

**PERCEPTIONS ON SAFETY RELATED CHALLENGES IN SELECTED
SECONDARY SCHOOLS OF MOGALAKWENA EDUCATION DISTRICT,
LIMPOPO PROVINCE, SOUTH AFRICA.**

By

Raisibe Nelly Baloyi

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Supervisor: Dr FM Manganyi

Co-Supervisor: Dr K Phalane

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DECLARATION

I declare that Perceptions on safety related challenges in selected secondary schools of Mogalakwena Education District, Limpopo Province, South Africa mini-dissertation/ thesis hereby submitted to the University of Limpopo, for the degree Masters in Criminology and Criminology Justice (degree & field of research) has not been previously been submitted by me for a degree at this or any other university; that this is my work in design and in execution; and that all material contained herein has been duly acknowledged.



Signature (Ms Baloyi, RN)

26/08/2024

Date

DEDICATIONS

My parents **JAMES BALOYI AND MAPULA BALOYI**, this work is dedicated to them. Both my parents have been my biggest cheer leaders from the beginning of this Masters programme to the end. I am very thankful for your love and prayers. I am very appreciative and grateful for you.

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- To the co-ordinator **Prof W Maluleke**, thank you for your effort, dedication and for being part of this project.
- Glory to God for the provision of life and time.

ABSTRACT

This study was conducted to explore the perceptions of safety related challenges in selected secondary schools of Mogalakwena Education District, Limpopo province namely: Langalibalele, Seritarita, and Ebenezer secondary schools following a qualitative research approach and exploratory research design.

The non-probability sampling: Purposive sampling was adopted to sample 18 participants and 6 participants were selected from each school. In this study, data was gathered using one-on-one semi-structured face-to-face interviews and analysis was done using thematic content analysis.

Social disorganisation theory was the adopted theoretical framework in the study that concluded that location matters in terms of what crime occurs in certain communities. The theory stated that school violence is likely to occur in crime-oriented communities and that family and neighbourhood play a significant in how learners view crime and how they carry themselves. The study identified causes of school violence, research on the topic and data collected from the chosen participants, the Department of Education (DBE) legislative frameworks are thought to be effective in some schools and not all.

This study recommends that the DBE work with therapists and psychologists to support victimized educators and non-violent. To inform parents about the school violence, have awareness programs to acknowledge learners of how bad crime is. The study also suggests that parents and other stakeholders play a significant role in enhancing school security, work on improving the current security measures to guarantee safety of in the schools.

Keywords: *School violence, Norms, Educators, Community, Disorganization, Role players.*

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ACRONYMS AND DESCRIPTIONS

CEM – Council of Education

CJCP – Centre for Justice & Crime Prevention

CPSV – Center for the Prevention of School Violence

CRC – Convention on the Rights of the Child

DBE – Department of Basic Education

FDHC – Faculty of Higher Degrees Committee

GBH – Grievous Bodily Harm

GBV – Gender Based Violence

HEDCOM – Heads of Education Department Committee

HIV – Human Immunodeficiency Virus

KZN – KwaZulu-Natal

NEPA – National Education Policy Act

OHSA – Occupational Health and Safety Act

PTSD – Post-Traumatic Stress Disorder

SACE – South African Council for Educators

SADTU – South African Democratic Teachers' Union

SASA – South African School Act

SADTU – South African Democratic Teachers' Union

SAHRC – South African Human Rights Commission

SAPS – South African Police Service

SDT – Social Disorganization Theory

SGB – School Governing Body

SMT – School Management Teams

SVRC – School Violence Resource Center

TREC – Turfloop Research Ethics Committee

CHAPTER ONE: GENERAL ORIENTATION

1.1 INTRODUCTION AND MOTIVATION

Schools are regarded as anchors and microcosms of society. South African schools' current perennial problems are widespread violence and ineffective disciplinary practices. According to Mestry (2015), this raises concerns about people's safety in schools. The loss of instructional time resulting from safety-related issues in schools has a negative impact on education (Bipath, 2017). A safe and well-organised setting should be used for both teaching and learning. There have been severe instances of unsafe behaviour in South Africa (Bipath, 2017). Smith (2003) states that violence cultivates an aura that prevents educators from working in a healthy and secure setting, which is a constitutional right.

According to Du Plessis (2013), there are other laws that are essential for protecting the constitutional rights of educators within the educational system, in addition to the "South African Schools Act (SASA) [No. 84 of 1996] and the Occupational Health and Safety Act (OHSA) [No. 85 of 1993]". In the workplace of educators, the SASA, 1996, if properly formulated and implemented, might significantly minimize the causes of violence against them (Mestry & Khumalo, 2012). By defending their constitutional rights, the OHSA, 1993 could lower the danger of occupational health hazards for educators. By establishing policies through their employers, School Governing Body (SGB) and the Department of Basic Education (DBE), the OHSA of 1993 protects educators. In order to help the SASA protect the constitutional rights of all participants in the education system, school policies are designed to do so (Smith, 2003).

According to Mestry and Khumalo (2012:99), "the rights stated in The Bill of Rights, (1996) include: (i) the right to have their dignity respected and protected (Section 10); (ii) the right to be free from all forms of violence from either public or private sources (Section 12(1)(c); (iii) the right to bodily and psychological integrity (Section 12(2)); and (iv) the right to an environment that is not harmful to their health or well-being (Section 24)".

Safety in schools has been a challenge for both developed and undeveloped democratic countries for decades now. This study has explored school violence perpetuated against educators in Mogalakwena Circuit. Despite the abundance of literature on school violence, violence perpetuated against educators by their learners have received less attention (Makhasane & Mthembu, 2019).

This information is crucial since there are discussions in schools and governments that may develop efficient strategies or programs to address the listed difficulties if they have an advanced grasp of the safety-related challenge faced by educators in South African contexts (Makhasane & Mthembu, 2019).

1.2 PROBLEM STATEMENT

The most significant institution in society is school. It is hoped that education will assist in building and growing a nation. Losen (2015) states that schools used to be the most secure environment for education. Due to the violence in secondary schools, these environments are not safe and secure anymore. School violence serves as one of the safety related challenges faced in South Africa. School violence in secondary schools make educators feel unsafe in their workplace.

Bipath (2017) states that educators become frustrated and afraid, and productivity becomes affected, this leads to the entire school environment being in a dysfunctional situation. According to Grobler (2019), learner-on-educator interactions currently account for a large portion of South Africa's understanding of school violence. This issue is normalized because it occurs often and that school violence against educators is taken lightly (Ncontsa & Shumba, 2013).

Although there are legislations that protect educators against violent acts, educators remain victims of school violence to date. The fourth quarter 2022/23 crime statistics released by SAPS revealed that there is 13% increase in school violence compared to the previous quarter, with 9% increase being violence perpetuated against educators (Nonki, 2023). Between January and April 2023, there has been 10 murders, both grievous bodily harm (GBH) and assault amounted to 238 incidents, attempted murders amounted to 14 incidents and rapes amounted to 84 incidents in the educational setting in Limpopo (Nonki, 2023).

Of the statistics of cases above, 114 incidents of the assaults were levelled against educators. Nonki (2023) states that there are numerous videos published on social media by learners where educators are violented and victimized by learners. A video was circulating all over the internet in 2019 where a male learner from a secondary school in Tzaneen, Limpopo was physical assaulting a male educator. Violence in schools occurs mainly because the DBE cannot fully meet its constitutional obligation stated in “sections (10) (12) (1) (c and e), 12(2) and 24(a) of the Constitution of the Republic of South Africa to protect the rights and dignity of the educators”.

Study regarding the phenomenon under investigation does not sufficiently address the trouble of educators becoming victimised. When doing research on violence in educational settings, it is imperative to give equal attention to violence directed towards educators to fully comprehend the issues of school violence. If we were able to accomplish this, it would enable us to establish scientific knowledge that would be useful in developing preventative strategies and policies. This study looks into the traits and influences that subsidize to violent crimes in educational settings.

1.3 STUDY AIM

The aim of the study was to explore perceptions of secondary school on safety related challenges in selected secondary schools of the Mogalakwena Education District, Limpopo province, South Africa.

1.4 STUDY OBJECTIVES

Objectives of this research are as follows:

- To assess the nature of safety related challenges in the selected secondary schools of Mogalakwena Education District.
- To determine contributory factors to the escalation of safety related challenges in the selected secondary schools of Mogalakwena Education District.
- To identify the obstacles of eliminating school safety related challenges in the selected secondary schools of Mogalakwena Education District.

- To address the legislative frameworks as employed by the DBE in responding to safety related challenges in the selected secondary schools of Mogalakwena Education District.

1.5 STUDY JUSTIFICATION

This study stands the potential contribute to the academic fraternity for oncoming postgraduate students. The study addresses safety related challenges in secondary schools, which is violence in schools against educators. It is anticipated that the study's conclusions will significantly advance our understanding of the phenomenon under investigation generally. The study hopes to expose the limitations of the legislations that upholds the constitutional rights of educators within the school system/workplace, such as SASA, 1996, OHSA, 1993, EEA, 1998. This study is also prominent on the consequences of the health and safety of educators and hopes that the DBE will establish laws and rules that will discipline learners who engage in school violence as well as establish laws that will protect secondary school educators. The schools might be encouraged to set codes of conduct that will protect both learners and educators while the community will benefit from the reduction of school violence in a way that children will grow and mature into disciplined individuals, which will mean fewer criminals in the community.

1.6 OPERATIONAL DEFINITIONS AND DEMARCATIONS

- **Learner**

According to the SASA, No. 84 of 1996 “a learner is any person who receives education or is obliged to receive education”. For the purpose of this study, a learner is any person who has enrolled in a secondary to receive formal education under the guidance of an educator, through systematic teaching and learning.

- **Violence**

Is the deliberate emotional abuse, use of physical force, and power abuse by one or

more people with the purpose to dominate, fear, or cause suffering to another (Manvell, 2012). This description is similar to that of aggression, which is described as behavior that is directed toward another person or people and is done with the aim to cause, injure, or harm the victim (Aquino & Thau, 2009). Before one can comprehend school violence against educators in this study, one must first understand the concept of “violence”.

- **Educator**

An educator denotes any individual who imparts knowledge within a school setting, and their employment status and contractual arrangements are governed by the laws (SASA, 1996). The term usually employed outside educational institutions to denote individuals accountable for instructing children in schools is “teacher”. While gathering data, the researcher observed that this term is still being utilized in educational institutes. In this study, “teacher” will be used interchangeably with “educator”.

- **Victim**

Fohring (2018) refers to victims as people or groups who have suffered from acts or neglect that violate the criminal laws that are in effect in the nation where these acts or neglect occur. These damages can include bodily or mental harm, emotional distress, financial loss, or a significant infringement upon one's basic rights. By this definition, educators who have suffered injury, individually or collectively, are the victims of violence in this study. This harm can take the shape of serious violations of their fundamental rights, emotional distress, physical or mental injuries, or other forms of harm.

- **School violence**

Different researchers have given varying definitions for school violence (De Wet, 2007; Vettenburg, 1999), and there is not universally agreed upon definition. It includes various types of damage, such as verbal abuse, physical harm, sexual harassment, threats, and acts of violence involving weapons (Benbenishty & Astor, 2005).

Regarding schools, acts of violence encompass intimidation, threat, harassment, theft, destruction of property, physical attack (with or without a weapon, including sexual assault), or even homicide occurring within schools or when traveling to and from school (Buck, 2006).

1.7 STUDY LIMITATIONS

Price and Murnan (2004:66), assert that the “study's limits are those aspects of its technique or design that had an impact on or influenced how the results of your research were interpreted”. Below, the researcher addresses the limitations to generalisability they faced when doing their research. This involves composing the entire dissertation, choosing participants, acquiring, and analysing the study's literature, and collecting data. These are essentially the unexpected difficulties that surfaced during the investigation.

- **Financial constraints and travelling distances:** Three schools in three distinct locations were selected by the researcher to gather data. The researcher's home is located several kilometres away from these schools. Using a fixed income, the researcher had to cover transportation cost to the selected locations.
- **Absence of prior research studies on the topic:** Despite the researcher's success in collecting relevant literature for the study, no existing studies covered the same topic. As a result, a brand-new research typology was created by the researcher. The researcher faced this as one of the limitations.
- **Geographical boundary of this study:** One more constraint is that this study is of a qualitative nature, and the participants are limited to individuals employed in specific secondary schools in the Mogalakwena Circuit. The research concentrated on specific high schools in the Mogalakwena Circuit regions; however, it is conceivable that conducting a similar study in another district may produce dissimilar outcomes. Therefore, the results of this research cannot be extrapolated to represent the entire nation of South Africa.

- **Qualitative study:** Due to the qualitative nature of the study, the findings cannot be generalized to the entire population but only relevant to a specific subset.
- **Time constraints:** Due to the institution's set time limit for completing the master's program, the researcher was compelled to expedite the research process. As a result, the researcher's desired level of depth was restricted.

1.8 SCOPE OF THE STUDY

The study explored perceptions on school violence in selected secondary schools in Mogalakwena Circuit. The essence of school violence and factors that escalates school violence against educators are scrutinized. The phenomenon under study is a major issue nationally, and incidents are seemingly increasing quarterly (Nonki, 2023). The research employed qualitative methodology to gain more insight on school violence. The study was conducted in Mogalakwena Circuit in Mokopane, Limpopo province South Africa in three selected schools (Seritarita, Ebaneza & Langalibalele). In the current study, the researcher involved 18 volunteers, with 6 participants selected from each school. This group included 6 security guards, 6 members of the school management (comprising 3 SGB members and 3 principals), and 6 educators. Specifically, from each school, interviews were conducted with 2 SGB members, 2 educators, 1 principal, and 1 security guard. Participants were carefully selected, and there was gender balance. Semi-structured interviews with each of the 18 participants were conducted in-depth and analysed.

1.9 CHAPTER LAYOUT AND PROGRESSIONS

Chapter one: An introduction is given which includes a summary, background details, and importance of the research being conducted.

Chapter two: This chapter examines relevant literature in order to conceptualize the study.

Chapter three: Focuses on the theoretical perspective that was employed in guiding the research.

Chapter four: Delves into the research methodology adopted in this study. This chapter provides a discussion on the design of qualitative research.

Chapter five: This section focuses on the outcomes of the qualitative investigation, which are presented, evaluated, and deliberated upon.

Chapter six: Provides a summary, conclusions, and recommendation of the study.

The concluding segment of the research comprises appendixes and references.

1.10 SUMMARY

The introduction supplied an outline of the study, highlighting the historical background of the subject or issue. This was attained by supplying a comprehensive analysis of the research and its rationale. This chapter provided further elaboration on the specific nature of the issue being investigated. The order of the chapters was introduced with the intention of providing the reader with a concise overview of the research chapters. The objective of the upcoming section is to present the reader with a summary of the topic being investigated and to elucidate the important concepts relevant to this research, as guided by its goals and objectives.

CHAPTER TWO: LITERATURE REVIEW ON SAFETY RELATED CHALLENGES IN SELECTED SECONDARY SCHOOLS

2.1 INTRODUCTION

The overall orientation of the study was covered in the preceding chapter. The researcher examined other researchers' results on school violence in this chapter. Chapter two explores accessible and reliable information related to school violence as a safety challenge perpetuated against educators. The researcher provides the nature of school violence, contributory factors, the obstacles of eliminating school violence and the effectiveness of legislative frameworks as employed by the DBE in responding to violence in school.

Mnube cited in Sibisi (2019:1) define school violence as “any acts of violence that occur inside an educational institution”. According to Sibisi (2019), school-based acts of violence can be both physical and non-physical, and the victim may or may not suffer physical or emotional injury as a result. The continuation of Sibisi’s (2019:1) statement that “school violence typically takes the form of learner-on-learner, learner-on-educator, educator-on-educator, and educator-on-learner violence and severely disrupts the normal functioning of the schooling system is made in this sentence”.

2.2 THE CONCEPTUALISATION OF SCHOOL VIOLENCE

Violence is one of the most frequent concerns with safety in South African secondary schools. School violence is not defined in a way that is universally accepted (De Wet, 2007). There are three potential explanations for this circumstance. The first is that violence in schools is in different types. It includes a variety of abuse, such as victimization from verbal abuse, physical abuse, sexual harassment, threats, and abusive behaviour with a weapon (Astor & Benbenishty, 2005). The second explanation is that as the study on the subject progressed and researchers grew more cognisant of the numerous facets that are present in this issue, they changed their definitions of what constitutes school violence (Buck, 2006). Early studies on the topic

defined school violence in terms of learners' actions including disobedience, getting up from one's seat, adhering to other learner's backs, and even damaging property (Goldstein, Apter & Harootunian, 1984). Later definitions concentrated on violent crimes that took place on school premises (Buck, 2006).

DBE (2015) refers to violence in schools as hostility and victimisation that take place within and outside of classrooms, close to schools, on the way to and from school, and online. Violence have been happening ever before colonialists formalised the educational system. However, due to several circumstances over time, including socioeconomic concerns, the global social revolution and leadership, the type and degree of school-based violence altered.

At the moment, it is typical to come across definitions of school violence that span the entire violence continuum. According to the School Violence Resource Center (SVRC, 2009), school violence is defined as acts of intimidation, threat, harassment, robbery, vandalism, physical assault (including rape and other forms of sexual abuse), or murder that take place on school property or on buses that transport learners and educators to and from school. The third issue is because, despite advancements in the field of study, some academics still define the notion in a constrictive and learner-biased manner.

For example, school violence is defined by Rabrenovic, Kaufman and Levin (2004) and Cantor and Wright (2002) as a range of aggressive and antisocial behaviours among learners, including bullying, serious physical acts involving the use of lethal weapons, such as assault and even murder, and less serious physical behaviour like shoving and pushing they continued and referred to it as any action that can frighten learners and educators and impair their preparation for and capacity for learning and teaching. Definitions of school violence that are far broader in scope and encompass a wide spectrum of violent behaviours have arisen.

The definition of school violence has been enlarged to include actions that can injure a victim physically and psychologically and vary in degree and frequency. Verbal threats, intimidation, vandalism, violence towards workers, gang violence, sexual harassment, the use of firearms, dating violence, rape, and murder are only a few examples of these behaviours (Astor & Benbenishty, 2005). The Center for the Prevention of School Violence (CPSV, 2002) uses a broad and somewhat neutral

definition of school violence to account for victimization of all participants in the educational setting as well as the various types of acts that make it up.

School violence is defined as “any behaviour that violates a school's educational mission or climate of respect or jeopardizes the intent of the school to be free of aggression against persons or property, drugs, weapons, disruptions, and disorder”, by the CPSV (2002:1). The methodology used by Prinsloo and Nesor (2007:11) is comparable, they define school violence as “any deliberate physical or non-physical situation or act that causes physical or non-physical harm to the victim while the victim is under the control of the school”.

Similar to this, school violence is defined by Morrison and Furlong (2005) as a complex construct that includes violent behaviours that negatively impact the learning and teaching environment in schools and have an impact on both learners and educators. There is school violence now, and the problem is becoming worse exponentially in schools across the nation. Studies on school violence against educators done by Singh (2011) and Sibisi (2019) highlight the fact that the absence of proactive guardianship and the DBE in avoiding violence infuriates the issue in schools.

Newly employed educators are easier to prey and many reported being victimized in classrooms. Violence in school is a worldwide issue that “affects one of the central institutions of contemporary society to some extent in virtually all nation-states”. With the incidence of GBH increased by 8.2% in secondary schools nationally (Democratic Alliance, 2023), it is not surprising that violence and crime continue to occur at unacceptable rates in KZN schools given the region's consistently very high incidents of violent crimes, particularly murder.

South Africa, behind Jamaica, is the country with the second-highest number of reported incidences of abuse in schools, according to Ntuli (2015). According to Kreifels and Warton (2018), the institutions negatively impacted by violence because it frequently results in learners learning mistrust and suspicion. Educators and learners' futures in schools are in danger if threats to their safety and violence are not handled effectively. Therefore, maintaining school safety is more than just a minor concern; it is a crucial precondition for educating and learning.

Schools intended to be welcoming places where both learners and educators can engage in open instruction and learning without worrying about being victimized in any way. Violence in schools mirrors the violence in communities and that typically have a detrimental impact on educational activities in schools (Mncube & Harbor, 2013). A safe school, according to Prinsloo (2005), is one where individuals may secure to work and learn. South African Human Rights Commission (SAHRC, 2008) assert that various forms of violence, include gangsterism, hooliganism, and violence between educators and learners, occur at schools. As a result, the environment at schools is unsafe for learning.

The SACE (2011) found that educators are at particularly high risk of being victimized. Furthermore, it is asserted that the perception of educators as violent offenders in schools may be the cause of the rise in the number of educators who become targets. Many learners have brought weapons like knives and guns to class to threaten or hurt educators and even security guards. Learners who wish to pursue an education have their rights to learn violated by violent or delinquent learners. Additionally, the practice of learning and teaching is corroded by disruptive learner behavior (Davids, 2017).

School violence is a worldwide pandemic, South Africa is thus affected by this pandemic. Individuals have an entitlement to freedom and security, as stated in Section 12(1) of the Constitution of the Republic of South Africa (The Bill of Rights, 1996). This includes the freedom from all types of violence and the prohibition against all forms of torture. Individuals have the entitlement to bodily and psychological integrity, which includes the right to safety and control over one's body, according to subsection (2) of the same law. Details for safeguarding educators from physical and mental harm are also included in the National Education Policy Act No. 27 of 1996 (Netshitahame & Van Vollenhoven, 2002).

Christie, Butler and Potterton (2007:210) states that “the purpose of schooling, which can be achieved only in a peaceful school environment, is to provide an environment where teaching and learning can take place; to prepare people for the world of work, nation-building, and citizenship; to teach the values of society; and the development of the individual”. Moreover, schools have a long-standing practice of violence that has been fostered indifferently over many years, making them dangerous and unsecure

places. Because of these incidents, both educators and learners now feel frightened in their classrooms and in the neighborhoods where this school is located. This claim is supported by numerous media reports such as Bulletin. For instance, a teacher was robbed at gunpoint in front of a class by a learner (Kuppan:11, 2008). The SADTU secretary announced in 2011 that 67 000 educators had resigned due to victimization and safety issues.

The traumatic past of school-based violence in South Africa, where democracy currently reigns, frequently resulted in political conflicts (Shabalala, 2016). Shabalala (2016) continue to note that self-destructive tactics have continued since the 1976 Soweto uprising, even though the political will of the people has created the basis for a transition to a more prosperous future. Many educators and learners still employ the majority of these protest tactics today (Sibisi, 2019). Every community wants a secure school environment for its learners and educators, and most of the research indicates that this is the only place where successful teaching and learning can take place (Shabalala, 2016).

However, schools have a deeply ingrained practice of violence that has been fostered in various ways over a long period of time, making them unsafe and insecure. The townships in South Africa where the study was conducted also include demographic and community elements that affect or have an impact on school safety. Township schools in South Africa are more exposed to dangerous environments and violence threats due to location (Shabalala, 2016). The pervasive criminality and aggression in South African society has permeated the educational system.

According to Netshitahame and Van Vollenhoven (2002), schools in rural areas in South Africa are in high poverty areas, and as a result, there are frequently vandalism and theft events at these institutions. Additionally, drug traffickers regard schools as an unexplored market for their products and exploit learners' curiosity and immaturity by offering them narcotics (Shabalala, 2016). In schools across the nation, and particularly in KZN, school-based violence has grown more prevalent than ever before and is growing exponentially (Maphumulo, 2018). School violence against educators was found to be quite common in Limpopo and KZN provinces (Singh, 2006).

2.3 CONTRIBUTORY FACTORS TO THE ESCALATION OF SCHOOL VIOLENCE

Some South African schools are thought to be among the riskiest locations to visit. Power (2016) stated in Chapter 12 of the Education Rights Handbook that the DBE concurs that feeling safe is a crucial component of learning and development. Unfortunately, there is a serious issue with school violence in South Africa. Violence has many causes, but the culture of violence in schools is influenced by a number of them. Educators suffer negative and occasionally tragic effects as a result of these issues. Burton (2008) argues that a number of interconnected factors have an impact on youth in various ways, one of which is the commission of violent acts against their educators and society at large.

One must critically examine the larger context of the school, such as the community, to comprehend the reasons of violence. According to Singh's (2006) study on the impact of violence on educators, academic anxiety, a lack of sanctions for bad behaviour, and aggression that is modelled by society is the main contributors to violence in schools. Academic underachievement and antisocial behaviour, especially violence, are strongly correlated (Keller & Tapasak, 2004). In comparison to learners who perform well in school and are considered "top achievers", underachievers are more likely to be linked to violent behaviour. Violence in adolescents is also linked to factors like having little aspiration for school.

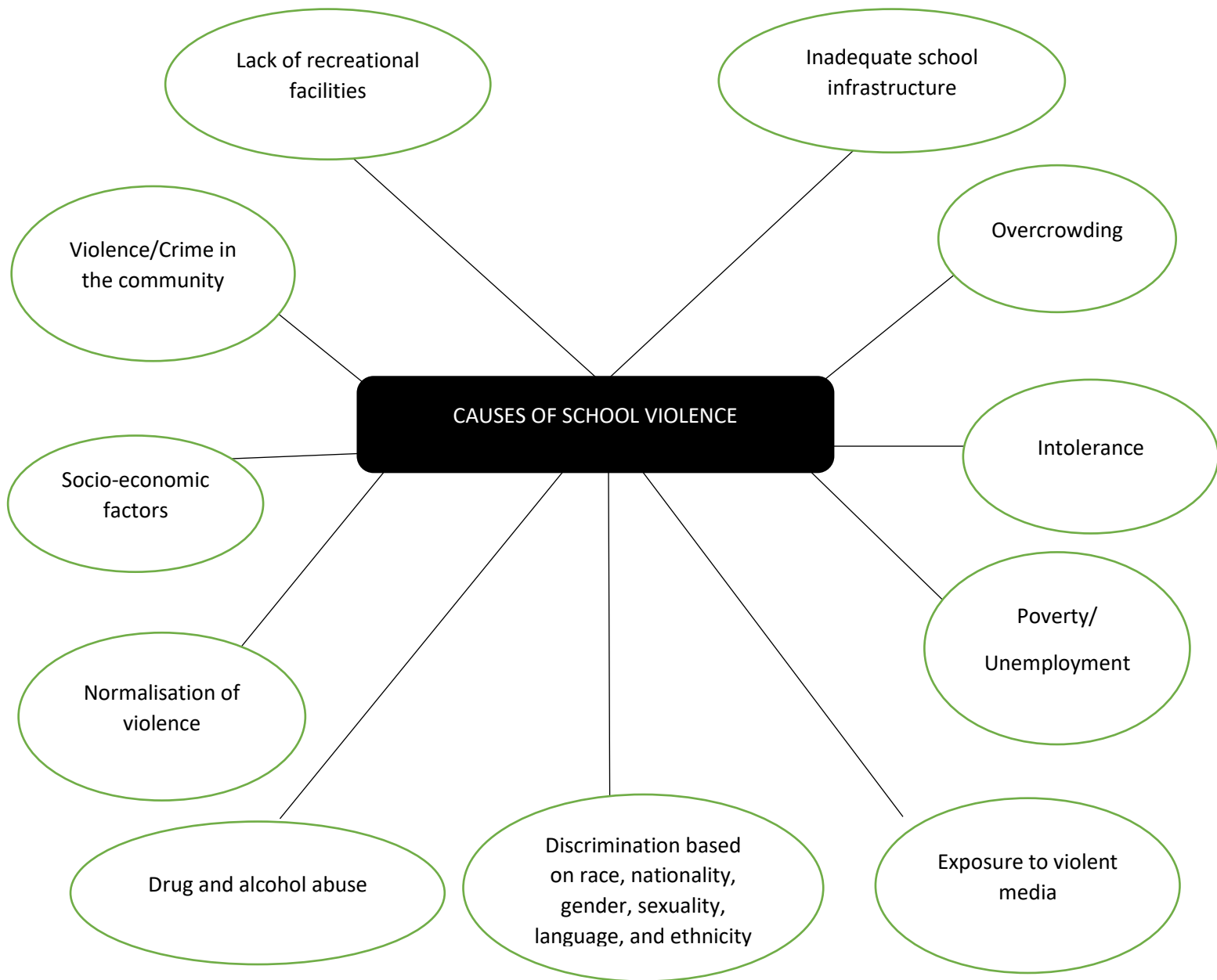
Although the perspective of Burton (2007) and Keller and Tapasak (2004) are valid, academic underachievement, low educational ambition and antisocial behaviour are not the only contributing factors to the escalation of school violence. The root causes of crime have an adverse effect on educational culture and fuel violence in schools. It is essential to acknowledge that certain schools are situated in neighbourhoods and communities that frequently face crime and violence, making them frequently exposed to school violence. Power (2016) states that according to the DBE, there are various overlapping elements that influences school violence rather than one single reason. According to the SACE (2011), contextual facts influence and shape school-based violence, which does not occur in a vacuum.

2.3.1 Factors identified by the DBE

The DBE identified factors influencing the escalation of school violence in the Education Rights Handbook, Chapter 17. The DBE (2016) assert that these factors intersect with one another. Power (2016) mentions in the *Education Rights Handbook*, Chapter 17, that external factors are factors that influences school violence from the outside perimeter such as socio-economic factors and internal factors are factors that influences school violence from the inside such as the use of inappropriate and illegal forms of discipline that encouraged learners to assault their educators in retaliation.

Figure 1 consists of all the factors DBE identified to be contributing to the escalation of school violence. In all the factors identified, exposure to violent media is one of the factors that are least denoted. Power (2016) exposes that exposure to violent media is the most contributing since most learners have access to television and films. Other factors identified by DBE are found in many literatures, factors such as violence in the community, drug, and alcohol abuse, etc.

Figure 1: Factors contributing to violence in schools.



Source: DBE illustrations: 2016

Bezuidenhout and Joubert (2003) summarised factors influencing the escalation of violence in two groups. The first group focuses on the root of violence in schools and the second group discusses the causes of school violence.

2.3.2 The root of school violence

Bezuidenhout and Joubert (2003) focused more on the primary and secondary relationships and surroundings of the learner when discussing the root of violence in schools.

2.3.2.1 Individual, biological, and demographic factors

Individuals who grew up in a family with a history of aggression tend to be aggressive and violent. A lot of different personal, biological, and societal elements affect the child's life. Bronfenbrenner (2005) emphasises this viewpoint in his Ecological Systems Theory, which investigates how people relate to one another and to larger societal structures. Because the family serves as the primary relationship, how we interact with them influences whether they exhibit violent traits (Bronfenbrenner, 2005).

Learners who originate from violent household, for example, are more prone to turn violent against educators than other learners who grew up in loving and nurturing homes (Bezuidenhout & Joubert, 2003). In a family where parents and/or siblings do not engage in violence, the children grow well and do not engage in violent activities. As compared to a child that grows up around consistent fights and arguments will not turn out well, Harkonen (2007) mentions that there is a high chance the children will engage in violent acts. Family is a primary relationship a child engages with before engaging with other relationships and institutions.

2.3.2.2 Acceptability of violence

Bezuidenhout and Joubert (2003) contended that when violence is accepted as a normative behaviour in the home, it implies that using violence to maltreat and disrespect others in some way is acceptable, as seen at home. Some learners come from very functional families with no sign of violence or abuse. The problem starts when those learners become with friends with learners from dysfunctional families where violence is a norm. For instance, a learner from a functional family goes to school to engage in violence (assaulting educators) learned from other learners.

Parents are often occupied with work they are unaware of what their children are up to in most cases. A child will engage in criminal behaviour and the parents will only find out when it is too late (Bezuidenhout & Joubert, 2003).

2.3.2.3 Community violence

Violence within communities is not a recent development in South African culture. The widespread community violence in South Africa's townships is not a recent development; it has roots in Blacks' resistance to the cruel apartheid regime during that era (Nhambura, 2019). Black learners were educated to resist by the apartheid racial systems, which led to youth violence (Ngqela & Lewis, 2012). According to Pahad and Graham (2012), who concur with Ngqela and Lewis (2012), the violent legacy of apartheid and current societal advancements have an impact on the intensity of classroom disruption in South African townships.

Although the country's first democratic republic was established more than 24 years ago, the country still faces increased occurrence of violence, not unusual given the country's history (Ngidi, 2018). Lack is the major influencer of crime and violence within society, because some learners cannot afford the resources that other learners have, they steal from educators. Some may even openly and violently grab the possessions of educators (Ngidi, 2018). Violence will persist to negatively affect communities and the educational environment in the face of rising unemployment rates and job losses.

The researcher, as corroborated by studies, opines famine is a terrible beast that prowls through society and is a major factor in learners' stress and sadness (Jensen, 2009). It is also a fact that violence occurs in both rich and impoverished schools, though in different ways and at different rates. According to Dlungwane (2017), a rise in the number of street vendors selling drugs and alcohol has also helped socialise learners to believe that it is admirable. Learners create organisations or gangs, bring weapons and substance to school, and replicate the behaviour seen outside of school. The larger towns in which schools are located are involved with them.

Burton and Leoschut (2013:3), state that the social ills prevalent in communities are known to permeate the school environment to varying degrees. The major occurrence of violence in schools is the outcome of a complicated interplay between conflicts from

the past and the present at the individual, institutional, and societal levels. Sexual assault, mugging, burglary, shootings, drug use, the presence of gangs, house breaking, and murder are examples of community-based violence that can lead to violence in schools (National Child Traumatic Stress Network, 2015). Some neighbourhoods have very low standards of living, which is bad for a child's upbringing. In a violent and crime-ridden neighbourhoods teenagers tend to suffer the consequences.

Teenagers are compelled into joining gangs and participating in illicit activities in some of these neighbourhoods (Mkhize, 2012). Sometimes the teenagers are forced to learn the behaviour of what some community members are doing, and they think it is right and acceptable, hence the violent acts at schools against educators. Considering this, communities play vital roles in the positive or negative moulding of youngsters. Periodically, violent incidents at schools are publicised and covered by the media. These papers show how widespread violence is in South Africa and how it affects educational institutions, staff members, and non-violent learners.

As a result, educators must constantly be vigilant about the harm that their learners can cause to them at school. In current schools, it is no longer possible to ensure both the protection of the educators and learners (Bucher & Manning, 2003). School violence poses a number of difficulties for educators and is currently a danger to be teaching as a career. Securing the school premises and being strict about who is admitted to the school grounds is a practical way of solving the problem that demands practical solutions (Smith, 2003).

2.3.2.4 Societal norms and values

Violence in society is now widely accepted on a cultural level in many communities. The violence that occurs in our neighbourhoods is acceptable in our society. This suggests that individuals who use violence have influence over other community members. In any case, violent people are always armed hence the power and disrespect. Children growing in that community envisage to be as powerful as the criminals in the communities and start practicing at a young age at school (Mkhize,

2012). Educators are frequently disrespected and victimized, disrupting the ethos of learning and the teaching procedure, and thus causing property damage to schools.

What is socially acceptable in communities is determined by sociocultural influences. Family, communities, the church, and the law are some of these socio-cultural institutions. Theft, rape, drug usage, assault, murder, and bullying are just a few examples of unacceptable learners' behaviour. According to Mkhize (2012:14), "in a society where norms and values are still prevalent, any crime committed by a learner should be punished according to the law".

2.3.2.5. Dissemination of violence by the media

International television shows such as Dragon Ball, Ben 10, Power Rangers, WWE Smack-down and other action movies that expose young children to violent images. Since Stadler (2012:6) argues that "in cultivation theory, long-term exposure to violent screen media leads to violent behaviour, he further states media violence encourages many South African youth to join gangs, infiltrating vulnerable communities and schools and turning them into markets for illicit goods such as drugs and alcohol".

Townships were devoted viewers of the early 2000s South African telenovela *Yizo-Yizo*, the show is back on television screens in 2023 and learners can access and watch the show. The program featured rowdy learners who injured and abused educators and vandalized property. Many adults disagreed with the initiative, saying it should be discontinued because it did not teach young people anything useful. It's possible that this program helped the young people who watched it grow up with a rebellious attitude. According to research by Stadler (2012), exposure to media violence frequently stimulates aggressive behaviour and violence, which could 'prime' other hostile impulses in teenagers.

Bester and Du Plessis (2010) raised concern over how frequently the media concentrates on the explicit depictions of violent scenarios and makes money off the perception these instances cause. Even though many of these television shows have age limits, teenagers nevertheless watch them. When children act out what they see in movies on the streets of their neighbourhoods, the problem of media violence is made worse (Gondola, 2016). Children who commit crimes go to great lengths to

speak, act, and look like the actors and actress heroes in their favourite movies, which is an obvious sign of how television and movies have an impact on young people.

In research on how movies affect young people's behaviour, Lichter (2002) found that most of the time, decent people committed violent crimes in action movies and hardly ever had to deal with the repercussions. Young people's violent behaviour is frequently encouraged by the media. Television, music, video games and music frequently perpetuate the idea that women like being mistreated and that men have a right to rule over them. According to Anderson (2013), The explicit sexual content in films can lead teenagers to act irresponsibly in sexual situations. Additionally, these movies convey the idea that using foul language and making fun of other people is normal.

Even though these films and television shows typically have age limits, children and teenagers of all ages can watch them if their parents do not keep an eye on them. However, Jamieson and Romer (2012) argue that sexual content in movies does not necessarily encourage youngsters to engage in sexual violence such as rape, as exposure to violence has increased significantly in media depicting rape and murder. It is argued that this does not indicate that there is a bit of influence. Jamieson and Romer (2012) emphasise how aggressive behaviour in learners is influenced by the media.

According to the researchers, school violence incidents where learners victimise educators are covered by the press or communication outlets and other learners see it as a "a show of bravery". Learners hear and see stories about situations where other learners shot or stabbed educators, learners' violent behaviour is often encouraged by the media. Males are shown as controlling female behaviour in the majority of television shows that young people watch. Learners will find it simpler to victimize female educators as a result. Television shows a lot of fighting, killing, and sexual harassment. Many films show guys engaging in physical violence to demonstrate their masculinity and strength (Stern & Morr, 2013).

2.3.3 Common causes of school violence

Since many distinct factors influence to the practice of violence in schools, no one component can adequately explain school violence. Bezuidenhout and Joubert (2003) list several factors that contributes to school violence, including involvement in gang

activity, a lack of change in schools, the use of weapons, the use of substances and the absence of counselling services in schools. According to Bezuidenhout and Joubert (2003), these criminal factors have a negative impact on the learning and teaching environment:

2.3.3.1 *Involvement in gang activities*

Schools in areas with high levels of crime and gang violence may occasionally experience incidents of violence spilling over from outside. Gangsterism is described as the evolution of an urban identity determined along racial and economic lines (Crawage, 2005). Learners who are involved in gang activities are identified as juvenile and there is close to impossible that such learners would complete school and be educated. In most cases learners involved in gang activities have been rebellious from a very young age.

An article called psychological and suicidality by Healthline (2020) states that such children grow up with exposure to marital issues, physical abuse, or even bullying and sexual assault. Children join gangs for a variety of reasons, including unstable/broken households, economic stability, a lack of expectations, and low educational achievement. Low expectations for schooling make learners more likely to cause trouble on school grounds and join gangs. Children who identify with gangs often say that gangs are like family to them, but children who form or join gangs are often from disadvantaged neighbourhoods.

A group with a sense of belonging that seeks to intimidate and commit acts of violence and other crimes, and that physically protects itself from acts of violence by other groups (Veriava, Thom & Hodgson, 2017: 298). Gangs are a problem in schools, but it started with neighbourhood gangs. Because some of the learners are street gang members, their activities have an impact on schools and lead to violence on school grounds. The growth of townships, especially Sophiatown in Johannesburg, in the 1950s is linked to the history of gangsterism in South Africa (Veriava *et al.*, 2017).

Gangs are now openly operating within communities and educational settings rather than being confined to street corners, prisons, or underdeveloped countries (Mncube & Steinman, 2014). In the context of the classroom, a gang can be defined as a collection of learners who consistently and collectively engage in violent and antisocial

behaviour. Learners who join gangs are guaranteed approval and a sense of belonging, which eventually satisfies their psychological demands (Ngidi, 2018). It is simpler for young people to grow estranged from their own families the more dedicated they become to a particular gang. Educators become victims of gangsterism in the school premises (Mncube & Madikizela-Madiya, 2014).

2.3.3.2 Lack of transformation in schools

School premises that is clean and welcoming keeps learners anticipated and very eager to learn. Bezuidenhout and Joubert (2003) state that a clean school premises keeps learners motivated and pushes learners to also stay clean. A school environment with broken windows, doors, furniture, peeling walls, littered grounds, and graffiti encourages rebellious and criminal behaviour. Lack of transformation in schools motivates learners to engaged in continued with criminal behaviour because the environment itself does not look like a conducive place to learn. Learners will not transform in an environment that is not transforming.

2.3.3.3 The presence of weapons at school

The presence of weapons in the school premises would mean that the school is not safe. Violence occurs when learners who have access to weapons take them to school. Bezuidenhout and Joubert (2003) mention that when an individual is armed, they tend to be disrespectful and go out looking for trouble. Learners carrying weapons in the school grounds cause trouble and abuse educators. Weapons are brought in school premises by learners involved in violent activities outside of school (Bezuidenhout & Joubert, 2003). The presence of a weapon on the learner at all times, whether within or outside the school grounds, indicates that the learner is prepared to use it at any time, endangering the safety of educators and other learners.

2.3.3.4 The use of substance at school

Drug use in school settings in South Africa has been frequently reported in the media, and the prevalence of drug use among learners has increased significantly in recent years (Burton, 2008). The use of a substance that has an unwanted effect on the user; whether a substance is abused or not depends on how it affects the user and their lives. Abuse of substances disrupts the brain's ability to operate normally (Burton, 2008). Learners can sneak anything unlawful or forbidden onto school grounds easily in schools that are located in violent neighbourhoods, heroin, alcohol, marijuana, cigarettes, and prescription medications (Jamson, 2013).

A concerning issue is that 69% of the adolescents asked in the South African Anti-Drug Alliance Annual Survey (2012) confirmed that drugs were available in their schools. Concerns are raised by the rising incidence of substance addiction in towns and cities because this vice continues to be a major issue for local communities. Drug distribution in schools encourages crime and violence because it creates connections with those outside who is part of larger drug cartels. The security of educators and other school workers is jeopardized by the use of illegal substances on school grounds. Peer pressure is the main element that leads learners to take illegal substances.

Smith (2010) is concerned about the accessible substance among learners and the abuse and victimization of educators by learners who use substances. Sibisi (2019) argues that drug addiction and even alcohol consumption, when excessive, directly contribute to violent delinquency among learners. Learners who use substance, due to intoxication behaviour violently or angrily to situations (Sibisi, 2019). Drug usage, crime, and violence in schools have all been linked in research. Abusing substances makes learners more likely to act aggressively and makes them more likely to commit crimes. Youth productivity in the country is being severely hampered by substance use and misuse, which further diminishes the value of schools as settings for instruction and learning (Sibisi, 2016).

Learners who use drugs are more prone to become disinterested in their studies and extracurricular pursuits. This leads to poor academic performance, missed tests, late submission of homework, and absenteeism (Sibisi, 2016). Additionally, peer pressure has a big impact on whether learners use alcohol and drugs. Some learners who use drugs also do so because they want to fit in and be thought of as cool. The issue of

having guns on school grounds is the same as the usage of cannabis and other substances. A school where learners enter and exit the building carrying contraband is not secure, and violence is almost certain to happen. Violence is one of the behaviours that intoxicated learners are not allowed to engage in since they are not being their normal selves (Smith, 2010).

Due to increasing rate of learners' dropout, misconduct, truancy, violence, and overall disregard for others, substance misuse is acknowledged as a significant problem in the educational system (Nelson, Rose & Lutz, 2010). Learners who leave school engage in criminal activity, increasing their risk of being apprehended and incarcerated. The socio-economic factor in society is thus sustained by school dropout (Mathe, 2008). A new and inexpensive narcotic that is readily available to youngsters is being peddled on the street, it could have devastating effects. According to educators, this extremely addictive substance has become popular among learners in the Limpopo Province (Medical Research Council, 2003).

2.3.3.5 Overcrowded classrooms

When people are crammed into a space to an uncomfortable degree, it is referred to be overcrowding. Large class sizes lead to disorderly manner from learners, and some educators struggle to maintain control over such sizeable crowds. According to Zulu, Urbani, Van der Merwe and Van der Walt (2004), crowded classrooms make it difficult for learning and teaching effectively. Blatchford, Bassett, and Brown (2011) argued that classroom size have sequential effects on learners' behaviour, they further argue that that larger classes make it more difficult to control learners' problem behaviour and violence.

Marais (2016) agrees with Blatchford *et al.* (2011), stating that efficient classroom management is impacted by huge number of learners. According to Marais (2016), large classes are disorderly and affect classroom discipline. Teaching in crowded classrooms, according to some educators, can only be successful if authority and discipline are rigidly upheld, even when this stifles learners' spontaneity and creativity (Marais, 2016). It has been determined that overcrowding in classrooms interferes with

learners' ability to be disciplined. When there are twice as many learners in one classroom as is physically conceivable, most educators find it difficult to maintain order. Some educators assert that it is extremely difficult to handle an overcrowded classroom, hence not all educators are able to do so.

James (2013) notes that numerous classrooms have an excess of learners leading to overcrowding, and that the ratio of learners to educators in township schools frequently exceeds the national standard of 35 for secondary schools. Over 80 learners of varying capacities were enrolled in the class of an educator who simultaneously served as the school's principal in a rural setting (Modisoatsile, 2012). Educators fall short of providing each educator with individualized attention and encouraging their academic success. Overcrowded classrooms are frequently chaotic, boisterous, and highly challenging to control (Modisoatsile, 2012).

2.3.3.6 Lack of counselling services

Lack of counselling services for both educators and learners are an issue in South African schools. Some schools do offer counselling services and most of them are private school in urban areas. Every individual has issues they deal with daily, for learners' school is a place where they spend all day in, and they retaliate towards all their psychological problems often takes place at school. In this case violence is the only way learners retaliate, educators also spend 8 hours of their days at school, still go to school amend the fear of being victimized (Modisoatsile, 2012).

2.3.3.7 Gender-Based Violence

A type of violence that targets a individuals based on their gender and encompasses GBH as well as threats that result in the lack of liberty is Gender-Based Violence (GBV) (Russo & Pirlott, 2006). Wilson (2006) assert that GBV impairs several educational advantages, including psychological empowerment and academic learning. Unwanted sexual contact, rape, bullying, physical punishment, physical punishment, abuse, or intimidation are all examples GBV.

According to Dunne, Humphrey and Leach (2004), societal constructions that have been used to reinforce womanly and manly identities in the curriculum of schools conceal gender dynamics. The culture of the school shapes and reinforces the hidden curriculum, which may be understood as the experiences that students will have while attending class (Ngekane, 2010). GBV is a serious issue in schools that requires effective solutions, new young female educators are prone to GBV. Gender equality is advocated by the South African government in society and in institutions like schools. The DBE has put into place several rules to counter GBV in educational settings.

2.4 THE OBSTACLES OF ELIMINATING SCHOOL SAFETY RELATED CHALLENGES IN SECONDARY SCHOOLS

The reduction in learning and teaching time brought on by violence in schools has a negative impact on education. In order to accomplish the required results or established targets for a secure learning environment, school management teams (SMTs) must therefore develop appropriate plans (Bipath, 2017). The DBE must recognise the need and offer all SMTs and educators training to improve their safety knowledge and abilities. Confusion in safety management is caused by the DBE's improper attitude toward safety implementation, monitoring, and support tools; the SMTs' and educators' improper attitude toward their roles in safety issues; and the physically unsuitable infrastructure of some schools (Bipath, 2017).

The DBE has hired safety experts to provide urgent training on safety management, implementation, and control. After that, all educators, interested parents, council members, psychologists, and safety officials should have easy access to ongoing online platforms for dealing with pertinent unsafe situations at school. All schools need to be monitored and supported by district officials, especially those in remote areas. SMTs and members of the SGB should attend quarterly communities of practice with an emphasis on school safety. Educators experience stress as well, and frustration impairs productivity, which can result in chaotic classroom environments (Bipath, 2017).

Ensuring school safety should be a top priority for educators, starting in the classroom. To build and maintain a secure and healthy school environment, educators can use a variety of daily routines or programs. All educators should go through an introduction program that includes strategies like duty rosters, emergency and violent crisis plans, methods for avoiding risky situations, and emergency behaviour (Bipath, 2017). The DBE should provide resources for this objective. There is a problem when there is so little literature in education management, administration, and leadership regarding how to carry out the duty of the educational leader regarding safety issues.

It would be possible for SMTs to implement a school safety plan if the safety function was specifically articulated in literature or policies and backed by the DBE (Bipath, 2017). Therefore, the issue of the difficulties SMTs have in carrying out their responsibility for maintaining safety in classrooms and school settings arose. Traditionally, educators and administrators would handle security responsibilities in their spare time. Educators would monitor the playgrounds and halls, which saw the most indiscipline, while performing these tasks. Reay (2014) argues that a socially just education system is built on the idea that all learners possess a democratic entitlement to a quality education and works to value and foster their intellectual development. Violence in schools, which promotes unequal social norms, undermines all these values.

The rise in crime and violence in schools is a sign that DBE and SACE are failing to do their part to stop these occurrences and protect educators. The physical setting of schools heightens the necessity to investigate societal issues that can necessitate safeguards for the facilities and those who use them. According to Harber (2001), schools could implement the following measures to lower crime and violence: construct or repair security fences; restrict and monitor access to school gates and entrances; establish school security plans and committees; and establish school codes of conduct for learners. The law supports a safe and secure learning environment in schools.

According to the Gauteng School Act (1997), both learners and educators must be shielded from any form of violence in school or elsewhere during learning. Van Jaarsveld (2008) mentions that schools face a variety of difficulties and demands, so each school plans its security measures differently depending on its circumstances

and surroundings. The purpose of implementing security efforts is to create a safe and stable atmosphere which is favourable to instruction, learning, and growth. According to Davids (2017), security measures may be taken to lessen the impact that violence. The focus of schools' security requirements has also changed over time, from ensuring the safety of educators to encouraging the prevention of vandalism, arson, and theft of school property.

There is stakeholder that can ensure that security systems work effectively in schools. Patrolling is one of the crucial security tasks that people carry out. Guards and security personnel travel about the facility at this time to examine and observe activities and spot any potential for violence. The inclusion of the n security aspect may soothe the concerns of victims help to avoid crime, make it easier to conduct routine patrols of susceptible locations, and make it simpler to spot security-related hazards (Ngidi, 2018). Since educators spend the majority of time in a learning environment, it is critical that this setting fosters a sense of security, trust, and caring (Davids, 2017).

School violence has both immediate and enduring consequences on both the victims and the offenders and onlookers (Burton and Leoschut, 2013). School violence instigates fear and concern within the educational environment, hindering the learning atmosphere and preventing young individuals from fully benefiting from educational opportunities. Victimization of educators can lead to low self-esteem, social problems, and depressive symptoms which affect their productivity (Burton & Leoschut, 2013). The educator's capacity to accomplish their job is hindered by depressive symptoms (Burton & Leoschut, 2013).

Victims frequently suffer a decline in motivation to complete their work after the incident(s). To prevent being victimized again by their learners, educators take time off from work and even quit on occasion (Burton & Leoschut, 2013). Occasionally, learners would sexually assault educators which also have its own effects on victims. Due to the high incidence of HIV in South Africa, contact sexual offenses raise the risk for sexually transmitted illnesses, including HIV and unwanted pregnancies (Burton & Leoschut, 2013).

2.5 LEGISLATIVE FRAMEWORK AS IMPLEMENTED BY DBE IN RESPONDING TO SCHOOL VIOLENCE

The Constitution and the SASA are crucial pieces of law that significantly impact the discipline in schools.

2.5.1 Addressing School Violence: Policies and Frameworks

According to Mayer (2021), the DBE is responsible for developing national school safety rules and guidelines as well as monitoring and evaluating school safety initiatives across the country. South Africa's national legislative body, known as SACE, defines legislative powers. Teachers must follow SACE guidelines (Mayer, 2021). If a teacher is found to be involved in a violent or criminal incident, this should be reported to SACE who will deal with the situation appropriately.

Key regulations and policies that inform and direct school safety in South Africa are stated below.

2.5.1.1 The National School Safety Framework

The Council of Education Ministers approved this framework, and it was implemented in 2015 in all South African schools (Makota, 2016). The National School Safety Framework emphasises a whole of school approach to violence prevention and safety promotion in schools, it was created by DBE, CJCP, and other significant governmental players (Makota, 2016). In order to ensure safety in the school environment, this framework recognises the crucial role of all school stakeholders. This framework is designed to establish a secure and supportive learning environment, free from violence and threats, for everyone (Makota, 2016).

Every school is required to implement the following rules by this framework and the Regulations for Safety Measures in Public Schools: a school safety policy, a school safety plan, a policy on non-violent discipline, and a code of conduct for learners. Every school has a safe school committee that oversees initiatives for learners' safety (Makota, 2016). An annual survey is expected to be completed by each school to

better understand the security situation. This framework is responsible for providing questionnaires for these annual audits to be completed by all school stakeholders, including educators, learners, and principals. Research and findings must be included in an annual school safety report submitted to the appropriate district safe school coordinator (Kadel, 1999).

Educators should promptly report any instances of violent crime they witness or experience to the local police station. If there are significant concerns about a learner experiencing abuse at home, the principal is responsible for informing both the police and school social workers (Kadel, 1999). The fundamental issue is that, out of fear, educators who have been wronged do not report abusive learners. Insufficient follow-up, effective monitoring, and evaluation of how this framework is being used in schools all around South Africa presents a drawback.

2.5.1.2 Safety in Education Partnership Protocol

The DBE and the South African Police Service (SAPS) created this framework in 2011 (Conoley, 2004). Under this policy, primary responsibility for ensuring safety during school hours rests with these two government bodies. They are required to work together to form operational safety committees within schools and ensure each school maintains a liaison with the local police station (Conoley, 2004). To stop and lessen criminal conduct among educators and learners, as well as to increase the general level of in classrooms and early childhood development centres, it asks for school-based crime prevention programs.

This policy requires schools to establish protocols for reporting safety incidents, enforce stringent access controls, and prohibit the possession of illegal substances and dangerous weapons (Conoley, 2004). The collaboration has been successful in decreasing violence in schools in metropolitan areas. It is particularly challenging for SAPS to reduce crime and violence in schools that are in townships, which leads to continued victimization of educators.

2.5.1.3 Regulations for Safety Measures at Public Schools

All South African schools must be free of illegal substances, alcoholic beverages, and potentially harmful weapons, according to the Regulations for Safety Measures at Public Schools, Regulation 1128 of 2006. Under these regulations, individuals who have consumed substances are not allowed to enter the school. A police official, principal or any other officially designated person may conduct a search to ensure that learners are not carrying prohibited items (Snell, 1997).

The National Strategy for the Prevention and Management of Alcohol and Drug Use among Learners in Schools and the National Drug Master Plan are additional measures targeted at addressing and responding to the use of alcohol and illicit substances in schools (Snell, 1997). As shown on social media, learners in the province of Limpopo carry guns and use drugs inside of schools, and educators are not shielded from potential damage.

2.5.1.4 National Anti-Gangsterism Strategy

The National Anti-Gangsterism Strategy was approved by the South African Cabinet in June 2016 (Viltoft, 2020). This strategy acknowledges the significant harm caused by gangsterism in schools situated in gang-infested areas. Through various programs, the approach also seeks to prevent gang violence, address it promptly and mitigate its impacts. The fact that it makes no fresh policy proposals or specific suggestions for how to combat school violence is a drawback (Viltoft, 2020).

2.5.2 Laws that Mandates Discipline in South African Schools

The penultimate stage of the apartheid education system's downfall in South Africa, which required school safety, began in 1994. In 1996, South Africa adopted a new constitution that acknowledged the importance of human rights and dignity (Brady, 2002). South Africa joined the Convention on the Rights of the Child (CRC) after the 1994 elections. This Convention commits to enacting “legislative, administrative, social and educational” measures that are appropriate to protect the child from all forms of physical and mental violence, injury or abuse, neglect or negative treatment or exploitation, including sexual abuse (Brady, 2002:17).

Brady (2002:12) mention that “this legislation and its subsequent policies affirm that school discipline should be administered in a manner consistent with the child's human dignity and conforms to the spirit of the convention regarding how it should be done in schools”. The most important pieces of legislation that govern discipline concerns in schools may be the Constitution and the SASA. Furthermore, Joubert, de Waal and Rossouw (2005) assert that South African law has produced a new legal context and that it is important for principals and educators to know the law relating to school discipline and punishment, and to be familiar with legal concepts, principles, and procedures so that they can continue building and maintaining effective schools.

The law governing school discipline placed a greater emphasis on safeguarding learners and excluded educators. Whatever law or activity that conflicts with South Africa's Constitution is unlawful, and whatever duties it imposes must be upheld because it is the Republic's ultimate law (South Africa, 1996a). According to Brady (2002), the Constitution is the supreme law of the country and as such, all laws, including those governing education and school policy, may not conflict with or subvert it.

This Constitution was affirmed as the highest law of the nation in order to: mend the divisions of the past and create a society based on democratic values, social justice, and fundamental human rights; lay the groundwork for a democratic and open society wherein government is based on the will of the people and every citizen is equally protected by law; enhance the standard of living for all citizens and unleash the potential of each person; and create a united and democratic South (Brady, 2002).

Every individual is entitled to freedom and personal activity, encompassing the right to be free from cruel, inhuman, or degrading treatment or punishment, according to Section 12 of the Constitution (South Africa, 1996a). This implies a focus on discipline rooted in human rights principles. Additionally, Section 10 (South Africa, 1996a) declared that “everyone has an inherent right to respect and protection of their dignity. Every child must be protected against abuse, neglect, and other forms of exploitation, according to Section 28 of the constitution (South Africa, 1996a)”.

According to the Bill of Rights, which is covered in Chapter 2 Section 10 of the Constitution (Joubert *et al.*, 2005), schools should actively work towards upholding the basic rights of learners and educators. The Republic of South Africa's Constitution (1996b), in sections 24(1) and 28(1), stated that every individual is entitled to a secure environment. In South African schools, there is a serious violation of educators' rights.

Brady (2002) noted that although each learner is the bearer of rights, [he/she] is also required to respect the rights of educators. The Bill of Rights expressly and unequivocally stresses the necessity of safeguarding such rights. This part directly relates to what takes place in classrooms and at schools. Though it can be gross, student misbehavior sometimes affects the smooth operation of schools and the safety of educators and other learners (Brady, 2002).

2.5.2.1 The South African Schools Act (No. 84 of 1996)

SASA (No. 84 of 1996), is primarily responsible for transforming education by creating and managing a national school system that will give everyone an equal opportunity to develop his or her talents (South Africa, 1996c). In order for learning to take place in an environment free of disruptive conduct and offenses, SASA contends that order must be maintained in the classroom and at school (South Africa, 1996c:8). Educators in South Africa are required to uphold discipline in accordance with the 1996c SASA (No. 84 of 1996). Yet, under section 84 of the Act, the utilization of corporal punishment in schools is prohibited (South Africa, 1996c), thus educators must devise plans that take into account and are conscious of the rights of learners.

According to Kapueja (2014), education has a legal foundation, and this implies that educational processes and activities are governed by a complex system of legal norms, values, and principles. The legislative standards that govern discipline in schools must be known to the school principal, members of the governing body, educators, learners, and other role-players in education. According Kapueja (2014), the Gauteng Schools Act all educators and learners must be shielded from any type of physical or psychological abuse while attending school or other places of learning.

According to the law, the school exercises public authority and performs public duties. Schools must conduct themselves in a legal, logical, and procedurally fair manner.

2.5.2.2 The National Education Policy Act (No. 27 of 1996)

The National Education Policy Act (No. 27 of 1996), a piece of South African legislation, aims to formalize educational matters between national and provincial authorities, to monitor the Minister of Education's duties, and to enshrine the law into policy (Education in South Africa, 2001). It created the Heads of Education Department Committee (HEDCOM) and Council of Education Ministers (CEM) as intergovernmental forums to collaborate on developing the new system. It also allows for the establishment of national policies in general and higher education and training, including those pertaining to curriculum, assessment, language policy, and quality assurance.

The concept of cooperative governance is exemplified by National Education Policy Act (No. 27 of 1996) and is outlined in Schedule Three of the Constitution. There are additional provisions in National Education Policy Act (No. 27 of 1996b:3) that stated no person shall subject a learner to psychological or physical abuse at any educational institution or no person shall administer corporal punishment or subject a learner to physical or psychological abuse.

2.5.3 Human Rights and School Discipline

To uphold constitutional democracy, South Africa's Human Rights Commission (SAHRC) was founded (SAHRC, 2016). This Commission is committed to ensuring that everyone is treated equally and that human rights are upheld (Calderhead, 2011). The Human Rights Commission was established on October 2, 1995, and it has been given authority by the South African Constitution and the Human Rights Commission Act of 1995 to keep an eye out for violations of human rights and seek redress for them (Calderhead, 2011). The SAHRC also has a teaching responsibility.

The South African government has enacted legislation requiring equitable access to education everywhere in the nation. The SASA (84 of 1996) and the White Paper on

Education and Training (1995) make up this body of law. However, there have been difficulties in putting these Acts' requirements into practice because the South African government prioritises higher education quality over what goes on in classrooms (Calderhead, 2011). The Bill of Rights is enshrined in Chapter 2 of the Constitution, as was already mentioned. The defense of fundamental human rights and the pressing necessity to shield children from inhumane treatment are the main points of discussion. The Bill of Rights contains the following clauses, some of which directly relate to punishment and discipline in schools (Calderhead, 2011).

2.5.3.1 The right to human dignity (section 10)

According to the Bill of Rights (1996a), “everyone has an inherent right to their dignity and the right to have that dignity respected and protected. However, one can contend that the way in which the right to dignity is upheld in Chapter 2 of the Constitution differs from the ways in which international agreements and other countries' constitution's guarantee it”. Due to the fact that dignity is explicitly protected by Article 1 of the Universal Declaration of Human Rights (Grant, 2007) and by Article 5 of the African Charter on Human and People's Rights, respectively, this is the case. For instance, the right to dignity is completely absent from the constitutions of the US, Canada, and India. Instead, this right is now protected by the provisions of other clearly listed rights. The use of corporal punishment is prohibited in all South African schools under Section 84 of SASA (South Africa, 1996c). Despite being prohibited, most South African schools continue to use this punishing strategy to attempt maintaining order and balance in the school.

2.5.3.2 Freedom and security of the person (section 12)

The Bill of Rights' Section 12 stated that “everyone has the right to freedom and the security of the person, freedom from cruel, inhumane, or degrading punishment is guaranteed by Chapter 2 Section 12” (South Africa, 1996a). No matter whether the violence comes from a public or private source, Section 12 guarantees freedom from all forms of violence. The authors of LeeFon, Jacobs, Roux and de Wet (2013) claim that this provision is unparalleled among human rights laws.

Continued application of corporal punishment can be argued to infringe upon the right to be free from cruel, inhumane, and degrading treatment. Other researchers argued the stop of corporal punishment had its positive and negative effects. For instance, educators cannot defend themselves when attacked by learners because they must take to mind that learners are shielded by various laws. The use of corporal punishment as a method of discipline can trigger learners to want to fight back which sparks school violence (South Africa, 1996c).

2.5.3.3 Right to an environment that is not harmful (section 24)

Several environmental rights are outlined in section 24. According to this clause (South Africa, 1996a, Section 24), “everyone has the right to an environment that is not harmful to their health or well-being”. This context informs Kapoueja's (2014) claim that educators have an entitlement to an environment that is not harmful to their health or well-being (Kapoueja, 2014). As a result, educators have a responsibility to protect the welfare of learners.

2.5.4 Safety and school security

Educators are also required to ensure the educational, physical, and mental safety of the learners in addition to their duty to teach and educate, according to Netchitahmane and Vollenhoven (2002). School safety is not just a matter of adhering to laws, they claim. Reay (2014) argued that a socially just education system is built on the idea that all learners have a democratic right to a quality education and works to value and foster their intellectual development.

2.6 SUMMARY

The literature review of this study was presented in this chapter. This chapter further outlined the nature, probable contributing factors of school violence, obstacles of implementing safety related challenges and lastly the legislation frameworks as employed by the DBE. The theoretical framework used to guide the entire research is presented in the next chapter.

CHAPTER THREE: THEORETICAL FRAMEWORK

3.1. INTRODUCTION

The previous chapter presented the literature review. The current chapter of the study focuses on the theoretical framework that was used to guide the entire study. This study adopted the Social Disorganization Theory. Bernath and Vidal (2007) mention that theories assist the researcher in understanding the phenomenon under study better, aids in explanations and allows predictions to take place. According to the researcher, using an appropriate theory to address the research problem helps in facilitating a smooth data collection process.

3.2. SOCIAL DISORGANIZATION THEORY (SDT)

This study employs the Social Disorganization Theory (SDT) to illuminate the topic at hand. Shaw and McKay's (1942) studies in Chicago served as the foundation for the social disorganisation theory. Shaw and McKay discovered that crime rates did not exhibit a consistent distribution across both time and space (Sampson & Groves, 1989). Even with continuous shifts in the resident population of each area, crime tended to concentrate in specific regions and, more crucially, remained largely steady within different areas (Bellair, 2017).

In neighbourhoods with elevated crime rates, the level of difficulty persisted irrespective of the specific racial or ethnic group residing there at any given time. When groups inclined towards criminal activity relocated to neighbourhoods with lower crime rates, their rate of unlawful actions decreased to align with the generally lower rate prevalent in those areas (Kubrin, 2009). Due to these results, Shaw and McKay concluded that neighbourhood dynamics, rather than specific residents, were more likely to influence crime (Sampson & Groves, 1989).

What different neighbourhood characteristics affect the stability of crime has remained unresolved. Shaw and McKay focused on “zones of transition” urban areas where social and economic structures are changing rapidly to answer this question (Kubrin, 2009:227). They were interested in a low socioeconomic neighbourhood. It is important to note that Shaw and McKay did not propose a direct causal relationship

between economic disadvantage and crime, even though these areas have higher than average crime rates (Kubrin, 2009).

Socioeconomically disadvantaged neighbourhoods commonly exhibit racial diversity and residential mobility. Such neighbourhoods are known to be “socially disorganized”. Traditional social control structures such the family, schools, churches, and volunteer community organisations were weak and unable to govern the behaviour of the local youngsters in such places (Sampson & Groves, 1989). Furthermore, the lack of behavioural control noticed in socially disorganised neighbourhoods often leads to the establishment of criminal traditions that can be inherited by teenagers who are still in school (Shaw & McKay, 1942).

By engaging with older criminals and gang members, teenagers could pick up this system of pro-delinquency (Bellair, 2017). In the absence of effective behavioural control mechanisms and the cultural transmission of delinquent beliefs, a neighbourhood characterized by social disorder becomes a conducive environment for crime and delinquency (Kubrin, 2009). The lack of stability or disorder in social structures influences to violence within schools. Particularly in Limpopo’s rural areas and townships crime occurrence is very prevalent. Bellair (2017) concurs that school violence is likely to take place in schools located in low-socioeconomic status.

The SDT offers insights into two processes that assist elucidate the reasons behind acts of violence against educators in schools. According to the notion of social disorganisation in the study of crime, high levels of crime are more probable on communities characterized by frequent population changes, diverse demographics, and poverty as these factors influences to weaker social connections.

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3.2.1. Processes leading to Social Disorder

3.2.1.1 *Family Processes*

According to Sampson and Groves (1989), social disarray may affect family stability and structures, which in turn may affect teenage violence. When considering the effects of levels of family disruption, the researchers hypothesised that traditional social disorganisation characteristics may affect community crime rates. This may

happen by (1) removing a crucial set of institutions that regulated juveniles' behaviour and (2) increasing the likelihood that someone will become a victim of criminal activity (i.e., due to the absence of capable supervision). Fundamentally, Sampson and Groves (1989) recognised the connections between control theory, routine activities/lifestyle theory, and social disorganisation theory.

Analyses using structural equation modelling demonstrated that neighbourhood social processes were significantly predicted by community structural factors. Parenting styles were found to play a crucial role in partially mediating the link between gang involvement and the community's social processes (Bellair, 2017). Through its impact on family processes, social disorganisation may affect the amount of youth violence; other researchers have found that utilizing family processes could be a strategy to mitigate the adverse of social disorganization.

Bellair (2017) investigated how the family functions in relation to delinquency within a larger social environment. Analysis showed that diverse family characteristics had an impact on delinquency. After adjusting for all other effects (independent and interacting), it was found that a teenager who is attached to their violent and abusive fathers will be violent and most likely to be involved in gangs. According to Sampson and Groves (1989), parental discipline had an interaction impact on delinquency, influencing how much social disorganisation in the community and the presence of delinquent companions affected delinquency.

Social organisation in a neighbourhood is interconnected with how parents care for their children, monitoring and supervision of youth, the prevention of child abuse. Bellair (2017) states that the care of children and other family functions, as well as rates of delinquency and crime, are all directly and indirectly impacted by social disorder.

3.2.1.2 Neighbourhood Processes

Social disorder and crime are interconnected with neighbourhood processes, and several authors have emphasized the importance of different causal pathways. Sampson and Groves (1989) examined how social disorder affects informal social control. In particular, they argue that social disorder, poor socioeconomic status, racial

and cultural diversity, and neighbourhood mobility affect informal control systems in ways that increase crime and delinquency. According to Sun, Triplett and Gaaney's (2004) model, communities with low socioeconomic level, high residence mobility, racial heterogeneity, and family disruption ought to have unsupervised youth groups, few local friendship networks, and low organisational participation. It is expected that these will lead to higher crime rates.

Sampson, Raudenbush and Earls (1997) look at how social disorder affects collective efficacy and how this affects violence and crime. According to their research, neighbourhoods with a high level of social disorganisation are also likely to have low levels of collective efficacy, which was defined as the willingness of community members to intervene for the common good (Sampson *et al.*, 1997). Research found that community members are unlikely to intervene in a neighbourhood context where the rules are unclear, and people are mistrustful or afraid of one another. It follows that neighbourhoods with strong social ties will show to be the best environments for implementing social control.

Veysey and Messner (1999) examined the impact of neighbourhood factors on positive and negative outcomes among youth, employing an updated systemic model of social disorder. They contend that modernised social disorganisation models make it easier to evaluate crucial social dynamics and processes that produce cohesive and encouraging neighbourhoods. Veysey and Messner (1999) defined sense of community as a feeling of inclusivity, where members are significant to each other and the group, coupled with a shared belief that their needs will be fulfilled through their commitment to stay connected.

3.3 Social Disorganisation and causes of Crime.

The hypothesis that economic hardship may have a significant impact on social disorder and, in turn, have a significant impact on teenage violence has been validated by a number of studies (Martinez, Rosenfeld & Mares, 2008). Economic hardship should be considered when analysing the impact of social disorder on crime (Martinez *et al.*, 2008).

According to Shaw and McKay (1942), one of the main factors influencing variations in delinquency rates is a community's economic health. The following is how Kornhauser (1978) summarises this viewpoint, institutions in underdeveloped areas lack sufficient resources and expertise. The family and the larger community lack the resources and abilities necessary to carry out their assigned tasks in an efficient manner. Furthermore, in the less resourceful slum, intermediary structures developed in communities with richer and educated residents do not appear; building a strong community is challenging without intermediary structures (Martinez *et al.*, 2008).

Shaw and McKay (1942) have vastly shown that they have discovered significant negative correlations between a number of various neighbourhood socioeconomic status variables and delinquency rates. Nevertheless, other studies conducted in the 1950s and 1960s claimed that while crime rates are greater in lower socioeconomic areas, this association is erroneous and vanishes when other local characteristics are also taken into account (Martinez *et al.*, 2008). For instance, Lander (2013) contended that delinquency rates did not accurately reflect local economic conditions but rather the degree of anomie or integration in each location.

In contrast to the two viewpoints presented above, social disorganisation researchers contend that the connection between economic deprivation and teenage violence is more nuanced and may be better understood if the idea of social disorganisation were combined with that of economic deprivation. According to Warner (1999), latent animosities and a condition defined by social disorder result when economic inequalities are linked to attributes such as race. Neighbourhood characteristics are interconnected with rates of violent crime is examined by Kingston, Huizinga & Elliott (2009).

They contend that the social disorganization theory of Shaw and McKay offers an insightful starting point for analysing the unequal distribution of criminal victimization among social units (Kingston *et al.*, 2009). Police calls are used as a metric of crime in Warner's (1999) analysis of the social disorganisation hypothesis. In contrast to official police reports, the researcher contends that data based on complainant allegations of crime allow for the analysis of disparities in findings based on victimization data and official crime data. According to Kingston *et al.* (2009), factors such as poverty, residential mobility, racial heterogeneity, family breakdown, and

structural density are regressed on the rates of assault, robbery, and burglary. Each of the social disorganisation indicators was found to predict crime rates, with poverty being the most potent and reliable predictor (Ibid).

Additionally reliable predictors of crime were the interaction variables between poverty and residential mobility and poverty and racial heterogeneity. It is abundantly obvious that poverty exacerbates the negative consequences of social disorder on crime. According to Warner (1999), poverty may exacerbate social disarray, which may then fuel juvenile violence. Second, the link between social disorder and teenage violence may be moderated or constrained by poverty. According to Kingston *et al.* (2009), the impact of social disorder on crime may be stronger in less affluent communities.

3.3.1 An application of social disorganisation theory to school violence in Mogalakwena Circuit

According to Markowitz, Bellair, Liska and Lui (2001), the interconnections and patterns of interaction within a community, along with its level of social unity and informal means of regulating behaviour, are closely tied to crime rates and usually align with the theory of social disorganisation. Schools that are situated in “socially disorganized” neighbourhoods are particularly dysfunctional. The social disorganisation theory, according to Pratt and Cullen (2005), contended that some signs of disorder at the school level may serve as significant predictors of school violence.

Additionally, SDT observed that there is a higher probability of increased school violence in educational institutions located within gang-infested regions, in comparison to schools situated in areas not affected by such criminal activities. In such a school, learners and gang members more frequently target educators. In one incident, a learner from a local gang and gang members broke into the school and robbed all the educators, according to the eNCA reporter (Mametela) 2017. Juvenile violence and crime are significantly predicted by social disorganization, and this social disorganization affects several mediation mechanisms that support juvenile violence (Pratt & Cullen, 2005).

3.4 SUMMARY

In this chapter, SDT was explained in detail. The theoretical framework was explained why and how it is the guiding principle of the study subject, which is school violence as a safety related challenge. The theory indicates that the location of the neighbourhood influences the level of school violence. Consequently, there is a significant association between local crime and the chance of school violence. It is crucial to evaluate the relative significance of social disorganisation in comparison to other theories of crime, in addition to looking at the findings of studies that employ social disorganisation as a predictor of learner violence. The fourth chapter outlines the research plan and the technique used, which is further explained to define the aim and objectives of the research and the research question.

CHAPTER FOUR: RESEARCH DESIGN AND METHODOLOGY

4.1 INTRODUCTION

The previous chapter presented the theoretical framework behind the study. This chapter focuses on the methodological practices followed in the study that relate to the overall design of the study. This study design and methodology are discussed in this chapter.

4.2 RESEARCH

This study adopted the qualitative research method. Hammesley (2013) define qualitative research as a method used to answer questions related to social life and it depends on words rather than numbers. Des Vos, Strydom, Fouche and Delport (2002) assert that qualitative research assists a researcher to gain more insight on the stated research problem to understand it better. The researcher made sure that she developed a deep relationship with the participants that involved trust and respect on both sides. The procedure of conducting qualitative research is advantageous and has several advantages.

Creswell (2014) assert that one advantage of a qualitative approach is that it enables the researcher to investigate and comprehend the meanings people assign to social or human issues. A researcher gets exposed to interesting information, qualitative research offers the researcher the opportunity to explore complex questions and qualitative research method also assist the researcher to understand deeply the reasons behind individual's behaviour. Qualitative research is a type of research related to human behaviour (Bairagi & Munot, 2019).

4.2.1 Advantages and Disadvantages

A qualitative approach has the advantage of involving lots of interaction with experts in the topic. This keeps participants and the researcher interested. The proximity between the researcher and the study population is significantly reduced due to the participants connection with the researcher in qualitative research (Salkind, 2012).

The disadvantage of a qualitative technique is that, due to the nature of the research and the sample used, it cannot always be generalised. According to the qualitative method, people's responses to situations are not changing and evolving in the social environment (Daniel, 2016).

4.2.2 Research design

Exploratory research was employed in the study to explain the research problem. The exploratory research is selected by the researcher because exploratory research is mainly concerned with providing explanations that are accurate regarding individual's behaviours, in this instance, it will help in understanding and explaining school violence. Exploratory research allows the researcher to interact with the outside study using open-minded questions. Babbie and Mouton (2012) state that exploratory research allows the researcher to gain applicable information when a researcher examines a new interest. Bairagi and Munot (2019) assert that exploratory research is conducted to develop, refine and/or test procedures, exploratory research is often used in investigations of phenomenon in social sciences and social scientist used the design to arrive at conclusions.

A view pointed out by Babbie, and Mouton (2012) address that exploratory studies are selected for various purposes, such as to ensure that feasibility of the study is tested and to enhance the researcher's understanding of the phenomenon being studied in the academic domain. The utility of qualitative approach is found appropriate in the study because the literature review indicated that school violence is a major issue in South Africa. The researcher gained knowledge about school violence as safety challenge on educators. Bairagi and Munot (2019) support the researcher's preference of an exploratory research design for this study. Where a little is known about the

phenomenon, exploratory research enables the researcher to answer questions about the phenomenon.

4.3.2 Overview of the study site

Mogalakwena Circuit is in Mokopane town in Limpopo province of South Africa. Mokopane town is also known as Potgietersrus, and it is located 59,8 kilometres from Polokwane City. Individuals in Mokopane speak IsiNdebele and Northern Sotho. The secondary schools (Seritarita, Ebaneza & Langalibalele) selected in Mogalakwena district have reported a high crime and violence occurrence.

Table 1: Population group of Mogalakwena District.

Population	
African	295,796
White	9,274
Asian	1,646
Coloured	403
Other group	563

Source: Census 2011

4.3.3 Study population

The complete collection of instances that the researcher is interested in is referred to as a population. According to Mudzana (2016), this can be distinguished as the population, which is the total number of cases that meet the specified criteria and are available for a study. All staff members (educators, learners, and security personnel) at Seritarita, Ebaneza and Langalibalele secondary schools were the perfect target group for this study.

4.3.4 Sampling procedures

Pawar (2004) states that the researcher must decide on a sample to choose between non-probability sampling and probability sampling. Sampling method depends on the chosen research approach. Sampling is significant in any research approach. The

selected sampling method allows the researcher to choose a sample that will be representative of secondary schools in Mogalakwena Education District. The researcher is forced to choose a sample, to ensure that data is representative. The selected sample will form a base in which research findings will be generalised. The researcher employed is purposive sampling in this study. Given (2008) states that purposive sampling which allows the researcher to specifically investigate any desired question.

Given (2008) further asserts that for a sample to be representative when using purposive sample, the researcher makes a personal judgement that will eventually lead to the selection of desirable units to study. In this study, purposive sampling is an indication that the researcher shifts away from being objective but rather to be selective when choosing a sample. Purposive sampling involves choosing a sample based on traits in which the researcher is interested. The study's goal was to investigate educator's perceptions of school violence in secondary school in a sample of selected schools in the Mogalakwena Circuit. To find participants, the researcher used purposive sampling.

Since studying the entire population would have been nearly impossible and impracticable, just a sample of the population was employed in this study. "Population elements are the most fundamental units for which data is gathered, and a sample is a subset of those elements". In the current study, the researcher involved 18 volunteers, with 6 participants selected from each school. This group included 6 security guards, 6 members of the school management (comprising 3 SGB members and 3 principals), and 6 educators. Specifically, from each school, interviews were conducted with 2 SGB members, 2 educators, 1 principal, and 1 security guard. This took the form of one-on-one semi-structured interviews with 18 people from the investigated secondary schools at the school premises.

Purposive sampling was utilised in this study because it allowed the researcher to deliberately choose participants who would contribute the most to the research. A sample of participants for the semi-structured face-to-face interview stemmed from employees from three selected school, Educators, School Management [SGB members and principals] and Security Guards. There are 6 participants from each

school and there is 3 males and 3 females from each school. The researcher sought permission from the Mogalakwena Local Municipality and the DBE to attend the three selected schools where the researcher intended to collect data.

Potential volunteers were briefed on the study's objectives to make them aware of its purpose. Participants read and signed consent forms, indicating their agreement to participate in the study and their authorisation to do so. Participants signed consent forms, and they were then given back to the researcher. The study's participants chose to take part or not.

4.3.4.1 Exclusion and Inclusion criteria

- Sampling relied on the recruitment criteria of selected secondary schools in the Mogalakwena Circuit.

4.3.4.1.1 Inclusion criteria

The study included volunteers with the following characteristics:

- The participants should be employed at selected secondary schools in Mogalakwena Circuit.
- To participate in this study, participants should have agreed to be enrolled and completed the consent form.

4.3.4.1.2 Exclusion criteria

The study did not include volunteers with the following characteristics:

- People who are not employed at selected secondary schools in Mogalakwena Circuit.
- Individuals under the age of 18 years were not allowed to take part in the study.
- Individuals who declined to give consent to participate in the study.

4.3.5 Data collection method

Data collection plays a fundamental role in the research. Pawar (2004) observes that no research can be undertaken without data. Data collection is used in social sciences to help the researcher to gather data which will assist them to achieve their research objectives and answer research questions. Pawar (2004) further states that data collection methods affect the quantity, appropriateness, adequacy, and quality of data. There are several types of data collection methods in the qualitative research. In this study the researcher used semi-structured face-to-face interview to collect data from the participants.

4.3.5.1 The procedure followed for data collection: Semi-structured Interviews

Semi-structured face-to-face interviews was used in this study to acquire data from the participants. The open-ended nature of the questions specifies the subject of the study yet gives the interviewer and the interviewee the chance to go into greater detail about specific subjects. Semi-structured interviews, according to Cohen and Crabtree (2006), offer participants the freedom to articulate their opinions using their own words, generating reliable and comparable qualitative data.

4.3.5.2 Data collection process

The interview was semi-structured, an interview schedule was prepared which was meant to guide the researchers' discussion with the participants by asking them open ended questions to allow them space to express their views. This was done so that the researcher could obtain detailed information from participants about their understanding on school violence. A semi-structured interview is an appropriate way of collecting data and it provides a useful balance to the strengths and weaknesses of this study.

Semi-structured interviews were done for this study's purposes, and they were directed toward the study's research objectives. After participants signed a consent form, data for this study's questions was gathered utilising a tape recorder and a

transcript. The information was gathered in Sepedi and subsequently translated into English. The appendix section at the bottom of this document includes the consent letter, consent form, and interview questions guide as attachments.

The researcher-built rapport with participants within the initial few minutes of the interview by discussing the study justification and ethical concerns throughout the data collection period. Participants were encouraged to inquire about the research, to clear up any misunderstandings. The documents were signed before each session began: Participants completed consent papers as proof that they were adequately informed about the study, understood it, and were willing to participate in it or actively reject to do so.

Participants and the researcher signed confidentiality agreements as a guarantee that any information they submitted would not be disclosed publicly in a way that would identify them. Unless participants specifically consent, for those who are not directly involved in this study, the data will not be available. To guarantee that participants' privacy was always respected, this was done. Participants from Langalibalele secondary schools were interviewed first, Ebaneza secondary school participants were interviewed second and Seritarita secondary participants were interviewed last. Most participants gave the same answers which ensured data saturation in this study.

4.4 DATA ANALYSIS METHODS

Thematic content analysis, according to Braun and Clarke (2006), concentrates on finding and identifying patterns or themes in qualitative data. The six steps of the thematic analysis model developed by Clarke and Braun (2006), which was employed by the researcher to analyse the qualitative data, are as follows:

- **Phase 1: Familiarising with data**

The researcher familiarised herself with the data she collected from three secondary schools in Mogalakwena Circuit. The researcher listened to the recording repeatedly

to familiarise herself with the data collected, she then converted the audio into writing. She read the text repeatedly to fill in the missing gaps. This was done repeatedly to ensure that no data was left out.

- **Phase 2: Generating codes**

The most fundamental portion, or piece, of the data that could be evaluated in a significant way regarding the phenomena was the subject of the researcher-initiated codes, which were used to identify a feature of the data (Semantic content or latent) that appeared intriguing to the analyst. Through the use of coding, the researcher was able to streamline lengthy and complex data, which made it possible to isolate brief but significant chunks of the participants' responses. To assess the consistency of the responses for each question, the researcher highlighted key concepts from each participant.

- **Phase 3: Identifying themes**

This step refocused on the analytic process on the broader level of themes, rather than codes, which required classifying the various codes into prospective themes, after different codes had been detected across the data set. Therefore, based on codes from the transcription of the material, the researcher organised themes.

- **Phase 4: Reviewing themes**

Reviewing whether discovered themes connect with the codes and all of the obtained data is part of this process. The topics were examined by the researcher to make sure they matched the goals and objectives of the study.

- **Phase 5: Defining themes**

The researcher must identify and name the themes throughout this stage. The essence of each theme's subject matter and the specific data feature that each theme

focused on were captured by the researcher. And she gave them names. Additionally, the researcher kept an eye out for any sub-themes and identified them by name.

Phase 6: Report writing

In order to develop this paper, the researcher examined and analysed the perspectives of school violence towards educators.

4.5 ETHICAL CONSIDERATIONS

Ethics is often understood as the distinction between what is right and wrong, according to Privitera (2014). To avoid violating the rights of participants, research ethics were considered in this study. The guidelines for conducting research in the University of Limpopo's Code of Ethics served as guidance for ethical considerations in this study. Additionally, informed consent, research permission, privacy, honesty, confidentiality, respect for individual rights, and anonymity, benevolence and competence were the main ethical principles considered during data collection.

4.5.1 Study permissions

The researcher was granted permission to conduct by the Department of Criminology and Criminal Justice Research Ethics Committee (DREC), Faculty of Higher Degrees Committee (FHDC), School of Social Sciences Ethics Committee (SSSREC), and Turfloop Research Ethics Committee (TREC) of the UL.

4.5.2 Informed consent

De Vos *et al.* (2011) state that getting informed consent entails providing all relevant or adequate information regarding the purpose of the inquiry, the anticipated length of the participant's involvement, the techniques that will be used, and any potential

benefits and drawbacks. In other words, participants were given consent forms to fill out before the conversation started. In order to acquire their agreement if they would like to participate in the study, the researcher explained in detail to participants the goals, purpose and motivation of the study. When giving informed permission, participants are informed about the scope, and duration of the requested involvement as well as the advantages and disadvantages of taking part in the study.

4.5.3 Voluntary participation

Fouka and Mantzorou (2011) contend that participation should always be optional and that no one should be coerced into taking part in a project. The subject was made aware by the researcher that they could stop taking part at any point if they felt the need to.

4.5.4 Harm to the participants

The researcher leans on the following ethical principle: never expose anyone to circumstances that could result in significant or long-lasting harm. Physical or mental harm to subjects is possible, and emotional harm to subjects is frequently harder to foresee and quantify than physical discomfort (Motepe, 2006). The researcher made sure the volunteers weren't in danger. Participants were aware that they were not forced to answer questions they were uncomfortable with.

4.5.5 Confidentiality and privacy

According to De Vos et al. (2011), privacy refers to agreements between people that restrict others' access to private information, whereas confidentiality refers to the processing of information in a confidential manner. Confidentiality was maintained regarding the information that participants gave. The researcher kept participant information private by not disclosing it to anyone. This was accomplished by keeping the audio in a secure location where only the supervisors and researcher had access

to it. In every correspondence, participants were identified only by their code names. Participants were urged to uphold the study's secrecy so that no details mentioned would be shared with anybody but the team. Confidentiality agreement was signed by everyone who took part in the study

4.5.6 Release or publication of the findings

According to Mboniswa (2005), the researcher is responsible for ensuring that the investigation runs well and that no one is misled by the results. Researchers must be transparent about their findings so that unbiased peers can evaluate the study and its ramifications. According to Mboniswa (2005), findings should be made public in a way that encourages use by others. The UL will receive a report with the research findings from this investigation.

4.5.7 Respect for autonomy

Jahn (2011) claims that respect for autonomy is a standard that obligates the researcher to respect the choices made by individuals who are capable of making them. The researcher made sure they upheld their moral commitments and rules. Regarding the research and what it involved; the researcher was completely honest. Additionally, the researcher respected the privacy of those who declined to participate in the study and understood their reasons.

4.5.8 Anonymity

It was requested that participants withhold their names. According to Fouka and Mantzorou (2011), anonymously provided information protects subjects' privacy. By employing codes to identify individuals on the data gathering instruments, the researcher preserved their anonymity.

4.5.9 Ethical issues related to sampling

The researcher complied with the ethical requirement that sample criteria be based on participants' willingness to engage in the study, with a focus on voluntary involvement, despite using purposeful sampling.

4.5.10 Questions and concerns

The researcher explained to the participants to raise any concerns about the study.

4.6 METHODS TO ENSURE TRUSTWORTHINESS

According to the criteria of credibility, transferability, dependability, and conformability, trustworthiness is the level of assurance that qualitative researchers have in their data (Polit & Beck, 2012).

4.6.1 Credibility

Morrow (2005) claims that the term creditability alludes to the “concept of internal consistency, with the main concern being how we make sure the research process is rigorous and how we communicate with others”. In this sense, the researcher secured credibility for the current study by sustained participation, member checking, and peer review. The researcher made a connection between the research and the real world. The appropriate sources for the study were used by the researcher. Additionally, the research incorporated all of the data that the participants had submitted.

4.6.4 Transferability

According to Morrow (2005), transferability deals with the fundamental question of how far a researcher may assert that a broad application of their theory. It measures the extent to which the reader can generalise the study's findings to his or her own situation. In order to accomplish this, the researcher gave the reader enough details about the research environment, procedures, participants, and researcher-participant

interactions to let them decide how the findings might be applied. This was made certain by using a thorough data collection procedure.

4.6.2 Dependability

According to Morrow (2005), dependability addresses the fundamental problem of how a study is conducted that is consistent throughout time. According to Babbie & Mouton (2012), in order for an investigation to be dependable the results would be the same after repetition with the same respondents. This was done in the current study by keeping detailed records of everything that occurred. To gather information, semi-structured interviews were used. Both audio recording and thorough notetaking were done. Transcripts of audio tapes were compared with the data recorded on field notes.

4.6.3 Confirmability

According to Anney (2014), conformability relates to how easily additional researchers could corroborate or verify an investigation's findings. Establishing whether facts and interpretations of other findings are clearly derived from the data rather than being inventions of other researchers is the goal of conformability. The author of this paper took care to ensure its originality. This was made sure of by rigorous study process recording that will be preserved for a year before being destroyed and might be used as proof if necessary.

4.7 SUMMARY

Chapter four included a discussion of the research design, methodology, data analysis, ethical considerations, and reliability procedures used in conducting the study. The results and analysis of the study are discussed in the next chapter. Chapter five is to introduce the reader and explain the research results.

CHAPTER FIVE: DATA PRESENTATIONS, ANALYSIS AND DISCUSSIONS

5.1. INTRODUCTION

The previous chapter gave an overview of the technique that was used, while chapters one and two discussed the broad focus of the entire study and a review of the relevant literature, respectively. This chapter presents the findings, analyse, and discuss the data gathered. Inductive content analysis was used to analyse the data.

5.2 BIOGRAPHICAL DATA OF PARTICIPANTS

A total of 18 participants were interviewed, including 6 participants from each selected school. Participants were carefully selected, and there was gender balance in the selection to cater for a balance perspective on the phenomenon under investigation. Ethical factors were considered when conducting the study, as there were human beings participating it. It was explained to participants that they might choose not to participate in the study at any point during the interview and that doing so would not result in any negative consequences.

To ensure participants privacy, measures were taken to address any worries pertaining to secrecy and the prohibition of sharing information. Interviews in a face-to-face format were carried with a semi-structured approach individually with all 18 participants. SGB members and the school principal represent the school management. Table 2, Table 3 and table 4 represents participants and their gender.

Table 2: School management individual interviews codes and explanations

Codes	Explanations
SM1 M	School management number 1 Male
SM2 F	School management number 2 female
SM3 M	School management number 3 Male
SM4 F	School management number 4 female
SM5 M	School management number 5 Male
SM6 F	School management number 6 female

Source: Researcher's illustrations

Table 3: Educator’s individual interviews codes and explanations

Codes	Explanations
E1 M	Educator number 1 Male
E2 F	Educator number 2 female
E3 M	Educator number 3 Male
E4 F	Educator number 4 female
E5 M	Educator number 5 Male
E6 F	Educator number 6 female

Source: Researcher’s illustrations

Table 4: Security Guard interviews codes and explanations

Codes	Explanations
SG1 M	Security guard number 1 Male
SG2 F	Security guard number 2 female
SG3 M	Security guard number 3 Male
SG4 F	Security guard number 4 female
SG5 M	Security guard number 5 Male
SG6 F	Security guard number 6 female

Source: Researcher’s illustrations

The goal of this chapter is to scrutinize and interpret selected participants’ viewpoints on safety related challenges in selected schools of the Mogalakwena Circuit, Limpopo Province. The study results are introduced and analysed in connection with the reviewed literature. The study first laid a conceptual foundation through an engagement with a literature review to assess the current state of knowledge in the field, thereby identifying major findings and knowledge gaps in the domain of safety related challenges in selected secondary high schools. The empirical data was then investigated, summarised, and reviewed. Instead of arranging the study by writing, to collect information from the participants the researcher used inductive data analysis.

5.3 THE IDENTIFICATION STUDY THEMES

After analysing the feedback from the study participants, the researcher has outlined four themes that will be examined in further detail. The explanations regarding these themes can be found in table 5. In qualitative research, the researcher considers the recognition of patterns as a crucial aspect. The researcher identified certain characteristics of the participants that were considered pertinent to the aim and questions of the study, which involved their perceptions on school violence against educators.

Table 5: Identified study themes

Study aim/objective	Categories	Sub-categories
Nature of school violence	<ul style="list-style-type: none"> • School violence against educators 	<ul style="list-style-type: none"> • School violence
Contributing factors of school violence	<ul style="list-style-type: none"> • Factors identified by DBE • Root causes school violence • Common cause of school violence 	<ul style="list-style-type: none"> • Demographical factors • Community violence • Acceptability of violence • Propagation of violence by media • Societal norms and values
Obstacles of eliminating school violence	<ul style="list-style-type: none"> • Obstacles of school violence 	<ul style="list-style-type: none"> • DBE
Legislative frameworks responding to school violence	<ul style="list-style-type: none"> • Policies and Frameworks 	<ul style="list-style-type: none"> • Human rights • School discipline

Source: Researcher's illustration (2020-2021)

The interview transcripts were manually searched for topics. The researcher organized descriptive codes into categories that seemed to share a common meaning, such as the nature, contributing factors, obstacles of elimination school violence, and the efficacy of legislative frameworks as used by the DBE in responding to school violence. The researcher selected four themes based on the responses from the

participants, and these topics are covered in this chapter. A total of 18 participants were interviewed, including 6 participants from each the three (3) selected schools. Gender balance was considered when selecting participants. Ethical factors were considered since the study involves the participation of people.

To ensure the privacy of the participants, measures were taken to address any worries or questions regarding confidentiality and the prohibition of disclosing information. The study's findings were mixed since not all participants could give enough information on all categories. While some participants provided intuitive information, others provided more thorough answers. This could be because of educational background and prior exposure to safety-related difficulties.

The questions following were posed in the semi-structured interview (the reasons behind asking these questions are provided below):

- **In your opinion, what is the concept of school violence in your school?**

The purpose of this question was to initiate conversations in a positive manner and encourage participants to reflect on the issue of school violence generally.

- **Contributory factors of school violence in your school?**

The aim was for the participants to share their perspectives on the elements they believe might influence to school violence.

- **What effects does school violence have on educators who are victimized?**

Participants were asked this question in order to ascertain the impact they suffer as victims of school violence, whether it be directly or indirectly.

- **Preventative measures put in place to prevent school violence from occurring?**

To prevent school violence, the implementation of safety strategies and preventative measures is necessary. The intention of this inquiry was to ascertain whether the learners in the chosen secondary school had implemented any precautions to prevent incidents of school violence.

- **The relevant stakeholders (DBE) do not see school violence as serious transgressions. Elaborate your answer.**

The question intended to find out from participants if the DBE plays a role to stop and prevent violence.

- **What are the consequences [effects] of school violence in your school?**

Participants were asked this question to understand their perspectives on the impact of the issue at hand on the environment.

- **What are the existing challenges faced by DBE in addressing school violence on in your school?**

This question wanted to understand if the participants were aware of the challenges faced by DBE.

- **What makes the relevant stakeholders to be ineffective in introducing strategies to address school violence on educators compared to other transgressions?**

The question is like the previous one, but it was intended to find out if the participants thought the DBE was failing or not when it came to addressing and dealing with school violence.

- **How is the relationship of DBE with other relevant stakeholders in enhancing safety in your school?**

This question was intended to find out with the DBE and the SGB were working together to ensure safety and working together to prevent any sort of crime and violence from occurring against educators and non-violent learners.

- **Are current legislations adequate to assist DBE to adequately respond towards school violence in your school?**

There are a few legislative frameworks employed to assist the DBE in ensuring the school is safe for both educator and learners, this question aimed to understand if participants thought the legislations were adequate in responding to school violence.

- **Are the current strategies employed by the DBE in responding to school violence in your school effective?**

Yes or No. This question was for participants to share if their thought on how ineffective the DBE strategies are and how the DBE was failing to ensure educators are never victims of school violence.

- **Do you have other comments regarding school violence?**

The purpose of this comment was to create a sense of ease among the participants and encourage them to provide their feedback or ask any questions regarding the study.

5.4 PRESENTATIONS OF THE FINDINGS

In this part, the investigator exhibits the main discoveries (the analysis of these discoveries is carried out in a different section, relying on the themes of the study highlighted in table 5). The results were generally similar among all participants, regardless of which secondary school they attended.

5.4.1 Conceptualization of school violence

The researcher requested participants to provide definitions and descriptions of school violence. Describing its nature, it was categorized according to its level of occurrence as:

- Unlawful act of aggression in or around the school premises.
- Violence involving causing physical and psychological harm to an educator, learner, or any staff member within the school perimeter.

Participants shared the following thoughts, quoted verbatim:

“School violence is an unlawful act of violence perpetuated against staff members, or learners. When learners show any signs of disrespect towards the educator, it can also be considered as school violence. Learners are meant to respect educator as their elders”. **(Participant SM1 M)**

Participants’ expressed perspective is conveyed within paragraph 2.2 in chapter two of this study, when Astor and Benbenishty (2005) stated that school violence has been enlarged to include actions that can injure a victim physically and psychologically and vary in degree and frequency. Behaviours such as making verbal threats, intimidating others, vandalizing property, resorting to violence against workers, engaging in gang violence, sexually harassing individuals, wielding firearms, perpetrating dating violence, committing rape, and even murder, serve as just a few illustrations of these actions. As this was said, one participant mentioned that:

“School violence does occur a lot in this school, but it is rarely reported to the police, because as educators, we know what a police case can do to the learner’s future and their future is the reason why we wake up every day. School violence covers a lot of factors which contributes the meaning being broad. An educator cannot open a criminal case just for being disrespectful”. **(Participant SM3 F)**

Participants’ expressed perspective is conveyed within paragraph 2.2 in chapter two of this study, when Buck (2006) mentioned that school violence encompasses a wide range of abusive acts, which comprise different forms of mistreatment like verbal abuse, physical abuse, sexual harassment, threats, and harmful behaviour involving weapons. Another participant went on to say the following, verbatim:

“Secondary school learners are adolescent children; they tend to be disrespectful and wants to be the centre of attention all times. They do not listen to us and tend to retaliate whenever we try to call them to order because they assume we want to embarrass them Infront of their peers. This makes the classroom or even the school environment very uncomfortable and unsafe to be at”. **(Participant E2 F)**

This expressed view by the participant reads with paragraph 2.3 in chapter two, when Prinsloo (2005) indicated that a safe school is one where everyone feels secure. The above expressed view by the participant also reads with 2.3 in chapter two, when Shabalala (2016) indicated that very community wants a secure school for its teachers and learners, and most of the research indicates that this is the only environment where successful learning and teaching can take place.

5.4.2 Contributing factors to school violence

The researcher proceeded to inquire with the participants about the specific difficulties they encounter when tackling school violence within their educational institutions. The second topic addressed in the conversation focused on the potential reasons behind school violence, specifically: typical triggers, underlying causes, and factors identified by the DBE, which will be elaborated on in the following discussion.

5.4.2.1 Factors Identified DBE

The DBE highlighted factors influencing the escalation of school violence, below are the participants responses, quoted verbatim:

“The DBE identified the factors contributing to the escalation of school violence, then why are they not assisting in dealing with school violence by ironing out the factors? What is the point of identifying a problem if you have no intention of solving the problem”. **(Participant SM3 M)**

Participants indicated that the contributing factors to school violence are many and most of the factors are external than internal, here is what another participant said, quoted verbatim:

“It is not clear exactly what the internal factors contributing to school violence are, educators do not provoke learners to abuse and victim”. **(Participant E4 M)**

5.4.2.2 Common causes of school violence

Since many distinct factors influence the practice of violence in schools, participants agree that no one component can adequately explain school violence.

5.4.2.2.1 Individual, biological, and demographic factors

Participants agreed that there are distinct factors influencing the escalation of school violence. Some participants agree that learners from dysfunctional homes are the one causing issues at school, quoted verbatim:

“There is a boy learner in grade 10 who I am closely related with his extended family, I tend to knowledge of the abuse in the household, and I can see that it affects him and his behaviour at school reflects what he sees back home. The child out of order, aggressive and very disrespectful”. **(Participant SG5 M)**

According to the participants, individual, biological, and demographic factors do contribute to learners acting out of character and end up end physical fights and verbal altercations with educators, principals, and sometime security guards. The confirmation of these findings is articulated in paragraph 2.3.2.1 of chapter two by Bezuidenhout and Joubert (2003) by mentioning that teenagers from violent families tend to be abusive and violent.

Participants shared the following thoughts, quoted verbatim:

“Parents really need to start looking out for their children’s well-being, they need to understand that they not only traumatize their children, but also damaging them and making them aggressive beings who go around looking for trouble. You can tell the difference between learners from a loving home and healthy environment and learners that are from abusive homes”. **(Participant E6 F)**

The confirmation of these findings is articulated in paragraph 2.3.2.1 in chapter two by Harkonen (2007) by explaining that a child that grows up around consistent fights and arguments will not turn out well and there is a high chance that those children will engage in violent acts. Family is a primary relationship a child engages with before engaging with other relationships and institutions.

5.4.2.2.2 Acceptability of violence

Some participants agree that acceptability of violence within the family or home encourages learners to want to engage in school violence and violent educators. quoted verbatim:

“The saying charity begins at home is no joke, children are created learn behaviour and imitate from the day they were born to until they are old enough to start making their own decisions. If parents abuse each other in front of their children and the other abused party thinks it is okay and accept the abuse, the children will either be the abuser and the victim of abuse and think that is alright because that’s what they have learned from home. This is simple psychology”. **(Participant SG5 M)**

The confirmation of these findings is articulated in paragraph 2.3.2.2 of chapter two by Bezuidenhout and Joubert (2003) that homes where violence is a norm and is

accepted have the most violent and aggressive children who thinks violence acceptable everywhere.

5.4.2.2.3 Community violence

Most participants say that in Limpopo province, community-based violence is not a recent issue and some participants stated that most schools in Mogalakwena Circuit are challenged to deal with violence. Participants had the same view on the fact that community violence also contributes to school violence, quoted verbatim:

“You know it is only us in the townships that are left to deal with learners that cannot be disciplined because of the kind of community they grew up in, some learners’ uncles are ring leaders of a dangerous syndicate and you as an employee of the DBE can only endure the insults and pointing of fingers on the forehead because any form of retaliation to the learner will get you in trouble from outside the school yard”.

(Participant E3 M)

The confirmation of these findings is articulated in paragraph 2.3.2.3 of chapter two by Gellert (2010) by revealing that the trouble of violence in society penetrates in schools.

To back the provided submission, a participant proceeded to express, quoted verbatim:

“As educators, we hoped that all learners could realise that the only way out of these dangerous community is if the focused in school, matriculate and further their studies to produces a very healthy and safe life for themselves and their family member but learners want to be like the powerful elders with guns in their community”.

(Participant E6 F)

According to the participants, community violence threatens both the life and career of educators. The confirmation of these findings is articulated in paragraph 2.3.2.3 in chapter two by Smith (2003) by indicating that school violence poses several difficulties for educators and is currently a danger to be teaching as a career.

5.4.2.2.4 Societal norms and values

Some participants mentioned that what is socially acceptable in neighbourhoods is determines the kind of community that is and that determines what kind of atmosphere the school has. To back the provided submission, a participant proceeded to express, quoted verbatim:

“The societal norms values of a violent society open doors for educators to be violated and abused by learners, I have experienced school violence first hand when a grade 11 boy back in 2015 pulled me by my tie and pushed me to the ground when I asked him to leave the classroom for causing havoc in during my lesson”. **(Participant E3 M)**

The confirmation of these findings is articulated in paragraph 2.3.2.4 in chapter two by Mkhize (2012) indicating that educators are frequently disrespected and victimized, disrupting the ethos of the teaching and learning process, and thus causing property damage to schools.

5.4.2.2.5 Dissemination of violence by the media

Psychology states that children learn by observation and will act out what they have observed because they cannot distinguish what is right and wrong. Participants agree with the view that most learners tend to become what they see on the screens.

Participants shared the following thoughts, quoted verbatim:

“Yizo-yizo is a about crime and disorder in a community and about how the disorder penetrated the school environment. These kinds of films encouraged learners to disrespect educators and other learners as seen on the film and they violent learners know that nothing will be done to them as don’t think school violence is serious”. **(Participant SG5 M)**

“It is not only films that teaches learners violence, but there is also social media and games as well that contributes to this. Some learners are born with mental impairments and violent media makes them think violence is acceptable and they just go with”. **(Participant E5 M)**

The confirmation of these findings is articulated in paragraph 2.3.3.4 in chapter two by Bester and Du Plessis (2010) revealed that film-makers focus on explicit display of violence and makes money off the sensation these instances cause. Even though many of these television shows have age limits, teenagers nevertheless watch them.

5.4.2.3 Root causes school violence

Many distinct factors influence the practice of violence in schools, no one component can adequately explain school violence.

2.4.2.3.1 Involvement in gang activities

Most of the participants agreed that there is a strong relationship between involvement in gang activities and school violence. Participants felt like learners who are gang members are more disrespectful and more violent compared to learners who are just not disciplined, and the chances of the completing school is unlikely. Participants shared the following thoughts, quoted verbatim example:

“Learners who are gang member fail dismally in class and there is a very low chance that they are will complete school. Most of them realise that there is no chance of them completing school so the try to ruin the chance for others by victimising educators”. **(Participant SM3 M)**

The confirmation of these findings is articulated in paragraph 2.3.3.1 in chapter two by Crawage (2005) by indicating learners who participate in gang activities are classified as juveniles, and it is highly unlikely that such learners will finish school and receive an education.

To back the provided submission, a participant proceeded to express, quoted verbatim:

“The younger people become loyal to a particular gang, the more dangerous they become, and it becomes very difficult to reprimand them, they cause havoc and threatens everyone, educators get excited when such learners skip school sometimes because it means that there will be peace and the day will be productive”. **(Participant SG5 M)**

5.4.2.3.2 Lack of transformation in schools

Participants agreed that an environment/school premises that is clean and welcoming keeps learners anticipated and very eager to learn and educators more excited about teaching, but these learners are the ones vandalising the school. Participants mentioned as much as school violence is prohibited so is graffiti and littering but learners do it anyways.

Participants shared the following thoughts, quoted verbatim:

“I agree that a clean environment is motivating and very conducive for learners to learn but the same learners are responsible for the vandalism and graffiti in the school premises. It is very demotivating to fix a window know that the same window will be broken down the next day”. **(Participant SM4 M)**

Participants’ expressed perspective is conveyed within paragraph 2.3.3.1 in chapter two, when Bezuidenhout and Joubert (2003) by indicating that a clean school premises keeps learners motivated and pushes learners to also stay clean. A vandalised and untidy school invites room for disruption and violence.

5.4.2.3.3 The use of weapons at school

The vast number of participants indicated that violence is occurs when learners who have access to weapons take them to school. Participants agreed that an armed

learner feels more powerful and goes around provoking educators and other staff members.

Participants shared the following thoughts, quoted verbatim:

“One of my learners came to school with a knife one day and he was reported by another learner who shares a desk with him, when I confronted him, he stated that he was been bullied after school and he was ready to defend himself with a weapon. Some learner arm to cause trouble within the school premises and harm educators and some just want to defend themselves”. **(Participant E6 F)**

The confirmation of these findings is articulated in paragraph 2.3.3.3 of chapter two, when Bezuidenhout and Joubert (2003) mentioned that when an individual is armed, they tend to be disrespectful and go out looking for trouble. Moreover, learners carrying weapons in the school cause trouble and abuse educators. This is what another participant had to say, in verbatim:

“The presence of weapons in the school premises makes the school unsafe, making it unsafe for us educators, other learners, and staff members. As a security guard, my work is to ensure that the school environment is kept safe, but learners sneak in weapons away, and physical fights break out between learners and educators and sometimes I do not intervene because I know the learner might be armed and I do not want to endanger myself. I cannot search every learner in the morning due to the number of learners we have”. **(Participant SG1 M)**

The confirmation of these findings is articulated in paragraph 2.3.3.1 in chapter two by Bezuidenhout and Joubert (2003) by revealing that the presence of a weapon on the learners, indicates that the learner is ready for violence.

5.4.2.3.4 *The use of substance in schools*

Drug use is an issue in the country as a whole and it is alarming how easily accessible drugs and alcohol are to learners and how easily they sneak the drugs and alcohol into the school. Few participants have observed learners taking drugs on school grounds or had interactions with learners who were "high" on drugs or alcohol.

Participants shared the following thoughts, quoted verbatim:

"I have seen some learners use drugs in the school premises and when I called them out, they ran, when I reported to the educators nothing could be done as I did not have evidence". (Participant SG4 F)

Participants' expressed perspective is conveyed within Paragraph 2.3.3.4 in chapter two, when Sibisi (2019) indicated that "drug abuse and even alcohol use, if taken to excess, directly contributes to violent learner crime, especially when taken in a group context where there is strong social pressure to conform to the group rules". Due to intoxication, learners who are high on alcohol or drugs are more likely to.

To back the provided submission, a participant proceeded to express, quoted verbatim:

"There are gang members feared by the entire community giving learners drugs to sell in the school premises to other learners. This matter is very difficult to tackle as some SAPS officials in the community are members of the gangs or syndicates in the community". (Participant E6 F)

5.4.2.3.5 *Overcrowded classrooms*

Majority of participant indicated that large class sizes lead to disruptive behaviour, and some educators struggle to maintain control over such sizeable crowds, and they agreed that the cause of overcrowding is poor academic performance of learners forcing them to repeat the grade repeatedly, quoted verbatim:

“Overcrowded spaces in general are out of order, imagine a classroom overcrowded with learners and, they are loud and difficult to discipline. The fact is I do not know if overcrowding causes school violence, but it is surely the cause of disorder in school in terms of loud noise. And there is nothing that can be done since we have more learners as compared to educators and buildings”. **(Participant E6 F)**

Participants' expressed perspective is conveyed within paragraph 2.4.2.3.4 in chapter, when James (2013) by revealing that there is a lot of overcrowded classes, and the ratio of educators and learners in township schools does not balance. Another participant pointed out that, quoted verbatim:

“Crowded classrooms make it very difficult me manage and discipline and they tend to fight each other, physically and verbally. The issue is just managing them rather than dealing with school violence”. **(Participant E6 F)**

The confirmation of these findings is articulated in paragraph 2.4.2.3.5 by Blatchford et al. (2011) by revealing that “the size of the classroom has a ripple effect on learners' behaviour and that the impact of classroom size has found that large classes are harder to cope with problematic learner behaviour and learner violence”. **(Participant SG4 F)**

5.4.2.3.6 *Lack of counselling services*

Lack of counselling services for both educators and learners is an issue in South African schools. Participants agreed that free counselling should be offered to both educators and learners. Some schools do offer counselling services and most of them are private school in urban areas.

Participants shared the following thoughts, quoted verbatim:

“Believed or not learners go through a lot and are burden with issues from home, same as educators, they have personal issues they are facing and still must show up at work, where they are victimized and disrespected. Counselling is important and it

might assist in diffusing school violence as learners will get in order after consulting a professional". (Participant SM2)

The confirmation of these findings is articulated in paragraph 2.3.3.5 in chapter two by Modisoatsile (2012) when they revealed that violence is the only way learners retaliate and if offered counselling, they might start seeing life from a different perspective.

5.4.2.3.7 Gender-based violence

Participants agreed that GBV it is a pandemic in South Africa. Most participants agree that GBV is a serious issue in schools that must be dealt with quickly. Participants shared the following thoughts, quoted verbatim:

"Male learners are very disrespectful; they target female educators and always get away with their disgusting behaviour. We had a very young assistant teacher, and the male learners always thought it was okay to harass her and call her names, she felt very uncomfortable and left because she did not want to be a victim of sexual assault". (Participant E5 M)

Participants' expressed perspective is conveyed within paragraph 2.3.3.5 by Dunne *et al.* (2004), societal constructions that have been used to strengthen feminine and masculine identities in the curriculum of schools conceal gender dynamics.

To back the provided submission, a participant proceeded to express, quoted verbatim:

"As much as male learners harass young female teachers, female learner harasses male teachers most of the time and male teachers are also abused by male learners and get to a physical fight. There was an incident where a male teacher was in a physical fight and the fight was apparently over a girl from another school. Imagine. Luckily no video was captured as we prohibited learners from bring cell phones to school". (Participants SM5 M)

5.4.3 Obstacles of eliminating school violence

The reduction in learning and teaching time brought on by the issue at hand has a negative impact on education, participants pointed out that educators are also negatively impacted psychologically by phenomenon under investigation. Participants shared the following thoughts, quoted verbatim:

“The DBE must recognise the need and offer all SMTs and educators practical training to improve their safety knowledge and abilities, this will assist in eliminating or rather reducing school violence because learners will know that educators are trained to stand their ground, regardless of the frameworks, self- defence is not a crime”.

(Participant E3 M)

Participants’ expressed perspective is conveyed within paragraph 5.4.4, when Bipath (2017) stated that all educators, interested parents, councillors, psychologists, and safety officials should have easy access to ongoing online platforms for dealing with pertinent unsafe situations at school to address the safety issues in South African schools.

Participants shared the following thoughts, quoted verbatim:

“Preventions of school violence should be a top priority for the DBE and educators should also prioritise fighting school violence starting in their own classrooms. I am not saying educators should solely deal with the issue, but they can at least try to build and maintain a secure and healthy school environment, educators can use a variety of daily routines or programs”. **(Participants SM5 M).**

Participants’ expressed perspective is conveyed within paragraph 5.4.4 in chapter two, when Bipath (2017) revealed that the physical setting of schools increases the need to investigate societal issues that can necessitate safety measures for the facilities and those who use them and to create a safe and stable atmosphere that is favourable to academic growth.

Participants shared the following thoughts, quoted verbatim:

“It should be considered how school violence affects educations, being victimized leaves a person traumatised and humiliated. Educators end up going to work for the same of going to work. The abuse takes out the passion of teaching”. **(Participant SM1 M)**

Participants’ expressed perspective is conveyed within paragraph 5.4.4 of chapter two, when Burton and Leoschut (2013) stated that, educators are affected mentally, he further explained that frustration, animosity, mental resignation, inappropriate violence, and programmed responses are signs of the battered educator syndrome.

5.4.4 Legislative framework employed by DBE to responding school violence

School violence affects both offender and victims in the short and long terms. There are several legislations and frameworks collaborated to combat school violence from either party (educator or learners)

5.4.4.1 Addressing School Violence: Policies and Frameworks

Most of the participants agreed that DBE is for ensuring the schools are secure and safe.

Participants shared the following thoughts, quoted verbatim:

“There are enough policies and frameworks that are meant to protect educators and serve as a guide to educators like; SASA and SACE. These frameworks are not always effective this leaves educators frustrated”. **(Participant SM1 M)**

Another participant mentioned that, quoted verbatim:

“If an educator is found to have been involved in a criminal act or act of violence then we are reported to SACE, who will handle the matter accordingly, but frameworks are not effective in protecting us educators from violence perpetuated by learners, a lot of frameworks favours the learners than educators”. **(Participant E6 F)**

5.4.4.1.1 The National School Safety Framework

This framework was employed to ensure that schools are safe for everyone. Participants mentioned that the framework might be more effective in some school than others. This is what another participant had to say, in verbatim:

“This framework is not effective as we are victimized and violated in the same schools that were meant to be safe and violent free in, maybe the framework should be looked into again and be amended”. **(Participant E4 F)**

The confirmation of these findings is articulated in paragraph 2.3.3.5 in chapter two by Makota (2016) when he revealed that the “whole of school approach to violence prevention and safety promotion in schools is a crucial component of the National School Safety Framework, which was created by the DBE, CJCP, and other important government players to ensure that schools are safe, but the framework does not work all the time”.

5.4.4.1.2 Safety in Education Partnership Protocol

This framework is a collaboration between SAPS and DBE aimed to prevent school violence and any other crime from occurring within the school environment. Participants agreed that this framework was effective for a short duration and now it is ineffective because of the crime state of South Africa.

Participants shared the following thoughts, quoted verbatim:

“This partnership was meant to ensure we are safe; SAPS is the only law enforcement in South Africa. This framework was effective for only three years when people respected police officials, now SAPS is not feared and respected because learners are friends with police officials are the smoke and drink together during weekends”. **(Participant SM5 M)**

The confirmation of these findings is articulated in paragraph 2.3.3.5 in chapter two by Conoley (2004) by revealing that the collaboration has been successful in reducing crime and violence in schools in metropolitan areas. It is particularly challenging for SAPS to combat disorderly behaviour in schools that are in townships, which lead to continued victimization of educators. Other participants shared the following thoughts, quoted verbatim:

“Once it was known that some learners are members of some dangerous gangs, SAPS officials did not want to get too involved in any of the violent issues at schools. Which is understandable as they are trying to save their lives. When called to attend to an ongoing violent incident at the school premises, they arrive very late to the scene”
(Participant E5 F)

The SAPS must work on regaining their respectful reputation as an institution and this framework will be effective.

5.4.4.1.3 Regulations for Safety Measures at Public Schools

Participants agreed that schools are meant to be safe a haven for everyone attached to it, a lot of things are prohibited from being used at schools, but learners just use the anyways. This framework is meant to guarantee that schools are safe, and participants mentioned that the safety measures are lacking, one participant stated that, quoted verbatim:

“All individuals are prohibited from entering a school if they have consumed alcohol or illicit substances, or if they have a dangerous weapon with them. Learners know this very well, but they still bring weapons and come to school intoxicated”. **(Participant E5 F)**

The expressed view by the participant aligns with what Snell (1997) mentioned in paragraph 2.3.3.6 that all the South African schools should be free of dangerous substance and weapons.

5.4.4.1.4 National Anti-Gangsterism Strategy

Participants stated that the issue of gangsterism is bigger than them and school institution. The community and SAPS were supposed to ensure that the societal issues do not permeate into the schools.

“This framework is not effective because learners are exposed to gangsterism in the community and still manages to be part of the gang. But I must say, gangsterism has decreased compared to other years around 2000”. (Participant SM6 F)

Schools are meant to educate children and work as a form of destruction for children to keep them off the streets.

5.4.5 Laws that mandates discipline in South African schools

There are several laws in South Africa that require that there should not be discipline in schools and corporal punishment was cancelled.

5.4.5.1. The South African Schools Act No. 84 of 1996

SASA discipline must be upheld in a school and classroom setting to ensure that learners' educations are successful without disruptions and transgressions. One participant mentioned that, quoted verbatim:

“SASA forbids the use of corporal punishment in schools, so how are educators supposed to handle this statutory role for maintaining discipline? As we are being attacked by our own learners, SASA recommends educators to build ways that comprehend and are cognizant of learners' rights and this opens rooms for learners to play on top of the educator's heads”. (Participant E3 M)

5.4.5.2 The National Education Policy Act of 1996

NEPA, no one is allowed to use corporal punishment or to mistreat learners physically or psychologically in educational institutions. Learners are aware that corporal punishment is not allowed anymore and tend to take advantage of that and disrespect educators.

Participants shared the following thoughts, quoted verbatim:

“The cancellation of corporal punishment opened doors for disorder in the school environment and it definitely cut the educators legs and hands and they had no other way of calling learners into order”. **(Participant E4 M)**

Participants did not comment much on NEPA, the researcher assumed it is because of its ineffectiveness.

5.4.5.3 Human Rights and School Discipline

Participants mentioned that Human Rights protect both educators and learners, participants mentioned that educators’ rights are violated all the time they are abused by learners and feel as if the learners are given more attention than educators.

Participants shared the following thoughts, quoted verbatim:

“The commission is committed to ensuring that everyone is treated equally and that human rights are upheld and protected, the educators’ rights are completely unprotected, and the Human Rights Commission does not intervene”. **(Participant SM3 M)**

The expressed view by the participant aligns with what Calderhead (2011) mentioned in paragraph 2.3.3.6 that the “Human Rights Commission has been given authority by the South African Constitution and the Human Rights Commission Act of 1995 to keep an eye out for violations of human rights and to seek redress for them”.

“The abuse and violation we experience as staff members are not addressed. We go through the abuse because we need the jobs to maintain our families. I remember in

2013 when I was about to start my class with grade 12s, a fight broke between learners and when I intervened, one of them almost stabbed me with an instrument and the other one kicked me. My human rights were violated, my dignity was tarnished, and I could see my learners losing respect for me. Worse part is there was a video circulating, that incident took a lot me mental to a point where I left the school to go work at another school. A complaint was made, and those learners only got suspended for two weeks". (Participant E4 M)

5.4.6 Safety and School Security

In South Africa, it is standard practice for young people to protect themselves with weapons. Participants mentioned that learners bring weapons onto school grounds to intimidate and mistreated educators. All these structures in place are ineffective at preventing classroom violence. As mentioned in the study's supporting literature. One participant mentioned, quoted verbatim:

"Armed learners are disrespectful, and they are always looking for trouble. The disrespect and attitude make it difficult for educators to educate as they must to deal with school violence. School premises should be filtered, and troublesome learners should not be allowed onto the school premises". (Participant SG3 M)

The expressed view by the participant aligns with what Van Jaarsveld (2008) mentioned in paragraph 2.3.3.6 by revealing that schools should have adequate security measures in place to prevent unwanted non-school workers from entering the building, educators are targeted when they are present, security services are losing their effectiveness. As a result, security no longer serves to guarantee school safety.

5.5 SUMMARY

The study findings clearly indicate there is violence perpetuated against educators in schools. The study findings indicate that educators are at risk within schools as they

are victimized psychologically and physically by their learners. Majority of the participants agree that there are many factors contributing to school violence and that makes it difficult to manage the occurrence of violence. Participants also agreed that legislative frameworks employed by DBE are proving to be ineffective. The study's recommendations, and conclusion will be presented in the next chapter.

CHAPTER SIX: SUMMARY, CONCLUSION AND RECOMMENDATIONS

6.1. INTRODUCTION

The primary emphasis of the current chapter centres on the outcomes derived from the gathered data, as well as the analysis of the findings in relation to previous studies conducted. The current chapter offers summary of the findings obtained and draws conclusions based on these findings. This chapter also provides suggestions.

6.2. STUDY SUMMARY

The study findings have shown that school violence in Mogalakwena Education District, Limpopo province is encouraged by numerous factors. The study's principal findings centred on perceptions of school violence as a safety challenge in three selected secondary school in Mogalakwena Circuit. The first objective, which is the nature of school violence was tackled by their categories and sub-categories. The second objective, which is the contributory factors to the escalation of school violence was addressed by their category. The third objective, which is the obstacles of eliminating school safety related challenges in secondary schools and the last objective is the effectiveness of legislative framework as employed by DBE in responding to safety related challenges.

6.2.1. The nature of school violence

Most of the participants' responses revealed that school violence is a societal issue that only educators and other staff members are left to deal with. Participants reported that school violence occurs in the whole country and that its occurrence increases rapidly like any other crime in South Africa. Majority of participants reported that school violence perpetuated by learners against educators leave them humiliated and embarrassed to an extent where they take other job offers in a different secondary school. With all the devices learners have, there is always videos taken when educators get victimized. Male educators who get victimized by male learners are labelled *di bhari* translated as idiots.

6.2.2. Contributory factors to the escalation of school violence

Most of the participants' responses revealed that there are many factors contributing to school violence, both internal and external and that we cannot pinpoint exactly which one contributes the most. There are several outcomes associated with school violence, notably mental effects like depression, Post-Traumatic Stress Disorder (PTSD), anxiety and other similar conditions. Participants responses revealed that the aftereffects of being victimized rob their family members (especially their children) from experiencing mentally stable parents.

6.2.3. The obstacles of eliminating school violence

Most participants' responses revealed that school violence disrupts the school setting and takes away the meaning of "school". Participants reported that violence is an obstacle to education (teaching and learning) and safety. Security measures must be investigated to ensure the safety of educators and non-violent learners. Participants responses revealed that violent and disruptive learners must be thrown out of the school premises by SAPS officials and security guards. The DBE must pay attention to schools in the village and townships.

6.2.4. Legislative framework as employed by DBE in responding to school violence

Participants' responses revealed that the legislation frameworks employed by DBE are ineffective and should be amended to guarantee that educators, non-violent learners, and other staff members are protected from violence and abuse perpetuated by violent learners. Participants reported that SASA must not only focus on educators' wrongs, but learners must also be held accountable. The "right to education" forces educators to endure the violence, violent learners must be expelled from school after being given two warnings.

6.3. RECOMMENDATIONS ON STUDY AIM AND OBJECTIVES

Recommendations addressing the aim and objectives of the study that were discovered during the analysis of the findings are stated below.

6.3.1 Recommendations on the concept of school violence

6.3.1.1 Improving security measures

It was established that schools lack the necessary security precautions. In all three, for instance, the main entrance gate was manned by a single security guard, while other gates and the school grounds which can be fertile grounds for aggressive behaviour were disregarded. Therefore, it is advised that schools have a minimum of two security officers who alternately patrol the grounds and man the gate. Because the DBE does not pay specifically for security, the majority of schools use the school fees paid by parents to hire a private security company. Therefore, it is necessary for the DBE to review and amend this policy by engaging security companies to safeguard institutions, this will result in a reduction in instances of school violence.

6.3.2 Recommendations on the contributory factors to the escalation of school violence

6.3.2.1 Involvement of parents

It is impossible to overstate the value of parental involvement. The survey found that not many; parents were diligently focused on their children's schooling. Parents must immediately adopt a positive outlook and take aggressive measures to encourage their kids' education. Parents frequently place the onus of discipline on educators, who are powerless to intervene because they are not given any resources to address learners' disruptive behaviour. Even though their children live with guardians rather than their parents, parents know of their behaviour. Participation of parents will help reduce violence in schools.

6.3.2.2 Involvement of stakeholders

Informed by the findings, the study concludes that school-based violence should be dealt with by different stakeholders. According to the ecosystem hypothesis, various systems contribute to school violence; as a result, a multi-stakeholder strategy should be used to address the issue. To tackle disciplinary issues, the government, guardians, members of the community, and the school should decide how to step in. To solve the issue of school-based violence, stakeholders need to be inspired. Collaboration between the Departments of Health, Social Development, Correctional Services, DBE, and SAPS must be encouraged.

6.3.3 Recommendations on the obstacles of eliminating school violence

6.3.3.1 Training programme on security and safety

Educators showed that no training is offered on safety and security, and as a result, they frequently questioned their decisions while implementing security measures. Therefore, it is crucial that SGB, educators, and principals receive training to combat violence in the most efficient manner. Training curricula that concentrate primarily on troublemakers and dangerous students. In order to create a comprehensive manual for school safety and security, these programs should involve educators, principals, and SGB members who, in turn, must contact social welfare organizations, the SAPS, and psychologists as authorities in their fields.

6.3.4 Recommendations on legislatives framework employed by DBE

6.3.4.1 Recommendations concerning the DBE

The conclusions support the recommendation that secondary schools seek the assistance of a range of mental work to supplement the efforts of those who need assistance and to halt the tide of school violence. Many socioeconomic factors contribute to violence in schools, but some are beyond the control of educators. As a result, they should work with experts in adjacent fields like psychology and social work.

Professionally competent educational social workers and psychologists may offer victimised educators and learners adequate therapy assistance. Educational

psychologists can determine the specific programs that a certain school needs to use to create a secure and managed haven for educators and learners. As a result, the DBE is required to hire social workers, psychologists, and counsellors. Therefore, it is critical that the DBE make sure that schools have access to counselling.

6.4 STUDY CONCLUSION

The study produced enough data to support earlier results that there is an increase in crime and violence in schools. Practically every province in South Africa is impacted by the issue of school violence, which happens in schools and is committed by learners. Since schools are an important part of the community, external factors have a significant impact on how well or badly they operate. The usage of alcohol, drugs, and other substances as well as gangsterism are important initiators and aggravators of school violence in secondary schools, as are socioeconomic difficulties that have an impact on communities.

This study was conducted in an effort to close any gaps in the body of knowledge regarding the nature of school violence as a safety concern, including the causes of school violence and the efficacy of the legal frameworks used by DBE. The results of this study will significantly advance human knowledge. The results can also be utilised to change a number of sexual offense-related laws and regulations now in effect, whereby community members' impressions will be considered when putting such laws and policies into practice.

According to the findings, it is crucial that numerous parties and organizations collaborate to reduce school violence. The necessary competencies must be available to school leadership teams in order to control and lessen school violence. The findings were successful in determining the concept, type, and scope of school violence, thereby appropriately addressing the research questions and objectives.

6.5 FURTHER RESEARCH

There have undoubtedly been on-going study projects on school violence. These studies have concentrated mainly on victims and offenders, primarily on students who have experienced violence in schools. However, they have not addressed the

research of how the community views school violence. The researcher urges that there should be more investigation on the main factors influencing school-based violence.

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APPENDIX A: INFORMED CONSENT FORM

Dear Participant

I am Raisibe Nelly Baloyi, a Master's student from the Department of Criminology and Criminal Justice at the University of Limpopo (UL). To complete this degree, I am conducting a research study entitled "perceptions of secondary school management on safety related challenges in selected secondary schools of Mogalakwena Circuit, Limpopo Province".

The aim of this study is to explore perceptions of secondary school management on safety related challenges in selected secondary high schools of the Mogalakwena Education District, Limpopo Province, South Africa.

Your co-operation in this study will assist me in reaching my aim. Furthermore, the knowledge and information gained will help me make recommendations about dealing with school violence in secondary schools.

Please note that:

- Your confidentiality is guaranteed as your input(s) will not be attributed to you in person but reported only as a population member opinion.
- Any information given by you cannot be used against you, and the collected data will be used for purposes of this research only.
- You have a choice to participate, not participate or stop participating in the research. You will not be penalised for taking such an action.
- The interview may last for about an hour.
- Your involvement is purely for academic purposes only and there are no financial benefits involved.
- If you are willing to be interviewed, please indicate (by ticking as applicable) whether you are willing to allow the interview to be recorded by means of the following equipment:

Audio equipment / Voice record (Mark with X)

Willing	Not willing

I can be contacted at: 0793438914 / nellybaloy22@gmail.com

DECLARATION

I..... (Full names of participant) hereby confirm that I understand the contents of this document and the nature of this study, and I consent to participating in this study.

I understand that I am at liberty to withdraw from the project at any time, should I so desire.

SIGNITURE OF PARTICIPANT DATE

.....

APPENDIX B: INTERVIEW SCHEDULE GUIDE

1. In your opinion, what is the nature of school violence in your school?
2. What are the contributory factors of school violence in your school?
3. What effects does school violence have on educators who are victimized?
4. Are there current strategies or preventative measures put in place to prevent school violence from occurring? (Please elaborate on your answer)
5. The relevant stakeholders (DBE) do not see school violence as serious transgressions. Elaborate your answer.
6. What are the consequences [effects] of school violence in your school?
7. What are the existing challenges faced by DBE in addressing school violence on in your school?
8. What makes the relevant stakeholders to be ineffective in introducing strategies to address school violence on educators compared to other transgressions?
9. How is the relationship of DBE with other relevant stakeholders in enhancing safety in your school?
10. Are current legislations adequate to assist DBE to adequately respond towards school violence in your school?
11. Are the current strategies employed by the DBE in responding to school violence in your school effective?
12. Are there other comments you would like to make regarding school violence?

SETLALELETŠI B1: HLATHO YA LENANEO POTŠIŠO LA POLEDIŠANO

1. Go ya ka wena, bošoro bja sekolo ke mohuta ofe sekolong sa gago?
2. Ke mabaka afe ao a tsenyago letsogo ka bošoro bja sekolo sekolong sa gago?
3. Ke ditlamorago dife tšeo dikgaruru tša sekolo di nago le tšona go barutiši bao ba hlaselwago?
4. Na go na le maano a bjale goba magato a thibelo ao a beilwego go thibela dikgaruru tša sekolo gore di se direge? (Hle hlalosa karabo ya gago ka botlalo)
5. Bakgathatema ba maleba (DBE) ga ba bone dikgaruru tša sekolo bjalo ka ditlolo tše kgolo. Hlaloša karabo ya gago ka botlalo.
6. Ditlamorago [ditlamorago] tša dikgaruru tša sekolo sekolong sa gago ke dife?
7. Ke ditlhohlo dife tše di lego gona tšeo DBE e lebanego le tšona go rarolla dikgaruru tša dikolo
8. Ke eng seo se dirago gore bakgathatema ba maleba ba se šome gabotse go tsebagatšeng maano a go rarolla dikgaruru tša sekolo go barutiši ge di bapetšwa le ditlolo tše dingwe?
9. Ke eng seo se dirago gore bakgathatema ba maleba ba se šome gabotse go tsebagatšeng maano a go rarolla dikgaruru tša sekolo go barutiši ge di bapetšwa le ditlolo tše dingwe?
10. Na melao ya bjale e lekane go thuša DBE go arabela ka mo go lekanego go dikgaruru tša sekolo sekolong sa gago?
11. Na maano a bjale ao a šomišwago ke DBE go arabela dikgaruru tša sekolo sekolong sa gago a a šoma?
12. Na go na le ditlhaloso tše dingwe tšeo o ka ratago go di bolela mabapi le bošoro bja sekolo?

**APPENDIX C: ETHICAL CLEARANCE CERTIFICATE: FACULTY OF HIGHER
DEGREE COMMITTEE**



University of Limpopo
Faculty of Humanities
Executive Dean

Private Bag X1106, Sovenga, 0727, South Africa
Tel: (015) 268 4895, Fax: (015) 268 3425, Email:Satsope.maoto@ul.ac.za

DATE: 8 July 2021

NAME OF STUDENT: BALOYI, NS
STUDENT NUMBER: [201514317]
DEPARTMENT: MA – Criminology
SCHOOL: Social Sciences

Dear Student

FACULTY APPROVAL OF PROPOSAL (PROPOSAL NO. FHDC2021/6/10)

I have pleasure in informing you that your MA proposal served at the Faculty Higher Degrees Meeting on 23 June 2021 and your title was approved as follows:

TITLE: PERCEPTIONS OF SECONDARY SCHOOL MANAGEMENT ON SAFETY RELATED CHALLENGES IN SELECTED SECONDARY SCHOOLS OF MOGALAKWENA CIRCUIT, LIMPOPO PROVINCE

Note the following:

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

Yours faithfully

Prof RS Maoto,
Executive Dean: Faculty of Humanities
Director: Prof SL Sithole
Supervisor: Dr FM Manganyi
Co-supervisor: Ms K Lekgau

Finding solutions for Africa

**APPENDIX D: ETHICAL CLEARANCE CERTIFICATE: TURFLOOP RESEARCH
ETHICS COMMITTEE**



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

**TURFLOOP RESEARCH ETHICS COMMITTEE
ETHICS CLEARANCE CERTIFICATE**

MEETING: 09 November 2021

PROJECT NUMBER: TREC/263/2021: PG

PROJECT:

Title: Perceptions of secondary school management on safety related challenges in selected secondary schools of Mogalakwena Circuit, Limpopo Province
Researcher: RN Baloyi
Supervisor: Dr FM Manganyi
Co-Supervisor/s: Ms K Lekgau
School: Social Sciences
Degree: Master of Arts in Criminology

PROF P MASOKO
CHAIRPERSON: TURFLOOP RESEARCH ETHICS COMMITTEE

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

Note:

- i) This Ethics Clearance Certificate will be valid for one (1) year, as from the abovementioned date. Application for annual renewal (or annual review) need to be received by TREC one month before lapse of this period.
- ii) Should any departure be contemplated from the research procedure as approved, the researcher(s) must re-submit the protocol to the committee, together with the Application for Amendment form.
- iii) PLEASE QUOTE THE PROTOCOL NUMBER IN ALL ENQUIRIES.

APPENDIX E: APPROVAL LETTER FROM DEPARTMENT OF EDUCATION



LIMPOPO
PROVINCIAL GOVERNMENT
REPUBLIC OF SOUTH AFRICA

DEPARTMENT OF
EDUCATION

CONFIDENTIAL

Ref: 2/22 Enq. Makola MC Tel No: 015 290 9448 E-mail: MakolaMC@edu.limpopo.gov.za

Baloyi RN
Private Bag x1106
Sovenga
0727

RE: REQUEST FOR PERMISSION TO CONDUCT RESEARCH

1. The above bears reference.
2. The Department wishes to inform you that your request to conduct research has been approved. Topic of the research proposal: "PERCEPTIONS OF SECONDARY SCHOOL MANAGEMENT ON SAFETY RELATED CHALLENGES IN SELECTED SECONDARY SCHOOLS OF MOGALAKWENA CIRCUIT, LIMPOPO PROVINCE"
3. The following conditions should be considered:
 - 3.1 The research should not have any financial implications for Limpopo Department of Education.
 - 3.2 Arrangements should be made with the Circuit Office and the School concerned.
 - 3.3 The conduct of research should not in anyhow disrupt the academic programs at the schools.
 - 3.4 The research should not be conducted during the time of Examinations especially the fourth term.
 - 3.5 During the study, applicable research ethics should be adhered to; in particular the principle of voluntary participation (the people involved should be respected).
 - 3.6 Upon completion of research study, the researcher shall share the final product of the research with the Department.

REQUEST FOR PERMISSION TO CONDUCT RESEARCH : BALOYI RN Page 1


Cnr 113 Biccard & 24 Excelsior Street, POLOKWANE, 0700, Private Bag X 9489, Polokwane, 0700
Tel: 015 290 7600/ 7702 Fax 086 218 0560

The heartland of Southern Africa-development is about people

4 Furthermore, you are expected to produce this letter at Schools/ Offices where you intend conducting your research as an evidence that you are permitted to conduct the research.

5 The department appreciates the contribution that you wish to make and wishes you success in your investigation.

Best wishes.

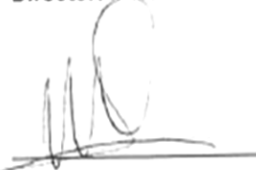


MC Makola (PhD)

Director: IPR&R

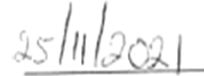


Date



Mashaba KM

DDG: CORPORATE SERVICES



Date

REQUEST FOR PERMISSION TO CONDUCT RESEARCH : BALOYI RN Page 2

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APPENDIX F: APPROVAL LETTER FROM MOGALAKWENA MUNICIPALITY

MOGALAKWENA MUNICIPALITY



MOGALAKWENA MUNICIPALITY

BOX 34
MOKOPANE
C600

To Whom It May Concern

CONFIRMATION LETTER

I, councillor Marakalala C.N of ward 22, confirm and acknowledge that Ms Baloyi R.N is a researcher from the University and has been given permission to conduct research in the following schools: Langalibalele, Seritarita and Ebenezer Secondary Schools in Mogalakwena Circuit.

The title of the research is "perceptions of secondary school management on safety related challenges in selected secondary schools of Mogalakwena Circuit, Limpopo Province".



Yours Sincerely


MARAKALALA C.N
WARD COUNCILLOR

APPENDIX G: EDITORIAL LETTER

University of Zululand
KwaDlangezwa Campus

Faculty of Humanities and Social Sciences
Language and Communication Studies
Department of English
Office 311



University of
Zululand

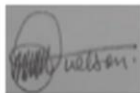
Private Bag X1001, KwaDlangezwa 3586
Cell: 0767091860
E-Mail: rataun@unizulu.ac.za

18 November 2023

TO WHOM IT MAY CONCERN

This letter serves to certify that I have conducted proofreading and language editing of the Criminology and Criminal Justice research dissertation entitled: *PERCEPTIONS ON SAFETY RELATED CHALLENGES IN SELECTED SECONDARY SCHOOLS OF MOGALAKWENA CIRCUIT, LIMPOPO PROVINCE* by Ms Raisibe Nelly Baloyi (Student number: 201514317). To my knowledge, the work has been edited. Unless tampered with prior to your reception of the edited work, I trust you will find the editing quality in order.

Regards



Mr. NS Ratau (Editor)

APPENDIX H: TURNIT IN REPORT



Digital Receipt

This receipt acknowledges that Turnitin received your paper. Below you will find the receipt information regarding your submission.

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Submission title: PERCEPTIONS ON SAFETY RELATED CHALLENGES IN SELECTE...
File name: DISSERTATION_-_RN_BALOYI_-_201514317_1.docx
File size: 615.05K
Page count: 121
Word count: 30,983
Character count: 175,745
Submission date: 28-Nov-2023 11:00AM (UTC+0200)
Submission ID: 2240685924

PERCEPTIONS ON SAFETY RELATED CHALLENGES IN SELECTED
SECONDARY SCHOOLS OF MOGALAKMENA CIRCUIT, LIMPOPO PROVINCE

By

Raisibe Nelly Baloyi

201514317

Master of Criminology and Criminal Justice

in the School of Social Sciences

At the

University of Limpopo

Supervisor: Dr FM Mungaru

Co-Supervisor: Dr K Pretorius

2023

PERCEPTIONS ON SAFETY RELATED CHALLENGES IN SELECTED SECONDARY SCHOOLS OF MOGALAKWENA CIRCUIT, LIMPOPO PROVINCE

ORIGINALITY REPORT



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