

**MANAGING LEARNERS LIVING
UNDER ABUSIVE ENVIRONMENT AT THULAMHASHE
CIRCUIT OF THE DEPARTMENT OF EDUCATION-MPUMALANGA
PROVINCE**

BY

SITHOLE HLONGOLWANA SYLVIA



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DECLARATION

I declare that the mini- dissertation hereby submitted to the University of Limpopo, for the degree of Master Public Administration has not been submitted by me for a degree at this or any other university ,that is my own work in design and in execution, and that al material contained herein in has been duly acknowledged.

H.S Sithole (Ms)
Initials & Surnames

10 FEBRUARY 2010
Date



DEDICATION

This dissertation is dedicated to my two children, Joy Mikateko (daughter) and Matimba Bruce (son), my fellow bothers and sisters as well as fellow educators as an encouragement to know and understand that education is the key to success.

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I would like to thank the almighty God for being on my side and give me strength and courage to be able to continue with my Masters Degree. Many people helped me in the preparation of the document. Special mention must be made of Dr Tshikwatamba N.E who was involved in the difficult process of supervising every step of this document, for his patience and professionalism he showed me. I would like to give a special thanks to my mother Mazibila (sithole) Khosekile Dainah for baby sitting my younger son while I was away to get my education. I would also like to extend my sincere appreciation to my two children Joy Mikateko and Bruce Matimba for their patience and understanding for staying away from them in time of need. Educators who took part in this research also deserve a "thank you" message for providing me with relevant information for the study. May our good Lord bless you.

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CHAPTER ONE

ORIENTATION OF THE STUDY

1. 1. Introduction

In the study, the question of the management of learners living in an abusive environment with specific reference to the Thulamahashe Circuit of the Department of Education is dealt with. Abuse is a social problem that is extremely prevalent in contemporary society, and particularly in South Africa. As a result of physical, emotional and sexual abuses, abused learners could experience tremendous challenges when they are fully matured, depending on when such abuses were experienced.

Learners are often faced with various forms of abuses. At times, these forms of abuses manifest themselves to a greater extent that their educational interest is negatively affected. It becomes imperative for educators to be conversant with methods and strategies used to deal with such situations. The study primarily addresses the management question within the school environment. The management competencies include: planning, organization, control and leading. Administrative competencies include policy determination, financial support, procedures that are to be followed when assisting learners, as well as skills required by the educators to deal with these kinds of challenges. The study sought to investigate if educators effectively and efficiently manage forms of abuses of learners in the schools environment. The duties and responsibilities of educators could be multifaceted due to the activities they deal with on daily basis. They do not only serve as educators but also as extended parents

of learners within the school environment. It is crucial for educators to have the required skills to manage these conditions (De Bryn et al., 2002:200).

1.2. Statement of the Problem

Learners living in abusive circumstances experience serious challenges that affect their performances at school. These abusive circumstances under which learners find themselves may negatively affect their future. If not effectively managed, some learners may drop off from school and the society at large may experience additional challenges emanating firstly from abuses and secondly from dropping off from school. Abusive circumstances may also interfere with learner's educational achievement and, as such, perpetuate the cycle of poverty. The rate of learners who do not perform well is increasing after the 1994 constitutional dispensation. In 2005, more than twenty thousand children were reported in South Africa as living under various abusive environments (Human Sciences Research Council, 2005). These cases, however, are believed to represent only a fraction of the actual rate of occurrence, given that learners may fear that reporting such cases will cause them to be blamed, disbelieved, intimidated or stigmatized and sometimes they may also be either too young or too uniformed to know where and how to report such cases (Human Research Council, 2005:268).

The effects are not only educational but emotional as well. Socially, the abused learners tend to demonstrate withdrawn behaviours. Emotionally, they tend to lose concentration due to trauma curved. Learners come to school late due to trauma of

abuses. Some develop negative and aggressive behaviours towards educators and their peers. Some drop out the moment they become victims of abuse. Some of the children withdraw from socialization, sleep during lessons and develop annoying behaviours within the classrooms. A child who has been abused reveals a negative and poor attitude that can have a detrimental influence on the quality of the learning environment. In addition, educators are not well trained to deal with and handle these situations within a school environment.

Problems that are in need of a solution or excite curiosity are relevant and interesting, according to Polit and Hungler (1995:43), and the problem as stated above falls within the ambit of these parameters. Although Donald et al., (1999:51-53) are of the opinion that judging a problem statement is often a matter of individual values and subjective opinion, in the judgment of the researcher the problem under investigation is worth to be investigated through the scientific methodologies that are outlined in this study.

1.3 Significances of the Topic

According to Treece and Treece (1986:60), a research topic and the format of its formulation should not be too extensive and should not be limited to one aspect. Huysamen's (1994:188) opinion is that a research topic should represent a meaningful contribution to the particular field of study. The topic should be sufficiently limited in scope without triviality. The topic under investigation *"Managing Learners living under abusive environment: with special reference to Thulamahashe Circuit of*

the Department of Education” is within the parameters of the scopes defined above. The topic is not too broad and is not too narrow and it is thus researchable.

A study that does not further the solution to the problem, and provides answers has little value beyond the expertise the researcher acquires. Wimmer and Domnick (1987:24). This study would by all means add value in view of all the abovementioned considerations. In full consideration of the type and the kind of the study being carried out, and also that learners at the school in question are children, the topic adds value to the learning environment.

1.4. Hypothesis

It was considered in this study not to have a hypothesis. According to Serakan (1992; 229) a hypothesis is an *educated guess* and it is not absolutely necessary to guess how the study will unfold. Although hypothesis should be tested, most researchers take the approach of proving that their educated guess is correct and well guessed, thereby compromising the quality of the investigation. In the circumstances where no guessing took place from the beginning of the study, the researcher does not become personally involved but rather allows the study to unfold spontaneously.

Bless and Higson-Smith, as quoted by Bryman and Hanekom (1997:19), define a hypothesis as a suggested, preliminary, yet specific answer to a problem which has to be tested empirically before it can be accepted as a concrete answer and incorporated

into theory. The authors as quoted above further inform that it is not absolutely necessary to have a hypothesis in every study. Resultantly, the study is conducted without a hypothesis.

According to Borg (1996), hypothesis is to be tested and not proved and that researchers tend to be tempted to prove hypotheses rather than to test them. The fact that no hypothesis is formulated for this study would assist in avoiding the temptation of proving what is contemplated and suggested at the preliminary stage of the study.

This study has no hypothesis particularly because it is descriptive and not explorative or a hypothesis testing kind of a study. Kerlinger (1964:18) informs that a hypothesis is a conjectural statement of the relationship between two or more variables. A statement that lacks either or both of these characteristics has no hypothesis in the scientific sense of the word. The nature of the topic formulated does not show relationship establishment equations and hence no hypothesis is formulated.

1.5. Aim of the Study

The primary aim of the study is to investigate how educators are managing learners living under abusive environment, with special reference to the Thulamahashe Circuit of the Department of Education.

The secondary aim is to investigate and make proposals on how the learners living under abusive circumstances could be assisted. In addition, the study aims at assisting school management teams

to identify learners living in abused environment. Importantly, among others, is for the study to make certain sustainable recommendations.

The primary and the secondary aims of the study as stated above should be understood in the context of the Department of Education's policy on "Dealing Effectively with Child Abuse". The policy is purposed to construct measures and procedures in place to respect and protect the rights of learners particularly their rights to safety, personal security, bodily integrity, equal treatment and freedom from discrimination, and especially to create an environment where learners can maximize their opportunity to learn, free from abuse. In the same way that the primary and the secondary aim differ but complement each other in the study in question, the policy as stated above does not only provide for the purpose but also for the objectives complementing each other (Department of Education, 2000:4).

1.6. Objectives of the study

When studies are carried out, there could be a special aim or purpose that serves as the reason why the study is being conducted. The objectives may be different from the aim but being complimentary if final analysis. Some studies may have primary and secondary proportions while others would have objectives that are not further demarcated. In this study, the objectives of the study are rather to pursue the following:

- Find out whether school managers and educators are able to manage learners living under abusive circumstances;

- To establish if educators are properly trained to deal with abused learners;
- To inquire on the kinds of abuses that is prevalent in the school environment;
- To investigate if there are proper referral systems where educators could not deal with situations involved;
- To inquire on the effects of these abuses to learners; and
- To find out if timely intervention and support is available to abused learners.

The policy regarding “Dealing Effectively with Child Abuse” provides for the procedures to identify forms of abuses, management of suspected abuse and discourse and intervention. In the context of the topic of the study, the above-stated objectives of the study encompass these other objectives as stated within the parameters of the policies.

1.7. Motivation of the Study

The motivation of the study emanates from the provision of the Constitution, section 28 (2) that stipulates that a child’s best interests are of paramount importance in every matter concerning the child. The learners herein are children in that section 28 (3) who comprise persons under the age of eighteen years. The majority of learners under the Thulamahashe Circuit who are subject of study are under the age of eighteen and are therefore not only learners but children.

The provision of the Child Care Act 74 of 1988 has also been motivational to the study in that it concentrates on the protection and general well being of children whom in this case are learners. The responsibility may lie with the educator to bring a case of an abused learner before law in the context of school environment. This does not mean that parents cannot have a role. In the main, the legislative framework advancing the protection of children and learners has been motivational to the study.

1. 8. Significance of the Study

The study is significant in that the situation of learners living under abusive environment could be improved through management interventions. The Department of Education can be advised through the results of the study on how best the abused learners could be assisted. Significant is the possibility that that the study would improve networking opportunities between stakeholder parents and other professionals that are required to be involved in the educational needs of learners.

Wimmer and Dommick (1987:24) state that a study that does not further the solutions of problems and provide some has little value beyond the experience the researcher acquires from conducting such a study. The significance of the study should also be seen in the context that child abuse is a serious problem that currently exists in communities and educational institutions throughout South Africa. In view of this, a study of this nature can assist the department to manage the problems in the most effective and efficient manner. It can explore procedures based on legal parameters to assist abused learners, thus promoting the

significance question.

1.9 Research Questions

Following the aim and objectives of the study as mentioned above, the research questions are herein indicated. The study does not only raise these questions, but also provides some answers as well.

- How could educators manage the situation of the abused learners?
- How could learners living under abusive circumstances be assisted to perform better?
- What are the long effects of abuses to learners?
- How could learners living under abusive circumstances be motivated to attend school?
- How can learners living under abusive circumstances be identified in the classroom environment?

These research questions importantly guided the progression of the study in that they were always taken into account when the study was unfolding. Answers to these questions are investigated and provided in the study.

1.10. Limitation of the Study

The study is exclusively limited to the *management* question, thereby focusing on educators and school principals in the intermediate phase, i.e., grade four to six only. In this vein, learners will not be interviewed but only the educators. It would be insensitive to interview learners in the first place particularly

when they are victims of abuses. This is in view of the age variations of the involved learners and the fact that these learners are young and children over and above that they may be victims of abuses. The study is also limited to the Thulamahashe Circuit of the Department of Education rather than concentrating to all schools in the Bushbuckridge Municipality. Although Creswell (2001:113) defines limitations as potential weaknesses on the study, the fact that the study is limited to the abovementioned questions is not a weakness but strength in that it was economical to conduct and complete what was envisaged. In addition, these limitations are not weaknesses and did not affect the scientific investigation conducted.

Central to the limitation of the study is that little research has been conducted in the past in this area of study. In order to manage this limitation, reference was made to national and international experiences, multi-disciplinary approaches, as well as other multi-faced knowledge based resources to advance the course of the study as purposed.

1.11. Ethical Considerations

In view of the sensitivity of the research involving abused learners whom majority of them were under aged, ethical consideration is highly emphasized. It was part of the ethical consideration not to interview learners themselves in this study. The Ethical Code governing the university was observed to guide the progression of the study. Fox and Meyer (1996:45) define ethics as the process by which what is right is distinguished from what is wrong, i.e., set or system of moral principles that is generally applied.

Ethically, it was considered wrong to interview learners. The moral principles and ethical aspects involved are fully considered in the study. The information used as sources of references is properly acknowledged to avoid plagiarism.

Ethical consideration extended in this study to the question of confidentiality, privacy and anonymity, and these aspects have not been violated technically and otherwise. Rubin and Babie (1997:57) define privacy as that which is not intended of others to know. Anonymity means to make unknown the personal details of respondents. Respondents were requested to respond to the questionnaire confidentially and in privacy.

Respondents were informed about the procedures and processes that were to unfold and the fact that the investigation was solely for study purpose. The school principals were informed about the aim and the purpose of the research as indicated above. The principles of beneficence, respect for human dignity and justice were taken into consideration. Ethical considerations in terms of voluntary participation were observed in line with the writing of Bless and Higson-Smith, (1997:102-103) who inform that in a study of this nature, participation should be voluntarily. Participants were advised to decline or withdraw any time they felt uncomfortable or compromised. Indeed the ethical issues were seriously considered.

In addition, in order to maximize the ethical issues, permission to conduct the study was requested from the relevant authorities (See Annexure A). The Department of Education also adhered to

the request to conduct the study as indicated in the attached Annexure B.

1.12. Area of the Study

The study was conducted in Limpopo Province, under the Bohlabela Local Municipality, among educators within the jurisdiction of the Thulamahashe Circuit. Thus, the area of study is the Department of Education at the Thulamahashe Circuit. The Department of Education operates within the jurisdiction of the Mpumalanga Department of Education. Primary and secondary education is a provincial department competency, whereas higher education is a national competency.



Thulamahashe is within the Bushbuckridge region, around Hazyview. The map given above indicates the location of

Hazyview and Thulamahashe within the defined proximity of Hazyview. Although the depicted map is for the Limpopo Province, Thulamahashe is within the provincial boundaries of Mpumalanga Province. Before the new boarder demarcation, it was however under the Limpopo Province. The boarder disputes in Mpumalanga versus Limpopo Province left a mark in the political landscape of South Africa.

The area of Thulamahashe is a mixture of rural and peri-urban settings. It is two hundred kilometers from Nelspruit, the capital city of Mpumalanga Province. There are both primary and high schools in the area, but the primary schools are the targets. In terms of employment prospects, there are no immediate job opportunities within Thulamahashe jurisdiction. Only a small percentage of women and men are in full time employment in the public service. Most parents are domestic workers in the neighbouring settlements. The study only covers the scope of the schools under public domain both in historical White and Black areas.

1.13 Literature Reviews

A literature review is defined as the documentation of a comprehensive review of published and unpublished work from secondary sources in areas of particular importance to the researcher. Literature reviews ensures that testability and replicability of the findings of the research in question are enhanced. It further assists in that viewpoints could be regarded as variables that are likely to influence the study in its progression.

In view of the above, literature reviews was conducted through contacting the Human Science Research Council in 2007 to determine as to whether or not the topic in questioned was researched in the past or currently. Bless et al., (1993:23) opinionated that most of the time, impression is created that nothing has been written in s specific topic while sufficient information could be found available should a proper literature reviews be carried out. The entire chapter two is solely devoted for Literature Review. It is for this reason that, in this chapter, mention of literature review is briefly denoted.

1.14 Sequence

The sequence followed in this study is as follows: Chapter one deals with the orientation of the study and the fundamentals of the problem statement. The aim and the purpose of the study among other aspects necessary to be incorporated in the first chapter were included accordingly. These included the research questions and the ethical consideration among other aspects that are orientational in nature and scope.

Chapter two deals with literature reviews in order to provide necessary theoretical framework for the study. The literature reviews address the question of abuses as researched by other researchers to consolidate what this study pursues. These included the definition of concepts to clarify terms of concepts and provide meanings.

Chapter three specifically addresses the question of research methodology and design. Research design and methodology are presented out not only to clarify the process followed, but also to demonstrate the scientific nature of the study. In this context, the population and samples, the questions of data collection and interviewing techniques are explained.

Chapter four covers data analysis and presentation. The collected data are analysed to get information. From information, knowledge could emerge through further analysis outside the scope of this study. Different charts are used to interpret and present analysed data. Without these charts, the information provided could have been quiescent.

Chapter five provides conclusion and recommendations. The conclusion provided is more of an overall one and differs from chapter based conclusions in that it is for the entire study.

CHAPTER 2

LITERATURE REVIEW

2.1. Introduction

Literature review is carried out in this chapter to consolidate the theoretical framework involved. Definition of concepts is carried out contextually relevant to selected meanings associated with the study. The chapter deals with an explanation of an abusive environment and how learners living under abused environment could be identified. It also makes references to the importance of counselling to ease the conditions of the learners that are abused. The descriptions provided in this chapter could assist in overall management of learners living under abused environment.

2.2 Definition of concepts

There are concepts that are central to any inquiry. The concepts mentioned herein are crucial for the study and they are explained in order to simplify what was envisaged.

2.2.1. School

A school means a public school or an independent school which enrolls learners in one or more grades between zero and grade twelve (South African School Act, 1996:4). The study is taking place in school that are defines in terms of the definition. It is taking place in the context of a public school as defined.

2.2.2. Management

Stephen et al., (2001:5) define Management as a process of

getting things done, effectively and efficiently through and with people. Management traditionally comprises planning, organizing, and control and leading as mentioned earlier. In the context of the study, it would mean management of the abused learners within the Department of Education at the Thulamahashe Circuit. Significantly to note is that learners who are to be managed are not necessarily abused in the school environment as some of them are abused from the home environment.

2.2.3 Learners

The definition of a learner in this study is as defined in the South African School Act South Africa Schools Act (1996:2A-4) that a learner is any person receiving education or obliged to receive education. The only extension to the definition is that in the context of the study, such a learner is an abused one in the Thulamahashe Circuit of the Department of Education.

2.2.4. The concept learner' abuse

The Department of Education (1997: 4) defines Learner abuse to mean any action or inaction which is detrimental to the physical, emotional and developmental well being of the learner. It includes but is not limited to neglect, emotional abuse, physical abuse, sexual harassment and sexual abuse.

Duminy et al., (1992:4) contend that abuse of something is the use of it in a wrong way or a bad purpose. In this study abuse, may mean all the circumstances that learners find themselves that impact negatively on their lives and hinders them to perform well and successfully in the school environment. Domestic Violence Act

identifies various kinds of abuses, i.e. physically, sexual, emotionally and financial abuses. In the school environment, learner abuse may include forms of abuses that are mentioned in the Domestic Violence Act in that a learner may be abused in the domestic domain and school authorities may be involved in the managing of such forms of abuses in the school environment. There are other forms of abuses that may happen in the school environment.

The 1997 statistics revealed that in the United States of America, more than three million learner children were reportedly abused to the Child Protective Services as victims of abuses and neglect. Since 1995, the rate of learner's abuses facilities has risen to thirty four percent in the United States. 41% of learner's abuses cases were also police cases meaning that the level of abuses were quite of a serious nature. The South African statistics could not be established during the carrying out of this report. The dissolution of the Child Protection Unit of the South African Police Services makes it difficult to consolidate the statistical inferences involved.

2.2.5. Parent

In the context of this study, the definition of who parents of abused learners are; is in terms of the South African School Act of 1996 that

defines parent to mean the parent or guardian of a learner or the person legally entitled to custody of a learner or the person who undertakes to fulfill the obligation of a parent person towards the learner's education at school.

Parent involvement with the schools has become a major educational issue in the 1980s. Their involvement is from a background of an increasing concern about the quality of education in the country. States are taking a greater role in monitoring and maintaining academic standards. Communities are ever more watchful of the expense of public education. Local schools get concerned about continuing to provide high-quality teaching and other services with dwindling resources. Parents want assurance that their children will receive adequate preparation to lead rewarding adult lives. Critical questions being asked is whether parent involvement is valuable, if largely untapped, resource for schools struggling to provide state-of the - art instruction with diminishing funds--a way to instill pride and interest in schooling, increase student achievement, and enhance a sense of community and commitment? Or is it one more responsibility to add to overburdened teachers and administrators--or even a threat to the autonomy and professionalism of the schools (<http://www.nwrel.org/scpd/sirs/3/cu6.html>.)

In the context of abuses, parent requires to take interest in the matter. The difficulty is when parents as defined above are the perpetrators of these acts.

2.2.6 Complainant

Complainant means a learner who has lodged a complain regarding abuses, stalking, intimidation to school authorities, or complain lodged by a learner to school authorities seeking for an

assistance in a situation where a breach of an interim or final protection order issued in terms of the Domestic Violence Act has occurred. Reference to Domestic Violence Act should be viewed in terms of the collaborative relations of learner abuses within the domestic domain as contended (Domestic Violence Act, 1998:121).

2.2.7 Alleged Parent Offender

Alleged parent offender means the parent or guardian or person entitled to custody of a learner including learner's primary caregiver who may not be a learner's parent or guardian against whom a complaint has been laid (Department of Education, 1997: 7).

2.2.8 Alleged Other Offender

Alleged other offender means any other person against whom a complain has been laid. In the question of learner's abuse the dynamics and manifold that the offender may be any other person not defined in the alleged parent offender ((Department of Education, 1997: 7).

2.2.9 An Educator

Educator means an educator as defined in the South African School Act or the Employment Educator's Act.

2.2.10. Physical Abuse

Physical abuse means an act of threatened act of physical violence towards a complaint (Domestics Violence Act, 1998: 125). In this case, learners who might have suffered physical abuse could have

been threatened physically. The complainant may be a learner himself or herself. There are, however, indicators to show that a learner is abused. Indicators are signs or clues that a physical abuse has occurred. The physical indicators may include injuries or bruises, while behavioural indicators are ways victims and abusers act or interact with each other. Many of the indicators listed below can be explained by other causes (e.g., a bruise may be the result of an accidental fall) and no single indicator can be taken as conclusive proof. Rather, one should look for patterns or clusters of indicators that suggest a problem. The physical indicators to show that a learner is abused include the following:

- Sprains, dislocations, fractures, or broken bones
- Burns from cigarettes, appliances, or hot water
- Abrasions on arms, legs, or torso that resemble rope or strap marks
- Internal injuries evidenced by pain, difficulty with normal functioning of organs, and bleeding from body orifices
- Bruises. The following types of bruises are rarely accidental:
 - Bilateral bruising to the arms (may indicate that the person has been shaken, grabbed, or restrained)
 - Bilateral bruising of the inner thighs (may indicate abuses that are sexual).
 - "Wrap around" bruises that encircle an older person's arms, legs, or torso (may indicate that the person has been physically restrained)

- Multicolored bruises (indicating that they were sustained over time)
- Injuries healing through "secondary intention" (indicating that they did not receive appropriate care)
- Signs of traumatic hair and tooth loss
<http://www.preventelderabuse.org/elderabuse/physical.html>.

2.2.11. Sexual Abuse

Sexual abuse means any conduct that abuses, humiliates, degrades or otherwise violates the sexual integrity of the learner (Domestic Violence Act, 1998: 125). Educators may not necessarily have to manage sexual offences as these falls within the police service. Their involvement could be in the form of referral to police services than to manage cases otherwise.

Although reliable data on the extent of sexual abuse in schools is hard to find, there is compelling evidence to indicate that both the nature and levels of abuse require immediate and urgent action from all of us. And while there is no way in which measurement can be made whether there is an increase in the phenomenon or not, what is clearly on the increase is the recognition that the school system now has laws in place, which serve to protect the rights and dignity of learners. It is these mechanisms that in turn create the space for the victims of abuse to report these matters to the relevant authorities both within the school and outside of the school (Task Group on Sexual Abuses, 2002: 3).

2.2.12. Referral

Referral means the activation of the process in which the alleged learner abused will be followed up and the learner will receive support, therapy and counseling (Department of Education, 2000:8).

2.2.13. Effect

According to Hornsby (1991:370), an effect is a change produced by an action or cause, an impression produced on the mind of a person. In the context of this study, it would be a change of behaviour that occurred after any form of abuses has taken its course.

2.3 Abusive Environment in detail

The majority of learners are abused from the domestic domain. The school environment is not excluded from perpetuating these abuses. In the case of abuses that reach the Courts of Law and other referrals, the Social Welfare White Paper (1997:327) states that family advocates mediate to ease pain and anguish suffered. They also assist with identifying and assisting in the realization of the best interest of children in situations where conflicts between parents could negatively affect the children. In the school environment, it is expected that educators could play similar role as well to advance the interest of children. Their role may not be so professional in an academic sense but could be professional in view of due consideration expected, sensitivity involved as well as fundamental human consideration that could leave the situation not in disrepute. Serious educational challenges are presented by learners who come from abusive family environment. Some

learners would show definite physical, emotional sexual and other types of abuses and the school environment is expected to play a role. The effects of abuses if not properly managed could have further additional impacts that could be destructive to the society at large. It is the function of the school educators and management to provide special consideration in order to manage these forms of abuses. The effect of abuses on learners becomes a complicated matter to handle. It could be desirable to have these abuses prevented than to manage them after they have occurred. Researchers indicate that children do often suffer marked emotional anxiety after any form of abuses has occurred. Learners who are abused are attributed of depressions, a feeling of self blame and the school environment requires managing these effects effectively.

Goodman (1993:63) contends that various studies reveal that family disruptions through divorce have a significant emotional abuse effects on the cognitive performance of learners. Researchers have revealed, for example that the performance of primary school pupils from both broken families becomes considerably poor than that of their peers. The effects of abuses on learner have produced unwarranted behaviour patterns while on the other hand learners would show aggressive reactions. Usually, learners who are abused are attributed of difficult behaviors (Kapp, 1991:35). In this study, it would be of interest to determine how similar situations affect abused learners at Thulamahashe. The circumstances of learners differ from one to the other and how they react to similar situations differs. While it is researched and the theoretical analyses from other studies are

presented herein, primary data in the case of the research in question is presented in chapter four of data analysis.

It is accepted that children/learners cannot live among others in common world, that is, emotionally, physically, sexually and neglected. Learners experience this transitional phase as painful and have long lasting impact in their school work. Their responses to these challenges vary from one learner to another. As indicated above, learners living under these circumstances show significant effect on their cognitive performance, especially in the primary school age. Abusive environment affects learning progress of learners and results in poor performance if not properly managed through the application of appropriate management applications.

The abusive environment may contribute on learners to be lazy, stubborn, sleep during lessons, aggressive and may cause learners to refuse to carry out the educator's instructions and not to complete learning tasks. Reputable investigations have indicated that approximately eighty percent of children living under abusive circumstances revealed serious personality defects such as stubbornness and aggressiveness. If not properly managed, this can develop further into other unwarranted behaviours.

Mahlangu (1989:96) indicates that due to abusive environment learners begin to develop negative attitudes towards schooling because of standards/grade repetition. Others get moved from one school to another as an attempt to manage various forms of

abuses experienced. Mahlangu further explains that the normal child will have a peer group to which he belongs during intervals, but the abused get isolated. Abused learners do not belong to any peer group and this serve as an indication that there could be possible abuses a learner could be going through. Abusive environment can cause learners to become less interested to what the educators teach them in class. School drop out is one of the major effect of abuse in the South African society as it is in Africa (Bekombo, 1981). The situation comes more complicated when learners are poor and abused simultaneously. Donald *et al* (2002:205) contend that poverty and social conditions often reinforce one another. He further explains that living under condition of poverty may lead to specific learning problem. Because of social conditions these specific learning needs may be neglected and ultimately results in more poverty cycle of negative cause effects. Poverty stricken learners are prone to health and safety risk associated with malnutrition diseases, interaction and injury than those who are not poor. Poverty is associated with inadequate facilities and resources. These usually include inadequate and overcrowded housing; food resources are often insufficient or nutritionally unbalanced (Wilson et al., 1989:201). Abusive environment may lead a learner to be absent from school frequently. Poor nutrition and clothing, incorrect sleeping habits may lead the learner to be unable to give his full attendance to his school work. If a learner is tired there is greater possibility that he/she sleeps during lessons.

2.3 Identifying Abused Learners

There is a growing awareness that school environment is in a unique position to identify possible cases of abuses and intervene on behalf of the learners (Randolph & Gold, 1984). There are various ways through which learners living under abused environment can be identified such as sleeping in the class, not participating in class discussion and acts of passiveness as indicated above. Kapp (1991:36) contends that timely identification of behavior and learning problems is essential in order to bring intervention mechanisms.

According to Donald et al., (2002: 346), in all cases, the earlier the identification that learners are abused, the better and greater is the chance of remedial intervention. The longer the difficulty persist, the more the learner's confidence and self concepts are affected, sometimes permanently. These affect their self esteem, self respect, self identity and self image. For this reasons, identifying that learners comes from an abusive environment at an early stages of schooling is critical. If learners are not identified on their early ages, valuable time is wasted. The school exists as a favourable place for the systematic observation of learners. The teacher as a class guardian is required to initiate a relationship of trust with learners so that both parties could relate with easiness. If a trust relationship is established, it becomes feasible for learners to engage educators and report any form of abuses they may be experiencing. Educators themselves are in good position to notice behaviour such as the ones mentioned above and associate that with general learning problems to be

addressed. The Department of Education encourages that class registers should be kept at all times to regularize learner's attendance.

South African Schools Act of 1996 (3(5) (a) and (b) indicate that if a learner fails to attend school the educator may investigate the circumstances of the learner's absence from school and take appropriate measures to remedy the situation. Parents of the learners may be given written notice to comment on the learner's absenteeism and if they become not cooperative the parent may be called upon to account. Observation is another form of identifying abused learners. Kapp (1991:37) contend that the educator should complement his intuition with information by consulting pupils report and records with respect to learners' school achievements and progress, health, personality problems, family situation and school attendance. Accordingly, Kapp reasons that it is useful but within ethical consideration, to discuss the child's problem with other educators and subject specialist in order to place the learner in the right perspective. Discussion establishes an intimate encounter between an educator and learners.

Forest Talley (2005:160) contends that educators can identify learner's neglect through the state of being tidy. Neglect occurring at the end of the month may indicate economic triggers where at the beginning of the month may reflect alcohol abuse or drugs related problems. As soon as the problems are identified, it is the responsibility of the educator in question to assist the learner and if the educator is unable to render the required

service. He/she should as soon as possible report the issue to the school principal so that attention should be given at another higher level. In this context, school principals are also involved in managing learner's abuses together with educators and other network of stakeholders.

2.5 Managing abused learners

The school organogram consists of Principal as the Senior Manager, Deputy Principal, Heads of Departments (Education specialist), and Educators at the bottom of the organogram. Each member has own competencies and responsibilities to perform towards assisting learner's performance. By implication, both of them have a role to play in managing situation of the abused learners at various levels.

The ability of the education system to compete in an increasingly global economy depends on the ability to prepare both learners and educators for new changing environments. The managers of school and educators should be able to draw on the professional competencies of their staff, building a sense of unity, purpose and reinforce the notion that they can make a difference beyond the normal call of duty. Both in their professional capacity, school principals and their staff should ensure that effective management of school and personal challenges of learners get attention. The National Education Policy Act 27 of 1996 makes mention of the following as part of the functions and responsibilities of teaching staff members:

Section 4.2(ii) and (iv) of National Education Policy Act of 1996 stipulates that the principal is responsible for the development of staff training programs, both school-based, school focused and externally directed, and to assist educators particularly in developing and achieving educational objectives in accordance with the needs of the school. School principals are also expected to constitute meetings with parents concerning learners progress and conduct. It is in these meetings where all learners' challenges including possible abuses could be discussed with parents by the principals. School is seen as a secondary home of most school going learners, for this reason, in order to deal with the abusive environment on learners, principals together with parents could be required to join hands to support abused learners and those who face other challenges and difficulties (Jones, 1998:121).

Employment of Educators Act 76 of 1998 Section 4.3(iii) mentions that the responsibilities of the Deputy Principal is to assist the principal in overseeing learners counselling and guidance; career development; discipline; compulsory attendance of classes; and the general welfare of all learners. This, therefore, means that Deputy Principals can play important roles in the question of the abused learners. In this case, the Deputy Principals could in discharging their counselling duties and responsibilities assist abused learners with challenges that are abuse related among others. This however does not exclude the principal to discharge duties towards abused learners in that by virtue of the duties exercised by the principal in relation to parents of learners, it therefore make the principal to be involved in these cases.

Employment of Educators Act 76 of 1998 Section 4.4.(v) states that the responsibilities of the Heads of Department (Education specialist) is to cooperate with fellow educators in order to maintain a good teaching standard and progress among learners, and to foster effective management within the school. Learner's progress depends on the learner's environment in which he/she finds himself or herself. Although there is no specific mentioning of their roles in the situation of the abused learners, the nature of their involvement would mean that they may be the first ones to identify abused learners. Employment of Educators Act 76 of 1998 Section 4.5.(i) states that:

- The responsibility of an educator is to establish a classroom environment which will stimulate positive teaching and actively engaged learners to succeed in their lessons;
- Section 4.5. (ii) stipulates that it should cater for the educational and general welfare of all learners; and
- Section 4.5 provides that for the co-operation with other staff members to maintain a good teaching standard and progress among learners and to foster effective administration within the school.

In practice, their role can go beyond this in that the classroom environment is dynamic and may produce circumstances not covered in the Act that may still require to be managed.

Educators, as classroom managers, need to have techniques to manage learners living under the abusive environment. This implies that educators must strive to prevent inhibition or show

educational effort towards learning (Lauw, 1993:143). Educators, as classroom managers, need to make sure that learners affected by abuses arrived at school before the school starts in order to provide them with special assistance even if it means leaving behind after school. Thus, educators together with the school management team should find ways to manage and to handle learners who are living under abusive circumstances. A child's whole attitude towards life can be influenced negatively and his entire existence may suffer if he cannot cope sufficiently with the demands placed on him (Viljoen, 1990:17). Learners need to be assisted so that they may achieve full self actualization in order for them to experience school activities meaningfully. Learning problems that are handled by enthusiastic staff can create a positive and more favourable educational atmosphere. The partnership of teachers, pupils and parents could yield positive long-term results.

Abused learners would need moral support from educators. The morale question is fragile and when learners feel that they are not treated well, this can impact on their performance and they may be ultimately deeply hurt in the process (Luthans, 2002:147). Fourie et al., (1991:51) contend that a school constitutes a safe intermediary world between the child's past and future. It is a formal transition in which the child is assisted to move out of the intimate family atmosphere into society with its formal character. A safe intermediary world means that there should not be abuses from the school too. Abuses are not only from home environment, but could also be from the school environment as indicated earlier. In their various levels of interaction and

management, educators and principals and their deputy can assist in managing abuses that take place within the school environment as well. These forms of abuses become more difficult to manage in circumstances where educators are perpetrators.

The abusive environment may lead the learner to be absent from school. Absenteeism can cause tension between the class teacher and classmates of the learner. Of course, absenteeism cannot be avoided and the teacher is the only official who takes care of the learner's absenteeism through register. Educators are always required to remain professional in their approach and reflect warmth and concern (Coetzer et al., 2004:71-72). Professionalism and maximum sensitivity will always be the first priority in respect of the abused learners. To manage learners who are living under abusive environment, educators need to give learners a chance to take responsibilities as class representative and to organize events in the class. This can boost self-esteem and is often a very effective way of making them to grow up and improve their general behaviour. In addition, cases of abused can thus be brought forward through peers and learners representative council.

2.6. The Cycle of abuses

The cycle of abuses might occur once or hundred of times in any particular household. It manifests itself differently in different families. Every family is unique and will display own specific patterns and dynamics. The cycle of abuses of children is not a model for understanding all forms of abuses. There are no hard and fast blue prints for what happens in all families where children

are abused. In other families, incidences of acute abuses might happen out of the blue, with no tension building phase beforehand. The cycle of abused children is not a check list of phases that shows what will happen next in an abused relationship. For this reason, there are some obstacles, namely:

- Inability to step out of the cycle of abuses and the situation being managed effectively by the educators;
- Self blame for the situation and in the circumstances, managing of abuses would require to be complemented with counselling;
- Lack of alternative place for the children living under abuse, thus making managing through educators to be limited;
- Fear of retaliation, that the abusers of children will harm them more and educators may have no control over this;
- Denial that the situation is an abusive one. In this case, the educators may not necessary have to inform a situation to be an abusive one; and
- Embarrassment or shame implying that abused learners may feel embarrassed even if it means to talk about their experience. (Dept of Justice, 2005: 41)

2.7. Counseling as a Tool

Counselling is a management tool that can be used within the school environment to assist abused learners. Elizabeth et al., (2000:251) define counselling as an attitude of mind, a conviction that the integrity of an individual is more important than the integrity of the curriculum. It is an art of sympathetic understanding, skilful usage of words in order to assist others to

acquire insight and subtle persuasions. Counselling is also an applied science; it finds its stability, confidence and validity in a foundation of scientific techniques.

Counselling may be used for various reasons to achieve various outcomes. In the case of the abused learners, counselling may be used as an effective tool to maximum recovery and the taking care of own life differently after abuse might have occurred. The goal of counselling is to assist abused learners to recover and can achieve the following competencies:

- It may need an effective intervention in cases of abuses;
- It may assist individual learners with learning problems;
- Counselling assists learners to improve own performance;
- The goal of counselling is to advise a learner to work out the problem;
- Learners in the school environment may not be able to work out problems by themselves without counselling;
- The goal of counselling is to facilitate satisfactory adjustment after abuses;
- In this regard, due to the minority status of learners at the Thulamahashe Circuit a counselling intervention could be necessary; and
- Counselling provides support and reassurance to an abused learner. (Elizabeth et al., 2000:7)

According to USAID (2007:287), the following are additional competencies of counselling:

- It provides emotional support to psychological distress learners;
- Counselling prevent by determining risk, understanding risk, exploring possible behaviour change and working to achieve behaviour change because two people may not have the same risk profile and circumstances;
- It provides relevant information to allow rational patience decision making on all aspects of the situation; and
- It de-stigmatized the condition of abuses.

In addition, Elizabeth et al., (1993:334) contend that at best, counselling can provide individual information and additional set of understanding; Counselling also provides a way to keep the situation better adapted to the needs of individuals.

2.7.1 Educators as Counsellors

No public functionary can perform any task properly unless equipped with necessary skills. The training of classroom teachers and counsellors to make appropriate use of techniques involved is crucial. Although educators are not trained as professional counsellors, there are situations that could require counselling competencies. Providing support and reassurance, however, requires professional expertise and Donald et al., (2002:245-246) contends that the following should be taken into consideration when educators serve as counsellors:

- Educators should be consciously selected and be provided basic training as counsellors;

- Potential educators would have to be carefully selected and it requires interpersonal insight, sensitivity to the needs of others, a high degree of personal maturity and emotional stability;
- Educators should have the basic communication and problem-solving skills, as well as knowledge of when and how to refer the learners further for a more extensive professional interventions;
- In the early stages, educator counsellor would need to be supported professionally; and
- More complicated challenges should be professionally approached.

A counsellor is someone trained and capable of handling difficult situations. The counselling procedures are changing over the years from being suggestive to being advisory, and in managing learners, these changes require to be incorporated. USAID (2007:288) contends that there is a requirement for counselling, which educators at the Thulamahashe Circuit should consider, and that is the need to counsel abused learners, i.e., acceptance, willingness to listen, accessibility, consistent and accurate information, confidentiality and the right environment.

However many schools employ professional counsellors whose primary duty is to assist learners with experienced challenges of abuses among others. Others make use of educators generically. There are many ways in which personality can become more effective in dealing with social problems. As educators are not

professional counsellors, they need to be more sensitive in dealing with abused learners.

2.7.2. Counseling Interviews

Counselling can be the most effective function of supervision. Counselling interview is for the purpose of advising and assisting learners to grow and develop self direction, self discipline and individual responsibility. In counselling interview, personal face-to-face relationship takes place between a learner and a counsellor and, as such, a counsellor can assist the learner to recognize, accept, examine and solve problem. Educators and any other professional counsellors could carry out counselling interviews to offer support with the following reasons:

- Assist learners develop, realistic pictures of themselves, their abilities, their potential, and deficiencies;
- To re-establish violated boundaries in their personal life;
- Counselling interview could assist learners to explore courses of actions;
- It could furthermore assist learners to explore additional sources of assistance;
- The interviews could assist learners to accept incontestable limitations and learn to live with them physical, emotional or intellectual; and
- It could assist learners' assists to make informed choices and improve aggrieved conditions.

Unless educators could have had special training, they remain not qualified for in-depth, extensive counselling in areas involving personality, analysis of psychological or emotionally conditions.

Although counselling interviews are conducted to promote desirable behaviour, the term should not be used synonymously with the term reprimand (Linda et al., 2006: 449-450).

2.8 Conclusion

In this chapter, the concepts are defined. The review of literature is carried out to lay the foundation of this study. The key concepts critical to the research were clarified. Theories on how management of the abused learners could be approached are explained and discussed. The question of the effects of the abused learners; ways to identify learners under abusive environment; the use of counselling as a tool to assist in managing the learners who are living under abusive environment; and the ways to manage the learners who are living under abusive environment were all contextually discussed.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

In the previous chapter, the literature reviews was carried out. This chapter involves the research design and methodology that was applied when collecting data. There are various research designs and methodology but the selected one in this study was due to its suitability in the research of this nature. The focus of this chapter is on the research design, population, research methodology, and data collection, area of the study, sampling procedures, and ethical consideration.

3.2 Research Design

According to Mouton (2001:55), Research Design is a plan or blueprint regarding how one intends to conduct research. Research methodology focuses on the end product and the logic consequences of research. Huysamen (1993:10) offers a related definition of research design as a plan of blueprint according to which data are collected to investigate the research hypothesis or question in the most economic manner. The Research Design chosen in conducting this study was influenced by the kind of the study being conducted. For this reason, a face-to-face interview method was employed to engage the selected participants.

3.3 Research Methodology

This study understands method to mean a way of doing something, and methodology to mean the coherent group of

methods that complement one another to deliver data and findings that reflect the research question and suit the research purpose (Henning, 2004:36). For the purpose of this study, a quantitative research methodology was pursued to conduct the study following the opinion of Creswell (1994:6) in stating that quantitative approach uses deductions instead of inductive reasoning to reach conclusions about the research problems, the language used is impersonal and formal, the values are kept out of the study and it maximises the distance between the study and participants. Neuman (2000:121-155) also states that quantitative study is easy to analyze and quantify and data can be coded to communicate meaning from a correlatory perspective.

3.3.1 Population and Sampling

Knobe and Bohrnsteldt (1991:12) define population as a set of persons, objects or events having at least one common attribute allowing researcher to generalize on the basis of representative sample of observation. With this in mind, the study population was educators in the Department of Education, Thulamahashe Circuit. Educators included school principals and their deputies. School Principals and their deputies are also educators in that they are also involved in teaching learners.

Thulamahashe Circuit consists of fifteen schools that are unit of analysis in this study and learner population is almost ten thousands. Not all of these learners are necessarily living under abusive environment. It is also not possible for educators to reach out to all learners that are abused in the first place due to various reasons. The recent statistics shows that there are two

hundred and seventeen educators (217) in the circuit that forms part of the targeted population and the respondents of the study. The learner ratio of ten thousand pupils mentioned above also constitutes a population. These figures represents the total population that could have been interviewed had it not that a sample was drawn from the figure in question. The targeted populations were primary school educators (including principals and deputy principals), teaching in the intermediate phase, i.e., Grades four to six in the Bushbuckridge District Municipality under the Thulamahashe Circuit. The respondents were both male and female educators in the selected schools in the intermediate phase. Learners were not interviewed as a way of maximizing the ethical considerations.

Knoke and Bohrnsteit (1991:12) define a sample as a subject of cases or elements selected from the population. Neuman (2000: 160) defines a sample as a set of cases from a larger pool and generalizes to the population. A non-probability accidental or availability sampling written about in the work of Bless and Smith (1993:92) was used to advance the course of this study. Accidentally, twenty-five percent of the entire population of educators was identified as acceptable sample of the population. In this vein, twenty-five percent amounted to fifty-four educators (54) who became respondents from the entire population chosen accidentally on a non-probability scale based on their availability. The sample was chosen on the basis of what the researcher contemplated to be average acceptable percentage accidentally available. As denoted earlier, abused learners were not included as part of the interview in that they are not the ones who are

managing as they are the "managed." The topic of the study is on managing learners living under abusive environment. In the context of any organisation, (public or private) they are those assigned with the responsibility of managing while others are being managed. Learners living under abusive environment are subjects of management. It is for this reason that they were excluded from being interviewed, among other reasons, to advance ethical consideration as mentioned above.

Babbie and Mouton (2001:174) define sampling as a list of elements composing the study population. The sampling frame of this study was made up of all primary schools within the jurisdiction of the Thulamahashe Circuit. Thulamahashe Circuit is made up of primary and secondary schools. The sampling frame of this study is made up of sixteen primary schools. The table below indicates the primary school which falls under Thulamahashe Circuit and their EMIS numbers in their alphabetical order. The schools that participated for this study are those that are highlighted.

Table 3.3.1 List of primary schools

School	Emis Number	Settlement
Charlie Mbhungele	91440073	Rolle village
Ezrom	914440189	Zola village
Flora Phophe	914440202	Rolle village
Humulani primary	914446776	Athol village
Mahlamba-Ndlopfu	914441434	Thulamahashe Location
Mavandla primary	914440660	Edingburg village
Mpikaniso Primary	914440752	New-Forest village
Mpithi Primary	914441435	Thulamahashe Location
Ndwandwe Primary	914441946	Dumphries Village
Sabeka Primary	914441021	Rolle Village
Songeni Primary	92744115	Edingburg C.village
Soniye Primary	914441668	Rolle Village
Thulamahashe	9114441212	Thulamahashe Location
Wisani Primary	914441243	Rolle Village
Xilongana Primary	914441267	Edingburg Village
Zwide Primary	914441304	Thulamahashe Location

These schools were not chosen scientifically but on a non-probability scale in the same way that educators' population was chosen.

3.3.2. Data Collection

The success and failures of any research related study primarily depend on the manner in which data are collected. There are various instruments of data collections of which a questionnaire is one of them. Not only is the questionnaire one of the instruments of data collection, but the most used one in any study. In using questionnaire, Smith et al., (1982:126) postulate that a questionnaire is a reliable instrument of data collection that was taken into account. In addition, the question of reliability as concerned with consistency of measures in relation with the questionnaire was also beneficial to the study. An instrument that produces different scores every time is used to measure an unchanging value is reliable. In this case, a questionnaire was used to promote reliability in different scores that are used to measure the values of respondents. The questionnaires were prepared in advanced and reviewed by expert in the field and even the selected participants after piloted. Rubin (1995:45) make mention three types of requirements regarding questions that should form part of the study of this nature, i.e., main question, probe question and follow up questions. Follow up questions formed part of the study following probing and main questions. Handful of questions with which to begins and guide the conversation were prepared.

Since there are two types of questionnaire, i.e., open-ended and closed- ended questionnaires, the study followed a closed ended questionnaire. An open ended questionnaire permits the respondents to answer in their own words while a closed-ended questionnaire limits the respondents to the alternatives determined in advance. It was considered not necessary to allow

respondents to answer in their own words, following an open ended methods of probing, therefore a closed-ended questionnaire was thus chosen. The selection of a closed-ended questionnaire was consciously selected guided by the requirements stated by Morrissette (1999: 346) in stating that the decision to use either a closed-ended or an open-ended questionnaire is determined by the type of respondents, the purpose of research and the type of questions. In choosing the closed-ended questionnaire, the purpose of research was more influential than the other attributes. The closed ended questionnaire was chosen in that respondents finds it easier to answer as they only have to choose an applicable category.

Field and Morse (1994:660) further mention that it is important to minimize the dross or the amount of irrelevant information in the interview. To avoid the dross or irrelevant information, preparation of the questionnaires was carried out before the interview as a best strategy to minimize dross or irrelevant information. To guide and to avoid unnecessary responses from the respondents, options of responses were furnish or coded so that respondents could select from the provided options. Fifty-four (54) closed ended questions were asked to pursue a quantitative study as mentioned above. The prepared questionnaires needed the respondents to select the answer from the options given. Enough copies of questions pertinent to the study were prepared and it was distributed to the participants. An extensive study of literature on how to develop good interview question was done before the questionnaire design. Questions asked required little or no deviation from the schedule. The

questions were designed in such a way that they make sense to both the interviewer and the respondents (Glesne, 1999:71). The questions were designed in a way that it does not infringe their rights. South Africa is a multilingual country and more than one official language used as a means of communication in the Thulamahashe Circuit (National Language Policy framework, 2002:1.1.3.). In preparing the questionnaires, the questionnaires were translated into different official languages spoken around Bushbuckridge so that participants may have a choice of language preference when completing the questionnaires. A striking characteristic of multilingualism in South Africa is the fact that several indigenous languages be spoken across provincial borders shared by speech communities from different province. For this reason, in this study twenty-five interview questions were prepared and translated to indigenous languages.

3.3.3. Interviews

Preparation of interview schedule is crucial as it assist the researcher to think of the difficulties that might be encountered such as the question of wording or sensitive areas of the questionnaire. The interview, as a complementary method of data collection to the questionnaire, is also a reliable technique in that Grinell (1997:325) defines interviews as a technique of data collection measuring responses of participating respondents. For this reason, fifty-four (54) educators correspondingly with the population imperatives mentioned above were interviewed.

All structured interviews require a specific format to follow in a defined process. The format for the study was followed when

interviewing the respondents. The information required for the interviews and all information was first defined. The information provided was clearly related to the specific questions to which the researcher has probed. Morrissette (1999) defines the interview as not simply a matter of chunks of information being transmitted between people, but a conversational process that is participatory, collaborative and aesthetically rich. The words used do not convey information but reflect the speaker's world. The purpose of interview is to get other peoples viewpoints (Seidman, 1998:1). Interview was employed with the reason of obtaining appropriate required information from the respondents. Interview may be formal or informal. Informal interview are not pre-arranged, as they involve asking questions about an event or interaction immediately after things occurred in order to check the participant's perceptions. Formal interview involves some planning, such as making up an interview guide covering a list of topics or specific questions that the researcher wants to explore with participants (Roper & Shapira, 2000:22). For this study, formal interview was used as there were really preparations done before the actual interview took place.

The kind of the interview used in this study was structured through a closed ended question. Structured interview is referred to as a conversation with a purpose of an interest in understanding the experience of other people and the meaning of that experience. This interview type was ideal in a study of this nature and scope that pursues obtaining comprehensive and comparable data because all respondents have been asked the same questions and responses were coded and tabulated and

descriptive statistics was used to examine the data and establish correlation.

Since the main method of data collection in this study is interview, thorough preparation was made about the interview in order for the study to be successful. Participants were prepared for an interview on time. Time and space was arranged ahead of time and follow up was made in writing. Participants participated fully in the interview as it was required by the study. The interviews were conducted in quiet venues which was conducive enough to encourage the interviewees to respond freely without interruption such as movements and noise and going in the middle of the interviews. The setting provides privacy, comfortable, non threatening environment and easily accessible. The room was arranged in such a manner that encourages involvement and interaction (De Vos et al., 2005:294-295).

Bailey (1987:176) is of the opinion that interviews are useful tools of social interactions between two persons were acknowledged. For this reason, two types of interviews, as recommended by Huysamen (1994:144) had been used, i.e., personal visits and telephonic interviews. When data is collected by means of personal interview, an interviewer has an opportunity to work closely with the respondents and could assist them where some components of a questionnaire are not clear. Face-to-face interviews were carried out in this research to realize the ultimate objective of effective data collection during office hours at schools and also during after working hours. With respect to communication by telephone, Huysamen (1994:144) states that,

in the case of a telephonic interview, the interviewer asks questions from the interview schedule over the telephone and records the respondent's responses. In this research, telephonic interview has been used in only one school where follow up was being made. The principal of the school agreed to have a telephonic interview with regard to how the abused learners are managed at her school. During face-to-face interview, the principal was not available at the time and a special arrangement to have her interviewed telephonically was made.

In making use of interviews as a research technique in this study, the following advantages advanced in the writing of (Bailey,1987:174) were maximized:

- ***Flexibility***

Interviewers could probe for more specific answers and repeated the question where misunderstanding prevailed. Where there are misunderstandings, clarity can be provided thus ensuring that flexibility is attained. It could be difficult and time consuming to send back the questionnaires if there are certain clarity required from respondents. This could be required where interviews might have not been implemented as a technique for data collection. With face-to-face interviews that have been employed, such clarity was provided with easiness. It was therefore much easier to facilitate the understanding of the questionnaire.

- ***Nonverbal behaviour***

The presence of the interviewer facilitated observance of nonverbal behaviour and to assess the validity of the respondent's

answer. Observance of non verbal behaviours is crucial and played an important role in this study as it does in any situation where interviews are carried out and such observance is not possible where interviews are carried out telephonically.

- ***Spontaneity***

The interviewer was able to record spontaneous answers. The respondent could not have an opportunity to retract his or her first answer and write another, as is possible with a mailed questionnaire. Spontaneous answers may be more informative and less normative than answers about which the respondent has had to think. Importantly is that such a spontaneity is advanced herein within the maximum consideration of ethical issues.

- ***Completeness***

Of the most advantage is that the interviewer was able to ensure that all of the questions were answered. The distributed questionnaires were fifty-four in terms of the sample determined and all fifty-four questionnaires were administered and returned. This could not have been possible where mailed interviews might have been used. In a face-to-face interview, the benefits of maximum returns of questionnaire were thus were maximized

3.3.3.1. Format and content of questions

The questions were divided into two sections. The first section contained biographic information about the interviewees. The purpose of this was to check if this information is collected from the relevant group of educators. The subsequent section required the interviewee to provide information concerning the research

topic that is, managing the effects of learners living under abusive environment. They have to indicate the ways used to manage the learners who are living under the abusive environment when such circumstances emerged from their teaching field. This section requires the interviewees to answer twenty-five questions. There were options provided for the participants to select from. The respondents managed to select their answers from the options provided to avoid providing any information that might not be necessary to the study.

The interview was conducted in July to August 2007 after the proper arrangement and appointments were made with authorities, i.e., circuit managers, school principals, and respondents themselves. Before the interviewing process unfolded, the following was explained to provide further clarity on the investigation:

- The aim of the research
- The research subject
- The duration of the research
- The procedures to be followed

The ethical issues were also disclosed over and above explanation on the process to be followed. At this stage, respondents were also advised that they can withdraw from the process if they feel uncomfortable.

3.3.4. Data collection procedures

There was a specific data collection procedure that was followed to materialize the study. This was in view of the fact that the

schools were far apart from each other. In addition, the fact that respondents were engaged in their work activities requires that a specific procedure be followed. In order to address these, appointments were made with the involved educators during and after school office hours. Where the language became an issue, adapted questionnaire written in indigenous language were used with further explanation where it was necessary to take the message across. This procedure was specifically designed for those who would like to use any language of their choice more especially the local languages. *The Constitution of the Republic of South Africa* recognizes more than one official language and adoption of a questionnaire in a written indigenous language was appropriate.

The backup files and notes taking for data collection procedures was used for this study. The researcher took notes of the interview throughout the interviewing process as indicated above. Information was kept in a safer place to ensure confidentiality as discussed in the subsequent slot. The researcher employed structured individual interviews, i.e., questions were prepared before hand for the participants.

3.3.5 Data Analysis

Data can be analysed manually and through computation. Treece and Treece (1986: 411) write about how inefficient and time consuming manual analysis can be. The computer was therefore used to analyze data. This was due to the fact that the number of questionnaire to be analysed were fifty-four and manual analysis would even have been more time consuming for this purpose.

Huysamen contends that computers can perform time consuming and complicated computations. The questionnaire was not so complicated to analyze, but it would have taken more time consuming if the analysis was manually carried out. According to Wimmer and Dominick (1987: 409), data analysis can be difficult without computer. The computer as an instrument of data analysis can save the researcher a great deal of work and is a useful aid. In the context of this study, it was thorough and completed operations more rapidly and accurately.

Data analysis is, according to Reids and Smith (1989:243), the categories, ordering, manipulating and summarizing of data to obtain answers to the research questions. Rubin and Babbie (1993:93) define data analysis as the process through which data are manipulated for the purpose of answering the research questions. In this study, data were analyzed by means of categorizing, ordering, manipulating and summarizing data collected in order to get the answers to the research questions. In the process, as a way of simplifying analysis of data, correlation became a meaningful tool to facilitate data analysis (Kerlinger, 1986). The analysis in this study yield unanticipated findings that reflect on research problems, but beyond the specific questions that guided the research. The data were quantitatively analyzed in terms of research instruments in question and analytical framework. The interviews were transcribed and then subjected to phenomenological analysis. The aim of the process of phenomenological analysis of descriptions aimed at covering the ways in which effects on learners who are living under abusive environment can be managed. To this end, a systematic

interpretive procedure was employed (De Vos et al., 2003; 303).

The data as analyses was presented through tables indicating the frequency distribution of respondents. Different types and forms of charts were used for presentation and interpretation of the analysis. A full Chapter four is dedicated for data analysis and is presented in the subsequent chapter sequence.

3.4 Conclusion

The respondents serve as the primary sources of the collected data. This chapter focused mainly on the research methodology; research design; population; location of the study; sampling and procedure; data collection and instrument; data analysis and limitation of the study; and ethical considerations. The research methodology played an significant role in the completion of the study. The sampling size and method were also discussed to ensure that group taken from the larger group is characteristic of all the group members involved. Ethical considerations and limitations of this study were acknowledged and adhered to with discreet.

CHAPTER 4

DATA ANALYSIS AND PRESENTATION

4.1. Introduction

In the previous chapter, research design and methodology was presented. This chapter deals specifically with data analysis and presentation. It shows how data was analysed and herein present it in charts and graphs. Data were analysed and quantitatively presented in percentages. Other information collected might not be presented in that, statistically, it was deemed insignificant.

Data analysis and presentation as presented herein are based on correlation and synthesis. Correlation and synthesis are qualified tools to communicate meanings in a research of this nature. Analysis of data is presented through tables and diagrams model to simplify the hidden meaning. Analysis of data was more of a process than an eventual occurrence.

4.2 Data Analysis as a Process

Data analysis is a process of making sense out of the collected data and involves consolidating, reducing and interpreting responses of the respondents. The question of consolidating, reducing and interpreting demonstrates that, indeed, there is a *process* involved and that analysis is not an *eventual* occurrence. In the context of this study, analysis of data followed quantitative equation (Merriam, 1998:178). Data analysis in quantitative paradigm does not in itself provide the answers to the research question. Answers are found by the way of interpretation of the data and results. Data analysis and data collection were carried

together as they are a continuous process of quantitative research, and this enabled the study to shape and focus favourably (Glesne, 1999:130).

The results of the analysis were taken and inferences pertinent to the research relations were made and overall conclusions (See Chapter 5) were drawn about these relations with the aim of learning more about the population from which sample were drawn (Kerlinger, 1986). The results and conclusions were compared with the demands and expectations of the theory, which serves the additional purpose of verification. The collected data were coded using the statistical programme as it requires numerical values to calculate statistics. Code sheet was used to provide understanding of the meanings. Furthermore, data were analysed by means of categorising, ordering, manipulating and summarizing of data collected in order to get answers to the research question. This kind of an analysis was carried out in order to reduce data to an intelligible and interpretable form so that relations of research problems can be studied tested and conclusion can be drawn in accordance with the requirement of Kerlinger (1986:14). Numerical analysis was helpful in converting the information into percentage ratio to communicate meanings. Ordinal measurement levels were also utilised, i.e., educators who offering lessons in the intermediate phase (Grade four to Grade six) were selected to indicate how they manage the effects on learners living under abusive environment.

4.3 Presentation of Data

According to Mouton (2001:108), data presentation comes out in different formants and properties. Thus, the analysis of data in the form of graphs is one way of formatting. The graphs used are of different shapes to bring variety and to communicate various purposes they serve in the context of what the study pursues. Graphic presentation was deemed necessary because it is easy to interpret data. The principal types of graphs include bar graphs, histograms, pie chart and pictograms, among others, but this study selected the ones found applicable to pursue the objective of the study. The analysis was broken down into manageable segments in that Mouton (2001:108) suggests that interview transcripts should be broken down into manageable themes patterns, trends and relationships.

4.3.1 Biographical Information

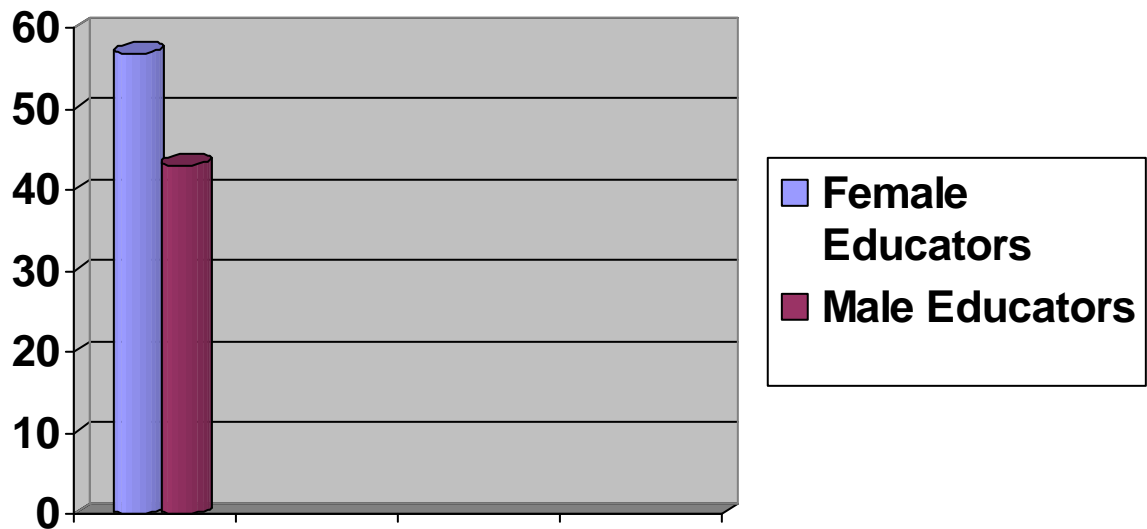
The demographic information was necessary to investigate the type of respondents the study is utilising. It was not intended in the inquiry of biographical information to seek personal information, but only to understand whether respondents were male or female.

Frequency Distribution

The respondents were both males and females. Their distribution is indicated herein to the value of fifty-seven. This is in view of the population and sampling nitty-gritty indicated in the previous chapter

Frequency		Total
Male	32	57 per sample size
Female	25	

Biographical Information



As shown in the pie chart above, the biographic information of the respondents indicates that fifty-seven percent (57%) of the respondents was female educators and forty-three (43%) was male. Abused learners found it easy to open up to female than male educators depending on the kind and the person perpetuating abuses. If the abuse in question is perpetuated by a male person, learners however feel comfortable to approach a male figure for assistance. The significance of collecting this

statistics was to balance representation at school level in that female learners are in the majority as compared to male learners.

4.3.2. Racial Equation

It was deemed necessary to establish the racial balances of the educators involved in managing the effects of learners living under abusive environment. Public schools that are situated in historical Black areas are primarily taught by Black educators and those in White areas are primarily taught by White educators. For this reason, White pupils opt to study in White schools and the same applies to Black pupils. In this study, both traditional Black and White schools were involved in the study.

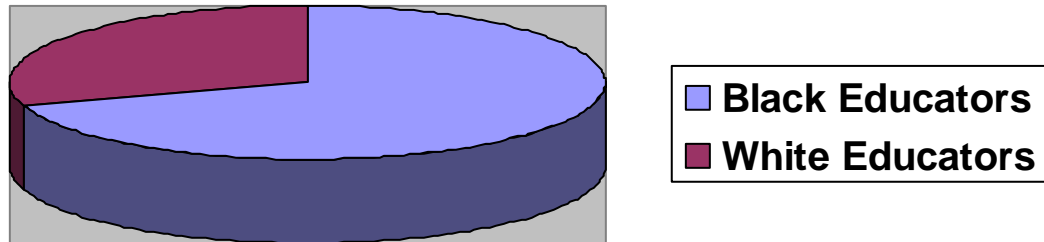
Frequency Distribution

The frequency distribution of Black and White respondents is indicated here below. The total number of them is fifty-seven in line with the sampling size as discussed in Chapter three.

Frequency		Total
Black	40	57 per sample size
White	17	

In percentage form, the frequency distribution of respondents translates into what is presented below in the pie chart.

Racial Question



From the responses, the study indicates that seventy percent (70%) of respondents were Black educators and thirty percent (30%) were White educators working in respective schools. This shows that Thulamahashe Circuit is dominated by Black educators working in Black schools.

4.3.3. Involvement in Abused Learners

The study avoided to assume that all educators are involved in a case of abused learners, thus an inquiry was made to determine the involvement.

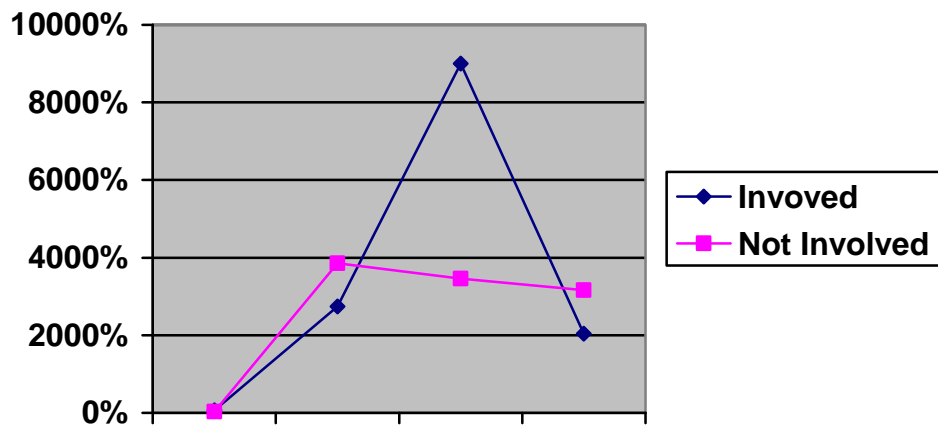
Frequency Distribution

The frequency distribution of the respondents is herein indicated. This was in relation with their involvement or non-involvement in the situation of the abused learners.

Frequency		Total
Involved	39	57 per sample size
Not involved	18	

The graph below demonstrates the involvement question in the form of percentage.

Involvement in Cases of Abuses



Sixty-eight (68%) percent of the respondents indicated that they have been involved in the situation of the abused learners at one time or the other while thirty-two (32%) of them were never involved in such situations. The situation of the abused learners is sensitive and there are other home-based interventions that deal with these conditions. The study does not contend that home-based or school-based interventions are more effective than the other. It only attempts to clarify that the school environment is not an exclusive *panacea* in addressing these challenges.

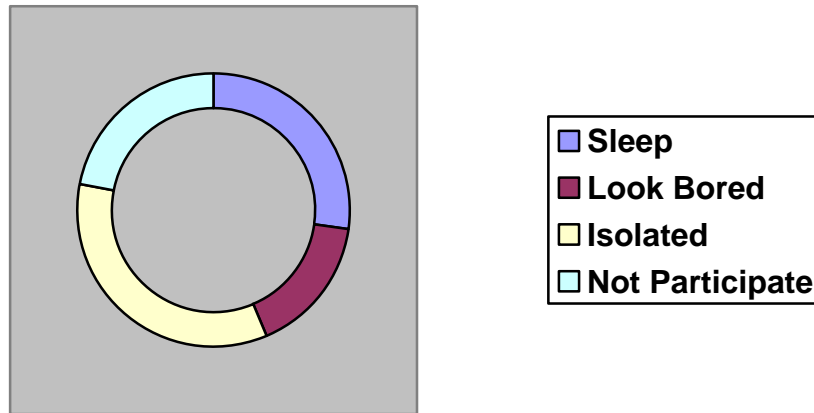
4.3.4. Identification of Abused Learners

Respondents were asked as to how do they identify abused learners from the rest of other learners. The frequency distribution of the respondents to the question is indicated below:

Frequency		Total
Those who said they sleep	17	57 per sample size
Those who say they look bored	6	
Those who say they are isolated	22	
Those who said they do not participate	12	

The frequency distributed was further analysed to get information in percentile form. Sixty-eight percent (68%) of the respondents who have been involved in the situation of the abused learners where asked as to how they identify that learners could be abused. The study moved from the premise that the majority of the abused learners do not necessary come forward to report various forms of abuses they experience. In this vein, the study assumed that there could be some behaviours that could demonstrate that all is not well with a specific learner, which could then lead to necessary discussion.

Identification of Abused Learners



Thirty-eight (38%) percent of respondents indicated that learners who are abused get isolated in a classroom situation. Thirty percent (30%) of respondents indicated that abused learners often do sleep. Twenty-four percent indicated that it is easy to identify abused learners in that they do not participate in the class while eighteen percent (18%) responded that abused learners look bored during and after class session. From these responses, it is interpreted that it could require a skill to identify and correctly interpret that a specific learner may be experiencing abuses of some kind.

These aspects mentioned as the identification of the abused learners should be seen in the context of Tennyson Center for Children at Colorado Christian Home (2008:4) that provides analysis for behavioral indicators for physical, emotional, sexual abuses and signs of neglect. The Center is able to identify a behaviour and diagnose that it is behavioral for emotional or sexual abuse or any other thereof. In this study, it is not purposed to make such an in-depth analysis and respondents

were only ask the questions to indicate how they identify an abused learners.

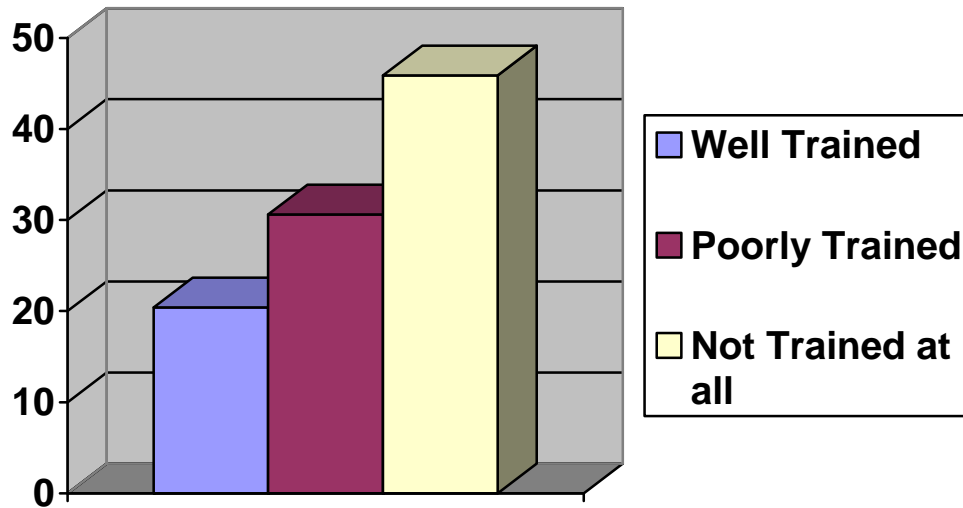
4.3.5. Training of Educators

In view of the methods of identifying abused learners as indicated above, respondents were asked as to how trained are the educators to handle sensitive cases of abuses the study pursues. It was regarded that specific orientation and training could be required. Professional functionaries, such as Social Workers and Physiologists, are well trained in their field of study, but in the case of educators, they could also be well trained to provide education and training, but for now these cases fall outside their professional training.

Frequency Distribution

Frequency		Total
Well trained	13	57 per sample size
Poorly trained	18	
Not trained at all	26	

Training of Educators



Twenty-two (22%) of respondents indicated that educators are well trained to handle cases of abuses while thirty-one percent (31%) are of the view that educators are poorly trained. This was contrary to forty-seven (47%) of respondents who indicated that educators are not well trained at all in handling cases of learners abuse.

This question was informed by the understanding that the Department of Justice conducts special in-service training regarding the social context of domestic violence to their formally-trained legal practitioners. In this context, it was deemed necessary to inquire as to whether the educational environment does also conduct such informal or formal orientation to the educators to deal with such sensitive matter of learner abuses. The argument being that if the legal environment does provide such to their officials that are already well trained, the

Department of Education could not justify the absence of such informal orientation.

4.3.6. Commonalities of Abuses

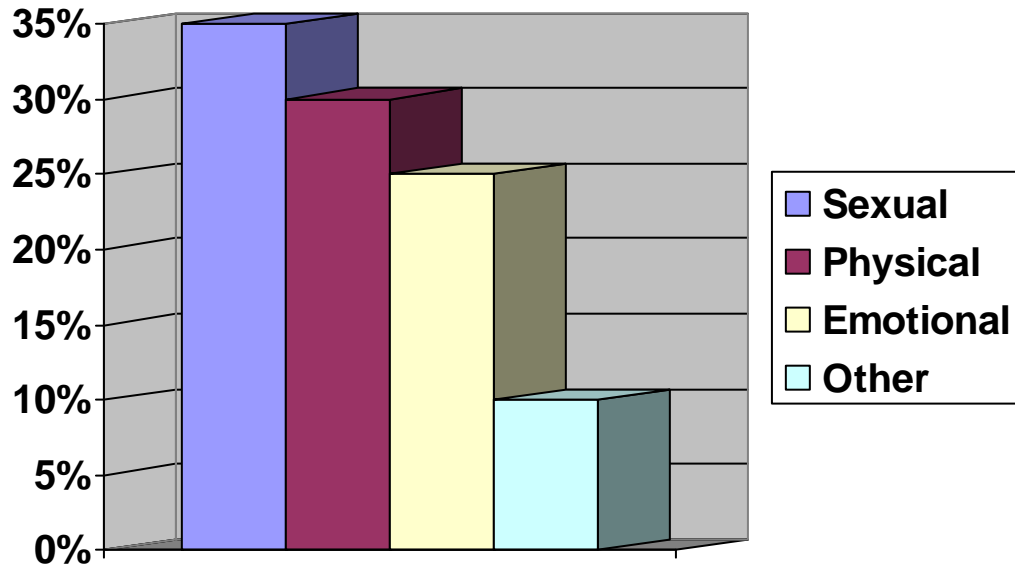
As to what kind and commonalities of abuses are experienced by learners at school, the following is their frequency response:

Frequency Distribution

Frequency		Total
Sexual	19	57 per sample size
Physical	17	
Emotional	14	
Other	7	

It was determined from sixty-eight percent of the educators who once have been involved in the situation of the abused learners as to the abuses that are common and the following were their responses:

Types of Abuses



According to the responses, twenty-five percent (25%) indicated that the nature of the abuses they have dealt with has been emotional and thirty-five percent (35%) said has been sexual, while thirty percent (30%) indicated that they have dealt with physical abuses. Ten percent (10%) of the respondents indicated that they have dealt with other forms of abuses than the ones mentioned above.

Although a significant thirty-five percent reported the question of sexual abuses and that the percentage is significantly high, the task team established in 2002 (mentioned herein for correlation reasons) reported that there is a gross underreporting of incidents of sexual abuse for a range of the following reasons:

- Many learners find it difficult to speak out for fear of the stigma that may be attached to them;
- Fear of not being believed;
- Fear of being blamed for the abuse;
- Where a teacher is the abuser the power relations often intimidate learners into silence;
- Learners who abuse others are also often school bullies, and again victims are intimidated into not reporting; and
- The inability of most learners to talk about sexual matters with adults, for cultural or other reasons

For this reason, there is a gross underreporting of incidents of sexual abuse for a range of the following reasons:

- Many learners find it difficult to speak out for fear of the stigma that may be attached to them;
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- Where a teacher is the abuser the power relations often intimidate learners into silence;
- Learners who abuse others are also often school bullies, and again victims are intimidated into not reporting; and
- The inability of most learners to talk about sexual matters with adults, for cultural or other reasons

In the context of the study in question, thirty-five percent has shown an increase in these cases reported and dealt with in the school environment.

The Domestic Violence Act (1998:123) includes financial abuses, economic abuses, intimidation, stalking, damage to property, entry into the complainant residences without consent where the part does not share the same residences. These forms of abuses are regarded a forms that learners are not exposed to and for this reason, they were not included in the questionnaire. Although learner abuse may take place in the domestic domain, the practical reality would reveal that domestic violence is not child abuse and child abuse is not learner abuse, although there are in a complementary relation in that a learner whom is being abused may be a child learner and such a learner may be abused in the domestic domain. It is therefore critical to provide demarcation and complimentary collaboration in advancing argument in this context.

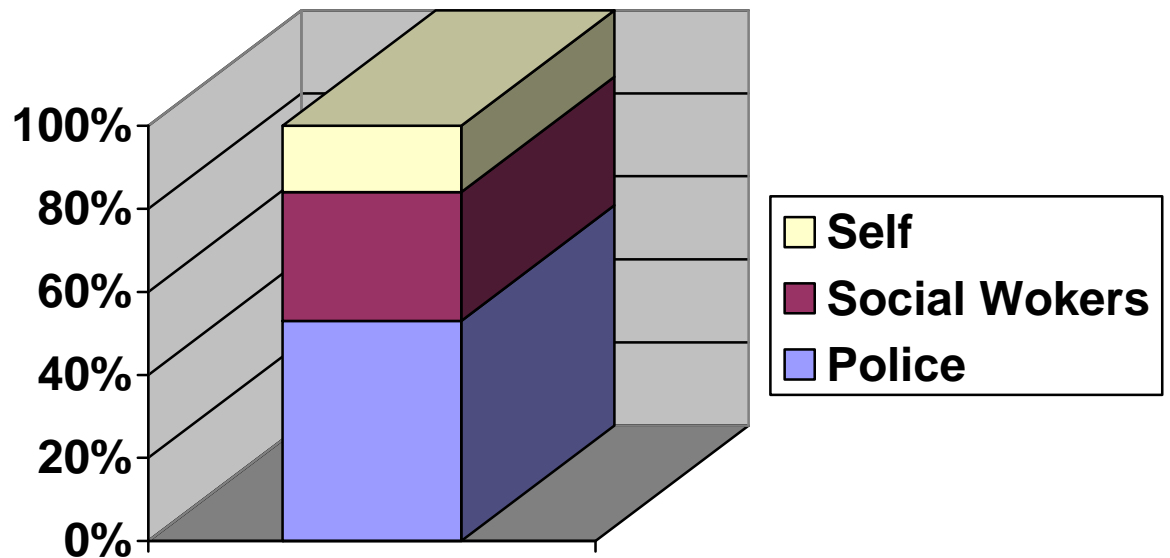
4.3.7. The Management Question

This question was central to the study in that it inquired on how these forms of abuses are managed in a school environment. The question of effective management was herein more of an issue than mere management where there are no results obtained.

Frequency Distribution

Frequency		Total
Self	9	57 per sample size
Social Workers	18	
Police	30	

The Management Question



In the case of sexual abuses, fifty-three percent (53%) percent of the respondents indicated that it refers such cases to Safety and Security Department for the police to be involved. Thirty-one percent (31%) of the respondents indicated that it does assist abused learners with the involvement of social workers. Sixteen percent (16%) of the respondents indicated that it deals with every form of an abuse by themselves in that they are trained in dealing with such challenges.

4.3.8. Involvement of Parents

The educators were asked if they do involve parents or guardian of abused learners in attempting to manage the situation and the

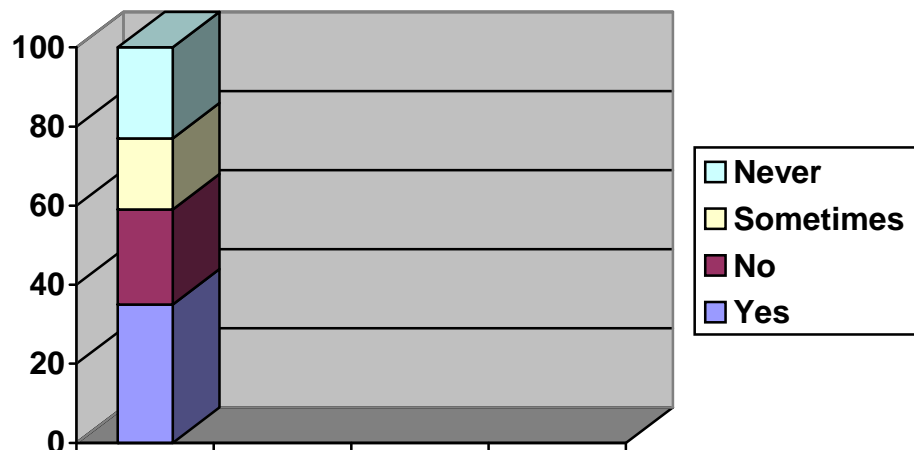
following were their responses: The question was from the background that contemporary, parents are expected to be involved in the education of their child. Before the 1994 dispensation, Black parents particularly were not involved in the education of their children. Parent's involvement in education of ones' child is as critical as involvement in cases of abuses.

Respondents were expected to respond by indicating "never", "sometimes", "yes" or "no" in their responses and the distribution of their responses frequently is as follows:

Frequency Distribution

Frequency		Total
Never	13	57 per sample size
Sometimes	10	
No	14	
Yes	20	

Parents Involvement



Of the interviewed educators, thirty-five (35%) percent responded in a “Yes” affirmation that they do involve parents. Twenty-four (24%) percent responded “No” and indicated that they do not involve parents. Eighteen percent (18%) indicate that they involve them sometimes while twenty three percent (23%) indicated that they never involve. Eighteen percent who responded that they never involve parents indicated that some of the abuses are perpetuated by parents from the home environment. Involving them worsened the situation of the abused.

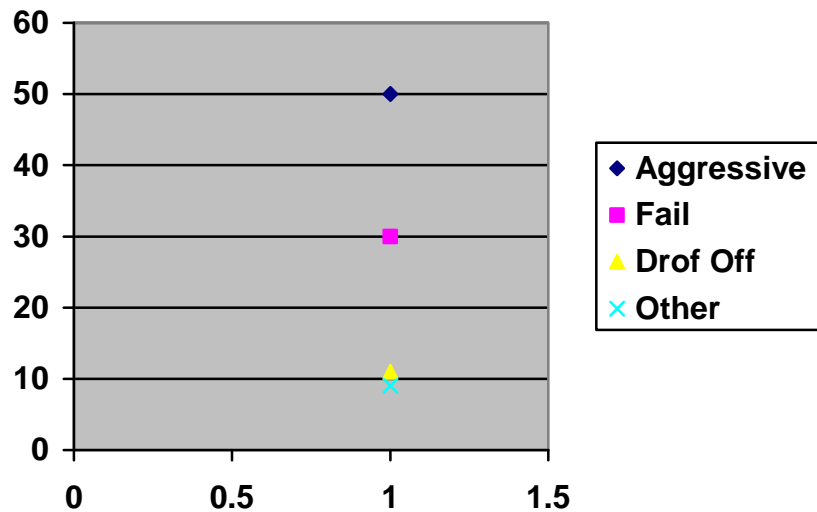
4.3. 9. The Afterwards Effects

Although the study is more on the management of the abused learners, respondents were asked to express opinions on the effects of abuses to learners in the context of learning. It was assumed that there could be some long lasting effects on learners. Frequently, their responses were distributed as follows:

Frequency		Total
Aggressive	29	57 per sample size
Fail	17	
Drop off	6	
Other	5	

Further analysis and translation of the responses culminated into what is presented below in percentage ratios.

Effects of Abuses to Learners



In this vein, fifty percent (50%) of the respondents indicated that learners who are abused gets aggressive and stubborn while thirty percent (30%) indicated that ultimately they fail their lessons. Eleven percent (11%) indicated that learners drop off from school; and nine percent (9%) responded that other conditions and circumstances prevail. All these indications are not good for learners and society at large. The society could benefit more if these abuses do not happen in the home environment in the first place than to deploy resources towards their management.

4.4. Conclusion

The graphs indicated above assisted in the presentation of data following the analysis. It could be interpreted that it is not easy in the first place to identify learners that are abused before managing of their situation could take place. There are various stakeholders as indicated above that could assist in managing the

situation involving the abused. The effects of abuses on learners are more negative such that it could have been useful not even to have learner abuses in the first place.

CHAPTER 5

CONCLUSIONS AND RECOMMENDATIONS

This chapter solely concludes and provides some recommendation emanating from the study. Chapter one dealt with the orientation of the study and all fundamental elements of the study are discussed in the chapter in question. These include the question of the aim and objectives of the study, which is herein contended to have been fully satisfied. The question of the limitation of the study and the research questions which are here in contended to have assisted in the directional progression of the study form part of this chapter. The study area, among other elementary questions as indicated, were all part of the first chapter.

Chapter two provided a detailed literature review that is relevant to the study on the effects of abusive circumstances on learners. It is in this chapter where various aspects of managing situations of abused learners; the effects of abusive circumstances on learners; and the ways of identifying abused learners were discussed.

Chapter three addressed the methodological grounding of the research. The quantitative research method and the interpretive paradigm were followed in order to guide the study in dealing with critical questions. Of most importance is the discussion around the question of the population and sampling, as well as how the respondents were interviewed.

Chapter four presented the findings of the research. The collected data were analyzed and correlated to convey meaning. The data were coded through quantitative analysis.

In this chapter five, the overall conclusion is therefore provided. It is overall in that it is different from other conclusions provided within respective chapters. Not only is this chapter conclusive, but it also presents findings and recommendation(s) hereunder presented

5.1 Findings

In overall, the study established that management of learner's living under abusive environment can be carried out through various interventions. It is indicated that the establishment of network of liaising with other professional establishment is useful. The symptoms of learners living under abuses are outlined and management of these conditions begins once such symptoms are identified. The long effects of abuses to learners have been denoted and it is recommended that it would be better if these conditions could be prevented than for them to be managed after their occurrences.

5.2 Recommendation(s)

It is recommended that the Department of Education should consider training and capacitating educators to handle sensitive questions on abuses as a multi-equipping intervention necessary to assist abused learners in the school environment. A forum of educators requires to be established to provide support and

encouragement, first to each other and secondly to learners, with a view to share their experiences, feelings as well as resources base guidelines for dealing with learners living in abusive environment. Professional staffs are required to be involved in the school environment to provide professional services to learners living under abusive environment.

ANNEXURE A
REQUEST FOR A PERMISSION TO
CONDUCT THE STUDY

**ANNEXURE B
CORRESPONDENCES FROM THE
AUTHORITIES**

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