

**THE IMPACT OF CRIME AND VIOLENCE ON THE MORALE AND  
PRODUCTIVITY OF EDUCATORS AT ORANGE FARM**

**TSIYETSI DANIEL MOKOLA**

**P.T.D., B.A., B.A. HONS**

A mini-dissertation submitted in partial fulfillment of the requirements for the degree

**MASTER OF ARTS**

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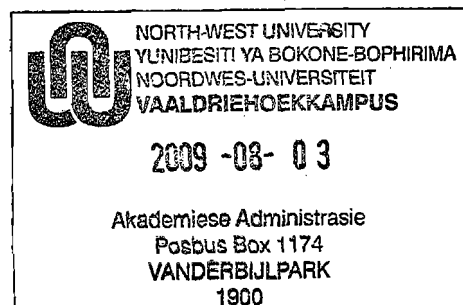
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**SUPERVISOR: DR SHIKHA VYAS-DOORGAPERSAD**

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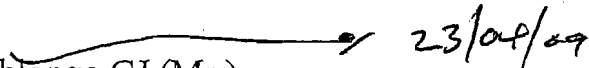
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 Mhlongo GJ (Mr.)

Language Practitioner and Company co-director

Onblack Management Solutions

26 Jan Kamp Street  
Suite 247, Central West 4 bldng  
Vanderbijlpark  
1900  
Telefax: 016 933 1629



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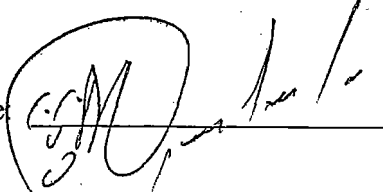
PO Box 1147  
 Vanderbijlpark 1911  
 Tel: (016) 910-3111  
 Fax: (016) 910-3116  
 http://www.nwu.ac.za

Enquiries: Mrs A. Smith  
 Tel: (016) 910-3115  
 E-mail: Amanda.Smith@nwu.ac.za

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- To my parents. Thanks for your love, support and encouragement throughout the study.

## DECLARATION

I declare that this is my own work and that all the sources that I have quoted have been indicated and acknowledged by means of a completed reference.



TD Mokola

126758142

## SUMMARY

The overall aim of this research is to assist educators and all stakeholders about the impact of crime and violence on the morale and productivity of educators at Orange Farm. The study deals with the programme of activities that can be implemented at schools to overcome the problem of crime and violence.

The overall aim was operationalised as follows: to give a theoretical exposition of concepts morale and productivity, to give an overview of the extent of crime and violence, at Orange Farm, to investigate the impact of crime and violence on morale and productivity at Orange Farm, and to offer recommendations that may add value for educators to improve morale and productivity.

Crime and violence pose a serious threat to the goal of establishing peace and progress in schools at Orange Farm. In order to establish a safe school environment where learners can learn and educators can teach in a warm and welcoming environment, free of intimidation and fear of violence, it is important to find the cause. There is no one determining factor that could be pinpointed as the origin of school violence and crime. There are so many factors involved which make this a very complex issue which needs as much input and thought as possible. Factors contributing to school crime and violence in Orange Farm have been identified as drug and alcohol, sexual abuse, gangsterism, gambling, poverty and unemployment, physical violence, vandalism and burglary.

The empirical method of research was used for obtaining information on the impact of crime and violence on the morale and productivity of educators at Orange Farm. In this study the research is being concluded by a presentation of the findings, the drawing of conclusion on the basis of the findings, and finally, the formulation of recommendations for future research.

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## **CHAPTER ONE**

### **ORIENTATION AND PROBLEM STATEMENT**

#### **1.1 Introduction**

Orange Farm is a township situated on the southern part of Johannesburg, Gauteng Province. This township was established in 1989 when the Johannesburg municipality decided to get rid of its overpopulation problems. Orange Farm consists of nine extensions, and has almost seventeen schools. According to Supt Mahlangu, there are more than 45 000 people residing in Orange Farm and most of them are unemployed, hence the high rate of crime in the area.

#### **1.2 Orientation and Background**

Public service employees have been a focus of considerable attention all over the world. In South Africa, the former Minister of Education Professor Kader Asmal stated, throughout his tenure as minister that educators' morale in all communities in the country was low. Several factors have been cited as underlying causes of such a low morale in the public sector in general and in education in general. It must however be remembered that these causes are by their very nature very complex and that they may vary from institution to institution (Atkinson, 2000:46).

Morale has been thought of as being a feeling, a state of mind, a mental attitude and as being an emotional attitude. One source defines morale as a feeling a worker has about his job based on how he perceives himself within an organization and the extent to which such an organization is viewed as meeting the workers own needs and expectations (Washington and Watson, 1976:4-6). Evens (1998:23) conceptualizes morale as "the professional interest and enthusiasm that a person displays towards the achievement of individual and group goals in a given job situation".

Public sector and private sector managers consider it important for their organizations to maintain high levels of productivity. This is so for a variety of reasons; chiefly amongst these is productivity which is seen as a primary determinant of any given organization's level of profitability and, ultimately, its ability to survive. Productivity also partially determines people's standards of living within a particular country thus citizens of a highly productive country are likely to have notably higher standards of living than those of a country with a low productivity (Van Der Waldt, 20004:72).

In a general sense, productivity is an economic measure of efficiency that summarizes the value of outputs relative to the value of the inputs used to create them. Productivity is defined by Mondy and Premeaux (1995:18) as being the measure of the relationship between inputs (labour, capital, natural resources, energy and so forth) and the quality and quantity outputs (goods and services). Outputs must be measured in terms of both quality and quantity.

Measuring productivity in the public sector is not a simple task. This is so because various qualitative and sometimes unquantifiable variables have to be considered. These qualitative aspects could be rather complex and even intangible such as the general welfare of a community, something that makes performance improvement and productivity measurement extremely difficult. Interestingly in the private sector it is much easier to measure performance and productivity which is mainly done by means of profit (Van Der Waldt, 2004:74).

### **1.3 Problem statement**

School safety or lack of is not new or a typically South African phenomenon. In Orange Farm, some learners go to school with ammunitions fearing both their fellow learners and community. Crime and violence have far-reaching consequences for education. These negatives may lead to the collapse of morale and productivity of educators. Moreover, these tendencies may result in serious physical, emotional and psychological problems, among

others, stress, a decline in self-confidence, possible depression, poor concentration and a less frequent school attendance by educators. (Eliasou & Frank, 2002:2).

Crime and violence in Orange Farm poses a serious threat to the goal of establishing peace and progress in schools. In order to eliminate this phenomenon from schools and in order to establish a safer schooling environment where learners can learn and teachers can teach free from intimidation and violence, it is important to find the cause to this problem (Eliasou & Frank, 2002:3).

Crime and violence experienced by educators at Orange Farm area is shocking. More than fifteen to seventeen schools are exposed to high rate of violence, robbery, theft, assault and hijacking. A few months ago, for example, an educator in Orange Farm was hijacked on her way to work in the morning. At another school, female educators were cornered and robbed of their cell phones, jewellery and hand bags. In a neighbouring school a principal was shot dead by an unknown man. In addition, twelve to fifteen schools experienced theft of more than ninety computers during holidays (Nyezi, 2006:3).

The poor results that teachers have been producing and the inferior quality of education have raised concerns regarding the attitude of teachers towards their profession. Teaching has become an imperiled profession because it deprives so many teachers of their motivation and a sense of a positive professional self-esteem because of violence and crime that take place in schools. If the performance of teachers is to be improved, it is important to consider the impact of crime in our schools (Popkewitz, 1987:131).

The effect of crime and violence on morale is associated with an individual's self-esteem and self-concept. To address the possible external reaction to or effects of low morale, Briggs and Richardson (1992:49) stated that: "[t]hese reactions refer to relationships with others and administrators. These external reactions could result from some internal feelings of educators such as insecurity and frustrations."

From the early 1990s through to the year 2000 the number of teacher resignations nationwide has grown quite significantly.

As more teachers are threatened and fall victim to violent student behaviour, the existing problem of increases proportionally and worsens when these educators elect to resign and/or leave the profession of teaching (Ingersoll, 2001:47). Crime and violence are considered as some of the main reasons for educators to leave or resign.

#### **1.4 Research Questions**

Considering the above given problem statement, the study attempted to find answers to the following questions:

- What is meant by morale and productivity of educators?
- What is the extent of crime and violence in Orange Farm?
- What is the impact of crime and violence on the morale and productivity of educators in Orange Farm?
- What recommendations can be offered to add value to improve morale and productivity of educator in Orange Farm?

#### **1.5 Research Objectives**

The following were outlined as objectives for the study:

- To give a theoretical exposition of concepts morale and productivity.
- To give an overview of the extent of crime and violence in Orange Farm.
- To investigate the impact of crime and violence on morale and productivity of educators in Orange Farm.
- To offer recommendations that may add value for educators to improve their morale and productivity.

## **1.6 Research Methods**

This research utilized qualitative methods with empirical statistics to gather information.

### **1.6.1 Literature Review**

Literature study was employed to gather information on concepts of morale and productivity of educators. The following databases were consulted: Ebsco online and Ebscohost, Emerald, internet sources, library catalogues, international and local Journals, books on morale and productivity, and databases located at the North-West University.

### **1.6.2 Empirical Research**

To conduct research with regards to the extent of crime and violence that are attributed to the lack of morale and productivity of educators in Orange Farm, the following were considered:

- Semi-structured interviews with the political leaders (i.e. members of Mayoral Committee of the Emfuleni Local Municipality and the MMC for Safety and Security) to establish the state of crime and measures to combating it.
- Semi-structured interviews with the South African Democratic Teachers Unions in Orange Farm (chairman and secretary) in order to find out the impact of crime and violence on morale and productivity of educators as well as their terms of employment.
- Semi-structured interviews with the Schools Governing Bodies (Parents)-total of ten in order to establish their views on a safe school environment where learners can learn and teachers can teach.
- Semi-structured interviews with the Gauteng Department of Education, District 11 (Institutional Development support Officer) in order to increase the level of morale and productivity for educators by means of workshops, for example, OBE, and NRCS, and,

- Semi-structured interviews with the Police Department in Orange Farm (Inspector) in order to find out the measures to provide safety or security to the community.

### **1.6.3 Target population**

This research targeted a sample of educators who are working in Orange Farm. About 50 educators were interviewed at both their own convenience as well as that of the researcher. These educators included Heads of Department (HODs), Deputy Principals and Principals.

### **1.6.4 Measuring instrument**

Information was obtained by means of questionnaires which were done and collected at the convenience of the educators concerned. This process was even easier because all the selected educators work in the same area of Orange Farm and as such are available during normal working hours.

## **1.7 Outline of chapters**

Chapter One: Orientation and problem statement

Chapter Two: Theoretical exposition of the Concept: - morale and productivity.

Chapter Three: An overview of extent of crime and violence at Orange Farm.

Chapter Four: Empirical study: To investigate the impact of crime and violence on morale and productivity of educators at Orange Farm.

Chapter Five: Conclusion and recommendations.

## **CHAPTER TWO**

### **THEORETICAL EXPOSITION OF CONCEPTS, MORALE AND PRODUCTIVITY**

#### **2.1 Introduction**

This chapter represents an attempt to address some of the conceptual issues involved in studying morale and productivity. It contributes towards clarifying the concepts: - morale and productivity. The chapter further illustrates the nature of relationship between morale of educators and the productivity of schools.

#### **2.2 Definition of Morale**

The term morale, as conceptualized by Wikipedia (2008), is a message conveyed or a lesson to be learned from a story or event. According to the language dictionary ([www.yourdictionary.com/moral](http://www.yourdictionary.com/moral)) morale implies conformity with generally accepted standards of goodness or rightness in conduct or character. Morale ([www.ardictionary.com/moral/6944](http://www.ardictionary.com/moral/6944)) can be related to duty or obligation, pertaining to those intentions and actions of which right and wrong, virtue and vice are predicated or to the rules by which such intentions and actions ought to be directed, relating to the practice, manners, or conduct of men as social beings in relation to each other, as respects right and wrong, so far as they are properly subject to rules.

##### **2.2.1 Development of morality**

While some philosophers and biologists hold that morality is a thin crust hiding egoism, amorality, and antisocial tendencies, others see morality as a product of evolutionary forces and as evidence for continuity with other group-living organisms.

Proponents of what could be called “Natural Outgrowth Theory” see no conflict between evolutionary biology and morality since moral codes generally prescribe behavior that enhances individual fitness and group well-being, for example, the taboo against inbreeding encourages

individual to avoid producing defective offspring that would depress their reproductive fitness. Compliance with internalisational or social conventions leads to a sense of regularity that makes group living more predictable and therefore less stressful for its members. Reciprocity ensures a reliable supply of essential resources, especially for animals living in a habitat where food quantity or quality fluctuates unpredictably. On any given night for vampire bats, some individuals fail to feed on prey while others consume a surplus of blood. Bats that have successfully fed themselves regurgitate part of their blood meal to save a conspecific from starvation. Since these animals live in close-knit groups over many years, an individual can count on other group members to return the favor on nights when it goes hungry ([www.wikipedia.org/wiki/morals](http://www.wikipedia.org/wiki/morals)).

In primate society, a fight between high-ranking individuals raises the anxiety level of the entire troupe so that third parties sometime intervene to bring the quarreling parties to reconcile. A despotic dominance style like that observed in many macaque species also causes more stress for subordinates. As early hominids moved from arboreal to terrestrial habitats, anxiety-induced dispersal behaviour would have exposed individual to predation, forcing our ancestors to develop more efficient conflict management strategies if they were to enjoy the benefits of group living. The invention of stone tools around 2.5 million years ago made fights potentially more injurious, which further increased selection pressure for conflict interference and group controls on dominance behaviour. In summary, living in close quarters on the open savanna with ready access to dangerous weapons compelled early hominids to develop strict codes of acceptable behavior. Some evolutionary psychologists have argued that human morality originated from evolutionary processes. An innate tendency to develop a sense of right and wrong helps an individual to survive and reproduce in a species with complex social interactions. Selected behaviors, seen in abstraction as morale codes, are seen to be common to all human cultures, and reflect, in their development, similarities to natural selection and these aspects of morality can be seen in as the basis of some religious doctrine. From this, some also argue that there may be a simple Darwinian explanation for the existence of religion: that, regardless of the truth of religious beliefs, religion tends to encourage behavior beneficial to the species, as a code of morality tends to encourage communality, and communality tends to assist survival ([www.wikipedia.org/wiki/morals](http://www.wikipedia.org/wiki/morals)).

These explanations for the existence of morality do not necessarily assist in deciding what is truly right for future actions. Should an individual's own morality really be determined by what is best for their genetic offspring (colloquially, but inaccurately, "the good of the species")? Such view holders counter that evolutionary psychology extends millions of years of empirical justification for our morale sense, provided that sense is indeed innate more than recorded history could demonstrate. They claim sensible people would behave with morality knowing subconsciously that it has succeeded in the past. Still, an explanation of why and how human could have a morale basis does not imply that they ought to hold such views. Some observers hold that individuals have distinct sets of moral rules that they apply to different groups of people. There is the "in-group" which includes the individual and those they believe to be of the same culture or race, and there is the "out-group" whose members are not entitled to be treated according to the same rules. Some biologist, anthropologists and evolutionary psychologists believe this ingroup/outgroup difference is an evolutionary mechanism, one which evolved due to its enhanced survival aspects. The evolutionary critique points to radical ways which morality differs across times and cultures among human beings. Very few activities are always morally wrong across all human societies, for example, some groups still practice forms of infanticide or incest, activities that would be condemned harshly in most Western societies at a given time while the other arguments lies in the existence of morality ([www.wikipedia.org/wiki/morals](http://www.wikipedia.org/wiki/morals)).

### **2.2.2 Morale: a group or individual phenomenon?**

There is a lack of agreement over whether or not morale may be applied to individuals. Many writers focus exclusively on group morale and employ definitions incorporating phrases such as shared purpose, group goals and feeling of togetherness.

The notion of individual morale, or morale in isolation, is eschewed and morale is determined only in relation to common objectives. In current parlance, morale is represented as a group attitude and reference made, for example, to the morale of the whole school staff, a particular category of teachers or even to the entire profession. Those who see morale as a group phenomenon relate it to group goals and estimate individual's morale in terms of assimilation with the group as demonstrated by acceptance of its aims. What are often presented as group

goals may simply be the leader's individual aspirations, which may or may not coincide with the other members' aspirations. Group goals may, of course, constitute uniformity or a consensus of individual goals (Evans, 1998:23).

According to Ball (1972:180), morale is interpreted as primarily an attribute of the individual, which is determined in relation to individual goals. Individual goals may be explicit as, for example, a clear set of ambitions, but in many cases they are implicit in individuals' reaction in situations which arise and responses to choices offered. Central to this is the individual's perception of self which will incorporate an image of the 'ideal self' and the 'real self' where the ideal self is that to which the individual aspires and the real self is that which he perceives as reality. Both these 'selves' are obviously susceptible to continual fluctuation and modification which, as a result of certain circumstances may be quite intense. Ball (1972:180) labels these the self-conception (the ideal) and the self-image (the perceived real self). The self-conception is a result of the accretion of a life-time of self-images gradually building up a biographical self for the person concerned. These images contribute to the more basic self-conception. Needless to mention, the latter forms a baseline for comparison and evaluation of momentary images. These are judged as true or false/desirable or undesirable as they contrast or complement the actor's conception of himself as a "self". Images too dissonant for incorporating in existing conceptions exert pressure toward change. Such change may be readily accepted or actively fought depending on the valence of the emotional freight it bears.

For educators, self-conception must include a professional sense of self even if this area of their lives is most of the time given low priority. The professional element of their self-image is related to, and formed within, the context(s) in which they work, and more specifically, is influenced by the overall prevailing professional ethos within that context. Nias (1984: 268), adopting Balls terminology, writes of the effects on teachers the degree of congruence between their substantive selves, comprising the most salient and most valued views of and a key determinant of individual morale. The process by which the individual attempts to realize his/her self-conception of substantial self is reflected by his/her implicit and explicit set of goals which, in turn, is influenced by values held. This is looked at as follows: - the greater the proximity

between the substantial self and the situational self or between the self-conception and the self-image the greater the satisfaction.

The idea would be a perfect match, rendering a state of contentment, though, in reality, this would never occur since the conception would constantly change and thus retain its elusiveness.

### **2.2.3 Morale of educators**

Traditionally, and typically any concern over how members of the teaching profession feel about their work is interpreted as a moral issue. Anticipated and actual responses on the part of teachers to imposed change, reactions to pay raises or freezes as well as challenges to popular perceptions of their status as professions, or of what their work entails are all categorized, from outside and inside the profession alike as manifestations of morale. Impressions that teachers are generally content with their lot are identified as an indication of high morale. Evidence of much disaffection, of widespread malaise, is described as a low morale (Aronson, 2000:99).

Reflecting this tendency to attribute the pervasive mood of the profession as a whole to it, teacher morale has, understandably been the focus of considerable attention over the last decade. Factors such as teachers' low salaries and low status, threatened deprofessionalisation resulting from school-based teacher training, growing class sizes, have all been attributed as underlying causes of what has been interpreted as endemic low morale within the profession.

In relation to teacher's attitudes to their jobs then, it is morale which is the most frequently used term. Indeed this is a widely used word, one which is often applied to contexts related to work and productivity, community spirit, teamwork, institutional ethos and military activity. In everyday parlance it is a term with which everyone is familiar with whose use they are comfortable and whose meaning is apparently clear and uncomplicated (Aronson, 2000:99). Crime and violence in schools have further worsened the morale of educators.

#### 2.2.4 An individual interpretation of morale

Morale is essentially about the extent of an individual's goal-oriented needs fulfillment and, since needs relate to the pursuit of self-conception or substantial self, they relate to the individual as a whole rather than to disparate constituents. For this reason morale should be considered to be situation-specific rather than job or school-specific. The term situation-specific is intended to convey the idea of an individual's entire work-related circumstances, which are not confined to events occurring at the workplace but are elements of what he may identify as a situation he is facing at that very moment. Countless constituents of an individual's situation are what can be identified as intricacies of morale and as such it is to their amalgamated whole that morale relates. An individual's morale level may be determined by a kind of unconscious summing up process whereby, at any one point, the anticipated dissatisfying constituents are balanced against the satisfying ones. Redefer (1959:136) attempts to convey this idea by means of an equation formulated after the outcomes of a research into teacher morale at the New York University. The morale status of a faculty may be expressed by the following equation,  $M=f(P_1 P_c P_a P_h)$ . In other words the morale status of the individuals forming part of the staff complement is a function of  $P_1$  (the person's feelings about his position and acceptance and possibility of achieving his objectives),  $P_c$  (the person in relation to his professional community-school neighborhood, parents, fellow teachers, and students),  $P_a$  (the person in his relation to administrators, supervisors, and administrative relationship), and  $P_h$  (the person in relation to himself and his profession). These are variables of the morale status of the educators that can be used globally to enhance productivity.

Baehr and Renck (1959:160-2) suggests that 'levels of motivation and morale are a direct result of the total work situation and its many overlapping dynamic interrelations which involve both the individual and the smaller groups in a larger social field'. The notion of an all-encompassing situation which extends far beyond the confines of a single school has not always been appreciated by researchers, with the result that questionnaire items aimed at revealing a dynamic and a multidimensional morale have been unable to do more than simply identifying sources of satisfaction and dissatisfaction. They state that an employee does not generally view his environment the way in which a questionnaire or survey usually purports to present them, i.e, as

asset of distinct and separate opinions. Interpreting morale as a state of mind which is determined by reference to anticipated future events and by an anticipated form they will definitely take and their anticipated effect upon satisfaction. It is dependent upon, and guided by, past events in so far as past experiences provide a basis upon which to anticipate. This alone however is inadequate as a description of morale since it may equally apply to the optimism/pessimism continuum. In some contexts the two concepts overlap yet, clearly, they are by no means synonymous. The distinction is twofold. Firstly, much depends upon how significant individuals perceive obtaining events in terms of their own contribution towards the pursuit of self-conception, although this will almost certainly be presented by an intuitive, unconscious ranking. Other issues will tend to be trivialized in comparison and whilst they may give rise to optimism or pessimism they do not affect morale although, under certain circumstances they may escalate into moral issues. The individual will formulate a hierarchy of goals which will be modified in accordance with the changes and fluctuations of his/her self-conception. At any one time the pursuit of an individual goal will affect morale in relation to its rank in the goal hierarchy at that time. As the individuals priorities change, so too will the factors which affect morale. In the final analysis what was a morale issue last week may be relegated to being a minor irritant this week. Secondly, the reaction of an individual distinguishes morale from optimism/pessimism. Optimism/pessimism is a passive state of mind which may even coexist with complacency since it pertains to that which is trivialized. Morale, on the other hand, predisposes towards a goal-focused reaction. High morale may motivate, stimulate, encourage or energise, while low morale may do the opposite (Baehr & Renck, 1959:160-2).

Coughlan (1970:221-2) holds that, work on morale has generally been weakened by misinterpretation, misapplication and misconception. Too frequently specific forms of individual group behaviour have been misinterpreted as manifestations of particular morale levels, leading to the inaccurate assumptions about morale's causal factors. There is an agreement that morale is essentially a state of mind, yet in spite of the fact that a state of mind is fundamentally an attribute of an individual. Individual attitudes have evidently been neglected in the pursuit of the notion of the group mentally. The result has been a predominance of research yielding generalizations which have obscured the intricacies of morale. The concept has remained elusive

and what has been presented as morale has often been group cohesiveness or job satisfaction. Researchers should focus first and foremost on individuals and thereafter they can search commonalities and emerging patterns which may yield generalization. Coughlan (1970:221-222) further stresses that “ Individual needs are the main focus of what is, within education circles, currently respected pedagogy, and the caring teachers works to help the child fulfill those needs. Similarly, those concerned raising the level of teacher’s morale must now recognize its assimilation with the individual’s conception of self. Teachers’ work should be examined in the context of their lives if we are to find out what their priorities are. The key to understanding what influences teachers morale is to uncover those personal priorities” along with the external variables that may vary from country to country.

In summary, Washington and Watson (1976:4-6) state that:- “morale is defined as the feeling a worker has about his job based on how the worker perceives himself in the organization and the extent to which the organization is viewed as meeting workers’ own needs and expectation”. Those who see morale as a group phenomenon relate it to group goals and estimate an individual’s morale in terms of assimilation with the group as demonstrated by acceptance of its aim. Traditionally and typically any concern over how members of the teaching profession feel about their work is interpreted as a morale issue. When schools have teachers with high morale, they also have a good chance of having students with high morale. This has a direct impact on students’ achievement.

### **2.2.5 Morale code**

Morale codes are often complex definitions of right and wrong that are based upon well-defined value systems. They dictate proper personal conduct although some people might think that a morale code is a simple thing to define. The truth is however far remote from that thinking as there is surely nothing simple about one’s values, ethics, etc. or even the judgment of those of others. The difficulty lies in the fact that morale is often part of a religion and more often than not about culture codes. Sometimes, morale codes give away to legal codes, which couple penalties or corrective actions with particular practices while many legal codes are merely built on a foundation of a religious and/or cultural morale codes are often one and the same. Examples

of morale codes include the Golden Rule, Wiccan Rede, the Noble Eightfold of Buddhims the Ancient Egyptian Code of Maat, the Ten Commandments of Judaism, Christianity and Islam, the Yama and Niyama of the Hindu scriptures, the Ten Indians Commandments, and the Principle of the Dessek ([www.wikipedia.org](http://www.wikipedia.org)).

A related and more intricate (some say more corrupt) concept is an ethical code, which establishes tradeoffs and rationale for making decisions for the greater good. Some of these resemble a morale code, most are less strict and make no special claim to actually distinguish 'right' from 'wrong' in any absolute sense. The ethical code is concerned with weighing all the negative and positive results of an action, and making a decision based upon the greater good and the greater number. Another related concept is the morale code which is assumed to be innate in each individual, to those who accept that differences between individuals are more important than Creators or their rules. This in some religious systems (e.g. Taoism and Gnosticism) is assumed to be the basis of all aesthetics and thus morale choice. Morale codes as such are therefore seen as coercive, part of human politics ([www.wikipedia.org/wiki/morality](http://www.wikipedia.org/wiki/morality)). Moral code should assist societies to be ethical in actions, conduct and behaviour. In a broader perspective, it can set moral grounds to reduce the extent of crime and violence.

The concept morale therefore deals with generally accepted norms of correctness in conduct, behaviour, attitude or character. Despite existing different schools of thoughts, morality generally implies righteousness in action.

Most researchers agree with the fact that individually people do have different kinds of morale. They also believe that morals can also be applied in different groups of people and in different situations. On one hand, morale is when a group of people share a common denominator like culture, religion and custom. he other side, morale is whereby people are not sharing the same common denominator and are not intended to be treated according to the same rules. Most professional people like psychologist, anthropologist and biologist believe that the difference between the two lies in the development of an early species through evolutionary mechanisms. Focusing on the notion that most researchers are in favour of these perspectives it is further observed that a human being is not an island, but he is depended on fellow human beings.

The study into the fraternity of teaching or how members of the teaching profession feel about their work is interpreted as a moral issue. In the past the morale of educators was the centre of attention for various studies conducted by researchers all over the World. This was largely due to what was perceived to be educators' low salaries and perceived low status of their profession. These perceptions were further fuelled by over crowding in classrooms and the attack of educators while they are at schools. Inevitably these have contributed towards the low morale of educators. An individual educator's morale may be determined by the environment in which he finds himself. It is therefore not surprising that whatever takes place in the communities surrounding schools will affect both the educators and their learners. These communities have a huge influence in what happens in the schools existing in their neighbourhood. It is therefore very difficult to even explain things like *morale codes* due to complexities brought about by the obtaining relationship between an individual and the collective. The distinction between right and wrong should however be based upon well-defined value systems. Usually moral codes give way to legal codes which may include penalties or some form of corrective action. Legal codes are merely built on the foundation of religious or cultural moral codes. Examples of morale codes include Golden Rule Wiccan Rede, Ten Commandments of Judaism, Christianity and Islam. The next section elaborates on this concept in a comprehensive manner through the measuring of educators' morale.

### **2.3 Measuring Educators Morale**

Most educators and administrators agree that high morale is advantageous to everyone involved in the educational process. Most researches on teachers' morale agree to a few set conditions which are presented below. Firstly, morale itself is an intangible element that is difficult to define or describe. Secondly, morale is onerous to measure and is in a constant state of fluctuation. Finally morale manifests itself in a number of factors with no single factor always being present. Regarding supervision, Loyd et al, (1985:1-2) put it best when they stated that it was difficult to name a paradigm that fully describes human and organizational that influence morale. It is even more difficult to find a paradigm that links the morale of staff to specific supervisory practices.

Although there have been consistent problems in defining and measuring morale, several attempts have been made to devise instruments to record and measure teacher morale. With any attempt to measure teacher morale, one must always take into account the complexities and challenges that extra-and intra-organization processes with schooling has on humans when seeking relationships (Loyd at al, 1985:1). This research used semi-structure interviews to investigate the extent of crime and violence as variables attributed to the lack of morale and productivity of educators.

High morale is advantageous to everyone who is involved in the fraternity of education. This is emphasized by most of administrators, researchers and educators who agreed to the following: Firstly, morale is itself is not something that you can touch. Secondly, it is difficult to measure morale because it is not based on one factor. The joining of hands between both educators and learners in learning process can have a positive effect on the results the both produce. This can and will help both them to achieve very high morale. The next section enhances this concept through examining the educators' morale and student achievement.

#### **2.4 Educators' morale and student achievement**

External and internal pressure to improve pupil social behavior and academic performance is endless. Our major response has been to increase discipline and remediation, but the results have not been encouraging. Largely ignored is the considerable research that indicated other and perhaps even more productive route to facilitating student growth: social climate and staff morale. There is evidence that the social climate of the school and the morale of the staff can have a positive effect on their pupil's attitudes and their learning. Improving the climate and the morale also makes teaching more pleasant (Miller, 1981:483-486).

Due to changing trends of accountability and high-stakes testing, school and district leaders are now beginning to investigate other "non-traditional" factors in schools that might affect achievement. Educational leaders are constantly attempting to analyze all factors of an educational environment in order to improve student achievement and test scores. As Cook (1979:355-358) stated over two decades ago, "Undeniable, teacher morale is recognized by

school administrators as one of the key ingredients in the development of a successful educational organization". An effective educational environment is characterized by a positive school climate where the teachers and students feel good about teaching and learning and cooperate to foster a caring attitude. To be able to approach work each day with a positive state of mind is critical to being successful with the students and their achievement (Miller, 1981:483-486).

School leaders influence and exercise a measurable effect on student achievement by an indirect process through the influence they have on teachers. A strong predictor of student satisfaction and success was the level of teacher satisfaction in the school. By simply involving teachers in developing a collaborative school climate, a statistical relationship between higher teacher morale and higher students achievement becomes evident. When schools have teachers with high morale, they also have a good chance of having students with high morale; this has a direct impact on student achievement (Ellenburg, 1972:76-87).

It is obvious that if the educational environment is conducive and positive both learners and educators will feel good and protected at school and this will lead to positive results. Another factor that plays a very important role in school environment is when parents, educators and educational authorities share responsibility and this also brings about a high morale. The next section explains the phenomena through discussing the relationship between morale and leadership.

## **2.5 Morale and leadership**

One interpretation of "morale leadership" is to denote persons, generally well known, who call others to some well defined standard of morality ([www.ed.uiuc.edu/eps/pes-yearbook/93/docs/rozycki.htm](http://www.ed.uiuc.edu/eps/pes-yearbook/93/docs/rozycki.htm)). In general terms, moral leaders must embrace the progressive social ideas that stem from the principle of the oneness of humanity: they must express a commitment to human rights, possess an understanding of the tools necessary for promoting social cohesion and well-being ([www.onecountry.org/e102e/e10202as.htm](http://www.onecountry.org/e102e/e10202as.htm)).

Crime and violence at school is a problem across the country. If educators and learners do not feel safe in classes, how can teaching and learning take place? This is a big challenge facing the schooling system today. It is generally agreed that: "Schools have a mandate to educate learners. In order to educate learners we need to create an environment where learning can take place". Educators also need to be trained to pick up on "early warning signs" and focus on crime and violence hot spots (Reisinger, 2008:7)

Morale and leadership can not be separated because one depends on the other. In order for one to be a true leader one should have a well-balanced behaviour. Educators' role in leadership is to make sure that progress at school is up to standard. Educators must lead by example; encourage tolerance, peace, human rights and safety all the time. They do all they can to prevent or reduce occurrence of crime and violence. The following section elaborates on this understanding and defines productivity and reasons for lack of school productivity.

## **2.6 Definitions of Productivity**

Productivity is defined by Monday and Premeaux (1995:18) as a measure of the relationship existing between inputs, quality and quantity of outputs. It also can mean ([www.mvp.cfee.org/en/glossary.htm](http://www.mvp.cfee.org/en/glossary.htm)) the output of goods and services in the economy or in an industry from the effective use of various inputs such as skilled workers, capital equipment, managerial know-how, technological innovation, and entrepreneurial activity used to produce those goods and services. Productivity can also be defined as ([www.hrsdc.gc.ca/en/isp/cpp/adjudframe/glossary.html](http://www.hrsdc.gc.ca/en/isp/cpp/adjudframe/glossary.html)) the amount of work produced in a given period of time.

### **2.6.1 School Productivity**

"Early production-function research, modeled on classical economic theory, tried to correlate a set of educational 'inputs' to a single 'output'. Most of these studies were inconclusive because of the complicity of the schooling process and factors like child poverty and other issues outside of schools' control. It has also been difficult to isolate significant one-to-one correlations

between inputs and student learning, statistically speaking. The most common outcomes measured in such studies are standardized test results, graduation rates, dropout rates, college attendance patterns, and labor-market outcomes. Inputs usually include per-pupil expenditure, student-teacher ratios, teacher education, experience, and salary, school facilities and administrative factors” (Hanushek, 1989:45-51) and factors related to crime and violence.

### **2.6.2 Reasons for lack of schools productivity**

Many schools, particularly those in township areas find themselves becoming soft targets of thieves during the holiday periods as many of them cannot afford security guards and do not have budgets to beef up their security. “Beset by fear of crime and violence of pupils, teachers are being booked off sick for as long as a year at a time”. The teachers are taking stress leaves, mainly because of crime and violence. They are diagnosed with depression and this leads to low school productivity due to teacher absenteeism (Davids & Makwabe, 2007:1).

### **2.6.3 The image of productive schools**

Combining the productivity, systems-analysis, and social-organizations literature, the Consortium on the Productivity in Schools (Levin, 1997:303-11) discovered that clear focus responsive internal and external adaptation mechanisms, intrinsic and extrinsic incentives, and continuous improvement were essential traits in this regard. Employing the “x-efficiency” concept which holds that dramatic organizational changes will produce greater efficiency gains than the reallocation of resources will assist in this regard. X-efficient schools would have a clearer and a more objective function with measurable outcomes, incentives linked to success, efficient access to information, adaptability and use of the most productive, cost-effective technologies. These characteristics resemble those identified in existing literature on effective schools and total quality management. Due to students’ increased access to weapons, especially guns and the fact that more and more of these weapons are showing up in schools, schools are resorting to random checks of students, book bags, backpacks, or lockers. Schools are also increasing their use of metal detectors to identify students carrying weapons. Students who violate school rules by threatening or committing acts of violence face a variety of punishments, including suspension

from classes with detention in the school building or confinement to their home for a designated period of time, expulsion from the school, or, if the act is a violation of the community's laws, incarceration. The above mentioned facts can help teaching and learning to be effective (Hoffman, 1996:14).

The concept productivity refers to measures of output from production process or having the power to produce. School productivity can be measured by means of standardized test results, graduation rates, dropout rates and labour market outcomes. There are few reasons for lack of school productivity like educator absenteeism and impact of crime and violence at schools. The next section elaborates on this concept and investigates the means to measure productivity of educators.

## **2.7 Measuring productivity of educators**

In order to develop a truly effective *productivity improvement programme* such a programme should be based on a holistic systems approach which enables the identification of constraints in the system, the uncovering of core problems and root causes that are present in the system, and the development and implementation of integrated solution (Baines, 1977:49-51). The following approach can form the basis of a more effective productivity improvement strategy:

- Establish a clear focus for the productivity improvement strategy. This could be a separate office or "operations centre". Sessions for training, discussions, progress reporting and recognition all takes place here. This centre should be highly visible and accessible to all staff and must be regarded as the nerve centre of the productivity programme.
- Help to bring about a culture change in the organization by training all staff members in the systems approach outlined above. Culture cannot be changed overnight but, over time, it will happen as the programme addresses, with those involved, new performance measures and rewards, the identification of core problems, the plans for improvement, accountabilities and responsibilities for the results anticipated, and the recognition for such achievements (Baines, 1977:49-51).

Miller (1981:483-86) notes that teacher morale “can have a positive effect on pupil attitudes to learning. Raising educator morale level is not only making teaching more pleasant for teachers, but also learning more pleasant for the students. This creates an environment that is more conducive to learning”. Morale and achievement are also related. Ellenberg (1972:76) found that “where morale is high, schools showed a good productivity in students”. Conversely, low levels of satisfaction and morale can lead to decreased educator productivity.

It will be important to develop an effective productivity improvement programme for educators. The programme should be based on the training and development of educators and also problems that faced education in general. The following approach can form the basis for an effective productivity improvement strategy: To build operational centre and to bring a culture of change in the organization by means of training all staff members. Improving productivity of educators makes teaching more pleasant and has a direct impact on student’s achievement. The following section builds the information on this concept and discusses the relationship between productivity and morale.

## **2.8 Relationship between Productivity and Morale**

In simple form productivity is the amount of physical output for each unit of productive input ([www.accuifysolution.com](http://www.accuifysolution.com)). In reality it is not simple to isolate correlations between inputs and student learning. In a school situation the most common measuring stick for productivity is standardized test results and the number of graduate rates. According to Serrao (2008:6) productivity at school level can be affected and barricaded by a number of factors like, vandalism, burglary and physical assault of educators, which result poor performance for educators. Morale and productivity can not be separated according to Monama & Mashaba (2008:4) because one affects another.

Productivity and morale cannot be separated because they are interrelated. The most common measuring stick for productivity is a standardized test result and a number of graduate rates. Productivity and the morale of educators can be affected and barricaded by the physical assault

of educators, burglary and vandalism occurring at schools. The next section concludes the whole chapter.

## **2.9 Conclusion**

There is lack of agreement over whether or not morale may be applied to individuals. Many writers focus exclusively on group morale and employ definitions incorporating phrases such as shared purpose, group goals and feeling of togetherness. The notion of individual morale, or morale in isolation, is eschewed and morale is determined only in relation to common objectives. In current parlance, morale is represented as a group attitude and reference made, for example, to the morale of the whole school staff. Those who see morale as a group phenomenon, relate it to group goals and estimate individual's morale in terms of assimilation with the group as demonstrated by acceptance of its aims. Group goals may, of course, constitute uniformity or a consensus of individual goals.

There have been consistent problems in measuring morale, several attempts have been made to devise instruments to record and measure educator morale. With any attempt to measure educator morale, one must always take into account the complexities and challenges that extra- and intra-organization processes with schooling has on humans when seeking relationships (Loyd et al, 1985:1).

The leadership ([www.mvp.cfee.org/en/glossary.html](http://www.mvp.cfee.org/en/glossary.html)) "is an attitude which informs behavior rather than a set of discrete skills or quality.

Traditionally and typically any concern over how members of the teaching profession felt about their work is interpreted as morale leadership". It is important for the leaders of the schools like School Governing Bodies and Department of Education to suppress crime and violence for the increase of educators' morale and learners' achievements this is conceptualized in the next chapter that investigates an overview of extent of crime and violence in schools in Orange Farm.

## **CHAPTER THREE**

### **AN OVERVIEW OF EXTENT OF CRIME AND VIOLENCE IN SCHOOLS AT ORANGE FARM**

#### **3.1 Introduction**

According to the South African National Crime Prevention Strategy, high levels of crime pose a serious threat to South African's emergent democracy. Violent crime often leads to tragic loss of life, injury and the loss of possession and livelihood due to crime is incalculable. Crime results in the violation of the rights and the dignity of law abiding citizens. It also poses a threat to peaceful resolution of differences and rightful participation in the democratic processes of the Country by all. Crime casts fear into the hearts of South Africans from all walks of life. It can also prevent them from taking their rightful place in the development and growth of the Country as it inhibits them from communicating freely with one another and from freely engaging in economic activities. Crime also prevents entrepreneurs and investors from taking advantage of the opportunities that the country offers (South African National Crime Prevention Strategy, 1996).

Crime in South Africa has increased dramatically since the late 2003. While recent evidence suggests that some categories of crime are stabilizing, national crime levels remain high. As a way of dealing with the challenges in the fight against crime the South African Police Service (SAPS) is involved in partnership with a variety of other stakeholders. This partnership is exercised in a number of jointly run projects. One of these projects is a joint action plan between the Department of Education and SAPS which is aimed at improving safety at schools. This project will address issues such as security control and infra-structural challenges at schools. Strategies will be developed to address problems such as bullying, carrying and the use of dangerous weapons, gangs, substance abuse and other criminal actions. A safe schools programme resulted in the development of an integrated guideline on safe schools. This programme aims to establish strategic links between schools and relevant police stations (Annual Report of the National Commissioner: 2003:26).

This chapter discusses the types of crime and the nature of violence in South Africa. It also explores related statistics as applying in schools at Orange farm as a field of study

### **3. 2 Definitions of crime and violence**

#### **3.2.1 Crime**

Crime is one of the hardest words to define in the English language. Many attempts have been made to formulate an accurate definition. The Oxford Dictionary defines crime as an offence punishable by law or illegal acts as a whole (Ostler, 1994). It can be defined as an “antisocial act, or a failure or refusal to live up to the standard of conduct deemed binding by the rest of the community or some act or omission in respect of which legal punishment may be inflicted on the person who is in default whether by acting or committing to act” ([www.historian.org/projects/giroundtable/crimewave1.htm](http://www.historian.org/projects/giroundtable/crimewave1.htm)). Crime is a deviant behaviour that violates prevailing norms, specifically, culture standards prescribing how humans ought to behave. Laws that define crimes which violate social norms are set by legislatures and are called mala prohibita ([www.wikipedia.org/wiki/violence](http://www.wikipedia.org/wiki/violence)). Rosiers & Bittle (2004:3) further explains crime as wrongful acts seriously threatening and infringing fundamental social values.

Crime is among the most difficult of the many challenges facing South Africa in the post-apartheid era. The country’s crime rates among the highest in the world and no South African is insulated from its effects. Beyond the pain and loss suffered by crime victims, crime also has less direct cost. The threat of crime diverts resources to protection efforts, exacts health cost through increased stress, and generally creates an environment unconducive to productive activity. Additionally, the widespread emigration of South African professionals in recent years is attributed in part of their desire to escape a high crime environment. All of these effects are likely to discourage investment and stifle long-term growth in South Africa (Dodson, 2002:1).

### 3.2.2 Violence

The Oxford Dictionary defines violence as unlawful use of force (Ostler, 1994). Violence may be defined as behaviour by people against people liable to cause physical or psychological harm (Harber, 2002:1). Violence is the use of physical force against persons that potentially causes injury or death. Damage, in some contexts, is also considered a form of violence ([www.wikipedia.org/wiki/violence](http://www.wikipedia.org/wiki/violence)). Violence can be explained as enforcement destruction directed at oneself or against a group or even community ([www.maws.org/menssite/-whatis-mm.htm](http://www.maws.org/menssite/-whatis-mm.htm)).

Violence is as old as mankind. Nonetheless, before the 1960s theories (subculture theory, control theory, and conflict theory) of violence were generally fashioned by the psychologist to fit the individual, or were applied by the political scientist to conflicts between nations (De Wet 2006:11-28). The root of violence in South Africa has not changed much since the apartheid era. According to the Johannesburg-based Centre for the study of Violence and Reconciliation (CSVR), South Africa's current high rate of violent is directly related to the economic and social marginalization as designed during the 1980s ([www.idrc.ca/en/ev-45629-201-1-DO](http://www.idrc.ca/en/ev-45629-201-1-DO)). According to Meyer (2005:4) "violence has had an immense impact on the South African economy, including productivity, investment and quality of life".

The word *crime* simply means an offence against public law or conduct prevented by law and carrying possible penalties like a sentence in a jail, whereas the concept *violence* is defined as a conduct or action of people against other people liable to cause physical or psychological harm. The next section will explain crime and violence as obtaining at a national level in the Republic.

### 3.3 Crime and Violence at the National Level

South Africa has such a wide reputation for high crime which is useful to begin any serious discussion. It should however be pointed out that the rates for most crimes in South Africa are not outside international norms. Consider, for example, the overall rate of criminal victimization. The latest serious victimization study in South Africa which was completed in 2003, shows a one-year

victimization rate of 22.9 percent, down from 24.5% in 1998. This compares favorably with a victimization rate in England and Wales of 26.7% in 2003 (Clegg et al *in* Stone, 2006). Yes, a large fraction of South African households experience crime every year but not larger a fraction than in many rich countries. The distinctive feature of crime in South Africa is not its volume but its violence. The homicide rate presents the extent of violence most starkly. Although the rate has declined substantially since 1994 when South Africa recorded 67 murders per 100,000 people, it was last reported through March 2005 to be at 40.3 per 100.000 among the highest national rates in the world. There is some variation among provinces but the murder rates across all of South Africa are high (South African Police Service. 2003, 2002/2003). The statistics is reflected in Table 3.1 below:-

**Table 3.1: Crime in the RSA for April to March 2001/2002 to 2006/2007**

Crime Category	April 2001 to March 2002	April 2002 to March 2003	April 2003 to March 2004	April 2004 to March 2005	April 2005 to March 2006	April 2006 to March 2007
Murder	21,405	21,553	19,824	18,793	18,545	19,202
Attempted murder	31,293	35,861	30,073	24,516	20,553	20,142
Rape	54,293	52,425	52,733	55,114	54,926	52,617
Indecent assault	7,683	8,815	9,302	10,123	9,805	9,367
Assault with the intent to inflict grievous bodily harm	264,012	266,321	260,082	249,369	226,942	218,030
Common assault	261,886	282,526	280,942	267,857	227,553	210,057
Common robbery	90,205	101,537	95,551	90,825	74,723	71,156
Robbery with aggravating circumstances	116,736	126,905	133,658	126,789	119,726	126,558
General aggravated robbery (subcategory of aggravated robbery)	96,963	96,166	105,690	100,436	91,068	92,021

Carjacking (subcategory to aggravated robbery)	15,846	14,691	13,793	12,434	12,825	13,599
Truck hijacking (subcategory of aggravated robbery)	3,333	986	901	930	829	892
Robbery at residential premises (subcategory of aggravated robbery)	-	9,063	9,351	9,391	10,173	12,761
Robbery at business premises (subcategory of aggravated robbery)	-	5,498	3,677	33,20	4,387	6,689
Robbery of cash in transit (subcategory of aggravated robbery)	238	374	192	220	385	467
Bank robbery (subcategory of aggravated robbery)	356	127	54	58	59	129
Arson	8,739	9,186	8,806	8,184	7,622	7,858
Malicious damage to property	145,451	157,070	158,247	150,785	144,265	143,336
Burglary at residential premises	302,657	319,984	299,290	276,164	262,535	249,665
Burglary of business premises	87,114	73,975	64,629	56,048	54,367	58,438
Theft of motor vehicle and motorcycle	96,859	93,113	88,144	83,857	85,964	86,298
Theft out of or from motor vehicle	199,282	195,896	171,982	148,512	139,090	124,029
Stock-theft	41,635	46,680	41,273	32,675	28,742	28,828
Illegal possession of firearms and ammunition	15,494	15,839	16,839	15,497	13,453	14,354

Drug-related crime	52,900	53,810	62,689	84,001	95,690	104,689
Driving under the influence of alcohol or drugs	24,553	22,144	24,886	29,927	33,116	38,261
All theft not mentioned elsewhere	576,676	620,240	606,460	536,281	432,629	415,163
Commercial crime	58,462	56,232	55,869	53,931	54,214	61,690
Shoplifting	68,404	69,005	71,888	66,525	64,491	65,489
Culpable homicide	10,944	11,202	11,096	11,995	12,415	12,871
Kidnapping	4,433	3,071	3,004	2,618	2,320	2,345
Abduction	3,132	4,210	4,044	3,880	3,345	3,217
Neglect and ill-treatment of children	2,648	4,798	6,504	5,568	4,828	4,258
Public violence	907	1,049	979	974	1,044	1,023
Crimen injuria	60,919	63,717	59,908	55,929	44,512	36,747

Source: [www.saps.gov.za](http://www.saps.gov.za)

Crime levels in South Africa are affected by many of the same universal factors which manifest themselves in various other countries. South Africa's unique situation and history has contributed to a range of factors specific to its situation. Comparative research from countries such as the former Soviet Union and Northern Ireland suggests that all forms of crime increase during the periods of South Africa's political transition. The Country's rapid transition had the unintended consequences of breaking down the existing (and illegitimate) mechanisms of social control without immediately replacing them with any immediate, legitimate or even a credible alternative (South African Police Service. 2003).

This weakness has been exacerbated by the historical breakdown of other vehicles of social authority, such as schools, the family and traditional communities. The Government of National Unity also inherited the entire public service including racially based and disproportionate distribution of criminal justice resources. Insufficient and ill-equipped personnel, combined with outdated system and fragmented departments have contributed to a system that has been unable to

cope with the demands created by the need to provide services to all the people of South Africa. The political transition also generated substantial material expectations many of which were largely beyond the immediate delivery capacity of the new government. This has generated frustrated expectations. The very high and often unrealized expectations associated with transition have contributed to the justification of crime. In addition, the legitimization of violence associated with political causes has served to decriminalize certain categories of crime related to intergroup conflict or political rivalries. Historical criminalization of political activity and protest has also contributed to the blurring of the line between legitimate forms of protest and criminal activities. South Africa's violent history has left many with a "culture of violence" which, contributes to the high levels of violence associated with criminal activity in South Africa. Violence in South Africa has come to be regarded as an acceptable means of resolving social, political and even domestic conflicts. The historically shaped social injustices, poverty and underdevelopment provide key contextual factors in understanding increasing crime levels. Although poverty does not directly lead to higher crime levels, together with a range of other sociopolitical and cultural factors, it contributes to conditions for an increase in crime and the growth of criminal syndicates and gangs. The historic marginalization of the youth combined with the slow growth in the job market has also contributed to the creation of a larger pool of "at risk". Economic growth and development are crucial in addressing the factors which lead to crime. Poorly managed development can itself contribute to increased crime rates. The problem of rising crime levels has become something of a "political football". The tendency of political parties to use the issue as a vote catcher has resulted in the generation of single-factor causes and solutions to crime and violence. It is vital that the NCPS be seen as both a multi-agency and multi-party approach, and that the widest possible consensus is forged in the approach the country adopts to crime. The absence of services to victims of crime means that the negative impact of crime on individual, family and community is largely ignored. Not only does this contribute to the incidence of repeat victimization but it may also lead to retributive violence or the perpetration of other crimes displaced into the social or domestic arena. The number and easy accessibility of fire-arms is a major contributor to violent crime. The fact that a large proportion of the citizenry is armed serves to escalate the levels of violence associated with robbery, rape and car theft (South African Police Service. 2003).

Statistics show that South Africa is one of the leading countries when coming to the issue of crime. The study of victimization in South Africa shows that there is a large number of South Africans who experience crime each year. Crime in South Africa is influenced by different factors, among them, poverty, unemployment and politics. The historical background of politics in South Africa contributes a lot towards crime, for example, most political leaders and innocent civilians were killed during the time of apartheid. Political parties who were banned and sent to exile had to attack and kill operatives and surrogates of the apartheid regime. The next section enhances this concept through examining crime and violence in the Gauteng province

### 3.4 Crime and Violence in the Gauteng Province

With a population of around 9.5million people and contributing 40% of South Africa's GDP, Gauteng is a diverse and a dynamic province with many opportunities and challenges. One of the opportunities is to develop Gauteng as a competitive global city-region to drive economic growth and to promote integrated governance. This vision supports government's core objectives of halving levels of poverty and unemployment by 2014. One of the many challenges to this vision is violent crime which makes up one third of all recorded crime in the province. Violence destroys lives, places communities under siege and breeds fear and anxiety in a manner that stifles economic and social development ([www.iss.co.za/pubs/crimeq/no.2/1pelsers.html](http://www.iss.co.za/pubs/crimeq/no.2/1pelsers.html) ). Statistics reflected in Table 3.2 below illustrates this point much clearer:-

**Table 3.2: Crime in Gauteng Province for April to March 2001/2002 to 2006/2007**

Crime Category	April to March					
	2001/2002	2002/2003	2003/2004	2004/2005	2005/2006	2006/2007
Murder	4,779	4,830	4,216	3,611	3,434	3,666
Rape	12,576	12,091	11,926	11,923	5,370	5,367
Attempted murder	7,463	9,058	7,975	6,237	11,562	11,114
Assault with the intent to inflict grievous bodily harm	54,962	54,872	52,996	50,563	48,205	47,033

Common assault	60,468	70,151	74,322	69,790	60,776	56,971
Robbery aggravating circumstances	54,127	58,167	60,998	55,139	49,784	52,924
Common robbery	28,553	31,279	30,876	29,272	24,420	24,356
Indecent assault	1,655	1,833	,1960	2,007	2,001	1,970
Kidnapping	1,575	955	1,015	841	784	884
Abduction	902	1,448	1,445	1,332	1,134	1,054
Neglect and ill- treatment of children	499	1,033	1,560	1,325	1,171	1,109
Culpable homicide	2,463	2,454	2,436	2,568	2,758	2,979
Public violence	112	185	147	156	211	178
Carjacking (sub category of robbery aggravating	9,315	9,371	8,664	6,902	6,890	6,951
Truck hijacking (subcategory of robbery aggravating)	1,794	447	466	454	425	532
Bank robbery (sub category of robbery aggravating	142	41	17	38	45	76
Robbery of cash in transit (sub category of robbery aggravating	94	141	71	82	143	172
House robbery (sub category of robbery aggravating	-	4,701	5,154	5,365	5,909	7,461
Business robbery (sub category of robbery aggravating)	-	2,625	2,305	2,073	3,068	4,322

Arson	1,733	1,867	1,875	1,868	1,904	1,997
Malicious damage to property	39,072	43,194	45,825	43,728	42,696	42,048
Crimes injury	10,011	10,757	10,244	9,398	7,831	6,518
Burglary at residential premises	82,201	83,226	81,096	73,941	72,146	65,188
Burglary at business premises	19,272	16,316	14,463	12,583	12,860	14,085
Theft of motor vehicle and motorcycle	47,008	43,424	41,072	39,251	41,170	41,608
Theft out of or from motor vehicle	59,926	59,077	52,950	46,842	45,436	39,177
Stock theft	855	769	771	581	497	519
Illegal possession of fire ammunition	3,674	4,017	4,621	3,665	3,155	3,652
Drug related crime	8,737	8,874	8,755	9,756	13,268	11,074
Driving under the influence of alcohol or drug	6,168	5,123	6,112	6,405	7,090	7,330
All theft not mentioned elsewhere	166,073	179,842	186,820	165,214	132,932	127,400
Commercial crime	24,024	23,420	24,424	23,076	24,062	26,515
Shoplifting	16,920	16,770	17,905	17,298	17,788	18,039

Source: [www.saps.gov.za](http://www.saps.gov.za)

The Gauteng Safety Strategy recognizes the fact that it is not possible for the police to tackle crime alone. In addition to short term policing measures, a long term strategy is needed to help improve the provincial government's ability to align and to coordinate all its available resources towards reducing crime. Due to the fact that the crime problem is complex and has strong social and economic roots, the strategy seeks to provide a framework for action that involves all public and private agencies in the province. The Gauteng Safety Strategy draws from the National Crime

Prevention Strategy (NCPS) and the White Paper on Safety and Security. These documents recognize that crime in South Africa, as in any country, is a consequence of historical, social, economic and spatial characteristics of our society. Inequality, social exclusion, a culture of violence, dysfunctional families, high drop-out rates from school, alcohol and drug abuse are among the factors that contribute to crime over which the police have little control ([www.iss.co.za/index.php?](http://www.iss.co.za/index.php?)).

Gauteng is one of the provinces which have the highest population numbers. It has a population of about 9.5 million citizens with many other challenges and opportunities. Some of these challenges are violence and crime which makes one third of all recorded crimes in the province. Although crime and violence are a serious problem in Gauteng the province is striving to push its economic growth and also to promote a better life for its citizens. The statistics reflected in table 3.2 shows the different types of crimes and violence that took place in Gauteng province over the period under review. The following section brings more light on the concepts *crime* and *violence* as obtaining in Orange Farm.

### **3.5 Crime and Violence at Orange Farm**

Orange Farm has registered a significant number of cases of attempted murder, indecent assault, drug-related crimes, illegal possession of firearms and ammunition, public violence as well as the robbery of business premises. Rape however remains a major concern at the station. Hoaeane ([www.joburg.org.za](http://www.joburg.org.za)) puts this down to the culture of masculinity instilled at circumcision schools in the area. "Young men come back from these schools believing that they have to subdue women to assert their masculine authority. Some of them then engage in horrible acts like rape". Hoaeane emphasizes the fact that the police need to focus their efforts on the remaining hotspots of Orange Farm Extension 1-4 and Lakeside Extension 2 and 7, particularly around school premises where crime levels remain unacceptably high ([www.joburg.org.za](http://www.joburg.org.za)). The statistics reflected in table 3.3 below demonstrates this reality:-

**Table 3.3: Crime in Orange Farm for April to March 2001/2002 to 2006/2007**

Crime Category	April to March					
	2001/2002	2002/2003	2003/2004	2004/2005	2005/2006	2006/2007
Murder	100	106	91	54	62	52
Attempted murder	180	213	174	95	66	67
Rape	304	321	292	271	269	258
Indecent assault	23	15	28	21	18	18
Assault with the intent to inflict grievous bodily harm	982	1,009	1,010	579	632	586
Common assault	674	887	1,056	579	632	586
Common robbery	217	288	200	142	148	129
Robbery with aggravating circumstance	635	614	558	451	359	346
General aggravated robbery (subcategory of aggravated robbery)	646	486	448	331	231	229
Carjacking (subcategory of aggravated robbery)	138	102	93	67	59	23
Truck hijacking (subcategory of aggravated robbery)	133	4	4	11	8	5
Robbery at residential premises (subcategory of aggravated robbery)	-	17	11	40	55	76
Robbery at business	-	3	2	2	6	13

premises (subcategory of aggravated robbery)						
Robbery of cash in transit (subcategory of aggravated robbery)	0	2	0	0	0	0
Bank robbery (subcategory of aggravated robbery)	0	0	0	0	0	0
Arson	45	59	73	44	39	44
Malicious damage to property	356	417	418	370	334	247
Burglary at residential premises	872	881	683	704	733	648
Burglary at business premises	46	12	33	28	44	42
Theft of motor vehicle and motorcycle	155	169	109	138	130	113
Theft out or from motor vehicle	71	97	81	65	79	70
Stock theft	17	6	7	13	5	1
Illegal possession of firearm and ammunition	45	50	89	68	50	56
Drug-related crime	23	31	71	131	158	191
Driving under the influence of alcohol or drug	17	8	8	35	17	23

All theft not mention elsewhere	819	1,034	1,015	658	450	381
Commercial crime	53	47	25	25	21	18
Shoplifting	1	4	7	64	109	49
Culpable homicide	36	40	23	24	35	29
Kidnapping	48	32	43	26	24	19
Abduction	23	36	37	24	11	3
Neglect and ill-treatment of children	4	13	10	12	14	13
Public violence	1	6	0	1	0	2
Crime injuria	18	41	18	15	3	2

Source: [www.saps.gov.za](http://www.saps.gov.za)

There are a few discrepancies in the statistics given in both table 3.4 and table 3.5 below reflecting the rate of crime and violence in and around the Orange farm schools as issued by the Orange Farm Police Station :-

**Table 3.4: Statistics of Crime and Violence Issued by Orange Farms Police Station for Schools**

<b>CRIME CATEGORY FROM APRIL TO MARCH</b>						
	2001/2002	2002/2003	2003/2004	2004/2005	2005/2006	2006/2007
Murder	0	0	1	0	0	0
Attempted murder	1	1	0	2	1	1
Rape	0	0	2	0	0	0
Common assault	1	1	1	1	2	2
Serious assault	3	7	4	7	5	9
Theft	5	6	6	4	7	2

Burglary	8	8	9	12	10	17
Drugs and alcohol abuse	0	0	8	2	7	10
Common robbery	0	0	1	0	0	1
Verbal abuse	0	0	0	0	0	
Hijacking	0	0	0	0	0	0
Sexual abuse	0	0	0	0	0	0
Gun possession	0	0	0	0	0	0

Source :www.saps.gov.za

**Table 3.5: Statistics of Crime and Violence in Orange Farms Schools**

<b>CRIME CATEGORY FROM APRIL TO MARCH</b>						
	2001/2002	2002/2003	2003/2004	2004/2005	2005/2006	2006/2007
Murder	0	0	1	0	0	0
Attempted murder	2	2	0	3	3	4
Rape	0	0	2	0	1	0
Common assault	4	5	5	4	3	7
Serous assault	3	11	4	7	10	9
Theft	5	6	11	13	8	15
Burglary	8	8	11	15	13	19
Drugs and alcohol abuse	0	1	12	5	8	12
Gun Possession	0	0	1	0	0	0
Common robbery	0	0	1	04	3	7
Verbal abuse	3	4	15	12	18	26

Hijacking	0	0	0	0	0	0
Sexual abuse	0	1	2	1	4	2
Gun possession	0	0	0	0	1	0

Source: [www.saps.gov.za](http://www.saps.gov.za)

According to principals and deputy principals of many of the schools in Orange Farm school crime and violence are not reported to the police. Principals, deputy principals, teachers and the school disciplinary committees are the ones who deal and resolve crime and violence in their respective schools. Sometime events of crime and violence are not even recorded at schools. This therefore means that the statistics of police and those of the schools will differ.

Based on the statistics of crime and violence in schools at Orange farm, the research explores the related concepts, viz nature and extent of crime and violence in schools at Orange Farm.

### 3.5.1 The concept: “School Violence”

Many children around the world experience violence as a regular part of their school experience. Schools have become spaces for violence and crime and violence represents real threats to the achievement of educational goals. The National Crime Prevention Council (2004:1) states that for some schools; violence may be a minor issue, for others, it may be a daily presence.

Looking at our classrooms, our schools and our communities, there is clear evidence that violence is escalating while peace eludes us (United Nations, 2002:1). The school environment is one component of exposure to violence. Crime inspired behaviours are most often exhibited at school and are largely driven by a non-school-related environment. Violence in school derives mainly from factors external to schools, but may be precipitated or aggravated by the school environment. Youth spend a considerable amount of time in school, on the way to and from school (Nwankwo, Takisha & van Rooyen, 2002:8).

Nemours Foundation (2004:1) describes school violence in terms of: Playgrounds fights, vandalism and shooting. Any act that physically or psychologically harms people or damages property in a

school setting is considered school violence. According to Pasteur (2004:2) school violence may be presented in many forms viz. physical: pulling the hair, kicking, scratching, biting and spitting, verbally: swearing, shouting bulling and screaming. Mentally: some students/educators sometimes humiliate others by comparing their quality of academic work with those of their peers.

Last (2001:1) however, states in her article “School Violence” that school violence does not start in the school. Most behaviors are learned responses to circumstances and situations that are exhibited in our everyday life. Home life conditions are influences on all children. If a child grows up in a home where one of the parents is abused, whether verbally or physically, the child will take this as a norm. Studies have proved that a child living in an abusive home will himself become an abuser. Children who witness violence view it as a solution to problems. The violence they see and experience may sometimes spill over into the very public places like our schools (Anon, 2004:1).

South African Institute of Race Relations education researcher Thomas Blaser claimed that South African schools are the “most dangerous in the world” (Serrao, 2008:6). Blaser based his information on the data published by the Progress in International Reading Literacy Study, which saw South Africa rated last in school safety. The study asked if pupils felt safe when they were at school and if they had experienced incidents of bulling and to themselves or others in their class. Only 23% of South African pupils said they felt safe at school. The worldwide average was 47% of pupils who felt a high degree of safety in the classroom. The study also revealed that parents do not feel the same degree of anxiety as their children, with over 50% in South Africa feeling confident their children were safe. The findings of the study suggested that media reports of school violence were not merely isolated incidents but part of a growing pattern of violence and disorder (Serrao, 2008:6).

### **3.5.2 Nature and extent of crime and violence in schools at Orange Farm**

#### **3.5.2.1 Murder**

Murder can be defined as the unlawful and the intentional killing of a human being by another ([www.wikipedia.org/wiki/murder](http://www.wikipedia.org/wiki/murder) ).

One percent of murder was reported but zero tolerance is required in order to blot-out this nature of crime.

### **3.5.2.2 Attempted murder**

Attempted murder is the crime of more than merely preparing to commit murder and the same time having a specific intention to kill ([www.wikipedia.org/wiki/attempted.murder](http://www.wikipedia.org/wiki/attempted.murder)).

Attempted murder shows more than reported since from 2001 to 2007, and has increased by more than 3 percent during the period under study.

### **3.5.2.3 Rape**

Rape is a form of assault involving the non-consensual use of the sexual organs of another person's body ([www.legal-dictionary.thefreedictionary.com/rape](http://www.legal-dictionary.thefreedictionary.com/rape)).

Rape has increased by 1 percent as reported. The number of non-reported cases is not available because many learners find it difficult to speak out for fear of the stigma that may be attached to them.

### **3.5.2.4 Common assault**

An offence of common assault is committed when a person either assault another person ([www.en.wikipedia.org/wiki/commonassaut](http://www.en.wikipedia.org/wiki/commonassaut)).

Common assault has increased by 3.3 percent due to poor discipline. Educators are faced with the challenge of teaching discipline in order to transform pupils into moral beings.

### **3.5.2.5 Serious assaults**

Harber (2002:1) defined serious assaults as behaviour by people against other people liable to cause physical or psychological harm.

Serious assaults have increased by 1.5 percent due to gang involvement at schools.

### **3.5.2.6 Theft**

Theft is defined as the act of taking something from someone unlawfully ([www.nas.gov/wiki/theft](http://www.nas.gov/wiki/theft)). Theft shows an increase of 4.6 percent because of high poverty and unemployment around Orange Farm.

### **3.5.2.7 Burglary**

Burglary is defined as unlawful entry of a structure to commit a felony or theft ([www.id.uscourts.gov/terms-ab.htm](http://www.id.uscourts.gov/terms-ab.htm)).

Burglary shows an increase of 1.7 percent because of poor security around Orange Farm schools.

### **3.5.2.8 Drugs and alcohol abuse**

Drugs means a federally controlled substance including marijuana, alcohol, cocaine, amphetamines, opiates, and, phencyclidine ([www.en.wikipedia.org/wiki/drug](http://www.en.wikipedia.org/wiki/drug)).

Drugs and alcohol abuse shows an increase of 1.8 percent due to lack of protection fences that allow the unwanted people to sell drugs at school premises.

### **3.5.2.9 Common robbery**

Common robbery is defined as the taking of another's property by force or threat of force ([www.citizenscrimewatch.com/ccw11.htm](http://www.citizenscrimewatch.com/ccw11.htm)).

Common robbery shows an increased by 2 percent because of poverty and unemployment around Orange Farm.

### **3.5.2.10 Verbal abuse**

Verbal abuse is any statement of disapproval which is undeserved and which tends to cause lasting scars ([www.users.aol.com/relationship/definitions/verbalabuse.html](http://www.users.aol.com/relationship/definitions/verbalabuse.html)).

Verbal abuse has increased by 13 percent because of poor discipline of learners.

### 3.5.2.11 Sexual abuse

Sexual abuse it ranges from sexual harassment, touching and verbal degradation to rape and other forms of sexual violence ([www.helpguide.org/mental/domestic/violence/abuse-types-signs-causes-effe](http://www.helpguide.org/mental/domestic/violence/abuse-types-signs-causes-effe)).

Sexual abuse shows an increased by 1.6 due to exposure to availability of non-social books and other related factors such as movies, videos, etc.

### 3.5.2.12 Gun possession

Gun possession means a full control of a gun or property ([www.english-test.net/sat/vocabulary/words/021/toeic-definnitions.php](http://www.english-test.net/sat/vocabulary/words/021/toeic-definnitions.php)). Gun possession shows an increased by 1 percent as a reported case. There could be various social, economic, family or psychological reasons behind the existence of crime at Orange farm schools. The fact cannot be denied that this challenge needs strategic decisions to improve the situation.

Table 3.3 confirms that Orange Farm is having a serious problem of public violence, robbery of business premises, attempted murder, indecent assault, drug-related crime and possession of firearms and ammunition. Among all these crimes rape is identified as a greater concern. This is because it appears young men seemed to have used their masculine to overpower women.

The concept *school violence* is defined as an act that can harm people physically and psychologically in a school setting. School violence may be a minor problem but for others it may represent a real threat to the achievement of educational goal. A closer look at South African schools reveals that they are the most dangerous in the world. This is due to the fact that they are rated last in as far as school safety is concerned.

The next section concludes that: murder is seen as an intentional killing of a person; attempted murder is the crime of more than preparing to kill someone; rape is when one forces another person to enter into sexual intercourse; common assault is when a person

deliberately attacks another person; serious assault can be defined as intentional harm or injury caused to a person by another; theft is defined as deliberate stealing of property; burglary is considered as a forceful breaking and entering into another person's property with an intention to steal; drug and alcohol abuse is defined as a misuse of controlled substances or drugs; common robbery can be defined as a taking of one's property without authorization; verbal abuse is any statement of disapproval which intent to cause another person pain; sexual abuse is a forceful sexual activity including touching and harassment and gun possession is defined as having full powers to control a gun.

### **3.6 Conclusion**

Many children around the world experience violence as a regular part of their school experience. Instead of facilitating the healthy development of children, schools are too often the source of violence and abuse that undermine children's opportunities to learn. This causes children to drop out of school altogether or to suffer psychological trauma, physical injury, disability and even death. Crime and violence in schools threaten the well-being of young people in South Africa.

A study on security in Durban schools found that schools are places where drugs, gangs, sexual abuse, thugs and weapons move as freely through the gates as the learners. Despite national efforts to restore a culture of learning and teaching incidents of theft, vandalism, burglary, and even murder are reported on school grounds (Eliasou & Frank 2000:2).

According to Nwankwo *et al.* (2002:2) "violence is a major public health problem in South Africa. Witnessing violence in the home, school or community can leave emotional scars in young people and can also put them at risk of becoming involved in acts of violence as perpetrators themselves later on in life. As schools in South Africa are integrated, students with different socio-economic backgrounds, cultural norms and ideologies will interact socially, which increase the likelihood of violence in this context as these differences may lead to confrontations. On the streets and on the school grounds racism is still a reality moreso among communities that have been its longest suffering victims. Threats of violence and personal experiences with violence at school negatively affect students and the educational process. The school plays a central role in the socialization of a

child and it is critical that schools offer a safe environment in which learning and growth can take place”.

The next chapter investigates the impact of crime and violence on morale and productivity of educators in Orange Farm as a focus area of this research.

## **CHAPTER FOUR**

### **EMPERICAL STUDY: TO INVESTIGATE THE IMPACT OF CRIME AND VIOLENCE ON MORALE AND PRODUCTIVITY OF EDUCATORS AT ORANGE FARM**

#### **4.1 Introduction**

Schools have long been violent places for many of South Africa's children. Schools have become spaces for violence and crime. Violence represents real threats to the achievement of education goals. A culture of violence and of crime has developed in South Africa and this influences our schools. Today South African schools are trying as hard as they can to free themselves from problems of rape, drug dealing, vandalism, sexual abuse, physical assault and even from the use of weapons (Domingo-Swarts, 2002:2).

The chapter investigates the impact of crime and violence on morale and productivity of educators at Orange Farm. It particularly focuses on the permission for the research, population sample, site of data collection, the instrument used in eliciting research information from the respondents as well as on ethical issues involved.

#### **4.2 Preparation for research and design**

In preparation for research and design the following were done:

##### **4.2.1 Permission**

The research was conducted in schools at Orange Farm. It was therefore required to first request permission from the Gauteng Department of Education in District 11. A letter (Appendix A) to ask for the necessary permission was written and submitted to the District Manager for his approval and signature.

Copies of the questionnaire (Appendix B) were enclosed in the letter to make it easier for the District Manager to understand what information would be required from the educators.

After the permission was granted by the District Manager, the Principals, Deputy Principals, Heads of Departments and educators were visited to discuss the intentions and implications regarding the proposed research. In order to obtain information, Questionnaires were delivered at different schools in Orange Farm.

#### **4.2.2 Population and sample of the respondents**

According to Mare and van Niekerk (204:98) population is a group of individuals of one species who live in a particular area and are much more likely to breed with one another. The term population is defined by ([www.wordnet.princeton.edu/perl/ewbwn](http://www.wordnet.princeton.edu/perl/ewbwn)) as the number of inhabitants (either the total number or the number of a particular race or class) in a given place. Leedy and Ormrod (2005:199) defines sample as a limited quantity of something which is intended to be similar to and represent a larger amount of that thing, ideally population microcosms. The term sampling, as conceptualized by ([www.wikipedia.org/wiki/sampling](http://www.wikipedia.org/wiki/sampling)) is the process of selecting units (e.g. people, organizations) from a population of interest so that by studying the sample we may fairly generalize our results back to the population from which they were chosen. According to Leedy and Ormrod (2005:199) sampling is the procedure that depends on the purpose of the sample and carefully considered the parameters of the population. The term probability sampling is defined by ([www.wikipedia.org/wiki/probability\\_sampling](http://www.wikipedia.org/wiki/probability_sampling)) as part of statistical practice concerned with the selection of individual observations intended to yield some knowledge. Probability sample is defined by Leedy and Ormrod (2005:199) as a method for drawing a sample from a population such that all possible samples have a known and specified probability of being draw.

Using probability sampling 50 respondents were randomly selected from 746 educators in Orange Farm. Probability sampling was chosen because it provides accuracy of the generalization from the population. In this study, probability sampling helped in the

explanation of the generalization of responses. A randomly selected sample was used because it offered the same chance for all respondents to be selected. The target population of this research was all educators found in Orange Farm. They were selected from different schools as a sampling frame.

#### **4.2.3 Site of data collection**

Different schools were selected as the site of data collection because it is a convenient place for educators to fill in the questionnaires at their workplace. Questionnaires were delivered and collected from the respondents.

#### **4.3 The research instrument**

The following is a discussion of the research instrument used in this research:

**4.3.1 Qualitative:** According to Sowed and Keeves (1988:513) qualitative research entails the educational processes in the form of published documents, transcripts of interviews, observations of practice, filled notes, tape recording of presentations and written statement. Meyer (2002:111) regards qualitative research approach as a research investigation that involves an intensive study of personal experience of individuals. These types of research deal with people lives, their lived experiences, their behaviors, emotions, feelings, and about interactions between nations.

**4.3.2 Empirical:** Empirical is any research that bases its findings on direct or indirect observation as its test of reality. Such research may also be conducted according to hypothetico-deductive procedure. The researcher attempts to describe accurately the interaction between the instrument (or the human senses) and the entity being observed. If instrumentation is involved, the researcher is expected to calibrate her/his instrument by applying to know standard objects and documenting the results before applying it to unknown objects. In practice, the accumulation of evidence for or against any particular theory involves planned research designs for the collection of empirical data, and academic

rigor plays a large part of judging the merits of research design ([http://en.wikipedia.org/wiki/empirical\\_research](http://en.wikipedia.org/wiki/empirical_research)).

**4.3.3 Questionnaire:** A questionnaire is a series of questions asked to individuals to obtain statistically useful information about a given topic. When properly constructed and responsibly administered, questionnaires become a vital instrument by which statements can be made about specific groups or people or entire populations. Questionnaires are frequently used in quantitative marketing research and social research. They are a valuable method of collecting a wide range of information from a large number of individuals, often referred to as respondents.

Good questionnaire construction is critical to the success of a survey. Inappropriate questions, in correct scaling, or bad questionnaire format can make the survey valueless. A useful method for checking a questionnaire and making sure it is accurately capturing the intended information is to pretest among a smaller subset of target respondents ([http://en.wikipedia.org/wiki/questionnaire\\_construction](http://en.wikipedia.org/wiki/questionnaire_construction)).

**4.3.4 Interviews:** The use of interviews has been ideally suitable in dealing with professionals who are highly experienced in the field of the topic being researched because of their ability to express themselves well. The interview commences with the researcher setting the ground rules for conduct during the interview. Respondents are invited to introduce themselves and relate their experience of the topic. Open discussion follows with the researcher facilitating by interjecting with probing questions until saturation is reached. The interview concludes with each respondent being given the opportunity to make a closing statement (Welman & Kruger 1999:198).

**4.3.4.1 Semi-structured Interview:** Wisker (2001:138) stated that semi-structured interview is open-ended interviews manage to both address the need for comparable responses, which means that the same questions are posed to each respondent, and the need for conversation to take place between the interviewer and the interviewee.

#### **4.4 The processing of data**

Frequency distribution tables were used to present the findings of the study. The frequency distribution is a method used to organize data obtained from questionnaires to simplify statistical analysis. A frequency table provided the following information: it indicates how many times a particular response appears on the completed questionnaire; and it provides a percentage that reflects the number of responses to a certain question in the relation to the total number of responses (Van der Aarweg, 1988:65).

#### **4.5 Ethical issues**

To be ethical is to conform to accepted professional practices. It is generally agreed that it is unethical for researcher to harm anyone in the course of research, especially, if it is without the person's knowledge and permission. This includes deceiving a respondent about the true purpose of a study, asking the respondent questions that cause him or her embarrassment, causing emotional turmoil by reminding him or her of an unpleasant experience.

#### **4.6 Presentation, analysis and discussion of research results**

The following is the presentation, analysis and discussion of the results obtained through the questionnaire. In order to ensure reliability of the findings, attention was given to the principles of credibility (checking the truth value of the findings). The relevance of these findings to the impact of rime and violence on the morale and productivity of educators will be discussed at the relevant in this section and brought together as a final recommendation in chapter five.

#### **4.7 Description of the sample**

The respondents completed questionnaires that consisted of following five sections, namely:-

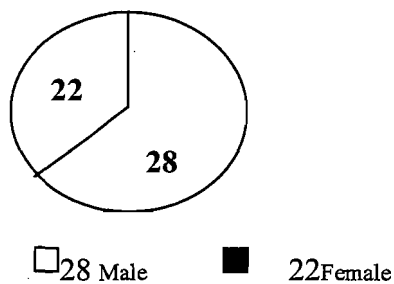
- SECTION A (Demographics questionnaire)
- SECTION B (Questions regard educators)
- SECTION C (Questions regard police)
- SECTION D (Questions regard Department of Education)
- SECTION E (Questions regard School Governing Bodies)
- SECTION F (Questions regard South African Democratic Teachers Union)

#### 4.7.1 SECTION A. (Demographics)

##### 4.7.1.1 Gender of respondents

Table 4.1:

GENDER	FREQUENCY
Male	28
Female	22
Total	50



(Figure: 4.1)

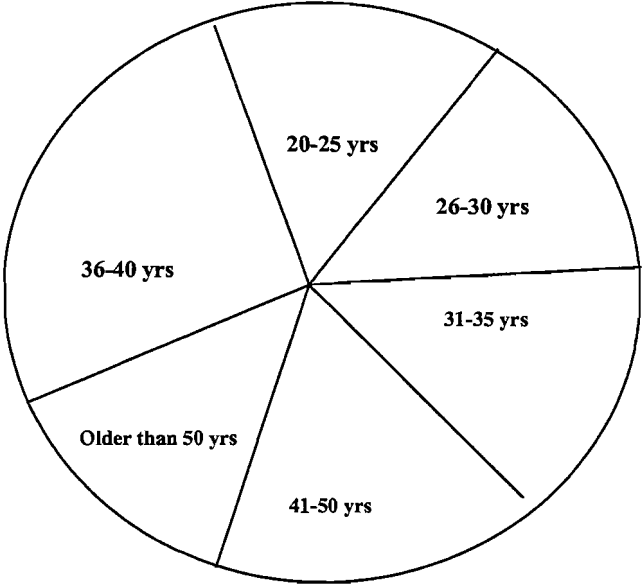
According to table 4.1 and figure 4.1, it is clear that majority of respondents were men. Table 4.1 and figure 4.1 tells us more about the gender of respondents. According to these tables we are having 28 males and 22 females which give us a total of 50 respondents. The different

between the two is 4 which simply mean that males are more than female. Even though males are more than females there is some balance between the two.

**4.7.1.2 Age of respondents**

Table 4.2:

AGE (YEARS)	RREQUENCY
20-25 years	4
26-30 years	6
31-35 years	12
36-40 years	21
41-50 years	5
Older than 50 years	2
<b>TOTAL</b>	<b>50</b>



(Figure 4.2)

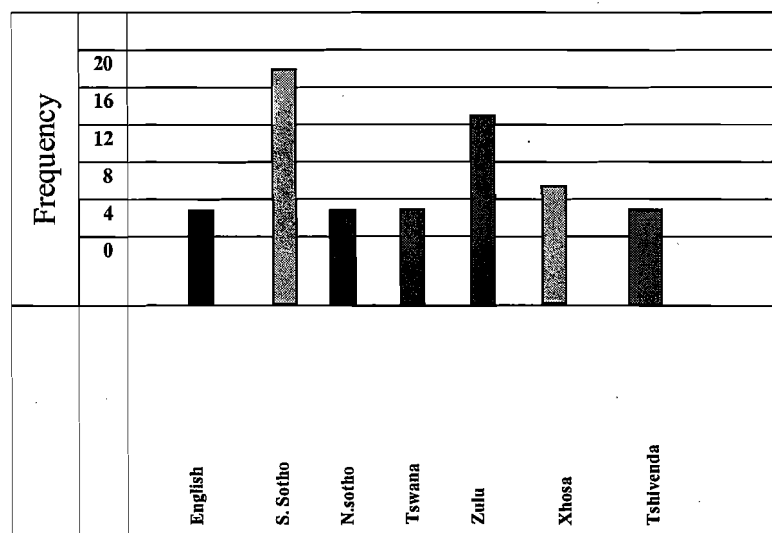
Table 4.2 and Figure 4.2 present the distribution of 50 respondents. The age of the respondents was as from 20-50 years. Most of the respondents (21) were under the age of 40,

followed by 31-35 years, 26-30 years, 41-50 years, 20-25 years and, those who older than 50years.

#### 4.7.1.3 Home language of respondents

**Table 4.3:**

HOME LANGUAGE	FREQUENCY
English	3
Afrikaans	
South Sotho	19
North Sotho	3
Tswana	4
Zulu	14
Xhosa	5
Tshivenda	2
Ndebele	-
Swati	-
Tsonga	-
<b>TOTAL</b>	<b>50</b>



**(Figure: 4.3)**

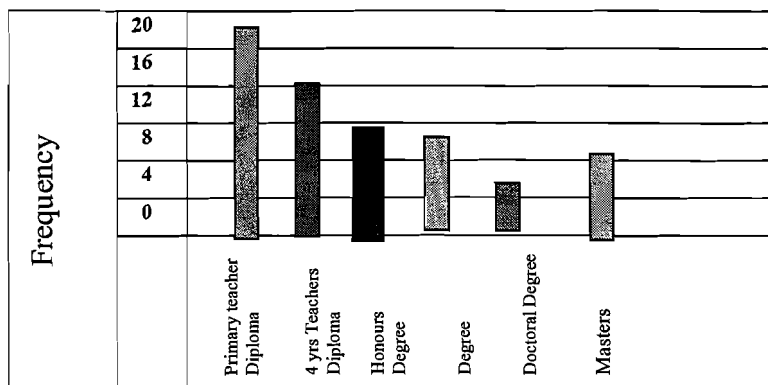
According to table 4.3 and figure 4.3 it is clear that most of respondents were SeSotho speaking, followed by IsiZulu speaking respondents and IsiXhosa speaking respondents. The

findings also show that the remaining languages not so much spoken are SeTswana, English, Sepedi and Tshivenda.

#### 4.7.1.4 Qualifications of respondents

Table 4.4:

QUALIFICATIONS	FREQUENCY
Grade twelve	-
Primary Teachers Diploma	18
Four years Teachers Diploma	12
Degree	6
Honours Degree	8
Masters	5
Doctoral Degree	1
<b>TOTAL</b>	<b>50</b>



**Figure: 4.4**

Table 4.4 and figure 4.4 show doctorate degrees as the highest qualifications, followed by masters, honours, degree, four years teachers' diploma, and primary teacher's diploma and, grade twelve.

#### 4.7.1.5 Teaching level of respondents

Table 4.5:

TEACHING LEVEL	FREQUENCY
Foundation Phase (Grade R-3)	-
Intermediate Phase (Grade 4-6)	9
Senior Phase (Grade 7-9)	22
FET Grade (10-12)	19
<b>TOTAL</b>	<b>50</b>

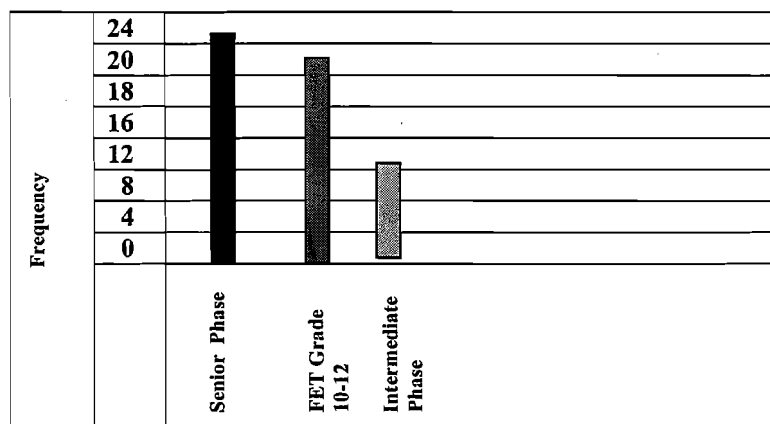


Figure: 4.5

Table 4.5 and figure 4.5 indicate that most of respondents are found in senior phase (grade 7-9), followed by Further Education and Training (FET) (grade 10-12), and foundation phase (grade R-3).

#### 4.7.1.6 Type of school

Table 4.6:

TYPE OF SCHOOL	FREQUENCY
Department of Education and Training	42
Private	8
Model "C"	-
<b>TOTAL</b>	<b>50</b>

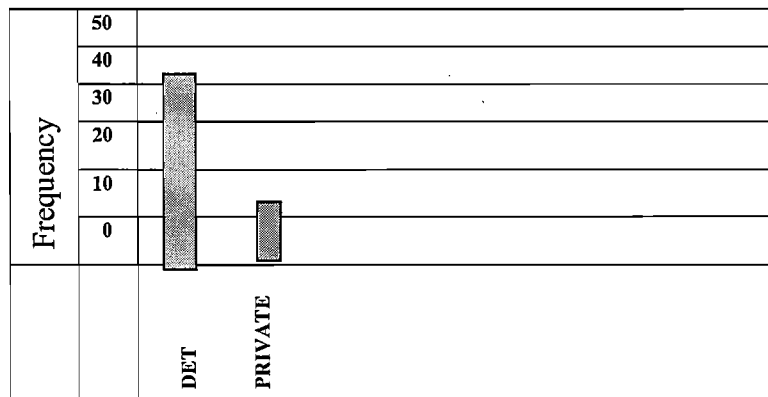


Figure: 4.6

Table 4.6 and figure 4.6 show that most of respondents did schooling that is affiliated to Department of Education and Training. Table 4.6 and figure 4.6 shows three type of schools which are: - Department of Education and Training schools, Private schools and Model “C” schools. Most schools in Orange Farm fall under the Department of Education and Training. This is why we are having 42 respondents. Private schools in Orange Farm are very few. This is the reason we are having 8 respondents. Unfortunately we do not have Model “C” schools in Orange Farm. The total number of respondents is 50.

#### 4.7.1.7 Years in teaching for respondents

Table 4.7:

TEACHING EXPERIENCE	FREQUENCY
4-8 years	8
9-12 years	11
13-16 years	22
17-20 years	6
More than 20	3
<b>TOTAL</b>	<b>50</b>

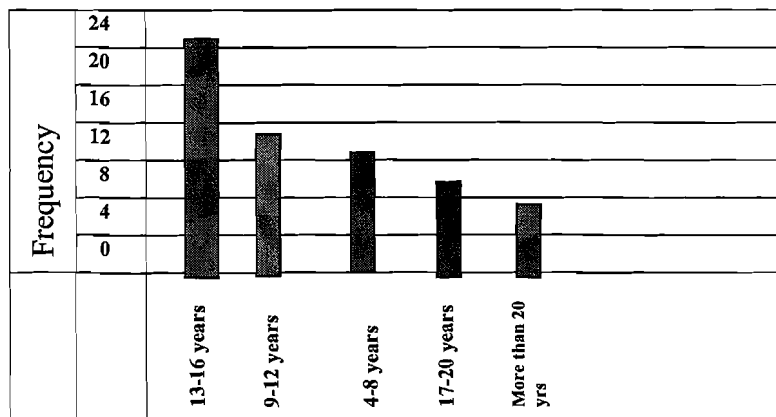


Figure 4.7

Table 4.7 and figure 4.7 indicate that the most teaching experience of respondents start from 13-16 years and followed by 9-12 years, 4-8 years, 17-20, and more than 20 years. Table 4.7 and figure 4.7 gives clarity on the teaching experience of respondents. According to the table most of the teaching experience of respondents ranges between 13-16 years, which give us 22 respondents. The next bulk of the teaching experience of respondents ranges between 9-12 years, which give us 11 respondents. The next bulk of the teaching experience of respondents ranges between 4-8 years, which give us 8 respondents. The next teaching experience starts from 17-20 years, which give us 6 respondents and the last bulk of the teaching experience of respondents is more than 20 years, which give us 3 respondents. In total we have 50 respondents.

Section A tells us more about the statistics drawn from the respondents. Table 4.1 and figure 4.1 clarify the gender of the respondents which give us 28 males and 22 females. Table 4.2 and figure 4.2 indicates the age of the respondents which start from 4 years to more than 20 years. Table 4.3 and figure 4.3 tell us more about different languages spoken by the respondents. Table 4.4 and figure 4.4 explains the qualification levels of the respondents which ranges from Primary Teachers' Diploma to Doctoral Degree. Table 4.5 and figure 4.5 indicate different teaching levels of respondents which starts from grade 4 to grade 12. Table 4.6 and figure 4.6 tells us more about the three type of schools existing in the Orange Farm area which are Department of Education and Training schools, Private schools and Model

“C” schools. Table 4.7 and figure 4.7 explains the teaching experience of the respondents which starts from 4 years to more than 20 years.

#### 4.7.2 SECTION B (Questions regard educators)

##### 4.7.2.1 How does crime and violence in schools impact on you as educators?

Table 4.8:

HOW CRIME AND VIOLENCE IMPACT ON EDUCATORS	FREQUENCY		
	Not at all	To small extent	To a large extent
Decrease job satisfaction		14%	
Decrease productivity			16%
Increase absenteeism		16%	
Low morale			10%
Fear of victimization		14%	
Loss of authority			
Increase stress	6%		
Poor classroom management		12	
Anger	12%		
<b>TOTAL</b>	<b>18%</b>	<b>56%</b>	<b>26</b>

Table 4.8 show that respondents regard decrease of productivity and low morale as the highest and followed by absenteeism, fear of victimization, decrease of job satisfaction, poor classroom management, anger and stress. Table 4.8 explains the following given categories in details: - Under the category “large extent” we find that crime and violence decreases productivity by 16% and it lowers morale by 10% which gives us a total of 26%. Under the category “small extent” we find that crime and violence decreases job satisfaction by 14%, increases absenteeism by 16%, fear of victimization by 14%, and poor classroom management by 12% which gives us a total of 56%. Under the category “not at all” we find

that crime and violence increases stress by 6% and anger by 12% which gives us a total of 18%.

#### 4.7.2.2 Close-ended Questions

Table 4.9:

QUESTION	YES	NO	TOTAL
Do learners carry weapons with them at school?	72%	28%	100%
Do educators carry weapons with them at schools?	56%	44%	100%
Does your school have a policy on crime and violence?	60%	40%	100%
Does your school have a plan in place to eliminate crime and violence?	74%	26%	100%

To answer the question **do learners carry weapons with them at school**, 72% answered “Yes”. The types of weapons carried by learners are knives, screwdrivers, mathematics instruments, and ballpoints. The 28% respondents answered “No” as their schools are patrolled by the police and their learners are well discipline.

To answer the question **do educators carry weapons with them at school**, 56% respondents answered “Yes”. Most of educators are assaulted or attacked by gang rivals or learners who are not disciplined, therefore educators feel protected if they carried weapons, especially guns. The remaining 44% of respondents said that they don’t feel intimidated at school, thus there is no reason for them to carry weapons.

To answer the question **does your school have a policy on crime and violence**, 60% of respondents said that their schools have a policy on crime and violence, because the School Governing Body issued such a document to all educators. Some respondents indicate that their schools are directed by code of conduct, which is available for all educators and

learners. The 40% of respondents answered “No”. as they never saw a policy on crime and violence at their schools.

To answer the question **does your school have a plan in place to eliminate crime and violence**, 74% of respondents said “Yes”. Their schools are patrolled by police, and they also have policy on crime and violence in place. The remaining 26% said “No” indicating that educators and learners are still experiencing crime and violence everyday; and the rate of break-ins and vandalism is still high. It shows that there is no plan in place for crime and violence in schools.

#### 4.7.2.3 Open-ended Questions

Table 4.10:

QUESTION	RESPOND	DON'T KNOW	TOTAL
What are possible reasons for educators being threaten with a weapon at school?	78%	22%	100%
What are possible reasons for learners being threaten with a weapon at school?	94%	6%	100%
What would you regard as the main factor influencing and contributing to violence in your school?	82%	18%	100%
In your opinion what are the causes of crime and violence at Orange Farm?	66%	34%	100%
How crime and violence affect your school?	59%	41%	100%

To answer the question **what are possible reasons for educators being threaten with a weapon at school**, 78% of respondents pointed out the lack of discipline amongst pupils and is one of the reasons for educators being threatened. The 22% of respondents responded as don't know.

To answer the question **what are possible reasons for learners being threaten with weapon at school**, 94% of the respondents cite gang-related issues as contributing to scholars being threatened. This could be a result of the presence of rival gangs at school, or even outside gangs coming to the school grounds to sell drugs or steal. Intimidation is seen as one of the main reasons for gangs threatening pupils with weapons. The 6% of respondents responded as don't know.

To answer the question **what would you regard as the main factor influencing and contributing to violence to your school**, 82% of the respondents point to substance abuse as a factor influencing and contributing to crime and violence. The availability of drugs and abuse of alcohol by scholars remains a serious problem to schools. Substance abuse, often accompanied by peer pressure, may result in violence behaviour. Scholars resort to theft and other illegal means of maintaining their "habit". These scholars may threaten other scholars when "high" and even resort to intimidating other scholars who they fear could expose them to the educators or the school principal. The remaining 18% respondents stated don't know.

To answer the question **in your opinion what are causes of crime and violence at Orange Farm schools**, 66% of respondents stated that poverty-stricken communities, unemployment, and broken families that are often complicated by the presence of youth gangs that sack to find meaning in this social disorganization. All these factors seem to lead to increasing levels of violence both at family and community levels of society. Inevitably, such violence finds its way onto the school grounds and classrooms. The community needs to take a strong stance against violence and the organs of the community, whether church or non-governmental or government, need to provide training and initiate programmes to deal with this matter at school. The 34% of respondents responded as don't know.

To answer the question **how crime and violence affect your school**, 59% of respondent mention the existence of sexual abuse is morally, socially and psychologically affecting the pupils and the image of their schools.. They said most of girls interrupted their schooling or left school altogether because they felt unsafe in such a violent environment. The girls who remained at school suffered in silence, and are constantly faced with the fear of sexual abuse

and harassment by boys. There is a high incidence of rape, particularly in school toilets, and empty classrooms. The high level of sexual violence has contributed to a dramatic spread of HIV in learners. Due to the fact most educators are exposed to such environment, of fear, their morale also decreases. The remaining 41% of respondents responded as don't know.

Section B tells us more about how crime and violence affect educators at schools. Most educators are concerned about learners who carry weapons at schools. They say that they do not feel safe at school because of learners who carry dangerous weapons like knives and screwdrivers freely at school. A possible reason for educators to feel threatened by such weapons is the increasing levels of ill-discipline amongst pupils. According to the respondents the main factors influencing and contributing to crime and violence in schools are the availability of drugs, abuse of alcohol by learners, poverty and broken families. This environment therefore compels educators to carry weapons like guns to defend themselves.

#### 4.7.3 SECTION C (Questions regard police)

##### 4.7.3.1 Open-ended Questions

Table 4.11:

QUESTION	RESPOND	DONT KNOW	TOTAL
What type of crime and violence experience by your school?	78%	22%	100%
How police manage crime and violence at your school?	84%	16%	100%
How many cases of crime and violence reported to police by schools?	72%	28%	100%
What measures can be used to reduce crime and violence at schools?	96%	4%	100%

To answer the question **what type of crime and violence experience by your school**, 78% of respondents stated that gambling is one of the serious crimes experienced by schools. Gambling is a problem because learners do not attend periods. Learners became so involved

and obsessed with gambling that they neglected their education. Some learners used their school fees, the traveling money and some stole money from their parents or friends to gamble. The remaining 22% respondents responded as don't know.

To answer the question **how police manage crime and violence at your school**, 84% respondents indicates that police manage crime and violence by means of trainings and workshops. Police train educators and learners on how to apply conflict resolution skills to problem-solving instead of the use of violence. Furthermore, police continue to make regular visits to schools and set up grass-roots structures, committees and crime watch progmmes which assist to inform the learners about crime and violence. Usually police visit and patrol school without notifying learners. Searching for weapons and drugs is done randomly by police. 16% respondents stated as don't know.

To answer the question **how many cases of crime and violence reported to police by schools**, 72 respondents indicated that cases of crime and violence in schools are not reported to the police because most schools don't record events of crime and violence. Most schools fear to be exposed, because the image of their schools will be damaged. The following reasons were given, why different schools fear to report cases of crime and violence to the police: parents will withdraw their children in such an unsafe school; management of the school would be accused and charged with negligence; and staff at school would be victimized. The remaining 28% respondents responded as don't know.

To answer the question **what measures can be used to reduce crime and violence at schools**, 96% of respondents, had a perception that the police must maintain a greater presence in schools. This presence could ward off gang activity and prevent serious forms of crime. The community needs to realize its role to reduce crime in schools as well. Installation of electronic detectors and electronic alarm can be an effective measure, and all people who enter into school should be monitored. The 4% of respondents responded as don't know.

#### 4.7.3.2 Close-ended Questions

Table 4.12:

QUESTION	YES	NO	TOTAL
Do police respond in time when they are called at school?	18%	82%	100%
Do police interact with schools at Orange Farm?	64%	36%	100%
There are enough resources for?(e.g. radios, vehicles)	20%	80%	100%
Do you think police are doing enough to curb crime and violence at Orange Farm schools?	30%	70%	100%
There are regular patrols by police at Orange Farm?	28%	72%	100%
Does police give enough protection to educators and learners?	32%	68%	100%

To answer the question **do police respond in time when they are called at school**, 82% respondents said “No”. as the police do not have enough vehicles. In order to respond to crime at schools, police need to wait for a transport. The 18% of respondents said police respond in time when they are called at schools because their schools are situated next to police station, therefore police can walk without using transport.

To answer the question **do police interact with schools at Orange Farm**, 64% of respondents agreed with the fact that police do interact with schools at Orange Farm. The police did give educators training and workshops on how to deal with violence in general. Learners at different schools were also give intensive training on how to apply conflict resolution skills to problem-solving instead of the use of violence. 36% of respondents disagree with the fact stated that police come to school only if there is a problem.

To answer the question **there are enough resources for police? (e.g. radios, vehicles)**, 80% of respondents said police don't have enough resources. In order to respond to the crime scene, police will take almost nine to ten hours waiting for back up of transport from other stations. Sometimes they don't even come when they are called, because they don't have enough staff. 20% of respondents said police have enough resources (but are not utilized for

the purpose). The police abuse state resources, most of vehicles are used for personal reasons and some of radios are not functioning well.

To answer the question **do you think police are doing enough to curb crime and violence at Orange Farm schools**, 70% of respondents said “No” as educators and learners are still harassed by gangsters; and vandalism and break-ins are still at high rate. 30% of respondents said police are doing enough to curb crime and violence at Orange Farm schools. The South African Police Service did host an awareness campaign, to educate and inform community and schools around Orange Farm regarding crime and violence. The main objective of the campaign was to fight against crime and violence.

To answer the question **there are regular patrols done by police at Orange Farm schools**, 72% of respondents said “No”, there are no regular patrols done by police at Orange Farm schools. Due to insufficient resources (unavailability of vehicles), it would be impossible for the police to patrol schools in Orange Farm. The remaining 28% said “Yes” as volunteers from the community through the supervision of police can patrol the schools.

To answer the question **does police give enough protection for educators and learners**, 68% of respondents said “No” as educators are still threaten by gangsters and drug dealers. Most girls are raped during school hours and touched at the buttons by boys. The remaining 38% of respondents said “Yes”. The police conduct searches of weapons and drugs randomly at schools.

Although conflict resolution skills training and workshops were given to educators and learners on problem-solving instead of the use of violence, it seems as if the problem is far from ending because the percentages of crime and violence are still high in schools.

Looking at how the police are attempting to curb crime and violence in Orange Farm it is quite clear that they are fighting a losing battle. Notably, they do not even have enough resources like radios and vehicles. Another reason that promotes crime and violence in the Orange Farm schools is the fact that most schools fear for their images and standings in the

community to a point of not reporting even the worst of crimes like rape. It was also proven that there are no regular patrols done by the police around the Orange Farm schools. This has given gangsters and drug dealers a chance to operate freely and without any fear in these areas.

#### 4.7.4 SECTION D (Questions regard Department of Education)

##### 4.7.4.1 Close-ended Questions

Table 4.13:

QUESTION	YES	NO	TOTAL
Does the Department of Education protect educators against crime and violence?	30%	70%	100%
Does the Department of Education protect the building and resources at your school?	40%	60%	100%
Does the Department of Education provide security personnel at your school?	28%	72%	100%
Do you think the Department of Education is doing enough to curb crime and violence at your school?	32%	68%	100%

To answer the question **does the Department of Education protect educators against against crime and violence**, 70% of respondents answered “No” as educators are still victims of crime and violence. The 30% of respondents said “Yes” as the Department of Education asked the police to patrol schools in Orange Farm.

To answer the question **does the Department of Education protect the building and resources at your school**, 60% of respondents said “No”. Each quarter there should be burglary and vandalism reported to the police, and the most targeted things are circuit breakers and computers. The remaining 40% of respondents said “Yes”. The Department of Education provide high schools with radios to report any kind of crime and violence that

takes place in high schools to police, but unfortunately not all high schools were given these radios.

To answer the question **does the Department of Education provide security personnel at your school**, 72% of respondents answered ‘No’. The security personnel at schools were hired by School Governing Bodies. They are not paid by the Department of Education, but paid from school funds. 28% of respondents said ‘Yes’. The security personnel at their schools are volunteers from community, and this idea has been initiated by the Department of Education.

To answer the question **do you think the Department of Education is doing enough to curb crime and violence at school**, 68% of respondents said ‘No. The Department of Education is not implementing effective measures to curb crime and violence at schools. 32% answered ‘Yes’ as their schools are having policies on crime and violence, and the Department of Education has an agreement with police to patrol schools.

#### 4.7.4.2 Open-ended Questions

Table 4.14:

QUESTION	RESPOND	DON'T KNOW	TOTAL
What role does the Department of Education play in addressing crime and violence at schools?	64%	36%	100%
Does the Department of Education have a policy on crime and violence at your school?	84%	16%	100%
Does the Department of Education have measures in place to prevent crime and violence at schools?	86%	14%	100%
Does the Department of Education have a register of crime and violence for Orange Farm schools?	90%	10%	100%
What are the causes of crime and violence according to the Department of Education?	94%	6%	100%
How does the Department of Education address crime and violence?	72%	28%	100%

To answer the question **what role does the Department of Education play in addressing crime and violence at schools**, 64% of respondents said that the Department of Education is encouraging schools to beef-up security. The Department is working closely with South Africa Police Service (SAPS). The agreement between the Department of Education and the SAPS is that the police will patrol and search weapons at schools. The remaining 36% responded as don't know or cannot tell.

To answer the question **does the Department of Education have a policy on crime and violence at your school**, 84% of respondents said that the Department of Education has a policy on crime and violence at schools that states: "if a learner commits a serious crime at school, that particular learner must be punished, suspended or expelled at school". The 16% respondents stated as don't know or cannot tell.

To answer the question **does the Department of Education have measures in place to prevent crime and violence at school**, 86 % of respondents said that the Department of Education is the primary role player that establishes programmes aimed at empowering both educators and learners to handle and overcome crime and violence. The Department of Education is presently now workshoping parent (especially in disadvantage community) and empowers them with skills to handle crime and violence. The remaining 14% stated as doesn't know or cannot tell.

To answer the question **does the Department of Education have a register of crime and violence for Orange Farm schools**, 90% of respondents said the Department of Education don't have a register of crime and violence at Orange Farm schools. Different schools, have different kinds of registers because the format is not the same, and some of the schools don't have such a register at all. Schools who don't have crime and violence registers face serious problems because it is difficult for them to make some follow ups on a particular student who commit crime for the second time. The 10% responded as don't know or cannot tell.

To answer the question **what are the causes of crime and violence according to the Department of Education**, 94% of respondents agreed with the fact that, crime and violence

in Orange Farm is caused by poverty, unemployment and drug abuse. The remaining 6% responded as don't know or cannot tell.

To answer the question **how does the Department of Education address crime and violence at schools**, 72% per cent of the respondents are of the opinion that crime and violence can be addressed by means of role players (family, the school, community, and police). The schools need to have a sound system of discipline in place to deal with the problem of crime and violence. The parents should concentrate on proper upbringing of their children in order to prevent deviant or violent behaviour in their children. There has to be greater community involvement, as many of the problems of crime and violence stem from the community in which the scholars grow up and live. This violence is a spill-over from community into the school. The police need to work in cooperation with education authorities. The 28% responded as don't know or cannot tell.

Most of respondents said that the Department of Education is not doing enough to protect them as they continue to fall victim to crime and violence at schools. Instead of protecting them the Department shifts the blame and responsibility to the School Governing Bodies. According to the respondents the Department of Education also failed to protect the buildings and resources at schools. This is because during each quarter they experience burglary and vandalism in their respective schools. Most of the schools in Orange Farm do not have security personnel. This makes it easy for criminals to gain access to school premises. Accordingly this makes it clear that the Department of Education does not have a plan in place to prevent crime and violence in schools.

#### 4.7.5 SECTION E (Questions regarding School Governing Bodies)

##### 4.7.5.1 Close-ended Questions

Table 4.15:

QUESTION	YES	NO	TOTAL
Does the School Governing Body have a policy on crime and violence?	80%	20%	100%
Can School Governing Body influence the community to protect the school against crime and violence?	92%	8%	100%
Does the School Governing Body aware of the sanctions that can be imposed for different forms of crime and violence at school?	86%	16%	100%

To answer the question **does the School Governing Body have a policy on crime and violence**, 80% of respondents said “Yes”. The policy states that everyone is bound to respect the policy; disciplinary measures should be taken immediately for those who violate the policy; the policy should treat everyone fairly and equally; and no weapons should be allowed in school premises. The 20% of respondents said “No”. as their School Governing Body never distributes such document to educators.

To answer the question **can School Governing Body influence the community to protect the school against crime and violence**, 92% of respondents said “Yes”. The parents who are not working, can volunteer to patrol and protect the school. The remaining 8% said “No”. The parents are reluctant to offer voluntary service to the school without any remuneration of compensation.

To answer the question **does the School Governing Body aware of the sanctions that can be imposed for different forms of crime and violence at school**, 86% of respondents said “Yes”. The School Governing Body is the biggest entity that governs schools. Any policy within the framework of the school should be endorsed by School Governing Body first before it can be implemented. The 14% of respondents said “No”. The School Governing Body is not aware about such sanctions, because some of learners have been expelled from

schools without the knowledge of School Governing body, and corporal punishment is in practice in most schools at Orange Farm.

#### 4.7.5.2 Open-ended Questions

Table 4.16:

QUESTION	RESPOND	DON'T KNOW	TOTAL
Does the School Governing Body have a plan in place to eliminate crime and violence at school?	78%	22%	100%
Does the School Governing Body doing enough to curb crime and violence at schools?	72%	28%	100%
What causes crime and violence according to School Governing Body at school?	89%	11%	100%
How can School Governing Body protect educators against crime and violence at school?	95%	5%	100%
How can School Governing Body protect learners against crime and violence at school?	79%	21%	100%
How School Governing Body developed educators to handle crime and violence?	88%	12%	100%

To answer the question **does the School Governing Body have a plan in place to eliminate crime and violence at schools**, 78% of respondents agreed with the fact that School Governing Body has a plan in place to eliminate crime and violence at schools. The School Governing Body is working together with South African Police Service in order to eliminate crime and violence at school. The School Governing Body also encouraged the community to volunteer in order to combat crime and violence at school. The 22% of respondents responded as don't know or cannot tell.

To answer the question **does the School Governing Body doing enough to curb crime and violence at schools**, 72% of respondents, the School Governing Body is not doing enough to curb crime and violence at schools. The problem of crime and violence is still high; educators

and learners are still threatened by gangsters who use weapons and drugs at schools. The 28% responded as don't know or cannot tell.

To answer the question **what causes crime and violence according to school Governing Body at school**, 89% of respondents reveals physical fighting as a major factor. It has been revealed that boys were usually the one involved in physical fighting. Girls are also got involved in fights to a lesser degree than boys. Most boys turn to physically fighting in order to resolve their differences and that most carried some form of weapon or another with them at school. Physical fighting include action such as slapping, stabbing, pushing, mugging, hitting someone else with a stick pulling hair and shooting. The 11% responded as don't know or cannot tell.

To answer the question **how can school Governing Body protect educators against crime and violence at schools**, 95% of respondents stated that it is important for the School Governing Body to protect educators against crime and violence at schools. The following measures were taken into consideration: no one should be allowed to carry any kind of a weapon, police should always patrol and visit schools regularly, security personnel should be hired, and School Governing Body should encourage professional people like social workers and psychologists to visit schools and address educators and learners about crime and violence. 5% responded as don't know or cannot tell.

To answer the question **how School Governing Body protect learners against grime and violence at schools**, 79% of respondents pointed out the following as measures that can be used to protect learners against crime and violence at schools: learner should be taught how to handle crime and violence, protective measures like electronic detectors, cameras, and alarms, should be installed. Respondents also emphasis the fact that crime and violence should be part of school curriculum. The remaining 21% of respondents stated as don't know or cannot tell.

To answer the question **how School Governing Body deals with learners who engaged in acts of crime and violence at school**, the following responses were obtained:

**Table.4.17: How School Governing Body deals with acts of crime and violence done by learners at school**

<b>HOW SCHOOL GOVERNING BODY DEALS WITH ACTS OF CRIME AND VIOLENCE DONE BY LEARNERS AT SCHOOL</b>	<b>FREQUENCY</b>
Generally no action is take	22%
Verbal warning that are not taken seriously	16%
Inconsistent/indisciplinary action	40%
Consistent/faire disciplinary action	12%
Learners are afraid to engage in acts of crime and violence because firm disciplinary action is taken	10%
Other (specify)	-
<b>TOTAL</b>	<b>100%</b>

Table 4.17 show 40% (inconsistent/disciplinary action) as the highest respond and followed by 22% (generally no action taken), 16% (verbal warning that are not taken seriously), 12% (consistent/faire disciplinary action) and lastly 10% (learners afraid to engage to in acts of crime and violence because firm disciplinary action is taken).

To answer the question **how School Government Body developed educators to handle crime and violence at school**, 88% of respondents highlighted that following mechanism can be used to develop educators to handle crime and violence at school: to call experts like, South African Police Service to train educators to detect crime within and around the school; to conduct workshops to make educators aware of criminal activities; to train educators how to identify incidents related to crime; and to give a number of a schools sponsored police (adopt a cop). The 12% responded as don't know or cannot tell.

The school Governing Body is the highest decision making body in schools. This is further confirmed by the fact that any policy within the framework of the school should be approved and endorsed by the School Governing Body before it can be implemented. One of the main functions of the School Governing Body is to make sure that both the educators and learners are protected all the time, particularly in the school yard. The following measures were suggested to can assist in the protection educators and learners against crime and violence in schools: electronic detectors, cameras and school alarms. These were suggested to be installed in all schools around the country. Protection in most schools in Orange Farm is however offered by unemployed parents who volunteer to patrol and protect these schools.

Since corporal punishment was abolished, the School Governing Body is the only authority that administers any form of sanctions that can be imposed by the schools. According to these School Governing Bodies, crime and violence in Orange Farm is largely caused by a variety of factors, among them are: - physical fighting, poverty and unemployment.

#### 4.7.6 SECTION F (Questions regarding South African Democratic Teachers Union)

##### 4.7.6.1 Open-ended Questions

Table 4.18:

QUESTION	RESPOND	DON'T KNOW	TOTAL
Does South African Democratic Teachers Union (SADTU) concern about crime and violence at schools?	85%	15%	100%
Does SADTU think crime and violence can disturb the learning of children at school?	78%	22%	100%
How can SADTU prevent crime and violence at school?	74%	26%	100%%
Does SADTU have a police on crime and violence for schools?	82%	18%	100%
How can SADTU protect educators against crime and violence at schools?	68%	32%	100%
How can SADTU protect learners against crime and violence at schools?	96%	4%	100%
How SADTU can develop educators to handle crime and violence at schools?	82%	18%	100%
What causes crime and violence at school according to SADTU?	75%	25%	100%
According to SADTU what type of crime and violence experienced most at school?	78%	22%	100%
Does SADTU have a plan in place to eliminate crime and violence at schools?	88%	12%	100%

To answer the question **does South African Democratic Teachers Union (SADTU) concern about crime and violence at schools**, 85% of respondents stated that SADTU is not concern about crime and violence at schools. Educator unions were established to promote educator welfare and their job is to look after their members interests. Unions invariably promote educators and union benefit. They divert school spending into the things they care about, increased educator pay and improve working working conditions (including reduced class size). The pressure is on unions to increase gain for their members regardless of the implications for the educational achievement of students. They push for more generous leave provision, promotion, and transfer policies that rely heavily on seniority and have nothing to do with educator quality. The remaining 15% of respondents stated as don't know.

To answer the question **does SADTU think crime and violence can disturb the learning of children**, 78% of respondents agreed with the fact that educator-learner relationship can be negatively affected as a result of crime and violence. If an educator is threatened with a weapon, then s/he is less likely to engage the class or provides motivation for a child who is struggling. Inevitably, where the learners are unhappy in school and violence exists, the learners will find it difficult to concentrate on work, and this can lead to a drop in the learner's academic achievement. The remaining 22% of respondents responded as don't know.

To answer the question **how can SADTU prevent crime and violence at school**, 74% of respondents are fully doubtful with the fact that SADTU can prevent crime and violence at schools as SADTU policies are more based specifically on protecting the working conditions of educators like salaries. The policy does not protect learners. The 26% of respondents stated as don't know.

To answer the question **does SADTU have a policy on crime and violence for schools**, 82% of respondents indicated clearly that SADTU don't have a policy on crime and violence for schools. It is therefore difficult for SADTU to deal with the incidences of crime and violence at schools. Presently SADTU don't have a committee which deals specifically with

crime and violence at schools. All problems deals with crime and violence are referred to South African Police. The remaining 18% of respondents responded as don't know.

To answer the question **how can SADTU protect educators against crime and violence at schools**, 68% of respondents said that SADTU can protect educators against crime and violence. SADTU is the organization that protects the interest of educators. It offers more educational or training opportunities for the educators to develop skills to deal with crime and violence within the school; and also to assist educators with skills to cope with the problem of violence or criminal elements within the class. The 32% of respondents indicated as don't know.

To answer the question **how can SADTU protect learners against crime and violence at schools**, 96 % of respondents indicated that SADTU does not have a plan of protecting learners against crime and violence at schools. SADTU is an organization that protects the interests of educators not of learners. The remaining 4% of respondents indicated as don't know.

To answer the question **how can SADTU develop educators to handle crime and violence at schools**, 82% of respondents said that SADTU can develop educators to handle crime and violence at schools. Presently SADTU is busy empowering its members (including educators) with skills to handle crime and violence. SADTU has also identified areas like informal settlements which include Orange Farm and disadvantage communities to workshop specifically educators about crime and violence. The remaining 18% of respondents responded as don't know.

To answer the question **what causes crime and violence at schools according to SADTU**, 75% of respondents feel that the presence of gang and gang activity, and the subsequent involvement by pupils in gangs, could be a reason. Statement such as, "gagsterism, especially boys ganging up on each other" and "their association with delinquent peer groups", tend to indicate the types of responses that highlighted this problem. These gangs or delinquent peer groups can be categorized as: criminalistic, often conflict-orientated (dominance orientated),

and retreatist in that they seek only to flee from the society in which they fail and use narcotics and alcohol as a means to retreat. However, there are gangs formed as a result of lower-class culture to escape the poverty trap. The remaining 25% of respondents responded as don't know.

To answer the question **according to SADTU what type of crime and violence experienced most at schools**, 78% of respondents stated that there are so many types of crime and violence experienced by schools. Educators (male and female) are more prone to incidences of common assault and, more specifically, the targets of verbal abuse. Learners, too, are prone to common assault that could include incidences of physical violence e.g. fighting and bullying. Male scholars are also fairly prone to more serious forms of assault that can be attributed to gang activity and criminal activity. This agrees with the findings of respondents who conclude that girls tend to be prone to relationship victimization (boy-girlfriend trouble), whereas boys are more prone to overt threats and physical victimization. The remaining 22% of respondents responded as don't know.

To answer the question **does SADTU have a plan in place to eliminate crime and violence at schools**, 88% of respondents said SADTU don't have a plan in place to eliminate crime and violence at schools. The policy of SADTU stated categorically that its main objective is to ensure that educators are protected and well served. This simply means that the schools and learners are not covered by the policy. 2 % of respondents responded as don't know.

According to the respondents, the South African Democratic Teachers Union (SADTU) is not concerned about crime and violence at schools. This is because the main aim of this particular union, like all others, is to look after its members' interests like salary increments and promotions. The quality of education is surely not their key focus area. Most of the respondents said it will be impossible for SADTU to deal with crime and violence because it does not have a police force of its own to can handle the crime and violence engulfing schools and their members. The other reason they cited was that SADTU does not have a plan in place to protect educators and learners at school. According to the respondents it will

be of paramount importance for SADTU to empower its members with skills to handle crime and violence at schools.

#### **4.8 Conclusion**

The purpose of the chapter was to explore the causes and consequences of crime and violence at schools. It further explored the impact of crime and violence on morale and productivity of educators in Orange Farm. The next chapter discusses the findings and conclusions drawn from the study.

The purpose of this chapter was to explore the causes and consequences of crime and violence in schools. It further explored the impact of crime and violence on morale and productivity of educators in Orange Farm. This chapter is composed out of six sections which are sections section A up to section F.

Section A elaborates more on the demographics. According to table 4.1 and figure 4.1 it is clear that the majority of respondents were man. Table 4.2 and figure 4.2 present the age of the respondents which ranges from 20-50 years. Table 4.3 and figure 4.3 tells us more about the home languages of the respondents. It is clear that most of respondents are SeSotho speaking. Table 4.4 and figure 4.4 shows the doctorate degree as the highest qualification of the respondents. Table 4.5 and figure 4.5 indicates that most of the respondents are found in the senior phase of the education level. Table 4.6 and figure 4.6 show that most of respondents did schooling that is officiated to Department of Education and Training. The last table which is 4.7 and figure 4.7 indicates the teaching experience of respondents which ranges from 4 to more than 20 years.

Section B tells us more about how crime and violence impact on educators. Most educators said that they do not feel safe in schools due to the high levels of crime and violence they are experiencing. According to these educators the possible reasons for crime and violence are:- lack of discipline amongst pupils, availability of drugs, abuse of alcohol by learners, poverty in communities and the broken families that are often complicated by the presence of youth

gangs. The above mentioned factors forced educators to protect themselves by carrying weapons, especially guns at schools.

Section C tells us more about how the police manage crime and violence in schools. Most respondents indicated that police are struggling to bring crime and violence under control in schools due to the rate of crime and violence which are experienced by educators and learners. According to the respondents, the reason why the police are struggling to control crime and violence is the shortage of resources like radios and vehicles.

Section D explained the role of Department of Education and Training. According to the respondents the Department of Education and Training is not doing enough to curb crime and violence at schools because educators and learners are still victims of crime and violence. Most schools in Orange Farm do not have security personnel. This makes it easy for criminals to gain access into school yards. This was confirmed by the fact that there are burglaries and vandalism reported to police in every quarter of the year.

Section E clarified the role of the School Governing Body regarding the crime and violence which is experienced by the educators and learners. Although School Governing Bodies tried their level best to curb crime and violence at school but zero tolerance is what is expected. According to the respondents, the problem of crime and violence is still high because educators and learners are still threatened by the gangsters which use weapons and drugs at schools.

Section F tells us more about the South Africa Democratic Teachers Union (SADTU) towards crime and violence at schools. The respondents indicated clearly that SADTU is not concerned about crime and violence at schools because it does not have a policy on crime and violence for schools. It is therefore difficult for SADTU to deal with the incidences of crime and violence at schools. Based on the responses received during the empirical research, the researcher has formulated suggestions for improvement. These suggestions will be discussed in the next chapter.

## **CHAPTER FIVE**

### **SUMMARY, FINDINGS AND RECOMMENDATIONS**

#### **5.1 Introduction**

By means of the information that has been gathered from questionnaires completed by 50 respondents, it is clear that the objective has been achieved. The purpose of this chapter is to summarise the findings of this study. The recommendations are provided to improve the morale and productivity of educators in line with the objectives set out for this research.

#### **5.2 Summary**

In chapter one, the researcher indicated that the crime and violence experienced by educators in the Orange Farm area is shocking. Most educators and learners go to school armed in fear for lives. Crime and violence have far-reaching consequences for education. These negatives may lead to the collapse of morale and productivity of educators. Moreover, these tendencies may result in serious physical, emotional and psychological problems, among others, stress, and decline in self-confidence, possible depression, poor concentration and less frequent school attendance by educators. Crime and violence in Orange Farm pose a serious threat to the goal of establishing peace and security in schools.

The following research questions came to the fore:

- What is meant by morale and productivity of educators?
- What is the extent of crime and violence at Orange Farm?
- What is the impact of crime and violence on the morale and productivity of educators at Orange Farm?
- What recommendations can be offered to add values to improve morale and productivity of educators at Orange Farm?

The objectives of research were the following:

- To give a theoretical exposition of concepts morale and productivity.
- To give an overview of the extent of crime and violence at Orange Farm.
- To investigate the impact of crime and violence on morale and productivity of educators at Orange Farm.
- To offer recommendations that may add value for educators to improve morale and productivity.

Chapter two dealt with theoretical exposition of the concepts: morale and productivity. This chapter attempted to address some of the conceptual issues involved studying morale and productivity. It contributed towards clarifying the concepts, morale and productivity. The nature of the relationship between morale of educators and the productivity of school was explored as well. Beset by the unruly crime and violence of pupils, educators are being booked off sick for as long as a year at a time. The educators are taking stress leave, mainly because of crime and violence. They are diagnosed with depression and this brings about the lack of school productivity due to educator absenteeism

Chapter three discussed an overview of extent of the crime and violence in schools at Orange Farm. According to the statistics Orange Farm has registered a significant number of cases of attempted murder, indecent assault, drug-related crimes, illegal possession of firearms and ammunition, public violence and robbery of business premises.

There are some discrepancies in the statistics stated in both Table 3.4 and 3.5 reflecting the extent of crime and violence issued by the Orange Farm Police Station. According to principals, deputy principals and educators most crime and violence are not reported to the police. Educators and school disciplinary communities are the ones dealing with crime and violence at schools. Based on the statistics of crime and violence in schools in Orange Farm, the research explored nature and extent of crime and violence in schools at Orange Farm.

Chapter four focused on the empirical study to investigate the impact of crime and violence on morale and productivity of educators in Orange Farm. The study was designed with regard to the research problem, research approach and research methods. Data regarding crime and violence on morale and productivity of educators in Orange Farm was obtained from Principals, Deputy Principals, HODs and educators in different schools through structured interviews and questionnaires.

### **5.3 Findings**

#### **5.3.1 Findings on theoretical exposition of concepts, morale and productivity**

- Overcrowding of classes create a serious problems for educators morale at schools (cf. paragraph 2.2.3).
- Low salaries and low status threatens the morale of educators (cf. paragraph 2.2.3).
- Crime and violence in schools have further worsened the morale of educators (cf. paragraph 2.2.3).
- There are variables of the morale status of the educators that can used globally to enhance productivity (cf. paragraph 2.2.4).
- There is no one determining factor that influence educator morale (cf. paragraph 2.2.4).
- High morale is advantageous to everyone involved in the educational process (cf. paragraph 2.3).
- There are reasons or evidence for lack of school productivity (cf. paragraph 2.6.2).
- There is an indication of effective productivity strategy (cf. paragraph 2.7).
- There is a relationship between productivity and morale (cf. paragraph 2.8).

#### **5.3.2 Findings on overview of extent of crime and violence in schools at Orange Farm**

- Emigration of professionals (educators) in South Africa is a serious issue which needs urgent attention (cf. paragraph 3.2.1).
- Schools do not report crime and violence to relevant authorities (cf. paragraph 3.5).

- Crime and violence threaten the achievement of educational goals (cf. paragraph 3.5.1).
- There is no one determining factor to crime and violence at schools (cf. paragraph 3.5.1).
- Learners from different socio-economic backgrounds may resort to crime and violence (cf. paragraph 3.5.1).
- We cannot ignore the problem of school violence and it is not someone else's problems (cf. paragraph 3.5.1).
- Crime and violence threatens the well-being of learners at schools (cf. paragraph 3.6).
- Racism at school grounds is a serious issue which can bring the violence; therefore it needs urgent attention (cf. paragraph 3.6).

### **5.3.3 Empirical analysis of the impact of crime and violence on morale and productivity of educators at Orange Farm**

- There is evidence from respondents that learners carried weapons with them at schools (cf. paragraph 4.8.2).
- Poverty and unemployment play a very important role in school violence (cf. paragraph 4.8.7).
- Evidence from the respondents revealed that abuse and physical fighting is one of the types of crime and violence experienced by schools (cf. paragraph 4.8.11).
- Findings from research indicate that police are not doing enough to protect educators and learners (cf. paragraph 4.8.18).
- It is clear from the respondents that the department of education is having a policy on crime and violence at schools (cf. paragraph 4.8.26).
- Drug abuse was mentioned as one of the factors that contribute towards crime and violence at schools (cf. paragraph 4.8.29).
- School Governing Body reported that high rate of unemployment and poverty are the causes of crime and violence (cf. paragraph 4.8.37).
- It is clear that one of the functions of School Governing Body is to protect learners against crime and violence (cf. paragraph 4.8.39).

- Respondents agreed that crime and violence can disturb the learning of learners at school (cf. paragraph 4.78.42).
- Evidence from the respondents indicates that South African Democratic Teachers Union doesn't have a policy on crime and violence at schools (cf. paragraph 4.8.44).

## **5.4 Conclusion**

### **5.4.1 Conclusion on theoretical exposition of concepts, morale and productivity**

Based on primary and secondary information, the research makes the following conclusions:

- Overcrowding at school presents an opportunity for low morale to erupt at educators. Large classes, insufficient facilities and rationalization all contribute to low morale.
- Low salaries and low status is one of the reasons that make educators morale to be low. The South African educators feel that they are not at par with other educators around the world; they feel that migration to overseas can better their salaries.
- To witness crime and violence everyday and to experience the accompanying trauma has a significant influence on a person's life. Crime and violence does not only affect educators physically and psychologically but they also directly destruct their morale.
- There is no one determining factor that could be used to enhance the productivity of educators.
- There is no one determining factor that could be pointed as the origin of educators' low morale.
- As a result of high morale, educators try to find alternative ways to give their best, by teaching even during holidays.
- There are no specific or single instrument use to measure and define morale. Individual institution has its own measuring instrument.
- Lack of school productivity is brought by different factors, and one of the major factors is unruly crime and violence that take place at schools.
- There are different kinds of effective strategies that can be used, but the most effective one is to empower or train all staff members to increase productivity.

- Morale and productivity can not be separated, because one depends on each other. In school situation the most common measuring stick for productivity is standardized test results and the number of graduate rates.

#### **5.4.2 Conclusion on overview of extent of crime and violence in schools at Orange Farm**

- It is important that professional people (educators) should be protected against crime and violence in schools. Most highly qualified educators migrate to overseas because of the high crime and violence that takes place in the South African schools.
- Principals and School Governing Bodies might be scared of a bad reputation. It might also be that they are not concerned about the victims. People are weary not to get involved in situation which might influence their work and reputation as educators.
- The present situation is not conducive to proper education in schools. No peaceful, healthy or tranquil atmosphere exist which provides an ideal educational setting.
- There is no one determining factor that could be pinpointed as the origin of school violence. There are so many factors involved therein which make this a very complex issue which needs as much as input and thought as possible.
- As a result of socio-economic factors learners try as hard as they can to find alternative ways to provide for themselves—whether by means of crime and violence.
- Parents, School Governing Body, the community, NGOs and all stakeholders in education should be responsible for health promotion. They are all role-players in children's lives and can exert a positive influence on healthy lifestyles and providing a healthy environment for them to be educated in.
- Crime and violence in schools are not a phenomenon that will disappear by itself or overnight. Educators, education community and all stake holders in education are responsible for solving this issue as soon as possible on urgent basis.
- The learners are the future citizen and in order to provide for the future, it is necessary to train, equip and educate them about unity that will bring our learners together.

### **5.4.3 Empirical analysis of the impact of crime and violence on morale and productivity of educators in Orange Farm**

- It is alarming that violence has increased to such an extent that weapons are now being carried to school. The fact that knives, screwdrivers, guns, scissors, mathematics instruments and ballpoints are involved proves that the situation is critical, as peoples lives are at stake. Weapons are carried freely to and fro school. This makes it easy for perpetrators of violence at school to conduct their business without any interference from education authorities or the South African Police Services.
- Drug dependency and alcohol abuse are associated with both poverty and unemployment. They are also contributing factors to violence and in particular school violence.
- To witness violence everyday and experience the trauma of violence has a significant influence on a person's life, especially when the child is of an impressionable age. This is a lifestyle that we have got used to and it also cultivates a culture of violence. Parents who are abusive at home have a negative influence on their children's behaviour. These children will most probably be abusive parents as well. Violence has thus become a lifestyle.
- Policies and plans are there to counter-act all factors that are contributing towards violence in schools. These policies and plans need to be implemented and monitored as well.
- The school is the ideal setting for the prevention of crime and violence. It has become clear that school grounds have become battlefields. With proper preventative measures and programmes in place, assistance from all stakeholders and trained staff, it is possible to contain violence and have a positive influence on learners. The school grounds are settings that can easily be controlled and their exit easily monitored.
- Schools need to adopt polices and plans to counter-act the physical and psychological factors which lead to crime and violence in schools. These policies and plans need to be monitored as well.

## 5.5 Recommendations

The research offers the following recommendations:

- Prevention of overcrowding of schools and upgrading of facilities is imperative to provide control.
- Preventing migration of educators to overseas will help promote the culture of education in our schools.
- National drug and alcohol prevention programmes in schools backed-up by the security services (SAPS) and other concerned parties should be fully encouraged and supported.
- The police ((SAPS) must be more service-oriented in preventing and combating crime in schools.
- Principals, School Governing Bodies, the community and all stakeholders in education should report crime and violence to relevant authorities.
- In depth research into issues of poverty and unemployment as well as their effects on learners in and out of school should be done.
- Principals and School Governing Bodies should be informed about the increasing problem of school violence and its threat to every school's well-being.
- In depth research into the issue of sexual abuse and the fact that girls are leaving school at a very young age should be done and made available to assist in the resolution of this mystery.
- The culture of violence should be resisted and replaced with a culture of ubuntu (humanness). This will help learners to cope with their problems in a non-violent way.
- Conflict resolution as a point of departure for the prevention of crime and violence at school needs parents, School Governing Body, community and all stakeholders.
- Gangsters and gambling within school premises is a serious problem which needs a proper preventative measures and programmes.

- All stakeholders like community, Department of Education, School Governing Body, learners and NGOs need to realize their roles on how to reduce crime and violence in schools.
- The Department of Education needs to architect a register of crime and violence for itself and for all schools in Orange Farm.
- School failures and school leavers (those who completed grade twelve) are significant risk factors for youth crime and violence.
- Schools should always do own assessments of crime and violence in each quarter.

It is thus recommended that the Department of Education and Training should provide or promote dedicated services for the support of victims of crime and violence. The work of non governmental organizations in assisting victims of crime and violence should also be encouraged by the Department of Education. The Department of Education and Training should develop policies to identify and to combat repeated victimization. Specific protection measures should be put in place for victims at risk of intimidation, reprisal or repeat victimization. The Department of Education should develop a consistent strategy that ensures collection of meaningful school crime data. The Department of Education should point out causes of crime and violence and suggest where interventions may be most needed. Affected schools must come out with a better understanding of how crime and violence might be prevented and how healing might be promoted. The Department of Education and Training should teach learners about the effects of crime and violence as part of school curriculum. The Department of Education and Training should provide a summary of findings and strategies at each site for local educational leaders, families and communities in order to adapt to their specific needs and to break down the barriers for minority low income students. The Department of Education and Training should provide support to schools that have declared a commitment to creating and maintaining a culture of peace. The Department of Education and Training should promote working togetherness among educators, students and community members to ensure that everyone feels safe, respected and valued. Schools must develop a school safety plan and those plans must necessarily involve the entire community. Schools must build and maintain a strong human rights culture that is practiced by educators and learners alike (obtained

from

[www.aft.org/topics/discipline/element5.htm](http://www.aft.org/topics/discipline/element5.htm); [www.books.heinemann.com/products/e00726.aspx](http://www.books.heinemann.com/products/e00726.aspx);  
[www.fightcrime.org/reports/schoolviol.htm](http://www.fightcrime.org/reports/schoolviol.htm);  
[www.en.wikibooks.org/wiki/social\\_and\\_cultural\\_foundations\\_of\\_america\\_educat](http://www.en.wikibooks.org/wiki/social_and_cultural_foundations_of_america_educat)).

## 5.6 Suggestions for further research

- The overall objective of a zero tolerance on crime and violence should be in place to reinforce efforts to arrest the growing crime in public institutions.
- The gap between the rich and the poor should be considered because poverty is the root cause of many of the issues that leads youth to crime and violence.
- Young people need access to a range of recreational opportunities so that they can develop skills, be part of a positive group and to occupy their leisure time with pro-social activities.
- School safety centres should be established in order to improve the quality of their safety.
- Compensation should be provided for treatment and rehabilitation for physical and psychological injuries specifically for educators and learners who have fallen victim to crime and violence.
- A Safety School Plan is needed to encompass programmes that provides for the safety and security of educators. This should be ongoing, systematic and comprehensive and should address both short-term and long-term safety concerns in schools.
- Imposing non-compliance penalties on school officials responsible for reporting incidents of crime at their schools.

- Fighting crime and violence should become one of the top priorities of the Department of Education and Training.
- Students should be given opportunities and encouragement to freely debate and discuss crime and violence.
- The breakdown of families pushes children to seek the stability and a caring environment through joining and forming gangs
- Clear rules should govern the disclosure procedure of confidentiality of all victims of crime and violence.
- The strengthening and the monitoring of crime offenders in the community should be done on a regular basis.
- The setting up of a Police Complaints Commissioner to review the handling of non criminal complaints made about the police should be done.

Obtained from ([www.legal-infolegale.nb.ca/showpub.asp](http://www.legal-infolegale.nb.ca/showpub.asp); [www.dccourts.gov/dccourts/superior/cvcp.jsp](http://www.dccourts.gov/dccourts/superior/cvcp.jsp); [www.ovc.gov/publications/bulletings/legalseries/bulleting2](http://www.ovc.gov/publications/bulletings/legalseries/bulleting2); [www.wikipedia.org/wiki/independent\\_police\\_complaints\\_commission](http://www.wikipedia.org/wiki/independent_police_complaints_commission); [www.schoolsafety.us.nationalschoolsafetycenter](http://www.schoolsafety.us.nationalschoolsafetycenter)).

### **5.7. Conclusion**

The aim of this chapter was to conclude the research report by giving a summary of the findings, a presentation of the conclusions as well as by giving recommendations for further research.

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APPENDICES

REQUEST TO CONDUCT RESEARCH AT ORANGE FARM SCHOOLS

APPENDIX A

820 NIGEL STREET  
IRONSIDE  
1884  
19 MRCH 2007

THE DISTRICT DIRECTOR  
JOHANNESBURG SOUTH  
DISTRIC 11  
SOWETO  
2000

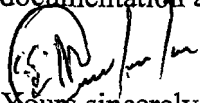
Dear Sir/Madam

Re: Research process within the D11 Johannesburg South District

I am at present a student at the North West University (Vaal Triangle Campus) and in my final year (Masters degree in Development and Management). I however, need to do research in the D11 Johannesburg South with regard to the topic as set out in my research proposal which is included in this package.

I am of the opinion that the Department of Education would benefit from the research to be done, seeing that the topic is quite controversial and has a detrimental influence on all stakeholders within the education system at schools.

I, therefore, request permission to do research within D11. I have included all necessary documentation and information where and when the research will be conducted.

  
Yours sincerely

T.D. Mokola

APPENDIX B

RESEARCH QUESTIONNAIRES

## RESEARCH QUESTIONNAIRES

### SECTION A

Title: The impact of crime and violence on the morale and productivity of educators at Orange Farm.

#### Introduction

The student who authored this questionnaire is pursuing a Masters degree in Public Development and Management and will therefore appreciate your assistance in completing the questionnaire as frankly as you possibly can.

Information regarding your identity has been omitted to ensure confidentiality.

Please give answers as comprehensively as possible. Indicate with an (x) the statement applicable to you.

#### 1. Gender

Male	
Female	

#### 2. Your age in years

20-25 years	1	
26-30 years	2	
31-35 years	3	
36-40 years	4	
41-50 years	5	
Older than 50 years	6	

#### 3. Home languages

English	
Afrikaans	
South Sotho	
Northern Sotho	
Tswana	
Zulu	
Xhosa	
Tshivenda	
Ndebele	
Swati	
Tsonga	

#### 4. Qualification

Grade twelve	1	
Primary Teachers Diploma	2	
4 years Teachers Diploma	3	
Degree	4	
Honours Degree	5	
Masters	6	
Other Degree	7	

#### 5. Teaching level

Foundation Phase (Grade R-3)	
Intermediate Phase (Grade 4-6)	
Senior Phase (Grade 7-9)	
FET (Grade 10-12)	

#### 6. Type of school

Department of Education and Training	1	
Private	2	
'C' Model	3	

#### 7. Number of years teaching experience (to the nearest completed year)

4-8 years	1	
9-12 years	2	
13-16 years	3	
17-20 years	4	
More than 20 years	5	

### SECTION B

#### 1. How does crime and violence in schools impact on you as an educator?

	Not at all	To small extent	To a large extent
Decrease job satisfaction			
Decrease productivity			
Increased absenteeism			
Low morale			

Fear of victimization			
Loss of authority			
Increase stress			
Poor classroom management			
Anger			

2. Do the learners carry weapons with them at school?

Yes | No

If yes, what kind of weapons?

---



---



---

3. Do the educators carry weapons with them at school?

Yes | No

If yes, why are they carrying weapons?

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---

4. What are possible reasons for educators being threaten with a weapon at school?

---



---



---

5. What are possible reasons for learners being threaten with weapon at school?

---



---



---

6. What would you regard as the main factor influencing and contributing to violence in your school?

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7. In your opinion what are the causes of crime and violence at Orange Farm schools?

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8. How crime and violence affect your school?

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---

9. Does your school have a policy on crime and violence?

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---

---

10. Does your school have a plan in place to eliminate crime and violence?

---

---

---

SECTION C

1. What type of crime and violence experienced by your school?

---

---

---

2. How police manage crime and violence at your school?

---

---

---

3. Do the police respond in time when they are called at school?

Yes	No
-----	----

If no what are possible reasons?

---

---

---

4. Do police interact with schools at Orange Farm?

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5. There are enough resources for police? (e.g. radios, vehicles)

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---

---

6. Do you think police are doing enough to curb crime and violence at Orange Farm schools?

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---

---

7. There are regular patrols by police at Orange Farm schools?

Yes	No
-----	----

8. Does police give enough protection to educators and learners?

If no what are possible reasons?

---

---

---

9. How many cases of crime and violence reported to police by schools?

---

---

---

10. What measures can be used to reduce crime and violence at schools?

---

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#### SECTION D

1. What role does the department of education play in addressing crime and violence at schools?

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2. Does the department of education protect teachers against crime and violence at your school?

Yes	No
-----	----

If no what are possible reasons?

---

---

---

3. Does the department of education protect the building and resources at your school?

Yes No

If no what are possible reasons?

\_\_\_\_\_  
\_\_\_\_\_

4. Does the department of education provide security personnel at your school?

Yes No

If no what are possible reason?

\_\_\_\_\_  
\_\_\_\_\_

5. Do you think the department of education is doing enough to curb crime and violence at your school?

Yes No

If no what are possible reasons?

\_\_\_\_\_  
\_\_\_\_\_

6. Does the department of education have a policy on crime and violence at schools?

\_\_\_\_\_  
\_\_\_\_\_

7. Does the department of education have measures in place to prevent crime and violence at schools?

\_\_\_\_\_  
\_\_\_\_\_

8. Does the department of education have a register of crime and violence for Orange Farm schools?

\_\_\_\_\_  
\_\_\_\_\_

9. What are the causes of crime and violence according to the department of education?

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10. How does the department of education address crime and violence at schools?

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SECTION E

1. Does the School Governing Bodies have a policy of crime and violence?

Yes	No
-----	----

If yes what says the policy?

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---

2. Can School Governing Body influence the community to protect the school against crime and violence?

Yes	No
-----	----

If yes how?

---

---

---

3. Does the School Governing Body aware of the sanctions that can be imposed for different forms of crime and violence at school?

Yes	No
-----	----

4. How School Governing Body deals with learners who engage in acts of crime and violence at school?

Complete by marking the appropriate square with a cross/tick

Generally no action is taken	<input type="checkbox"/>
Verbal warning that are not taken seriously	<input type="checkbox"/>
Inconsistent/ indisciplinary action	<input type="checkbox"/>
Consistent/fair disciplinary action	<input type="checkbox"/>
Learners are afraid to engage in acts of crime and violence because firm	<input type="checkbox"/>

disciplinary action is taken	
Other (specify)	

5. Does School Governing Body have a plan in place to eliminate crime and violence at school?

---

---

---

6. Does the School Governing Body doing enough to curb violence at school?

---

---

---

7. What causes crime and violence according to School Governing Body at school?

---

---

---

8. How can School Governing Body protect educators against crime and violence at school?

---

---

---

9. How can School Governing Body protect learners against crime and violence at school?

---

---

---

10. How School Governing Body developed educators to handle crime and violence at school?

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#### SECTION F

1. Does South African Democratic Teachers Union (SADTU) concern about crime and violence at schools?

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2. Does SADTU think crime and violence can disturb the learning of children?

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3. How can SADTU prevent crime and violence at schools?

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4. Does SADTU have a policy on crime and violence for schools?

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5. How can SADTU protect educators against crime and violence at schools?

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---

---

6. How can SADTU protect learners against crime and violence at schools?

---

---

---

7. How SADTU developed educators to handle crime and violence at schools?

---

---

---

8. What causes crime and violence at schools according to SADTU?

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---

9. According to SADTU what type of crime and violence experienced most at schools?

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10. Does SADTU have a plan in place to eliminate crime and violence at schools?

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**Thank you for your co-operation**