AN ANALYSIS OF VIOLENCE TOWARDS EDUCATORS IN THE SELECTED HIGH SCHOOLS: A CASE STUDY OF SOUTH AFRICAN POLICE SERVICE, POLOKWANE

by

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Ms MC Moreroa   **Date**

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DEDICATION

I dedicate this study to my family; their support kept me going throughout this academic journey.

ABSTRACT

The purpose of this study was to analyse violence towards educators in the selected high schools in the Mankweng policing area. This was done by identifying factors contributing to school violence, assessing consequences of violence on victims of violence and determining measures that can be applied to effectively prevent, combat and investigate this scourge.

This qualitative study applied the explanatory research design to recruit participants using non-probability sampling techniques, specifically purposive and snowball sampling respectively. Eighteen (18) participants were selected for this study, comprising of Six (06) educators from each of the Three (03) selected high schools of Mankweng policing area. Data were collected using semi-structured face-to-face interviews and documentary studies. Based on the transcribed data, themes were extracted and analysed using inductive Thematic Content Analysis (TCA).

This study established that there are factors that contribute to the occurrence of school violence; victims are affected by school violence (I.e. Be it social, psychological and physical); and that there are measures that may reduce the occurrence of these violence. Findings of the research indicate that factors such as demographic location, substance abuse, peer pressure, gang groups are the causes of violence, leading to victims facing consequences such as depression, anxiety attacks and early retirement. For recommendations, this study provides that the community get involved in reducing school violence, the DBE should provide pro-active and re-active measures to combat violence, enforce a strong collaboration between stakeholders and enforce legislative framework implemented about workplace safety.

Keywords: Analysis; Case study; Educators; High schools; Mankweng policing area; Polokwane, South African Police Service, Violence

LIST OF ACRONYMS AND DESCRIPTIONS

APA	American Psychological Association
APD	Anti-social Personality Disorder
BCEA	Basic Condition of Employment Act [No.75 of 1996] (As amended)
CCTV	Closed-Circuit Television
CIU	Crime Intelligence Unit
CPF	Crime Prevention Forum
CPTED	Crime Prevention Through Environmental Design
CPU	Crime Prevention Unit
DBE	Department of Basic Education
DoE	Department of Education
DSD	Department of Social Development
EEA	Employment of Education Act [No. 27 of 1996] (As amended)
EEA	Employment Equity Act [No. 55 of 1998] (As amended)
FCDs	Focus Group Discussions
FEDSA	Federation of School Governing Bodies of South Africa
FHDC	Faculty Higher Degrees Committee
HSRC	Human Science Research Council
IQ	Intelligent Quotients
LCP	Life-course Persistent
LRA	Labour Relation Act [No. 66 of 1995] (As amended)
NAPTOSA	National Professional Teachers Organisation of South Africa

NGO	Non-Governmental Organisation
OHSA	Occupational Health and Safety Act [No. 85 of 1993] (As amended)
PSDT	Post-Traumatic Stress Disorder
SACE	South African Council of Educators
SADTU	South Africa Democratic Teachers Union
SAPS	South African Police Service
ELRC	Educational Labour Relation Council
SASA	South African School Act [No. 84 of 1996] (As amended]
SBV	School Based Violence
SGB	School Governing Body
SMT	School Management Team
SWPBS	School Wide Positive Behavioural Support
TCA	Thematic Content Analysis
NEPA	National Education Policy Act [No. 27 of 1996] (As amended)
TREC	Turfloop Research Ethics Committee
TVET	Technical and Vocational Education and Training
UNECEF	United Nations International Children's Emergency Fund
UNESCO	United Nation Educational, Scientific and Cultural Organisation

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CHAPTER ONE
GENERAL ORIENTATION

1.1. INTRODUCTION AND BACKGROUND

South Africa is recognised as one of the most violent country across the world, with selected high schools in the country not exceptional ruled out for this practice. This study analysed violence towards educators, focusing on the selected high schools of Mankweng policing area. Questions have been asked as to whether parents, educators, School Management Teams (SMTs), School Governing Body (SGB) and the community are losing the battle against many existing challenges in the educational sector. These challenges remain a national crisis based on recent violent attacks in South African schools. However, there is a scarcity of literature about the violence directed towards educators and safety-related challenges of educators in the South African high/secondary schools; this is a gap in that this study intends to fill.

To indicate challenges faced by educators in South Africa, a survey conducted by the Centre for Justice and Crime Prevention [CJCP] (2012) reveals that 52.1% of teachers were exposed to verbal violence perpetrated by learners. This study further indicates that teachers who are physically abused is 12.4%, while sexually exposed teachers sit on 3.3%, all this done by learners. As Mncube and Harber (2013) argue:

> *"Schools are supposed to have in place policies and a learner code of conduct to deter violent behaviour. These school policies and the learner code of conduct are meant, among other things, to impede the use of drugs or any intoxicating substance, the carrying of weapons or any sharp objects, the use of violent or vulgar language, and to discourage threats against persons or their property. Despite the existence of such policies, violence, physical and sexual abuse, and gang activities are still the order of the day in many South African schools."*

In South African schools, safety is a burning issue as there have been many deaths and injuries that have been reported in our schools despite the interventions that were implemented aimed at resolving these safety problems in our schools (Mabasa & Mafumo, 2017). Masitsa (2011) and Gopal and Collings (2017) argue that learner ill-discipline interrupts effective teaching and learning and further jeopardises safety in schools.

Furthermore, Teise (2015) asserts that the school environment needs to be safe, clean and disciplined for teaching and learning to be effective. Most common incidences such as assault, rape, sexual harassment, theft, drug abuse and trafficking, corruption, the possession of dangerous weapons, shootings, and intentional disruption of lessons, tardiness, vandalism, bullying, intimidation, and gangsterism that take place within our schools jeopardises safety in schools (Makhasane & Mthembu, 2019). The problem of school violence affects all students, educators, families and communities in the learning and working area in South Africa. It is indicated that allowing school violence will result in a high level of aggression, further affecting the productivity of teaching and learning and undermining the safety and security (Burdick-Will, 2013).

Educators do not feel safe at all, as it is often depicted on the media with videos of learners bullying educators, nevertheless, some ineffective measures are taken by the National government to protect educators at work, based on legislative frameworks, such as the Occupational Health and Safety Act [OHSA] (No. 85 of 1993) (As amended) to protect them, but is not well practiced nor efficiently implemented, as the rate of victimised educators keeps on rising, with limited actions taken to manage this recurring situation. Gregory, Cornell and Fan (2012:564) mention that disorganised school structures, negative school climate, lack of administrative and collegial social supports, and residential crowding were factors associated with high rate of violence. In most schools, there is only one security officer, and this is not proportional to the number of learners and educators. Moreover, the school infrastructure is dilapidated.

The local DBE urgently needs to implement laws and measures protecting both learners and educators equally and the SMT need to implement rules and improve these school's conditions. To have a better and maintained working and studying environment all stakeholders such as the South African Police Service (SAPS), Community Policing Forums (CPFs), the community at large (parents) need to get involved at all cost. Most importantly, parents need to get involved because discipline begins at home if that fails then other agents can get involved.

The consulted academic books, published scholarly articles and media reports seem to focus more on safety and security management of school learners, including their related protections, with less attention given to educators. These studies also confirm that learners are reported to have more rights relating to safety related issues than educators. The researcher thinks that this problem needs to be looked at holistically. Educators should also feel safe and protected for the offering of good education and learning to learners. It was also noted that our education system is rendered to be at bad state, as educators often place less value to their work owing to fearing for their life and citing their workplace a war zone. Notably, the level of violence towards educators has increased in the past Five (05) years across Nine (09) provinces of South Africa and this is very alarming and disturbing, teachers are intentionally hit in their faces with object during class, at times (Hlati, 2017:1); and some learners are reportedly attacking teachers and stoning their vehicles (Dzanibe, 2014:1). This problem does not only affect the education system. However, the educators' emotional and psychological well-being suffers. Therefore, well planned and monitored strategies need to be urgently implemented to curb this problem. Therefore, this study sought to analyse violence towards educators in the selected high schools of Mankweng policing area.

1.2. PROBLEM STATEMENT

To indicate the extent and nature of safety related challenges faced by educators in Limpopo Province, Jordaan (2018) mentions that hundreds of pupils have faced disciplinary action in the past year for offenses ranging from assault, intimidation, and drug dealing and sexual violence. Furthermore, Njilo (2018) asserts that "a grade 12 teacher in Limpopo Province was traumatised after an 18-year-old pupil assaulted her for confiscating his cell phone. The boy allegedly fled the scene after other educators intervened to help their colleague." The escalation of violence in Limpopo Province compelled researchers to conclude that crime is rapidly increasing. Schools are becoming violence arenas daily and not only between learners but also between learners and educators caused by interschool rivalries and gang conflict.

The Minister of the DBE, Angie Motshekga lamented the unsettling safety levels in school in an attempt to identify and concede the need to address the plague of violence within our schools (Hweshe, 2011). Equally, videos surfaced on the internet showing learners insulting educators in the City of Polokwane, Limpopo Province. There were incidents such as "a teacher was beaten by two learners after a breakdown of communication about the use of a cellphone" in a classroom (Chawane, 2018).

As indicated earlier, this study analysed victimisation and safety challenges related to educators in Mankweng Circuit, focusing mainly on the selected high schools, with high prevalence of violence against educators in the Mankweng policing area of Limpopo Province. This was done by identifying factors leading to high rate of school violence towards educators in the selected high schools of Mankweng policing area, while recording consequences which the associated educators' encounter. This study further analysed establishment of safety measures that the Limpopo Department of Education (DoE), the community and the related stakeholders take to ensure safety of educators around these schools.

The consulted literature studies addressed the problem under research. The researcher as a former learner at one of the selected high schools in this study and the native resident member around the selected other Two (02) high schools has witnessed victimisation of educators. The researcher observed that this scourge can be possibly caused by ineffectiveness on implementation of legislations to respond to safety measures in these schools and protection of educators thereof, as well as other social and economic problems contributing to these practices in the study area. Jacob (2014:11) supports these assertions by indicating that educators often suffer physical torture, psychological and spiritual inviolability owing to violence directed towards them. School violence is regarded as unresolved problem worldwide, including Mankweng policing area. The researcher presents table 1 to display evidence collected from the selected high schools, this table 1 portrays how unscrupulous school violence and violence directed towards educators is currently standing statistically.

Table 1 stems from the journal provided to the researcher by the management of school A during a visit. This journal documents level of violence occurring within the school environment in the past 05 years. As initially stated; educators are not safe around the school environment and they fear for their lives. This violence has increased in the past five years. The journal in question indicated different types of violence directed towards educators, with educators vulnerable to victimisation; verbal abuse was at top of the chart followed by physical abuse. Table 1 indicates the incidents of learner-on-educator violence occurred in the past 05 years in school A, as follows.

Table 1: School A - Summary of incidents reported and recorded in last five years

School violence in the past five years	Total number of reported incidents	Types of violence	Consequences of violence	Causes of violence
		Verbal abuse (swearing at an educator) Physical abuse (assault, shoving, beating) Emotional abuse	Poor teaching and learning performance Early retirement anxiety	Demographic location Age cohort Drug abuse Family background
Female educators	35			
male educators	15			
Total number of victimised educators by learners	50			

Source: Researcher's illustrations (2020-2021)

As Table 2 reflects, school B also provided the researcher with a journal during a visit. This journal entails documents regarding the level of violence occurring within the school environment, and it shows different types of violence, reports from learners and educators who have been victims of violence during school hours. Looking at educators' reports, they reported not feeling safe around the school, more especially female educators. Most of them wanted to have an early retirement because they were not coping and this affected their professional and personal lives. A criminal case was also reported, where a learner assaulted a female educator because the educator scolded him. This table further indicates that educators are emotionally. Table 2 indicates incidents of learner on educator violence recorded in the past 05 years in school B, as follows.

Table 2: School B - Summary of incidents reported and recorded in last five years

School violence in the past five years	Total number of reported incidents	Types of violence	Consequences of violence	Causes of violence
		Emotional abuse (stress) Bullying (shoving an educator, calling an educator with insulting names)	Poor teaching and learning owing to stress Early retirement	Usage of drugs Family background Age cohort
Female educators	22			
male educators	33			
Total number of victimised educators by learners	55			

Source: Researcher's illustrations (2020-2021)

As reflected in Table 3, school C also provided the researcher with a journal presenting level of violence within their school premises. From school C, the school Principal and educators reported to be witnessing high levels of violence within the school environment, mostly learner-on-learner violence. Although learner-on-educator violence is also recorded, they mentioned that it was manageable. It was also mentioned in the presented journal that female educators were not safe in this school. They were vulnerable to verbal and physical abuse. Moreover, they were also threatened with a dangerous weapons and their personal properties were either damaged or stolen compared to male educators. Male educators were mostly vulnerable to verbal abuse. Table 3 indicates incidents of learner on educator violence recorded in the past five years in school C.

Table 3: School C - Summary of incidents reported and recorded in last five years

School violence in the past five years	Total number of reported incidents	Types of violence	Consequences of school violence	Causes of school violence
		Swearing Assault Damage to property	Stress Anxiety Trauma	Peer pressure Gang groups Drug abuse
Female educators	25			
Male educators	17			
Total number of victimised educators by learners	42			

Source: Researcher's illustrations (2020-2021)

1.3. LITERATURE REVIEW INDUCTION

As widely discussed in details in chapter Two of this study. There is a wide research on school violence, learner-on-learner, educator-on-learner violence but limited research on learner-on-educator violence. The limited number of studies that do exist demonstrate that the prevalence of educators experiencing violence is high (Lokmic, Opic & Bilic, 2013:1). Dlamini (2018:96) asserts that the National School Violence Study (NSVS) revealed an alarmingly high number of incidents of violence directed towards educators in the last past years. School violence especially learner-on-educator violence is unrecorded claimed by The National Professional Teachers Organisation of South Africa (NAPTOSA), and parents were blamed for not assisting in curbing school violence said the Federation of School Governing Bodies of South Africa (FEDSAS).

Higher rates of violence directed toward teachers is related with ineffectual school structures, destructive school environments, lack of administrative and uncompetitive group supports, and high residential crowding. Furthermore, balanced school organisational structures and support systems, clear school disciplinary guidelines/rules, and optimistic school relationships were the results of subordinate rate (Gregory, *et al.,* 2012:564; Gottfredson, Gottfredson, Payne, & Gottfredson, 2005:415). The alarming increase of school violence in South Africa is disturbing. Teachers and learners often find themselves in dangerous situations where their safety is questioned. With mitigating factors such as poverty, the availability of alcohol and drugs within the community, the high level of gang groups, undisciplined role models, and indistinct management roles available in South Africa contribute to the high rate of school violence   (South African Council for Educators [SACE] (2019:3).

The dimension of violence within the school environment is highlighted by the increasing death rate of educators (Benbow, 2013:45). In some cases, teachers often resort to resignation to avoid being bullied by their learners (Child, 2017:1). It was reported that less support from principals within these schools leads to a high vulnerability of teachers to several victimisation across students, parents and co-workers (Martinez, Espelage, Rose, Reddy & Lane, 2015).

Kanrich and Reddy (2015:345) conducted "a systematic review of 33 published and unpublished (1988–2015) investigations of violence against teachers, consisting of 48,433 educators and 85,426 students across 11 countries. They found the methodology and assessments used in chapter 2 to be both diverse and limited. Using a structured review coding system, chapter 2 was independently analysed across five dimensions (Characteristics of educators, students, and schools; as well as the methodology and related outcomes").

For this study, Daymon and Holloway (2011:46), Gray (2014:6) and Punch (2014:36) concur that in qualitative research, the preliminary literature review is done to give structure and direction to the research questions and to approach and identify the gap in the existing knowledge. In addition, Creswell (2014:36) asserts that "one of the first tasks for the researcher working with a new topic is to organise literature. This enables a person to understand how the proposed study adds to, extends, or replicates research already completed." According to Maxfield and Babbie (2011:115), Punch (2014:94), and Ritchie, Lewis, Nicholls and Ormston (2014:55), a literature review is done to prevent a duplication of information. For this study, the researcher in an attempt to find relevant sources and ask the following questions:

- What have others said about the topic?
- What theories address it, and what did they say?
- What research has been done?

To adhere to the questions asked by the researcher, national and international academic books, journals, articles, DoE, DBE manuals and publications, University of Limpopo library catalogue and Internet sites were perused, namely:

- EbcoHost.
- Emerald Insight.
- Jstor.
- ProQuest.
- Sabinet.
- Sage Online.
- Science Direct.
- https://scholar.google.co.za.

- www.ul.librarycatalougue.ac.za.
- www.google.com.
- www.sabinet.co.za.
- www.yahoo.com.
- www.freefullpdf.com.

To peruse the sources of information, the topic was divided into relevant concepts. The concepts identified were educators, school violence, learners, and workplace violence. The researcher did not find any literature or publication with the same title. There is, however, information on general statement taking in school violence and school safety books, and the researcher found two sources which specifically deal with statement, namely, "Violence against teachers at school" and a dissertation " Safety in semi-urban schools of Limpopo: A case study of Mankweng Circuit". The information in these sources (Books, Dissertations and Thesis) did not address the problem regarding the legislative framework dealing with victimisation of educators and relevant stakeholders that could join hands to deal with crime. The researcher therefore sees the need to continue with the research to address the gap identified.

1.4. INTRODUCTORY COMMENTS ON THE APPLIED THEORETICAL AND LEGISLATIVE FRAMEWORKS

As discussed in greater details in chapter Three (03) of this study. The applied theory for this study is the 'life-course/developmental theories. Life-course/developmental theories,' these theories were centred on the topic of school violence, which is a principal theme of this study. This study adopted Moffit's Developmental Taxonomy. "This theory classifies offenders into two groups: adolescence-limited and life-course persistence. The adolescence-limited category consists of a group of young people who engage in antisocial behaviour during their adolescence but discontinue criminal activity early in adulthood" (Moffitt, 1993:322). The aim of Moffit's Developmental Taxonomy is to describe in details what force youth to get involved in criminal activity. As Moffit (1993) asserts, "Children exert important effects on their social environments is useful in understanding this hypothetical process" (Bell & Chapman, 1986:595).

Moffitt (2001:202), for example, "points out that a child with neuropsychological impairments creates challenges for their parents and other adults, such as teachers, whose reactions can further entrench the problem through inappropriate discipline."

Moreover, various legislative frameworks that guided this study were also presented and discussed in this chapter, in terms of understanding the Constitutional foundations and management of this crime against educators in the selected 03 high schools of Mankweng policing area.

1.5. STUDY PURPOSE

The purpose of this study was to analyse experiences, consequences, factors affecting educators as victims of school violence perpetrated by learners in Mankweng policing area. The researcher gave recommendations to stakeholders to address this troubling issue. The researcher's attempt to get a deep understanding of the experiences, social conditions, and occurrences of violence towards educators as it occurs in their 'real world'. According to Creswell (2014:124), Denscombe (2010:11), De Vos, Strydom, Fouche and Delport (2011:95), and Litchtman (2014:38), the research is undertaken for the broad purposes, namely:

- **To analyse:** The researcher examined the experience educator's encounter as victims of school violence and this done by learners.
- **To evaluate**: The researcher will study the existing procedures the DoBE, circuit and the school safety team use to obtain complainant statements (By the educators) at school with the intention of identifying their strengths and/or weaknesses to consider how the procedures could be improved.
- **To explore**: The strength and weaknesses regarding the quality of statement in workplace violence, and this will be done by reading local, national and international literature on violence in schools and to further identify causes effects based on the literature reviewed. The information gathered will benefit discourse the problem. To find the empirical evidence, the researcher will also explore the problem by interviewing educators to find out what are the experiences they encounter daily and what should best be done to prevent any occurrences.

- **To describe:** The researcher will describe precisely and as accurately as possible what, why and how educators become victims of violence in the hands of their learners.
- **Empowerment**: The researcher wants to empower the DBE to become more effective and efficient in protecting educators as the head of all schools. This will be done by offering valuable reading material and presenting lectures on this study.
- **Develop good practice**: Based on the strength and weaknesses of the existing proactive and reactive measures, the researcher will recommend new ideas on how to improve these measures and how an effective and normal school/work day should function, that if applied will enhance the performance of educators and learners and lead to an improved working environment and education system.

1.6. STUDY AIM

The aim of this study aims was to analyse violence towards educators in the selected high schools in the Mankweng policing area.

1.7. STUDY OBJECTIVES

This study was guided by the following objectives:

- To identify the types of violence on educators in the selected high schools of Mankweng policing area.
- To discover the causes of school violence on educators in the selected high schools of Mankweng policing area.
- To explain the consequences of school violence on educators in the selected high schools of Mankweng policing area.
- To analyse prevention strategies of curbing school violence on educators in the selected high schools of Mankweng policing area.

1.8. SIGNIFICANCE OF THE STUDY

Blaickie (2009:19) asserts that research must make a reasonable direct or useful contribution to some field of high priority in the public or private sector. This study will add new knowledge in the following areas:

1.8.1 Academic Community

The University of Limpopo libraries and the greater academic community will have access to the information and benefit from this new knowledge. The information can be used both in old and new curriculum and learning programmes and students, and researchers can use this information for further study.

1.8.2 Industry

This study provides guidelines and recommendations to the DBE on how to prevent and address the problem of school violence. The DBE would benefit from this research because principals, educators, SMTs, and SGBs will acquire more knowledge, improved skills, methods and techniques in terms of dealing with school violence. The information will be used in curriculum for future principals and educators to become more effective when dealing with school violence.

1.8.3 South African Society

Society will benefit because principals, educators, SMTs and SGB will be better skilled and competent resulting in healthier working and learning environment. The South African community will, by helping schools regarding the subject "school violence", empower themselves with knowledge and thinking about the effects of effective team.

1.9. OUTLINE OF CHAPTERS

The outline of chapters of the research report are organised as follows:

- **Chapter one**: The general orientation provided introduction and background information as an overview of this study. It consists of the introduction and background on which the study was developed to introduce the reader to the main focus of the study, followed by problem statement, purpose of the study, aims and objectives of the study, significance of the study, and a brief outline of research methodology as well as the ethical considerations of the study.
- **Chapter Two**: Literature review – This chapter reviews literature that is relevant to the study. Literature review helped to align the existing literature to the research problem and objectives in the study.
- **Chapter Three:** Theoretical and legislative framework is encompassed of theoretical and legislative framework relating to the study. Theoretical and legislative framework helped to support the theory and legislature related to research problem statement and literature review.
- **Chapter Four**: Research methodology the chapter discussed in detail the research methodology of the study. These include the research approach, research design, population and sampling, data collection instruments and how these data were analysed.
- **Chapter Five:** Data analysis – This chapter entails data analysis and presentation. The results are presented using themes.
- **Chapter Six:** Interpretation and discussion of the results - This chapter discusses the findings that offer a broad interpretation of the results. Conclusion and recommendations are explained. Lastly followed by a list of references consulted.

1.10. SUMMARY OF CHAPTER

This chapter introduced the pandemic of school violence. In this chapter, emphasis is placed on a mini introduction of school violence in general and violence towards educators and how it affects their physical, mental, psychological well-being. The chapter also reported on problem statement, purpose of the study where aim and objectives where outlined. Therefore, this chapter provided an overview of the study. Moreover, chapter two will present the seminal literature reviews on this subject.

CHAPTER TWO
LITERATURE REVIEW ON SCHOOL VIOLENCE

2.1. INTRODUCTION

This chapter explicates school violence in broader context; presenting learner-to-teacher violence. The research works by scholars and other sources relevant to this subject were reviewed. This chapter was guided by the study aim and objectives, closely looking at the analysis of violence towards educators, as perpetrated by learners and focusing on the types of violence towards educators, causes, consequences of this violence and preventative strategies against this practice.

2.2. THE CONCEPTUALISATION OF SCHOOL VIOLENCE

Safety and security in schools is rather a global issue not only completely a South African issue or problem, and it is characterised by bullying and corporal punishment that, court cases, injuries that can cause damage on both learners and teachers (Gina, 2013; Mncube & Mthanti, 2014). Schools are not secure places for conducive teaching and learning and this is shown by the alarming media reports, with continual media headlines portraying incidents of violence, fights and other forms of attack (Gina, 2013; Kapuela, 2013). According to Robers, Kamp, Pathbun and Morgan (2014:12), the 2013 School Crime and Safety Report' reflects that on the 2011-2012 school financial year 5.4% of the public-school teachers reported being physically condemned or susceptible with grievance imposed by a student. Therefore, the researcher submits Makgongoana Secondary School in Makanye Village, Hwiti High School, and Mamabudusha Secondary School in Mamabolo Village are also struggling with problems such as defacement, trespassing, carrying and using artilleries, drug industry, cyber harassment, rape, sexual abuse, and other forms of physical assault on both learners and educators.

Section 12 of the Constitution of the Republic of South Africa, 1996, stipulates that, "everyone has the right to freedom, and security, which includes the right to be free from all forms of violence from either public or private sources, not to be tortured in any way and, not to be treated or punished in a cruel, inhuman or degrading way." It further stipulates that no human being should be exposed to any form of violence or be a victim of any violent act. McMahon, Martinez, Espelage, Rose, Reddy, Lane, Brown (2014:753) posit that nationally administered survey in the United States, indicate that 80% of teachers have been victimised (I.e. Knowledgeable aggravation, property, or somatic crimes) at school within the current or past year. Espelage (2013:75) reflects that "violence directed toward teachers has been understudied and has received limited media and policy attention". As a result, safety and security of educators should be treated as a matter of urgency to all South African high schools.

De Wet (2007:194) points out that school violence is a very broad conception which encompasses of many forms of harm including "physical harm, sexual harassment, threats and weapon-related, threatening and violent behaviours". Bhana (2012: 307) and Burton and Leoschut (2013:5) indicate that institutional violence has been found to take several forms including acts like:

(a) Acts of violence perpetrated by teacher and/or principals against children.

(b) Acts of violence perpetrated by learner against teacher.

(c) Failures on the part of teachers and school management to take effective measure to prevent school violence.

Furthermore, acts such as the failure on schools parts to respond appropriately to report cases of violence should be revisted (Masita, 2011:174; and Van Jaarsveld, Minner and Morrison 2012:123. School violence is further defined by Van den Aardweg and Van den Aardweg (1988) (in Mncube & Harber, 2013:3), as "an attempt to inflict injury on another person or damage to school property by learners' educators, administrators, or non- school person's behaviour."

There is a strong evidence depicting that violence within the school environment is escalating while peace evades us and this is seen by looking at how dangerous and unsafe our classrooms, our schools and our communities, have become, United Nations [UN] (2002). Lastly, Smith (2010:15) describes school violence as any act that can psychologically, financially, physically bring harm to an educator, learner and the school property, and may further present itself in all kinds of forms including "physical attacks which include, spitting, pulling of hair kicking, scratching". In corroboration, Aluede, Omoike, Afen and Akpaida (2008:151) outline the following forms of violence associated with school violence, verbal attacks dominant that include cursing, yelling, maltreatment, screaming, and mental violence is another form of violence that tend to be given less attention, and it is very dangerous.

Ncontsa and Shumba (2013: 2) argue as learners are more involved in different gang groups this led to institutions rapidly turning into places of rife with violent behaviour, this problem not occurring between learners but also escalating to educators and learners. South Africa has a very exceptional history overawed by various forms of violence with more than 12 million public and independent learners, attending close to 27 schools served by almost 400 00 educators, wherein schools are no longer regarded as safe and secure places where learners can learn because of extreme occurrences of violence (Kollapan, 2006:2).

2.3. SCHOOL VIOLENCE IN SOUTH AFRICAN CONTEXTS

A new social democratic political dispensation was proposed in 1994 that created hope among parents and societies that better and free education will be there if they rest and calm (Zulu, Urbani & Van der Mewre, 2004:170). Prior to 1994, learners fought for what was right, and that has come back to haunt us. Now school environments are exposed to violence, learners do not want to go to school, educators refuse to go to work owing to fear for their lives since school environments had turned into war zone, learners assault, harass and kill each other or escalate to assaulting or killing an educator (Zulu *et al.* 2004:174). The state of our education system in South Africa presents that it is jeopardy looking at chapter 2 presented (Spaull, 2013:10).

According to Bezuidenhout and Joubert (2003:65), untenable conditions in some South African schools where media proclaims terrible incidents, it seen educators getting stabbed, assaulted, robbed and killed during school hours and they feel unsafe around the school environment. With learner-to-educator violence becoming a nightmare to the society, it remains under-researched phenomenon. Jordaan (2018) mentions that "hundreds of pupils have faced disciplinary action in the past year for offenses ranging from assault, intimidation and drug dealing and sexual violence".

Aldrup, Klusmann, Ludte, Gollner and Trautwein (2018:126) assert that with the cultural norm stating that educators as adults they are supposed to mould and build learners regardless of the behaviour of the learner, has caused stress and harm on their well-being. Looking at the media, we have seen reports (videos) of violence inflicted on teachers either by a parent or a learner but as always, these incidents are not well taken care of. This is supported by a video that surfaced on the 23rd of January from Buhlenethu Primary School in Inanda KwaZulu-Natal, where a teacher was shot in the classroom, and the suspects were former learners of the school who disguised themselves as parents to be able to attack the teacher (Mkhize, 2020:1).

With enough literature on school violence specifically learner-on-learner violence, the alarming increase of violence in our schools is questioning the South African education system. SACE (2019:3) indicates that mitigating factors such as impoverishment, drugs and alcohol availability, gangsterism, ill-discipline representations, uncertain organisational roles, and the massive discrimination evident in the South African communities, and school contribute to the rise of school violence. Undesirable chaotic state for learners, educators and the school property are caused by the objectionable behaviour (Mncube & Shumba, 2013:8). In addition, behaviour such as acts against opposite sex peers, educators and administrators are feasible in schools, such as [I.e. Sexual harassment, sexual assault, intimidation, and bullying, amongst others] (Smit, 2010:15).

Importantly, policies and legislation framework are implemented by the South African government intended to protect the rights of both learners and educators, but none of these legislations are applied, especially the rights of educators. Hence, we have a high rate of workplace violence.

The Constitution of the Republic of South Africa, 1996 is one of the policy and act implemented that impact on violence in schools nationally, which containing the Bill of Rights (Chapter 2). It ensures the following rights: "the right to life; the right to bodily and psychological integrity; the right to access basic healthcare and social service but with the state of violence that act is also questioned". The National Survey of Violence in Schools (2012:23) illustrates the four specific types of violence that are prevalent in secondary schools mostly amongst learners, including "**1)** Intimidations, **2)** Battering, **3)** Sexual assault, and; **4)** Robbery". Furthermore, non-violent crimes such as cyberbullying, and theft were also evident owing to the increase of communication technologies available now in the 21st century (National Survey of Violence in Schools 2012:23). Ntuli (2015:1) indicates that "South Africa is the second country after Jamaica with the most incidents of violence at schools, within the South African school context violence accounts to more than a quarter of international school-related news wherein crime and violence represent more than 10% in schools, and only 15% of school violence is broadcasted on public television".

Violence within the school environment is an interesting problem that needs to be addressed instantaneously; hence, it keeps escalating and these are proven by the regularity which the media report and the escalating level of violence within the schools portrays a depressing picture to the world (Prinsloo, 2008:29). The results of violence within the school constantly convey negative outcomes, such as unproductive teaching period, leading to learners and teachers being in dangerous conditions and encourages insufficient school productivity (Ncontsa and Shumba 2013:7). It was argued that schools located in townships are more disposed to violence that their suburban counter parts Ngqela and Lewis (2012: 87). In corroboration, Maphosa and Shumba (2010: 390) confirm that disadvantage areas in South Africa have an evident occurrence of violent behaviour where teachers and learners deal with physical confrontation, threats, bullying, and assaults on a daily basis, township schools such as *Phatheka* Primary School in *Umlazi* (KwaZulu-Natal Province), the selected high schools in the Mankweng policing area are no exception in this regard.

2.4. VICTIMISATIONS OF EDUCATORS

Lokmic, *et al.,* (2013:1) mention that the prevalence of violence perpetrated towards educators is high and the limited number of studies proves this. The NSVS (2012:33) reveals that a high number of incidences involving violence directed toward educators to be on the rise. Burton and Leoschut (2013:27) establish that 31% of the educators interviewed nationwide felt unsafe at school, while 35.6% reported experiencing certain forms of victimisation while at work (Burton & Leoschut, 2013: 27-28).

The consulted international literature indicates that 80% of United States educators completed a research survey reporting to at least one form of victimisation at the workplace (Espelage *et al.,* 2013:75; Longobathi 2018 :340). Berlanda, Pedrazza, Fraizzoli, and De Cordova (2019:3) define violence as "a multidimensional phenomenon produced through various isolated or simultaneous". To depict the rise of learner on educator violence, McMahon *et al.* (2017:506) conducted qualitative research to get an in-depth understanding of teachers' victimisation; it was found that practically 10% of 2,431 educators mentioned absence of maintenance from the administrators as most distressing phases of their victimisation experience. Furthermore, it was found that common themes of victimised teacher's dissatisfaction with administrators' responses where associated with feeling blamed for the incidents, administrators 'inaction and siding against victimised teachers, powerless to property response, and ineffective discipline (McMahon, Reaves, McConnell, Peist & Ruiz, 2017:510). These results show that there are negative outcomes of poor management within the administrative office regarding the issues of teacher's victimisation.

The NSVS (2012:22) shares that 35.6% of educators reported being victimised around the school environment, 11.8% reported having experienced victimisation on more than one occasion. In corroboration, Burton and Leoschut (2013;27) found that verbal abuse was the highest with 29.3%, sexual harassment at 4.6%, personal belongings taken by force at 4.2%, being pointed at with a weapon or an object being thrown at them at 4.2%, 2.1% were physically hurt and 0.4% percent were actually assaulted. Educators are no longer safe in this country. On one early Tuesday morning the 21 September 2021, a male teacher was shot dead by two pupils while he was sitting in his car outside Heinz Park Primary School (Simpson, 2021:1).

Though counselling was provided for both learners and educators, this does not prevent or stop the abuse and killings of educators. Both print and television news showing learners insulting educators surfaced, there were incidents such as:

- A teacher being intentionally hit in the face with an object during class (Hlati, 2017:1).
- Learners attacking teachers and stoning their cars (Dzanibe, 2014:1).
- A breakdown of communication about the use of a cellphone and two learners beat their teacher (Chawane, 2018:1).
- Durban pupil suspended after assaulting teacher (News24, 2019:1).
- Teacher shot during robbery, eNews Channel Africa [eNCA] (2020:1).

Gregory, Cornell and Fan (2012:564) mention that incompetent school buildings, destructive school environment, lack of administrative and interconnected communal supports and residential crowding were factors linked with the high rate of violence. According to Hweshe (2011:2), building a well-balanced environment with low level of violence require good and sensible school structures, strong maintenance systems, strong school discipline rules, and strong relationship between the principal, educators, learners and other staff members. Furthermore, the Minister of Basic Education Angie Motshekga mentioned that in an attempt to deal with school violence, we need to first acknowledge the phenomenon (Hweshe, 2011:2).The NAPTOSA underscored the under-report of school violence wherein the FEDSAS complained about parents not helping in curbing school violence (Dlamini, 2018:96).

The South Africa Democratic Teachers Union (SADTU) statement against the milieu of the 2018/209 education budget vote commented as follows:

> *"It is unfortunate that the budget vote did not make any allocation for school safety. We regard safety in schools as crucial towards the delivery of quality public education. Our schools are plagued by violence among learners, teacher attacks, abuse and gangsterism. We would like to see the DBE leading in ensuring safety in our schools and not allowing this matter to be in hands of the security cluster only,"* Dlamini (2018:1).

Violence against teachers is not discussed enough and this is proven by the increasing death rate of teachers highlighted daily (Benbow, 2013:45). Child (2017:1) indicates that the highlighting of undiscussed increasing death rate of teachers leads to some teachers resigning because they fear being victimised by learners.

Furthermore, school principals need to support their teachers more often to reduce victimisation of educators by students, colleague, and parents (Martinez, Espelage, Rose, Reddy & Lane, 2015). Kanrich and Reddy (2015:345), on their investigation of violence against teachers, found that teachers are victimised daily by learners, which causes anxiety, stress and depression leading to some educators resigning before time.

2.5. THE PROBABLE CAUSES OF SCHOOL VIOLENCE

School violence is a diverse problem, and it is difficult to determine the causes by researchers and practitioners. Statistics recorded on school violence are underreported. It disrupts the norms and values in our society and various school based studies conducted in the current years. As mentioned by the American Psychological Association [APA] (2013:1), it was found that the background that our youth hail from is bad. They come from backgrounds of criminal activities, drugs, abandonment, and familial instability abounded, but factors such as poverty, disownment and dysfunctional families become the biggest problems our youth face. These causes are further discussed in the preceding sections.

2.5.1 Discipline and violence

Ncontsa and Shumba (2013:5) indicate that violence at school is associated with lack of discipline as learners lose sense of self-control and misbehave. Shortage of educators and early retirement of educators is caused by ill-disciplined learners who mostly come from disrupted homes, community and lack of recreational facilities at schools. Kinnes (2012) (in Maphalala & Mabunda 2014:61) points out that certain learners only attend school to bother educators; for instance, "there was an incident where one learner brought a firearm to school and wanted to shoot another learner". Therefore, it is the accountability of teachers to care for learners when they are on the school premises even though they put their lives in danger.

Thorsborne and Vinegrad (2008:10) highlight that learners, parents and teachers often reject the decision taken when dealing with certain matter. In that case, discipline should be a fair process. "The process of problem solving and determining what is needed to create a normal and functional environment conducive to cooperation and learning is a fair process in a restorative sense when teachers, learners and parents are involved" (Thorsborne & Vinegrad 2008:10). If the relationship between the community, learners and educators is repaired, a sense of collective accountability and responsibility in school violence will be valid.

Boccanfuso and Kuhfeld (2011) (in Sharkey & Fenning 2012: 96) assert that disruptive behaviour influences expressively on the school climate and classroom instruction and feeds into actions of violence and aggression in that case school reprimand becomes a tough issue between educators and the public at large. The DBE implemented methods of discipline which involves suspension of violent learners, denied entry to the school premises for a specific period, and expulsion (Sharkey & Fenning 2012: 96). Skiba and Knesting (2001) (in Sharkey & Fenning 2012:96) explain that "zero tolerance assigns specific, predetermined, and punitive discipline strategies in response to violations of school rules, ranging from mild to severe regardless of individual circumstances."

Flannery, Frank and Kato (2012:118) assert that "effective discipline strategies include comprehensive educational, social and emotional support and services", though one of the most influential tools to encourage and School Wide Positive Behaviour Support (SWPBS) was implemented as a support positive discipline for an exclusionary discipline tactics. Simonsen, Pearson, Sugai and McCurdy (2011:213) describe SWPBS as "an empirically validated framework in general education settings with emergent research in alternative settings as well." Simonsen *et al. (*2011:213) indicate SWPBS encompasses reinforcing and teaching proper behaviour while curbing and addressing negative behaviour. SWPBS includes recurrent optimistic reinforcement, staff training and behaviour modification counselling for learners who need extra support.

2.5.2 Labelling and stereotyping

Labelling and stereotyping can have a negative impact on the lives of an individual in an in-direct or direct ways. Teachers and peers tend to label or say nasty words to students and this can trigger violent behaviour if a learner misinterprets the action. Sampson and Laub (1993:126) (in Barker 2008:33) argue that "learners who are frequently accused of violence may be more likely to use violence," teachers, parents and the media and the world around them that they are violent trigger further, violent behaviour among learners". Barker (2008:33) indicates that learners diagnosed with attention deficit difficulties and other school communicative problems are more likely to use violence, and though attention deficit problem do not cause violent behaviour, people often label learners with such problem as troublesome and react in a strict and controlling way. Moldavan (2015: 112) further highlights acts such as verbal violence (I.e. High tone, insults, screams, and strife, amongst others) are the type of acts associated with learner-to-learner violence and they are considered not harmful but instead tolerable and considered norms in the current social context.

Nashiki and Florenting (2012:100) mention that "bullies are evil, mean and criminal, their main actions are insult, mocking, hitting, destroying or hiding objects from the victim and trying by all means to marginalise her or him from the group or to ignore her or him; they promote the dissemination of rumours regarding the sexuality of the victim". Furthermore, Nashiki and Florentina (2012:101) posit that to mark the limits of their strength, attackers use physical force as a means, either as in sign or as a genuine knockback, boys frequently use their strength as a constituent part of violence against girls and the most evident manifestation of violence used is fighting.

2.5.3 Demographic location

According to Ncontsa and Shumba (2013:6), one of the contributing factors to school violence in township communities is poverty and this leads to the increase of violence escalating to the school environment. Gellert (2010:136) argues that the issue of violence in the metropolitan schools cannot be separated from the problem of violence in bigger society, and mostly, violent schools are the products of violent neighbourhoods and communities.

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Moreover, Gellert (2010:136) asserts that factors such unemployment, poverty, absence of educational access, hopelessness, and exposure to violence all frustrate the youth and contribute to school violence. African communities are faced with the situation of poverty and unemployment. Therefore, our youth resort to crime and violence, they no longer respect their elders making it easier for them to bully teachers (Benett & Johnson 2004:200). Within such communities, its members resort to selling drugs and alcohol to the youth. Therefore, the higher informal existence of alcohol and drugs present the higher the level of violence within the community including the schools (Benett & Johnson 2004: 200). Overcrowding and unemployment in the South African informal settlement also results in internally violent schools (Ngqela & Lewis, 2012:91). De Wet (2007:253) avers that townships perceive assaults, stabbings, and shootings as normal.

2.5.4 Drugs and alcohol

Donald, Lazarus and Lolwana (2010:222 & 225) reveal that the high percentage of adults involved in crimes and the availability of drugs within the community increases the possibility of learners engaging in violent crimes. According to Deutsh (2015:89), "many schools do not provide much constructive social experience leading to students fighting for the educator's attention, for grades and admission to prestigious schools." Jarmal, Hetcher, Harder, Wells, Thomas, and Bonnel (2013:13) assert that "violent behaviour and substance use are often a strong indication of a lack of belonging and bonding at schools where learners feel educationally marginalised or unsafe". They maintain that promoting good wellbeing and limiting risk-taking behaviour a positive relationship with educators seems to be critical. Some of the learners find substance abuse (I.e. Alcohol and drugs) as an escape from victimisation. Peloyakgomo (2012:6), in his study, argues that unfair treatment of educators on learners can fuel a learner to become competitive and violent to get the educator's attention.   The statistics on learners who use diverse drugs have increased in the past ten years (Searll, 2002:145).

A survey of findings reported that "20% of educators perceived the school environment as violent because learners come to school under the influence of drugs and they also carry dangerous weapons", and 17% of educators had already witnessed assault and harassment where a weapon was used (Sookha, 2006c:5). With the increase of drugs and alcohol, abuse in the township and urban areas, there will always be a drug problem in our schools. Bezuidenhout and Joubert (2003:56) argue that the existence of profitable criminal activities and the high level of substance abuse means that South African communities are disorganised. The illicit drug trade is one of the most important of criminal activity and in this profitable criminal activity, the kingpins recruit youth; hence, they are the easiest targets (Shone, 2007:27). Jacobs (2014:9) suggests with the presence of violence perpetrated towards educators, this leads to educators being subjected to physical torture, psychological trauma and spiritual sanctity and largely, financial loss.

Ramorola and Taole (2014:15) assert that South African teenager's manipulation of drugs is observable as in other countries. The abuse of drugs and alcohol has taken a toll on the productivity of academics and has turned our school environment into boxing arenas. Learners who use drugs have a change of behaviour and become violent. Moreover, they become bold enough to commit heinous crimes such rape, assaults and harassment and do not feel remorseful with their actions (Morojele, Parry & Brook, 2009:1).

2.5.5 Single parent headed families

Burton and Leoschut (2012:40) contend that when comparing children brought up in single parent homes and two-parent homes, those raised in single parent homes are at a higher risk of getting involved in violent crimes, and it was also found that exposure to, and direct of family criminality can lead to one resorting to crime (Burton, 2008:21). Cooper (2006:12) suggests that "individuals who are exposed to domestic violence were at risk of enacting violence themselves, which is akin to the idea of 'abuse breeding abuse."

Therefore, using violence as a response to problems and as a means of gaining and/or maintaining control within families and broader social context by learners, result in the most tragic consequences, and unsafe homes is where children adopt the violent tendencies as they are exposed to as a norm (Motimele & Ramugondo, 2014:390). If children are raised in an unstable home where violence is normalised, they tend to become violent, and if the atmosphere of the house is not healthy, it can push a child to join gang groups to find a source of belonging. Learnt behaviour is very important on children; hence, they become what they see and experience at home, if parents fight everyday they will grow to become like that (Johnson & Senesie, 2016:8). Moreover, a domestic household and society shape how an individual behave. Burton and Leoschut (2013:1) found that by the time a child goes to secondary school, he/she has already been exposed to violence either from home or community. In their finding Burton and Leoschut, (2013:1), one in ten learners mentioned that one of their family members has assaulted them and this situation significantly increased their risk of violence in the school setting.

2.5.6 Access to weapons

Access to alcohol and drugs within the community is not the only problem bothering communities and schools but weapons as well (Leoschut, 2008:41). Burton (2008:41) asserts that despite the high level of exposure to violence in dysfunctional societies, children whose family members have been arrested more than twice or use illegal drugs their children are as likely as other children to experience or commit school violence. Briefly, there has been media reports indicating that youth have no trouble getting hold of illegal weapons, which they use to harm learners and teachers (Baruth & Mokoena 2016:67). Furthermore, Baruth and Mokoena (2016:67) maintain that "carrying of weapons was familiar where intimidation, drug use and gangsterism were present, thus early intervention methods addressing drug use, bullying and gangsterism can help to curb the use of weapons".

The findings of the survey conducted by the Human Sciences Research Council (HSRC), in collaboration with the DBE, with over 1,380 schools and 20 000 primary and high school educators in South Africa indicate that 20% of educators observed the school atmosphere as violent and assumed that learners or their co-workers could be carrying weapons. Furthermore, approximately 17% of educators have perceived altercations relating to the usage of weapons at their school (HSRC, 2017:112). According to the SACE (2011:11) survey, approximately "three in ten learners at secondary school knew fellow students/learners who had brought weapons to school; three in ten reported that it was easy to organise a knife, and one in ten reported that it was easy to organise a gun." South African schools are no longer safe because youth have easy access to alcohol, drugs and weapons. However, some students carry weapons because they are being bullied or they feel threatened or carrying weapons is part of their daily life United Nation Educational, Scientific and Cultural Organisation [UNESCO] (2009:13). Prinsloo (2008:26) asserts that learners who bring weapons to school are a threat to other learners and educators.

2.5.7 Gangs formation

Kodluboy (2004:195) remarks that there is an outright denial and school systems are prone to the ambivalence of gang presence or the significance of gang presence in schools. In his view, the primary significance of gang membership for schools is that gang members represent a significant subgroup of students who present risk to others learners and educators or are more likely to be at risk. According to his study, "the rate of violent offences for gang members is three times higher than for non-gang delinquents" (Kodluboy, 2004: 210).

Reddington (2007:97) avers that majority of youth arrested for either violent crimes or property crimes were under the influence of alcohol drugs they were somehow involved or belonged to a certain gang group. Furthermore, gang violence in schools includes "beatings, stabbings and shootings, and tends to be more severe, even deadly, compared to other forms of violence in schools, especially when associated with the trafficking of illicit drugs".

Consequently, political instability and conflict including police brutality are also examples of external violence that profoundly influence the nature of violence in schools. External violence in a surrounding school community can likewise infiltrate the school, resulting in weapon-carrying and increased incidents of violence (UNESCO, 2009:13).

2.6. FORMS OF SCHOOL VIOLENCE

Burton and Leoschut (2013:3) and De Wet (2007b:12) describe school violence as violence that occurs within the school setting, either in the course of school events, when going to and from school, and school-related acts that occur outside school grounds. Moreover, Bender and Emslie (2010:189) and De Wet (2007b:12-13) indicate that violence within the school environment take on innumerable forms namely: physical and non-physical form. Furthermore, Bender and Emslie (2010:189) listed the following types of physical violence: shoving, quivering, hitting, kicking, squeezing, burning, slapping, hitting, grabbing, damage to property, killing, stabbing and shooting.

Jacobs (2014:9) and Ncontsa and Shumba (2013:5) confirm that gangster violence can further extends to damage of property through graffiti of their group symbols and offensive messages directed at opposing gangsters. Learners and teachers become targets when different factions of gangsters fight. South African gangs involve mugging items such as money, fashion apparels, cellphone by using verbal intimidations, daggers, and to some extent using stolen guns as their modus operandi (Jacobs 2014:9). Jacobs (2014:9) suggests that teachers and learners are mostly exposed to psychological trauma, physical torture, spiritual sanctity and mainly financial loss. These gang groups will normally come to school to threaten or even kill one another or other people.

Maphalala and Mabunda, (2014:61) and Jacobs (2014:5) concur that media reports indicate that most of the disturbing social problems like muggings, substance abuse, sexual harassment, robberies, vandalism, and gangsterism are mostly committed by the youth involved in gang groups. Espelage *et al.* (2013:75) mention that the types of violence against teachers is a continuum from disrespectful behaviour, verbal threats or motions, bullying and intimidation, and destruction to property, worse to cases of physical assault. In corroboration, De Wet (2007:25) confirms that teachers are victims of acts such as vandalism, verbal threats and abuse, physical violence such as slapping, stabbing, and being hit with objects such as stones or fruits, and lastly, humiliation. Wilson, Douglas and Lyon (2011:2357) on the other hand, indicate that the main source of violence that teachers encounter is covert and overt. These include cases where teachers are called names, being intimidated and having their reputation tarnished. Lastly, it can also escalate to a point where a teacher is threatened with a weapon or the weapon used on them.

In support, Hocking and Guy (2008:40) mention that workplace violence covers direct insidious and subtler crime such as sexual harassment, acts of brutality and bullying which lead to nasty consequences such as industrial manslaughter. Mooij (2010:10) indicates two broad categories of violence against teachers, namely; "direct and indirect violence classified as verbal, material, social, mild physical, severe physical and sexual violence."

2.6.1 Non-physical violence

This is the most collective type of violence to which educators are exposed. A study by Buck (2006:56) confirms that psychological violence to be 12 times more probable to occur than physical violence. This includes acts such as behaviour that humiliates behaviour or words that degrade an individual's integrity and dignity, lack of respect, as well as the deliberate use of threats of physical force against an individual. These acts are psychological acts that can result in the mental, spiritual or social breakdown of an individual (Di Martino, 2002:65).

Verbal violence was found to be the most widespread form of violence when compared with other types of violence against teachers (Mooij, 2010:22). According to Mooij (2010:23), 33% of teachers claimed to have been victims of verbal violence to 1% of severe physical violence. In contrast, Steffgen and Ewen (2007:638) found an even larger percentage of 49.1% and 92% of verbal violence incidents compared to other incidents of violence. Lemaire (2004:30) reports that teachers constantly encounter intimidation behaviour from learners such as threats, yelling, racist or homophobic insults, and foul language or sexism.

The study by Espelage, Anderman, Brown, Jones, Mcmahan and Reynolds, (2013:90) illustrate that the prevalence of verbal violence in other countries, such as United States of America (USA), Belgium, Israel, the Netherlands, Canada, Slovakia and found that verbal aggression among learners was the most regularly reported cases by teachers in these countries. This is not different to the South African situation. This was supported by Mooij (2010) by indicating that verbal violence is the most habitual type of violence teachers report. A similar study conducted by the APA task force reviewed studies on learner-on-teacher violence and found that most teachers complained about verbal aggression among learners (Reddy, Borum, Benland, Voroskul & Fein 2013:157).

2.6.2 Physical violence

Lanza, Zeiss and Rierdan, (2006:480) indicate that non-physical violence can perpetuate physical violence. In practice non-physical and physical violence often overlap. Denise (2008:88) mentions that though physical violence is highly salient when it occurs, it is also less common. Reddy, *et al.* (2001:157) assert that physical violence such as assaults, shooting and stabbing often raise safety concern and fears and that their consequences are often significant concern they are often visually deceptive. Walker (2013:56) contends that physical attacks of teachers by learners do occur in schools. Walker's (2013:90) study reports on incidents of physical violence study similar to that of De Wet (2007:60). Their study found that there were incidents where teachers were hit with missiles such as books, duster, fruits, stones, chairs or brooms. Martin (2008) and Walker (2013:80) establish that cases of physical violence that were so serious or severe than assumed and they necessitated medical attention.

2.7. THE EFFECTS OF SCHOOL VIOLENCE ON EDUCATORS

A number of studies (Du Plessis, 2008:67; Bester & Du Plessis, 2010:22; De Wet, 2010:5; Taole & Ramorola, 2014:9, Shields, Bonner& Moons, 2015:91, and Davids & Waghid, 2016:40) demonstrate that "school violence can potentially have a negative effect on South African teachers on both emotional/personal as well as a professional level." Iliukhina and Ratteree (2009:13) highlight that significant obstructions to quality education and effective teaching and learning conditions are degraded owing to student indiscipline, harassment and violence. These affect school management, individual teachers and other stuff members; it also affects school culture and school environment (UNESCO, 2010:20).

2.7.1 Physical effects

Wilson, *et al.* (2011:2355) establish that female teachers, experience physical, and emotional symptoms when faced with covert violence than male teachers. An array of physical health symptoms accompanied with psychological health mainly connected with severe stress and trauma. De Vos (2013:101) indicates that these "physical health symptoms included lack of rest, fatigue, lack of sleep, nightmares, headaches, weight gain, sexual problems gastro-intestinal problems, musculoskeletal pains, as well as cardiovascular-related problems such as hypertension, and rapid heartbeat, and it was also noted that some of these health effects might be indicative of situational panic attack". De Vos (2013:99) postulates that school violence takes a toll on educators whereas some educators are diagnosed with mental illness such as fibro-myalgia, depression, anger, insomnia, and personality changes.

The study De Wet (2010b:196) highlights that psychological symptoms vary. Some educators encountered symptoms such as headaches, eating disorder, sleep deprivation, stress, embarrassment, helplessness and withdrawal. Furthermore, De Wet's study (2010a:1456) regarding the impact of principal-on-teacher bullying, victims of private and professional lives affirmed earlier findings that bullying has a negative impact on respondents" personal (I.e. Physical and emotional well-being) and professional lives. The SACE (2011:30) study indicated similar effects of school-based violence, including depression, post-traumatic stress disorder, withdrawal and anger.

2.7.2 Emotional effects

Du Plessis (2008:26) confirms that violence or circumstances in which there is a danger of violence perpetuate psychological impairment, whereas in the form of anxiety about threats of harm development may occur. Disruption in the educational process, which affects both learning and teaching process, is caused by anxiety that occurs (Du Plessis 2008:26). According to Hill (2010:13), educators' increased provocation to traumatic response which has an undesirable impact on the emotional and physiological response to their daily work condition is perpetuated by the constant presence of school violence and stress.

The impact of the daily stress that is experienced in the workplace one may not be constantly aware of because educators work in an environment where they are constantly violated and disrespected by their learners. Teacher's attitude towards their profession and learners changes owing to the demanding working environment that disturbs their private health and work performance (Hill, 2010:13). The NSVS (2012) (in Burton & Leoschut, 2013:46-47) expose numerous motives why teachers do not report violence at school; these could similarly be applied to learners and contain fear of retaliation, humiliation, discomfiture, anxiety of not being believed.

2.7.3 Personal and Social effects

Workplace bullying has a negative impact on educators especially to the teacher's professional and social relationships (De Vos, 2013:250). To evade the bullying and/or probable bullying situations, victims withdraw from proficient relationships mostly owing to feelings of rejection and mistrust (De Vos, 2013:251). Workplace violence has depraved effects on educator's health, marital health and children because victims often projected their anger on their children; hence, some educators lose their temper when provoked or victimised (De Vos, 2013:252). According to Wilson *et al.* (2011:2355), unsafe working environments made educators to be uninterested and less devoted to their job.

De Vos (2013:115) indicates that most educator's relationship with their spouses suffer owing to them being moody, stressed, and depressed owing to violence experienced at work. Educator-related violence affects the organisation (I.e. Teaching and learning) and society (I.e. Relationship between the community and school), resulting in a crumbling of teaching, a lack of passion, mockery, interrogative of professional capabilities, deprived collegiality and hostile parental attitudes (De Wet, 2010b:196-198).

When comparing educators who have a sense of familial social support and those whose family did not support them, those with family support do not really experience severe health effects (De Vos, 2013:116). De Vos (2013:116) maintains that "Educators become demoralised and lose respect and even struggle to complete the syllabus. Collective international measures must be taken to prevent the effects of all violence and improve the safety of teachers and students, focusing on prevention, intervention and response."

2.8. PREVENTATIVE STRATEGIES TO RESPOND TO SCHOOL VIOLENCE

Several barriers, which are so complex, and interval that could disturb the provision of quality education. Core features that make up a non-violent school and the constant application of these ethics within variety of setting and context craft the characteristics of quality school is discipline; without discipline, there will be no peace. Hence, to curb the probable origins of school violence, the forms and the effects of school violence, it is vital to find preventative strategies.

2.8.1 Preventative strategies on school violence on educators

The researcher would like to draw the reader's attention to the generalised demarcation of prevention, as it will help in understanding the following section. The six elements in prevention programmes consist of management commitment, employee immersion, risk assessment, prevention and control, training in safety and health. These are the elements in accordance with the Occupational Safety and Health (Respass & Payne, 2008:135).

Approaches of deterrence will be discussed within each of the different forms of prevention to enhance the reader's understanding in this study. Moreover, De Wet (2011:7) asserts that as school violence keeps persisting, good and strong collaborations are needed on multiple contextual levels, including actions such as victim support workshop, school anti-bullying policy and promote safety in schools. A framework that includes all the inter-related levels within schools should be a framework that the DBE's School Safety Framework provides to help eliminate school violence (Burton & Leoschut, 2013:35; Kruger, 2011:50). All parties such as educators, learners, administrators, and the community should get involved in the prevention, reporting and intervention of school violence so that it can be reduced (De Wet, 2011:15-16; Kruger, 2011:50).

School violence is a multidimensional approach. Therefore, the DBE, educators, parents, and community members may all be held responsible for school violence (Nofemele, 2006:1). Burton and Leoschut (2013) posit that all schools need to work together with the DBE and follow frameworks implemented by the DBE to address school violence. The development of the school welfare design and scheme ought to be "integrated into local development and safety plans, ensuring partnerships with other relevant stakeholders, with clear lines of responsibility and accountability defined" (Burton & Leaoschut, 2013:103).

The South African Human Rights Commission [SAHRC] (2008:56) emphasises "the need to make the school environment a safe place, train and support educators to deal with violence, advance a culture of peace through a curriculum of non-violence and increase the involvement of parents, School Governing Bodies and communities." The SAHRC (2008) further maintains that there is a lack of research in the improvement of rules, guidelines on local and stages, trends on South African school violence.

2.8.2 Partnership between Department of Basic Education the local South African Police Service

An official arrangement was retained by the DBE and SAPS to link each school to a local police station and to form 'School Safety Committees' and provide training to SGB members, teachers, learners and district officials on school violence issues across the country. Therefore, they established partnership protocol with SAPS was to create non-violent, caring and child-friendly schools. The DBE and SAPS acknowledged the apparent crime and violence. Therefore, these stakeholders joined forces as a shared responsibility. Van der Merwe (2014:15) emphasises that the safety of learners and educators is a priority. Therefore, a noble association between the police department and local schools is required.

Matters connected to the establishment of conducive teaching and learning environment public schools are directly accountable. The delivery of quality teaching and learning encompasses, amongst other things, the promotion of rights and safety of learners, teachers and all stakeholders who have interest in education (Motshekga, 2013:9). According to Motshekga (2013:9), it takes a village to raise a child. Therefore, raising a child is clearly a shared responsibility; it is also a collective obligation to ensure the protection of learners. The society must not keep quiet and expect educators to do all the work in the discipline of learners; it should restore its role in preventing and guarding children from social ills.

Noble and McGrath (2011:20) mention that teachers, learners and other staff members fear less when law enforcers are frequently available in their schools, although preventing school violence is a responsibility of the public. The partnership with law enforcers, such as, the police complements the school's vision of producing better-educated citizens. Noble and McGrath (2011:20) contend that schools and the police service have established strong relationship they share responsibility for safety of school and communities they serve. The problems of safety and security are being solved with guidance and support of the police and schools are the beneficiaries of these partnership. These partnerships are more than police adopting a school, but have far-reaching impact in the academic performance of learners (Noble & McGrath, 2011:21).

Noble and McGrath (2011:20) maintain that the collaboration of the school, the SMT, and SAPS can eradicate unlawful elements in public schools where a police officer can pay unexpected school visits in which unplanned searches can be conducted. Teachers alone cannot fight the pandemic of school violence. The involvement of a police officer and other CPF can therefore alleviate the plague of school violence. With a great collaboration, the social problems such as alcohol and drug abuse, and carrying of risky weapons within the school can be prevented. The purpose of introducing police officers in the schools is to curb crime, therefore ensuring schools are safe again so that normal teaching and learning can occur.

2.8.3 Safe and Protective School

Protection and security of both teachers and learners is very important. The physical structure of the school is important in promoting safety and security of learners, educators, principals, and the administrators around the school. When school safety and protection are maximised, understanding and skills programme can be carried with simplicity, infrastructures such as security fence shield learners and teachers from dangerous exterior influences, United Nations Children's Fund [UNICEF] (2009:6). Schools and the society share similar social threats and hazards. Fennelly and Perry (2014:12) list the following methods for safety and security of schools and organisations:

- Create a safe and secure team.
- Ensure the involvement of all stakeholders in safety and security development.
- Conduct risks analysis and prepare comprehensive all-hazards protection.
- Compromise therapy services to educators and learners in crisis.
- Provide prevention programmes in substance abuse education.
- Present admission control evaluation.

Fennelly and Perry (2014:13) went on to propose broad programmes that guarantee community's involvement and assist learners be able to differentiate between good and unwanted behaviour within the school environment. Schools should present programmes that provide training and screening for all the school personal (teachers, principals, administrators, and support staff) so that they can learn and understand learner discipline and how to protect themselves and school property.

Unused structures and dilapidated buildings in schools are liabilities. Therefore, poorly managed school facilities can threaten any good learning and teaching atmosphere. Trump (2011:113) contends that criminal acts in schools occur in schools where there is not enough security, as well as reliable and noticeable supervision of learners. Consistent and reliable supervision can help reduce and curb school violence, especially in public schools and this can be obtained by removing all the barriers that obstruct natural supervision. Trump (2011:114) contends that "broken windows, malfunctioning doors and deserted buildings must be maintained and cleared of any security risks for vandalised structures compromise school safety and security, maintain the landscape and any architectural challenges must be taken care of."

2.8.4 Community Participating in School programmes

The community-based structures should support the school management at all cost because schools are an integral component of the community. Chukwu (2008:55) argues that a strong relationship between the community and the school builds confidence in the minds of the learners and teachers as their safety is guaranteed. Community members should always be involved in every workshop the school organises, and they must preserve a vigilant eye on immoral elements that aim to interfere in the process of teaching and learning. Better academic results can be achieved when both the parents and the community are involved in the affairs of the school. Moreover, teachers also feel supported and find it easy to accomplish their task when there is a great collaboration between the school and the community (UNICEF, 2009:6).

According to Fennelly and Perry (2012:41), community support boosts the self-esteem of learners and teachers in their regular tasks, therefore cultivating healthier school's general academic performance. Fennelly and Perry (2012:41) maintain that "schools should collaborate with the local public safety agencies for better implementation of emergency plans and establish response protocols. Hence, community collaboration assists in identifying areas where a strengthened or repositioned security as a core function that contributes to the success of the school". Continuous relationship with the community where the school is situated and the school get full support the school is likely to succeed academically when comprehensive protection plans are implemented.

The planning and execution of the school is vital, and parental involvement and supervision of learners and school grounds is required (Mabie, 2003:158, 162). Communities necessitate strengthening laws and rules in terms of employment programmes, parent training and community growth and development. Therefore, the youth also need to be involved in the community (Espelage, Anderman, Brown, Jones, Lane, McMahon, Reddy & Reynolds, 2013:81). The SACE (2011:34) indicates that is important for the community and the school to join forces, have shared commitment and responsibilities to curb school violence.

2.8.5 Crime Prevention through Environmental Design

Fennelly and Perry (2014:19) describes the Crime Prevention through Environmental Design (CPTED) as "a situational approach which is used to evaluate the physical facilities and reduce criminal acts that occur in schools". The CPTED is a crime prevention method that looks closely at the environmental factors such as access control to buildings, project and construction buildings, land usages, streets and structures surrounding the school that has a negative impact on the school environment (Fennelly & Perry 2014:20). Fennelly and Perry (2014:20) affirm that "a school's CPTED assessment should be comprehensive to provide a strong basis for creating secure environment and the safety audit is the most effective way to address safety-related gaps and strengths of the school environment."

The CPTED might not stop forced entry or totally secure the school properties. However, some schools have no reports of severe crime although crime is extremely focused in small number of schools showing that a CPTED assessment has its benefits. Trump (2011:58) contends that environmental school design plays an important role in determining the level of criminal entry and activities within the school premises.

2.8.6 South African School safety programmes

The School-Based Violence (SBV) is multi-dimensional with various forms. In South Africa, like in any other countries, SBV manifestations depend on the context in which they arise (Kollapen, 2006:1). The impact of SBV is far reaching and its effects are often expressed differently; for example, in learner's unbecoming behaviours, such as absenteeism, school dropout, bullying and many other aggressive acts. It is essential for the DBE and other departments to develop strategic programmes tailor-made to local needs. The safe-school programmes and other interventions enable the South African children to learn without intimidations or threats, thereby enjoying their constitutional rights to education.

2.8.7 Workshops and counselling around the schools

A good and supportive organisation facilitates productive work behaviour and increase production health, increase organisational commitment, and job satisfaction (Neuman, 2012:361). Biggs (2009:152) highlights that numerous forms of social, psychological, and emotional support are valuable in counteracting stress. Brough, O'Driscoll and Biggs, (2009:152) mention the following type of support: "informational support providing beneficial information to an individual offers security and control", whereas emotional support provides care, compassion and understanding, helps decrease burnout, and proper support consists of Employee Assistance Programmes (EAPs), which offer therapy for all employees to provide comfort and control (I.e. Support can come from various sources).

The social support can further provide coping mechanisms to deal with stress or violence at work, increase network integration and group cohesion, and decrease isolation and burnout" (Inness & Barling, 2006:319; Mickel & Dallimore, 2012:74; Tracy, 2009:89). Programmes that introduce new teachers need to inculcate the value of groups, rules, approaches, methods of reporting and dealing with workplace problems can be introduced. Dillon (2012:19) highlights that programmes such as self-efficacy training prevention, skill mastery and guidance, modelling, communal encouragement, and physiological procedures facilitating stress decrease techniques can help in averting career stagnation.

According to Keashly and Nowell (2011:428), forceful intervention and strategies can promote good communication and negotiations. This can be done where relationships are threatened more especially in the divergence stage. It is further suggested as an intervention for the victims of school violence. Peacekeepers who conduct conflict analysis are offered for stress training and management, and coping tactics can enhance employee's well-being and productivity in the destruction stage. Furthermore, Hodson, Roscigno and Lopez, (2006:385) highlight that it is vital that workplace bullying is observed, and the culprit is held responsible. Therefore, the organisation can deal with and control it by executing appropriate rules and procedures.

Hodson, *et al.,* (2006:385) share that "In order to ensure transparency, accountability and capacity, certain foundations must be laid, including increasing workplace respect and courtesy, implementing bureaucratic procedures (I.e. This will elevate managerial competence) and forming team-based organisations that will increase employees' motivation to co-operate." Tehrani (2011:382) mention that the "integrated model of counselling provides assessment, education, symptom diminution, integration and returning to the workplace and employees who have been affected by violent or stressful workplace incidents, and aids in their recovery and rehabilitation".

According Bucher and Manning (2005:58), to enhance school safety technology measures such as video surveillance and telecommunications, appropriate personnel must be appointed to monitor violence in school and fulfil the constitutional values stressed by the Department of Education (DoE) so that school safety is promoted (De Wet, 2007a:80).

Furthermore, Bucher and Manning (2005:58) state that it is necessary to prevent the escalation of less severe violence (I.e. Harassment and low-level bullying) to prevent severe forms of violence. Safe schools can be promoted with such interventions, and together with taking threats seriously (Bucher & Manning, 2005:58). A threat-assessment procedure, drawing the responsibilities of all parties (I.e. Educators, learners and parents) is treasured (Mabie, 2003:160-161). Appropriate communication systems among classrooms and the principal's office, and routinely confirmed safety and evacuation procedures can further promote non-toxic school (Mabie, 2003:162). Furthermore, reliable school protection indicators and the assessment of safety edges are essential to guarantee school safety (Burton & Leoschut, 2013:104-105). An effective disciplinary code and the accurate training of educators should be done in addition to visitor screening (De Wet, 2007b:34-35).

In addition to a reasonable enlightenment and severance package work design and employees' control over their own work is also important, proper processes must be monitored when piloting lay-offs, (Hershcovis & Barling, 2006:622-624). A collaborative school management is needed for the optimum running of schools as leaders are accountable for pre- and post-incident hazards outcomes (SACE, 2011:34). Policies that can be offered for the victims include reimbursement for victims (subsidiary medical or leave applications), and district-established intercession and deterrence procedures (Kajs, Schumacher & Vital, 2014:94-95).

De Wet (2007a:80) and the SACE (2011:34) suggest that the "operation of outreach programmes to raise awareness of school codes of conduct for all parties is also suggested (owing to the abuse of substances and accessibility to weapons at some schools, random drug testing, the introduction of metal detectors and educating learners regarding drugs and drug testing have been suggested" (De Wet, 2003:93; De Wet, 2007a:77 & 80; and Leoschut, 2008:9). Furthermore, De Wet (2003:97) indicates that collaboration and co-ordinated determinations between several parties such as community leaders, government, law enforcement, non-governmental organisations (NGOs), schools, families and the media are need to deal with the issue of school violence. Ozdemir (2012:60) supports that to aid an implementation of district policies and a sustained commitment from all parties to address the phenomenon, partnerships at community and national level are required.

2.8.8 Ineffectiveness of safety Strategies

South African schools do not have insufficient or lack counsellors proclaimed by the NAPTOSA in the discussion of school safety and it was mentioned that they are not allocated for a reason (Mdaka, 2021:22). According to Mdaka (2021:2), most of the South African public schools do not have counsellors, with the current miserable incidents of school violence (learner-on-learner, learner-on-educator violence) in our public schools. This requires a shift in the way parents, community and schools groom these children.

As mentioned by Opic, *et al.* (2013:143), parents with less boundaries for their teenagers, and who are abusers are the major reason their children indulge in violent behaviour. Moreover, children grow and learn through observation, learnt, and classical conditioning; they develop the impression and imitate the attitude displayed by an adult. Therefore, it is the obligation of caregivers and parents to nurture their youngsters. In corroboration, Mdaka (2021:2) provides that all stakeholders (parents, community members, teachers, local and national government) should participate in attempt to curb the mentality seedling in its roots so that the insidious violence and killings in our schools is prevented. The child's mind is an institution where all that is tough resides; so, within the magnitude of mechanisms of building violent free school zones, all stakeholders should be proactive and rely on reformation and punishment to groom our children (Mdaka, 2021:22).

2.9. PREVIOUS CONDUCTED STUDIES ON SCHOOL VIOLENCE: THE IDENTIFICATION OF SPECIFIC GAP INCONSISTENCIES AND CONTROVERSIES ADDRESSED BY THIS STUDY

Bester and Du Plessis (2010:224) argue that the struggle for supremacy through the nature of violence is extended through physical force and non-physical force such as intimidation, threats and violation of rules. Furthermore, in their findings some participants indicated that they give learners who are perpetrators a negative attitude; hence, they are not comfortable around them, and this negativity is done in a form of ignoring learners, lack of motivation in assisting those violent learners. Bester and Du Plessis (2010;224) further found that the main causes of violence in the school environment is related to modelling by society, academic tension, unmonitored violent behaviour, retaliation against provocation, and bullying. Moreover, on their findings Bester and Du Plessis (2010:224) mention few more factors influencing learners to be involved in violent behaviour, including alcohol use, gangsterism, betting and prejudiced behaviour in a method of sexism and xenophobic threats.

According to Bester and Du Plessis (2010:225), most schools are prone to the outright denial and dominance of gangs. In their view, they mentioned that most of the gang groups present in the schools consists of learners who are afraid of other learners and wants to belong somewhere; they are protected whereas some just join gang groups to become the perpetrators. In their study, they indicated that most learners arrested belonged to certain gang groups and convoluted in the abuse of substance (such as drugs and alcohol) or either involved in property crimes and violent crimes. A study completed by Pahad (2011:6) establishes that "educators who were affected by violence experienced demotivation and an inability to perform sufficiently in their capacity as an educator."

Shumba and Ncontsa (2013:9) establish the following factors as the effects of violence, namely; unfriendly environment not favourable for learning and teaching, reduced school presence initiated by absence of effective teaching leading to high failure rate, and learners becoming tough and uncontrollable to accomplish, and time is wasted on meeting and conflict determination instead of teaching and learning.

Furthermore, educators feel demoralised, helpless and disillusioned owing to general lack of discipline at school, high absenteeism and disobedience (Shumba & Ncontsa 2013:10). According to Shumba and Ncontsa (2013:9), violence within the school premises leads to negative repercussions such as unruly behaviour and lack of respect for the elderly (Shumba & Ncontsa, 2013:10). The above findings prove that the effect that school violence has on the school environment affects teaching and learning critically.

In support to Bester and Du Plessis (2010), Nentsitengu (2014:1398) found that factors such as untraced exposure to media, peer pressure, lack of parental care, deprived socio-economic upbringing and psychological background contribute to violent behaviour on learners. In his findings, one participant mentioned that socio-economic factors such as unemployment, poverty, low levels of education force learners to resort to crime as a method of living and looking out for themselves. Discipline starts at home; poor parental guidance and dysfunctional families lead to learners failing, becoming older students of the school, then they become ill-disciplined. Single/child headed families were also mentioned as one of the contributing factors of violence; hence, they lack father figure to emulate as role models. Moreover, lack of parental care was mentioned as the main problem among learners and some parents were losing battle against role-modelling (Nentshitengu 2014:1398).

Exposure to mass media (I.e. Television and cell phones, to name the Two) without parental guidance is bad for children; hence, they imitate everything they see on television. Nentshintengu (2014:1399) alludes that most parents do not check or they are too busy to monitor what their children are watching, and they watch movies, which depict violent behaviour leading to poor upbringing of children; then, they imitate the behaviour they saw on television and disrespect teachers.

Govender (2013:93) further highlights that limited literature exists when comparing international research on learner-on-teacher research and this could be owing to unreported cases unless it leads to death of a teacher. It was found that there were psychological and professional factors, symptoms of post-traumatic stress disorder (PSTD) that leaves teachers depressed, feeling discouraged and attaining burnout in the classrooms and this led to reduced academic results and poor performance.

Govender (2013:93) asserts that poor school management and poor performance in school lead to uncontrollable behaviour of learners. School violence has a negative impact on teacher as some mentioned that this affects their personal lives where they take their work problems home. Moreover, their teaching plan is messed up when dealing with ill-disciplined learners (Govender, 2013:93). A study by Baruth and Mokoena (2016:67) indicates that intimidation, drug abuse, carrying of weapons, and gangsterism were present in schools. Therefore, proactive and reactive measures need to be taken to address bullying, drug use and gangsterism to help curb the usage of weapons. They further mentioned that the harassment, intimidation and threats they receive from learners' results in the absenteeism of teachers. McMahon (2017:15) confirms that teachers do not report their victimisation. Only those who are physically assaulted are likely to report the incident to the principal or the officials than those who experience robbery or damage of personal property. The study further revealed that teachers who reported their incidents were not dissatisfied with the school response (McMahon, 2017:16).

McMahon (2017:16) discovers that administrators' response to cases reported by teachers left teachers disappointed and frustrated. These findings raise a sombre question of the effectiveness of the relevant stakeholders involved in dealing with school violence. McMahon (2017:17) maintains that teachers who have been teaching for years were the ones who were victimised than those who were new at school. One of the greatest distressing aspects of victimisation practises include victimised teachers' perception of inaction, indifference and inadequate intervention that left educators feeling powerless. These findings indicate that administrators need to be effective and support teachers in response to teacher victimisation (McMahon, 2017:16).

Subsequently, Kgosimore (2018:205) found that effects of workplace violence were that teachers feel stressed and learners' violence force them to quit their profession, take transfer to lesser problematic schools, opt for teaching spots in private schools or take early retirement. Furthermore, it was found that learner-on-teacher violence consists of a range of behaviour that ranges from soft and deceptively harmless behaviour to outrageous destructive behaviour (Kgosimore, 2018:205).

This study found that the most common violence directed towards educators was verbal abuse. Kgosimore's (2018:206) study findings are similar to those of other studies relating to violence against teachers. Kgosimore (2018:206) maintains that educators' distress about the physical and mental consequences of violence and workplace violence should be recognised by the OHSA (No.85 of 1993), under health and safety hazard.

2.10. SUMMARY

In this chapter, diverse interpretations from numerous researchers about school violence, workplace violence and violence towards educators within international schools and in South African high/secondary schools were reviewed to discover the problem in its proper context viewpoint. Causes, effects and existing preventative methods were also discussed. Reviewed literature assisted to detect and explore the existing gaps of this study. Chapter 03 discusses the theoretical framework and legislative frameworks.

CHAPTER THREE

THEORETICAL AND LEGISLATIVE FRAMEWORKS ON SCHOOL VIOLENCE

3.1. INTRODUCTION

This chapter discusses some of the central standing theories with respect to why and how violence occurs among learners and educators. The researcher discloses the theoretical framework that the researcher regards as most appropriate for this study. Therefore, the reader will find a development from the more traditional theories that primarily address a one- or two-dimensional view on violence, towards more integrative and comprehensive theories.

3.2. THEORETICAL FRAMEWORK INTERPRETATIONS AND APPLICATIONS

This study applied the life-course/developmental theories. Life-course/developmental theories focus on learners who are juveniles and are strenuous in their community or school (School violence), which is a principal theme of this study. This study adopted "Moffit's Developmental Taxonomy". In this theory, there are two categories of offenders, namely: "adolescence-limited" and "life-course persistence". Primarily, the "adolescence-limited category" consists of a group who take part in antisocial behaviour throughout their youth years but withdrew criminal activity in their early adulthood (Moffitt, 1993).

This study was guided by one of the life-course developmental theories, consisting of "Moffit's Developmental taxonomy, Sampson and Laub's Age Graded Theory, Loeber's Three Pathway Model and Farrington's Intergraded Cognitive Antisocial Potential Theory)." The researcher focused mainly on Moffit's Developmental Taxonomy Theory as a theoretical framework for the purpose of this study. The rationale of this selection rests on the fact that this theory consists of strong data regarding youth committing various crimes, violence included. It is provided that this theory can be useful for the application to this study and other interested academics on this subject as strong recommendations and strategies useful in combating school violence in general.

The aim of Moffit's Developmental Taxonomy is to describe in details what forces the youth to get involved in criminal activity. As Moffit (1993) postulates, "Children's backgrounds (Families) has an important effects on their social environments and this is useful in understanding this hypothetical process" (Bell & Chapman, 1986:595). Furthermore, Moffitt (2001:202), for example: "points out that a child with neuropsychological impairments create challenges for their parents and other adults, such as teachers, whose reactions can further entrench the problem through inappropriate discipline."

3.2.1 Developmental theories/ life-course / on [School] violence against educators

DeKeseredy and Perry (2006:11) reveal that theories taking a more integrative perspective on violence have superior explanations on violence. Life course / developmental theories is one of the theories integrating the contributions made by many of the traditional theories, therefore, view the development of violent behaviour over a life course, considering the causal influences shaping behaviour over time. DeKeseredy and Perry (2006:11) found that many children are materially poor as well as wealthy, might be suffering from forms of neglect, which he defines as failing to provide a pattern of developmental experience required to express a fundamental potential.

Frequently, individuals who devote more of their time differentially are exposed to "high risk times, places and people" have a greater chance of meeting potential offenders and experiencing victimisation (Hindelang *et al.* 1978:245). The kinds of lifestyles that are most likely to put people in these situations are those that are "risky," in that they entail a certain degree of deviance. These might include behaviours such as staying out late at night drinking, hanging around people who break the law, frequently being drunk or high in public, and routinely engaging in various violent and aggressive behaviours (Pratt & Turanovic 2016:98). DeKeseredy and Perry (2006:1) note that "although dynamic theories usually account for internal as well as external motivations and constraints at the interpersonal level, they generally ignore similar interactive, reciprocal and dialectical relationships involving the structural and at times, the institutional domains of violence."

3.2.2 Moffitt's Developmental Taxonomy Theory

Moffitt's theory of "adolescence-limited" and "life-course-persistent antisocial behaviour" disputably is the most influential life-course developmental theory of crime. This theory is continuousness or change throughout the life-course. It suggests that one's life changes from childhood until adulthood (Moffitt, 1993; 680). Moffitt's theory (1993: 680) revealed two distinct types of antisocial individuals: **1)** "Life-Course-Persistent" (LCP) and **2)** "Adolescence-Limited" (AL). It is also asserted that individuals participate in criminal acts either because they **(1)** "Have Neuropsychological Deficits, the Life-course Persistent (LCP) offenders", or **(2)** are encouraged by an irregularity between biological development and social expectations "Adolescence-Limited (AL) antisocial behaviour" (Moffitt (1993: 681). Antisocial behaviour illustrated my Moffit are explained as follows:

3.2.2.1 Life-course-persistent

Life-course-persistent antisocial behaviour refers to individuals who encompass only a small percentage of antisocial persons and their early childhood behaviour is characterised by a continuity of antisocial behaviour (Moffitt 1993:680). The antisocial behaviours manifest in a variety of ways over the life-course. Therefore, their behaviour is heterotypic in nature (Moffitt 1993:682). The LCP beings can be identified early in life because they have "neuropsychological deficits, which include hyperactivity, impulsivity, low self-control and difficult temperament" (Farrington 2003a:241; Moffitt 1993: 680-683) from childhood. This perspective is grounded on the exposure to toxins as child psychology deficit linked to misconduct that is triggered by the biological and psychological development traces in the disruption of normal brain development (exposure to drugs, poor nutrition) during the pre-natal period. Harber (2001:261) asserts that behaviours that are more associated with violence among learners in schools often consists of acts against items, such as burglary, vandalism and arson of school property.

Furthermore, "violent acts against same-sex peers, such as intimidation, bullying, assault, battery, and homicide are present in schools. In addition, these behaviours can include acts against opposite-sex peers, such as sexual harassment, sexual assault, intimidation, bullying and rape, and acts against staff and administrators are viable in schools" (Smit, 2010:15). These individuals' reactions to their behaviour from family and peers is negative, therefore, fail to learn prosocial behaviour. Overtime, the values of criminality produce labelling effects leading to persistent antisocial behaviour, for example, deviating from the societal norms or getting involved in criminal conduct. The "underlying disposition remains the same (I.e. For life-course-persistent behaviours) but its expression changes form as new social opportunities arise at different points in development" (Moffitt 1993:697).

A "life-course-persistent antisocial" life-course theory emphasises that LCP offenders have reached a maturity age, over age at schools. This corresponds with Urbani and Van der Merwe (2004:172) found that factors such as over age has a significant percentage on violence occurring within school environment. Zulu (1999:126) provides that age cohort contributes to the breaking down of a culture of teaching and learning. Individuals who are juveniles in this theory are a product of the collaboration between individual biological traits and the social surroundings. Because of such obstacles, educators are affected badly. Moreover, the environment becomes not conducive to learning, educators feel helpless, demoralised and disillusioned; general lack of discipline at school (Shumba & Ncontsa, 2013:23).

The LCP antisocial delinquents are at a more matured stage, and they are superior to the adolescence-limited antisocial delinquent, they break the school rules (its either they commit truancy, do not attend some periods for certain educators, insults educators), drink, smoke and they are sexually active. This is a group of those old learners who keep failing in class who are naughty, always sitting at the back-mocking teachers and learners; they intimidate everyone around the school.

3.2.2.2 Adolescence-limited antisocial behaviour

Adolescence-limited antisocial behaviour refers to "behaviour by individuals who suffer from a maturity gap between social expectations and biological development; this misalliance produces motivation for delinquency" (Moffitt, 1993:687-688). In what Moffitt labels 'social mimicry', adolescents will seek out other delinquent adolescents as models for behaviour (Moffitt, 1993:687-688). Moffitt (1993:688) argues that antisocial behaviour produces negative consequences from parents, pushing the adolescent away, and thereby strengthening the antisocial behaviour. Consequently, these individuals who characterise most delinquent adolescents may use antisocial behaviour as an effective means to distance themselves from their parents.

Moffitt (1993:688-689) "posits that every curfew violated, car stolen, drug taken, and baby conceived is a statement of personal independence and therefore, reinforce for delinquent involvement." These individuals easily stop because they have no neuropsychological deficits once they enter adulthood with legitimate roles, means of achieving their goals legitimately" (Farrington 2003a:242). In support of adolescence limited offenders, Nentsitengu (2014:1398) found that lack of parental care, peer influence, unguided exposure to media, psychological factors and poor socio-economic background perpetuate learners' indiscipline. In his findings, one respondent's answers was "the poor socio-economic backgrounds of learners has an effect on learners being violent".

One of the major causes of violent behaviour is the exposure of children to television without parental guidance. Parents are always busy or just do not create time to monitor that children. This leaves their children all alone at home to spend much of their time watching television, with the freedom of being alone what they watch mostly is action movies containing violent and disrespectful content, all in the name of speech and other immoral activities leading to bad and poor upbringing, and this leads to learners imitating what they saw in those movies disrespecting their teachers (Nentshitengu, 2014:1399).

Therefore, "adolescence-limited antisocial delinquency is not psychopathy and is characterised by discontinuity" (Moffitt 1993:693). A third type of individual is those who are either too introvert, too matured or do not have the time to get involved in criminal acts, these individuals do not have antisocial behaviours (Farrington 2003a:243). Adolescence-limited offenders tend to follow the rules in certain environments; they are predisposed by those superior to them and they are not consistently antisocial across all situations. Antisocial behaviour only exists throughout the teenage years because of a maturity gap, social mimicry and reinforcement; the behaviours are not present during childhood. Adolescence-limited offenders aim to mimic the behaviours of the LCP offenders and therefore, engage in deviant behaviour when they see that some of their peers appear to be more independent and free of rules. Their psychological and physical make up also changes as the society changed and so did the roles and responsibilities of teenagers (Moffitt, 1993:687-688).

School violence not only have bad effect on learners only but also on teachers. Kgosimore, (2018:205), in his study of workplace violence, found the following effects of school violence on educators, teachers resorted to quitting their job, taking a transfer to less problematic schools such as private school or opt to take an early retirement as a distinctive teacher reaction to workplace stress. Learner violence against teachers ranges from soft and deceptively harmless behaviour, to serious and conspicuously harmful behaviour and it comprises a variety of behaviours that span across the violence continuum (Kgosimore 2018:205).

His (Kgosimore 2018:205) study found that the most common type of non-physical violence against teachers is verbal abuse. These findings are consistent with other findings with the topic of school violence and violence against educators. The physical and mental consequences of violence is replicated in the respondents' positive responses to the question whether violence should be recognised as a workplace health and safety hazard under the OHSA, 1993 (As amended) this was the teachers' concern (Kgosimore, 2018:206).

Fishbein (1998:104) shows how different causal theories can be integrated to explain aggression. It is argued that some of the children with adjustment problems are born with certain brain-functioning differences that can lead to adjustment problems in school. "These could be differences in neuropsychological functions and intelligence that develop in a child's brain because of a variety of prenatal or postnatal factors or family and environmental factors. These findings led Moffitt, for example, to argue that children who ultimately become persistently anti-social do suffer from deficits in neuropsychological abilities" (Moffitt, 2001:102). Moffitt (2001:202), for example, maintains that parents and other adults such as teachers whose reactions can further establish the problem through unsuitable discipline owing to children with neuropsychological impairment creating challenges. Students with low Intelligent Quotient (IQ) or learning disabilities are less bonded to the school and convention, and find school less rewarding than other students.

Sometimes learning problems are aggravated by factors such as racism, inequality, discrimination and poverty and the "cumulative continuity of disadvantage" is accentuated and this further includes dysfunctional families, peer pressure, peer rejection, and depression (Sampson & Laub, 2001:155). A child who feels rejected by the school and perform poorly in academic work may become estranged from school and act out aggressively; as a result, peers may reject that individual. Moffitt (2001:109) reveals that children with poor self-control and aggressive behaviour find comfort in antisocial behaviour; therefore, they are often rejected by peers and adults, this is corresponding with Ncontsa and Shumba (2013:5) in their finding. They mentioned that a "lack of discipline associated with violence at school pupils lose all sense of self-control and tend to misbehave."

In addition, Moffitt says for fear of future rejection those learners repent by withdrawing or striking out, which results in them being excluded from conservative development opportunities. Furthermore, Fishbein (1998:105-106) avers that the school needs to place the child in a special-needs category or removes him or her from the classroom if the child is neuropsychological different or has learning disabilities. This can further alienate the child and inculcate the view that he or she is "different" and inadequate, resulting in a dramatic decline in self-esteem.

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In support of Moffit's Developmental Taxonomy, Sampson and Laub (1993) (in Barker 2008:33) argue that accusing learners of violence this can compel them to frequently use violence. This theory is very focused on circumstances of delinquency; either delinquents have neuropsychological deficits or they are undeveloped, these conditions are on contradictory extremes of each other. Moffit's Developmental Taxonomy postulates that persistent offending appears to be predisposed by factors such as hereditary deficiencies, social characteristics and poor parenting for learners with psychological problem. The theory posits that one commits crime because they are born with neuropsychological deficit (inherited these disorders), or they commit crime because they missed some stages in their lives.

3.2.3 The criticisms of Moffit's Developmental Taxonomy Theory

Chen and Adams (2010:439-468) did not find strong empirical support for the hypothesis that "delinquency abstention is correlated with unpopularity and social isolation". Drawing on a combination of social learning, isolation stress theories Moffitt (as cited in Chen & Adams, 2010:439-468) argues that abstainers from delinquency are those rare individuals who are excluded from normative peer group activities in adolescence. Numerous studies have examined and re-examined Moffit's theory and have established empirical support for the AL and LCP typologies while the evidence on abstainers has been mixed.

McGloin, Marrie, Travis and Piquero (2006:412-426) used the longitudinal data on African American cohorts to find out if MCS is associated with problematic outcomes and criminal offending to conducted a research and to test the Moffitt's taxonomic theory on Maternal Cigarette Smoking (MCS). They argue that further research needs to be conducted. Therefore, they found no evidence of such facilitating relationship. According to Nagin, Farrington and Moffit, (1995:139-156), there is some research signifying that there might be two different kinds of LCPs: firstly, those who commit criminal acts at a high rate and those whose offending is chronic but at a low rate and further suggested that there might even be AL's who participate in crime at high and low levels (D'Unger, Land, McCall & Nagin, 1998:1593-1630).

Furthermore, in a recent study of Dutch offenders from age 12 to age 72, Blokland, Nagin and Nieuwbeerta, (2005:919-954) "detected four groups: those who offended periodically, those who offended at low rates before desisting, those who offended at moderate rates before desisting, and those who persisted in offending at high rates". These findings suggest that the full complexity of the ways in which development into and out of crime occurs is concluded by a two-group theory might be too parsimonious to capture. Secondly, scholars such as Gottfredson and Hirschi (1995:33) would contend that "the search for a typology of offenders is wrong in that any differences in levels of offending reflect not a qualitative difference between people but merely a quantitative difference in the underlying levels of criminal propensities. They argued that LCPs and ALs are actually not real just scholar's fantasy.

A prospective longitudinal study which followed a cohort of males from ages 12 to 31 found that aggression and theft (I.e. A form of rule-breaking delinquency) showed distinct developmental trajectories (Barker, van Es, Kuipers, Kujala, van den Born, Cozijnsen MHaegebarth, Korving, Begthel & Peters, 2007:449). Theft increased in frequency over adolescence in the majority of the cohort (55%) whereas only a small subgroup (13%) showed increases in aggressive behaviour over the same period. Several other studies found that aggression decreases in frequency with age in most individuals, whereas theft becomes more common during the teenage years (Nagin & Tremblay, 1999: 1181-1196.), suggesting that these subtypes of antisocial behaviour may have distinct aetiologies and should be studied separately.

To further investigate these issues, a recent study by Burt, Donnellan, Iacono and McGue (2011:389-394) examine whether age-of-onset of Conduct Disorder or the subtypes of antisocial behaviour shown by the individual (I.e. Aggression or rule breaking) was a better predictor of adult antisocial outcomes. Consistent with the developmental taxonomic theory, they found that individuals with childhood-onset Conduct Disorder that persisted into adolescence were more likely to meet criteria for Antisocial Personality Disorder (APD) in adulthood than individuals who developed Conduct Disorder during adolescence.

However, 15.5% of the latter group still fulfilled criteria for APD at age 24, as compared with 54.2% of the former. Interestingly, when the authors controlled for the behavioural subtypes manifested by the individual, Conduct Disorder age-of-onset no longer predicted adult Antisocial Personality Disorder. These results suggest that the forms of antisocial behaviour that the person displays (I.e. Aggression versus rule-breaking) are more important in terms of predicting persistence into adulthood than age-of-onset of Conduct Disorder. In addition, rule breaking in adolescence was the strongest individual predictor of adult APD symptoms, rather than aggression.

3.2.4 The lasting value of Moffit's Developmental Taxonomy Theory

While many theories seek to adequately explain offending behaviour, one of the most influential theories in existence is Moffit's (1993:688) developmental taxonomy of offending behaviour. According to Fairchild, Hagan, Walsh, Passamonti, Calder and Goodyer. (2013:48) this particular developmental taxonomic theory has had a major influence on the fields of developmental psychology, psychiatry, education and criminology. In addition, Fairchild, Hagan, Walsh, Passamonti, Calder and Goodyer (2013:48) also held that this theory has largely helped bring together disciplines and sub-disciplines of developmental psychology, psychopathology and criminology. The value of this theory to psychology as a field of study has and still proves very significant and this study seeks to utilise this theory as has been done to view antisocial offending behaviour through a psychological lens. To delineate then, Moffit1993:688) proposed two qualitatively different types of offenders that require two distinct theoretical explanations (Moffit, 1993:367; and Skardhamar, 2009:633-644).

According to Skardhamar (2009:98), Moffit (1993:370) offered a Taxonomical Theory of Antisocial Behaviour by providing a theoretical justification for studying distinct categories of offenders. In addition to studies documenting the existence of a childhood-limited antisocial group, recent work has reported an association between childhood adversity and the development of antisocial behaviour in adolescence (Fergusson, Horwood, & Nagin, 2000: 159-177).

For example, a recent prospective longitudinal study that assessed antisocial behaviour repeatedly throughout childhood and adolescence found little evidence for differences between childhood-onset persistent (Similar to LCP), adolescence-onset and childhood-limited antisocial groups in exposure to childhood adversity or intra individual risk factors (Roisman, Fraley, & Belsley, 2010:132).

Interestingly, all three groups were elevated on these risk variables relative to controls. This result is consistent with the findings of Fergusson *et al.* (2000:176), who showed that exposure to psychosocial adversity was higher for all groups on an antisocial trajectory (including the adolescence-onset group) compared with controls, although childhood-onset offenders were exposed to the highest levels of adversity and maladaptive family functioning (Fergusson, Horwood, & Nagin, 2000:159-177).

This theory can help by initiating changes on how schools deal with violence and eventually eradicate it, this can presents ideas on what impetuses youth (Learners) to get involved in school violence. Moffit's (1993:688) developmental taxonomy of offending behaviour is very useful because it helps identify effective intervention strategies to aggressive children in the classroom. Children need be raised with different views than that of their parents; they need to have a vision of creating a better future for our country and then only can this culture of violence be stamped away. This theory suggest that the full complexity of ways which development into and out of crime occurs is concluded by 02-group assumptions, which might be too parsimonious to capture.

3.3. LEGISLATIVE FRAMEWORKS AS EMPLOYED BY THE DEPARTMENT OF EDUCATION ON VIOLENCE AGAINST EDUCATORS

The South African government has certainly implemented many policy and legislation frameworks that are intended to protect the rights of both learners and teachers. This issue of violence in schools is a severe problem in South Africa where both learners and educators across the country are threatened by violence in one form or another, often rendering the schooling environment an unsafe place to be. This led to problems such as loss of concentration, poor academic and work performance, absenteeism and depression (Mncube & Steinman, 2014: 206; and Ncontsa & Shumba, 2013:13).

It is, therefore, not surprising that the magnitude of school violence has negative effects, ultimately, on the overall quality of education (De Wet, 2010:196-199).

South Africa is a democratic country that values the constitutional rights to human dignity, equivalence, liberty to basic education and to an atmosphere that is not destructive to the health or security of all citizens (Du Plessis 2010:108). Several legislations that defend the constitutional rights and security of teachers and learners have been conceded such as, South African School Act [SASA] (No. 84 of1996), OHSA, 1993) (As amended), and Employment of Education Act [EEA] (No. 7 of 1995 as amended), however, regardless of this legislative framework put into place, acts of violence keep escalating. When exploring school violence and, more specifically, the experiences of educators within the framework of the school, it is important to consider this phenomenon in a broader societal context.

3.3.1 The Constitution of the Republic of South Africa, 1996

The South African Bill of Rights as reflected in the Constitution of the Republic of South Africa, 1996 contains provisions to protect the rights of both learners to learn, and educators to teach in a safe environment, free from all forms of discrimination, violence or fear. Other rights afforded to both parties include the rights to human dignity, equality, freedom of expression, protection, security and life. Section 12 of the Constitution involves the individual's right to psychological integrity. Rousouw (2010:153) argues that this law is not practiced arguing that looking at the alarming increase of violence towards educators it shows the physical and psychological abuse of educators and also violates teachers right to a safe working environment. Kruger (2013:1) mention that failure to address the issue of violence and abuse towards educators in schools is as serious human rights infringement as stipulated in the Constitution of the Republic of South Africa, 1996.

3.3.2 The South African Police Service Act (No. 68 of 1995)

According to Newham (2014: 4), the SAPS Act states that the SAPS exists "to prevent, combat, and investigate crime, to maintain public order, to protect and secure the inhabitants of the Republic and their property, and to uphold and enforce the law". Mattson (2015:38) argues that this particular legal framework is ineffective because educators work in violent environments where they are often victimised; meaning this Act is not properly implemented, as violence towards educators by learners will be reported to the local SAPS members, the learners they can only be arrested nor subjected to other adequate interventions to change their criminal behaviour.

3.3.3 The Criminal Procedure Act (No. 51 of 1977)

The purpose of the code of this Act is to regulate procedures used by bodies active in penal proceedings to ensure that criminal offences be properly investigated and their perpetrators justly punished under the law. Legal protection that is expected of teachers in a wider sense, as Article 41 (1) reflects, teachers are entitled to legal protection from violence, threats, discriminatory treatment, intimidation or unfair treatment on the part of students, parents of students, society, the bureaucracy, or the other party. However, Regulation 74 of 2008 has not provided a clear definition of the formulation of legal protection against the full power of the teaching profession at the school in enforcing school rules against things that interfere with the process of teaching and educating learners as desired where national education goals (Hasanah, 2012:70)

3.3.4 Labour Relations Act (No. 66 of 1995) (As amended)

Le Mottee and Kelly (2017:5). provide that the role of The Labour Relations Act (No. 66 of 1995), among others focus on the right to freedom of association, unfair labour practices, automatically unfair dismissals and provides a 'Code of Good Practice' concerning dismissals. Unfortunately, educators' rights do not always receive

the respect they deserve and experiences of violence and misconduct at school sometimes infringe on educators' rights to dignity, with many of these educators lacking the skills, knowledge or personal capacity to uphold those rights (Kruger, 2013: 1). This is another legal framework which is proved to be ineffective and its implementation should be revisited or intensified in order to achieve its purpose in schools (Baruth & Mokoena, 2016:67).

3.3.5 The Employment Equity Act (No. 55 of 1998) (As amended)

The purpose of the EEA, 1998, is to prohibit unfair discrimination, identifying a breach of confidentiality, focusing on the liability of the employer, providing a 'Code of Good Practice' on the employment of people with disabilities and a 'Code of Good Practice' on the Integration of Employment Equity into Human Resources Policies and Practices with regards to harassment. Masita, (2011:168) argues that the employer should always ensure that their employees are safe and feel safe at work. Furthermore McMahon (2017:16) discovers that many victimised teachers disapproved of and were frustrated by school administrators' responses to their victimisation. These findings raise serious questions about the effectiveness of the EEA, 1998 and administrators' responses to teacher victimisation and administrative support of victimised teachers.

3.3.6 The Basic Conditions of Employment Act (No. 75 of 1997) (As amended)

The purpose of the Basic Conditions of Employment Act [BCEA] (No. 75 of 1997), as amended is to ensure educators' social justice by stipulating the basic standards of employment in line with working hours, leave, payment, dismissal and dispute resolution (Le Mottee & Kelly, 2017:5). Smith, Beckmann and Mampane (2015:1) states that the BCEA is not effective in the fight to eradicate violence towards educators because educators do not feel safe in their workplaces.

Other educators are unfairly dismissed from their duties, while others are wrongfully suspended (Ncontsa & Shumba, 2013:98). Eke and Singh (2018:1) establish that there are many unfair labour practices happening in schools in spite the existence of the BCEA; this means that this act is not effective because it is not properly implemented at all or it is not implemented at all.

3.3.7 The Occupational Health and Safety Act (No. 85 of 1993) (As amended)

Levy, Wegman, Baron and Sokas (2011:803) assert that the Occupational Health and Safety (act No.85 of 1993) (as amended) focuses on the well-being of individuals or groups of people in a workplace which consist of preventing injuries, preventing damage of properties and the environment and enables one to avoid diseases that are related to one's workplace. The role of the OHSA, 1993 (As amended) is provided to, forbids victimisation, enforces a general duty on employers to ensure the health of employees in the working environment and enforces general duties on employees to take care of their own health and the health of fellow employees.

Looking at the recent incidents covered by local media, such as when a learner is caught on camera attacking a teacher with a broom and the shooting of a teacher (Ngobeni, 2013:1). Equally, teachers are not well protected because learners get away with all the torcher the put educators through (Pretoria News, 2013:1). It is often stated that OHS is not effective in schools, teachers are not protected by anything instead they are expected to protect themselves and their properties against all form of violence.

3.3.8 The South African School Act (No. 84 of 1996) (As amended)

The primary role of the SASA, 1996 is to govern schools and to provide laws of funding in schools. This act supports the rights of learners, educators and parents; the act also provides their responsibilities (Yorio & Wachter, 2014:1). This act is not effective to the fight against violence towards educators as most learners and parents are not even aware of the existence of the act (von Thiele-Schwarz, Hansson & Tafvelin, and 2016:1).

According to Yorio and Wachter (2014:161), learners and their parents tend to focus more on their rights and less on their responsibilities, and as such promoting violence within the school premises and mostly towards educators. Veltri, Pagell, and Johnston, Tompa, Robson, Amick III, Hogg, Johnson and Macdonald (2013:1) provide that parents also shift their responsibilities and expect educators to juggle their responsibilities with theirs. Schools management and educators get involved in corruption with regard to school funding; they do not follow the relevant procedures.

3.3.9 The National Education Policy Act (No. 27 of 1996) (as amended)

According to McGaha-Garnett (2013:2), the purpose of the National Education Policy Act (No. 27 of 1996) is to stipulate afresh the determination of policy on salaries and conditions of employment. This Act was passed to 'facilitate the transformation of the national system of education into one which serves the needs and interests of all the people of South Africa and upholds their fundamental rights'. This Act confirms the right of every person including learners, educators, principals, and parents to basic education and equal access to education institutions where Geldenhuys (2018:35) argues that parents do not co-operate and work with educators; instead they team up against educators with their children.

3.3.10 The Employment of Educators Act (No. 76 of 1998) (As amended)

The role of the Employment of Educators Act (No. 76 of 1998) is to regulate educators' conditions of service, discipline, retirement and their discharge (von Thiele-Schwarz, Hansson & Tafvelin, 2016). Mattson (2015:38) argues that this particular legal framework is ineffective because educators work in violent environments where they are often victimised; meaning this Act is not properly implemented. Zanko and Dawson (2012:1) further state that educators' disciplinary measures are often harsh; many factors are not taken into consideration.

3.3.11 The Educator Labour Relations Council

Burton and Leoschut (2013:1) posit that the aim of the Education Labour Relations Council (ELRC) is to enhance the quality of teaching and learning through labour peace. There are many incidences that occur in schools where educators become victims of violence; which nullifies the effectiveness of the ELRC (Mothibi, Mathopo & Mofokeng, and 2017:1). According to Gopal and Collings (2017:1), schools are no longer considered as peaceful places or an environment that is conducive for effective teaching and learning.

3.4. SUMMARY

This chapter focused on the theoretical framework of Moffit's Life-course Developmental Taxonomy and the application of Legislative frameworks, as applied in this study. The Moffit's Developmental Taxonomy is focused on LCP; adolescence limited antisocial behaviour, which explains why youth become delinquents. It further discussed the lasting value and the critique of the theory. These systems are in sequence, and they have different effects on human development that causes them to act different. Furthermore, legislative frameworks were also discussed under this chapter. The next chapter (Four) discusses the employed research design and methodology.

CHAPTER FOUR
RESEARCH DESIGN AND METHODOLOGY

4.1. INTRODUCTION

This chapter (Four) outlines the research design, the research methodology, including the research population, sample types, non-probability sampling, sampling techniques and further spells out the data collection instruments, including types of interviews. This chapter concludes by presenting data analysis techniques, and summarises the issues related to research credibility, transferability, dependability, and conformability. The researcher reviewed academic journals, articles, academic dissertation from sources relating to the same topic as the researcher, journals found on Google Scholar, Ebscohost, JSTOR, as well as the Sabinet Database were reviewed. Limitations of the study and ethical considerations were also discussed.

4.2. RESEARCH DESIGN

A case study research design was employed in this study. According to Caiderhead (2006:116), "it allows for an in-depth examination of events, phenomena, or other observations in a real-time context for purposes of investigations, theory development and testing, or simply as a tool for learning". As qualitative researchers, we are predominantly interested in the significance of the subjects giving a clear explanation of their experiences. They focus more on the usage case study method to immerse themselves in the activities of a single person, or a small group of people, in order to obtain an close familiarity with their social worlds, and to look for patterns in the research participants' lives, words and actions in the context of the case as a whole (De Vos, 2013:101). In the context of the study, a small group of educators were asked questions that involve actual experiences (case study) of violence and how it affects their day-to-day function as educators. Creswell (2014:180) avers that a case study involves an exploration of a bounded system, or a single or multiple cases, over a period of time through detailed, in-depth data collection involving multiple sources of information.

4.3. RESEARCH METHODOLOGY

The qualitative research approach was used in this study. This research approach focuses on imperative foundation to create an emerging picture from the study as the participants' narratives revealed their experiences as affected by school violence. Lichtman (2011:240) postulates that qualitative researchers investigate "...human experiences and realities studied through sustained contact with persons in their natural environments and producing rich, descriptive data that help us to understand those persons' experiences and further seeks to "gain insight into people's attitudes, behaviours, value systems concerns and aspirations"; it also deals with the "Focus Group Discussions (FGDs), semi-structured face-to-face interviews and inductive TCA" (Joubish & Khurram, 2011:9). The selected participants of this study understood and interpreted school violence, victimisation of educators in different ways; some participants were very narrow and therefore, more personal while some participants reflected a broad, more encompassing understanding based on what the researcher gathered

4.3.1 Study area

Mankweng, also called Sovenga is a township in Capricorn District Municipality in the Limpopo Province of South Africa and a home to the University of Limpopo. It is located about 27 kilometres (km) east of Polokwane on the R71 to Moria. Sepedi is the spoken first home language to the inhabitants. This area is under Polokwane Municipality, which is one of the five local municipalities within the Capricorn District Municipality in Limpopo Province. "This Municipality has approximately 35 738 of people and it is pre-dominantly rural. It covers 11.97 km, which represents 16% of the district's total land area and is divided into 30 wards which comprise a total of 94 settlements. About 95% of its land falls under the jurisdiction of Traditional Authorities," Lepelle-Nkumpi Local Municipality Integrated Development Plan [IDP] (2018-2019:25).

The structure of DBE in the study area under Lepelle Nkumpi Municipality consists of 105 primary schools, 75 secondary schools and 03 Technical and Vocational Education and Training (TVET), three combined schools and two special schools. The 'learner/educator' ratios at all levels are well within the norms of the Department of Education, for example; 1:40 for primary schools and 1:35 for secondary school. With 920 Secondary school educators, 29 664 learners in the secondary schools and 45610 learners in the primary school (Lepelle Nkumpi Local Municipality IDP, 2018/19:65).

4.3.2 Study population and sampling procedures

4.3.2.1 Study population and Sampling

Participants in the component of this study were 18 high school teachers who taught in selected high schools in the Capricorn District of Limpopo Province. The overall targeted sample of this study was 18 participants. This sample of the study consisted of 18 participants –   six from each school. Principals from each school helped in selecting participants suitable. They are all deliberately selected because they are seen as likely to produce the most valuable data and will make a valuable contribution to the research results (Joubert, (Hartell & Lombard, 2016:104; Maree 2011:178). The researcher used a non-probability purposive sampling for the selection of these participants.

The researcher used stratified random sampling technique to select the targeted participants of this study, this method was used to ensure that different segments in the population are equally represented. Raghunath (2017:243) describe stratified sampling as a method where one samples of specific proportions of individuals from various subgroups (strata) in the larger population to ensure that subjects selected will be representative of the population.

The researcher chose a group of female and male educators from different location to interview (I.e. Male educator from school 1, 2, and 3: stratum 1; female educators from school 1, 2, and 3. Three high schools from Mankweng circuit were selected due to their demographic location (the schools are located in high crime zone areas) and news reported on school violence occurring within this schools on social media and local newspapers. Notably, Mankweng area is a big cluster consisting of five circuits at a close range to each other in the Capricorn region of Limpopo Province, with a high populace of teachers in both primary and secondary schools. Mankweng Circuit has 62 schools with, 11 high schools, and four circuits, namely, Kgakotlou Circuit 13, Mamabolo Circuit 9, Lebopo Circuit 15, and Dimamo Circuit 14. The study focused only at high schools.

4.3.3 Data collection methods

4.3.3.1 Semi-structured (Face to face) interviews

This study used interviews as data collection method. Punch (2014:342) points out that interviews are the main data collection tools in qualitative research as it accesses people's perceptions, meanings, the definition of situations, construction of reality and provides understanding. As proposed by Barbour (2014:337), Creswell (2014:190), and Crowther-Dowey and Fussey (2013:142), the study pursued one-on-one interviews. The interview adapted a format of semi-structured interviews; a guide is used with questions relating to the topic. In this study, the researcher asked only follow up questions while the rest of the questions were not planned in advance. The researcher asked for more open-ended questions allowing for a discussion with the interviewee. The specimen of the Interview Schedule Guide is attached as Appendix B.

The participants of this study were recruited as follows; the principals of the high schools to be selected was requested by the researcher to purposeful select the sample for this study based on their own knowledge of the population. The participants who were deemed experienced in the subject of violence towards educators were selected based on the number of years they had been employed in the DBE.

The indications on encountering this problem was also considered by the researcher on numerous occasions. The participants who are well aware of the latest trends of this practice also formed part of this section process. This sample provided rich, thick and robust information that answered the study aim and objectives of this study. The interviews were conducted in private with the research participants. In this study, the researcher sat in 30-60-minutes semi-structured face-to-face interviews with these participants. The Interview Schedule Guide consisting 15 questions with the same questions used whereon the answers were recorded using a voice recorder. These interviews were conducted with experienced, high school educators to solicit data on safety related challenges faced by educators. Those who have experienced this problem will be selected to establish the true nature of this problem and how it can be addressed (Joubert, 2016:133).

The participant's information also added value to the documentary sources that was used as a data collection technique (Joubert, 2016:110). To supplement the interviews to be conducted, latest available literature sources as secondary data was searched from the Internet, library and school provided the researcher with documents and used as a reference in the study. International and local literature, including the DBE annual reports, books, journals, articles, newspapers, research dissertations, training material and internet sources were perused to obtain relevant information. The literature reviewed in chapter two was compared with the data obtained from the participants. The information obtained from literature sources was combined with the information obtained from other data gathering techniques and reported in the research document.

4.3.3.2 Documentary studies

According to Maree (2010:232), document analysis entails written data sources, which may include published and unpublished documents (Dissertations and Thesis), company reports, memorandums, agendas, administrative documents, letters, reports-mail messages, faxes, newspaper articles, or any relevant document that is connected to the inquiry. Thus, majority of the listed documents were reviewed in this study. Moreover, the following documentary studies were reviewed in this study:

- Journals of each school (A, B and C) 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.

4.3.4 Data analysis methods

The researcher organised the data (I.e. Which she had obtained through breaking down the research questions) by breaking down the large bodies of text into smaller units such as phrases and the use of index. The data was read several times by the researcher to get a clear perspective of the notes written down. Themes and sub-themes will be identified to give the researcher a general sense of patterns in the data. Data was then integrated and summarised for the reader. Data from the conducted semi-structured interviews was analysed using O'Connor and Gibson's (2009) model of qualitative analysis. The researcher used a step-by-step guide to analyse the data. The step-by-step guide helped the researcher to analyse data as they were collected; the process of analysis took place from the first time that data begins to be collected and continues until the research study is completed. O'Connor and Gibson's (2009) model is analysing qualitative interviews through a step-by-step guide:

- **Step 1: Organising the data**

First step: the interviews for this research were recorded on a digital voice recorder. So, the first thing that the researcher did to familiarise herself with the data was to convert the audio data into text data. This meant that the researcher listened to the recordings one-by-one that she had had created for each participant. The researcher selected one file at a time; played the recorder, listened to the interview repeatedly, and transcribed it verbatim into text. She replayed the recording, listened again to the interview and filled in the gaps in the text.

She continued this way until she was satisfied that the contents of the text that she had created and resembled those of the audio-recorded interviews. She repeated this process with the audio files of each participant until she got to the 18th one. She then read and re-read dataset that she had developed until she had become familiar with the data. Moreover, she also noted down initial thoughts and ideas as she was reading the dataset.

- **Step 2: Finding and organising ideas and concepts**

In this second stage, all themes were refined by the researcher. She collapsed some into other themes and broke others into smaller components. This review was done at two levels; namely, at the level of the coded data and the level of the themes. The researcher reviewed from the level of the coded data by re-reading all the data extracts that fitted into each theme to ensure that all the data formed a coherent pattern. Only then did she go on to review at the level of the themes involved. Here, the researcher considered each theme in relation to her data corpus. She examined whether the relationships between the themes reflected the meaning of the data as a whole. She advanced to the next phase only when she had satisfied herself that the relationship between the themes reflected the meaning of the data as a whole.

- **Step 3: Building overarching themes in the data**

In this phase, the researcher examined all codes and collated them into potential themes, and gathered all data relevant to each potential theme. At this stage, the researcher captured the essence of what each theme was about and what aspect of the data each theme captured. She then named them. The researcher also looked out for sub-themes and named those that she could identify.

- **Step 4: Ensuring reliability and validity in the data analysis and in the findings**

Data were then interpreted to determine how useful it was. The interview transcripts and researcher's notes taken during interviews were analysed to represent and support the viewpoints of the participants. The researcher ensured that validity and reliability of the study was measured by going through the data, and carefully searched for negative instances of the patterns. She further checked research effects where

dynamic of the interaction between the interviewer and the interviewee was not influenced by the personal characteristics of both parties.

- **Step 5: Finding possible and plausible explanations for findings**

In this step, the researcher found there were certain gaps from what the researcher found and what the literature explained. The researcher tied these themes together to get a better understanding of the results found. The findings were related back to the context of the cultural experience within each respective school.

- **Step 6: an overview of the final steps**

In this final step of the analysis, the researcher presented the data that he generated through the preceding stages. He explained its meaning in a manner that would convince the reader of the merits and validity of the analysis. 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, B and C were organised into conceptual categories and themes.

4.4. METHODS TO ENSURE TRUSTWORTHINESS

4.4.1 Credibility

Punch (2005:255) asserts that credibility refers to the degree to which an instrument measures what it is intended to measure. Internal validity refers to the internal logic and consistency of the research while external validity is how far the findings of the study can be generalised. This was done by interviewing educators who have experienced violence within the school environment. This ensured data triangulation from interviews. An interview schedule was developed from the relevant literature. 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. The researcher used member checking with participants while 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.

4.4.2 Transferability

Transferability refers to the degree of consistency or accuracy with which an instrument measures those attributes that it is supposed to measure. The primary strategy to ensure transferability is the provision of rich and thick descriptions (Feitsma, Koen, Pienaar & Minnie, 2007: 98). The researcher addressed this issue by using an interview schedule administered through semi-structured face-to-face interviews. All the questions of the instrument were arranged for clarity and simplicity to avoid vagueness and ambiguity.

Shuttleworth (2014:43) reveals 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. Therefore, there was guarantee of eliciting reliable answers from the participants.

4.4.3 Dependability

Lincoln and Guba (1985:132) point out that consistency is not possible without the application of dependability. Therefore, dependability, which is the control measure for consistency, is discussed. Dependability refers to the notion that if the study is repeated in the same context, with the same methods, with same participants, similar results would be found (Shenton, 2004:71). The researcher has described the research methods of data collection, analysis and interpretation 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. In an endeavour to address dependability, the researcher reported the study accurately to enable future researchers to repeat the study.

4.4.4 Confirmability

Conformability refers to the fact that the research findings emerged from data and not from the researcher's predispositions (Shenton, 2004:63). The researcher provided detailed methodological description enabling the readers to determine the extent to which data and the interpretations emerging from them may be accepted. 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.

4.5. ETHICAL CONSIDERATIONS

Research ethics are important especially to scholars and researchers. It is the researcher's responsibility to protect the pride of their participants (Fouka & Mantzorou, 2011). This study ensured that ethical considerations are adhered to. First, the researcher has applied for an ethical clearance certificate from Turfloop Research Ethics Committee (TREC) and Mankweng Circuit to be given to all gatekeepers, such as the school educators.

The permission (Attached as appendix E and K) was requested from the Limpopo DBE and Mankweng Circuit, Faculty Higher Degrees Committee (FHDC) and Turfloop Research Ethic Committee (TREC), which enabled the researcher to collect data. To maintain confidentiality, participants were made anonymous. Anonymity entails not identifying the ethnic background of participants, refraining from mentioning them by their names, or revealing any other profound information about them (Mugenda, 2011:65). To ensure anonymity, confidentiality and privacy, the researcher informed the participants not to say their names during the recording of the interviews.

It is important that proper procedures be followed when one is carrying a research expedition. This includes seeking formal permission to carry out a study from officials (Saunders, Lewis, & Thornhill 2009:194). To make this study possible, the researcher sought permission from the TREC for the issuing of ethical clearance certificate. Thereafter, the researcher will make application for permission to access participants from the DBE, Circuit and schools as mandated by the TREC.

Furthermore "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" (Levis & Gray, 2009:576). An intrusion into people's lives requiring people to reveal personal information about their lives is often present in the social science research (Orb, Eisenhauer, & Wynaden, 2001:63). Issues of anonymity, informed consent and confidentiality, therefore, become critical.

Importantly, attention is ought to be paid by the researcher to ethical aspects to ensure that the study is ethical. The following ethical principles are considered in this research:

4.5.1 Confidentiality anonymity

The rule of confidential and protection of identity will be sustained. To ensure that both confidentiality and anonymity is not compromised, the researcher will ensure that the recorded data will be stored using numbers rather than the participants' actual names. Assurance will be given on the issues of human dignity, protection against harm, freedom of choice, expression, and access to information. The researcher did not disclose participants' names or contact details unless permission was obtained.

4.5.2 Protection from harm

The no-harm-to-participants principle suggests that the researcher should avoid harming participants in any way: Emotionally physically or psychologically (Goddard & Melville, 2001:49). The researcher understands that she is not supposed to harm (protecting them from harm) the experimental subjects or participants. The participants were given assurance that they were indemnified against any physical and emotional harm during this study.

4.5.3 Informed consent

Informed consent is a concept that ensures that participants agree and volunteer to participate in a study before it starts (Neuman, 2006:135). The researcher sought informed consent from institutions prior to conducting the intended interviews of this study and the necessary permission from these participants was obtained after obtaining an adequate informed consent from them or after they have been thoroughly and truthfully informed about the purpose of the interviews to be conducted.

4.5.4 Participant's rights

The participants were at liberty to withdraw from this study at any stage of the research provided a courtesy notification of withdrawal is sent to the researcher. No negative repercussions were enacted on the participants, as participation is voluntary, and all data received from the respondent was assumed void.

4.5.5 Right to privacy

The research participants have the right to remain anonymous and to have their rights to privacy and confidentiality respected. The researcher used pseudonyms in field records, oral and written forms of data dissemination. However, the researcher did not at any time violate the privacy of participants. This was ensured at all costs (their right to privacy) – by informing them that their identity will remain anonymous throughout this study.

4.5.6 Honesty with professional colleagues

The researchers reported the findings of this study completely and honestly, and did not fabricate, falsify, or misrepresent research data to promote and support a specific finding. The researcher did not commit plagiarism as it is academic fraud. Any use of another person's ideas or words will be fully acknowledged.

4.5.7 Data protection

The information received is stored (password protected) by the researcher. The findings of this study were documented in the form of an academic dissertation. The research took appropriate measures relating to the storage and security of records during and after fieldwork and used where appropriate such means as the removal of identifiers and the use of pseudonyms and other technical solutions to the problems of privacy in field records and in oral and written forms of data dissemination.

4.6. STUDY LIMITATIONS AND CHALLENGES

Some challenges were faced when this particular study was conducted. The first challenge that the researcher faced was that the educators were not available at all times. They were available only at certain times. Conducting the interviews was therefore a time-consuming process. However, it was overcome and all 18 participants participated in semi-structured face-face interviews.

Second, the educators who had been directly affected by school violence were reluctant to share their experience. Third, the response to the application to the university's ethics committee took longer than anticipated. This delayed the research as the interviews could not be conducted while the school had already granted permission to interview the educators. However, the challenges were all overcome.

A limitation of the study was the relatively small sample size when the large school population in South Africa is considered. Therefore, the researcher acknowledges that the results of the study cannot be generalised to the larger school population. However, as the validity of the data was assured by means of the process of triangulation (Leedy & Ormrod, 2005:126) in which interview data were compared with observation data and the data obtained through chapter two. It is the contention of this study that the results may be utilised to inform both SMTs in violence-ridden communities as well as the efforts of provincial and national policy makers in their quest for violence-free schools (Leedy & Ormrod, 2005:127).

4.7. SUMMARY

The chapter outlined the research design, research strategy, the research methodology together with the research population and sample types, probability and non-probability sampling techniques. It described data collection instruments, which were used, which included interviews with questions that needed to be answered. Data analysis techniques were presented, summarised the issues related to methods to ensure trustworthiness, and limitation of the study. This chapter concluded by a summary of ethical consideration related to the study. The next chapter (Five) focuses on data presentations, analysis and interpretations.

CHAPTER FIVE
DATA PRESENTATION, ANALYSIS AND INTERPRETATIONS

5.1. INTRODUCTION

A qualitative research approach was adopted in this study serves as a source of information in determining school violence and victimisation of educators in Mankweng policing area. Relevant literature was reviewed in chapter two. In chapter four the researcher discussed the research methodology and gave reasons for their selection of participants and data gathering instruments. The researcher used instruments such as interviews and document analysis for collecting data to enable her to answer the questions.

In this chapter, the researcher presents and analyses data collected and the interrelatedness from the responses of the participants. The results from interviews and document analysis are integrated to provide a holistic understanding of how school violence affects educators in the schools. The referencing method for the interviews in this study comprised a numerical sequence, and an example of the notation as follows (A1: S1-P1) A1 stand for the type of interview used, S1 number of school and P1 is the number of the participants. Three schools were chosen for this study.

5.2. PRESENTATIONS OF RESULTS FROM SCHOOLS

The qualitative research method of collecting data was used to obtain data presented. Data have been captured as it is, and has not been tampered with. The results and analysis of data are presented and discussed using individual school such as school, A, B, C. the researcher interviewed 18 educators: 6 from school A, 6 from school B, 6 from school C. Results from the conducted interviews are presented in the following section.

5.2.1 Results from school A

5.2.1.1 State of the violence at the school in the last five years

Educators indicated that the state of safety is being compromised and school violence has increased in the past five years at their school. This is because learner discipline is one of the challenges teachers experience in class. School violence activities and substance abuse are forms of unwanted behaviours that learners encounter around the school. One participant verbatim:

> *"Yes, school violence has increased in our school in the last past five years; hence, there are various reports of bullying, learners carrying dangerous weapons to school, learners bringing marijuana to school, learners stealing school property"* **[Face-to-face interview – P1- School A – Educator]**

> *"Yes, there are various outbreaks reports of violence in last years, we had incidents were learners stabbed each other, raped, and assaulted educators, we live in fear thinking what's going to happen next"* **[Face-to-face interview – P2 - School A - Educator]**

As indicated by McMahon, (2017) in paragraph 2.5 of chapter two of this study, more than half of victimised teachers whose incidents were reported to school officials were either dissatisfied or very dissatisfied with school. Ncontsa and Shumba (2013) paragraph 2.2 of chapter two confirmed that the increase of violence in South African schools proved to researchers that learning institutions are rapidly turning into places of rife with violent behaviour, not just among learners but also among educators and learners, learners from other schools, and associated gang conflict.

5.2.1.2 Type of violence perpetrated towards educators

Principal and educators indicated that the state of safety and security in their schools is not as good as they would expect and it is widespread in the last five years. This is because learners' discipline is one of the challenges educators experience in class. However, some of the educators indicated that their safety is compromised around the school environment as some of the learners bring dangerous weapons to school. Some of the educators verbatim:

> *"Emotional and verbal violence are the most types of violence that happen to educators".* **[Face-to-face interview – P2-School A – Educator]**

> *"Verbally abused by both learners and parents"* **[Face-to-face interview – P3-School A – Educator]**

From the above views, Kgosimore (2018) paragraph 2.9 of chapter two corroborated that verbal and non-verbal behaviours, and the latter, physical acts. This study found that verbal abuse was the most common type of non-physical violence against teachers. Furthermore, Jacobs (2014) in paragraph 2.5 of chapter two mentioned that learners and teachers might be subjected to physical torture, psychological trauma and spiritual sanctity and largely, financial loss. Espelage *et al.* (2013) in paragraph 2.5 of chapter two argue that violence continuum ranged from disrespectful behaviour, bullying or intimidation, verbal threats or gestures, and damage to property, to cases of physical assault, at the other extreme.

5.2.1.3 The causes of violence

Indications by the educators and parents are that when a learning and teaching environment is disrupted, educators feel unprotected, harassed and frustrated. Some of the participants expressed their frustrations as follows:

"Usage of drugs, family rejected learners" **[Face-to-face interview – P1-School A – Educator]**

"Family background and usage of drugs influence these learners to misbehave and disrupt our classes" **[Face-to-face interview – P2-School A – Educator]**

"Age cohort learners are very troublesome" **[Face-to-face interview – P3-School A – Educator]**

Nentsitengu (2014) (in paragraph 2.9 of chapter two) found that lack of values among learners is owing to a lack of parental care; peer influence; unguided exposure to media; psychological factors; and poor socio-economic background. In his findings, one respondent's answers were the poor socioeconomic backgrounds of learners' influences learners being violent. Ncontsa and Shumba (2013) (Paragraph 2.5 of chapter two) argue that lack of discipline is associated with violence at school as pupils lose all sense of self-control and tend to misbehave. Ill-discipline is destructive in the school setting with outcomes such as fighting and misbehaviour as the status quo of the day. It was also mentioned by Gellert (2010) (In paragraph 2.5 of chapter two), that the problem of violence in inner-city schools cannot be isolated from the problem of violence in greater society. Violent neighbourhoods and communities will inevitably produce violent schools.

5.2.1.4 The consequences of violence on educators

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

One of the educators said the following:

> *"The injuries caused by school violence can result in anxiety, depression and absenteeism from teaching. When such criminal acts happen in the school, the quality of teaching and is compromised."* **[Face-to-face interview – P1-School A – Educator]**

> *"Poor performance of other learners because if a learner misbehaves during the class, we have to stop and discipline other learners fall behind and fail, and that put us under pressure with the circuit because they ask as why there is a high rate of failure among our learners so that makes us work over time, and we always tired sometimes for classes."* **[Face-to-face interview – P2-School A – Educator]**

Literature findings corroborate the findings of this study. Pahad (2011) (Paragraph 2.2 of chapter two) found that educators who were affected by violence experienced demotivation and an inability to perform sufficiently in their capacity as an educator. Hill (2010) (In paragraph 2.7.2 of chapter two) corroborated that anxiety causes disruption in the educational process, and this affects both the teaching and the learning processes. The constant presence of school violence and stress increases educators' arousal to a stressful response, which has a negative effect on the emotional as well as physiological reaction to their everyday work situations. Furthermore, De Vos (2013) (Paragraph 2.7 of chapter two) avers that workplace bullying, especially to the affected victimised teachers' professional and social relationships, has a negative impact on educators and school process.

The participants reported that school safety and security challenges have direct influence on some of the learners' attendance and school dropout rates affecting the educational outcomes of the school. Additionally, the high rate of a variety of school crimes decreases learner's enrolment. One participant lamented as follows:

> *"It disturbs the lesson, decreases pass rate and lot of drop out"*. **[Face-to-face interview – P3-School A – Educator]**

Iliukhina and Ratteree (2009) (in paragraph 49 of chapter two) found that student indiscipline, harassment and violence in classrooms and schools to be significant impediments to quality education and effective teaching and learning conditions.

5.2.1.5 The role of stakeholders and legislative framework

This section discusses the findings on the role of stakeholders like DBE, SAPS, CPF, Capricorn Circuit, SGB, community members, and legislative framework.

5.2.1.5.1 Protection from the stakeholders

Educators involved in the discipline committee regarded protection from these stakeholders (CPF, DBE, SAPS, SGB) being poor in maintaining school safety and security. Participants indicated that encouraging teamwork among these structures is one of the strategies that aid in resolving a number of safety problems. One verbatim:

> *"Our discipline team tries to encourage teamwork among the teachers, SMT and learners. We try to get them all involved including SAPS officers but the challenge we have is that they take time to respond. I personally am one of the educators involved in the discipline committee so we struggling to get some of the stakeholders to participate the discipline of learners."* **[Face-to-face interview – P3-School A – Educator]**

Most participants complained of a poor collaboration between the mentioned stakeholders, as the following verbatim expressions indicated:

"No, it is not functional; police officers never come when called." **[Face-to-face interview – P1-School A – Educator]**

"The Department of [Basic] Education only attends to complaints brought forward by a learner not teachers; if a teacher file a complaint, they say we are adults; we have to control the situation ourselves." **[Face-to-face interview – P2-School A – Educator]**

"No, there is a huge gap in co-operation between stakeholders". **[Face-to-face interview – P3-School B – Educator]**

To this effect, Van der Merwe (2014) (Paragraph 2.8.2 of chapter two) reflects that to foster a good relationship between police and local schools, the safety of learners is viewed as a high priority and that children need to be educated about personal safety. Schools are centres for instilling discipline to the youth and ensuring safety for all. In corroboration Motshekga (2013) (Paragraph 2.8.2 in chapter two) confirmed that the delivery of quality teaching and learning encompasses, among other things, the promotion of rights and safety of learners, teachers and all stakeholders who have interest in education.

5.2.1.5.2 Community participatory in school

Participants indicated that encouraging the community to get involved in school activities such as discipline can be a great benefit to the school. Hence, the community knows these learners better than teachers; so, this can benefit everyone and improve the school system. Some participants' verbatim assertions are recorded as follows:

"Mutual trust and positive interrelationship, 90% of parents when they are called to school regarding their children; they respond positively they attend most meetings when called by the principal or teachers" **[Face-to-face interview – P2-School A – Educator]**

"There is a mutual trust and positive interrelationship between parents and educators, they respond well on our WhatsApp group even when we call meetings they attend in a positive manner." **[Face-to-face interview – P3-School A – Educator]**

Literature findings confirmed the submission made by Motshekga (2013) (paragraph 2.8.2 of chapter two) by indicating that raising a child is a collective responsibility as it takes a village to raise one; hence, it is also a collective responsibility to ensure the safety of learners. The society must reclaim its role in preventing and protecting children from social ills. The society must not keep quiet when learners are abused either at school or at home. In validation, Chukwu (2008) (Paragraph 2.8.4 of chapter two) argues that community-based structures should support the school management at all costs. A strong relationship between the school and community builds confidence in the minds of the learners as they feel their safety is guaranteed.

5.2.1.6 Legislative framework

Indications by the educators is that they do not feel protected by the laws implemented by the government and DoE legislative framework, such as the SASA, 1996. They say it only protect learners and they are left out. Some participants' verbatim assertions were as follows:

"No educators are not protected at all instead learners are the ones who have more rights than us educators." **[Face-to-face interview – P1-School A – Educator]**

"No, learners are considered most important and asserts of the school and educators to be less considered and they are always threatened to lose their jobs if a learner file a complaint." **[Face-to-face interview – P2-School A – Educator]**

"No, educators are not protected at all." **[Face-to-face interview – P3-School A – Educator]**

It is clear from the above findings that there are many unfair labour practices happening in schools in support, as confirmed by Yorio and Wachter (2014) (Paragraph 3.3.6 of chapter three) by stating that the SASA, 1996, supports the rights of learners, educators and parents; the act also stipulates their responsibilities. Looking at the SASA (1996) and von Thiele-Schwarz, Hanssonand Tafvelin (2016) (paragraph 3.3.6 of chapter three) warned that this act is not effective to the fight against violence towards educators as most learners and parents are not even aware of the existence of this Act.

Furthermore, McGaha-Garnett (2013) (Paragraph 3.3.7 of chapter three) asserts that the National Education Policy Act (1996) This Act confirms the right of every person including learners, educators, principals, and parents to basic education and equal access to education institutions where it was argued that parents do not co-operate and work with educators; instead, they team up against educators with their children. In justification, Geldenhuys (2018) (Paragraph 3.3.7 of chapter three) argues that parents do not co-operate and work with educators; instead, they team up against educators with their children.

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

According to the educators, the design of the buildings and security fence can prevent the occurrence of crime in schools. Some of the participants verbatim were as follows:

> *"There are community groups such as "Motswikitswiki that deal with school violence which involves threatening learners who are ill-disciplined to make them leave drugs or being involved in dangerous groups."* **[Face-to-face interview – P1-School A – Educator]**

> *"The school should hire security officers to search learners in the morning and afterschool."* **[Face-to-face interview – P2-School A – Educator]**

Findings from literature Noble and McGrath (2011) (Paragraph 2.8.2 of chapter two) argue that teachers alone would not succeed in creating safety in school. The involvement of SAPS through Adopt-a-Cop and other community-based structures such as CPF can therefore alleviate the scourge of SBV. The police can pay unannounced school visits in which random searches can be conducted; a better cooperation between the SAPS and the SMT can eliminate criminal elements in public schools. Moreover, other participants mentioned that the Department of Social Development (DSD) can also be involved in combating and curbing school violence by sending social workers and psychologists to schools and help troubled educators and learners. One participant had this to say in verbatim:

> *"Referrals to social workers and educational psychologist, or even better they appoint these professionals to schools."* **[Face-to-face interview – P3-School A – Educator]**

Tehrani (2011) (Paragraph 2.8.3 of chapter two) mentioned that employees who have been affected by violent or stressful workplace incidents, and aids in their recovery and rehabilitation. The integrated model of counselling provides assessment, education, symptom diminution, integration, and returning to the workplace. In support Dillon (2012) (Paragraph 2.2.3 of chapter two) supports that the 'self-efficacy training' (I.e. Guidance and skill mastery, modelling, social persuasion, and physiological methods facilitating stress reduction methods) can aid in preventing career stagnation.

5.2.2 Results from school B

5.2.2.1 The state of school violence at the school in the last five years

Safety and security were reported as a major problem around this school owing to the demographic location the school is located around a community, which is labelled as 'high crime zone areas.'

One educator made the following assertion:

> *"Yes school violence has increased in the last five years; we are not safe around here this place we always fear for our lives there is a rate of crime, drug usage, most children stay alone so it becomes problematic to teach children who are high or they talk back at you if they do not agree with what you are saying."* **[Face-to-face interview – P2-School B – Educator]**

> *"Yes, school violence is widely spread, we have learners' killing learners, learners killing teachers, and we also have learners who come to school intoxicated becoming disrespectful causing problems around the school."* **[Face-to-face interview – P3-School B – Educator]**

Mkhize (2020) (In paragraph 2.2 of chapter two) validated that recent studies have identified the phenomenon of violence inflicted on teachers in the school setting by learners and/or their parents as a serious issue. Furthermore, the South African School Council (2019) asserts that the concerning increase in violent cases in South African schools is alarming. Teachers and learners often find themselves in situations at school where their safety is compromised. There are many mitigating factors which contribute to the plague of violence experienced by teachers and learners, such as poverty, presence of drugs and alcohol in the community, gangsterism, discipline models in the school environment, unclear management roles and the vast inequality evident in South Africa to name a few.

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5.2.2.2 The type of violence executed towards educators

The participants reported that safety and security challenges are serious problems for public schools and that school violent crimes differ substantially from school-to-school either resulting in a teacher resigning, a learner dropping out, or poor academic outcomes. Some participants also mentioned that victimisation differs from male teacher to female teacher; female teachers are more victimised than male teachers. Some participants mentioned the following as the types of violence mostly directed to educators' verbatim expressions:

> *"Bullying, as educators, we are being bullied by learners. Sometimes, these learners have some anger issues that were not addressed then I try to talk to this particular learner. All of the sudden, a learner ends up talking back to a teacher trying to burst his bubble. Sometimes they even talk back at educators"* **[Face-to-face interview – P3-School B – Educator]**

> *"Most of the time they get bullied by learners and mostly, it is these learners who have been from this school for many years and they choose teachers they feel that they can overpower and bully them. Some of learners in Grade 9 they fail a lot because most of the learners here are those slow learners and they fail a lot so at hoe instead of taking them to colleges for the special kids they become denial that their child needs support. So, these are the learners who bully teachers; those who are old."* **[Face-to-face interview – P3-School B – Educator]**

Kgosimore (2018) (In paragraph 2.9 of chapter two) posits that learner violence against teachers comprises a range of behaviours that span across the violence continuum; it ranges from soft and deceptively harmless behaviour, to serious and conspicuously harmful behaviour. The former includes verbal and non-verbal behaviours, while the latter involves physical acts. In corroboration, Espelage *et al.* (2013) (Paragraph 2.2 of chapter two) mentioned that violence continuum ranged from disrespectful behaviour, bullying or intimidation, verbal threats or gestures, and damage to property, to cases of physical assault at the other extreme.

Moreover, Wilson, *et al.* (2011) (Paragraph 2.7 of chapter two) highlight that the violence that teachers are victims of covert and overt violence. An example includes teachers called names, having their reputations tarnished and any behaviour that is aimed at intimidating teachers.

5.2.2.3 The causes of violence

There were indications that demographic location is a major issue for this school. The school is situated between two villages where learners from one village do not get along with learners from the other village. The participants indicated as follows:

"There are certain things you can consider; violence is being pushed by two factors. In this school, the first one being demographic location the second one being gang groups. The school is located between two villages; Makanye and Mentz. So, most of the learners from Mentz do not really get along with those from Makanye. Each time there is a violence, we know that it was caused by either a group from Makanye or Mentz. These groups' grudges started at home and escalates to the school premises. All they are fighting for is superiority and it has been going on for quite some time now." **[Face-to-face interview – P3-School B – Educator]**

"Peer pressure; there are learners who belong to certain groups so that they can feel welcomed in these groups and they end up joining gangsters and you find out that the group is against another group, like maybe a group from Makanye and the other village either being Ga-Thoka or Mentz, and also find out that this conflict started at home and when they come into the school they are holding this grudges inside them, they stab each other disrespect educators." **[Face-to-face interview – P3-School B – Educator]**

To this effect, Gellert (2010) (Paragraph 2.5 of chapter two) reflects that violent neighbourhoods and communities would produce violent schools regardless of whatever measures a school adopts. In the same vein, Benett and Johnson (2004) (paragraph 2.5.4 of chapter two) confirm that pervasive situation of poverty, especially in African communities (I.e. Who generally live in townships) allows for unemployment,

resulting in many people in these areas being economically challenged for long periods of time, and sometimes indefinitely. Furthermore, Bester and Du Plessis (2010) (Paragraph 2.7 of chapter two) concur that school systems are prone to ambivalence about or outright denial of gang presence or the significance of gang presence in the schools.

The primary significance of gang membership for schools is that gang members represent a significant subgroup of students who are more likely to be at risk and to present risk to other students than the general adolescent population. Moreover, some of the teachers indicated drugs as another factor contributing more to school violence. The following verbatim assertions refers:

> *"Many learners from the community around the school are involved in drugs, some sell drugs around the school to learners and mostly of those learners are involved in gangs even though some join groups for protection but most join groups for bullying other learners and teachers."* **[Face-to-face interview – P3-School B – Educator]**

Ramorola and Taole (2014) (Paragraph 2.5 of chapter two) endorsed that the drug abuse creates problems among schools and learners. Ease of access to drugs in these communities, as well as the high percentage of adults involved in crime further increases the possibility of youth or learners' participation in violence. The high level of substance abuse by learners not only contributes to crime, but the existence of profitable criminal activities also means that the expected loot from crime is more attractive in South African schools.

5.2.2.4 The consequences of violence on educators

According to educators, they are most likely to become victims of physical or non-physical violence around the school environment. The participants lamented as follows:

> *"It has negative impact because we take much time trying to discipline those troublesome learners. We fall behind with our syllabus; we have to work extra hours; we always tired because we have other responsibilities. Most of us parents so we tend to fall behind with our work. While we busy stressing about falling behind with our syllabus, the circuit sometimes come and stress us more asking why so much learners failed."* **[Face-to-face interview – P3-School B – Educator]**

> *"Some teachers retire at an early age because the stress is too much to take. You cannot work where you get bullied or insulted on a daily basis; it is painful, working as a teacher is a very tough job".* **[Face-to-face interview – P3-School B – Educator]**

> *"Teachers get anxiety attacks because of stress they get from these learners, and this in return affect their syllabus. Some don't even come to work for days reporting sick because of stress; some even take pills and most teachers who are victimised are women".* **[Face-to-face interview – P3-School B – Educator]**

Wilson, *et al.* (2011) (Paragraph 2.7 of chapter two) indicate that women teachers, when faced with covert violence, experienced more physical, emotional and teaching-related impact symptoms than male teachers' psychological health symptoms were accompanied by an array of physical health symptoms, mainly associated with severe stress and trauma. It was also noted that some of these health effects might be indicative of situational panic attacks.

Moreover, Du Plessis (2008) (Paragraph 2.7.2 of chapter two) indicates that of that educators get anxious and when anxiety occurs, it causes disruption in the educational process, which affects both the teaching and the learning processes. The constant presence of school violence and stress increases educators' arousal to a stressful response, which has a negative effect on the emotional as well as physiological reaction to their everyday work situations.

5.2.2.5 The role of stakeholders

The involvement of the stakeholders like the DBE, SAPS and SGBs can improve the safety and security of both educators and learners in schools. In collaboration of these stakeholders, the participants' verbatim expressions read as follows:

> *"They are a bit adequate but the Department of Education sometimes just give us a go ahead, tell us to discipline in a manner (maybe beat the learner) but at the end of the day we are the ones who end up with the consequences. They tend to brace and protect learners more than us and in turn, we end up being disrespected by learners because they know we cannot beat them. But when it comes to the community structures that assists us when we have problems like the group called Motswikitswiki, they come here and try to talk to our learners, SAPS also come often come when being called by the school, but as for the DBE I cannot give those thumbs up, they don't really work with us."* **[Face-to-face interview – P3-School B – Educator]**

> *"Yes, this one for me there is a great collaboration because all of these structures that you mentioned we always involve them if there is any form of violence which is out of our hands, matters that are too bigger for us we call the DBE, SAPS to come and assist us and their response is wonderful, like I mentioned that our school is one of the schools that has a high rate of school violence. So, it is important that we involve these stakeholders at all the time. Not to mention the school SGB; it also helps us dearly in trying to combat any form of violence at our school".* **[Face-to-face interview – P2-School B – Educator]**

One educator disagreed with other educators as follows:

"These people they sometimes come, they come once a year and say this fancy words which our learners take for granted, I think the DoE should hire social workers and psychologist to talk to those ill-disciplined learners but there is nothing pro-active that they have implemented so far. But in the past years, there is this community group called Motswikitswiki which help us a lot when they are called but beside them other stakeholders don't cooperate with us well". **[Face-to-face interview – P1-School B – Educator]**

Finding from chapter two Noble and McGrath, (2011) paragraph 2.8.2 of chapter two supported that the partnership with law enforcers, such as, police complement the school's vision of producing better educated citizens. The DBE – learners, teachers and support staff have less fear when law enforcers are frequently visible in their schools although for the police, working with schools is an added responsibility for public safety. The SAPS partnership can be fortified through the Adopt-a-Cop strategy. The police can pay unannounced school visits in which random searches can be conducted.

5.2.2.6 The community participatory in the school

Educators mentioned that community and parental involvement in maintaining safety and security is one of the responsibilities that should be maintained at all times to achieve great results. They need to attend all meetings called by the school and be in line with that their children do when they are not at school and it was mentioned that there is a lack of cooperation between the community and the school. Some participants had this to say in verbatim:

"Most parents do not attend our parents are former learners at our schools so when we call meetings, they don't come at all, when we send messages via their children, they do not come back to us, the level of cooperation is very bad here". **[Face-to-face interview – P2-School B – Educator]**

"That is where the problem is, the principal would call a meeting and only 40 per cent of the parents would attend. Whether the meeting was called during the week or on the weekend they never show up some would come at the beginning of the year when we ask they do not attend other meetings. They tell us that they are working, but when we ask for them to pay the development policy rent of R50 they tell us that they do not have money because they are not working but when we ask them to attend our meetings they are working, so they always give us excuses whenever they have to come to school. I would say that the level of cooperation between community and parents it is very poor especially parents of those learners who are ill-disciplined." **[Face-to-face interview – P3-School B – Educator]**

In principle, Chukwu (2008) (Paragraph 2.8.4 of chapter two) settled that the community-based structures should support the school management at all costs. A strong relationship between the school and community builds confidence in the minds of the learners as they feel their safety is guaranteed. Community members must keep a watchful eye on bad elements that intend to interrupt teaching and learning. Schools that encourage community partnership produce better academic results since when parents are involved in the affairs of the school, teachers feel supported and find it easy to execute their tasks.

5.2.2.7 The legislative framework

The Constitution of the Republic of South Africa, 1996 contains provisions to protect the rights of both learners to learn, and educators to teach in a safe environment, free from all forms of discrimination, violence or fear. Based on the findings, educators reported that they do not feel safe at all. Some of the educators' verbatim indications were as follows:

"We are not safe at all, those act were created just for show, the occupational act talks of protection of workers at their work place but it is not practiced at all but when looking at the Children's Act they are strictly practiced you beat a learner you can even lose your work but it is the total opposite for us, we are not protected and something needs to be done" **[Face-to-face interview – P1-School A – Educator]**

"That one is a no! There is no teacher who will tell you that they are protected and the way we love our work if we were protected. I think teaching will become more effective and our learner's grade will improve." **[Face-to-face interview – P3-School B – Educator]**

These expressions concurred with Le Mottee and Kelly (2017) (In paragraph 3.3.2 of chapter three), when it was stated that the purpose of the BCEA, 1997 (As amended) is to ensure educators' social justice by stipulating the basic standards of employment in line with working hours, leave, payment, dismissal and dispute resolution. Smith, Beckmann and Mampane (2015) paragraph 3.3.4 of chapter three mentioned that the BCEA, 1997 is not effective in the fight to eradicate violence towards educators because educators do not feel safe in their workplaces.

In support, Ncontsa and Shumba (2013) (Paragraph 3.4 of chapter three) revealed that other educators are unfairly dismissed from their duties, while others are wrongfully suspended. Levy, Wegman and Baron (2011) (Paragraph 3.3.5 of chapter two) further highlight that it is evident that educators are not completely safe in their workplace as there are many cases of violence towards educators in schools that have been reported. This means that the OHSA, 1993 (As amended) is not effective in educators' workplaces. Schools have become battlefields where learners attack educators.

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

According to the interviewed educators, a safer school environment can provide good results; they mentioned that, yes, there are policies and acts put in place but they are worried that there are not enough strategies put in place to protect them and learners. Some mentioned that there is only one security guard, which is not enough to handle the whole school, fences are not well structured. It is just not safe at the school. Some participants mentioned as follows:

> *"There are many strategies especially that I belong to the safety committee group; we have a code of conduct that have a policy and the school also have its own code of conduct which together help prevent certain circumstances. All of the disciplinary measures stipulated in the code of conduct are well practiced. Even though sometimes the DBE holds us back, we have acts and policies where we suspend a learner or expel them if they misbehave though it is long procedure but it is effective as it deters others from committing crime."* **[Face-to-face interview – P3-School B – Educator]**

> *"We have a security guard who check the premises on a daily basis, we have policies guiding us on how to discipline learners, and we have the SAPS, Motswikitswiki and the SGB helping us in protecting the school, teachers and learners".* **[Face-to-face interview – P1-School B – Educator]**

Nofemele (2006) (Paragraph 2.8.2 of chapter two) contends that in principle the DBE, learners, educators, parents, members of the community, socio-cultural and economic factors may all be held responsible for school violence. A multidimensional approach to school violence is therefore imperative. In support, SAHRC (2008) (paragraph 58 of chapter two) mentioned that the need to make the school environment a safe place, train and support educators to deal with violence, advance a culture of peace through a curriculum of non-violence, and increase the involvement of parents, SGBs and communities.

5.2.3 Results from school C

5.2.3.1 The state of school violence in the last five years

Educators and some of the documents that were given to the researcher show that the level of violence has decreased in the last past five years. This is because the school has implemented few measures to combat crime and the key stakeholders like the DBE, SAPS, crime prevention unit and the community collaborate well with the school. The participant's verbatim expressions were recorded as follows:

> *"The nature of the school violence has decreased in the past five years as we no longer have older learners as they are the ones who were troublesome, we now have proper age learners per class and we also get help from the government."* **[Face-to-face interview – P2-School C – Educator]**

> *"Yes, we have more case reported at the school than usual."* **[Face-to-face interview – P3-School C – Educator]**

It has emerged from Ntuli (2015) (Paragraph 2.5 of chapter two reported that South Africa is the second country after Jamaica with the most incidents of violence at schools. Violence in schools' accounts for more than a quarter of international school-related news. Within the South African context, crime and violence represent more than 10% of news on schools; and 15% of school-related news on public television focuses on school violence. Furthermore, Jordaan (2018) (Paragraph 2.3 of chapter two) indicate the extent and nature of safety related challenges faced by educators in Limpopo Province mention that hundreds of pupils have faced disciplinary action in the past year for offenses ranging from assault, intimidation, and drug dealing and sexual violence.

5.2.3.2 Cause of school violence

Educators indicated that the school is located in a high crime zone community where violence and drug abuse among the youth is a daily activity. This compromises the safety and security of teachers and learners. Some of the interviewed participants said the following in verbatim:

> *"One could say the high influence of drugs, peer pressure, social life imitation another thing would be family background. Some learners come from broken families where they don't know the meaning of discipline."* **[Face-to-face interview – P1-School C – Educator]**

> *"One could be overpopulation we have in most of our classes that we fail to manage them, the abolishment of corporal punishment learners become disrespectful knowing that they have rights if we beat them, they can report us, wrecked families and single-headed families".* **[Face-to-face interview – P2-School C – Educator]**

> *"Their involvement in gang groups and negative peer pressure".* **[Face-to-face interview – P3-School C – Educator]**

Donald, Lazarus and Lolwana, (2010) (Paragraph 2.5.4 of chapter two) concur that the ready availability of drugs in these communities, as well as the high percentage of adults involved in crime further increases the possibility of youth or learners' participation in violence. In confirmation, Jarmal, Hetcher, Harder, Wells, Thomas, and Bonnel (2013) (Paragraph 2.5.4 of chapter two) reveal that violent behaviour and substance use are often a strong indication of a lack of belonging and bonding at schools where learners feel educationally marginalised or unsafe. They maintain that positive relationships with educators appear to be critical in promoting the wellbeing and limiting risk-taking behaviour.

5.2.3.3 The consequences of school violence

Indications by the educators are that when a learning and teaching environment is disrupted, learners and teachers feel unprotected, harassed and frustrated. Some of the educators verbatim:

> *"Educators get stressed out to a point where they no longer want to teach certain classes leading to high rate of failure, dropping out of learners."* **[Face-to-face interview – P1-School C – Educator]**

> *"Teachers feel unprotected and would not honour their lessons. Teaching and learning environment becomes not productive since teaching environment is not conducive".* **[Face-to-face interview – P2-School C – Educator]**

Wilson, *et al.* (2011) (Paragraph 2.7 of chapter two) clarify that when faced with covert violence, female teachers experienced more physical, emotional and teaching-related impact symptoms than male teacher's psychological health symptoms. These were accompanied by an array of physical health symptoms, mainly associated with severe stress and trauma. In corroboration, De Vos (2013) (Paragraph 2.7 of chapter two) suggest that some of these health effects might be indicative of situational panic attacks physical health symptoms included difficulty falling asleep and experiencing a lack of sleep, nightmares, and a lack of rest, fatigue, headaches, sexual problems, weight gain, and musculoskeletal pains.

5.2.3.4 The role of stakeholders

According to the educators, the collaboration of stakeholders can secure a safe and secure school environment. The participants' verbatim expressions on the role play by relevant stakeholders were as follows:

> *"They are doing a very important work through their collaboration; they are able to combat crimes that occur within the school premises. Where there is an incident of bullying, we know that here at Mankweng specifically from my school we can phone the South African Police Service. They are always available and willing to assist and we also have the crime prevention unit of Mankweng called Motswikitswiki the well-known. So, if there is a problem you can always depend on them; they respond positively".* **[Face-to-face interview – P2-School C – Educator]**

> *"There is a great collaboration between the school and the stakeholders such as the SAPS, the circuit manager, the community crime unit and the community. The police service [SAPS] when they are called, they always respond positively the send two or three officers to talk to our learners and they also helped us develop certain programmes related to drug abuse since there is a high rate of drug usage at our school."* **[Face-to-face interview – P3-School C – Educator]**

In support, Van der Merwe (2014) (Paragraph 2.8.2 of chapter two) mentioned that the DBE established partnership protocol with SAPS to create safe, caring and child-friendly schools. In principle, a formal agreement was signed to link each school to a local police station and to form 'School Safety Committees' and provide training to SGB members, teachers, learners and district officials on school violence issues across the country. The DBE and SAPS joined forces as a shared responsibility acknowledging the apparent crime and violence at schools.

5.2.3.4.1 The community participation in the school

Indications by the educators is that parents and the community do not support the school not even once. They only come to school only when they want to register their children or when their child is being bullied by another learner or an educator. One participant said the following:

> *"Yes, there is very little cooperation between parents, the community at large and the school; especially I've seen that when you call a meeting, a few people attend the meeting and they give you lame excuses that they are working, even if you at work you need to go to school and check how your child is doing. Don't go to school only when you want to register your child; do a regular follow up then we won' t have troublesome children at school if their parents visit the school then discipline their children."* **[Face-to-face interview – P1-School C – Educator]**

Noble and McGrath, (2011) (Paragraph 2.8.2 of chapter two) argue that a strong relationship between the school and community builds confidence in the minds of the learners as they feel their safety is guaranteed. In the same vein, Chukwu (2008) (paragraph 2.8.4 of chapter two) asserts that community members must keep a watchful eye on bad elements that intend to interrupt teaching and learning. In contrast, Fennelly and Perry (2012) (Paragraph 2.8.3 of chapter two) indicated that community collaboration assists in identifying areas where a strengthened or repositioned security as a core function that contributes to the success of the school. Comprehensive protection-plans require constant collaboration with the community in which the school is located because the school that receives total community support is likely to succeed academically.

5.2.3.4.2 Legislative framework

Educators show concern that that they are not protected at all either by the legislative framework or the policies implemented by the school; they indicated that the government needs to put these acts in action and emphasise them like they emphasise Children's Acts. Some participants highlighted the following in verbatim:

> *"No, we are not protected enough so the Department of [Basic] Education needs emphasise these Acts protect us like they protect these learners, because if we call and tell them that a learner beat a teacher they tell us that we are adults and need to deal with matter in a proper manner then it ends there, they do not protect us at all; that I can guarantee you."* [**Face-to-face interview – P1-School C – Educator**]

> *"Teachers are not protected enough; we ourselves have to work together to make sure that we are protected because these acts do nothing to us; they are just written there but not practiced."* [**Face-to-face interview – P2-School C – Educator**]

Burton and Leoschut (2013) (Paragraph 3.3.4 of chapter three) concur that the Education Labour Relations Council (ELRC) is to enhance the quality of teaching and learning through labour peace. Furthermore, ELRC (Mothibi, Mathopo & Mofokeng, 2017) paragraph 3.3.5 of chapter three mentioned that there are many incidences that occur in schools where educators become victims of violence; which nullifies the effectiveness of the ELRC. Schools are no longer considered as peaceful places or an environment that is conducive for effective teaching and learning.

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

Educators emphasised that safety and security is compromised because there is not enough security at the school to protect them. Some participants said:

> *"The school could employ preventative measures against violence like hiring more security, installing Closed-Circuit Television (CCTV) cameras around the school to see learners who bring drugs to school, who bully other learners; this could help prevent a lot of unwanted violence around the school."* **[Face-to-face interview – P2-School C – Educator]**

> *"The Department of [Basic] Education and the school can hire at least one social worker, one police officer, and one psychologist to every school; this could deter these learners to commit crime around the school".* **[Face-to-face interview – P3-School C – Educator]**

The DBE and the school have the responsibility to make sure that the schools are safe so that proper and good learning and teaching takes place. In this regard, Trump (2011) (Paragraph 2.8.3 of chapter two) indicates that poorly managed school facilities can threaten any good learning atmosphere since dilapidated buildings and unused structures in schools are liabilities. All barriers that inhibit natural supervision in schools must be removed.

In most instances, criminal incidents in schools occur where there is no supervision. For reliable, noticeable supervision of learners and consistent attention to security, measures can decrease the chances of school-based violence. In corroboration, Fennelly and Perry (2014) (Paragraph 2.8.3 of chapter two) highlight that the landscape and any architectural challenges must be taken care of. Broken windows, malfunctioning doors and deserted buildings must be maintained and cleared of any security risks. For vandalised structures compromise school safety and security. The CPTED is a situational approach which is used to evaluate the physical facilities and reduce criminal acts that occur in schools.

The CPTED considers the impact of environmental factors such as setting of access controls to buildings, design and construction of buildings, land use, streets and structures surrounding the school that influence the school's operation.

5.2.4 Results from the reviewed documents

The reviewed legislative frameworks on this subject revealed the following discourse.

5.2.4.1 Violence towards educators

All the three schools mentioned that they do have learner-on-educator violence even though most of the incidents are swept under the rug. Educators are exposed to many sorts of violence like harassment, assaults and intimidation. Some have their properties stolen and this mostly happen to female educators. In contrast, male educators mentioned that they have 5% probability of being harassed or assaulted than female educators. These schools also mentioned that they are located in a high crime zone area where the youth from the community are involved in drugs, crime and gangs. This is taken to the school where they disrespect their educators during school hours. These incidents lead to some of the educators hating their profession, getting anxiety attacks and some taking anti-depressants. Learners or educators' violence have a negative consequence of the educators.

5.2.4.2 The school safety committee

All the three schools have safety committee, which discusses and resolves issues surrounding the school environment. The committee consists of the educators, one of the SGB, and CPF members. They are the ones who have all the files regarding school violence and they are the ones to report to and deal with any sort of violence. They mentioned that they have problems sometimes because the community mostly does not want to participate in any function or talk regarding school violence; so, they depend on themselves and the SAPS.

5.2.4.3 The reviewed legislative frameworks

All the three schools showed and mentioned that Acts such as the SASA, 1996, the EEA, 1998, and OHSA, 1998 did no protect educators at all. Educators mentioned that only laws protecting learners were enforced but laws protecting them were put aside. The educators believed that their needs were not considered by the employer (I.e. The DBE) in the sense that their call for a safer school had been ignored. Furthermore, as indicated that the purpose of the Basic Conditions of Employment Act [BCEA] (No. 75 of 1997), as amended, is to ensure educators' social justice by stipulating the basic standards of employment in line with working hours, leave, payment, dismissal and dispute resolution. Some educators believed that the imbalance in the acknowledgement of learner rights and learners' equally important responsibilities associated with these rights was why they disrespected and abused educators.

5.3. CHAPTER SUMMARY

This chapter presents data analysis and interpretation of collected data. The chapter endeavours to make sense of the findings, which were analysed thematically. The presentations and discussions of the themes that emerged from the research objectives guided the study findings of the study; state of school violence in schools, causes, consequences, and the role of stakeholder's plays in creating and strengthening teaching and learning friendly environment. Results from reviewed documents were also presented. The next chapter (06) presents the summation of the major findings and provide conclusions and recommendations of the study.

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CHAPTER SIX
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

6.1. INTRODUCTION

Chapter five concentrated on the presentation of the results and the qualitatively gathered data. This chapter discusses the following areas of the research project, the major findings, recommendations, and the limitation of the study, conclusion, and areas for further research.

6.2. SUMMARY OF MAJOR FINDINGS

The following is the discussion of the research findings based on the purpose of the study, objectives and research questions upon which the conclusion and recommendations of the study are made. The following six themes were obtained; the state of the violence at the school in the last past five years; causes of school violence; types of violence perpetrated towards educators; the consequences of school violence; the role of stakeholders; the role of the community; the role of legislative framework; strategies that can be employed to maintain safety and security at schools. The identified findings are discussed in more details in the following sections:

6.2.1 State of violence at the schools in the last past five years

The findings of this study indicate that in the last five years school violence has increased based on two of the schools. They mentioned problems such as demographic location and abuse of drugs as being the main contributing factors to school violence. The schools are situated in high crime zone area and the abuse of drugs is high and mostly by youth. One school mentioned that violence has decreased in the last five years, because they no longer have older learners and the number of learners in their school has decreased.

With the increasing incidents of violence in this school, educators feel that their safety is compromised which hinders their work progress; they cannot get their work done in time because they fear to go to classes. The researcher also observed that on all this three schools there are no security guards to protect the school and search learners when they go to school. The researcher further suggested that it is important for the schools to hire at least 2-3 security guards to search everyone entering the school and to patrol the school during school hours.

6.2.2 Causes of school violence

This study found that drugs, peer pressure, social life imitation, broken families, child headed families, gang groups, and demographic location as the main causes of violence in this schools. The educators' professionalism was affected in the sense that the violence interrupted their lessons and their sense of professional achievement as educators was impacted. It happened often that educators had to deal with issues based on violence, or their lessons were interrupted halfway and they had to stop and address these issues.

Teaching and learning time was then lost and they pushed in order to finish the curriculum, not considering if the learners understood the work or not. In addition, the study revealed that learners who use drugs did not attend classes or pay attention or disturb classes, especially classes taught by female educators. All three of these schools are situated in a high crime zone area, where crime is a norm, joining a gang is also a norm; learners coming from these communities are ill-disciplined.

6.2.3 Types of violence perpetrated towards educators

The findings revealed that the most common types of violence these educators encounter are emotional and verbal abuse. Principal and educators indicated that the state of safety and security in their schools is not as good as they would expect and it is widespread in the last five years. This is because learners' discipline is one of the challenges educators experience in class. Some of the educators indicated that their safety is compromised around the school environment as some of the learners bring dangerous weapons to school.

Furthermore, it was revealed that those learners who are under influence of various drugs during class time and they often refuse to be disciplined, they become hard to teach. In addition, it was found that only few cases of physical abuse towards educators were reported. It was also found that female educators get more bullied compared to male educators, they are bullied because of the physical vulnerability, and they are unable to fight back when bullied.

6.2.4 The consequences of school violence

The study found that ill-disciplined learners scare educators and this have a negative effects on the normal running of the school teaching and learning, and other related aspects. Others had been traumatised by the incidents of violence that they had been exposed experienced flashbacks, nightmares and disorientation. These educators felt vulnerable, afraid and unsafe in the school environment. The constant presence of school violence and stress also increased their arousal state for a stress response which resulted in emotional as well as physiological reactions to their everyday work situation.

Educators feel unprotected and would not ridicule their lessons, teaching and learning environment becomes not productive since the teaching environment is not safe. Findings show that bullied educators withdrew from professional relationships and bunk classes; they are stressed out and no longer have the joy to teach certain classes where they are being bullied. Furthermore, it was found that educators who get victimised are emotionally drained, and they are psychologically harmed. Some retire at an early age due to an unhealthy work environment.

6.2.5 The role of the stakeholders

To a certain extent, the educators mentioned that the stakeholders namely the DoE, the local Circuit, and the SAPS, being poor in maintaining school safety and security. When cases of an educator being bullied was reported, these stakeholders took long to respond than if a learner reported an educator. Educators mentioned that learners were taken serious more than they were. It was found that there is poor collaboration between these stakeholders.

6.2.6 The role of the community

This study found that community members were not involved in the schools. For example, the community from Mamotintane, Unit A, Mentz, and Makanye (I.e. These are the communities surrounding the schools) do not support meetings called by the schools. Community, parents, and educators should work together to improve school safety. The community should participate in disciplinary processes; they can help reduce school violence. It was found that the discipline of a learner should begin at home and the community. Educators cannot be parents and teachers at the same time, parents and the community should meet them half way to achieve better results at the end of the year.

6.2.7 The role of legislative framework

The study found that Acts such as the SASA, 1996, The EEA, 1998, OHSA, 1998 did no protect educators at all. Educators mentioned that only laws protecting learners were enforced but the laws protecting them were put aside. The educators believed that their needs were not considered by the employer (I.e. The DBE) in the sense that their call for a safer school had been ignored. Some educators believed that the imbalance in the acknowledgement of learner rights and learners' equally important responsibilities associated with these rights was why they disrespected and abused educators.

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

To a firm extent, the educators showed the ability to employ coping strategies, even though some measures were not effective. The measures that the educators used demonstrated their professional sense of responsibility to come with school violence to fulfil their duties. One of the coping mechanisms was that female educators who are victims instead of confronting the learner alone, educators would approach them in a group. This group context made the educators particularly female educators, feel safer and the situation was often more easily resolved in this manner.

They also found that there were not any support structures available to educators in the school such as psychologist, social workers, or counsellors to help educators cope with or manage school violence. Services provided by such professionals only become available when drastic incidents occurred beside that they are never available at all and this hinders the process of dealing with school violence and helping victims of school violence. The introduction would reduce early retirement, anxiety attack, stress, and depression that educators go through. Moreover, the study found that the three schools had poor physical infrastructural resources and this is affecting the safety of educators and learners. Some classrooms have broken windowpanes, doors and posing as a risk for educators and learners and during winter season; it affects their health. Poor infrastructure like fences also pose a threat to both educators and learners.

6.3. OVERALL CONCLUSIONS

It is concluded that this study contributed to the creation of safe schools and working environment by enhancing our understanding of the causes (I.e. What influences learners to bully educators?), types of violence mostly experienced by educators, and the effect of school violence on educators. By this, all relevant stakeholders such as the DBE, SAPS and the community can join forces and help promote effective teaching. The study extends the existing literature and data collected by providing an insight experience of teacher's victimisation on a daily basis within the school environment. Finally, it gives an indication of possible prevention strategies, and recommendations to counter an escalation of school violence and the victimisation of educator's learners being the perpetrator.

This study set out to analyse violence towards educators in selected high schools at Mankweng policing area. School violence is a worldwide phenomenon, unrelated to the diversity of the population or historical background. Social ills that exist in the community become a problem in schools where drug use and trafficking as well as gangsterism are community issues. That spills over onto school premises most of the violent outbreaks in schools occur because of spill over from the community.

Safety is not effectively managed in some schools in Mankweng Circuit. The reason is the community and parents do not discipline their children. The community is responsible for the discipline of the learners and should make sure that children behave. Educators spend most of their time at work, and therefore acts of violence that occur on school premises are bound to influence them. Incidences of school violence have increased drastically over the years, making some of South African schools unsafe places to be. Violence creates an atmosphere of fear and paranoia in any environment. Yet, even though the government has launched some programmes to address the effects of school violence on learners, it has neglected, and continues to neglect educators as victims of school violence.

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 DBE, 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.

It is envisaged that this study could contribute to the creation of safe schools and working environment by enhancing our understanding of the safety of schools in combating violence in schools. The community members and school should work together by assisting each other to promote effective teaching and learning environment. The study expands the existing literature by providing insight into the perceived causes of school violence and the victimisation of educators. It provides further insight into educator's experience of violence at work, and strategies implemented to maintain safety in schools. The collaboration of all stakeholders is important for educators, learners and principals and for all school communities. Finally, it gives an indication of possible prevention strategies to counter an escalation of school violence. It also provides insight into the nature of educators' experience regarding maintaining a safe and secure school violence.

6.4. STUDY RECOMMENDATIONS

6.4.1 Recommendations to improve the aim of this study: To identify types of violence on educators in the selected high schools of Mankweng policing area

The DBE in Limpopo needs to go to every high school registered and engage with the school principals and teachers in order to identify the violence educators experience daily so that they can implement strong and working reactive and proactive measures (I.e. Installation of CCTV, workshops and programmes, amongst others) to ensure that educators are also protected. Another thing that can be done is that the government and the DBE should enforce the laws they implemented to protect educators at their work.

6.4.2 Recommendations to improve study objective 1: To identify the types of violence towards educators

Identifying types of violence perpetrated on educators can help the DBE and the school to supply educators with proper help like hiring two or more security guards to search and patrol the school during school hours, employ at least one social worker and a counsellor at school so that educators can get all the help they need.

6.4.3 Recommendations to improve study objective 2: To describe the causes of school violence

The most important factor in solving or dealing with an issue is identifying the cause of that problem. Most of these schools are located in high crime zone areas. So, the DBE and the school can investigate on what triggers those learners involved in crime through the safety and management committee around the school. A collaboration with stakeholders such as the Department of Social Development, SAPS, Department of Health (DoH) is needed in order control, discipline perpetrators and help victims of school violence. Moreover, community and parental involvement needs to be encouraged, as lack of involvement was highlighted by most of the interviewees.

For improving school safety, the role of dedicated parents must be maximised. Most of the schools had either very limited or non-existent parental and community involvement in their schools.

6.4.4 Recommendations to improve study objective 3: To explain the consequences of violence on educators

Establishing and implementing efficient procedures; policies should regulate strict rules and should describe and enforce what is an acceptable and unacceptable behaviour and state the consequences associated with the unacceptable behaviour and misconduct

6.4.5 Recommendations to improve study objective 4: To analyse prevention strategies to combat school violence

The National government should implement strategies in a case a learner violates an educator and how action is taken right away to deter them from committing the same crime again. The DBE, the circuit, SMT, SGB, should help the school fix their infrastructure (I.e. Fences, doors and windows, to name the Three) that are down to keep the school premises safe. The SAPS should appoint at least two police officers to every school to patrol and search the school at least twice a week.

6.5. FURTHER RESEARCH STUDIES

The researcher recommends that additional research on victimisation of educators and safety at schools should be conducted. The research could be carried out on a larger scale covering all the schools in Mankweng and South Africa at large, being public or private schools making a comparison to be made between the schools in the various circuits with regard to the victimisation of educators and their safety and implementing a more comprehensive study where researchers can make further substantial findings owing to the larger scrabble size would be beneficial. The diverse social, demographic and economic status of the different provinces may provide interesting and useful comparative findings on the impact of the differing (I.e. Environment) concerning violence and safety issues at schools. Suggestions for further research are the following:

- The collaboration of stakeholders to combat school violence.
- The role of the SMT and SGB in ensuring safety and security in schools.
- The consequences of the abolishment of corporal punishment on safety and security of educators and learners.
- Proactive and reactive strategies to ensure safety and security at schools.

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APPENDIX A: INFORMED CONSENT FORM

I ———————————————————————————— , consent to be interviewed by MOREROA MATILU CHRISTINA for her study on "*An analysis of violence towards educators in the selected high schools: A case of South African Police Service, Polokwane."* I understand that participation in this study is voluntary. That I may refuse not to answer any questions that I prefer not to, and I may withdraw from the study anytime. No information that may identify me may be included in the research report, and my responses may remain confidential.

Signed: Date:

———————————————————————   ——————————————

APPENDIX B: INTERVIEW SCHEDULE GUIDE

1. In your view, do you consider school violence as more widespread in the last five years? (Please, elaborate on your answer)

2. In your view, what could be the contributing factors to school violence in Mankweng Policing Area?

3. In your view, which types of violence mostly happen to educators?

4. In your view, what can be the main causes of violence?

5. In your view, what are the consequences of violence on the education system?

6. Is the collaboration between key stakeholders; namely: The Department of Education (DoE), South African Police Service (SAPS) Crime Prevention Unit and Crime Intelligence Unit, the Capricorn Circuit manager, Principals, School Governing Body (SGB) members, and community structures adequate in terms of combating school violence? (Please elaborate your answer)

7. In your view, where do you think the discipline of a learner should begin? (Please elaborate)

8. Are there any strategies you are aware that the school employs against school violence? (Please elaborate)

9. Any problems or challenges that you are aware of that exist between the teacher and the learner, and how these if any, affect teaching co-operation, learning activities, and initiatives in combating school violence?

10. What is your view, regarding the level of *communication* between educators and learners? (Please, elaborate)

11. What is your view, regarding the level of *co-operation* between the communities, parents and the school?

12. Do the Limpopo DoE have adequate capacity to respond to the challenges brought about by school violence in the Mankweng Policing Area? Why do you think so?

13. Do you consider the punishment passed on those found guilty of violence against a teacher, learners as appropriate to act as deterrent violence in schools for others who would be tempted to commit this type of crime? (Please, elaborate)

14. Any other comments you would like to make, regarding school violence in Mankweng.

15. Do you think the legislative framework implemented by the government protects educators enough?

APPENDIX C: REQUEST LETTER TO DEPARTMENT OF EDUCATION

Letter to the Department of Education

Ms Moreroa M.C

PO BOX 1488

SOVENGA

0727

CC: MS Polly Boshielo Head of Department of Education

CC: Mr. Magagane - Circuit Manager

Dear: Sir

ACADEMIC RESEARCH: REQUEST FOR PERMISSION TO CONDUCT A RESEARCH STUDY IN A SCHOOL

MY PROPOSED RESEARCH TITLE IS: AN ANALYSIS OF VIOLENCE TOWARDS EDUCATORS IN SELECTED HIGH SCHOOLS: A CASE STUDY OF SOUTH AFRICAN POLICE SERVICE, POLOKWANE

I am a Master's student in Arts (Criminology and Criminal Justice) in the faculty of Humanities at the University of Limpopo. My study involves research work that needs to be conducted in a school. Since violence among learners strictly directed towards educators poses a major challenge for educators, the focus of my study is to investigate the causes and nature of school violence and violence directed towards educators thereof, as this a very relevant topic and of great concern to all in the education field.

The proposed study will contribute in that it will make recommendations to combat and reduce violence directed towards educators and in doing so improve the teaching and learning environment. My research study adopts a qualitative research methodology. This qualitative research methodology will employ the use of semi-structured face-to-face interviews. Through this study, I will access teachers' perspectives and learners' perspectives (through interviews and documented data) regarding victimisation of educators and school violence.

The interview will not interrupt the functions of the school. The interview with the participants will be conducted after school hours. The data collection is scheduled for the first week of the first term as not to interfere with the term testing program.

I humbly seek permission to conduct the above-mentioned research study on high schools in Mankweng Circuit. The participating school in this ward has been randomly selected and permission will also be attained from the principal of the school before the commencement of any research. To provide an analysis of the present situation regarding school violence and violence directed towards educators in our schools I intend to conduct interviews with a sample of six educators at each of the three to gain their perception and views on school violence and victimisation of educators.

The school and teachers who partake in this study will do so voluntarily and confidentiality and anonymity will be ensured. I also hereby undertake that the name of the participating school or the teachers will not be mentioned in the subsequent thesis. I will ensure that normal learning and teaching will not be disrupted in any way whatsoever whilst conducting this research study.

The information acquired from this research study will be accessible to the DBE, as well as school managers. A copy of the completed thesis will be made available to the DBE.

For further information regarding this study, feel free to contact my supervisor Prof Dr W Maluleke and my co-supervisor; Ms K Lekgau:

Their contact details are as follows:

E-mail: witnessmaluleke@ul.ac.za

Telephone. Work: 015 268 4881

E-mail: khomotjo.lekgau@ul.ac.za

Telephone. Work: 015 268 3146

The reply could be sent to me by e-mail at chrismatilu@gmail.com   or by my supervisors.

Thank you for your assistance in this matter.

Yours faithfully

Moreroa Matilu Christina (Miss)

Cell No.: 082 517 3791

APPENDIX D: REQUEST LETTER TO THE MANKWENG CIRCUIT

<div align="right">

Ms Moreroa M.C

PO Box 1488

Sovenga

0727

</div>

01 November 2020

Mankweng Circuit

Senior Manager

Sovenga

0727

South Africa

Dear Mr Magagane

I am Moreroa Matilu Christina, a master's student (Criminology and Criminal Justice Studies) at the University of Limpopo. The title of my dissertation is ***"An analysis of violence towards Educators in selected High schools: A case study of South African Police Service, Polokwane."*** What prompted me to conduct this research is that school violence keeps on increasing and safety, especially of educators remains a challenge at schools in Limpopo Province even though safety started more than a decade ago in South Africa.

I request permission to interview the learners from your school.

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

Yours sincerely

………………………

Moreroa M.C

APPENDIX E: APPROVAL LETTER FROM THE DEPARTMENT OF EDUCATION

LIMPOPO
PROVINCIAL GOVERNMENT
REPUBLIC OF SOUTH AFRICA

DEPARTMENT OF
EDUCATION

CONFIDENTIAL

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

Moreroa MC
Box 1488
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: **"AN ANALYSIS OF VIOLENCE TOWARDS EDUCATORS IN THE SELECTED HIGH SCHOOLS:A CASE STUDY OF MANKWENG POLICING AREA "**

3. The following conditions should be considered:

3.1 The research should not have any financial implications for Limpopo Department of Education.

3.2 Arrangements should be made with the Circuit Office and the School concerned.

3.3 The conduct of research should not in anyhow disrupt the academic programs at the schools.

3.4 The research should not be conducted during the time of Examinations especially the fourth term.

3.5 During the study, applicable research ethics should be adhered to; in particular the principle of voluntary participation (the people involved should be respected).

REQUEST FOR PERMISSION TO CONDUCT RESEARCH: MOREROA MC

Cnr. 113 Biccard & 24 Excelsior Street, POLOKWANE, 0700, Private Bag X9489, POLOKWANE, 0700
Tel: 015 290 7600, Fax: 015 297 6920/4220/4494

The heartland of southern Africa - development is about people!

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.

Best wishes.

_____   07/06/2021
Dederen KO   **Date**
Head of Department
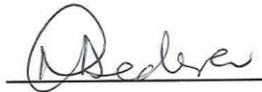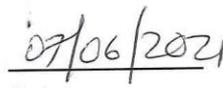
REQUEST FOR PERMISSION TO CONDUCT RESEARCH: MOREROA MC

APPENDIX F: APROVAL LETTER FROM MANKWENG CIRCUIT

LIMPOPO
PROVINCIAL GOVERNMENT
REPUBLIC OF SOUTH AFRICA

DEPARTMENT OF EDUCATION
CAPRICON SOUTH
MANKWENG CLUSTER

PRIVATE BAG X1108
SOVENGA
0727
TELL: 015 267 5641

Enq: LEBOHO M.N
Tell No: 082 9652 698

09/02/2021

MOREROA M.C
UNIVERSITY OF LIMPOPO
PRIVATE BAG X1106
SOVENGA
0727

REQUEST FOR PERMISSION TO CONDUCT RESEARCH TITLE: AN ANALYSIS OF
VIOLENCE TOWARDS EDUCATORS IN SELECTED HIGH SCHOOLS. A CASE STUDY OF
MANKWENG POLICING AREA.

1. The above matter refers ,
2. We acknowledge the receipt of your letter: Requesting to conduct research
   project titled: An analysis of violence towards educators in selected high
   schools. A case study of mankweng policing area.
3. The following Schools
   ❖ Hwiti High School
   ❖ Makgongwana High School
   ❖ Mamabudushwa High School
4. Hoping to find this in order

....
MAGAGANE M.D
CIRCUIT MANAGER
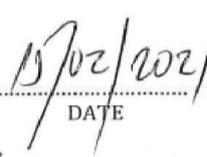
15/02/2021
....
DATE

DEPARTMENT OF EDUCATION
CAPRICORN SOUTH
"WE BELONG, WE CARE, WE SERVE"

APPENDIX G: HWITI HIGH SCHOOL APPROVAL LETTER

HWITI HIGH SCHOOL

CAPRICORN DISTRICT

MANKWENG CIRCUIT

EMIS NO: 923240150
ENQ: Mosana M.F
☎ : 015 267 4870
📠 : 015 267 4966

Private Bag X1106
Sovenga
0727
17 February 2021

To whom it may concern

This is to confirm that Miss Moreroa M.C has been granted permission to conduct her research.

Permission to conduct research titled: 'AN ANALYSIS OF VIOLENCE TOWARDS EDUCATORS IN SELECTED HIGH SCHOOLS IN OUR SCHOOLS: A CASE STUDY OF MANKWENG POLICING AREA.'

Educators are humbly requested to assist her in this regard.

Yours faithfully

Mosana MF

DEPARTMENT OF EDUCATION
HWITI HIGH SCHOOL
DEPARTMENT OF SOCIAL SCIENCE

2021 -02- 17

PRIVATE BAG X1106 SOVENGA 0727
TEL: 015 267 4870 FAX: 015 267 4966
LIMPOPO PROVINCE
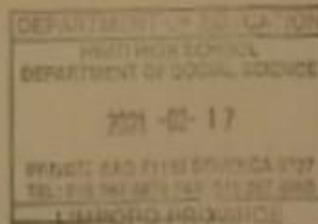
APPENDIX H: MAKGONGOANA HIGH SCOOL APPROVAL LETTER

Stand no 474

Makanye Village

P.0 Box 4232

Sovenga

0727

EMIS 923240464

ENO MODJADJI SEL

MOBILE : 0837732294

EMAIL : principal@makgongoanasecomdary.co.za

www.makgongoanasecomdary.co.za

TO WHOM IT MAY CONCERN

This is to confirm that **Miss Moreroa M.C** has been granted permission to conduct her research.

Permission to conduct research titled: **"AN ANALYSIS OF VIOLENCE TOWARDS EDUCATORS IN SELECTED HIGH SCHOOLS IN OUR SCHOOLS: A CASE STUDY OF MANKWENG POLICING AREA"**

Educators are humbly requested to assist her in this regard.

Your's Faithfully

Raphela S

Date 09/03/2021

DEPARTMENT OF EDUCATION
MAKGONGOANA HIGH SCHOOL
SOCIAL SCIENCES

0 9 -03- 2021

H.O.D.
P.O. BOX 4232, SOVENGA, 0727
LIMPOPO PROVINCE
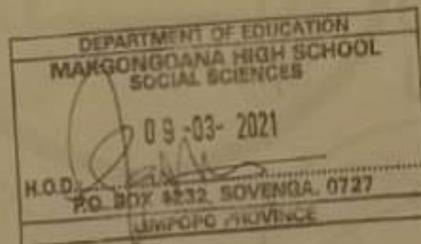
APPENDIX I: MAMABUDUSHA HIGH SCHOOL APPROVAL LETTER

EMIS NO: 0923240549

REF NO: 23:0201143022

ENQ: PETA M.J /LETHWANA M.L.

CELL: 0832495382;0768834260

FAX NO : 015 2670771

TEL NO : 079 754 1476

Email:petamatladi@gmail.com

DATE: 22 – 02 - 2021

FIAT

LUX

TO WHOM IT MAY CONCERN

THIS IS TO CONFIRM THAT MISS MOREROA M.C HAS CONDUCTED A RESEARCH
TITLED:"AN ANALYSIS OF VIOLENCE TOWARDS EDUCATORS IN
MAMABUDUSHA SECONDARY SCHOOL.A CASE STUDY OF MANKWENG
POLICING AREA ON THE 22/02/2021

HER CONDUCT WAS SATISFACTORY.

YOURS FAITHFULLY

LETHWANA M.L. ....

HEAD OF INSTITUTION

/pml

APPENDIX J: TURFLOOP RESEARCH ETHICS COMMITTEE APPROVAL LETTER

University of Limpopo
Department of Research Administration and Development
Private Bag X1106, Sovenga, 0727, South Africa
Tel: (015) 268 3935, Fax: (015) 268 2306, Email:makoetja.ramusi@ul.ac.za

---

TURFLOOP RESEARCH ETHICS COMMITTEE

ETHICS CLEARANCE CERTIFICATE

MEETING: **10 December 2020**

PROJECT NUMBER: **TREC/412/2020: PG**

PROJECT:

Title: An Analysis of Violence Towards Educators in Selected High Schools: A Case Study of Mankweng Policing Area
Researcher: MC Moreroa
Supervisor: Dr W Maluleke
Co-Supervisor/s: Mrs K Lekgau
School: Social Sciences
Degree: Master of Arts in Criminology

PROF P MASOKO
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) This Ethics Clearance Certificate will be valid for one (1) year, as from the abovementioned date. Application for annual renewal (or annual review) need to be received by TREC one month before lapse of this period.

ii) Should any departure be contemplated from the research procedure as approved, the researcher(s) must re-submit the protocol to the committee, together with the Application for Amendment form.

iii) PLEASE QUOTE THE PROTOCOL NUMBER IN ALL ENQUIRIES.

Finding solutions for Africa

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APPENDIX K: FACULTY OF HUMANITIES HIGHER DEGREES AND ETHICAL COMMITTEE APPROVAL LETTER

University of Limpopo
Faculty of Humanities
Executive Dean
Private Bag X1106, Sovenga, 0727, South Africa
Tel: (015) 268 4895, Fax: (015) 268 3425, Email:Satsope.maoto@ul.ac.za

DATE: 21 July 2020

NAME OF STUDENT: MOREROA, MC
STUDENT NUMBER:
DEPARTMENT: MA – Criminology
SCHOOL: Social Sciences

Dear Student

FACULTY APPROVAL OF PROPOSAL (PROPOSAL NO. FHDC2020/03/7)

I have pleasure in informing you that your MA proposal served at the Faculty Higher Degrees Meeting on 25 March 2020 and your title was approved as follows:

TITLE: AN ANALYSIS OF VIOLENCE TOWARDS EDUCATORS IN THE SELECTED HIGH SCHOOLS: A CASE STUDY OF MANKWENG POLICING AREA

Note the following:

Ethical Clearance	Tick One
In principle the study requires no ethical clearance, but will need a TREC permission letter before proceeding with the study	
Requires ethical clearance (Human) (TREC) (apply online) Proceed with the study only after receipt of ethical clearance certificate	√
Requires ethical clearance (Animal) (AREC) Proceed with the study only after receipt of ethical clearance certificate	

Yours faithfully

Prof RS Maoto,
Executive Dean: Faculty of Humanities
Director: Prof SL Sithole
Supervisor: Dr W Maluleke
Co-supervisor(s):   Ms K Lekgau

Finding solutions for Africa

APPENDIX L: EDITOR'S LETTER

EDITING AND PROOFREADING CERTIFICATE

7542 Galangal Street

Lotus Gardens

Pretoria

0008

01 December 2021

TO WHOM IT MAY CONCERN

This certificate serves to confirm that I have language edited MC Moreroa's dissertation entitled, **"AN ANALYSIS OF VIOLENCE TOWARDS EDUCATORS IN SELECTED HIGH SCHOOLS: A CASE STUDY OF MANKWENG POLICING AREA."**

I found the work easy and intriguing to read. Much of my editing basically dealt with obstructionist technical aspects of language, which could have otherwise compromised smooth reading as well as the sense of the information being conveyed. I hope that the work will be found to be of an acceptable standard. I am a member of Professional Editors' Guild.

Hereunder are my contact details:

Jack Chokwe (Mr)

Contact numbers: 072 214 5489

jackchokwe@gmail.com

Professional EDITORS Guild

Jack Chokwe
Associate Member

Membership number: CHO001
Membership year: March 2021 to February 2022

076 471 6881
012 429 3327
jackchokwe@gmail.com
www.academicproeditor.com

www.editors.org.za

APPENDIX M: TURNITIN REPORT