environment for the learners and it helps the learners to progress in their studies or school work. "The more we understand ourselves, the more likely we are to understand those whom we are privileged to teach" (Jarvis, 2006) and consequently are able to create an environment that not only promotes learning in a

positive way, but develops the learners' self-concept and ideas in a positive and constant manner. This needs the teachers to be constantly reassessing their personal beliefs and views, being conscious of their verbal and non-verbal cues, the layout of the class, the styles of activities, kinds of rules established, the types of feedback and assessments given, as well as the time they spend with each learner. The teacher motivates the learners to do their homework, assignments, and tests and gives them the feedback as soon as possible because the result helps them to progress and attain positive achievement.

By creating an environment that is positive and inviting to all who enter it can result in higher attainment and achievement levels among learners and teachers (Lawrence, 2006; Purkey, 1970). As Lawrence Fatkin, Singhose, Huey, Weiss, Erb and Glauser (2006) notes, "where the interaction is positive the child achieves more and is better behaved". Therefore the learners' achievement depends on the positive environment of the school. It is our jobs as teachers to make our classes inviting and caring in which learners can find comfort and inspiration (which is a key to self-expression and realisation), and by practising Invitational Education we can achieve more and help our learners develop as a whole person.

2.3. LITERATURE REVIEW

The following are parts of the literature review of the chapter and are discussed as follows:

2.3.1 The concept of school safety

A school is a place where learners learn, teachers teach and communities feel free to come without any fear. Stephens (1998) defines a safe school as an environment that is safe and welcoming where learners can learn and teacher can teach, without the fear of violence or intimidation. On the other hand Prinsloo (2005) defines a safe school as one that is free of danger and where there is an absence of possible harm; a place in which non-educators, teachers and all learners may work, teach and learn without fear of ridicule, intimidation, humiliation or violence.

In general, school safety includes keeping schools free of crime and violence, improving discipline, and increasing learner attendance. Schools that are safe and free of violence, weapons and drugs are necessary to ensure the well-being of all children and the quality of their education. According to Squelch (2001), safe schools are further characterised by good discipline, a culture conducive to teaching and learning, professional teacher conduct, good governance and management practices, and an absence(or low level) of crime and violence. School safety has three components. These will be explained in the next paragraph.

School safety can be conceptualized as having three components: physical safety, emotional safety and intellectual safety (Osher & Kendziora, 2010). This study focuses on physical school safety and also explores how school violence affects physical safety of the school. Physical safety refers to the protection of all the stakeholders, including families, caregivers, learners, school staff, and the community, from violence, theft, and exposure to weapons and threats, in order to establish a secure learning environment and to create a safe school (Reeves, Kanan & Plog, 2010).

2.3.2 Historical perspectives of school safety

Looking at the history of school safety globally, the study highlights some events that took place in different countries globally. In so doing the researcher discuss the topics relevant to the United States of America at briefly because it is believed that this country has abundant literature pertinent to the subject and America is one of the leading countries on school safety problems. Furthermore, the researcher briefly examines the phenomenon in France, Japan, China, Nigeria, Kenya and South Africa.

2.3.2.1 United States of America

In the United States, school safety has become a significant part of education. Until a rash of school shootings in the mid-1990s, suburban and rural school districts placed little effort into safety and security procedures and training. According to Anderson (2004), 172 learners were murdered in school-associated violence in the United States. Research conducted jointly by the Secret Service and the U.S. Department of Education

(2009), shows that since the early 90s, the majority of school shooters have given some kind of warning signals prior to their attacks (Calefati, 2009). The study revealed that school shooting were planned it before the events occurred and therefore it was possible to prevent these by involving learners to get the information. These incidents of violence portray that American schools are not safe.

A nationwide survey conducted biennially by the centre for disease control and prevention (CDC) in 2007 and involving representative samples of U.S. High school learners found that 5.9% of learners carried a weapon on the school compound (Goldhaber & Brewer, 1996). The survey found that 7.8% of high 17 school learners reported having been threatened or injured by use of a weapon in school. Contradicting to this, at a national level, according to a report of the U.S. departments of Justice and Education, the violent crime rate at schools declined by 50 percent from 1992 to 2002 (Devoe, Peter, Kaufman, Miller, Noonan, Snyder & Baum, 2004). This current study in seeks to investigate the existence of such practices and what SA schools are doing to ensure safety of learners from such habits at all times.

Furthermore, drug and alcohol use by adolescents has been increasing since 1991 and remains a major problem in American schools and neighbourhoods (Leshner, 1997). Drug and alcohol usage is increasing from the olden days and it causes a serious problem in American schools. The study at Mankweng Circuit sought to reveal whether or not learners are using drugs on the school premises.

To enhance school safety in the U.S., preventive measures have been put in place. Cameras that track the footage of most areas of the school premises are common and school lock-down procedures during which no child or adult is allowed to enter or exit the building establishes better safety procedures (Chemeli, 2014). The present study sought to find out whether SA schools get visitors to sign in/sign out records and whether such regular inspections as a safety measure are carried out in schools. It is commendable that schools in Mankweng Circuit consider having such measures in place as a way of ensuring safety in their schools.

2.3.2.2 France

In France, violence in school is also experienced. In the case of violence in French school (bullying, violent incidents, and problems with teachers); a concerned parent is given the chance to contact the representative French equivalent of the Parent Teacher Associations (PTA) of the school concerned (Shuttleworth, 2003). Robert Couffignal of the regional teachers union told the Associated Press in a telephone interview, “The larger problem for schools in this region and around France is tension over economic decline and lack of job prospects for young people, especially those from poor or immigrant backgrounds” (Speroff, Nwosu, Greevy, Weinger, Talbot, Wall, & Englebright, 2010).

According to Harber (2004), French teachers say that violent attacks have become all too commonplace in schools, an unintended result of budget cutbacks. A string of incidents since the beginning of 2005 have turned some schools into venues for settling instead of earning scores (Strike, Haller, & Soltis, 2005). In January 2005, an 18-year-old learner named Hakim died after being stabbed by a classmate at a suburban high school over an exchange of words between the alleged attacker and the victim’s sister. On another incident, hooded attackers entered a school’s gymnasium and sprayed learners with teargas before chasing and slashing their target. Another victim was an assistant principal attacked as he tried to stop two individuals from forcibly accessing his school in the tough Seine-Saint-Denis suburb on the north eastern outskirts of Paris, Le Parisien newspaper reported. Another incident left a teacher hospitalized with bruises after a 16-year-old learner facing a seven-day suspension arrived at a south eastern suburban school with a curtain rod and a pair of scissors and pummelled him, according to reports. The study at Mankweng Circuit seeks to find out the teachers are hurt or injured by their learners.

2.3.2.3 Japan

Traditionally, violent acts against children in Japan were considered private, isolated incidents largely outside the reach of government policy and legal action (Morrone & Matsuyama, 2008). Increasingly, however, public perception in Japan, mainly driven by

the mass media, has shifted away from such complacency. A few well-publicized attacks on children have forced Mombusho (the Ministry of Education) to address the issue openly. This represents the beginning of a significant change in Japan, which has long considered it to be an oasis of safety far removed from the dangers of the larger world. In Japan, the problem was openly ignored for years, until the Ministry of Education officially acknowledged the issue and created some policy and directives to deal with it (Fujita, 1989). This reluctance to take action may be a characteristic of bureaucracies everywhere, but it is particularly endemic to Japanese bureaucracies.

A long, laborious process of ministerial consensus-building often leaves schools to fend for them with little official guidance when a crisis occurs (Goodman & Phillips, 2003). A case in point is the Kobe beheading that shocked the country in 1997. An incident in which a 14-year-old boy strangled an 11-year-old boy, decapitated him, and placed the head on the gate of the killer's junior high school the following morning. According to Morrone and Matsuyama (2008), this was the murderer's protest against the bullying and oppression that he felt Japanese schools tacitly encouraged through their regimentation and intolerance of difference. After some debate within the Ministry of Education, officials labelled the incident a unique crime that should not be the basis for any nationwide school safety policies. Therefore, parents and PTA members throughout the country took it upon themselves to organize programmes to ensure that children had adult supervision to and from school, at least until the initial sense of panic abated. The current study investigates if incidents like the one described happen in the Mankweng Circuit schools.

2.3.2.4 China

According to Beijing News, school violence cases tend to occur at a low age, involve crowd attacks and are cyber-related (e.g. some took off the victim's clothes and took nude photos then uploaded the photos online). The more violent cases tend to happen between girls, along with insulting behaviour such as taking "nude photos" of victims as has already been mentioned (Veeck, Flurry, & Jiang, 2003). Beijing News also revisited several previous cases. In one case which happened in Shijiazhaung, Hebei Province,

four girls beat up another. Police found the attackers were in the 12-14 age range. On May 12, 2010, Wu Huanming killed seven children and two women in a kindergarten in Nanzheng County in Northwest China's Shaanxi Province. In the few weeks after this incident, school murders also happened in several other towns and cities including, Shanwei in Guangdong, Hepu in Guangxi, Leizhou in Guangdong, Taixing in Jiangsu and Weifang in Shandong. In all, 19 people were killed and almost a hundred were injured. These incidents triggered a national alert for school safety. As Caldwell, Kohn-Wood, Schmeelk-Cone, Chavous and Zimmerman (2004) point out, in the 1990s, while eight thousand children were killed, only eighty homicides were committed at school; the odds of being shot and killed in school are 1 in 6 million (Merrow 2004). In contrast to this, a study conducted in Mississippi from 1993 to 2003 found a decrease in learners physically fighting, while the number of learners carrying weapons to schools reached an all-time low (Zhang, Wang, Johnson, Papp & Sadée, 2005).

A series of uncoordinated mass stabbings, hammer attacks, and clever attacks in the People's Republic of China began in March 2010 (Caute, 2010). The attacks left at least 25 dead and some 115 injured. On March 23, 2010, Zheng Minsheng murdered eight children with a knife in an elementary school in Nanping, Fujian province (Peidong, 2010). The attack was widely reported in the Chinese media, sparking fears of copycat crimes. Following a quick trial, Zheng Misheng was executed about one month later on April 28. Media reported a history of mental health issues, but police stated that Zheng had no history of mental illness, contradicting earlier reports. Zheng said that he performed the attack after being turned down by a girl and suffering "unfair treatment" from the girl's wealthy family. This study sought to find out if mass stabbings and other attacks happen in Mankweng Circuit schools.

A study published by McCormack, Casimir, Djurkovic and Yang (2006), which looked at four cities in the Southern province of Guangdong, found that 21% of middle school learners reported being involved in bullying as perpetrator, victim, or both. The last category of learners, who both bullied others and were bullied themselves, are caught in a cycle of aggression and shame are likely to face more serious health risks and

problems, the report said. It said several factors were associated with bullying – including peer-pressure, broken families, feelings of insecurity and increased time spent online. Family income, however, showed little correlation. This study is revealed that there is bullying occurring in schools.

2.3.2.5 Nigeria

According to Heise (2011) many children in northern Nigeria are not in formal education and often this is a question of circumstance, including child marriage, and access; but, increasingly, in the north of Nigeria, this is down to the fear or threat of violence. According to Amnesty International, from the beginning of 2012, at least 70 teachers and over 100 learners had been killed or wounded in northern Nigeria (Agbibo, 2013). Also, at least 50 schools have either been burned or seriously damaged and more than 60 others had been forced to close (Sachs, 2010). Even before the rise in Boko Haram attacks, girl-child education in northern Nigeria was much lower than in the south. The reason is that people in Northern Nigeria are not allowing their girls to go to school the reason is that they want them to be married at the early age. Contradicting to this occasion is not happening in South Africa. Some parents benefiting from their daughters' marriage, as part of family income (Warren, 2015). Overall in Nigeria, from 1999 to 2012, the number of out-of-school children increased from 7.4 to 10.5 million, this is the largest number of out-of-school children in the world. One reason is that children are scared to go to school because schools are not safe for them, as the case of the Chiboko girls who were abducted by the terrorist group, Boko Haram.

2.3.2.6 Kenya

Kenya's violent elections in 2008, this left more than 350,000 people displaced and 1,500 dead. According to a recent report by the Kenyan NGO Youth World Health Organization (2008), children's right to education was heavily affected due to the political violence, as over 100,000 children were forced to flee their homes and schools all across the country (Musyoka, 2014) . Many teachers asked to be transferred away from highly affected areas to safer regions, which complicated

reopening of schools when the unrest calmed down. In order to restore the safe environment that schools were supposed to provide, the Kenyan Ministry of Education launched its Safety Standards Manual for Schools in 2008 (Njuru, 2015). This manual recognizes safety as a key component to quality education, especially for girls, and identified a number of factors surrounding school safety that continue to form a barrier for the fulfillment of children's right to education. In South Africa political condition is not affecting the safety of schools.

Whereas political violence has recently arisen as a threat to learners' safety in Kenya, Harber (2004) illustrates that gender-based violence has historically been an enormous challenge in Kenya's education system. Such forms of violence exploded in 1991 at the St Kizito School in northern Kenya, "when 19 schoolgirls died and 71 were reportedly raped at the hands of their male peers" (Harber, 2004). The school's headmaster reacted to this tragic incident by stating that the boys did not mean to harm the girls but were simply having fun. That means the school headmaster was not taking the case as a serious occurrence. This hurt the female learners and their parents as there was no action taken. As the girls felt that they were not protected they were afraid to come to school. The reaction of the district's probation officer, Mr. Apollos, perhaps best illustrates the complexity surrounding such horrible acts of violence against female learners, as he described these rape incidents by stating that "if you are a girl, you take it and hope you don't get pregnant and if girls hadn't died in this, we wouldn't have known about it" (Loader & Thomas, 2013).

In addition Ruto (2009) explores these issues of violence against girls in her study of sexual abuse of school age children in Kenya by looking at more than 70 schools in 10 districts that were characterized by lower school participation. She states that sexual violence has remained a huge challenge for Kenya's education system, with up to 24% of Kenyan learners in her study identifying schools as unsafe venues, while 68% of girls and 51% of boys in her study had been sexually assaulted.

Furthermore, while teachers are often thought of as role models for their learners, over 16% of girls in Ruto's (2009) study stated to have been propositioned by their teachers with 17.4% of girls actually entering into relationships with these teachers,

often in exchange for pocket money. Teachers are role model, but in this case learners were harassed and some stopped going to school in fear of being victimized further. This type of behaviour also forms part of violence against school children. According to O'reilly, Freeman, Ravani, Migele, Mwaki, Ayalo and Quick (2008) such forms of violence counter the school safety standard set by Kenya's Ministry of Education (2008) that all interpersonal relationships between various stakeholders in and outside the school need to be cordial, cooperative, respectful and focused on promoting a conducive environment for teaching and learning (Sawamura & Sifuna, 2008).

However, the case of Kenya shows that school safety continues to affect both school enrollment as well as educational performance, which should alarm policy makers at all levels of the education system. The study found out this type of harassment was not there in Mankweng Circuit.

2.3.2.7 South Africa

In South Africa in 2001, a reported 30% of rape cases among girls aged 15 to 19 involved a school teacher (Prinsloo, 2006). Schools generally experience serious problems of violence, guns and gangs, in a society with historically high levels of violence. The young girls were attacked by their teachers and it was shows us at the previous time also schools were have safety problems. On the other hand teachers are reporting that learners are threatening them with weapons.

According to a 2003-2004 national survey, in the previous year 242 000 teachers reported being threatened with a weapon and 120 000 reported being physically attacked by a learner (Dinkes, Cataldi, & Lin-Kelly, 2007). Events of school stabbing are commonly reported in the media in the Eastern Cape: "Boy stabbed to death at rural school" near Qumbu in the Eastern Cape (Ngcukana, 2007); "Teenager in teacher assault suspended after stabbing", in East London (Barut & Mokoena, 2016), "School boy from Peddie in the Eastern Cape stabbed after bad joke", "Classmates watch in horror as learner stabbed to death" in Mthatha, Eastern Cape (Ngcukana, 2008) and "learner tries to save his friend stabbed at school in East London, Eastern Cape (Sokopo, 2009).

These are just a few of the events that have caught the public's attention. It is a pity that unlucky events like these first have to take place before people come to realize that there might be a problem. The events are happened in an unacceptable way and they cause a problem to the affected communities.

School violence is becoming a serious security problem, not only in South Africa, but in the entire world (Burton, 2008). If there is violence in school there is no safety. Violence affects school safety, which in turn affects teaching and learning. Research obviously shows that crime and violence in the country is a problem that affects almost all schools (Lawrence, Warren, Almaini, Edge, Hambly, Jameson, & Folger, 2007).

Also, in South Africa, school shootings are periodically reported: "Horror school shooting with police service pistol of 14-year-old at a Pretoria private school" (as cited in Prinsloo, 2005). In Delft in the Western Cape, a teacher was held at gunpoint in a classroom, and in Umlazi in KwaZulu-Natal, a high school learner went on a shooting spree. In this case, no one was reported to be hurt (Tshabalala & Dibetle, 2008). The reasons behind these shocking attacks are still in dispute. However, the seriousness of these events has provoked extensive debate about the safety of schools in South Africa. It has also provoked an attempt to ensure that schools are safe places by erecting fences around all schools, installing alarm systems, burglar bars and security gates, with security guards on duty.

In 2008, the South African Institute of Race Relations (SAIRR) published a report which pointed out that South African Schools were considered as the most dangerous in the world and that learners lived in fear (De Wet, 2009). On the other hand, according to Burton (2008), before 2000, school violence and safety issues were rarely accepted as a social problem. The reason is that safety is important in schools and if schools are safe effective teaching and learning can occur. SAIRR conducted a study in 2008, in which they asked learners whether they felt safe at schools. The learners' response was that they did not feel safe at school and they regarded South African Schools as the most dangerous in the world (Karlsson, 2010).

A historical perspective makes it clear that modern episodes of violence cannot be dismissed as anomalous incidents committed by a handful of aberrant learners at a few unlucky schools. School violence is not so much a new problem. It is known throughout the history of teaching and learning. Aries (1962) cites numerous accounts of assaults, riots, and shootings in European schools from the middle ages to the 19th century. There is virtually no extended period in American history free of concerns about disruptive learner behaviour (Crews & Counts, 1997). This problem used to exist and it still exists today in many parts of the world.

2.3.3 Methodologies used in the studies of school safety

The problem of school safety has been investigated through different approaches. Most of the studies undertaken thus far have been qualitative, except for a few that have been quantitative and mixed method in nature. This review focuses on the studies conducted between 2000 and 2016.

Quantitative methods

Quantitative approach was used by Van Jaarsveld (2011) in a more or less similar study. Learners and teachers were also asked specifically how they felt at school. The majority of the learners, 52%, showed that they felt somewhat safe at school, 36% felt very safe at school, and 10% felt only somewhat safe and 2% said they felt very unsafe at school. According to the findings, only 2% of the learners are not safe at school. This shows that there are not many incidents of violence at school, and if there is no violence at school the safety of schools is in good hands. In the same way, the majority of the teachers, 50.5%, indicated that they felt somewhat safe, 39% felt very safe and 10.5% felt somewhat unsafe. There were no teachers who felt very unsafe at school. That means the teachers are safe at school.

On the other hand, a quantitative research was used by Masitsa, which can be described as exploratory in nature, was undertaken in his study. The quantitative approach as a data-gathering method is underpinned by a positivistic research paradigm. A structured questionnaire was developed and used to gather data from the sample of participants.

In their study, *School Violence in South Africa: Results of the 2012 National School Violence Study*, Burton and Leaschut (2013) used a quantitative approach. They used bar graph, pie chart and tables to analyse their data.

Another study of quantitative nature was conducted by Patrick Burton (2008) to gather the data. He used bar graph and table to analyse the data.

Qualitative methods

A qualitative approach was used by Gina (2013) via the use of a purposive sampling method. The qualitative aspect of the study provides an in-depth description of the management of safety and security in KZN schools. The target population for this study consisted of school stakeholders who comprised learners, teachers, principals of schools and school governing body chairpersons in KwaZulu-Natal.

Another study of qualitative approach was conducted by Xaba (2006). He used purposive sampling to sample the population. Data was collected using interviews, observations and field notes.

A qualitative research design was used by Maphala and Mabunda (2014) to explore internal and external factors to the schools that contribute to the gangsterism phenomenon. Semi-structured interviews and focus group interviews were used to collect data. Eight learners, 4 principals, 4 School Governing body members, 4 Life Orientation teachers and 4 non-teaching staff from four schools were interviewed.

Farr, Dawes and Parker (2003) used qualitative research approach. The researcher selected an essentially qualitative approach for data collection and analysis, as this study investigates the perspectives of learners and principals or senior managers (SMT members) on the current management of discipline in primary and high schools.

In a mainly qualitative investigation was used by McEntire (2007), empirical data from four primary schools and five high schools in the East London Region of the Eastern Cape Province were collected by means of individual interviews and questionnaires.

Qualitative research techniques were employed by Barut and Mokeana (2016) and data was collected by means of individual semi-structured interviews with the acting principal and the safety officer of the school. A focus group interview was held with a group of educators and support staff members.

Mixed Method

Mncube and Madikizela (2013) in their study, Gangsterism as a cause of violence in South African schools used the qualitative approach. This permitted the researchers to get understanding of the how and why of violence in schools based on the perceptions and experiences of those interviewed. The purpose was to get the “truth” of violence in schools. The purpose was to make the study more reliable by using a large sample for questionnaires to make generalizations about South Africa with the validity of more in-depth, qualitative, first hand, face-to-face research in the schools in order to get two unlike accounts of complementing pictures. That means they used mixed method, qualitative and quantitative to get more information about the study.

In another study a sequential mixed method approach was used by Ncontsa and Shumba (2013). A mix of both quantitative and qualitative methods gives a better knowledge of the research problem than either approach alone.

The research methodology that was used in this study on school safety followed the qualitative approach. In this study the participants were learners from three schools and the study was focused on high school in Mankweng Circuit. Data was collected by using interview, observation and document analysis.

2.3.4 Major findings

The cause of violence in schools affects school safety. Blandford and Wong (2004) claim that some of the causes of violence in schools were the results of a low socio-economic environment, and factors such as drug abuse, child abuse, neglect, and community and media-related violence, all of which resound in many classrooms of the

whole world. At the same time, however, there were many schools in the world which, regardless of their size, socio-economic influences, learner composition or geographic setting, have safe orderly classrooms and school grounds. The following studies present findings and recommendations regarding creation of safety schools and their implementation at schools:

Quantitative Method

Van Jaarsveld (2011) found in her study, *An Investigation of Safety and Security Measures at Secondary Schools in Tshwane, South Africa*, that most security measures needed attention at schools and these included security guards (stationery fixed position), fire alarm systems, limited number of access entry points to school grounds/building entrances/exits, guards patrolling the premises/perimeter, doors secured with security gates, ID Cards/badges for learners, random drug testing at the school for learners and adult supervision in halls. She also found that the majority of the learners and teachers were not familiar with the written security plans and most schools did not have the appropriate emergency plans place at their schools.

On the other hand, Masitsa has revealed convincing research evidence indicating that despite numerous laws protecting the rights of teachers and learners in South African schools, scores of township secondary schools are still unsafe. Since research has found that a lack of, or poor school safety, militates against effective teaching and learning, it may be argued that one factor that contributes to poor academic performance in township secondary schools is this lack of, or poor safety. Factors contributing to poor school safety have been found to come from within and without the schools, thus making it imperative that the problem is addressed by all community stakeholders. If there is no or poor school safety, then it affects teaching and learning or there is no effective teaching and learning.

In their study, *School Violence in South Africa: Results of the 2012 National School Violence Study*, Burton and Leaschut (2013) recommend that the planning and implementation of school safety plans and strategies should be integrated into local

development and safety plans, ensuring partnerships with other relevant local stakeholders, with clear lines of responsibilities and accountability defined and that making a true effect on school violence and achieving safe school environments is only likely to happen when school safety is integrated as a basic component of local safety strategies, and when the role and commitment of all stakeholders-beyond just schools-is recognised and secured in working towards local level community safety and strategies. Therefore if the school community works together with schools, school safety plans and strategy can work effectively.

On the other hand, Burton conducted the first national study on school violence in South Africa in 2008. In this study he found that 85.5% of the learners said they felt safe at school (Burton, 2008). This shows that the majority of the learners said the schools were safe and only 14.5% said the schools were not safe.

Qualitative Method

Gina's (2013) findings indicated that some schools in KwaZulu-Natal are not safe. Fighting, killings, sexual harassment, stabbings, the use of derogatory language and threats take place on school premises. There are hurdles to the establishment of safety and security in some schools, characterized by the negligence of school principals in the implementation of policies. Administration of corporal punishment was evident in a number of schools and evidence of weapons and drugs being brought onto school premises was also found. Results also indicated a lack of strong partnerships between law enforcement agencies and parents in the provision of safety and security in schools. Moreover, the Department of Education's provision of the latter factor is ineffective, due to a shortage of security guards in schools, their effectiveness and the challenges faced by SGBs with regard to the employment of security guards. Through observation, the researcher found that poor infrastructural conditions in some of the school buildings pose a threat to both learners and teachers. For example, if classroom windows are broken during winter time, learners and even teachers suffer because of the weather condition.

Xaba (2006) found in his study, *An Investigation into the Basic Safety and Security Status of Schools' Physical Environments*, that while school environments showed some measure of basic safety, there was lack of conscious efforts aimed at creating safe and secure environments, and recommended that schools focus on the basic safety and security of their physical environments, inter alia, purposefully planned school-based maintenance, surveillance and collaboration with stakeholders, including outside agencies like law enforcement.

Maphala and Mabunda (2014), in their study *Gangsterism: Internal and External Factors Associated with School Violence in Selected Western Cape High Schools* point out from their findings that "schools have policies and codes of conduct for learners in place to deter substance abuse and violent behaviour. Despite the existence of these policies, violence, physical and sexual abuse and gang activities are still the order of the day in Western Cape schools.

On the other hand Farr, Dawes and Parker (2003) concludes that it seems that when children do not feel safe in their learning environment not only could their school achievement be affected or the performance of the learners in school work is low, but exposure to violence could have significant consequences for the development of their emotional functioning and socialisation. Therefore school violence was not only affecting the effectiveness of teaching and learning, but it also affects the emotional functioning and socialisation.

In an article on drugs in schools, the National Institute on Drug Abuse Survey researchers found that 50% of high school seniors in South Africa participate in illicit drug at some stage of their lives (McEntire, 2007). The Bureau of Justice also reports that 85% of teenagers know where to access drugs such as marijuana, and 55% know how to get amphetamines. The fact that drugs, such as marijuana, LSD, heroin, cocaine, methamphetamines (tik), inhalants, Ritalin (prescription and over-the-counter) are readily accessible to youngsters in South African township and suburban schools is bound to impact negatively on education in general, and on what happens in the school in particular. Furthermore, knowledge of drug availability is similar regardless of race or location. However, McEntire (2007) states that what is more shocking is that 29% of

learners said that someone had offered, sold or given them an illegal drug while they were at school. If those learners sold drugs for the drug dealer, they were offered free drugs. Such learners become involved in violent acts and making schools unsafe.

A study by Baruth and Mokoena (2016) of twenty schools in the Western Cape Province showed that the carrying of weapons was especially widespread where intimidation, drug abuse and gangsterism were present. Thus, early intervention methods addressing bullying, drug abuse and gangsterism may well help to eliminate the use of weapons in schools. Furthermore, 40.9% of the respondents said that the relative availability of firearms is an important factor contributing to learner violence. In their findings, Baruth and Mokoena (2016) proved that most of the twenty schools that they researched seemed to have a “weapon-free policy”, and that most schools confiscated all weapons found on school premises. However, teachers reported that possession was commonly accepted and often overlooked. Teachers explained that learners might need to defend themselves on their way to and from schools; teachers also said that they sometimes felt too intimidated to confront learners, particularly those affiliated to gangs (Baruth & Mokoena, 2016). In this case the teachers are afraid of learners because they think that if they tell the learners to behave themselves, the learners will attack them.

Mixed Method

Mncube and Madikizela-Madiya (2014), in their study, *Gangsterism as a Cause of Violence in South African schools: The Case of Six Provinces*, recommend that schools that experience problems of violence need an active safety and security committee that monitors violence, recommends violence prevention measures and oversees its implementation.

A study by Ncontsa and Shumba (2013) notes that the most common form of violence is bullying; this was corroborated by most learner answers in their schools. The study found that older boys were the perpetrators of this form of school violence. In addition, the study found that younger learners, especially those in Grade 8 and 9, were attacked. By virtue of their age, these young learners could not protect themselves

against bullies. Girls were also targeted by the perpetrators because they were more vulnerable due to being physically weaker.

2.4 SCHOOL SAFETY LAWS IN PLACE IN SOUTH AFRICA

2.4.1 The Constitution of the Republic of South Africa (Act 84 of 1996)

Learners have a constitutional right to receive education in a safe environment, according to Section 24 of the Constitution (Squelch, 2001). Therefore teachers have a legal duty in terms of the common law principle, *in loco parantis*, to ensure the safety of learners in their care. As teachers, they must look after the learners because they are their parents at school and they must see their learners as their children and take responsibility for their learners' safety.

Teachers who are not on playground duty, or who leave their classes unattended, seem to be, according to the learners' responses, contributing to the creation of an unsafe environment for learners. The reason is that most of the time violence occurred in the classroom when the teachers were not around or absent from the school. Bullies that inside the classroom threaten innocent learners, and other learners who want to address unresolved break-time issues, might make use of the time when teachers choose to leave the classroom. Thus, teachers should accept that they could be legally responsible for not protecting learners' rights. Section 12 (1) (c) of the Constitution in turn provides that all persons have the right to freedom and security of the person, which includes the right to be free from all forms of violence from either public or private sources (Mswela, 2009).

The South African Bill of Rights contains provisions to protect the rights of both learners to learn, and teachers to teach in a safe environment free from all forms of discrimination, violence or fear (Prinsloo, 2005). Schools cannot function if there is not mutual respect between teachers and parents or learning cannot happen if there is not mutual respect between teachers and learners (DuFour & Eaker, 2005). In one school, the learners told the researcher that some teachers were not going to class, because learners were disturbing them when they are teaching them. As a teacher, we must

treat our learners well and in return they will respect us. Therefore it is important to show our learners respect and make them good citizens because most of the time they are with us; we must be a good role model to our learners.

2.4.2 The South African Schools Act (SASA) (Act no 108 of 1996)

According to Prinsloo (2006) national legislation fulfils its constitutional duty to ensure a safe school environment by making a number of provisions in the South African Schools Act, 1996 (Act 84 of 1996). In Section 8(1) of the South African Schools Act, 1996 (Act 84 of 1996), school governing bodies are obliged to draw up a code of conduct for the learners after meeting with learners, parents and teachers. In terms of Section 8(2), the code of conduct must be aimed at establishing a disciplined and purposeful school environment dedicated to the improvement and maintenance of the quality of the learning process. Section 8(4) places a legal obligation on learners to comply with the code of conduct of the school they attend, and in terms of Section 8(5) a code of conduct must make provision for due process to safeguard the interests of the learner and any other party involved in disciplinary proceedings. This shows that school governing bodies are responsible for the establishment of code of conduct and the learners are to follow the processes.

2.4.3 School rules, code of conduct, safety policies from schools

With regard to safety, school governing bodies also have a duty to ensure that their codes of conduct include policies and procedures that are appropriate for dealing with matters such as drugs, teenage pregnancy, and sexual harassment, bullying and other forms of abuse, and that these policies are implemented and revised on an on-going basis (Lacton, 2012). Therefore the code of conduct is central to safety in any school. The researcher requested a copy of the school rules and code of conduct from each of the participating schools. One of the schools provided a neatly typed code for its school. But the other two schools are still in the process of doing so.

Even though all the schools had codes of conduct, not all of them were comprehensive to the extent of showing how they would provide the learners with a safe environment. In all the schools, the code of conduct, except for the vision and mission statement,

seemed to present a list of do's and don'ts, and the consequences of not following the rules.

The purpose of the study was, however, not to examine the content of each code of conduct and a set of school rules in detail. The researcher was more interested in investigating to what extent the application of school rules, the code of conduct and safety strategies complied with the constitutional right to learn in a safe and secure environment. For example, the researcher was concerned as to whether the measures dealing with drug abuse and fighting each other were explained, or whether the procedures in case of suspension and expulsion were stipulated in the code of conduct. Learners and parents are entitled to be informed as to how these issues will be addressed, for the sake of the safety of their children. Three of the schools informed her that when the learners were involved in drug abuse they called their parents to solve the problem.

All schools said that they had a safety policy for their schools, however only one safety policy was received by the researcher, which only turned out to be the Health and Safety Policy guideline from the Department of Education.

2.5 CONCLUSION

In this chapter, different views from various researchers about school safety in high schools were reviewed in order to locate the problem in its proper contextual perspective. Theoretical framework of the study was briefly discussed and literature reviewed helped to identify and explore the existing gaps of the study. In the next chapter the research methodology employed in this study will be discussed.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 INTRODUCTION

The literature in the previous chapter forms the framework on which the researcher firmly located the study. In this chapter, the researcher presents the research strategy that was followed to answer the research question. The chapter is designed as follows: first, the researcher presents the research paradigm and research approach, followed by the research design, and then the sampling strategy used. Second, comes an explanation of how data was collected, then, data analysis, followed by an explanation of ethical considerations. Third, the researcher then explains the quality criteria mechanisms followed to ensure the credibility and trustworthiness of the study.

3.2 RESEARCH PARADIGM

Paradigms help to organise observations and shape the way in which researchers gain knowledge about the world based on beliefs and assumptions about reality, values in society, the relationship between the researcher and that which is being researched and the process of research itself (Schweiger & Graf, 2015). The research paradigm is what guides the questions asked and indicates where to look for the answers.

The research design (case study) for this study is grounded within the interpretative paradigm. Interpretivism calls researchers to interpret the elements of a study, such as human interest of the participants (Wahyuni, 2012). In this study, the researcher interrelate the learners' interest in safe and secured of schools. Guided by an interpretivist paradigm, the researcher was concerned with the individuality of each participant's life story (Andrade, 2009) and interested in the participants' subjective life experiences (Ebersöhn, 2008) on the safety of the school.

The interpretative paradigm is based on a conception of reality (ontology) as constructed through human interaction. Multiple subjective realities are constructed, interpreted and observed. Events are understood through interpretation and are

influenced by interactions within a social context. An interpretivist paradigm assumes multiple realities and thereby acknowledges the subjectivity of knowledge and understanding. Within this paradigm, it is understood that the researcher and the participants are able to construct understandings separately and together (Moolla, 2011). Interpretivism therefore accepts that realities are subjective and that, multiple interpretations may be evident. Within the exercise of inquiry, therefore, interpretivists accept the interactive process that the researcher and the participants are engaged as they influence each other in making sense of the phenomena being studied.

In addition, Sotuku and Duku (2012) observe that the outcome of an interpretivist study is a broad description of a phenomenon as seen through the eyes of the people who have experienced it first-hand. This study constitutes an attempt to know the safety of learners surrounding the school environment. The emphasis in the questions posed, and all data collection procedures are on the situation of safety at school from the point of view of the participants. Their subjective experiences of safety within the learning environment they find themselves in and the manner in which safety is managed on the school premises.

An interpretivist approach has, as its intention, “to discover the meaning of the world as it is experienced by the individual” (Daniels, 2013), to understand actions and behaviours, to learn to know why things are seen as they are seen; it is a search for explanations for phenomena. Depending on the learners’ interest and what the researcher had experienced during the data collection process then explanations on the study are made. Interpretivist social scientists are interested in the intentions of the individual, but have a fundamental interest in the social element that is inherent in all descriptions, explanations and understandings. The researcher can then interpret a complex set of events and elements in terms of their interconnectedness by emphasising how these relationships are experienced, observed and understood by both the participants and the researcher (Maxwell, 2012). The researcher is not an objective observer, but is seen as a participant in the interactions within the system being studied, even if momentarily so.

The researcher therefore moved between experience, description and explanation of interactions, relationships and patterns and not in disconnected entities and entered the field with a clear sense of what would be studied and how it would be studied. This then allowed the researcher to make clear connections between the findings and an existing body of theory and research (Smith, 2015) which, in this study, are presented in the chapters following this one.

Realities are multiple and often parallel. In relation to this Andrade (2009) explains that an interpretivist perspective accounts for a variety of explanations because of unique contexts. In addition, Simons (2014) describes the act of “understanding in context” as the first principle of interpretivist research. The same author states that the researcher becomes the primary “instrument” of data-generation and analysis. This means that it is not possible for the researcher to escape the interaction between herself as the researcher and the participants (Andrade, 2009). Consequently, as the primary research instrument, the researcher felt a great responsibility to continuously reflect on her own understanding of the world and her reactions to the participants (Mchunu, 2012). As a researcher, she had to respect the participants and listen to them what they wanted to tell her about the study.

Interpretivism emphasises context as crucial since true meaning can only be obtained when facts are interpreted and understood within the contexts in which they emerge (Bhaskar, 2014). The interpretive paradigm was therefore employed to gain a deeper meaning of school safety from the perspectives of the participants themselves and within their contexts.

3.3 THE RESEARCH DESIGN

Within this research paradigm, a qualitative method was used in order to gain understanding of the problem. Qualitative research is a method of inquiry which aims to gather in-depth understanding of human behaviour; it investigates the why, and how question (Kitchin & Tate, 2013). It lends itself to a better understanding of peoples’ experiences and a specific phenomenon. Qualitative research allowed the researcher to study a group of individuals who have had a similar experience, but had not interacted

with each other (McMillan & Schumacher, 2014) and it was used because the researcher wanted to grasp the phenomenon of school safety from personal involvement within their natural setting (Fullan, 2014).

There are two main methods that can be used to conduct social research, namely; quantitative and qualitative research methods (McMillan & Schumacher, 2014). In order to achieve the purpose of this study, qualitative method of research was employed. This method has been used because it permitted her the opportunity to explore in detail the type and the quality of responses obtained from participants, as it acknowledges the social and behavioural context in which the phenomenon occurred.

The purpose of this section is to describe the research design and methodologies used in this study. The qualitative research has several designs (phenomenology, case, ethnography, grounded theory, historical etc...). Designing a study helped the researcher to plan and implement the study in a way that would help the researcher to obtain intended results, thus increasing the chances of obtaining information that could be associated with the real situation (Mwanyekange, 2014). According to Yin (2013), a research design is an action plan for getting from *here* to *there*, where 'here' may be defined as the initial set of questions to be answered and 'there' is some set of (conclusions) answers.

Various researchers suggest different definitions of a research design. Ulin, Robinson, and Tolley (2012) perceive a research design as a plan or blueprint of how the researcher intends conducting the study. Brink (2007) and Hakim (2009) describe the research design as answering the: who, what, when, why and how questions. For Maxwell (2012), a research design includes all decisions in planning the study. It is the structure of the investigation used to obtain evidence to answer research questions (McMillan & Schumacher, 2006). Guest, Namey and Mitchell (2012) further assert that the research design is a guide for conducting the study. It helps the researcher to figure out how to conduct the study.

The concept of 'research design' within qualitative research is more problematic than within quantitative research, with alternative terms including (but not limited to) 'research methodology', 'research approach' and 'research type'. Reflecting on

qualitative research, Cheek (2008) defines research design as the way in which a research idea is transformed into a research project or plan that can then be carried out in practice by a research or research team.

In this study, case study was chosen in order to look deeply into how safety of the school was managed in Mankweng Circuits of Capricorn District. A case study is an in depth study of a particular situation rather than a sweeping statistical survey. It is a method used to narrow down a very broad field of research into one easily researchable topic. A case study refers to a normal study to get issues intrinsic to the person, member or an event (Connor, Cousins, Samaranayaka & Kypri, 2014). A case study allowed the researcher to become related with the data in its natural setting and totally accept the context (Angostinho, 2008). This design was therefore appropriate because it allowed the researcher to collect reasonable information that describes the safety of schools in the selected secondary schools in Mankweng Circuit. School safety is naturally available in every school, so the case study approach helped the researcher to know more about the safety of learners and teachers and how this affected effective teaching and learning. The reason is that effective teaching and learning can only occur in a safe environment.

In addition, Ghauri and Firth (2009) state that case studies are particularly well suited to new research areas or research areas for which existing theory seems inadequate. This type of work is highly complementary to incremental theory building from normal science research. The former is useful in early stages of research on a topic or when a fresh perspective is needed, whilst the latter is useful in later stages of knowledge. Yin (2013) defines a case study as an empirical inquiry that investigates a contemporary phenomenon within its real-life context, especially when the boundaries between phenomenon and context are not clearly defined.

A case study was carried out in Mankweng Circuit to explore and understand the school safety and to explain and describe the current events and trends of creation of school safety.

3.4 STUDY AREA AND SITE

The study was conducted in the secondary schools of Mankweng Circuit of Capricorn District, Limpopo Province, in South Africa. Mankweng Circuit consists of eleven high schools. It was chosen for the study because of its familiarity and accessibility to the researcher who teaches in one of the schools in the Circuit. Three out of these eleven secondary schools were sampled.

3.5 RESEARCH METHODS

3.5.1 Sampling

Under sampling the population, sampling procedures and sample are discussed as follows:

3.5.1.1 Population

The study targeted three secondary schools from Mankweng Circuit. Wulandari, Sada and Arifin (2016) refer to the population as an aggregate or totality of all the objects, subjects or members that conform to a set of specifications. Scheaffer (2006) also states: "A population is a collection of elements about which we wish to make an inference".

A population consists of group that shares common characteristics from which individuals or units of analysis are then chosen out of the population for the study, i.e. such a sample consists of a small portion of the total group that will make up the study (Fox & Bayat, 2008). In addition, McMillan and Schumacher (2006) define a population as "a group of elements or cases, whether individuals, objects, or events", that conform to specific criteria and to which the researcher intends to generalise the results of the research. They further refer to this group as the "target population or universe". The target population for this study consisted of secondary school learners in Mankweng Circuit. Data were collected from three secondary schools in the Circuit.

3.5.1.2 Sampling procedure

The study comprised nine (9) participants who were purposively sampled. In purposive sampling the context and participants are chosen because of certain defining

behaviours that make them the keepers of data wanted for the study. The researcher used a purposive sampling to select three schools from Mankweng circuit's coded school A, B and C. This is because purposive sampling is a strategy which chooses small groups or individuals likely to be knowledgeable and informed about the phenomenon of interests, the selection of cases without desiring to generalise the findings to all such cases (McMillan & Schumacher, 2014). In addition, according to Nieuwenhuis (2007), in order to obtain rich data, a purposive sampling technique is used to choose participants. The sampling includes three learners from grade 10 to 12, from school A: 1 grade 10 learner, 1 grade 11 and 1 grade 12; from school B: 1 grade 10, 1 grade 11 and 1 grade 12; from school C: 1 grade 10, 1 grade 11 and 1 grade 12. The total number of learners was nine (9). The learners' age group is between 17 and 19. For learners who are below 18 years, consent form is signed by their parents to allow them to participate in the study. The consent form is attached as (Appendix D).

3.5.1.3 Sample

Sample is a subset of the population that is used to represent the entire group as a whole. When doing research, it is often impractical to survey every member of a particular population because the sheer number of people is simply too large. For instance, for this research study three learners were representing the whole school.

3.5.2 Data collection

The following three instruments were used to collect data: interviews, observations and document analysis. The selection of these tools was guided by the nature of data to be collected, as well as by the objectives of the study. The researcher chose interviews as one of the instruments because, an interview is perceived as a data-collection instrument that attempts to capture the varying perspectives of participants to standardised questions that intend to be minimally interventional. When the interview started, the researcher introduced herself to the interviews and explained the purpose of the study, and upheld research ethics throughout the study. The three schools were coded as school A, B and C. when transcribing the data collected, no specific names were used in order to maintain confidentiality.

It is a way of obtaining data from participants, how individuals conceive their world and how they explain or “make sense” of the important events in their lives. On the other hand, observation helps the researcher to observe what is happening inside the school premises and to compare with what learners told her about their schools during the interview, and document analysis gives additional information related to school safety. The instruments were used to get information on the existing school safety measures and how school violence affects the safety of schools and what solutions are sought to create safe schools.

To make the study possible, permission was requested from Limpopo Department of Education to gain access to the selected three schools to collect data. Circuit Manager was informed about the study and shown the acceptance or permission letter to conduct study. Arrangements were made with the interviewees for the interviews.

3.5.2.1 Interviews

The purpose of the interviews in this study was to obtain more in-depth information and clarity from some questions to be asked. The interview schedule designed for the learners contained 12 questions. The study employed participant type of interview where the researcher retained all control throughout the process. The interview schedule questions are attached as (Appendix A). The interview schedule was used to supplement information which might not have been captured in the written documents. One major advantage of this instrument is that it guards against confusion because the questions can be clarified or briefly stated. Secondly, interview schedules are more flexible and provide an in-depth data which is not possible to get using questionnaires and it helps the researcher to understand how to create safe schools and to find out what hinders this process.

An interview is a two-way communication in which the researcher asks the participant or interviewee questions to collect data. It permits people to convey to others a condition from their own thinking and in their own words. This method of collecting data was selected since it permits for the explanation of questions (which may not be clear) to interviewees, any obtaining the perspective of those who have actively in the area in

which the research problem is focused. According to Patton (1990): “No matter what style of interviewing is used, and no matter how carefully one words interview questions, it all comes to naught if the interviewer fails to capture the actual words of the person being interviewed.” It is crucial that one determines in advance what style of interviewing will be suitable and also, according to Greenfield (2002), which form of recording would be most suited for one’s research.

With qualitative research interviews, one tries to interrogate something from the participant’s point of view and uncover the meaning of their knowledge (Nieuwenhuis, 2007). The type of interview method that was used is that of the semi-structured. Semi-structured interviews have no selections from which the participants choose a solution (Huang, 2014). As a data collection instrument, the interview involved the gathering of data through direct verbal interaction between the researcher and the interviewee.

3.5.2.2 Observations

Observation is the systematic process of recording the behavioural patterns of participants, objects and occurrences without necessarily questioning or communicating with them (Grinnel & Unrau, 2011). Before the researcher used observation as a data gathering technique, she developed an observation schedule (Appendix B). Having arrived at the schools, the researcher was taken on a 5 or 10 minute school tour. During this time she observed everything related to the study, for example, availability of security guards at the gates, awareness-raising signs of items not allowed into the school, such as knives, drugs and others, sign in and out for visitors displayed in entrances; the condition of buildings and fences.

During the initial phases of the observation process the researcher adopted a relatively passive role. The researcher did not seek the data aggressively at the start of the process, but observed events as they occurred in the natural setting (Maree, 2010). For instance, broken chairs and tables are discarded in front of the classes. This shows when the learners had fighting each other they are using them to fight with the fellow learner. Data which were collected through observations were documented, and integrated with data collected through interviews. After that the researcher compared data from observation and interview and made the final findings about the study.

3.5.2.3 Document analysis

Document analysis is a social research method and is a useful research instrument in its own right and is an invaluable part of most schemes of triangulation. According to Maree (2010), document analysis are written data sources which may include published and unpublished documents, company reports, memoranda, agendas, administrative documents, letters, reports-mail messages, faxes, newspaper articles, or any relevant document that is connected to the inquiry. In addition, Corbin and Strauss (2008) note that document analysis requires that data be examined and interpreted in order to elicit meaning, gain understanding and develop empirical knowledge.

Documentary work includes reading different types of written material. Therefore, the researcher used the documents to verify the data that she collected through interviews. The combination of techniques helped the researcher to validate and substantiate the findings. The documents that have analyzed include code of conduct, Bills of Rights, Safety and Security Policies and incidents of violence from journals. The researcher selected these by assessing their relevance to the study, the document type and publication date (Maree, 2010). The researcher compares the data that got from the documents with the data obtained from the interviews. After collecting the data the researcher organized the data then looked for themes and patterns and similar ideas and concepts to make an assumption and conclude the study.

3.6 DATA COLLECTION PROCEDURES

The researcher gave the permission letter to the principals of the schools personally and asked them politely for appointment date and they gave her a date when to come. On the scheduled date the researcher went there and interviewed the learners. Before answering the interview questions, the learners filled the participant consent form and the form was attached at (Appendix C). The participants were voluntarily participated in the interview. Permission was granted by the interviewees to use the tape recorder during the entire interview and participants were answered all the questions that were asked. The researcher made use of a combination of tape recordings and note-taking to

record the data. Probing was done during the interviews to allow learners to explain more about school safety.

3.7 DATA ANALYSIS

Since the study was qualitative in nature, qualitative methods of data analysis were employed. The data that were analysed were gathered from the transcribed tape recorded interviews, observations and documents analysis. This is the stage where all the data that were collected were collated, ordered, worked on and interpreted. According to Nieuwenhuis (2007), qualitative data analysis aims at examining the meaningful and symbolic content of qualitative data. It tries to establish how participants make meaning of a specific phenomenon by analysing their understanding, values, feelings and knowledge.

3.7.1 Interviews

Data from interviews were analysed according to O'Connor and Gibson's (2009) model of qualitative analysis. The researcher used a step-by-step guide to analyze the data. The step-by-step guide helped the researcher to analyze data as they were collected; the process of analysis takes place from the first time that data begins to be collected and continues until the research study is completed. O'Connor and Gibson's model is analysing qualitative interviews through a step-by-step guide:

Step 1: organizing the data

Step 2: finding and organizing ideas and concepts

Step 3: building overarching themes in the data

Step 4: ensuring reliability and validity in the data analysis and in the findings

Step 5: finding possible and plausible explanations for findings

Step 6: an overview of the final steps.

Then following this method, the researcher read and re-read the verbatim transcripts until specific codes emerged. These codes allowed her to develop themes and categories. These themes and categories enabled the researcher to organise the data, which gave rise to patterns and trends. The data of this study for each school, coded as School A, School B and School C were organised into conceptual categories, and

themes (such as awareness of school safety, school violence, prevention of violence, drug usage at school and security guards).

3.7.2 Document Analysis

- Journals of each school were used for recording of incidents of violence.
- Safety policy of one school was used to check how the school was controlling the learners following the policy because the others were still busy establishing it.
- Quarterly schedules were used to check the occurrence of violence in the school on a quarterly basis.

3.8 TRUSTWORTHINESS

The role of research is to find out the truth, and to have any effect on either the theory or practice of education. In other words, research studies must be believed and trusted (Con & NET, 2007). They need to present insight and conclusions that are true to readers, teachers and other researchers.

Guba's model for assessing the trustworthiness of qualitative data, as discussed by Marshall and Rossman (2014), shows strategies that can be used throughout the research process to increase trustworthiness of qualitative projects. He recommends the criteria of: credibility, transferability, dependability, and conformability as discussed below.

Credibility

Truth-value reflects the confidence the researcher places in the truth of the findings, including the context in which the interviews took place, the research design, and the participants (Wood & Lithauer 2005).

In qualitative research, truth-value is usually obtained from the discovery of human experiences as they are lived and perceived by the participants. In the pursuit of data for this study, various methods of data collection already mentioned such as documents and in-depth interviews were utilised. To establish the credibility of the data, the researcher used a method known as "member checking". This provides feedback to

study participants about emerging interpretations and obtain the participants' reactions to these interpretations (Polit & Beck, 2008). The researcher used member checking with participants whilst data were collected, that is, through deliberate probing to ensure that the interviewer has understood the participants' meanings and more formally, after the data had been fully analysed. The participants approved the transcribed interviews for correctness.

Transferability

Applicability is the degree to which the results of this study can be applied to different participants in a similar context (Lincoln & Guba, 1985) or in larger, similar groups (White, Powell, Koput & Owen-Smith, 2005). The primary strategy to ensure transferability is the provision of rich, thick, descriptions (Feitsma, Koen, Pienaar & Minnie, 2007). Applicability in qualitative research refers to fittingness or transferability. Shuttleworth (2014) points out that the transferability of the study is the responsibility of the person who wants to apply the findings of the study, rather than that of the researcher. To make transferability possible, the researcher aimed to provide a dense database. This included background information about the participants, the criteria for selection, as well as verbatim quotes from the interview.

Dependability

Consistency implies that using the same research design with a different group under a different set of circumstances would lead to the same observations (Shenton, 2004). Lincoln and Guba (1985) point out that consistency is not possible without the application of dependability. Therefore dependability, which is the control measure for consistency, is discussed.

The researcher has described the research methods of data collection, analysis and interpretation in order to ensure dependability. This includes a detailed description of the focus of the study, the researcher's role, the participant's position and the basis for selection, and the context from which the data were provided.

Conformability

Neutrality is the exclusion of prejudice from the research procedures and results (Lincoln & Guba, 1985). The findings of the research should be the result of the experiences and ideas of the informants, and not the preferences of the researcher, because interviews and document analysis were used.

3.9 RESEARCH PROBLEMS EXPERIENCED

3.9.1 Availability of the schools

After permission was obtained from the Department of Education, permission was also required from Mankweng Circuit office. The researcher then submitted the letters to the three schools where she conducted the study.

A further complication in approaching the schools for their permission was that when permission was finally received from the Department of Education it was close to school exam time for the learners. This posed a problem, as most of the schools were reluctant to distract the learners during their preparation time for the examinations. As a result, most of the interviews were completed only after the examinations, which mean the researcher interviewed learners after they wrote their exams. Both factors caused a delay in the research being implemented.

3.9.2 Time restrictions

The researcher experienced considerable time constraints due to several obstacles that were encountered in the duration of this research study. When the researcher went to the schools learners were busy writing their exams and she had to wait until the exams were written. In some schools the researcher went twice or three times to interview the learners. Travelling to and from the various schools took a great deal of time. Even after finishing the interviewee the researcher went to one school three times to get their code of conduct and school policies.

3.10 ETHICAL CONSIDERATIONS

Ethics are a set of moral principles suggested by an individual or group and offer rules and behaviour expectations about the current conduct towards experimental subjects

and participants (Hassiotis, Gazizova, Akinlonu, Bebbington, Meltzer, & Strydom, 2011: 114; Levis & Gray, 2009: 576). Ethics relates to that which is considered to be right and wrong. This suggests that there is a need for the researcher to conform to the standards of conduct of a given profession when research is undertaken. Issues concerning the invasion of privacy are important. Social research often presents an intrusion into people's lives requiring people to reveal personal information about their lives (Orb, Eisenhauer, & Wynaden, 2001:63). Issues of informed consent, anonymity and confidentiality therefore become critical. Hassiotis et al. (2011:114) states that the researcher ought to pay attention to ethical aspects in order to ensure that the study is ethical.

3.10.1 Permission to conduct the study

A written permission was obtained from Turfloop Research Ethics Committee of the University of Limpopo to conduct the research as part of an umbrella project. The ethical issues in this study included amongst others informed consent and voluntary participation, confidentiality and anonymity, benefits and risks, deception of participants, release and publication of the findings, and information dissemination.

3.10.2 Informed consent and voluntary participation

Informed consent involves telling the participants about the procedures that was followed, advantages and disadvantages and dangers to which the participants may be exposed during the study (Hassiotis et al., 2011: 117; Monette, Lee, Wang, Morley & Wu, 2005:53). In this study, the researcher gave adequate information to the participants regarding the expected duration of involvement, confidential and voluntary participation and self-termination. Written consent was obtained from the participants and consent from social workers as external transcribes wherein they were requested to sign a consent form to show that they agreed to the terms and conditions of the research. The participants were informed that they were freely participating in the study and that they could withdraw from the research at any stage of the research without negative consequences (Butz, 2008:249). This was done prior to them consenting to

participate in the study. Adequate opportunity was provided for questions before the study commenced.

3.10.3 Confidentiality and anonymity

Confidentiality is linked to the principle of anonymity. The participants' data must not be associated immediately and obviously with his/her name or any other identifier (Bless, Higson-Smith & Kagee, and 2006:143). The researcher kept the confidentiality of the participants' identity and data. All tape-recorded materials and completed interview schedules were safely stored in a locked office where no one could access. Thereafter, it was stored in a store room in the Department of Education of the University of Limpopo. Again, no one had access to the materials. Interviews were held with each participant separately in a quiet, private office, to avoid interruptions. Each participant was allocated a number in advance, such as Participant 1, Participant 2 etc. to maintain confidentiality. The researcher adhered to the code of conduct laid down by the South African Council for Social Services Professions that emphasises the issue of confidentiality between professionals and clients.

3.10.4 Benefits and risks

Benefits from the participants in this study were evaluating the effectiveness of interviewing techniques with the black child in safe schools. The information gathered from the participants was added to the contributions that related to school safety to be treated as a specialised field by the Department of Education. The participants did not receive any payment for their participation.

3.10.5 Deception of participants

The participants were briefed on the aim of the research and no information was withheld from them, with a view to allowing them to make an informed decision regarding their participation in the research and to ensure that there was no deception (Hassiotis et al, 2011: 118-119).

3.10.6 Release and publication of the findings

The participants were informed about the findings of the research and without offering too many details or impairing the principle of confidentiality (Hassiotis et al., 2011:126). The findings of the study will also be known to the reading public in written form by means of an article in an accredited journal. The managers of the institutions where the interviewees are working in school safety will be informed about results that will be published regarding the research project seeing that Creswell (2009:29) deems it necessary.

3.10.7 Information dissemination

Approval from the Turfloop Research Ethics Committee of the University of Limpopo to conduct this study was sought. A permission letter to conduct the study was granted to the researcher by the University of Limpopo stating the purpose of the research. The letter assisted in obtaining the necessary permission to conduct research from various sampled schools in Mankweng Circuit. Consent letters were given to learners (participants) to read and sign as proof of their voluntary participation in the study. These letters had to be co-signed by their parents or guardians, if the learners were less than eighteen years. The participants were informed of their rights to withdraw from the study at any time they so wished or when they felt uncomfortable. The confidentiality of participants was guaranteed and therefore pseudo-names were utilised to protect their identity. Further, in order to ensure confidentiality and anonymity and also to protect the learners, who were in violent-related incidents, the schools' real names were not used. Instead, the schools were referred to as school A, school B and school C.

3.11 CONCLUSION

Research methodology, population sampling, information collection methods and data analysis techniques all form the core part of a research study. It was the starting point that guided the researcher through the entire process. Although the research study had to deal with problems, they were eventually overcome and dealt with in an effective manner. From the problems the researcher learned many things and experience how to solve those problems.

In this chapter, the research methodology employed in the study was discussed and the reasons for using it were given. The area and site where the study was conducted was clearly defined, that is Mankweng Circuit in Capricorn District, Limpopo Province. The units of analysis were learners, concerned with the provision of school safety.

The method of sampling used was also discussed, then the procedures of data collection, which were initiated by the description of data collection instruments, namely interviews, observations and document analysis as well as the ensuing procedures followed. This was followed by analysis of data, trustworthiness of the data, research problems experienced and lastly a discussion on ethical considerations.

In the following chapter presentation of the findings will be discussed.

CHAPTER FOUR

PRESENTATION OF FINDINGS

4.1 INTRODUCTION

A qualitative investigation conducted in this study serves as a source of information in determining the safety in semi-urban schools of Limpopo Province: A case of Mankweng circuit. Relevant literature was reviewed in Chapter 2. In Chapter 3, the researcher discussed the research methodology and gave reasons for her selection of participants and data gathering instruments. The researcher used instruments such as interviews, observations and document analysis for collecting data to enable her to answer the research questions. In this chapter, the researcher present and analyse data collected and it's interrelatedness so that the voice of the participants can be heard.

The results from interviews, observations and document analysis are integrated to provide a holistic understanding of how safety is realised in the schools. Three schools were chosen for this study. Those schools were informed the researcher that the learners were brought drugs, knives and other sharpening objects.

4.2 PRESENTATIONS OF RESULTS FROM SCHOOLS

The qualitative method of collecting data was used to obtain data presented. Data has been captured as it is; it has not being tempered with. The results and analysis of data are presented and discussed using the individual schools coded as School A, B, and C. The researcher interviewed 9 learners: 3 learners from school A, 3 learners from school B and 3 learners from school C.

4.2.1 Results from school A

4.2.1.1 Awareness of school safety

Safety is very important at school the reason is it helps to make effective teaching and learning. Some of the learners are saying they are not safe at their school. Some of the learners were not aware of the definition of school safety. One of the learners, participant 1 said: "*Their school was safe and that their teachers were working hard to*

make their school safe. The only problems were that learners were using drugs. They were leaving the class during lessons and because of that we were disturbed by them and we were not following our teachers. When teachers tried to talk to them, they talked back to the teachers.” Contradicting with the above sentence the other learner said: *“Us as learners we are safe at school from drugs, fighting and teenage pregnancy; being protected from those things and concentrating on school work because school was a place where teaching and learning occurs.”* Related to this according to Squelch (2001), safe schools are further characterised by good discipline, a culture conducive to teaching and learning, professional teacher conduct, good governance and management practices, and an absence(or low level) of crime and violence.

4.2.1.2 Safety seen as kept by teachers

Most of the learners were informed that their safety was kept by their teacher. On the other word their teachers were responsible about their safety. Participant 1 stated that: *“our safety depends on our teachers’ responsibility and in our school teachers are trying their best to keep us safe.”* Similar to this participant 2 said: *“Safety of learners is taken by the responsibility of teachers. Because they are our parents inside school therefore it is their duty to take care of us”.* Similar to this, Jacob Zuma, the country’s president said that for *“The schools to be safe teachers must be in class on time and spend the rest of the time by marking and preparation for the class”* (Mncube & Madiya, 2014). On the other hand participant 3 informed: *“Our teachers were protecting us from hurt or injury, dagga, teenage pregnancy and any criminal activity by telling us not to do such things.”*

4.2.1.3 Security guard

The availability of security guards was major things for the safety of school. Participant 1 indicated: *“There must be a security guard to control school and to know who came to school and learners must know time in time out to protect themselves from any criminal activities.”* Similar to this participant 3 said: *“The school must have security guards and teachers should make sure learners were not going out from the class except during break time. Teachers should not absent themselves because when they do so the learners get out of the classroom and that way they can commit acts of violence.”* In

related to this Corcoran and Cawood (2009) found that the security guards in some schools in some states in the United States of America are effective and schools are secured from violence.

4.2.1.4 Community participations

To keep the school safe, it is important to work together with the communities. Participant 1 indicated that: *“Our communities were not working together with the school because most of the learners go out of their classrooms to play in the park and when community members see them loitering, they don’t tell them to go back to their classes. This shows that community members do not care about the safety of learners or if learners are taught or not.”* Similar to this participant 2 said that: *“If our communities were serious about protecting learners, then there wouldn’t be teenage pregnancy or drug usage. Learners were also not going to be hurting each other in school.”* Contradicting to the above respond participant 3 informed that: *“That is why our communities were sending learners to school and some of the parents were coming to school to check their learners’ performance.”*

4.2.1.5 School violence

Safety of the school is affected by violence which is happening at the school environment. Learners have fear of violence for instance, bullying, drug usage, fighting each other using dangerous material such as knives and sharpening object. Some of the learners are getting pregnant and dropping out from the school this shows the teenage pregnancy affects the performance of the learners at the school. Participant 1 said: *“Learners that were using drugs were pressurizing other learners to also take drugs and this was affecting the safety of all the learners. When learners have taken drugs anything can happen and learning is disturbed.”* In this condition if one learner is used drugs before coming to school or in the school environment he/she cannot control themselves and it is impossible to concentrate on their lessons. Participant 2 added by saying: *“Learners were dropping out of school because of violence and also if there were bullies at school, learners feared to go to school.”*

Their comments confirmed what is stated in the Chapter two which tells us about violence happening at the school is affecting their performance and some of them are not coming to the school or absent from the school to prevent themselves from any violent activity. With regard to safety, school governing bodies also have a duty to ensure that their codes of conduct include policies and procedures that are appropriate for dealing with matters such as drugs, teenage pregnancy, and sexual harassment, bullying and other forms of abuse, and that these policies are implemented and revised on an on-going basis (Lacton, 2012). Therefore the code of conduct is central to safety in any school. The researcher requested a copy of the school rules and code of conduct from each of the participating schools. One of the schools provided a neatly typed code for its school. But the other two schools are still in the process of doing so.

4.2.1.6 Drug usage at the school

Most of the learners were using drugs at the school premises. Participant 1 said: *“Drug usage was higher in our school. Most of the learners were using drugs in our school and some of the learners were pressurising other learners to use it.”* By adding to this participant 3 indicated that: *“Our learners were using drug and smoking cigarettes at school. They were using outside the class and most of the time they were using at the toilets.”* From literature review, related to this Leshner (1997) found out drug and alcohol use by adolescents has been increasing since 1991 and remains a major problem in American schools and neighbourhoods. This shows drug usage was not the only problem in South Africa but around the whole world. The participants were suggested that the drug dealers are using the backyard to sell drugs at school. As a researcher, she observed that one of the researched school fences was broken at the back and when the researcher asked about it the participants told her most of the time they are using those fences to enter to the school and sell drugs.

4.2.1.7 Prevention of violence

Learners were asked how they prevent violence that occurred in their school, and then the learners respond was different. Participant 1 said: *“I was counseling or advising other learners concerning on violence and not to involve themselves on it and if they were involve themselves they were get injure or hurt and even they were drop out the school.”* In addition to this participant 2 said: *“If learners used dagga they should be taken to rehabilitation centres.”* When the learners involve themselves in violence for example using drugs at the school, as a teacher advise them and try to tell them not to use it and inform them the bad influence of drugs for their health. Related to this (chapter 2) Section 12 (1) (c) of the Constitution in turn provides that all persons have the right to freedom and security of the person, which includes the right to be free from all forms of violence from either public or private sources (Mswela, 2009). In addition, to reduce school violence, Poland (2000), suggests that school administrators should do more to personalize schools and provide better counselling services to learners who may be troubled.

4.2.1.8 Peer pressure

Some of the learners were involving themselves to violence because of peer pressure. The other learners were forcing them to do it. Participant 2 indicated that: *“May be their parents were fighting at home to remove the stress they were using dagga.”* Contradicting to this participant 3 said: *“Some of the learners were doing crime because they thought that would give them some kind of status. Other learners were participating in violence to solve their financial problems.”*

4.2.2 Results from school B

4.2.2.1 Awareness of school safety

From school B learners have different opinion about school safety. Participant 1 stated that: *“School safety includes security guards who control the school yard and also it was the security of learners and teachers at school. Most important thing in school safety was security guard available in the school.”* To keep the school safe it is important to have extra security guards. On the other hand participant 2 stated that: *“It was keeping*

learners and teachers felt safe at the school. It was an environment safe for teaching and learning. She mentioned that as a learner she should forget about violence and concentrate on teaching and learning.” In addition to this participant 3 informed that: *“Us as learners we are safe at school from drugs, fighting and teenage pregnancy; being protected from those things and concentrating on school work because school was a place where teaching and learning occurs.”*

4.2.2.2 Safety seen as kept by teachers

To keep the learners' safety teachers must go to class on time and take their time to teach the learners and make them busy with extra classwork. Participant 1 indicated that: *“In order to maintain safety of learners the teachers would be in the classroom; they were not absent from school and this helps learners to focus on their school work. If learners have good morality then they are safe.”* Similar to this the Occupational Health and Safety Act, Act 85 of 1993(OHSA), provides for the health and safety of a person at work (Prinsloo, 2005:5). This applies to the teacher as well.

In addition, according to Gosselin (2003:310), teachers need to make learners understand that the punishment they receive is there to guide them into changing their behaviour and learning something about themselves. Contradicting with the above participant, participant 3 stated that: *“We were keeping ourselves from bad influences or behaviors and we are not being pressured by other learners.”*

4.2.2.3 Security guard

Participants were asked that what need to be done to make sure learners are safe at the school. They stated different opinions participant 1 suggested that: *“The police officer comes to school and searches regularly to protect learners from criminal activities and community members work together with the police. He informed that if there was a scanner at the gate it would very easy to control learners because we are many in number and the security guard cannot manage to search all learners.”* Contradicting with the above respond one of the learners were suggested that it was important to through away discarded materials from the classrooms. Her exact word is that: *“discarded furniture was stored somewhere, because when learners get hold of*

broken chairs or desks they use them when fights break. It has happened once and learners hurt one another badly.” She as a researcher also observed that many broken chairs and tables were stored in front of the learners’ classes. It shows that when the learners have fight it is easy to get those things and bit each other.

4.2.2.4 Community participations

To make the school safe and to keep learners safety the communities are major part of the school. Indicating this participant 1 stated that: *“The communities have consciousness about learners and have meetings with learners and teachers to talk about school safety. They formed community police forum and they come to school without announcement to search learners. For example the community had meetings at Unit C, Unit D and Unit A (Turfloop) to ensure that learners were safe at school.”* Adding to this participant 2 informed: *“They were trying their best to make sure that learners were safe at school. Some of the parents were coming to school to check their learners.”* Opposing to this participant 3 said: *“If they think about learners, then when there are strikes community members should not destroy schools, or they should not block the roads to school to prevent learners from going to school.”* Related to this (from chapter 2) Gina (2013) found that there was a lack of strong partnerships between law enforcement agencies and parents in the provision of safety and security in schools.

4.2.2.5 School violence

Some of the learners were scared of violence happening at the school. Participant 1 stated: *“If learners had a fight other learners become afraid and this takes their attention during class time. Violence can also get learners injured, something which can get such learners to take the school to court.”* By adding to this participant 2 informed: *“When teenagers were pregnant they were drop out schools and it affects numbers of learners. On one occasion one learner was used drug and driving his parents’ car and he hurt one of our learners because he was not thinking direct and some of the learners were used drug before came to school when they were inside class they were sleeping because of that we couldn’t concentrate on our lesson.”* On the other hand learners were indicated that when teenage pregnant were sleeping during the lesson they were

affecting their concentration. The same as Participant 2, participant 3 her exact words: *“It was very disturbing because when somebody was sleeping in class during lessons our concentration was taken away.”* From literature review according to Burton (2008) school violence is becoming a serious security problem, not only in South Africa, but in the entire world. In addition to this, research obviously shows that crime and violence in the country is a problem that affects almost all schools (Lawrence et al., 2007).

4.2.2.6 Drug usage at the school

Learners were asked which type of violence is most happen at your school. Participant 2 stated: *“Drug abuse and substance abuse are common in our school. Even liquor is close to our school because of that our learners were drinking alcohol before coming to school. But our Life Orientation teachers were trying their best to teach us about life.”* Similar to this (at Chapter 2, page 26 had information about drug usage), in an article on drugs in schools, the National Institute on Drug Abuse Survey researchers found that 50% of high school seniors in South Africa participate in illicit drug at some stage of their lives (McEntire, 2007). Comparing to this participant 3 informed: *“Teenage pregnancy, drug usage and using weapons were common in our school. Earlier in this year there were two or three occasion of stabbing of each other with weapons and when teachers wanted to separate them learners were disrespect teachers.”*

4.2.2.7 Prevention of violence

Learners had different opinions about how to prevent violence happening at the school. Participant 1 stated: *“Our Life Orientation teachers were taking us to functions and learners who were using drugs were taken for counseling. She said that our Life Orientation teachers were not taking the subject for granted; they were doing their best to protect us.”* Similar to this Participant 3 said: *“Our Life Orientation teachers were trying by all means to teach us about school violence and how to prevent it.”* In related to this prevention approaches designed to decrease the impact of social influences to use tobacco, alcohol, and illicit drugs by teaching resistance skills and anti-substance use norms either alone or in combination with teaching generic personal self-

management skills and social skills have been shown to significantly reduce the rate of adolescent substance use (Botvin & Griffin, 2003).

4.2.2.8 Peer pressure

Learners were affected by peer pressure that was caused at the school environment. Participant 2 stated: *“Peer pressure affects learners. Gangsterism is also another factor. Also, if parents at home fight, chances are that the learner will be violent at school. Such a learner becomes disturbed all the time and that kind of attitude will certainly affect the other learners.”* Similar to this participant 3 indicated: *“Most of the parents were very aggressive to their children and peer pressure like comparing themselves with other learners to be like also affecting our safety.”* A study published in 2012, which looked at four cities in the Southern province of Guangdong (China), found that 21% of middle school learners reported being involved in bullying as perpetrator, victim, or both and factors associated with these were peer pressure, broken families and feelings of insecurity (McCormack, Casimir, Djurkovic & Yang, 2006).

4.2.3 Results from school C

4.2.3.1 Awareness of school safety

Some of the learners related safety with physical injury or hurt of themselves. Participant 1 suggested: *“school safety is when we were safe in school and were not hurt or injured, fight each other and we were protected from any criminal activities.”* In addition to this participant 2 stated: *“When we were safe from drugs, alcohol, bullying, killing each other etc. inside the schoolyard. If these things didn’t happen then we are safe.”* Furthermore participant 3 said: *“school safety is something that is safe for learners and that it was important for us.”* In related to this Mestry, Merwe, and Squelch (2006) consider safe schools as schools that are physically and psychologically safe and that permit teachers, learners and other community members to work as a unit and without fear for their lives.

4.2.3.2 Safety seen as kept by teachers

Learners were informed to keep the school safe it was the teachers' responsibility and make learners to do their work. Teachers were not absent from the class and must keep their time. Participant 2 said: *"Every time when learners come to school they must be taught, but some teachers do not teach or they absent themselves, and when learners are not taught, they tend to do things which are not acceptable, and that may lead them involving themselves in violent acts."* Contradicting to this participant 3 informed that : *"principals and teachers were protecting us from any criminal activities. They were trying their best to make us safe at school."* The same as to this according to Joubert and Prinsloo (2009:140), there are two co-extensive pillars to the *in loco parentis* role that teachers play: the duty of care, which implies looking after the physical and mental well-being of learners, and the duty to maintain order at a school, which implies teachers' duty to discipline learners.

4.2.3.3 Security guard

To keep the learners safety the school must hire security guards. Participant 1 informed: *"It is the best way to hire security guard to control the school and to make sure that police come to school every week and search all learners to know whether they have drugs, dagga and even weapons inside their bags."* Similar to this participant 3 suggested: *"security guards were controlling the gate but learners were using the back fence to get out of the school premises. It is important to hire extra security guards to look after the learners."* During the interview time the researcher also observed one of the school had not have security guard and when they were out from the school the gate were locked by the last person.

4.2.3.4 Community participation

Some of the learners were thought that the communities were not participating in the school safety. Participant 1 said: *"Our communities were not working with the schools. The reason is that when learners are out from school and are smoking cigarettes on the road, community members do not rebuke them or they do not report such learners to the school authorities."* Opposing to this participant 3 informed: *"They were working*

together with schools. Some parents would come to school and talk to learners about school safety and how to avoid acts or behaviour that would trigger school violence.” Similar to this participant 3 indicated that: *“Sometimes community members were coming to school to talk about school safety and they were helping the schools in safety issues.”*

4.2.3.5 School violence

Learners were asked about school violence and how it affects them, and then they had different opinions. Participant 1 suggested: *“Violence gives for our school a bad name. For example learners from primary schools do not want to register in this school because they are afraid of the reputation the school has concerning violence. Parents do not want their children to get hurt when they come to this school.”* By adding to this participant 2 said: *“Some of the learners were selling drugs for drug dealers because of that they were not concentrating on their school works and even they were using those drugs to themselves.”* Related to this, in their 2010 publication, the researchers suggested that it was learners’ fear of and anxiety about violence that affected their academic performance, rather than their actual experiences of violence, although, of course, they are related (Milam, Furr-Holden & Leaf, 2010). On the other hand participant 3 informed: *“Those learners who were using drugs were not listening to their teachers and were out from class during lesson and they were taking our attention. Teenage pregnant girls were also not a good example for other learners.”*

4.2.3.6 Drug usage at the school

Most of the learners were suggested that drug usage was common in their school. Participant 1 said: *“Drug abuse was most common in our school because our school is rather large and we don’t have many security guards and therefore some of the learners were using the back fence to go out and get whatever they wanted.”* By adding to this participant 2 exact word is *“teenage pregnancy and drug abuse were common in our school.”* Similar to this participant 3 added by saying: *“Most of the learners were using drugs at our school. They were using those drugs inside the toilet and most of the time they were not caught by anyone.”* Related to this according to Richter, Panday, Emmett,

Makiwane, Toit, Brooks, Potgieter, Altman, and Mukhara (2006) young people were found to be disproportionately involved in drug use, with drug use often beginning in the early teenage years. Lawrence (2007: 165) also indicated that the use of drugs was one of the problems most cited by the respondents in the national survey conducted in 2004 in the USA.

4.2.3.7 Prevention of violence

Learners were asked when violence occurred at the school how are you preventing and they had different answers. Participant 1 suggested: *“school should suspend the learners who were involving themselves in violence but they were not serious about these things.”* Contradicting to this participant 2 said: *“Our teachers were teaching learners about drugs, teenage pregnancy and telling us how it affects our learning and even our future life.”* On the other hand participant 3 informed: *“School communities were calling the police to arrest the drug dealers but most of the time they couldn’t catch them.”* To reduce violence at school Mayer and Butterworth (2007) revealed that, *“Learners need meaningful interactions with the rules to learn the code of conduct. Do not just give the learners a paper or booklet about the rules.”*

4.2.3.8 Peer pressure

Some of the learners were affected by peer pressure for instance when their parents fighting at the house it stress them and to remove that stress they were involved into violence. Participant 1 said: *“Charity begins at home. If the child was seeing his/her father abusing his/her mom because of that he/she gets stressed and even he/she can’t concentrate on his/her school work.”* On the other hand participant 2 stated: *“Some of the learners were thinking that they were bosses and forces the other learners to join them.”* In addition to this participant 3 added by saying: *“If one learner was drug addict, he/she could steal money from other learners to buy drugs.”*

4.3 RESULTS FROM OBSERVATIONS

The researcher observed that some of the schools had a safety problem for instance one of the researched school was storing the discarded materials next to the classroom.

When the learners had fight with their classmates they might use those objects to bit each other. The other school's fence was not well structured and using the back fence yard the outsiders were coming to the school during break time therefore it is not good for the safety of learners because the outsiders might sell illegal drugs to the learners. At School C, there was no security guard. The teachers are the one opening the gate at the morning and locked out after the school. It shows that the school property is not at the safe hand.

4.4 RESULTS FROM DOCUMENTS

4.4.1 Substance Abuse Policy

The schools were continued to be proactive with regard to drug-related issues by, for example, running relevant courses as part of its Life Orientation Curriculum. The Life orientation teachers were giving them lesson on drugs. All drug-related incidents were handled sensitively and firmly, bearing in mind that there is sometimes a distinction between disciplines and counseling issues. Sometimes if it was out of hand the school calls police to discipline a learner. All three schools were serious issues if learners involved in drug-related incidents. One of the schools gave her school policies and they divided each of the occasions according to their level and the school informed her each of the learners had a copy of school policies at the beginning of the year.

4.4.2 Minutes for sub-committee for safety

All schools that data collected they have minutes for sub-committee for safety but they were not start working together. They are still in processing it.

4.4.3 Incidents of violence

The researched schools were asked records of incidents of violence from the three schools one of the school (school C) gave her the records and it was attached at

(Appendix J). School B showed her the journal of the records and most of the time they are calling learners' parents to resolve the issues.

4.5 CONCLUSION

This chapter discussed the responses of learners to the interviews. The data obtained from the interviews were only concerned with the learners' safety in their school. Written documents consulted are the Substance abuse policy, Minutes for sub-committee for safety and Incidents of violence.

The following chapter will discuss the summary, conclusions and recommendations based on the interviews.

CHAPTER FIVE

SUMMARY, RECOMMENDATIONS AND CONCLUSION

5.1 INTRODUCTION

Chapter four concentrated on the presentation of the results of the qualitatively gathered data. This chapter will discuss the following areas of the research project: the major

findings, conclusions, recommendations, the limitations of the study and areas for further research.

5.2 OVERVIEW OF THE RESEARCH

Chapter one provided a general introduction and motivation for the study, and the challenges of school safety were also introduced. A general background to school safety challenges was provided. The research problem and purpose of research were formulated and the research methodology was discussed. The focus of the research was clearly demarcated. The chapter was concluded by discussing theoretical framework and outlining the division of chapters.

In chapter two, a literature review was undertaken in order to determine the essence of school safety and the extent of the challenges. In analysis of the global perspectives in America, Europe, and Africa it became clear that school safety was a worldwide phenomenon.

In chapter three, a research methodology and research design was discussed. Data collection methods were discussed and the course of the research was briefly discussed. Summary of data collection, interview and document analysis were discussed and in chapter four presentations of the data as obtained from the interviews, observations and document analysis were briefly discussed.

In chapter five, an overview of the research will be provided. Important findings from both the literature review and interviews will be Summary. Recommendations will be made to improve the safety situation in schools.

5.3 MAJOR FINDINGS

The following is the discussion of the research findings based on the purpose of the study and research questions upon which the conclusion and recommendations of the study are made. The following seven findings were obtained: 1. Knowledge about school safety. 2. How school violence affects the safety of learners. 3. Factors that get learners to be involved in school violence. 4. Community involvement in schools. 5.

Carrying of dangerous weapons. 6. Usage of drugs in the schools and 7. Lack of physical infrastructural resources.

The identified findings are discussed in more details as follows:

5.3.1 Knowledge about school safety

The findings of this study indicate that on the whole learners are not clear about what constitutes school safety. It appears that to them school safety only involves physical safety, and not emotional nor intentional. For example a learner from school A defined school safety thus:

“School safety is when learners and teachers are safe in school and they are not hurt or injured, fight each other and are protected from any criminal activities”.

The result of this study is consistent with that of Squelch (2001), who in his study found that the participants defined safe school as one that is free of danger and where there is absence of possible harm. It is defined as schools and school-related activities where learners are safe from violence, bullying, harassment, drinking alcohol and substance use. In addition, another study by Bucher and Manning (2005), the executive director of the National School Safety Centre in 2003, defines safe school as a place where the business of education can be conducted in a welcoming environment free of intimidation, violence, and fear. Such a setting provides an educational climate that fosters a spirit of acceptance and care for every child. It is a place free of bullying where behaviour expectations are clearly communicated consistently enforced and fairly applied (Mabie, 2003). From these definitions the researcher conclude that school safety occurs in a place where teachers can teach and learners can learn without any fear of violence because, if the school is safe, it is possible to make effective teaching and learning.

On the other hand, from school B a learner defined school safety in this manner: *School safety includes security guards who control the school yard and also it is the security of learners and teachers at school.* In related to this Corcoran and Cawood (2009) found that the security guards in some schools in some states in the United States of America

are effective and schools are secured from violence. They said that most important thing in school safety was security guard available in the school. The researcher agree that they are right about the availability of security gaudy in the school because, if there is no security guard at the school, the safety of that school is not in a good hand.

In this study, the researcher found that security guards were not available in some schools in the Circuit. Those schools were leading in the theft of the school furniture and other resources. Therefore it was important to have security guards at the school. Schools that have security guards are not equipped with relevant security tools and therefore ineffective; they allow entry to visitors without searching them, and some of them are not always at the gate. From school C one learner said that:

“In our school they are two security guards but they can’t manage to protect the school because our school is very big and one security guard stands at the gate and the other one does gardening and cleaning”. The researcher suggests that it is important to hire extra security guards in the schools and take into consideration the numbers of learners when hiring these security guards. The invitational theory implies that to create a safe school, community members must work together. On the above condition, if there is no security guard at the school it is not in line with invitational theory and it is not possible to create a safe school. The reason is that invitational theory involves people, programme, policies, places and process if these elements are there and working together it is possible to create a safe school. In addition to this, if there is no security guard at the school, there will be school violence and that will affect the safety of learners. The researcher will discuss these factors in the following section.

5.3.2 The effect of school violence

The study found that if learners are fighting, other learners become fearful and that affects the normal running of the school. One learner from school B said: *“Sometimes we are mentally disturbed and we can’t concentrate on our lessons”.* Related to this, Fishbaugh, Schroth, and Berkeley, (Eds.) (2003) found that both teachers and learners appear justified in fearing for their own safety with the consequence that the learning process is stymied by the need to deal with unruly behaviours and to prevent serious

episodes of aggression and violence. In addition, according to Jefthas and Artz (2007) the effects of exposure to high levels of violence include: Depression, Post traumatic stress disorder (PTSD) and trauma, withdrawal, disengagement, terror, rage, brutalisation, anger as well as the hardening of attitudes. The findings show that learners had fear at the school because of violence therefore it showed that learners are not welcomed at the school and it contradicts with the invitational theory, which invites learners to feel welcome at school.

On the other hand, the study found that young learners, especially those in Grades 8 and 9, were vulnerable to school violence. By virtue of their age, these young learners cannot defend themselves against bullies. Girls are also targeted by the perpetrators because they are more vulnerable due to their being physically weaker. One learner, from school C told the researcher that:

“Older boys are attacking us and I can’t fight with them because they are older than me and most of the time I run away from them to protect myself not being injured or hurt”. Related to this according to Abagi (2003) by being victims, perpetrators and witnesses of violence, children learn that violence is an acceptable way for the strong and aggressive to get what they want from the comparatively weak, passive or peaceful.

In addition, the study revealed that learners who are using drugs were not attending classes regularly. A learner from school A said that:

“Learners who use drugs do not come to school every day and if they come in the morning, they leave the school during break time and when the teachers are teaching they do not ask for permission to leave the class.” Similar to this Leoschut and Du Plessis (2008) found that violence and crime in the school environment has serious implications for children’s physical, social and emotional development. For instance, drugs can affect a learner’s concentration and interest in school and extracurricular activities. This leads to increased absenteeism and drop outs. They found that most psychoactive drugs affect the decision making process of learners, their creative thinking and the development of necessary life and social skills. For example, according to Louw (2001) drugs also interfere with an individual’s awareness of their unique potential and thus their interest in their career development. The researcher support

their findings because, if one learner is using drugs he/she can't concentrate on the school work and lose interest in schooling because drugs are controlling their mind. The invitational theory suggest that to keep schools safe, these must establish policies such as rules, guidelines, codes, directives and on-going functions of the school. And also the school's physical structures like fences should be well structured and the school should not have places where learners can use as hiding places.

On the other hand the study found that learners at the three schools fear school violence and it is affecting their performance. One learner from school B said that:

“When the learners are fighting outside the class I am very afraid to go outside from the classroom because I am thinking what will happen to me if I am there, and it is affecting concentration on my school work”. Similar to this Akiba (2008) found that learners' fear of being victimized by school violence affects their school attendance, learning motivation, and academic achievement. In addition, Benbenishty and Astor (2005) found that violence in schools has been a major social problem affecting learners' personal, family, and social well-being around the world. Furthermore, learners and teachers directly exposed to violence suffer many consequences, including psychological and social distress, acting out behaviours, constraints to academic progress, a sense of helplessness, perceptions of constant threat to personal safety and a lack of investment in the affected institution by the broader community (Stevens, Wyngaard & Van Niekerk, 2001). While this is the case, there is a reason why learners are getting involved in school violence and this will discussed in the following sub-topic.

5.3.3 Factors that get learners to be involved in school violence

This study at the three schools found that peer pressure, gangsterism and if their families are fighting at their home it affects learners because of that they are mentally disturbed. A learner from school B said:

“Peer pressure affects the learners like comparing themselves to other learners, gangsterism, and if their families are fighting at their home it affects the learners and couldn't concentrate on the school work”. In related to this Van der Merwe & Dawes (2007) found that severe physical punishment and abuse in homes and families are

significant determinants of violent behaviour. In addition, according to Harber and Muthukrishna (2000) schools in urban areas, particularly townships schools are regularly preyed to gangsterism. The researcher agree with them, the reason being that if the families are fighting at home it is very likely that such battles will be brought to school. Invitational theory describes an educational framework of learning/teaching relationships based on human value, responsibility and capabilities. In this case learners' families are fighting because of that learners are not concentrating on their school work and they are learning bad behaviour from their parents therefore this condition is contradicting the invitational theory framework. The reason is that families are the most important people in the learners' life and they must take responsibilities about the learners because it helps them to concentrate on their school work.

On the other hand this study revealed that learners who had financial problem are involving themselves in violence or crime to survive. One learner from school A said that: "Some of them are doing crime because they are thinking they are bosses and others are involved in crime to solve their financial problems". Similar to this poverty and tension from overcrowding result in internally violent communities (Kaldine, 2007) and it is a very common experience for township children to witness assaults and stabbings (Seifert, 2007). Crawage (2005) describes school violence as the exercise of power over others in school related settings by some individual, agency, or social process. However, to make learners not involved in violence, community involvement in schools is an important matter. This will discuss in the following sub-topics.

5.3.4 Community involvement in schools

This study at the three schools found that community members had involved themselves in the schools. A learner from school B said that:

"Communities have conscious about learners and have meeting with learners and teachers to talk about school safety. They formed community police forum and they were coming to school without announcement to search learners. For example, the community had meeting at Unit C, Unit D and Unit A (Turfloop) to ensure safety of learners". Studies conducted in South Korea (kim, Hwang, & Lee, 2004) and Israel

(Benbenishty & Astor, 2005) give evidence of the importance of community involvement in predicting lower rates of school violence. In addition, school-community collaborations may help improve learner behaviour and school safety (Alliance, 2001).

In addition one learner from school C told the researcher that:

“They are working together with schools. Some of the parents are coming to school and talking to learners about school safety and how they prevent themselves from school violence”. Similar to this the importance of both teachers and families in providing safety and security has been highlighted by research (Smit & Liebenberg, 2003). In addition, according to Rothstein (2001) parents, teachers, and citizens in the community may review learner behaviour and safety in schools. The researcher supports them because group effort of parents, teachers, and members of the local communities will improve safety in schools. This goes in hand with invitational theory, because invitational theory explains that to make teaching and learning effective a positive attitude, working together, caring and respectful environment with programmes and policies to suit the needs of the learners’ must be in place. On the above condition the community are participating in learners’ life and this helps the learners to perform well in their school work. In addition the learners are motivating themselves to participate in the school work because the community members are showing them their responsibility and how they are taking care of them. Also the invitational theory creates a change between the school communities and it helps to communicate briefly about the school, which means teachers are inviting the learners’ parents to talk about them. If the school communities work together, the school has positive climate for teaching and learning therefore without any disturbance effective teaching and learning can occur (Purkey, 1991). School safety is also affected by the carrying of weapons to school. This will be discussed in the following section.

5.3.5 Carrying of dangerous weapons

In this study at the three schools found that weapons such as knives and sharpened objects are brought to school by learners. They use these weapons to protect themselves from other learners when fights ensure. A learner from school B said:

“Learners are ordered by their bosses to use it and fight with other learners and the best way to protect learners is by building a scanner because it is easy to control the learners”. Similar to this Demissie, Lowry, Eaton, Hertz, and Lee (2014) found that carrying a weapon is a common type of violence in youth: 18.5% of American high school learners report having carried a weapon in the previous year, 5.7% of them having carried a gun. In addition, the Health Behaviour in School-Aged Children survey reported a prevalence of weapon carrying in the preceding 30 days ranging from 10 to 22% for boys and from 2 to 5% for girls in five European countries, the United States and Israel (Thurnherr, Michaud, Berchtold, Akre, & Suris, 2009).

According to this study finding, anything at the learners’ disposal such as broken bottles and pieces of broken desks and chairs may be used as weapons on school premises, especially during conflict. Most of the learners use pieces of broken desks and chairs to fight each other. On the other hand a learner from the same school said that:

“In the previous year (2015) in the fourth term three times learners injured each other and went to hospital and some of the learners also stabbed each other. In this condition the teachers are also afraid to come in between them. They are scarring of the learners hurting them”.

Similar to this Mncube and Steinmann (2014) found that the problem of physical violence in schools is exacerbated by the number of weapons brought onto school property by learners. These weapons are not limited to traditional items such as guns or knives – learners in South Africa have been known to turn objects such as bottles or pencils into weapons when they experience conflict with other individuals. Amongst to this, some of the learners are using dangerous weapons by force.

In addition, this study found that sometimes learners are involving themselves to violence by a force like other learners are using their weakness side and use them. One learner from school C said that:

“Inside the school they are gangster group and they are forcing the learners to use dangerous weapons to use it when they are fighting with other learners and those learners they don’t have a choice because if they were refuse they are beaten by the

gangster group". The researcher think learners have fear of other learners those are involving themselves into this time of violence and it shows us learners are carrying those weapons without their interest and to protect them from those learners who are pressurising them to carry those weapons. On the above condition it contradicts with the invitational theory because the invitational theory showed that to keep the school safe, the learners have to know the school policies for example when the learners are coming to the school they must know the entrance time and the security guard try to follow them. On the other hand the security guard must search the visitors bag before going to the school premises because he don't know why that person come to school and it helps the school to be safe. Following this learners are using drugs at the school premises.

5.3.6 Usage of drugs at the schools

The study found that drug usage is common at the three schools. One learner said that:

"Drug usage was higher in our school. Most of the learners were using drugs in our school and some of the learners are pressurising other learners to use them". This finding is similar with what is happening in Egypt, drug use - in particular heroin use - is becoming a serious problem and nearly 6 percent of secondary school learners admit to having experimented with drugs (Ekpenyong, 2012). Related to this according to Donald, Lazarus and Lolwana (2010) the ready availability of drugs in the communities, as well as the high numbers of adults involved in crime further increases the probability of youth involvement in violence. Several attempts are taken to deal with the conditions and also in SA principals and their delegates are working together to solve the problem.

The principal or his or her delegate may, at random, search any learner or a group of learners or the property of a learner or group of learners, for any illegal drug, if a fair and reasonable suspicion has been established. Such a search must be done in accordance with Section 8A of SASA and the principal or his or her delegate may at random administer urine or other non-invasive test to any group of learners that is on fair and reasonably suspected of using illegal drugs only under conditions laid down in SASA. The researcher agrees that if the principal is doing the above test at school it is very helpful to protect learners from illegal drug usage. According to Burton (2008) those

learners whose family members used illegal drugs or had been incarcerated were twice as likely as other learners to experience school-based violence. Drugs usage at schools is also happening in other countries.

The United States, one of the world's largest markets and a country that sets standards for many other countries, has experienced a notable recent increase in marijuana use (Degenhardt, Chiu, Sampson, Kessler, Anthony, Angermeyer, & Karam, 2008). This has influenced the decisions of learners from other countries in terms of drug use. In addition, a study by Kombo (2005) in selected schools in Kenya shows that the type of a school one attends has an influence on drug abuse among learners. For example, if the school is near a shebeen, most of the time drugs are selling around the shebeen and it is easy for the learners to get drugs and use them. For instance one learner said that:

“Drug abuses and substance abuse are common in our school. Even liquor is close to our school because of that our learners were drinking alcohol before coming to school. But our life orientation teachers were trying their best to teach us about life”.

A study carried out by researchers from the Free State University, University of Natal, University of the North, and the Institute for Special Populations Research found that South Africa has the dubious distinction of having the largest illegal drug market in sub-Saharan Africa (Leach, 1994). These researchers found that factors that have contributed to rising levels of drug abuse include widespread and severe poverty levels, rapid modernization and decline of traditional and social relationships, as well as porous borders. Expanding trade links with other parts of the world such as Asia, Europe, and the Americas have also made South Africa attractive to drug traffickers. Among other things that contribute to drug usage is poor infrastructure for instance there is no gate at the school, drug dealers are in and out as they like. The above matter is contrary to the invitational theory because invitational theory which suggests that if people, process, policies, places and programmes are there in the school environment, they can create a safe school and also effective teaching and learning can occur. In this condition the school is near a shebeen and it is easy for the learners' to get drugs. The reason is that most of the time drug sellers are in the proximity of the shebeen. Therefore, invitational

theory says that the location of the school may also play a role in getting the learners not focus on their school work. This is fully explained the following section.

5.3.7 Lack of physical infrastructural resources

This study found that the three schools had poor physical infrastructural resources and this is affecting the safety of learners and teachers. For example, a learner said: “Drug dealers are using our backyard to come inside the school and sell drugs during break time because the fence is broken”. In addition, some classrooms have broken window panes and causing a risk to learners and during winter time it affects the health of learners. One of the learners commented:

“In our school there are many mobile classes and they are not comfortable for us and we are not focusing on our teachers when they are teaching us. Our school is trying by all means to do things right but they can’t manage it and sometimes I wonder how windows are broken because when we are around the school they are fine but when we see them the following day they are broken”. Similar to this Squelch (2001), contends that many South African school buildings and facilities are inadequately maintained by the SGBs (School Governing Boards) as required of them by the schools Act, thus contributing to the creation of an unsafe environment. Squelch also remarks that South African schools are not safe, and that both the SBG and the state need to do more to ensure safe schools (Eberlein & Matten, 2009). In contrast with Squelch not all South African schools are not well structured that means some of the schools are well structured and also their buildings and facilities are not that bad. Through observation, the researcher found that poor infrastructural conditions in some of the school buildings pose a threat to both learners and teachers.

The school’s physical facilities, including building and grounds can pose safety problems and also affect learners’ performance. Related to this Chitiavi (2002) are of the view that learning achieved as seen from performance depends so much on the principals’ ability to monitor physical infrastructure. On the other hand, it is becoming more apparent that the physical infrastructure of schools can influence learner achievement (Olagbemiro 2010). The invitational theory informs us that the classroom is

the easiest thing to change to give a positive behaviour. For instance, the art room should be a place of inspiration and resource for young learners, filling the room with natural light, posters of key art terms, work with the sitting of chairs and tables and make the school environment clean. If all of these are done the school is sending a positive message to the learners and it is inviting or pushing them to go to school.

According to Omolo and Simatwa (2010), The Safety Standards Manual for Schools in Kenya (2008) describes physical infrastructure as facilities which include structures such as classrooms, offices, toilets, dormitories, libraries, laboratories, and kitchen and playground equipment among others. These facilities can be either permanent or temporary structures. Such physical structures should be appropriate, adequate and properly located, devoid of any risks to users or to those around them. The researcher agree with the Safety Standards Manual for Schools in Kenya the reason is that the above physical infrastructures are very important for the school community and if one of them does not exist, it affects the safety of school and also affecting the learners' performance. Following this, SASA established procedures to follow for SGB and SMT to make schools' physical infrastructure resources safe.

According to South African School Act (SASA) the SGB and SMT must use the following procedures to make the school physical structural resources safe:

- (a) The SGB, SMT and Staff will regularly monitor its environment (inside and outside the school) with a view to identifying the potential dangers and take all reasonable measures to safeguard learners and staff.
- b) The SGB and SMT will make a concerted effort to ensure that a preventative maintenance plan is put in place to take care of major and minor maintenance.
- c) The SGB, SMT and staff will take all the necessary steps to ensure that a clean, safe and hygienic environment is provided to the learners at all times.
- d) The SGB and SMT will ensure that all minor maintenance such as broken window panes, doors, etc. is attended to as they occur. They will further ensure that major maintenance of the schools will be attended to through written submissions to the Department.

e) The SGB and SMT will ensure that:

- (i) Any unused furniture/steel frame or broken furniture will be properly stored or disposed of,
- (ii) The school grounds will be maintained by cutting and trimming the grass and trees on a regular basis, and
- (iii) Rubbish and litter is properly stored or disposed of. The findings of the study are end here and the reseacher will discuss the recommendations' of the study in the following topic.

5.4 RECOMMENDATIONS

School safety is a natural problem in South Africa and the majority of the selected secondary schools in this study need more effective security measures to be in place. School violence and the lack of safety at school have been recognised as a serious problem by the school community, but not enough is done to assist with preventing and reducing the problem. There are a number of things that schools can do to improve their safety to reduce school violence. Some of these aspects will be discussed below.

- The interview in this study was limited to one Circuit (Mankweng Circuit) in Limpopo province.
- Parental involvement needs to be encouraged, as the lack of parent involvement was highlighted by most of the interviewees. For improving school safety, according to the participants in this study, the role of dedicated parents must be maximized. Most of the schools in this study had either very limited or non-existent parental involvement in their school; some parents did not know how to participate in their child's school experience, while others felt uncomfortable about it, or simply did not want to.
- The Department of Education needs to give support to schools with safety problems, for the sake of learners' safety.
- Teachers should know the law concerning education, to protect themselves and their learners from any crime or school violence.

- The Department of Education needs to run workshops regarding how to handle violent situations at school and to make sure that teaching and learning are effective.
- Establish and Implement policies and procedures: Policies and procedures are essential for any school and organisation because they provide guidelines and procedures of how things should be handled in that specific organisation. It should describe what is acceptable and unacceptable behaviour and it should also provide the consequences associated with the unacceptable behaviour and misconduct.
- All schools should design and implement a Code of Conduct, a Code of Ethics, and a Security plan. Once these policies are created, procedures need to be developed. Ideally these policies and procedures should be created by joint contributions from the principals, teachers, learners, parents and community members.
- All discarded materials such as broken chairs, tables and blackboards are stored far away from the learners' classes and from the gate.
- The schools may try to fix or build the fences that are broken down to keep the school premises safe.
- Safety and security measures are an important part of any school safety plan and should be incorporated in all schools. The research findings indicated that the more safety and security measures at school, the safer the learners and teachers felt at the school and the safer they perceived the school environment to be. In order to assist with the curbing of crime and violence occurring on school premises, security needs to be taken more seriously and implemented at an early stage.
- Facilitate connections between NGOs and schools. The schools made connections with the NGO sector; it would be valuable for Safe Schools to compile a comprehensive list of NGOs in South Africa that provide programmes dedicated to school safety. This would streamline the process of matching schools with NGOs having the necessary expertise, and would take some of the onus for providing safety support, off of Safe Schools. For example one learner

told the researcher that “I don’t have financial problem because I have bursary from a private company but some of the learners do not have such assistance and they involve themselves in criminal activities or violence.”

5.5 FURTHER RESEARCH

The researcher recommends that additional research on safety at educational institutions should be conducted. The research could be carried out on a larger scale covering all provinces in South Africa allowing for comparisons to be made between the schools in the various provinces with regard to the safety and implementation. A more comprehensive study where researchers can make further substantial findings due to the larger sample size would be beneficial. The diverse social, economic and political status of the different provinces may provide interesting and useful comparative findings on the impact of the differing environments concerning safety issues at schools. Because of the limited scope of this study which only focused on three schools in Mankweng circuit, in Limpopo province. Suggestions for further research are the following:

- Lack of competencies in the creation of safe and secure schools.
- The role of school governing bodies in ensuring safety and security in South African schools.
- Parental involvement in learners’ life in schools will improve safety at school.

5.6 METHODOLOGICAL CONSIDERATIONS

The study was limited to individual interviews, observations and written documents with learners. This limitation does not support generalisation of the findings to school stakeholders in other parts of the Circuit, nor does it lend itself to the forming of generalisation about other school stakeholders in Limpopo Province itself. The study has largely relied on the qualitative approach in collecting data and is therefore restrictive. The researcher choose learners from Grade 10 to 12 the reason is that if the researcher chose Grade 8 and Grade 9 learners, some of the learners were using their

mother tongue and the researcher do not understand their mother tongue because of that the researcher was forced to choose Grades 10, 11 and 12 learners.

The other limitation of using an interview as a qualitative method of gathering information is that the participants are not free to express their innermost feelings, because the participants are face-to-face with the interviewer. The participant might be fearful of victimization or how the interviewer might perceive them after the interview. In one school a Grade 10 learner said that “He was afraid to participate in the interview.” The researcher asked him why. He thought the researcher would mention his name and school then he would have trouble attending the school. After that the researcher explained to him how everything works. He finally agreed to take part in the study.

The data collection was confined to only three (out of eleven) relatively diverse Mankweng Circuit schools. The replication of the study in Mankweng Circuit would enable better generalisation of the findings of the study. The sample for this study comprised nine participants. This sample is only a very small proportion of the entire population of learners in this Circuit schools.

5.7 CONTRIBUTION OF THE STUDY

This study could contribute to the creation of safe schools by enhancing our understanding of the safety of schools in combating violence in schools. To create a safe school the school community members should work together and assist each other to promote effective teaching and learning in schools.

The study extends the existing literature by providing insight into the perceived causes of school violence and lack of safety in schools. It provides further insight into learners' experiences of violence at school, and into the importance of using school rules and codes of conduct to maintain safety in schools. The establishment of code of conduct in schools are important for learners, teachers, and principals and also for all school communities.

Finally, it gives an indication of possible preventative strategies to counter an escalation of school violence. It also provides insight into the nature of schools' experiences with regard to maintaining a safe and secure school environment.

5.8 CONCLUSION

This research study set out to examine and evaluate the safety of schools and their impact within Secondary schools in Mankweng Circuit, Limpopo Province, South Africa. Safety in schools is worldwide phenomenon, unrelated to the diversity of the population or historical background. However, an important first step is for schools to first identify the problem before they invest in a solution. A problem can only effectively be addressed once it has been identified. Therefore it is important to identify the problem before looking for a solution, and also it is easy to solve a problem if we know what the root cause of the problem is.

Safety is not effectively managed in some schools in Mankweng Circuit. The reason is that SGB were not doing their duties. The SGBs are responsible for school safety and they should make sure that schools are safe so that an environment conducive to teaching and learning can be created. But in some schools SGBs do not establish school safety committees in the Circuit, and because of this lacuna those schools have safety problems.

Principals of some schools in the Circuit are failing to execute their duties. They are failing to manage safety in their schools, hence learners are able to fight with others and sometimes even with their teachers. A number of principals are unable to implement the code of conduct for learners. Some principals lack proper capacity to organise and disregard implementing policies. Because of that some schools have safety problems and some of the learners and teachers were hurt or got injured because of violence occurring in schools.

In order to reduce or prevent violence and crime at schools, all members of the schools need to work together. Schools cannot deal with this problem on their own; it is much too complex. If school communities and schools work together progress will be achieved and learners will have faith in the school system and effective teaching and

learning will occur. Parents, learners, the Department of Education, the police, private businesses, including private security companies and the community in general must get involved. Each of the above-mentioned can make a valuable contribution towards reducing and preventing violence and crime at schools and it is possible to create a safe school.

The problem of violence and crime is not only present in schools in Mankeng Circuit, but also throughout the entire country. Therefore, all schools that are serious about providing safe centres for learning should develop the requisite security surveys, policies and procedures. Copies of such written policies and procedures should be made available to all staff and learners without any reservation. Creating and maintaining schools that are safe and secure, should be a major priority for all schools and for the Department of Education. Our children deserve to feel safe at school in an environment that is warm and welcoming and free of violence, fear and intimidation.

This chapter has provided important findings from the data analysis undertaken for this research and findings were briefly discussed. Recommendations based on literature review and responses from the interviewees, observations and document analysis were given.

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APPENDICES

APPENDIX A

Interview Schedule

1. What do you know about school safety?

2. What do you understand about the safety of learners?

3. Why do you think safety is important in learners' life?

4. What do you think needs to be done to make sure learners are safe at your school?

5. Do you think school communities are doing their best to make sure that learners are safe at your school?

6. How does school violence affect the safety of learners?

7. Which types of violence are mostly common in your school?

8. How are you preventing violence that occurs in your school?

9. What are the factors that make learners to commit acts of violence in schools?

10. How is safety managed in your school?

11. Why is safety important in the running of a school?

12. What else do you want to tell me?

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APPENDIX C

Participant's Consent Form

I, _____, consent to being interviewed by DEBUSHO TESFANESH KASSA for her study on Safety in Semi-Urban Schools of Limpopo Province: A case of Mankweng Circuit. I understand that: - Participation in this interview is voluntary. That I may refuse to answer any questions I would prefer not to. - I may withdraw from the study at any time. - No information that may identify me will be included in the research report, and my responses will remain confidential.

Signed: _____ Date: _____

APPENDIX D

Parents' consent form

TURFLOOP RESEARCH ETHICS COMMITTEE

AND CURRICULUM PLANNERS IN CLOSING THE GAP THAT HAS BEEN IDENTIFIED AS THE PROBLEM UNDER INVESTIGATION.

Signature of Project Leader/Supervisor:

Date:

PART III

INFORMATION FOR PARTICIPANTS

PROJECT TITLE: SAFETY IN SEMI-URBAN SCHOOLS OF LIMPOPO PROVINCE: A CASE OF MANKWENG CIRCUIT

(It is compulsory for the researcher to complete this field before submission to the Ethics Committee)

PROJECT LEADER/SUPERVISOR: PROF. THEMANE.M.J

(It is compulsory for the researcher to complete this field before submission to the Ethics Committee)

1. You are invited to participate in the following research project:

SAFETY IN SEMI-URBAN SCHOOLS OF LIMPOPO PROVINCE: A CASE OF MANKWENG CIRCUIT

2. Participation in the project is completely voluntary and you are free to withdraw from the project (without providing any reasons) at any time.
3. It is possible that you might not personally experience any advantages during the project, although the knowledge that may be accumulated through the project might prove advantageous to others.
4. You are encouraged to ask any questions that you might have in connection with this project at any stage. The project leader and her/his staff will gladly answer your question. They will also discuss the project in detail with you.
5. The nature of the specific project, the alleged risk-factors, factors that might possibly cause discomfort, the expected advantages and the known and/or likely side-effects should be explained under this item.

(It is compulsory for the researcher to complete this field before submission to the Ethics Committee)

TURFLOOP RESEARCH ETHICS COMMITTEE

6. Should you at any stage feel unhappy, uncomfortable or concerned about the research, please contact **Ms Noko Shai-Ragoboya at the University of Limpopo, Private Bag X1106, Sovenga, 0727, tel: 0152682401.**

TURFLOOP RESEARCH ETHICS COMMITTEE

PART IV

CONSENT FORM

PROJECT TITLE: SCHOOL SAFETY IN SEMI-URBAN SCHOOLS OF LIMPOPO PROVINCE: THE CASE OF MANKWENG CIRCUIT

(It is compulsory for the researcher to complete this field before submission to the Ethics Committee)

I, -----hereby voluntarily consent to participate in the following project:

SAFETY IN SEMI-URBAN SCHOOLS OF LIMPOPO PROVINCE: A CASE OF MANKWENG CIRCUIT

(It is compulsory for the researcher to complete this field before submission to the Ethics Committee)

I realize that:

1. The study deals with **SAFETY IN SEMI-URBAN SCHOOLS OF LIMPOPO PROVINCE: A CASE OF MANKWENG CIRCUIT.**
(E.g. effect of certain medication on the human body) (It is compulsory for the researcher to complete this field before submission to the Ethics Committee)
2. The procedure or treatment envisaged may hold some risk for me that cannot be foreseen at this stage.

3. The Ethics Committee has approved that individuals may be approached to participate in the study.
4. The research project, i.e. the extent, aims and methods of the research, has been explained to me.
5. The project sets out the risks that can be reasonably expected as well as possible discomfort for persons participating in the research, an explanation of the anticipated advantages for myself s or others that are reasonably expected from the research and alternative procedures that may be to my advantage.
6. I will be informed of any new information that may become available during the research that may influence my willingness to continue my participation.
7. Access to the records that pertain to my participation in the study will be restricted to persons directly involved in the research.
8. Any questions that I may have regarding the research, or related matters, will be answered by the researcher/s.
9. If I have any questions about, or problems regarding the study, or experience any undesirable effects, I may contact a member of the research team or Ms Noko Shai-Ragoboya.
10. Participation in this research is voluntary and I can withdraw my participation at any stage.
11. If any medical problem is identified at any stage during the research, or when I am vetted for participation, such condition will be discussed with me in confidence by a qualified person and/or I will be referred to my doctor.
12. I indemnify the University of Limpopo and all persons involved with the above project from any liability that may arise from my participation in the above project or that may be related to it, for whatever reasons, including negligence on the part of the mentioned persons.

SIGNATURE OF RESEARCHED PERSON

SIGNATURE OF WITNESS

SIGNATURE OF PERSON THAT INFORMED

SIGNATURE OF PARENT

THE RESEARCHED PERSON

Signed -----this-----day of-----20-----

APPENDIX E

Permission Letter from School of Education

UNIVERSITY OF LIMPOPO

UNIVERSITY OF LIMPOPO

Turfloop Campus
FACULTY OF HUMANITIES
SCHOOL OF EDUCATION
Educational Studies

Private Bag x1106

Sovenga 0727

South Africa

Tel: (015)2683149

Fax: (015)2682965

Email: dolly@ul.ac.za

15 November 2015

TO WHOM IT MAY CONCERN

This is to certify that **DEBUSHO TESFANESH KASSA**, Student Number 200519144, is doing her Master's degree with the University of Limpopo. Her topic is: **SAFETY IN SEMI-URBAN SCHOOLS OF LIMPOPO PROVINCE: A CASE OF MANKWENG CIRCUIT**. She requests for the permission to conduct her research at your school.

I hope that you will give her your maximum cooperation.

Thank you

Prof M.J Themane

Supervisor

APPENDIX F

Request for permission to conduct research from the Department of Education

Enq: Debusho T.K

Cell no: 0793560324

Email: tesfanesh.debusho9@gmail.com

Student no: 200519144- Ethics protocol numbers: REC-0310111-031

Limpopo Department of Education

Polokwane

0700

RE: PERMISSION TO CONDUCT RESEARCH

I am Debusho Tesfanesh Kassa, a Master's student (Curriculum Studies) of the University of Limpopo. The title of my dissertation is: **"Safety in Semi-urban Schools of Limpopo Province: A Case of Mankweng Circuit"**

What prompted me to conduct this research is that, school safety remains a challenge at schools in Limpopo Province despite the fact that school safety started more than a decade ago in South Africa. I request permission to interview learners from your schools.

In order to maintain some consistency, I have to conduct interviews with learners in three different schools in Mankweng Circuit, Limpopo Province. Their responses will be strictly confidential and will be used only for research purposes.

Thanking you in advance

Yours faithfully

Debushe T.K

APPENDIX G



LIMPOPO
PROVINCIAL GOVERNMENT
REPUBLIC OF SOUTH AFRICA

DEPARTMENT OF
EDUCATION

Ref: 2/5/6/1

Eng: MC Makola PhD

Tel No: 015 290 9448

E-mail: MakolaMC@edu.limpopo.gov.za

Debushe T.K
University of Limpopo
Private Bag x 1106,
Sovenga,
0727

RE: REQUEST FOR PERMISSION TO CONDUCT RESEARCH

1. The above bears reference.
2. The Department wishes to inform you that your request to conduct research has been approved. Topic of the research proposal: **"SCHOOL SAFETY IN SEMI URBAN SCHOOLS OF LIMPOPO PROVINCE: THE CASE OF MANKWENG CIRCUIT."**
3. The following conditions should be considered:
 - 3.1 The research should not have any financial implications for Limpopo Department of Education.
 - 3.2 Arrangements should be made with the Circuit Office and the schools concerned.
 - 3.3 The conduct of research should not anyhow disrupt the academic programs at the schools.
 - 3.4 The research should not be conducted during the time of Examinations especially the fourth term.
 - 3.5 During the study, applicable research ethics should be adhered to; in particular the principle of voluntary participation (the people involved should be respected).
 - 3.6 Upon completion of research study, the researcher shall share the final product of the research with the Department.
4. Furthermore, you are expected to produce this letter at Schools/ Offices where you intend conducting your research as an evidence that you are permitted to conduct the research.
5. The department appreciates the contribution that you wish to make and wishes you success in your investigation.

Request for permission to Conduct Research: Debushe TK
CONFIDENTIAL

Best wishes.



MUTHEIWANA NB
HEAD OF DEPARTMENT (ACTING)

11/11/15

DATE

APPENDIX H

Request Permission for Schools from Mankweng Circuit

Ms Debusho TK
Private Bag x1106
SOVENGA
0727

18 November 2015

Mankweng Circuit

Senior Manager

Sovenga, 0727, South Africa

Dear Mr Magagane

I am Debusho Tesfanesh Kassa, a Master's student (Curriculum Studies) of the University of Limpopo. The title of my dissertation is: "**Safety in Semi-urban schools of Limpopo Province: A Case of Mankweng Circuit**"

What prompted me to conduct this research is that, safety remains a challenge at schools in Limpopo Province despite the fact that safety started more than a decade ago in South Africa.

I request permission to interview the learners from your school.

In order to maintain some consistency, I have to conduct interviews with learners in three different schools in Mankweng Circuit, Limpopo Province. Their responses will be strictly confidential and will be used only for research purposes.

.....

Debusho TK

APPENDIX I



LIMPOPO
PROVINCIAL GOVERNMENT
REPUBLIC OF SOUTH AFRICA

PRIVATE BAG X 1108
SOVENGA
0727

TEL: 015 267 5641
FAX: 086 515 7367
CELL: 082 497 0514
072 385 4185

magagane@mass.gov.za

19 November 2015

**DEPARTMENT OF EDUCATION
POLOKWANE DISTRICT
MANKWENG CIRCUIT**

**The Principal and SGBs
Hwiti/Mountainview/Ditlalemeso Secondary Schools
Mankweng Circuit**

Sirs/Madams

PERMISSION TO CONDUCT RESEARCH – SCHOOL SAFETY IN SEMI-URBAN SCHOOLS.

1. The matter above bears reference.
2. Permission is hereby granted for the bearer of this letter to conduct research in your school on the topic mentioned above.
3. The bearer, Debusho TK, is a Masters student at the University of Limpopo and also works as a Student Assistant at the University of Limpopo.
4. You are kindly requested to allow her to conduct research at your school as per stipulations in the letter attached from the institution.

Your cooperation will be highly appreciated.

Yours faithfully


MAGAGANE MD
CIRCUIT MANAGER

APPENDIX J

SCHOOL A: Summary of incidents reported and recorded (Term 3, 2015)

Date for the period 01-09-2015 28-09-2015	Total number of incidents reported for the period	Dangerous objects	Drugs & Alcohol	Verbal Abuse	Physical Abuse	Discrimination	Sexual Violence	Journey to & from school	Threats to health & safety	Death at school	Damage to property
	Male learners:	0	02	0	0	0	0	0	0	0	0
	Female learners:	0	0	01	0	0	0	0	0	0	0
Total number of incidents	03										

APPENDIX J

SCHOOL A: Summary of incidents reported and recorded (October, 2015)

Date for the period	Total number of reported incidents for the period	Dangerous objects	Drugs & Alcohol	Verbal Abuse	Physical Abuse	Discrimination	Sexual Violence	Journey to & from school	Threats to health & safety	Death at school	Damage to property
21-10-2015											
	Male learners:	00	00	00	00	00	00	00	01	00	00
	Female learners:	00	00	00	00	00	00	00	00	00	00
Total number of incidents	01										

APPENDIX J

SCHOOL A: Summary of incidents reported and recorded (November, 2015)

Date for the period	Total number of reported incidents for the period	Dangerous objects	Drugs &	Verbal Abuse	Physical Abuse	Discrimination	Sexual Violence	Journey to & from school	Threats to health & safety	Death at school	Damage to property
	Male learners:	NIL	NIL	NIL	NIL	NIL	NIL	NIL	NIL	NIL	NIL
	Female learners:	NIL	NIL	NIL	NIL	NIL	NIL	NIL	NIL	NIL	NIL
Total number of incidents		NIL	NIL	NIL	NIL	NIL	NIL	NIL	NIL	NIL	NIL



LIMPOPO

PRIVATE BAG X 1105
SOVENGA
0727

HWITI HIGH SCHOOL

CAPRICORN DISTRICT

EMIS NO: 923240150
ENQ: Makgato P.M
☎ : 015 267 4870
☎ : 015 267 4966



MANKWENG CIRCUIT

Private Bag X1105
Sovenga
0727
25 November 2015

TO WHOM IT MAY CONCERN

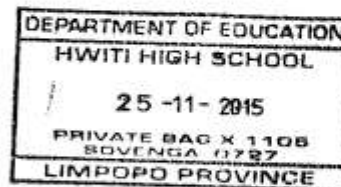
THIS IS TO CONFIRM THAT **MRS DEBUSHO T.K** CAME TO THE ABOVE MENTIONED INSTITUTION TO INTERVIEW LEARNERS ABOUT SCHOOL SAFETY.

THEY WILLINGLY LISTENED AND PARTICIPATED FREELY.

HOPE THAT YOU FIND THIS IN ORDER.

YOURS FAITHFULLY

PRINCIPAL



APPENDIX K
SCHOOL B

Ditlalemeso Secondary School

P.O. Box 1353

Sovenga

02 December 2015

Department of Education Studies

University of Limpopo

Private Bag X1106

Sovenga

0727

TO WHOM IT MAY CONCERN

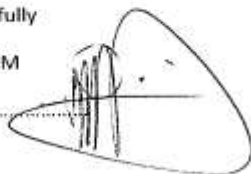
This is to confirm that Ms Debusho T.K was granted permission to interview learners at the above-mentioned school on their safety at school. She interviewed learners in Grade 10,11 and 12.

The willingness of our learners assisted her to accomplish her research on the 23rd-24th December 2015.


Hope you find this in order.

Yours faithfully

Mothiba R.M



APPENDIX K: SCHOOL C

EMIS : 092 324 1054	 <p>MOUNTAINVIEW HIGH SCHOOL KEY TO THE FUTURE</p>	MOUNTAINVIEW SENIOR SECONDARY SCHOOL
Reg. No. : 0201143041		P.O. Box 1019
Tel : 0792044136		Sovenga
Enq : Mashao MM		0727

30 November 2015

TO WHOM IT MAY CONCERN

This is to certify to confirm that Mrs Debusho T K was at our school institution to interview learners about school safety.

They participated voluntarily in the interviews.

Hope you find this in order.

Yours faithfully



Mashao MM (Acting Principal)

DEPARTMENT OF EDUCATION
MOUNTAINVIEW SENIOR SEC. SCHOOL
PRINCIPAL:

30-11-2015

P.O. BOX 1019, SOVENGA, 0727
TEL: 015 287 9480
LIMPOPO PROVINCE

APPENDIX L



University of Limpopo
Department of Research Administration and Development
Private Bag X1106, Sovenga, 0727, South Africa
Tel: (015) 268 2212, Fax: (015) 268 2306, Email:noko.monene@ul.ac.za

TURFLOOP RESEARCH ETHICS COMMITTEE CLEARANCE CERTIFICATE

MEETING: 27 January 2016

PROJECT NUMBER: TREC/06/2016: PG

PROJECT:

Title: School safety in semi-urban Schools of Limpopo Province:
The case of Mankweng Circuit
Researcher: Ms TK Debusho
Supervisor: Prof MJ Themane
Co-Supervisor: N/A
Department: Education Studies
School: Education
Degree: Masters in Curriculum Studies


PROF TAB MASHEGO
CHAIRPERSON: TURFLOOP RESEARCH ETHICS COMMITTEE

The Turfloop Research Ethics Committee (TREC) is registered with the National Health Research Ethics Council, Registration Number: REC-0310111-031

Note:

- i) Should any departure be contemplated from the research procedure as approved, the researcher(s) must re-submit the protocol to the committee.
- ii) The budget for the research will be considered separately from the protocol.
PLEASE QUOTE THE PROTOCOL NUMBER IN ALL ENQUIRIES.

EDITING LETTER

**GILIJASOL EDITING
EDITOR'S CONFIRMATION LETTER
TO WHOM IT MAY CONCERN**

I hereby state that I have edited the document:

SAFETY IN SEMI-URBAN SCHOOLS OF LIMPOPO PROVINCE: A CASE OF MANKWENG CIRCUIT

Submitted in fulfillment of the requirements for the degree of

**MASTER OF EDUCATION
(CURRICULUM STUDIES)**

By

TESFANESH KASSA DEBUSHO

in the

**FACULTY OF HUMANITIES
(School of EDUCATION)**

at the

THE UNIVERSITY OF LIMPOPO

SUPERVISOR: PROF MJ THEMANE

Disclaimer

At time of submission to student, language editing and technical care was attended to as requested by student and supervisor. Any corrections and technical care required after submission is the sole responsibility of the student.

Kind Regards

Dr TE Mabila

MA English Language Studies; PhD Translation and Linguistics

Email: tmabila@yahoo.co.uk

DATE: 12 November 2016