060013958W

North-West University
Mafikeng Campus Library

ISSUES AND CHALLENGES FACING SCHOOL MANAGEMENT TEAMS AND EDUCATORS ON SCHOOL SAFETY

BY

MPHO BRENDA MTHWECU

DISSERTATION IN FULFILMENT OF THE REQUIREMENTS FOR THE DEGREE OF MASTER OF EDUCATION IN THE DEPARTMENT OF EDUCATIONAL PLANNING AND ADMINISTRATION IN THE FACULTY OF EDUCATION.

STUDENT NO : 16325761
SUPERVISOR : DR. M.C. TEU

DATE: DECEMBER 2006

DECLARATION

I Mpho Brenda Mthwecu declare that the Research project for the Degree of Master of Education in the Faculty of Education, Department of Educational Planning and Administration at North West University hereby submitted has not been previously submitted by me for a degree at this University or any other institution. That is my own work in design and execution and that all materials contained herein have been duly acknowledged.



ACKNOWLEDGEMENT

I would like to take this opportunity to thank the " KING OF KINGS" for being so gracious to me, the strength He supplied me with to complete the research project kept me going. I also wish to show my appreciation to my supervisor Dr. Teu M.C. for the support, comments, deliberations, research expertise, advice and encouragement she gave to me to complete the task. This would not have been possible without her patience, availability and kind assistance. Her contributions will always kindle a flame of hope in my heart.

My gratitude goes to Mr Modise Sedupane who spent hours helping me with descriptive statistics. Ms Maureen Ledibane, Lecturer in English Academic skills at the North West University for reading, offering editorial and helpful critical evaluation together with Ms Helen Thomas, Lecturer in Education for language editing. I wish to thank the school managers for granting permission to access their schools, and who helped by distribution and collection of questionnaires.

To my family members, my husband Farrington and two lovely daughters Sazi and Kuhle for understanding and always giving support and encouragement. My mother, sisters and brothers, thank you so much. To everyone who supported me by typing, printing, making copies and binding may you be blessed.

TO GOD BE THE GLORY GREAT THINGS HE HAS DONE

ABSTRACT

The purpose of the study was to determine from the literature the nature and scope of school safety and to determine empirically the issues and challenges facing school management teams, educators and learners on school safety. A self-administered questionnaire was designed and given to 25 school managers in the Mafikeng Area Project Office for completion. Out of the total population of 73 schools, a random sampling of 25 schools was selected. In each school ten respondents were requested to complete the questionnaire i.e. school manager or deputy principal, one head of department and eight educators. The results of the study were descriptive frequency tables; inferentiate statistics used chi-square for 2x2 tables. ANOVA was used from the literature to test the difference of means.

The major findings of this study revealed that most schools have become centres of violence, crime, and alcohol and drug abuse and that they are no longer safe centres for learning. Again it has revealed that SMT in schools is threatened by gang members and are unable to deal with the situation. Although the findings revealed that the adopt-a-cop' programmes is implemented in schools, school violence still remains a challenge. Lack of discipline among learners has been cited as the most challenging experience in schools. Learners and educators are at risk of being harmed when school safety policies are not in place.

TABLE OF CONTENTS

NO.	ITEM	PAGE NO.
1.	**ORIENTATION**	1
1.1	Introduction	1
1.2	Statement of the problem	1
1.3	Research questions	5
1.4	Hypothesis	6
1.5	Aims of the study	6
1.6	Research methodology	6
1.6.1	Literature review	6
1.6.2	Empirical investigation	6
1.6.3	Population and sampling	7
1.7	Data analysis	7
1.8	Definitions of terms	7
1.9	Chapter planning	8
1.10	Summary	8
2	**LITERATURE REVIEW**	9
2.1	Introduction	9
2.2	The meaning of school safety	9
2.3	Legislative framework	10
2.3.1	South Africa	10
2.3.2	United States of America	12
2.4	Theoretical framework	15
2.4.1	Causes of School violence	15
2.4.1.1	Adolescence	15
2.4.1.2	Delinquency	16
2.4.2	Types of violence that put schools at risks	17
2.4.2.1	Violence and shooting	17
2.4.2.2	Sexual harassment	19

2.4.2.3	Bullying	23
2.4.2.4	Drug abuse and alcohol abuse	31
2.4.2.5	Gangsterism	35
2.4.3	Parental involvement and school safety	39
2.4.4	Incidents of school violence in South Africa	41
2.5	Broad strategies to intervene in school violence	50
2.5.1	Crime and violence prevention programme	53
2.5.2	Initiatives in other countries	58
2.5.3	Department interventions in schools	61
2.6	Summary	64
3	**RESEARCH DESIGN**	66
3.1	Introduction	66
3.2	Research Tools	66
3.2.1	Questionnaire as a research tool	66
3.2.1.1	Advantages of a written questionnaire	67
3.2.1.2	Disadvantages of a written questionnaire	68
3.2.2	Construction of questionnaire	69
3.2.2.1	Development of questionnaire	71
3.2.2.2	Format and content of questionnaire items	71
3.2.3	Pre-testing of the questionnaire	73
3.2.4	The final questionnaire	73
3.2.5	Covering letter	73
3.3	Administrative procedure	74
3.4	Follow up	74
3.5	Population and sampling	75
3.6	Response rate	75
3.7	Statistical analysis	76
3.8	Summary	76
4	**DATA ANALYSIS AND INTERPRETATION**	77
4.1	Introduction	77
4.2	Review of subject	77
4.3	Data analysis	77

4.3.1	Age of the respondents and their views	81
4.3.2	Gender of the respondents	85
4.3.3	Highest academic qualification of the respondents	86
4.3.4	Position held by respondents	89
4.3.5	Category	93
4.3.6	School location	97
4.3.7	Teaching experience of the respondents	99
4.4	School safety policy	100
4.5	Respondent views on schools safety	104
4.6	Summary	107
5	**CHAPTER SUMMARY, RECOMMENDATIONS AND CONCLUSION**	108
5.1	Introduction	108
5.2	Summary	108
5.3	Research Findings	109
5.3.1	Aim 1	109
5.3.2	Aim 2	109
5.4	Recommendations	110
5.5	Conclusion	111
6	**Reference List**	112

LIST OF TABLES

Table	Title	Page
4.1	Biographical and demographical data	78
4.2	Issues and challenges on school safety	79
4.3	Age category	80
4.4	Gender of the respondents	85
4.5	Education level	87
4.6	Rank	92
4.7	School category	95
4.8	Respondents by experience	99
4.9	School policies	101

LIST OF FIGURES

Figure	Title	Page
3.1	Distribution of the population sampling	75
4.1	Age of respondents	81
4.2	Rank	90
4.3	School category	94
4.4	Type of settlement	98

CHAPTER ONE

ORIENTATION

1.1 INTRODUCTION

Back to school is a period filled with both excitement and reluctance for most learners. There is an unusual kind of anxiety added to the mixture of memories and fears of school campus activities. Most learners have heard or seen stories about learners, like themselves, being gunned down by classmates. Concern is growing among educators, parents and learners themselves, about the violence manifesting itself in some of our South African schools. Incidents of harm to learners are noted regularly in the media. There are numerous situations in schools where learners carry weapons to schools.

1.2 STATEMENT OF THE PROBLEM

One of the questions that policymakers, educationists and even politicians face is whether effective teaching and learning can take place in an unsafe and violent environment. More than ever before most education institutions are faced with the challenge of keeping schools safe. According to Simpson (2004) the following are just a sample of few recent headlines from South African newspapers:

- Learner shot for a cell phone;
- A grade 10 learner stabbed to death by another learner while they were playing dice game at school;
- A 15- year-old learner killed when a 15-year-old learner opened fire arm on a group of his schoolmates;
- A 16 year-old stabbed to death by a fellow learner at the gates of his school;
- Learner stabbed with a pair of scissors after a quarrel; and

- A learner was killed and another left paralysed when a fight broke out between two neighbouring schools.

Despite the commitment of government since 1994 to provide resources and improve school conditions, current reports indicate that many schools are not functioning well because of violence, gangsters, drugs, rape and alcohol abuse. Without safety in the schools, it is difficult, if not impossible, for learning to take place. But what are the causes of violence in South African Schools?

School violence is an international concern and a worldwide problem. Carneal (1998) argues that the epidemic of school violence has reached the very heart of America; it is no longer the story of the big city or ghetto. Schools have become killing fields and children are no longer safe because other learners prey upon them. Murder has become the preferred method of settling a schoolyard dispute. This study seeks to find out whether the very same causes of violence do apply to South African schools.

According to Domingo-Swarts (2002), schools have become spaces for violence. Violence and crime represent real threats to the achievement of educational goals. Learners and educators take firearms to schools, believing that they need them for protection. This idea is also mentioned by May (2004) when he argues that weapons are brought to school as a means by which learners defend themselves. The use of guns at schools increases the chances of violent conflict resulting in injuries or death.

In the United States using data collected from the 50 states and their six territories, Gray and Sinclair (2000) reported that 3,523 learners were expelled under the Gun-Free Schools Act for the 1998-1999 academic years, for bringing a firearm to school, a 4 percent reduction from the previous year. Do we have policies or acts in our country that

guide schools on safety issues? A key component to building safe schools is to ensure that the schools become gun-free zones. The SAPS and the Department of Education have a number of safer schools initiatives, including the piloting of Firearm Free Zones for schools in terms of the Firearm Control Act of 2000 (Domingo – Swarts, 2002).

According to Maughan (2006) South African schools are flooded with cheap heroin as drug syndicates grow a market of young addicts. In Gauteng, hundreds of heroin addicts, some as young as nine, are dying of overdoses every month. Desperate school children, prepared to do anything for their next hit, form heroin clubs to beg or steal money to feed their habit. The heroin explosion in South Africa is addressed in the latest annual United Nations drug report. The UN attributes the boom to spill-over from Southern Africa's increasing role in international drug trafficking.

Maughan further argues that narcotics experts believe the South African drug market is deliberately being flooded to encourage addiction among youngsters, and as a result, heroin is available everywhere. How then, can we expect learners to be able to learn effectively and educators to manage discipline in schools?

Counsellors from the South African National Council on Alcoholism and Drug Dependence say that they are overwhelmed by the number of children seeking help. According to Maughan (2006), the state-run Magaliesoord adolescent rehabilitation centre was forced to stop admitting patients because it could not cope with the demand for in-patient treatment. It has just recently started admitting patients again.

Eliseev (2006) further states that the fight will only be won if the schools get co-operation from the parents and the community at large.

One principal said that even though the problem was serious, only a handful of learners were delinquents. One of the Grade 8 learners said she was afraid, especially when the boys are intoxicated because 'they are unruly and smoke openly without fear. Educators are even afraid of them because of their violent behaviour when drunk.'

The safety of educators is under threat as high-school learners become increasingly violent. According to Lombard and Fredericks (2005) the first results of a study of aggression at high schools, conducted by the University of Johannesburg over the past five years, showed alarming verbal and physical attacks on educators by learners.

- A grade 8 learner allegedly kicked his six-months-pregnant maths teacher in the stomach after she reprimanded him in class for swearing.
- Another learner threatened an educator with a cricket bat.
- This educator is too afraid to use public transport because another learner threatened to set a gang on her after that incident and she still has to teach that boy. The study uncovered almost daily fights among learners at school.

According to Kallus (2004), gangs offer something to the youth. Just like other social groups, gangs fulfil significant needs for many young people. Only by understanding these needs and acknowledging the intrinsic value of young people in their community, can any genuine efforts be implemented to curb the gang violence that spills over into our schools. Understanding and valuing youths are among the most fundamental and the least expensive building blocks that exist in the prevention of violence in schools. This begins with asking the right questions, listening to what our learners are saying, and thereafter developing appropriate strategies for meeting their needs at various stages of their development.

Most schools are labelled as schools of shame. An 18-page document entitled "Dossiers of shame" that was put together by NGOs in November 2003 outlined 76 cases of sexual, physical and emotional abuse in schools from June 1999 to June 2003. This was reported to education officials, but ignored by certain Provincial Departments of Education (Mawson, 2004).

There is a need for school safety officials and education leaders to use the services available to prevent and manage school violence, reduce the risks of sexual abuse, gangsterism, and ill-discipline and to improve school safety policies. Furthermore, learners who abuse drugs and alcohol should be dealt with accordingly. Schools need to promote student safety and academic excellence, identify and manage safety and security risks. According to Morrison (2003), the school should publish safety policies, train staff and learners, consult with safety policies and take responsibilities, risk analysis and emergency procedures.

1.3 RESEARCH QUESTIONS

The main question in this study is, What are the issues and challenges facing school management teams and educators on school safety? The following are questions that the study will highlight:

- What is school safety?
- Is there any school safety regulation in place in the schools and the Department of Education?
- Which types of violence put schools in South Africa at risk? and
- What are the challenges facing educators in managing school violence in order to create safe schools?

1.4 HYPOTHESIS

In addition to the research question indicated in the previous heading, the following hypothesis was tested:

- There will be no statistically significant difference regarding responses with regard to the age, educational level, rank occupied and teaching or experiences of the respondents.

1.5 AIMS OF THE STUDY

The aims of the study are as listed below:

AIM 1: To determine from the literature the nature and scope of school safety.

AIM 2: To empirically determine issues and challenges facing School Management Teams and Educators on school safety.

1.6 RESEARCH METHODOLOGY

1.6.1 Literature Review

A thorough study of primary and secondary sources was made. The purpose was to collect information on the issues and challenges facing school management teams and educators on school safety.

1.6.2 Empirical Investigation

A questionnaire was developed and pre-tested. The aim of the questionnaire was to gather information on issues and challenges facing educators regarding school safety.

1.6.3 Population and Sampling

Out of 67 schools in the Mafikeng Area Project Office (APO), a random sample of twenty five (25) schools was selected. In each school, ten (10) respondents were asked to participate in the study to obtain more information on safety in schools i.e. one (1) principal or deputy principal, one (1) head of department and eight (8) educators from each school.

1.7 DATA ANALYSIS

A computer-aided statistical analysis was employed with the help of the statistical consultant of the University of North West. The computation of frequencies *'f'*, percentages, chi-square and ANOVA was conducted.

1.8 DEFINITION OF CONCEPT

School Safety

School safety provides "a place where learners can learn and educators can teach in a warm and welcoming environment free of threats, intimidation, violence and fear" (Stephans, 2000).

A safe school is an environment where educators can teach and learners can learn without fear of violence or intimidation. It is a welcoming environment that encourages the spirit of acceptance and concern for all learners. A safe school clearly communicates behavioural expectations, enforces these expectations consistently, and applies them fairly to everyone.

The success of any school safety strategy depends on the following key supporting actions (Department of Education, 2002):

- Formally placing school safety on the educational agenda;
- Establishing a comprehensive safe school program which respond to the needs of the local community;
- Creating clear behaviour standards and opportunity for learners involvement;
- Providing adequate adult presence and supervision; and
- Securing school campuses.

1.9 CHAPTER PLANNING

Chapter 1: Orientation
Chapter 2: Literature review
Chapter 3: Research design
Chapter 4: Data analysis and interpretation
Chapter 5: Summary, recommendations and conclusion

1.10 SUMMARY

In this introductory chapter, a brief orientation to the study was provided by outlining the problem to be investigated and formulating the aims of the study. The aim was to find out from school management teams and educators the issues and challenges confronting them in their respective learning sites.

CHAPTER TWO

2. LITERATURE REVIEW

2.1 INTRODUCTION

The school is the most important social institution that the child or learner is in contact with for a lengthy period of time. It is the first social experience in the child's life and, naturally, the first test of adjustment or maladjustment outside the family circle. The school makes a variety of demands on the learner and sets standards he or she is expected to conform to. Here he or she comes into contact with many new and hitherto unknown situations and makes acquaintance with various individuals whose personalities, attitudes, values, education and background are likely to differ fundamentally from his or her own. This may cause great confusion, anxiety and frustration for the learner and may require adjustments he or she is not always able to make.

2.2 THE MEANING OF SCHOOL SAFETY

A safe school encompasses a programme, or programmes, to develop capacity to deal with crime and violence by educators, school governing bodies, learners and the community in which the schools function. (Zajda, 2001). School safety refers to an environment in a school that provides safety and security of learners and educators in order to build a learning environment free from violence, intimidation, fear and shaming (Department of Education: 2002).

A safe school provides an active and "engaged" environment. It encourages and supports diversity in staff and students, and aims to create a culture, based on affective intelligence, intellectual activity

rather than intellectual passivity, and cooperation and respect. (Sullivan; 2004)

2.3. LEGISLATIVE FRAMEWORK

The legislative issues play a major role in each country and the South African and United States of America legislative frameworks will now be discussed.

2.3.1 SOUTH AFRICA

Section 12 (1) of the 1996 Constitution states that "everyone has the right to freedom and security" which implies that no one should be treated in a cruel, inhuman way. Also the National Education Policy Act of 1996 highlight the fact that no person should subject a child to corporal punishment, psychological or physical abuse at any educational institution. While the South African Schools Act (1996) on the other hand stressed the prohibition of corporal punishment. These are the basic legislation that form the basis of how schools should be regulated.

However. many educators and parents do not favour the prohibition and in reality it seems learners rights are not always taken seriously in schools. Whilst learners are legally protected against any form of violence from educators, it is the researcher's belief that legislation does not mention violence among learners.

According to RSA (2006/2007) the South African School (Act, 1996) promotes access, quality and democratic governance in the schooling system. It makes schooling compulsory for children aged seven to fifteen and provides for two types of schools, independent schools and public schools. It is important that both types of schools are safe environments for learning, hence in June 2006, the CEM approved amendments to regulations for safety measures at public schools.

These regulations focus on the safety of learners within school premises.

Regarding safety at schools, the CEM has agreed on the following:

- To provide infrastructure such as walls and fencing around schools;
- To strengthen relations between schools and the local South African Police Service;
- Provincial education departments will investigate the introduction of safety officers on site at vulnerable schools;
- A school register be introduced to ensure that all visitors to schools are registered;
- The Deputy Minister of Education, to lead a team that will investigate the legislative process regarding random searches for drugs and weapons at schools, in line with international experiences and
- In consultation with Business against Crime, the Department of Education will investigate the use of closed-circuit television in schools which include installing around schools.

According to the South African Consulate General (www.southafrica-newyork.net) the Department of Education intensified efforts in 1998 to bring visibility, urgency and participation to the Ministry of Education's commitment to qualify education by keeping the principles of Culture of Learning, Teaching and Service (Colts) campaign. One of the programmes led by the Department of Education was to encourage schools to 'confront' obstacles to learning and teaching and in ensuring this as a priority was understood and acted upon. The Colts team in partnership with the South African Broadcasting Corporation, television drama script was used to encourage a culture of learning, teaching and service in schools. It was also aimed at creating a wider awareness of social and personal issues that affect learning and teaching.

The Department of Education encouraged schools to explore non-threatening and creative ways to portray conditions in their individual schools that make it difficult for effective learning and teaching to take place. Creating crime and violence-free learning environments is one of the pillars of the Colts campaign. The Colts Directorate has participated actively in the National Crime Prevention Strategy to ensure synergy with similar national institutions and focusing on developing a school safety policy.

Douglas (2002) states that South Africa has put in place policies and legislation to support the rights of children. In 1994, South Africa became a signatory to the United Nations Convention on the Rights of the child, undertaking responsibility to pass laws and take social, educational and administrative measures to protect children from all forms of physical and mental violence, injury or abuse, neglect or negligent treatment, maltreatment or exploitation, including sexual abuse.

2.3.2 UNITED STATES OF AMERICA

It was indicated that school safety is an international concern. Hence the former United States of America President Bill Clinton signed the 1994 Gun-Free Schools Act. The act mandates a one-year expulsion for students who bring weapons to school and bolstering the "zero tolerance" policies already existing in some states and school districts (Hester 2003). Furthermore, the federal government, and most states, made funds available for prevention activities through anti-crime and education legislation. These included anti-gang programmes and other violence-focused prevention education, as well as general recreational activities.

According to Hester (2003) legislation exists at all levels of government to reduce the availability of guns, particularly the sale of weapons to

minors. Information is gathered from government, from reports and initiatives and government resources that offer guidelines and support in the general area of public school safety, and the priorities of the U.S Department of Education. There are samples of pertinent state initiatives and laws on school discipline, drug abuse and school safety.

School administrators need to know and understand the commitment of the federal government towards solving the problem of school aggression and violence. According to Hester (2003), in preparation for developing an action guide to help schools on school safety, the U.S. Department of Justice, in September 1996, nominated the following procedures, discussed below, for creating safe, orderly and drug-free schools:

- **Placing school safety high on the educational agenda:** personal and community commitment towards creating a safe, welcoming, respectful, gun-free and drug-free school was to be prioritised.
- **Involving parents and citizens:** through consultation with parents, school administrators, and community leaders in order to shape strategies and programmes together throughout the entire process.
- **Conducting the school site assessment:** determination of the specific issues and concerns that the local community believe are most important.
- **Reviewing the law:** the heart of every major school safety issue hence the need to review.
- **Creating a Safe School Plan:** a plan that not only includes the substance of what is necessary to accomplish, but also identifies the processes by which those goals will be achieved, including short-term objectives and long-term systemic changes.

- **Formulating a contingency plan:** a back-up plan for handling emergencies and crises. Such foresight can prevent a crisis and preclude successive crises while creating an effective mechanism for managing school problems.
- **Searching for ways to serve learners and ways learners can be served:** actively engaging learners in school and community projects and activities creates a level of ownership that supports the success of every child;
- **Evaluating progress:** to monitor activities, to measure impact, and evaluate how the plan is working.

Legislation in the U.S., introduced by the House of Representatives, took a comprehensive approach to preventing school and youth violence. The Comprehensive School Safety Act of 2000 provides grants to state educational agencies, to enable schools to develop and implement school safety plans. The issue of school safety has taken centre stage, throughout America. School violence can happen anywhere and can be inflicted upon anyone. Providing safe schools, remains a top priority providing comprehensive solutions and programme that focus on prevention, need to be enacted.

According to Hester (2003), a sampling of state laws in the area of juvenile violence and school safety is provided as follows:

- Firearm legislation allows 14- and 15-year old juveniles who have in their possession loaded firearms on school grounds to be prosecuted as adults in criminal courts and subjected to tougher penalties. This legislation covers many significant areas of school safety reform. A 14- or 15- year –old that has a loaded firearm on school grounds could be sentenced to a maximum term of imprisonment of four years, with a minimum term set at one-third the maximum.

At the close of the 2000 legislative session, a bill was introduced and passed in New York State known as SAVE, Safe Schools Against Violence in Education legislation. SAVE addresses many important issues that impact on education as well as educators.

To sum up, this section looked into the legislative framework of South Africa and United States of America. Of importance from the two is that there is legislation with regard to safety at schools. The two countries have put in place procedures to reduce the availability of guns and use of drugs in school premises.

2.4 THEORETICAL FRAMEWORK

The following subheadings will be discussed as they play a major role in the issues and challenges facing school management teams, educators and learners on school safety.

2.4.1 Causes of school violence

School violence is one of the major concerns faced world-wide nowadays. It affects everyone, young and old. In order to deal with school violence it is very important to establish the causes, which are discussed as follows.

2.4.1.1 Adolescence

Herbet and Harper-Dorton (2002) describe adolescence as a stage which is categorised as early, middle and late, that serves as a stage of transition from "irresponsibility" to "responsibility". Some theories reject the notion of adolescence as a distinct stage of development. They repudiate the idea that, at puberty, every child, somehow, takes on a qualitatively different persona or engages in radically different developmental tasks, more or less overnight. Adolescence has also

been referred to as a "tunnel" into which young people disappear, displaying certain kinds of characteristics. They are then "lost to sight" for a few years.

The fact is that many parents await their children's approaching adulthood with a sense of gloomy foreboding. They anticipate the adolescent years as something to be endured rather than enjoyed, to be confronted rather than shared. It is often the case that they are apprehensive that they may "lose" the closeness, the affection, and the degree of parental control they feel to be important in the relationship with their son or daughter. Adolescence has its share of challenges. For parents, their offspring's outbursts of defiance and periods of misery can bring frustration and unhappiness to the family.

2.4.1.2 Delinquency

According to Herbet et al (2002), conduct problems can create misery for everyone concerned with the younger child; the disturbance can often be contained within the home or classroom although often at a great cost. As children grow older, those problems that involve a persistent defiance of authority, together with the refusal or inability to show self-restraint, become more serious in their implications. They extend more and more beyond the confines of the learner's life at school and at home.

The reverberations of the learner's misdemeanours may eventually lead them to not only being labelled "conduct-disorder", but also to earning the designation "juvenile delinquent" if he or she infringes the law, and is apprehended and found guilty. Conduct disorder diagnosis is the most "high-profiled" problem of adolescents.

2.4.2 TYPES OF VIOLENCE THAT PUT SCHOOLS AT RISK.

According to Casella (2001), school violence is defined in a number of ways and incorporates a range of behaviours. Certainly, lethal forms of violence enacted with weapons are one form of school violence, and the attention this has received, beginning in the late 1990s, has been a feature of the news as well as large-scale studies by researchers. What most of the research on gun possession in schools holds in common is the conclusion that, as one study noted, youth who are caught up in extreme violence anywhere in the community, whether as victims or aggressors, are likely to carry weapons to school. Simply put, kids who bring guns to school are those whose lives are embroiled in violence, often as victims.

2.4.2.1 Violence and shooting

In the United States of America a string of horrific school shootings in the late 1990's catapulted the issues of school violence and safety into the national spotlight. It left parents, educators and policy makers wondering why the attacks had happened and what could be done to better protect the nation's school children.

Blauvelt (1999) indicated that during 1996-1998, eight major shooting incidents occurred in U.S.A. schools. The carnage left twenty-one dead, fourteen learners and seven educators. An additional thirty-nine learners were wounded. These acts were committed by learners enrolled in the schools in which the incidents occurred. Preliminary analyses indicate that bullying behaviour, social withdrawal, feelings of isolation, feelings of rejection, intolerance for differences, and prejudicial attitudes were some common traits the shooters shared.

Kollapen (2006) states that the South African Human Rights Commission reported that many schools are urban war zones, with educators struggling to cope with unruly learners, some of whom are armed. Violence in schools varied from blunt assault, to human bite wounds and fire-arm-related injuries, the Director of the Child Accident Prevention Foundation of South Africa said, describing schools as dangerous places. It can, therefore, be estimated that children are more likely to be violated at school than at other places, making schools one of the most dangerous places for a small child.

Some of the problems regarding guns in school premises are mentioned below: (Department of Education; 2002.)

- Guns are being brought to school without educator knowledge because learners have easy access to guns at home and from friends outside the school;

- Most gun programmes only address learners who have already brought guns to school;

- Learners who have guns acquire status among their peers. Learners often idolise other learners with guns; and

- Part of the school that is apathetic about the use of guns on school property.

According to Victims of Crime Surveys (1998, 1996), violence against children and youth in South Africa is high and is usually perpetrated within a child `s familiar environment by the people they know.

Young people are the perpetrators of a significant portion of violence against young people. Data from the South African Police Service Child Protection Unit (1994 – 1995) suggests that young people (under

the age of 18) are responsible for approximately 30% of violence against youth (HSRC, 1997).

Cross-sectional school-based data (Flisher, 1993) suggests that schools are sites of violence for young people. Firstly, some educators inflict violence on learners. This takes the form of corporal punishment and sexual violence. Secondly, some learners are abused by others. Older boys physically assaulting younger boys and boy learners sexually assaulting girl learners (Flisher, 1993). And finally, youth from outside the school (individual children or organised gang structures) physically and sexually assault both boy and girl learners (in transit both to and from school).

2.4.2.2 SEXUAL HARRASSMENT

According to Mawson (2004) girls at schools are constantly faced with the fear of sexual abuse and harassment by educators and other learners. There is a high incident of rape, particularly in school toilets, in empty classrooms, hallways and in the hostels. Research undertaken by the Human Rights Watch 2001 records that, from 1996-1998, girls aged 17 and under constituted approximately 40 % of reported rape and attempted rape victims nationally; 20 % of young women surveyed in Southern Johannesburg reported a history of sexual abuse by the age of 18.

According to Mawson (2004), a school girl aged 12 was called by an educator into the school library one winter day and raped. Her ordeal continued over the next two months as he raped and indecently assaulted her on several occasions, usually while she waited for a lift home. Eight years later, her life is still shattered. She has attempted suicide at least three times, dropped out of school and has been hospitalised repeatedly for post traumatic stress and depression. She is unable to find employment and cannot support herself. Nikki Naylor, an attorney at the Women's Legal Centre, says that the

destruction of this girl's future could have been avoided if her school had taken action against the teacher the first time he displayed inappropriate behaviour towards learners (Mawson, 2004). The Women's Legal Centre believes that the state is liable as the school was aware of the educator's behaviour prior to the rape, and did nothing to prevent it recurring. In 1998, the educator was found guilty of rape and was sentenced to ten years imprisonment.

The state has a duty to protect the learners and particularly the girls at school against the risk of sexual molestation and assault by their educators. According Mawson,2004) the Department takes the abuse of power very seriously, and has a duty of care to ensure maximum safety of learners at the schools. That is why there is a body responsible for disciplining educators who abuse their powers.

A Medical Research Council survey in South African schools, published in 2000, found that more than 30 % of the girls surveyed, had reported being raped at school. Luke Lamprecht, manager of the Teddy Bear Clinic in Johannesburg, said that while schools are happy to report suspected cases of abuse that occur outside the school environment, "when it happens inside the schools, it's a whole other story, there is a big cover-up".

According to Mawson (2004), Child Line claims that of the 58 cases of school girl rape reported in Kwa-Zulu Natal, 55 of which alleged to have been committed by educators, only two have been investigated. The Teddy Bear Clinic cited 18 cases in the report ranging from gang rape by fellow learners to a principal fathering a child with a 14-year-old pupil but claims that the Gauteng Department of Education did not respond to these cases.

Mawson (2004) continues in the School of Shame report, that Teddy Bear Clinic says that 24 % of the sexual offenders are school-going

children aged seven to 14. "In late August 2003, a six year old girl was raped by five boys aged eight to twelve in a classroom in Alexandria". As for child rape, the majority of reported cases of sexual misconduct and harassment, including rape, by educators have been dealt with in disciplinary hearings that have resulted in the accused being dismissed and struck off the professional roll by SACE. The Gauteng Department of Education states that all the cases of sexual abuse in the 2003 Academic year resulted in dismissals.

According to Mawson (2004) the KwaZulu Natal Department has established a special unit to investigate instances of sexual abuse at schools. In the past three years, this Department has dismissed more than 20 educators for sexual abuse and is currently dealing with more than ten cases.

South African Council of Education conducts investigations when cases are referred to it. SACE `s legal affairs manager, says that if educators do not report suspected offences to relevant authorities, such as the Department of Education and the police, then they are also in breach of SACE and Departmental codes of conduct. SACE became aware of 58 cases offered to it by Child-Line late last year, he said; four had already been investigated with one educator struck off the roll. (Mawson, 2004)

The issues related to violence and sexual violence in schools comes under the spotlight nationally. The Gauteng Department of Education suspended a teacher alleged to have had sexual intercourse with a 16-year old female learner on school premises. The senior legal counsellor for the Department said there was evidence that there was a relationship between the educator and the learner. He stated that the departmental policies are clear on the issue that educators are not allowed to have relations with learners, apart from a professional one

and preliminary findings indicate there are grounds to dismiss the educator.

It is important to teach children to avoid sexual harassment. Young harassers learn their behaviours from adults, peers and the media. Parents can model and teach their children to respect their rights; and the bodies and also the property of others. They should also teach them to reject gender stereotypes that say boys are expected to be dominant and aggressive while girls are expected to be passive and submissive. For instance, the Department of Education is a step ahead on giving information on how to assist the learners.

The following are tips for avoiding sexual harassment (Department of Education, 2002):

- Talk to learners about the difference between flirting and sexual harassment and give examples in each case. Make sure learners understand that sexual harassment is a form of violence and that it is illegal;

- Parents and educators should be alert to any of the following symptoms in children; chronic anxiety, concentration problems, withdrawn or depressed behaviour, insomnia, body image problems, fear of going to school, or wanting to drop courses. Discuss concerns with the psychologist, family practitioner, religious leader or health worker;

- Encourage learners to tell about incidents that make them feel bad, embarrassed, scared or uncomfortable. Keep a written record of the circumstances and submit a copy to the principal;

- Parents should request to see a written policy on sexual harassment at school. If the school does not have a policy in

place, parents, and the school management team should establish one;

- Meet with the school principal to gain support for a sexual harassment prevention programme in the learner school; and

- If parents report an in-school sexual harassment incident to the school officials without getting results, parents can contact the Department of Education to file a formal complaint.

2.4.2.3 BULLYING

Bullying can be described as the systematic abuse of power, (Smith, & Sharp 1994). There will always be power relationships in social groups, by virtue of strength or size or ability, force of personality, sheer numbers or recognised hierarchy. Power can be abused. The exact definition of what constitutes abuse will depend on the context, but this is inescapable in examining human behaviour. If the abuse is systematic, repeated and deliberate, bullying seems a good name to describe it. (Smith et al, 1994).

According to Sullivan (2004), bullying is a negative and often aggressive or manipulative act or series of acts by one or more people against another person or people, usually over a period of time. It is abusive and is based on an imbalance of power. According to Olweus (1993) the definition of bullying stated that a student is being bullied or victimized when he or she is exposed, repeatedly and over time, to negative actions on the part of one or more other students.

According to Douglas (2002) bullying in South Africa is extremely common. Most experts attribute this to children having been exposed to violence in society. Being a victim of bullying has serious long-term

consequences. Children who are victims of bullying are likely to be depressed, lack self-esteem, dislike school and are more likely to commit suicide. They are also more likely to smoke or take drugs. The effects of being a bully are also severe. Bullies are more likely to be arrested for committing a criminal offence as adolescents, and are more likely to become abusive towards their spouses in later life.

Bullying in fact is abusive, dysfunctional behaviour and a very serious problem in schools. Children do not grow out of it (Varnava, 2002). No one asks to be bullied and, if it is ignored, it is detrimental to all involved. Bullying at school is a serious issue because school bullies become dysfunctional adults. The bully's poor development of empathy leads to de-personalisation and alienation from healthy human relationships. This means barriers to violent crime are lowered and the victim becomes, no more than an object to the bully.

According to Varnava (2002) research indicates that childhood bullies are more likely to commit crime in their adult life, abuse their partners and children and produce another generation of bullies. In-school shootings and massacres have been attributed to bullied children who reach the limits of endurance. Some of the serious attacks in South African Schools are now being understood as retaliation to bullying.

Bullying is often considered a "kids-will-be-kids" problem. According to the National School Safety centre, however, bullying has become a pervasive and serious form of harassment in many schools. Dr. Dan Olweus, a professor in psychology and leading expert on bully – victim problems, reports that one child in ten, is regularly attacked either verbally or physically by bullies. Elementary school age children are the most frequent targets of bullying by older students. According to Sullivan (2004), bullying contains the following elements:

- ❖ The person doing the bullying has more power than the one being victimised;
- ❖ Bullying is often organised, systematic and hidden;
- ❖ Bullying is sometimes opportunistic, but once it starts, it is likely to continue;
- ❖ It usually occurs over a period of time, although those who regularly bully may also carry out one-off incidents;
- ❖ A victim of bullying can be hurt physically, emotionally or psychologically; and
- ❖ All acts of bullying have an emotional or psychological dimension.

The following are traits common to bullies (Department of Education, 2002):

- ❖ They are concerned with their own pleasure rather than thinking about anyone else;
- ❖ They want power;
- ❖ They are willing to use others to get what they want;
- ❖ They feel hurt inside; and
- ❖ They find it difficult to see things from someone else's perspective.

According to Olweus (1993) the bullying can take various forms, discussed below, namely

Physical bullying: Physical bullying is the most obvious form of bullying and occurs when a person is physically harmed, through being bitten, hit, kicked, punched, scratched, spat at, tripped up, having his or her hair pulled, or any other form of physical attack;

Non-physical bullying: Non-physical bullying is sometimes referred to as social aggression. It can be verbal or nonverbal and these are explained below:

- Verbal bullying : Includes abusive telephone calls, extorting money or material possessions, general intimidation of threats of violence, name-calling, racist remarks or teasing, sexually suggestive or abusive language, spiteful teasing or making cruel remarks, and spreading false and malicious rumours; and

- Nonverbal bullying can be direct or indirect. Direct nonverbal bullying often accompanies verbal or physical bullying. Indirect bullying is manipulative and often sneaky.

Direct nonverbal bullying: Includes making rude gestures and mean faces and is often not regarded as bullying, as it is seen as relatively harmless. In fact, it may be used to maintain control over someone, and to intimidate and remind them that they are likely to be singled out at any time.

Indirect nonverbal bullying: Includes: purposely and often systematically ignoring, excluding, and isolating; sending (often anonymous) poisonous notes and making other students dislike someone.

Bullying can be any one or a combination of the descriptions mentioned Olweus (1993). It is a cowardly act because those who do it know they will probably get away with it, as the victimized person is unlikely to retaliate effectively, if at all, nor are they likely to tell anyone about it.

Victims of bullying may feel alone, angry, depressed, disempowered, hated, hurt, sad, scared, subhuman, trampled upon, useless or vengeful. Physical bullying often causes visible hurts in the form of cuts and bruises and invisible hurt in the form of internal psychological or emotional damage. At the extreme end of the

spectrum of physical bullying, is the behaviour that moves into the realm of criminality and involves the use of weapons. The carrying and use of weapons to schools is a growing phenomenon internationally and is a major concern in American schools in particular. Killings in American High Schools, in the last few years, have occurred in a wide age range.

According to Meggie (2001) it is often the smart or the good student who is targeted, unless he or she is also an athlete or particularly attractive or charismatic. Some of them will start to withdraw from social life and become loners. Others who are picked on may start to wear suggestive clothing or odd, ghoulish garb. Some are just, in some unnameable way, different.

Teasing causes an intense psychic pain that cannot be escaped and it is especially damaging during the difficult teen adolescent years, when children are developing and exploring what will become their adult selves. Of course, neither parenting nor peer influence alone can be blamed for school tragedies. But name-calling and other harassment by classmates, especially if unaddressed by teachers or other authority figures, are a common force that shaped many perpetrators of school violence.

Meggie (2001) states that 15-year-old student who opened fire in March, 2001, in Santee, California, killing two classmates and wounding more than a dozen others, was a victim of intense bullying and teasing. It seems that everyone knew he was being mercilessly harassed; he had nowhere to turn for help, and nobody intervened. He even made open threats, but these were ignored. Similarly, two shooters in Littleton, Colorado, who killed 15 people and injured almost two dozen others in April 1999, were outsiders considered unpopular. No one should tolerate hurtful teasing or be made to feel alienated. Teachers can help by maintaining what some educational

researchers call mean-free classrooms, where bullying and teasing are not allowed. Teachers must refer persistent bullies to the principal where they can get adult intervention to head off any potential problems before matters go too far.

According to the Department of Education (2002), educators often fail to recognise that bullies may also have a low self-esteem, are fearful and may be exposed to violence and abuse in the school and outside school. Most schools indicate that bullying is most likely to take place during break or after school. This is because learners are often unsupervised at these times, or not as closely supervised. During these times children are usually mixed, in terms of age and gender, making it possible, for example, for bigger children to bully smaller ones. Typically, boys like to use physical violence while girls use emotional abuse. Some areas, e.g. the playgrounds, toilets, etc are difficult for educators to monitor.

Educators are often unaware of bullying. Learners who are being bullied will, more than likely, not speak about. A learner who is bullied at school becomes withdrawn, is afraid to walk to or from school, is unwilling to go to school and is often absent or feels ill in the morning before school begins, does poorly in his or her school work, has unexplained scratches and bruises and becomes stressed and anxious or stops eating.

The best way to safeguard learners from becoming victims of a bully is to teach them how to be assertive. This involves encouraging children to express their feelings clearly, to say no when they feel pressured or uncomfortable, and to stand up for themselves. They can express that verbally without fighting, and should walk away in more dangerous situations. Bullies are less likely to intimidate children who are confident and resourceful.

According to the Department of Education (2002) most research states how difficult it is to get learners to talk about bullying to educators or parents. Victims should always be taken seriously and reports of bullying should never be written off as just rough and tumble child's play. Often children do not feel that they can talk to adults because they blame the victim, Victims of bullying should be aware that they have the right not to be abused and to report if they are.

Tips for helping learner's deal with bullies include the following (National PTA; 2004):

- Teach learners early on to steer clear of bullying behaviour;
- Teach learners to be assertive rather than aggressive or violent when confronted by a bully. Instruct them to walk away from dangerous situations and get help from educators/adults. Practise various responses with learners through role-playing;
- Teach learners never to defend themselves against bullies with a gun or other weapon; and
- Keep communication lines with learners open.

Parents should pay attention to the symptoms that may indicate that a child is being bullied and inform the school officials immediately. The most important resource that schools have is the large group of children that are neither bullies nor victims, but witnesses to bullying. Interventions should focus on bullying being everybody's problem.

According to Meggie (2001) the lines of communication between home and school should be open, with both sides feeling comfortable about raising and discussing such issues. Parents and teachers are invaluable to each other, and the absence of active parenting is a major problem. Time has been eroded by the work schedules of both

parents and their kids. Parents are torn between maintaining their jobs and actively participating in their children's lives.
For parents, knowing the child also means knowing when to seek help. Instances of bullying or hurtful teasing can undermine educators and parents' best efforts. Parents, like teachers, need to take these issues seriously. These problems and many others, that parents feel are beyond their ability to deal with alone, must not be ignored and should be reported to the school. Schools are partners in the parenting process and can help find solutions. Parents must be made familiar with the services and support offered, not in an atmosphere of blame, but with all efforts extended cooperatively, towards solving the problems.

While many parents do try hard and are actively involved in their children's lives, some blame the school's disciplinary woes on weak administrative enforcement of rules and lack of alternative programmes for those students who just do not fit in or who cannot adjust to the public structure. Parents and teachers alike, condemn the lack of consistent enforcement of school discipline policies.

- **ANTI-BULYING IN SCHOOLS**

According to Douglas (2002), tried and tested guidelines are available, to help reduce bullying and programmes have been known to reduce the incidence of violence in a school by 50%. School communities can design a policy and a programme to deal with their own circumstances. A whole school vision and a policy are needed to put strategy in place. Bullying is best dealt with by means of a whole-school approach that is ongoing, long-term, proactive and preventative.

Learners need to be included in a model of collaboration with staff and parents, so that the emotional climate and ethos of the school become

intolerant of bullying behaviour and the previously marginalized children are no longer victimised by an officially sanctioned competitive model of schooling which is opposed to others in terms of ability, race, size, looks or gender.

Some anti-bullying strategies for schools are discussed below (Sullivan; 2004)

- All within the school must clearly understand what constitutes bullying and why it is unjustified and unacceptable.
- Different forms of bullying must be recognised, such as individual, group, psychological, physical, name-calling, hitting, exclusion and spreading rumours.
- Data from observations and questionnaires can establish the extent of bullying. This provides a base from which the school can decide what it needs to do and how to proceed; and
- A committee representing staff, parents and learners should plan activities.

2.4.2.4 DRUG ABUSE AND ALCOHOL ABUSE

Drug and alcohol abuse is one of the most serious problems in the world, which has infiltrated in schools nowadays. According to Ruff (1994) in his search for root causes of mayhem, there is unresolved substance abuse problem. Were it not for drugs and alcohol, much of the nations high violence statistics would not exist. Alcohol and drug abuse was the number one beginner for him, says Freddie De Nard, whose downhill ride began with dropping out of school, no money, no work, no hope of either, but only plenty of time and friends on hand (Ruff; 1994).

The following are signs of drug abuse and alcohol abuse (Department of Education, 2002):

- ❖ Drop in scholastic achievement;
- ❖ Sudden mood swings e.g. from sullen and moody to happy and lost;
- ❖ Unusual aggression or apathy;
- ❖ Loss of interest in hobbies, sports and school;
- ❖ Becoming secretive, exhibiting furtive behaviour and lying;
- ❖ Tiredness and bouts of drowsiness;
- ❖ Unexplained loss of possessions and money;
- ❖ Unusual smells or stains on the body and clothes;
- ❖ Change in appearance. Less interest in personal hygiene (weight loss or gain); and
- ❖ Drug related paraphernalia such as clothes and jewellery.

The challenges facing educators with regard to drugs are as follows (Department of Education, 2002):

- ❑ Educators are aware that learners are taking drugs but feel helpless to intervene;
- ❑ Educators and learners are unsure of what to expect when a drug problem is identified;
- ❑ Once a learner is taking drugs, it seems very difficult to intervene and offer alternatives;
- ❑ Learners are unlikely to tell educators about drug use because of the severe consequences; and
- ❑ Learners who are worried about their friends taking drugs do not tell educators for fear of betraying them.

Schools that deal successfully with drug abuse, train educators with specific skills on how to detect drug abuse, how to treat and help learners, how to involve the parents and how best to design a structured intervention with the learner. A crucial part of successfully

tackling drug abuse is the development and implementation of a drug policy at school. This policy helps educators to follow a certain course of action that has proved to be successful. It has been proved that high impact education programmes on an ongoing basis in the school, have very positive results. These education programmes should not be didactic or punitive, but should engage learners in a manner that they can relate to.

According to Jood (2004), Batloung High School in Ramatlabama Village, has emerged as one of the biggest markets for drug dealers in Mafikeng. This was revealed by the deeply concerned headmaster during the launch of the awareness programmes, aimed at battling the escalating alcohol and drug abuse by young people in the area.

The initiative was made possible by the Retsholofelo / Siyathemba Project in conjunction with Youth for Christ. The idea of the project came after realising that learners were succumbing to alcohol and drug abuse. Jood (2004) says educators at the school are in fear of their lives following all kinds of abuse, which were meted out to them by learners after smoking dagga and use mandrax. He pointed that one of the critical challenges facing the school is the vast increasing number of teenage pregnancies caused by this alcohol and drug abuse.

According to Mohlala (2006), June 26 is the International Day Against Drug Abuse. He spoke to Captain Jan Combrinck who has been at the forefront of combating drugs in schools and used to be one of the stars in classroom. But then his performance slumped because of use of drugs. Mohlala interviewed him and discovered that Combrinck has visited more than 300 schools and has established strong links with about 1000 school principals. The idea was to escalate this to provinces as well as the national Department of Education, and have drug awareness integrated into the school curriculum. He also said

that peer group pressure is no longer the main cause for learners trying drugs.

It is the researcher's belief that other factors such as lack of role models or father figures, boredom and the search for excitement, come into play. According to Mohlala (2006) Combrinck appealed to people in the public eye to behave in an exemplary manner as learners look up to them as role models. An unstable family environment could also push learners to use drugs. A concern was raised that most parents seem to abdicate their responsibilities to educators. It does not work that way. Parents have to realise that they, too, have a role to play, as they are the ones to lay a basis for their child's behaviour.

According to Mahlangu (2006), the Tshwane council is drafting drastic bylaws to give Metro Police the power to conduct drug tests at schools. The aim of the bylaws is to combat drugs in schools. The level of drug abuse is far too high, according to reports, and the council established that cinemas, schools and stadiums were places where drug abuse was more prevalent. The Metro police are in the process of obtaining state of the art drug detecting kits, to enable officers to carry out the proposed bylaws.

The move has received a mixed reaction (Mahlangu; 2006). For example the headmaster of Pretoria Boys High, said while drugs were a problem, he was against the random testing of learners at his school. He suggests that if there is a group of boys suspected to be into drugs, they should be tested with the consent of their parents while on the other hand, the deputy principal of Waterkloof High School supported the initiative. Mahlangu (2006) also indicated that the chairperson of the Governing Bodies of South African Schools supported any effort aimed at reducing drug use in schools.

2.4.2.5 GANGSTERISM

Gang activity and gang violence have become serious problems in urban areas and are rapidly spreading into suburban and rural communities as well. Gang members often engage in vandalism, theft, assault, and the selling of drugs in schools as well as in the community. As a result, many schools have become centres of violence and fear rather than safe centres for learning.

Children and the youth join gangs for a variety of reasons: namely the need to belong, low self-esteem, peer pressure, boredom, academic failure, and lack of employment. The American Psychological Association reports that gang members are as young as 9 and as old as 30, and males outnumber females by 20-to-1. However ominous the threat of gangs may seem, parents can prevent their children from joining. The support and nurturing children receive at home enable them to make good decisions and find alternatives to gang involvement.

According to Blauvelt (1999), as gangsters become stronger and bolder in their activities, gangs will assume greater control of neighbourhood schools. In communities where gangs are a relatively new phenomenon, there is a tendency to ignore the problem in the hope that it will go away. History indicates that gangs must be dealt with quickly and forcefully, if their growth is to be minimized. The learners gangs expand the marketing of illegal drugs from the street to the schools, resulting in a surge of drugs and weapons to schools.

The great motivator for gangs is power and money. Crack and cocaine have become the agents of change for the vast majority of our youth, particularly for minority youths, living within heavily populated urban centres. For the first time, crack cocaine provides to young people a commodity that is easy to obtain and highly addictive, resulting in a

ready-made seller's market As a result, schools have become the most logical market place for the expansion of drugs. Drugs merchants exploit learners to become involved in the drug distribution network, thus increasing their vulnerability to acts of violence.

The following prevention strategies in the Government Gazette (2001) may be helpful: Section 4 (3) of the government Notice 1040 gives police officials and principals, or their delegates permission, without warrant, to do the following:

- Search the school premises if there is reasonable suspicion that a dangerous object or illegal drug may be present on the school premises;
- Search any learner present on the school premises; and
- Seize any dangerous object or illegal drugs present on the school premises or on the person in contravention of these regulations.

Paragraph 9 of the above Government Notice states that all schools must display clear signs at the entrance that any person who enters the school may be subjected to a search.

Rosen (1997:83) says half the drugs sales and school violence that occur at schools are initiated by unwanted visitors at schools. Keeping unwanted visitors out of school grounds could be expensive because more security measures are needed. Section 5 of the Government Notice 1040 provides that the Head of Department or Principal of a school may take steps that he/ she may consider necessary for the safeguarding of the school premises, as well as for the protection of the people therein.

Rosen (1997) states that ways to keep unwanted persons away from school premises include the following:

- Ensuring every learner has a photo ID and that the school office also has a photo of every learner;

- Allowing only members of the police, SADF, the MEC and the Minister of Education who are required in the performance of their duties, to enter a school premises, and who produce proof of his/ her identity to the satisfaction of the principal, to enter the school premises;

- Parents have the right to visit schools where their children have been admitted but such visits may not disrupt any school activities;

- Persons such as the public and political office bearers, intending to visit a school, must request and obtain written permission from the principal prior to their visit;

- All visitors to the school must report to the office and should furnish his/her name, address and any other relevant information, required by the school principal;

- Members of the LRC should be asked to spot strangers and report their presence to the educators;

- Keep the school gates closed during school hours. Members of the LRC and learners should be prohibited from leaving the school grounds during school hours and non-learners from entering the school grounds; and

- If not yet implemented, a system where learners are not allowed to leave the school grounds to go and buy food during break should be introduced.

It is important to find ways in the school to discover those learners who use or sell drugs or bring weapons into the school grounds. But, discovery by itself is not the answer to keeping drugs and weapons out of the schools. The fact that few learners will be caught will not decrease the problem.

Tips for parents for protecting children from gangs are listed below (Department of Education; 2002):

- Spend time with each of your children every day. Show affection and make them feel special and important;

- Contact your local police department to find out if any gangs are active in your community;

- Children are attracted to gangs by their offer of friendship and support. Start teaching your children from an early age of 4 or 5 that gangs are dangerous and do not provide positive support or positive role models;

- Teach your children what to do if gang members approach them. The best response is to walk away and tell an adult;

- Know your children's friends and families and your children's whereabouts at all times. Set a definite curfew for your children;

- Children with a history of academic failure are at high risk for gang membership. If your child has learning difficulties, work together with his or her teachers. Seek help from tutors and guidance counsellors. Help your child with his or her homework;

- ❖ Be on the lookout for signs of possible gang involvement: change in the child's friends, change in dress habits (such as wearing the same colour combination all the time). Look out for secrecy about activities, flashing hand signs, having income from unknown resources, having symptoms of alcohol and other drug use, and having a diminished interest in the family and school. If you notice these signs, contact your school principal or guidance counsellor, juvenile justice workers or law enforcement personnel.

2.4.3 PARENTAL INVOLVEMENT AND SCHOOL SAFETY

Although there is often a great deal of support for increased parental involvement in education, in practice, it is generally poor (Department of Education; 2002). This can be attributed to various factors. Successful parent involvement depends on the school management team's ability to reach the parents and to establish an inviting and non-threatening environment. Parents should help children feel safe about returning to school by talking and listening to them. They should ask them how they feel about the school, and if they have any particular worries, and listen carefully for clues about their feelings.

According to Morrison (2003), parents should encourage children to tell about anything that worries them for example "Boy, the kid in that television programme was really mad; do any kids you know at school get angry? What would you do if you heard a kid talking about doing something violent? Or if you knew someone in your class brought a gun to school?" Assure children that you will be working to make their school safe.

Parents should support and become involved in violence prevention Programmes. According to the Report on the State implementation of the Gun-Free schools Act (1999), there are many effective programmes available, but they do not work if they are not used. Keep guns out of the home. If this is not possible, keep them secure from children. The easiest place for children to get hold of weapons is their own homes or those of family members. This was the case in all of the reported schoolyard killings.

Take the threat of children who threatened violence seriously. Again, according to Werthein (2003), all the boys in recent school shootings had made verbal threats prior to acting on them. Clearly, an aggressive battle with action figures does not automatically signal horror in the making. But a learner who talks about wanting to "blow someone" should never be dismissed.

The school should increase counselling for depressed and angry learners. One of the ironies of these terrible events has been the willingness of schools to mobilise counselling after the fact to help learners deal with their experiences. A preventative mobilisation of these resources could be much more effective, and would, perhaps have averted the loss of young lives.

According to Debarbieux (2003), school budgets are always under great pressure, but learners' safety is not a "frill". The learners whose schoolyards exploded with gunfire are not the only ones who were affected; when learners return to school they need help to come to terms with their fears and the fears of their parents. Schools should do their best to prevent future violence.

2.4.4. INCIDENTS OF SCHOOL VIOLENCE IN SOUTH AFRICA

According to Maphumulo (2006) a boy predicted school death and the mother wished she had listened to him when he repeatedly said. "If I do not leave the school, I am going to die". He told her that he had "enemies" at Forest High School and complained about the constant fighting and drug abuse at his school. Wanting the best for her child, the mother insisted her 18-year-old son stay at the school as she felt it was safe and had a disciplined environment where he would get a quality education.

Maphumulo (2006) indicated that the mother of the boy regretted insisting that her son remain at Forest High School, even though he had repeatedly told her that he did not want to go there anymore and that his life was in danger. "I wanted what's best for him. I did not want him to attend township schools. I wish I had listened to his pleas. In my heart, I always thought my son was safe at school. I never thought he would die in cold blood on the school premises." The brother to the deceased said it was not for the first time his brother was attacked at the school. He had been assaulted by boys who coveted his new clothes. He told the brother that he had enemies at school and some boys were always following him after school and threatening him.

A learner at the school said "there had been many fights recently on the school premises and that learners had even assaulted the deputy-principal. It is not safe here. Learners are aggressive. There are many fights, boys took out knives and educators had to intervene. If you enter the school premises, you do not know if you will come out alive. Learners at school would often go on drug binges during their lunch break and would come back to attack educators and other learners".

According to Khumalo (2006), a scuffle between two schoolboys ended in tragedy when one of them stabbed the other to death. The 18 year old died after his friend allegedly stabbed him once in the chest, following a game in which the friends threw each other in the mud at Mdingi High School. Educators at the school described how innocent the test of strength was but the life of one of the friends, who shared a desk in the class, ended when the boy lost his cool after he was ridiculed by learners at the school.

The shocked educators said the boy became so enraged that he allegedly pulled out a knife and plunged it into his friend's chest. The two boys were described as very close, very quiet to the point that one could even forget them when they were in class. The school manager cited an incident in which four dangerous knives were uncovered in a random search by an educator of another class. "We have a problem of learners who are aggressive and come to school drunk, making it difficult to control them and this has left educators and learners feeling unsafe inside the school premises."

On the same day when the boy was stabbed, another learner narrowly escaped death when he was allegedly stabbed by a classmate during lessons at Siyajabula High School. The school manager said that safety was a major concern on school premises. "Safety is a major concern on the school premises, we are one of the schools affected by the increasing violence during school hours and we have a big problem disciplining unruly children. According to Khumalo (2006) a Durban –based educational psychologist called for the introduction of anger-management classes to the school curriculum as a solution to the increasing problem of school violence." "Violence in schools is not just a spur-of-the-moment thing. Children harbour deep-seated grudges against each other that finally come out in most disturbing ways" said the psychologist.

The latest incidents follow numerous acts of violence that have occurred in the country's school yards. These include an increasing amount of murders involving learners as well as drug-induced acts of violence. Figures detailing the extent of the problem do not exist, with the national Education Department proclaiming that provinces would be better suited not to record such incidents, while some of the provincial departments contacted indicated that they did not keep such records. What has gone wrong in the schools? Why have they become such bloody battlegrounds?

The Human Rights Commission was told during its public hearings into school violence that schools have suddenly become war zones. Other commentators say schools have become a mirror of our society and that the violence seen in some schools is, by extension, a result of the escalation of crime and other acts of violence in the country. An educator puts the blame squarely on learners' loss of respect not only for their educators and their elders, but also for the basic institution that is the school. Ubuntu is no longer there in the schools.

Kgosana (2006) also states that one female educator witnessed incidents of learners bringing weapons to school and she no longer feels safe inside school premises and is contemplating quitting the teaching profession. The educator lamented about weak community involvement in schools and apathy shown by most parents. The principal said the problem was the absence of corporal punishment; learners tend to laugh off other measures of discipline such as detention and a demerit point system. "I think that corporal punishment should not have been abolished altogether, but retained under controlled circumstances. How do you punish learners nowadays? Learners do not care about demerit points and warning letters, the other problem is that legislation makes it extremely difficult for schools to expel problematic learners, especially those who

bring weapons and drugs to school and threaten the safety of educators and fellow learners".

Education Minister Naledi Pandor has suggested that random drug testing could be the answer to alleviating the problem of violence in schools and the impact of drugs may be what is leading to the psychotic kind of conduct they have seen. The president of the National Association of Professional Teachers Organisation of South Africa said there was something very wrong with a society in which people and their rights were not respected and where life is not valued, even in children. He said schools and education departments could not solve problems on their own and needed parental and community involvement in order to deal with this scourge.

The consequences of violence in schools had negative repercussions for the teaching profession, making it less attractive to young school leavers. "It will be extremely difficult to recruit young people into the profession if these incidents continue," one educator added. The director of the Centre for Education Policy development, said that whereas in the eighties, violence in the schools was more political, these days it was becoming more criminal. No scientific evidence exists to measure the extent of the problem, but violent incidents have increased over the last couple of years.

One of the Governors' Alliance, a body representing thousands of school governing bodies, said schools were mirroring the violence in their surrounding communities. She said learners tended to act out what they see in real life, including what happens inside the home, what they see on television, as well as the violent nature of some video game they might be playing. She continued by saying that school governing bodies should intervene and hold hearings to deal with errant learners, especially those who bring weapons and drugs to school and added that sanctions have to be imposed.

The Department of Education has increased the budget for school security. The Education MEC, who visited the school after the incident, said the erection of fences and the locking of gates during school hours are some of the measures taken, to protect school children. A National Education Ministry spokesperson said they were looking at passing legislation to empower educators to conduct searches in the schools. After an escalation of incidents of violence in schools, the South African Human Rights Commission held hearings on the issue.

The South African Human Rights Commission chairman, Mr J.Kollapen, said that violence at the schools had escalated beyond that which is normally associated with bullying, and now included serious levels of violence and even deaths. The process of receiving quality education will not be possible in a state of fear. Kollapen said the commission was concerned about the ability of the society, the education system and the learners to overcome the problem, which seemed to affect girls especially.

Pointing to the problems both learners and educators faced on a daily basis, the National Professional Teachers Organisation of South Africa said the right to human dignity was being infringed. The slightest provocation would lead one learner to assault a fellow learner. Learners are often accosted on their way to school by criminals. On a daily basis, learners are robbed of their jewellery, cell phones and taxi fare.

The teacher organisation said violence at schools contributed to low staff morale and could lead to psychological problems in pupils, resulting in their learning difficulties and increased absenteeism rate. The SA Council of Educators sought to debunk the current notion of

alternatives to corporal punishment, arguing that this approach was "neither reasonable nor justifiable".

Corporal punishment is outlawed, but is controversial, as some educators continue using it as a means of discipline. Critics of corporal punishment believe it perpetuates violence. With the country not having a national policy regarding safety at schools, more emphasis was needed on conflict resolution and mediation skills.

Trauma management and peer counselling had made tremendous progress and had reached out even to the homes of learners, said the centre for the study of Violence and Reconciliation. The centre said a safe schools project had achieved much in making schools safer." "Safety teams" involving the local community, were effective ways of encouraging community involvement. Earlier in 2006, Education Minister Naledi Pandor announced plans to improve school security that included plans to identify "problem schools" and increasing security infrastructure such as fences and closed circuit TV cameras.

A 1998 National Institute of Justice study noted that family and friends were the primary sources of guns for youths. This was consistent with a study in Boston that also noted that most guns used in firearm homicides are obtained through an underground market of buying, lending, giving and trading guns, which the legal market initially supplies. Gun violence by kids who are victims, as well as perpetrators of violence, who are caught up in extreme violence and have the family and peer connections to obtain a gun, represent the most frightful form of school violence.

Greene (2001) argues that violence in school hampered learning potential and caused educational distractions. School violence results in tangible physical and psychological harm to learners, educators, administrators, and staff. The U.S Secretary of Education said that

about three million thefts and violent crimes occur on or near school grounds each year. This translates into about sixteen thousand incidents per school day. It seems that such violence occurs in rural and suburban school districts. One study, for example, found that differences between these areas in reported school crime victimization over a six-month period in 1989 were minimal.

The rate was 10 percent for youth in central cities, 9 percent for those in suburbs, and 8 percent for those in rural areas. School board reports of the types of violence that their districts have experienced show similar patterns, with violence occurring in all areas, but the most violence occurring in urban areas, the least in rural areas.

Students versus teacher's violence, gang violence and weapons offences showed a great difference in reported occurrences from area to area. While the victim of violence suffers physical loss and mental trauma, the multiple witnesses to violence acts are also subject to the negative effect of violent scenes and the psychological harm they produce. Those attending school where violence is a potential risk face the daily question of whether they will be confronted by a violent act. They may react to this situation in different ways.

Some teachers may ignore the risk, while others may leave the school permanently. This fear of violence, reluctance to maintain discipline, hesitation to go to school, and desire to leave school, can impede a teacher's performance in the classroom. Students are the most immediate victims of school violence, violence that is most often perpetrated by youth against youth of similar ethnic and socio-economic background.

One reaction among student victims is to stay away from the school. But some research suggests that those youth who are afraid in school may be more likely to become future aggressors. While only 7 percent

of those with poor grade, reported feeling unsafe at school,13 percent of all students reported that they had carried a weapon to school at one time. Thus, possible student reaction to violence includes, but are not limited to, future violent aggression, carrying a weapon and avoiding school work and participation

According to Domingo-Swarts (2002), schools have become spaces for violence. Crime and violence represent real threats to the achievement of educational goals. Learners and educators take firearms to school, believing that they need them for protection. In 1998, 461 children under the age of 12, and 358 minors between 12 and 17 years old were killed by firearms in South Africa. Almost 88% of gun violence victims are male and handguns are the most common weapons used in firearm murders.

Since 1994, the number of guns reported lost or stolen, has also increased. For instance, in 1998, about 83 guns were lost or stolen per day. This is known to be a low estimation, as many people do not report a lost firearm for fear of prosecution. It is estimated that there are between 500 000 and 1 million unlicensed firearms in South Africa.

Killings have rocked several school communities recently whereby learners are lost to violence according to Mohlala (2006) investigation. The last thing Elijah Mathibela expected when his phone rang on Easter Monday was to be told of deaths in the community. The broken bodies of three young women were lying behind a shopping centre in Mamelodi West, Pretoria. They were murdered. Mathibela, the principal of Jafta Mahlangu High, could not help but wonder whether they were among his learners. When his worst fears were confirmed, the killings shattered learners and educators alike. Only days before, two girls, 19 years old were sitting in class chatting to friends and

walking on the playground. The third victim, aged 18, was enrolled at Prospertus High in nearby Eersterus.

Mathibela said learners, particularly classmates of the young women, were shaken and traumatised. This had a huge emotional effect on them since some of the learners saw their bodies. But Jafta Mahlangu High and Prospertus High are not the only institutions that have had to deal with tragedy in recent times.

According to Mohlala (2006) at Sikhanyisile Primary School, in Mamelodi, a learner was shot dead by a learner from a nearby school. At Steve Tshwete Secondary School in Olivehoutbosch near Pretoria, a 16-year old boy was stabbed to death by another learner. Janine Shamos, a high school educator, senior counsellor and trainer who is involved with the South African Depression and Anxiety Group, says that during tragedies like these, learners appreciate the support of educators and staff members.

Being available and approachable is often what it takes to prevent learners from sinking into deep depression. Talk to them, value what they say, never judge what they are telling and support them, allow them to grieve and say what they need. Because educators feel they have to support learners, they often feel very alone. It is important for staff to support each other and express their emotions. Educators should not feel that they have to be hard and tough. It is okay for their learners to see that they are upset.

Most of the nine provincial Departments of Education have some sort of support system in place, to help schools deal with death. Christie Naude, spokesperson of the KwaZulu-Natal Department of Education, said the Department had a fully operational psychological support service, to help learners and educators who experienced trauma. The province has also been hit by a spate of tragedies recently. There are

240 qualified counsellors based in 12 district offices across the province. When a tragedy occurs, they dispatch a team that visits affected schools and gives counselling, said Naude.

The Western Cape is another province that has had its fair share of school-related violence and deaths. The department has in place a multisectoral and holistic programme that works closely with the community. The Safe-School Programme, which is essentially about ensuring the physical safety of schools, comprises school communities, police and the immediate communities. The other element of the strategy was about violence prevention, and also counselling and debriefing when it could not be prevented.

2.5 BROAD STRATEGIES TO INTERVENE IN SCHOOLS VIOLENCE

In July 1999 Professor Kader Asmal, announced nine educational priorities to revitalise South Africa's education and training system. The Minister condemned the unacceptably high levels of violence within schools and stated that schools must be reclaimed as "spaces of peace and stability" from those who are violent (Department of Education, 2002).

The Department of Safety and Security identifies the reduction of youth violence in South African schools as a social crime prevention strategy articulated within the National Crime Prevention Strategy (1996). To address this area of national importance, the Minister of Education and the Minister of Safety and Security mandated a joint strategy development process, to identify a practical intervention framework designed to reduce youth violence in South African schools.

According to Govendor (2006), the Minister of Education Naledi Pandor admitted during her Education budget vote in the National Council of Provinces that incidents of violence in schools "paint a

worrying picture." She also questioned why learners and educators brought weapons to school, asking: "How will we create places of learning out of sites of war?" Other planned initiatives include the following:

- Appointing safety officers at schools plagued by crime and violence;
- Developing a safety and security policy framework for schools, to provide clear guidance to them on how they should deal with crime, violence and antisocial behaviour; and
- Working in partnership with the Department of Social Development and the United Nations Office on Drugs and Crime, to train master trainers on the implementation of guidelines for the management and prevention of drug use and abuse by learners.

The Free State and KwaZulu-Natal Education Departments also disclosed strategies to address school violence.

Schools must be places of care and safety. Dlamini (2006) argues that there should be comprehensive anti-violence policies at schools, which must include dealing with the trauma that children face on a daily basis on their way to school and in their environments. Violent incidents in schools has led the Department of Education to speak out strongly on the safety of schools, encouraging principals and staff to be more proactive in terms of searching school premises and any person on the premises on suspicion of possession of illegal substances or dangerous objects.

Reinforcing this message, Duncan Hindle, the Director of Education, said that a single incident of violence at school is one too many. The School Governing Bodies concur and agree that searches could help to

prevent incidents. However, there should also be comprehensive anti-violence policies at schools that must include dealing with the trauma that children face on a daily basis, on their way to school and in their environment (Dlamini; 2006).

The Department of Social Development and the police need to work with the schools, to create safety nets for vulnerable children. There is also a need to acknowledge that violence breeds violence and the fact that in the latest victim survey, 48% of learners had experienced corporal punishment at school. Even those learners who are found perpetrating acts of violence need to be assisted and encouraged to continue on a less violent path. For effective teaching and learning to take place, educators can no longer view this as a parental problem.

Schools constitute a social space for children, where they spend most of their time, shaping their development and future roles in a wider society. While in some ways schools do fulfil some of these expectations, children often perceive schools as lacking responsive ways of addressing the unresolved traumas from the communities.

Violent behaviour can be attributed to the glamorisation of violence and guns among young people, drug and alcohol abuse (peer group pressure). Some are drawn into these acts, as an attempt to numb the suffering caused by their deprivations. School Management teams also call upon the communities to cooperate to make a safe learning environment possible.

Mahlangu (2006) states that the Education authorities aim to kick off Education Minister Naledi Pandor's plans to remove violent and disruptive learners from schools as early as 2006. The Minister wanted to amend the law to allow for "severely disruptive learners" to be released into their parents' care for a "short while". She also

blamed drugs for learners "psychotic behaviour" and said she wanted random drug testing in schools.

A 13-year old boy was stabbed by a 14-year-old schoolmate while waiting for a lift outside Edleen Primary School in Kempton Park. The learner had to be taken to hospital and, three weeks later, another learner was stabbed with a pair of scissor by another learner at Eden Park Secondary School and spent a week in hospital, recovering from a punctured lung. Pandor's spokesperson said learners would be suspended from schools in line with their individual institutions' codes of conduct.

The plan involved releasing "troublesome learners into their parents care and sending academic work home for them to ensure they keep up with classes." That learner must be at home until the school is convinced that the parent has rehabilitated the learner. The senior researcher at the University of Wits Education Policy Unit said it might make things worse." "What we are seeing is the violence that is in communities boiling over to schools" He said that psychological support for troubled learners and adequate training for educators should be tried first. The education authorities should first crack down on the alcohol abuse that he says is rampant in schools as well as, emphasise "good morals".

Parents should be involved in the discipline of their children and schools should not be turned into "military camps" with metal detectors, searches and police dogs. Schools must be child- friendly environments where children are not scared.

2.5.1 CRIME AND VIOLENCE PREVENTION PROGRAMMES

According to Casella (2001), violence prevention has taken on many forms, some of which reflect national trends to punish and to rely on

security and policing measures and also to control public places. There is little happening in the schools that cannot be connected somehow to the national movements; in some cases, zero tolerance has taken place within the context of increased national use of law enforcement and incarceration.

But violence prevention in schools does not end with zero tolerance. It has a more kindly face as well, one based not on processes that are judicial but rather on the educational. For example, conflict resolution programmes often aim to change student's behaviour through instruction and modification techniques that are pedagogical and based on social learning theory. In a similar way, peer mediation is often considered an educational experience; students not only have problems resolved but also learn to deal with future problems.

Within judicial processes, there are issues that surpass the strictly punitive and include, as well, new technology and surveillance measures that aim to prevent violence. Security technology is a way of doing more with fewer people; video cameras in schools enable school personnel to monitor multiple hallways with only one person behind the console. Funds are appropriated for more and better-trained guards, metal detectors, x-ray scanning machines, electromagnetic door locks, alarm systems, emergency telephones, and other security equipment, not to mention police officers.

According to Mohlala (2006), a classroom look like any other room, its walls adorned with an assortment of charts and posters. On the chalkboard are notes, probably scribbled during the last period of the day when the school closed for the Easter holiday. A few cream-white chairs, which have been arranged in a circle, seat a group of casually clad youths, aged around 18, and a few adults. They are grade 10 and 11 learners and teachers of Suncrest Secondary School in the south-east of Gauteng who sacrificed two days of their holidays to attend an

Alternative to Violence Project (AVP) workshop, organised by the NGO Phaphama Initiatives Resource Centre (PIRC). The workshop aims to equip learners, teachers and parents with the skills necessary to handle potentially violent situations. They provide skills on how to prevent violence; it also prepares them to deal with violence in a controlled and sensible manner. People get to know how to manage their anger, emotions and feelings.

The workshop revolves around five core themes, namely: affirmation, communication, community building and trust, cooperation and transforming power. Sessions are activity driven and participatory. Participants dramatise real life scenarios to reinforce the concepts. For instance, the group acts out altercations between lovers, parent-child fallouts and other typical potentially confrontational situations. The group explores other ways in which the differences could have been handled. The idea is to cultivate certain key principles, such as being a good listener, exercising patience, showing sympathy, thinking creatively in resolving conflicts, and learning to take responsibility in conflict situations.

According to Mohlala (2006) violence that exists in schools has its roots in the broader family, community and societal issues. Thus quick fixes are not likely to work. Building relationships that are based on respect, trust and affirmation, are more likely to create healthy, happy achievement-orientated schools in the long term. The following guidelines could assist in violence prevention in schools.

- At the start of every term, the school should develop a boundary agreement between learners and educators, outlining the kind of behaviour that everyone in the classroom agrees to. Review this agreement on a regular basis;
- Have a minute of silence for a peaceful thought at the start of each class;

- Look for the things to affirm every learner-genuinely and repeatedly;
- Educators should avoid sarcasm; rather express honestly and authentically.
- Find ways to get parents and guardians more involved in the education of their children. Parents can share their skills or talk about their life experiences;
- Take time to talk to about non-school issues with all the learners individually, and listen carefully to what they tell about their lives; and
- Make time to support one another and share success stories on how to deal constructively with anger, conflict and violence in the school.

According to the Report on School Associated Violent Deaths (1999), a number of youth-oriented prevention strategies, mostly in the United States, have shown that crime prevention programmes in schools, helped to turn the youth away from a life of crime. They helped to prevent younger children from choosing a path of crime. In other words, for younger children (or those not yet involved in crime) crime prevention programmes stop them from becoming involved.

Youth that are involved in crime can be turned away from crime through participation in crime prevention programmes. Crisis intervention programmes help these youths to turn away from crime. This is the aim of all prevention interventions.

Crime and violence prevention programmes in schools, therefore, focus on the following strategies in the (Report on School Associated Violent Deaths,National School Safety Center;1999):

- Reducing the potential for violence to occur;
- Protecting the physical safety of learners and educators;

- Providing safe and healthy environments for learning and development;
- Providing opportunities for youth to engage in non-violent activities;
- Building resilience tools in the youths so that they are able to choose a non-violent pathway.

According to Stephans (2000) schools provide a vital point of access to young people who are both primary perpetrators and victims of violence today. The school is also a contested terrain, precisely because of the fine line separating the youth at risk inside the classroom and those whose criminality has been consolidated on the other side of the fence. It is a very fine line, drawn in the dusty sand of township life. Crime prevention strategies frequently fail to recognize how easily this line may be crossed.

The initiatives began as a trauma management programme in Soweto schools, to help teachers identify and assist those children who might, for instance, be victims of domestic violence. This did not happen easily: Teachers were often reluctant to take on issues of school safety and violence prevention. They had to be empowered through paper training and know where to refer troubled children. From this narrow focus on trauma, we have developed a more all-encompassing strategy, to prevent school violence. One of the most important lessons learned is that students must be given a hearing. They know exactly where crimes are taking place within the school, and often suggest practical solutions.

Going beyond security concerns, safety teams involving teachers, students and parents built better relationships with the local police. Schools in dangerous places are linked with others. At a broader level, spearheaded multimedia projects, notably several TV drama series on violence in schools, are aired during prime time. Taking

stock of this holistic approach, the government has recently tuned into these grassroots initiatives, to tackle school crime more effectively (Zadja, 2001).

Any level of school should be a safe and welcoming environment. According to Werthein (2003), installing metal detectors, organising police forces, performing hostage drills, and conducting anger-management training, may sound like procedures that belong in detention centres, not at local schools, but those are exactly the kinds of measures that many schools find themselves considering.

2.5.3 INITIATIVES IN OTHER COUNTRIES

Recent efforts to address the problems have also included the adoption of "Zero tolerance" policies that require learners to be expelled for up to a year, if they engage in violent acts or make threats of violence against teachers or other students (Department of Education; 2002).

A survey of the states conducted for Education Week's Quality Counts 2003 annual report found that 28 states and the District of Columbia have enacted legislation, to enforce specific penalties for acts of school violence. The same survey also found that 32 States and the District of Columbia have enacted some kind of bullying/harassment prevention programme or legislation (Gorman, 2003). These preventative measures, adopted by states, districts, and schools, are meant to promote the "protective factors" that reduce incidents of violence while also reducing "risk factors" that are more likely to lead to violent acts.

The risk and protective factors area products of both the home and the school environments and, accordingly, many of the programmes designed to address such factors, involve not only schools, but also

parents and the surrounding community. The School Violence Resource Centre, part of the National Centre for Rural Law Enforcement, has information on nearly 50 model programmes that address youth violence.

Very few of those programmes are solely school based, suggesting that the role of violence prevention is not the exclusive responsibility of schools. Local communities, consulting organisations and policymakers are all being asked to play integral roles in violence – prevention efforts. But ultimately, schools do face the challenge of setting up support systems that ensure that students have a safe haven for learning.

According to Gisler (2000) having a police officer in a school can give a false sense of security. It is nearly impossible to secure all entrances to a school, and those few learners intent on bringing in weapons, are inevitably a step ahead of the security devices, which means that enforcement activities alone cannot create a safe school. Metal detectors and other mechanical devices, as well as security forces all send the worrying message to learners that the school is not a safe place when the opposite is usually true. Furthermore, funds for police officers and security systems, take money away from the already tight education budgets.

Some educators would not like to work in a school with a police officer who does not have a strong allegiance to the school and whose primary concern is toward control and arrests. This does not create a good educational environment. Instead, educators like to work at a school with a police officer who is concerned with deterring violence by his or her presence at the school and, willing to get to know and help troubled learners. These police officers can be very effective in preventing violence, and help both educators and learners, to feel secure.

According to Casella (2001), there is a High School that had three types of security personnel: a police officer, who answered to the local police Department, five security officers who answered to the local board of education, and three guards, derogatorily called Murphy guards or rent-a-cop in reference to the private company that rent them out. While increased security is a trend at many schools, suburban and rural towns buy into the processes as well, sometimes at great cost to budgets and to school climates. In another town, not far from Rosemont, the town council, in 1999, approved $47,000 for school security in its middle and high schools, in addition to their already employed security teams.

Money was appropriated for the purchase of a card system that enables access to school buildings, TV monitors for the front entrances of schools, electric door latches, re-key entrance doors, and motion trips (which indicate to the main office if somebody is near the front entrance). As one form of violence prevention, this security-based response to school violence reflects not only fixations on surveillance tactics, but also an era that can be defined by increased technology in all facets of life.

According to Casella (2001) policing and violence prevention in schools has been infiltrated by the technology revolution, and as a result there has been a shift to high-tech policing. Violence prevention has meant an economic boom for curriculum developers, trainers, consultants, and even university teachers who prosper when schools call on professionals to attend to problems associated with crime and violence with the development of new violence prevention programmes and curricula, including peer mediation and character education.

Violence prevention programmes meet several unique needs. The school gives mostly high achieving students the opportunity to join a

team or club that looks good on college applications. The school is able to say that they are doing something about violence as these efforts are touted in meetings and in the press, as evidence that a particular school or school district is responding to a current problem. Having a programme seems to signal to the larger community that the school is addressing parent's worries; it attempts to put people's minds at rest.

Casella (2001) further suggests that, in order to prevent violence, the nature, causes, complexities, and contradictions of violent situations, should be understood. The school should look beyond the students, to examine the problem in a manner that would take into account, the historical, economic, and cultural foundations of school violence in all its forms, including weapon violence, harassment, fights, bullying, threats, systematic violence and forms of aggression, caused by cultural prejudices. The structural issues of policy, discipline, community politics and inequality to concerns involving behaviour, race power, gender, gangs, sexuality and social class, should be linked.

2.5.4 DEPARTMENTAL INTERVENTIONS

Some schools have assisted in setting up anonymous hotlines for learners to give information about learners who carry guns to school (Casella; 2001). Where possible, rewards are offered to learners who call with information. Although the school may be instrumental in setting up such a hotline, it should be co-ordinated from a police station.

According to the Department of Education (2002), some schools have developed curricula that help learners assess the risks of handgun ownership, resolve conflicts without violence, and generally make safer decisions. They have started an aggressive educational campaign

that shows learners the effects that guns have and the risks that they may take by carrying them. They get learners to sign a pledge stating that they will act against guns and gun violence. They ensure that the learners themselves write the pledge. They start an inclusive campaign to make the school a gun-free zone. They involve as many learners, educators and parents as possible and provide educational inputs and strong motivations of why a gun-free zone would be a good idea.

Madala Chibamba (2004) in "LEARNER STABS CLASSMATE FOR R150": wrote: It is exam time, but two learners from Mashabane Secondary School will not write. One boy is recovering in Sebokeng Hospital, while another boy is in jail. This follows a fight between the two boys at the school; the boy was accused of owing another boy R150 and was stabbed at the school. He fell on the ground and the ambulance was called. The mother of the boy who was stabbed asked "what type of learner attempts to take the life of another learner?" She added "I think government should employ security in schools. They should search learners daily and I thank the educator who rushed my son to hospital to save his life."

According to Govendor (2006), nine of the country's most crime ridden schools stand to get the lion's share of a massive R45-million government plan to increase security at schools. The money, set aside by the Department of Education, is expected to benefit 546 crime-plagued schools, to try and curb the escalating violence which is being seen among school children, but the worst schools in each province will be given priority. The money is earmarked for security guards, fencing, metal detectors and floodlights and, in some cases, closed-circuit television surveillance.

One of the nine schools is Khumbula High in Mpumalanga, where learners went on the rampage, causing damage estimated at just under R1-million. They stoned classrooms, breaking 249

windowpanes, after demanding the removal of a senior educator, who they accused of being a witch. The school's principal had been escorted to safety by police five times after unruly learners made the school ungovernable.

Eight of the nine provinces confirmed that the names of the schools had been submitted to the Education Department as priority cases. The National Education Department confirmed that the Department had received the names of all nine schools from the provincial education departments. An official survey of safety incidents at KwaZulu-Natal schools in 2006 to which 2 320 0f the province's 6 017 schools responded, revealed shocking findings that include the following (Govendor: 2006)

- 10 killings;
- 273 rapes;
- 2 504 cases of drug possession;
- 2 164 assaults; and
- 1 381 cases of carrying dangerous weapons and cases of carrying guns.

Crime and violence in schools in other provinces in 2006 are as follows (Govendor; 2006):

- Western Cape:

  597 cases of abuse, including sexual abuse and emotional abuse; 451 cases of burglary and vandalism; 450 criminal offences, including robberies, assaults and possession of dangerous weapons; and 121 incidents of gang violence;

- Eastern Cape:

  Four murders, four stabbings and four suicides among learners in the schools;

- Free State:

rampant alcohol and drug abuse in some education districts, including reports that taverns close to schools, were selling liquor to learners and that learners came drunk to school; and

- North West:

Seizure of R5 ammunition, knives and pornographic material at Alabama Secondary school in Klerksdorp. The North West education spokesperson said the police had found a bottle of sleeping tablets at Gymnasium High in Potchefstroom "The learner claimed he wanted to commit suicide" and he is undergoing counselling.

The chief education specialist in Limpopo's Education Department said Makgofe Secondary had been identified as a high risk school because of several violent incidents. These included learners stabbing three other peers outside the school gate and another stabbing a classmate in class. In its submission the Free State Education Department, stated that at Thotagauta Secondary School, some of the learners often visited the neighbouring taverns. Welcoming the Education Department initiative to improve safety at schools, the Western Cape Education confirmed that Mount View High had been identified as an "extremely high-risk" school.

2.6 SUMMARY

One of the worst things that can happen to a school is to have a reputation as a place where drugs and weapons exist. It frightens learners, parents, educators and the community. The school loses the support of the community; educators become discouraged and lose their enthusiasm to work with learners. Schools can do something about drugs and violence.

Prevention, discovery, remedies and keeping strangers off the school grounds, can reduce the incidence of drug abuse and weapon possession in schools. The strategies require a conscious effort rather than great amounts of money. Schools need continuous commitment on the part of the entire staff, the district office, the parents and the learners. This will be in accordance with an African proverb, 'It takes an entire village to raise a child'

The responses to school violence, drug and alcohol abuse, gangsters, bullying, sexual harassment can be addressed with the help of implementing and drafting school safety policies as requested by the government for each school. According to the review of literature, although groups or stakeholders take a long time to complete the tasks given, school safety policies need urgent attention, in order to make our schools safe for learning.

CHAPTER THREE

RESEARCH DESIGN

3.1 INTRODUCTION

This chapter discusses the methodology of the study. It explains how the research was conducted, and what steps were taken to ensure the reliability of the study. The aim of the study is to identify and discuss the issues and the challenges faced by school management teams and educators on school safety in the Mafikeng district.

3.2 RESEARCH TOOLS

The researcher used a self-administered questionnaire as one of the most common and necessary tools to collect data.

3.2.1 QUESTIONNAIRE AS A RESEARCH TOOL

Macmillan & Schumacher (2001:40), state that questionnaires encompass a variety of instruments in which the subject responds to written questions to elicit reactions, beliefs and attitudes. Questionnaires are not necessarily easier than other techniques and should be employed carefully.

Kendall & Kendall (1999) refer to questionnaires as an information gathering technique that allows the researcher to study attitudes, beliefs, behaviours and characteristics of several key people in the organization who may be affected by the current and proposed idea.

According to Legotlo (1994), a questionnaire is a device, which enables the respondents to answer questions. It should be easy to read and follow. It is a means of communication between the respondents and the researcher (Legotlo, 1996). A good questionnaire must create a feeling of importance on the part of the respondents, a sense of

relevance and that their cooperation is of significance (Legotlo 1994; Teu, 1997. The questionnaire should be attractive in appearance, which, therefore, plays an important role in the research (Moate, 1996).

3.2.1.1 ADVANTAGES OF A WRITTEN QUESTIONNAIRE

The questionnaire serves to facilitate access to vital information for several reasons. Through a questionnaire, one may focus on a particular subject and provide more general ideas, which may be of great value to the community as a whole (Legari, 1999). In this study a questionnaire was used because of the advantages of a questionnaire, as a method used for investigation, as outlined by different authors or researchers (Gay, 1981: Legotlo, 1994: Johnson, 1994: Cohens & Manion, 1994):

- It is much more efficient in that it requires less time;
- It reaches more people and enables the researcher to obtain a broader spectrum of views;
- Standard instructions are given to respondents;
- The confidentiality of information given, can be maintained since respondents names are not given;
- Collection of data from a large sample can be reached within a short space of time;
- Standardized instruments are given to all respondents;
- Respondents may read all the questions at their convenient time before completion;
- Self-administered questions give an opportunity to establish rapport with respondents and explain the purpose of the study as well as, clarifying difficult and complex items;
- Provides reliable results;
- It is easier to elicit responses on controversial issues than through an interview; and

- If the questionnaires are well constructed, they can provide data economically.

Questionnaires are very cost effective when compared to face-to-face interviews. This is especially true, for studies involving large sample sizes and large geographical areas. Written questionnaires become even more cost effective as the number of research questions increases.

Questionnaires are less intrusive than telephone or face –to-face surveys. When respondents receive questionnaires, they are free to complete questionnaires on their own timetable, unlike other research methods, as the research instrument does not interrupt them. In this study questionnaire was used as a means of collecting data.

3.2.1.2 DISADVANTAGES OF A WRITTEN QUESTIONNAIRE

The researcher was aware of the disadvantages of the questionnaire and these were considered when it was developed. One of the major disadvantages of written questionnaires is the possibility of low response rates. Low response is the curse of statistical analysis. It can dramatically lower our confidence in the results. Another disadvantage of a questionnaire is the inability to probe responses. Questionnaires are structured instruments; they allow little flexibility to the respondent with respect to response format (http//www.statpac.com/surveys/advantages.htm).

Though there are advantages related to the questionnaire as a method of investigation, researchers share common views on the disadvantages of the use of questionnaires as a research tool (Teu, 1997; Legotlo, 1996; Cohen & Manion 1994; Johnson, 1994). They agree that questionnaires must be used very carefully and have the following disadvantages:

- The respondents may not co-operate to important or emphasized aspects which are of importance to the investigation thus, not willing to share their knowledge;
- Unavailability of addresses of the respondents may also pose a problem if follow-ups are needed;
- A vaguely worded and poorly organized instrument could lead to a researcher getting a poor response;
- The danger of misinterpretation of a questionnaire exists as it is difficult to formulate questions which convey almost the same meaning to all respondents;
- Respondents believe that they do not personally gain any kind of reward by providing the response;
- Respondents often fail to send back completed questionnaires because they think that their efforts only benefit the researcher by earning him/her a degree; and
- Data from different questionnaires may be difficult to synthesise

Despite these disadvantages, the mail questionnaire is still commonly used as a major instrument for data collection by many researchers. If all these factors are carefully considered and great care is taken in their construction in administration, then more desirable responses could be obtained.

3.2.2 CONSTRUCTION OF QUESTIONNAIRE

A questionnaire is a measuring instrument used to collect data and it has a great influences on the reliability of the collected data (Legotlo, 1996). It is of significance that care must be taken when designing a questionnaire because questionnaires that are not properly laid out can cause respondents to miss questions and confuse them.

According to Cohen & Manion (1994), an ideal questionnaire possesses the same properties as a good law. Its design must minimise potential errors. Therefore, a well-designed questionnaire, boasts reliability and validity of the data to acceptable levels of tolerance (Schnetler, 1989). This implies that researchers must be very careful with the construction of the questionnaire and content of the formulated questions must cover the field of the study examined. In this study, a set of items in the questionnaire will be compiled by the researcher, with particular reference to the aspects mentioned in the review of literature.

The following guidelines here be taken into account as suggested by Babbie, (1998); Gay, (1990); Cohen & Manion, (1994); Borg & Gall, (1989):

- Clarity; items should mean the same to all respondents;
- Short items are preferable;
- Negative items that relate to the objective of the researcher should be included;
- Questions must be clear, simple and brief;
- Biased questions are to be avoided;
- Double-barrelled items, which require the subject to respond to two separate ideas with a single answer, should be avoided; and
- Questions must be arranged in sub-sections, introducing each section with a short statement concerning its content and purpose.

The following are the most significant and should be borne in mind during questionnaire construction or formulation (http://www.knowledgerush.com/kr/encyclopedia):

- The wording must be kept simple: no technical or specialized words. Use short sentences;
- Writing style should not be controversial, but concise and accurate;
- The meaning should be clear. Avoid ambiguous words and equivocal sentence structure;
- Avoid biasing the responses. A biased questionnaire encourages respondents to answer in one way rather than in another;
- Avoid complex questions, and
- Avoid personal or intimate questions that most people will not answer.

There are un-structured or open-ended questions and structured ones. Open-ended questions leave the participants completely free to express their answers as they wish, as detailed and complex, as long or short as they feel appropriate. No restrictions, guidelines, or suggestions for solutions are given (Bless & Higson-Smith: 118).

3.2.2.1 DEVELOPMENT OF QUESTIONNAIRE

The construction was designed by the researcher with the purpose of gathering more information about issues and challenges facing School Management Teams and Educators on school safety.

3.2.2.2 FORMAT AND CONTENT OF THE QUESTIONNAIRE

The questionnaire used in this study to collect data is divided into three (3) sections (Appendix A).

Section A: (Items1-7) this was solely aimed at collecting the biographical and demographical information of respondents involved

in the study. The information was necessary and essential to understand who are the respondents and their background.

Section B: (Item 8.1-8.20) consists of closed questions and the purpose of this section was to gather information or data on issues and challenges on school safety. For each item the respondents is required to place a (X) next to the response of his or her choice in a point likert scale using the following keys:

1=Strongly Disagree

2=Disagree

3=Agree

4=Strongly Agree

The use of Likert scale

According to Macmillan & Schumacher (1993: 244) a true Likert scale is one where the stem includes a value or direction and the respondent indicates agreement or disagreement with statement. Likert-type items use different response scales; the stem in this scale is directional. The respondents have to check on the scale that best represent their reaction to each statement (Ary et al., 1990: 235).

Section C: (Item 9.1-9.10). These questions are constructed to assess the commitment, involvement of the school management teams, educators, learners and parents in regard to school safety. The respondents were to indicate by (X) next to "yes" or "no" or "not sure" responses.

3.2.3 PRE-TESTING OF THE QUESTIONNAIRE

Schnetler (1989) emphasizes that the most of the flaws, problems and ambiguity of the measuring instrument are detected during the pilot study. A pilot study is a small-scale preliminary investigation, designed to acquaint the researcher with flaws and problems that need attention. It offers the researcher an opportunity to pre-test the instrument. Therefore the main purpose of the pilot study is to detect the problems that must be solved before the major study takes place.

With a view to determine any flaws, problems and ambiguity in this study the questionnaire was tested and pre- testing was done with a sample of (n=10). Respondents were requested to comment on the general items of the questionnaire, and indicate some points that might need to be considered for improving the instrument. The pre-tested questionnaire was then checked by the researcher and suggestions made by the respondents were considered.

3.2.4 THE FINAL QUESTIONNAIRE

After the pilot study was done, the final questionnaire was designed and administered to twenty five (25) School Managers in the Mafikeng Area Project Office.

3.2.5 COVERING LETTER

According to Legotlo (1994), a covering letter should be carefully and thoughtfully structured. It should address the concerns of the receiver of the letter. It is used to introduce the questionnaire to the respondents. The purpose of the covering letter is to indicate the aim of the survey, to convey to respondents its importance, to assure them of their confidentiality and encourage their participation.

It also gives the respondents direction in the completion of the questionnaire, direction about returning it and guarantees anonymity (Borg & Gail; 1989; Wiersma; 1995; Legotlo, 1994). Thus in this study a letter asking permission to conduct fieldwork at the school accompany the questionnaire to each school.

3.3 ADMINISTRATIVE PROCEDURE

Permission for access to schools was first secured from the Area Project Office Leader of Mafikeng Central Region Personnel. Thereafter, the researcher distributed questionnaire copies to schools in Mafikeng Area Project Office and was also responsible for collecting questionnaires back from respondents/ participants.

3.4 FOLLOW UP

A low response rate in questionnaire surveys is a major problem. Furthermore, according to Sybouts (1992: 178),low response rates can cause distortions to the information gathered and a loss of reliability and validity. Thus, follow-ups are a must in questionnaire surveys, in order to maximise response level, to re-emphasise the importance of the study and the value of the respondents' participation.

Non-response is a major disadvantage of the questionnaire (Legotlo, 1994). The researcher made follow-ups personally to school managers who did not return the completed questionnaire in order to encourage them to bring back the completed copies. Some school managers did not fill in the questionnaire due the following reasons:

- Some researchers have a tendency to reveal names of respondents and their responses to certain fields, though they promise to handle the information confidentially, and

- After collecting data (completed questionnaires) some researchers do not inform them (participants) about their findings and recommendations.

Most of the questionnaires were completed and returned after two weeks; the remaining ones were collected on the follow-up visits.

3.5 POPULATION AND SAMPLING

Out of a total population of 67 schools in the Mafikeng Area Project, a random sample of (n=25) schools (Primary, Middle and High) were selected to participate in the study. The questionnaires were administered to (twenty five) 25 School Managers. In each school, ten respondents were to participate in the study to obtain more information on safety in schools .i.e. one principal or deputy principal, one head of department and eight educators from each school.

3.6 RESPONSE RATE

A total of (250) questionnaire was personally distributed to sampled public schools. 200 (80%) of the questionnaires were returned and used for analysis, while fifty (20%) questionnaires were not returned as figure 3.1 below indicates.

Figure 3.1 Distribution of the population sampling

ITEM	NUMBER	%
TOTAL NUMBER OF QUESTIONNAIRES	250	100
RETURNED QUESTIONNAIRES	200	80
UNRETURNED QUESTIONNAIRES	50	20

3.7 STATISTICAL ANALYSIS

According to Steyn (1999:9), there has been an exponential and phenomenal development in the field of electronics over the past decades, which has facilitated the practical use of any statistical

analysing technique. In this study a computer-aided statistical analysis was used to compute the descriptive data for each respondent, in the form of frequency distribution, frequency percentages, graphs and ANOVA.

3.8. SUMMARY

For this study, a questionnaire was employed as the main instrument for collection of data. This chapter highlighted the advantages and disadvantages of questionnaire and these were taken in consideration when a questionnaire was developed for this study.

CHAPTER FOUR

DATA ANALYSIS AND INTERPRETATION

4.1 INTRODUCTION

This chapter discusses and summarizes the results of the analysed data. The aim is to determine empirically the issues and challenges facing school management team and educators on school safety.

4.2 REVIEW OF THE SUBJECT

Out of the total number of 250 respondents, 200 respondents returned usable questionnaires which were used to analyse and interpret data.

4.3 DATA ANALYSIS

Sections A and B of the questionnaire were analysed. Section A required the biographical and demographical data of the respondents. The aim was to get a picture of the respondents and their background. Table 4.1 on the next page shows a summary of their biographical and demographical data.

In addition, section B aims at finding the respondents views on issues and challenges on school safety. The purpose of this section was to determine empirically the issues and challenges facing School Management Teams and Educators on school safety. A four-point scale was used in which respondents were to reflect their perceptions by choosing from (Strongly Agree, Agree, Disagree and Strongly Disagree).Table 4.2 shows the analysis of their responses and each item will be discussed briefly.

TABLE 4.1 **BIOGRAPHICAL AND DEMOGRAPHICAL DATA**		
1Age groups of the respondents	**Frequency**	**Percentage**
1.1Below 30	17	8.5
1.2 30-34	40	20.0
1.3 35-39	46	23.0
1.4 40-44	39	19.5
1.5 45-49	33	16.5
1.6 50-54	16	8.0
1.7 55 & above	9	4.5
Total	200	100
2.**Gender of the respondents**		
2.1 Male	73	36.5
2.2Female	127	63.5
Total	200	100.0
3. **Higher education level**		
3.1Diploma	52	26.1
3.2Degree	80	40.2
3.3 Honours	48	24.1
3.4 Masters	17	8.5
3.5 Other (specify)	2	1.0
Total	199	100.0
4. Rank		
4.1 Educator	136	68.0
4.2 Head of Department	37	18.5
4.3 Deputy Principal	14	7.0
4.4 School Manager	13	6.5
Total	200	100.0
5.School Category		
5.1 Primary	25	12.5
5.2 Middle	27	13.5
5.3 High	140	70.0
5.4 Combined	8	4.0
Total	200	100.0
6.**Type of settlement**		
6.1 Urban	109	55.9
6.2 Rural	86	44.1
Total	195	100.0
7.**Teaching experience**		
7.1 1-3 years	22	11.1
7.2 4-7 years	21	10.6
7.3 8yrs and above	156	78.4
Total	199	100.0

TABLE 4.2 Issues and challenges on school safety

School Safety Statement	SD		D		A		SA		Total	
	Count	%	Count	%	Count	%	Count	%	Count	%
8.1 Schools are battling to provide the quality of education required for the holistic and healthy development of young people.	8	4.0%	16	8.0%	86	43.0%	90	45.0%	200	100.0%
8.2 Most schools have become centres for violence, crime, drug abuse, alcohol abuse, gang involvement and fear rather than safe centres for learning.	5	2.5%	30	15.0%	71	35.5%	94	47.0%	200	100.0%
8.3 Gang members often engage in vandalism, theft, assault and sale of drugs in school and threatens SMT.	6	3.0%	39	19.5%	87	43.5%	68	34.0%	200	100.0%
8.4 Girls are constantly faced with fear of sexual abuse and harassment by other learners and some educators.	11	5.5%	59	29.5%	78	39.0%	52	26.0%	200	100.0%
8.5 Sexual abuse does not only causes physical pain and harm to the victim, but also long-lasting psychological harm.	2	1.0%	12	6.0%	45	22.5%	141	70.5%	200	100.0%
8.6 SMT's find it hard to deal with educators who sexually abuse learners.	9	4.5%	61	30.5%	69	34.5%	61	30.5%	200	100.0%
8.7 SMT and educators find it difficult to reform gang members because the consequences of leaving a gang are often severe like death warrant.	12	6.2%	25	12.8%	93	47.7%	65	33.3%	195	100.0%
8.8 Violence that exists in school has its roots in broader family, community and societal issues.	4	2.0%	16	8.0%	77	38.5%	103	51.5%	200	100.0%
8.9 Adolescent, delinquency and peer pressure are the major cause of violence in schools.	1	.5%	24	12.0%	88	44.0%	87	43.5%	200	100.0%
8.10 School violence violates the basic assumptions that school should be a safe and welcoming environment.	3	1.5%	9	4.6%	89	45.4%	95	48.5%	196	100.0%
8.11 There is a high use of drugs in your school, which will increase the chance that violent conflict will result in injury or death.	17	8.6%	56	28.3%	90	45.5%	35	17.7%	198	100.0%
8.12 Bullying in your school is extremely common as a result learners drop out from school.	16	8.0%	82	41.2%	76	38.2%	25	12.6%	199	100.0%
8.13 Educators are often reluctant to conduct searches of drugs for fear of infringing learner's rights to privacy.	15	7.5%	39	19.6%	96	48.2%	49	24.6%	199	100.0%
8.14 Most parents are involved in violence prevention programs in your school.	58	29.0%	77	38.5%	47	23.5%	18	9.0%	200	100.0%
8.15 The role of violence prevention is not the exclusive responsibility of schools.	16	8.0%	21	10.6%	89	44.7%	73	36.7%	199	100.0%

School Safety Statement	SD		D		A		SA		Total	
	Count	%	Count	%	Count	%	Count	%	Count	%
8.16 Schools need to promote learner's safety and academic excellence, identity and manage safe and security risks.	13	6.6%	5	2.5%	78	39.4%	102	51.5%	198	100.0%
8.17 Schools do face a challenge of setting up support system that ensures learners have a safe haven for learning.	12	6.0%	11	5.5%	97	48.7%	79	39.7%	199	100.0%
8.18 School-based interventions tend to be successful when there is SAPS involvement.	7	3.5%	23	11.6%	92	46.2%	77	38.7%	199	100.0%
8.19 The SAPS and Department of Education have a number of Safer School Initiatives including piloting .	18	9.0%	49	24.6%	88	44.2%	44	22.1%	199	100.0%
8.20 A school which has adopted a cop, experience lesser problems since learners find it easier to report cases and blow the whistle on time.	22	11.1%	50	25.3%	79	39.9%	47	23.7%	198	100.0%

In this part, analysis of both the biographical data and the statements on issues and challenges on school safety will be done together. The ANOVA interpretation will be based on the one-way tests computed on the biographical data and their relationship with statements in section B .Only those that show significant difference will be analysed.

4.3.1 AGE OF THE RESPONDENTS AND THEIR VIEWS

The respondents were given 20 questions in Section B. Six of the questions according to age category as reflected on Table 4.3 are significant.

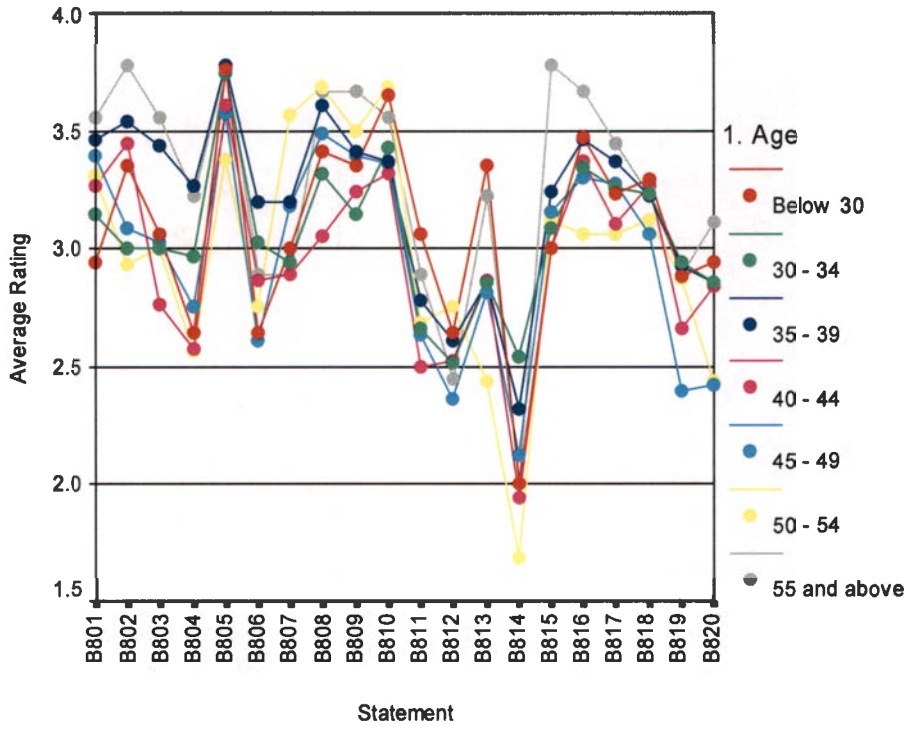
Table 4.3 Age category

Code	Statements	F	Sig.
B801	Schools are battling to provide the quality of education required for the holistic and development of young people.	1.76	.11
B802	**Most schools have become centres for violence, crime, drug abuse, alcohol abuse, gang involvement and fear rather than safe centres for learning**	**2.47**	**.03**
B803	**Gang members often engage in vandalism, theft ,assault and sale of drugs in school and threatens SMT.**	**2.31**	**.04**
B804	**Girls are constantly faced with fear of sexual abuse and harassment by other learners and some educators.**	**3.71**	**.00**
B805	Sexual abuse does not only cause physical pain and harm to the victim, but also long-lasting psychological harm.	1.08	.38
B806	SMT's find it hard to deal with educators who sexually abuse learners.	1.51	.18
B807	SMT and educators find it difficult to reform gang members because the consequences of leaving a gang are often severe like a death warrant.	1.28	.27
B808	**Violence that exists in school has its roots in broader family, community and societal issues.**	**2.49**	**.02**
B809	Adolescent, delinquency and peer pressure are the major causes of violence in schools.	1.75	.11
B810	School violence violates the basic assumptions that a school should be a safe and welcoming environment.	.95	.46
B811	**There is a high use of drugs in your school, which will increase the chance that violent conflict will result in injury or death.**	**2.55**	**.02**
B812	Bullying in your school is extremely common as a result learners drop out from school.	1.37	.23
B813	Educators are often reluctant to conduct searches of drugs for fear of infringing learner's rights to privacy.	1.52	.17
B814	**Most parents are involved in violence prevention programmes in your school.**	**3.23**	**.00**
B815	The role of violence prevention is not the exclusive responsibility of schools.	.67	.67
B816	Schools need to promote learner's safety and academic excellence, identity and manage safe and security risks.	.79	.58
B817	Schools do face a challenge of setting up support system that ensures learners have a safe haven for learning.	1.41	.21
B818	School-based interventions tend to be successful when there is SAPS involvement.	.54	.78
B819	The SAPS and Department of Education have a number of Safer School Initiatives including piloting.	1.68	.13
B820	A school which has adopted a cop, experience lesser problems since learners find it easier to report cases and blow the whistle on time.	.89	.51

Table 4.3 Age category. The 6 bolded statements are significant due to the conventional 0.05 with the highest probability value of 0.04, implying that respondents rated them high as an indication that they are a very important issue of school violence.

The following graph represents the age of the respondents regarding the statements.

Figure 4.1Age of respondents



The senior elderly (55 and above) average higher (3.78) than middle ages (3.45) and the young with 3.03 for the 30-39 and 3.35 for below 30. Multiple comparison (LSD) suggests no significant difference for {below 30 and 30-34} and another {35-39 and 40-44} and 50-54.

Item 8.2 Most schools have become centres for violence, crime, drug abuse, alcohol abuse, gang involvement and fear rather safe centres for learning.

Table 4.2 indicates that 82.5 % of the respondents agree that most schools have become centres for violence, crime, drug abuse, alcohol

abuse, gang involvement and fear rather than safe centres for learning which is supported by 2.4.4 (incidents of school violence in South Africa), while only 17.5% disagreed. Again Table 4.3 shows that this item (8.2) is significant due to the conventional 0.05 with the highest probability value of 0.03.

Item 8.4 Girls are constantly faced with fear of sexual abuse and harassment by other learners and some educators in your school.

As indicated in Table 4.2, 75 % of the respondents agree that girls are constantly faced with the fear of sexual abuse and harassment by other learners and some educators. According to Mawson (2004) a school girl aged 12, was called by an educator into the school library one winter day and raped, this ordeal led her to drop out of school and suffer post traumatic stress and depression. The minority of respondents, 25 %, disagree. It is necessary that schools should be safe and secure and it is unlawful to harass and sexually abuse learners. This item is significant due to the conventional 0.05 with the highest probability value of 0.00.

Item 8.8 Violence that exists in school has its roots in broader family, community and societal issues.

Table 4.2 shows that 180(90%) of the respondents agree while 20 (10%) disagree that the root of violence is from the family, community and societal issues. One of the Governors Alliance indicated that schools were mirroring the violence surrounding the communities. Learners act out what they see in real life, including what happens inside the home, what they see on television, as well as the violent nature of some video games they play because they become what they see (Kollapen;2006).

A 1998 National Institute of Justice study noted that families and friends were the primary sources of guns for youths. This was consistent with the study in Boston that also noted that most guns used in firearm homicides, were obtained through an underground market of buying, lending, giving and trading guns, which the legal market supplies. Gun violence by kids who are victims as well as perpetrators of violence, who are caught up in the extreme violence, and have the family and peer connections to obtain a gun, represent the most frightful form of school violence (Greene;2001). Age category as shown in Table 4.3 the item is significant due to the conventional 0.05 with the highest probability value of 0.02.

Item 8.11 There is high use of guns in your school, which will increase the chance that violence will result in injury or death.

Table 4.2 shows that 125 (63.2 %) of the respondents agree that there is high usage of guns in their school, which will increase the chances that violent conflict will result in injury or death. 73 (36.9%) disagreed. Domingo-Swarts (2002) states that learners and educators take fire arms to school, because they believe that they need them for protection. The adopt-a-cop programme helped in recovering firearms from learners. It is significant due to the conventional 0.05 with the highest probability value of 0.02, where almost all age groups in exception of the category 50-54, rate the item high (cf figure 4.1)

Item 8.14 Most parents are involved in violence prevention programs in your school.

Table 4.2 shows that 135 (57.5 %) of the respondents disagree that most parents are involved in violence prevention programmes in schools. Although there is a great deal of support for increased parental involvement in education, in practice it is generally poor, this is supported by Department of Education; 2002. Only 65 (32.5%)

agreed that most parents are involved in violence prevention programmes in schools. Anova of age as shown on Table 4.3 reflects that all age groups rated the item high. It is significant due to the conventional 0.05 with the highest probability of 0.00.

4.3.2 GENDER OF THE RESPONDENTS

Chi-Square by Gender after collapsing SA and A to Agree and SD and D to Disagree. All these result in assessing association of a 2 by 2 for some significant effect of gender bias.

Table 4.4 Gender

Statement	Chi-Square	Significance
1. Schools are battling to provide the quality of education required for the holistic and development of young people.	4.629	.031 * *
2.Most schools have become centres for violence, crime, drug abuse, alcohol abuse, gang involvement and fear rather than safe centres for learning	5.790	.016 *
3.Gang members often engage in vandalism, theft ,assault and sale of drugs in school and threatened SMT.	6.820	.009 * *
4. Girls are constantly faced with fear of sexual abuse and harassment by other learners and some educators.	1.129	.288
5. Sexual abuse does not only causes physical pain and harm to the victim, but also long-lasting psychological harm.	2.768	.096
6. SMT's find it hard to deal with educators who sexually abuse learners.	.019	.890
7. SMT and educators find it difficult to reform gang members because the consequences of leaving a gang are often severe like death warrant.	.063	.082
8. Violence that exists in school has its roots in broader family, community and societal issues.	.405	.524
9. Adolescent, delinquency and peer pressure are the major cause of violence in schools.	1.926	.165
10. School violence violates the basic assumptions that school should be a safe and welcoming environment	2.848	.091
11. There is a high use of drugs in your school, which will increase the chance that violent conflict will result in injury or death.	.003	.957
12. Bullying in your school is extremely common as a result learners drop out from school.	.753	.385
13. Educators are often reluctant to conduct searches of drugs for fear of infringing learner's rights to privacy.	2.531	.112
14. Most parents are involved in violence prevention programs in your school.	5.868	.015 *
15. The role of violence prevention is not the exclusive responsibility of schools.	.026	.872
16. Schools need to promote learner's safety and academic excellence, identity and manage safe and security risks.	4.999	.25
17. Schools do face a challenge of setting up support system that ensures learners have a safe haven for learning.	2.687	.101
18. School-based interventions tend to be successful when there is SAPS involvement.	.000	.998
19. The SAPS and Department of Education have a number of Safer School Initiatives including piloting.	.644	.422
20. A school which has adopted a cop, experience lesser problems since learners find it easier to report cases and blow the whistle on time.	1.119	.290

*<0.05 **<0.01

Table 4.1 shows that 73 (36.5%) respondents are males while 127 (63.5 %) are females.

4.3.3 HIGHEST ACADEMIC QUALIFICATION OF THE RESPONDENTS

The next section provides a picture of the results of the ANOVA that was conducted to determine whether there is any significant difference among the views of various groups by qualification. Table 4.1 shows that 80 (40.2 %) of the respondents had a degree as the highest qualification, 52 (26.1 %) have a diploma, while 48 (24.1 %) had honours, masters 17 (17.5%) and 2 (1.0 %) other. This implies that the education system is encouraging educators to obtain relevant qualifications, in 2002; the National Department of Education launched the NPDE programme to upgrade the qualifications of under qualified educators. Thus Table 4.5 Education level the respondents were given 20 questions and seven were identified to be significant see the bolded statements, these will be discussed briefly.

Table 4.5 Education level

Code	Statements	*F*	Sig.
B801	Most schools have become centres for violence, crime, drug abuse, alcohol abuse, gang involvement and fear rather than safe centres for learning	.93	.43
B802	Schools are battling to provide the quality of education required for the holistic and development of young people.	.88	.45
B803	**Gang members often engage in vandalism, theft ,assault and sale of drugs in school and threatened SMT.**	**2.89**	**.04**
B804	Girls are constantly faced with fear of sexual abuse and harassment by other learners and some educators.	2.10	.10
B805	Sexual abuse does not only causes physical pain and harm to the victim, but also long-lasting psychological harm.	.56	.64
B806	**SMT's find it hard to deal with educators who sexually abuse learners.**	**2.63**	**.05**
B807	SMT and educators find it difficult to reform gang members because the consequences of leaving a gang are often severe like death warrant.	.11	.95
B808	Violence that exists in school has its roots in broader family, community and societal issues.	1.96	.12
B809	**Adolescent, delinquency and peer pressure are the major cause of violence in schools.**	**4.08**	**.01**
B810	**School violence violates the basic assumptions that school should be a safe and welcoming environment.**	**3.84**	**.01**
B811	There is a high use of drugs in your school, which will increase the chance that violent conflict will result in injury or death.	1.52	.21
B812	Bullying in your school is extremely common as a result learners drop out from school.	.30	.83
B813	Educators are often reluctant to conduct searches of drugs for fear of infringing learner's rights to privacy.	1.82	.15
B814	**Most parents are involved in violence prevention programs in your school.**	**4.70**	**.00**
B815	The role of violence prevention is not the exclusive responsibility of schools.	2.56	.06
B816	Schools need to promote learner's safety and academic excellence, identity and manage safe and security risks.	1.72	.16
B817	**Schools do face a challenge of setting up support system that ensures learners have a safe haven for learning.**	**2.95**	**.03**
B818	School-based interventions tend to be successful when there is SAPS involvement.	.72	.54
B819	**The SAPS and Department of Education have a number of Safer School Initiatives including piloting.**	**3.04**	**.03**
B820	A school which has adopted a cop, experience lesser problems since learners find it easier to report cases and blow the whistle on time.	.41	.75

Item 8.3 Gang members often engage in vandalism, theft, assault and sale of drugs in school and threatened SMT.

Table 4.2 reflects that majority of respondents that is 77.5.0 %
Agree to be experiencing gangs which engage in vandalism, theft assault and sale of drugs in school and threatening SMT while 22.5% disagreed with the statement. Again, Table 4.5 shows Education level that it is significant due to the conventional 0.05 with the highest probability value of 0.04.The implication is that vandalism, theft and sales of drugs by gang members is the order of day in these schools.

Item 8.6 SMT's find it hard to deal with educators who sexually abuse learners.

Table 4.2 indicates 64.5 % agree and 35 % of the respondents disagree that SMT's find it hard to deal with educators who sexually abuse learners. This calls SMT to apply the managerial skills and refer to relevant policies that are clear on the issues that educators are not allowed to have sexual relations with learners, apart from a professional one and preliminary findings indicate there are grounds to dismiss the educator as it is required by the Department of Education. It is reflected on Table 4.5 that it is significant due to the conventional 0.05 with the highest probability value of 0.05. This implies that SMT cannot deal with sexually abused learners.

Item 8.9 Adolescent, delinquency and peer pressure are the major causes of violence in schools.

Table 4.2 shows that 87.5 % of the respondents agree and 12.5 % disagree that adolescent, delinquency and peer pressure are the major causes of violence in schools. Table 4.4 shows that the item is significant due to the conventional 0.05 with the highest probability value of 0.01.

Item 8.10 School violence violates the basic assumptions that school should be a safe and welcoming environment.

Table 4.2 reflects that 93.9% agree that school violence violates the basic assumptions that schools should be a safe and welcoming environment. Many schools have become war zones. It can be estimated that children are more likely to be violated at school than at other places, making school one of the most dangerous places (Kollapen;2000) This is also supported by Greene (2001) who argues that violence in schools involves more than just a discussion it

hampered learning potential and educational distractions only 6.1% disagree. Table 4.5 Education level reflects that the item is significant due to the conventional 0.05 with the highest probability value of 0.01.This implies that school violence violates the basic assumptions that schools should be a safe and welcoming environment.

Item 8.14 Most parents are involved in violence prevention programs in your school.

Table 4.2 indicates that 67.5% respondents disagree that most parents are involved in violence prevention programmes in schools while 32.5 % agree. It is important for schools to inform all parents about the violence prevention programmes because one may find out that only a few parents whose children are involved in violence may be aware of these programmes. Again Table 4.5 Education level indicates that item 8.14 is significant due to the conventional 0.05 with the highest probability value of 0.00.Most parents need to be involved in prevention programs. The School Governing Body requires every parent to participate in the education of the learners hence they should be concerned about the safety measures in schools which includes violence prevention programmes.

Item 8.17 School do face a challenge of setting up support system that ensures learners have a safe haven for learning.

Table 4.2 indicates that 88.4 % of respondents agree , the money, set aside by the Department of Education, is expected to benefit 546 crime plagued schools to try to curb the escalating violence seen among learners (Govender;2006) and 11.5 % disagreed that school face a challenge of setting up support system that ensures learners have a safe haven for learning. Table 4.5 reflects that the above item is significant due to the conventional 0.05 with the highest probability value of 0.03.

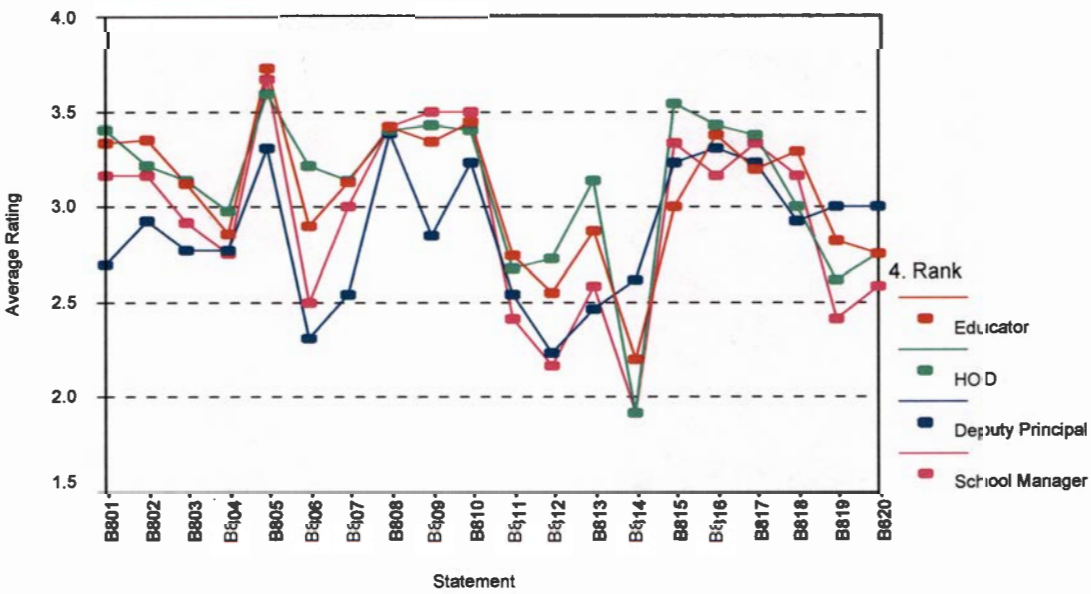
Item 8.19 the SAPS and Department of Education have a number of Safer School Initiatives including piloting.

Table 4.2 reflects that 66.3 % respondents agree that SAPS and Department of Education have a number of safer school initiatives including piloting while 33.6% disagree. The Department of Education is concerned about safety measures in schools hence there are safety policies. It indicates in Table 4.5 that it is significant due to the conventional 0.05 with the highest probability value of 0.03.

4.3.4. POSITION HELD BY RESPONDENTS IN SCHOOLS

Figure 4.2 represent the position held by respondents and the two items were selected i.e. B805 which indicates the average rating more than 3.0 and the B814 which indicates the average rating less than3.0 indicating the response of the H.O.D average rating 2.0.

Figure 4.2 Rank



Item 8.5 Sexual abuse does not only causes physical pain and harm to the victim, but also long-lasting psychological harm.

In Table 4.2 it was strongly agreed by 141 (70.5 %) respondents and only 2 (1%) strongly disagreed. It is necessary to provide counselling for sexually abused victims.

Item 8.14 Most parents are involved in violence prevention programs in your school.

Majority of respondents disagree 77(38.5%) and 58(29.0%) strongly disagree. This indicates that most parents are not informed about violent issues in schools and it might mean that only those parents whose children are involved in cases of school violence are well informed because 47 (23.5%) agreed and 18 (9 %) strongly agree. The mean rating for the H.O.D as reflected on figure 4.3 for item 8.14 was 1.92, mean for the school manager was at 1.85, mean for deputy principal at 2.57 and mean for educators at 2.96.Deputies are normally assigned to talk to parents most of the time about violence prevention programmes.

Table 4.6 Rank

Code	Statements	*F*	Sig.
B801	Most schools have become centres for violence, crime, drug abuse, alcohol abuse, gang involvement and fear rather than safe centres for learning	1.99	.12
B802	Schools are battling to provide the quality of education required for the holistic and development of young people.	2.02	.11
B803	Gang members often engage in vandalism, theft ,assault and sale of drugs in school and threatened SMT.	.95	.42
B804	Girls are constantly faced with fear of sexual abuse and harassment by other learners and some educators.	1.25	.29
B805	Sexual abuse does not only causes physical pain and harm to the victim, but also long-lasting psychological harm.	1.93	.13
B806	**SMT's find it hard to deal with educators who sexually abuse learners.**	**4.99**	**.00**
B807	SMT and educators find it difficult to reform gang members because the consequences of leaving a gang are often severe like death warrant.	2.26	.08
B808	Violence that exists in school has its roots in broader family, community and societal issues.	.15	.93
B809	Adolescent, delinquency and peer pressure are the major cause of violence in schools.	1.90	.13
B810	School violence violates the basic assumptions that school should be a safe and welcoming environment.	.89	.45
B811	There is a high use of drugs in your school, which will increase the chance that violent conflict will result in injury or death.	.27	.85
B812	Bullying in your school is extremely common as a result learners drop out from school.	1.34	.26
B813	Educators are often reluctant to conduct searches of drugs for fear of infringing learner's rights to privacy.	1.45	.23
B814	**Most parents are involved in violence prevention programs in your school.**	**4.25**	**.01**
B815	**The role of violence prevention is not the exclusive responsibility of schools.**	**4.58**	**.00**
B816	Schools need to promote learner's safety and academic excellence, identity and manage safe and security risks.	.55	.65
B817	Schools do face a challenge of setting up support system that ensures learners have a safe haven for learning.	1.52	.21
B818	School-based interventions tend to be successful when there is SAPS involvement.	1.78	.15
B819	The SAPS and Department of Education have a number of Safer School Initiatives including piloting.	2.06	.11
B820	**A school which has adopted a cop, experience lesser problems since learners find it easier to report cases and blow the whistle on time.**	**2.90**	**.04**

The bolded statements are significant due to the conventional 0.05 with the highest probability value of 0.04.

Item 8.6 SMT's find it hard to deal with educators who sexually abuse learners.

Table 4.2 indicates that 65.0 % respondents agreed while 35.0 % disagreed that SMT find it hard to deal with educators who sexually abuse learners. The SMT should always apply Departmental policies to deal with the matter. The item is also significant at 0.00 which

could imply that SMT cannot deal with educators who sexually abuse learners.

Item 8.15 The role of violence prevention is not the exclusive responsibility of schools.

Table 4.2 show that 81.4% of the respondents agree that violence prevention is not the exclusive responsibility of schools and only 18.6 % disagree. Local communities, consulting organisation and policy makers should be asked to play an integral role in violence prevention efforts. The item is significant due to the conventional 0.05 with the highest probability value of 0.04.

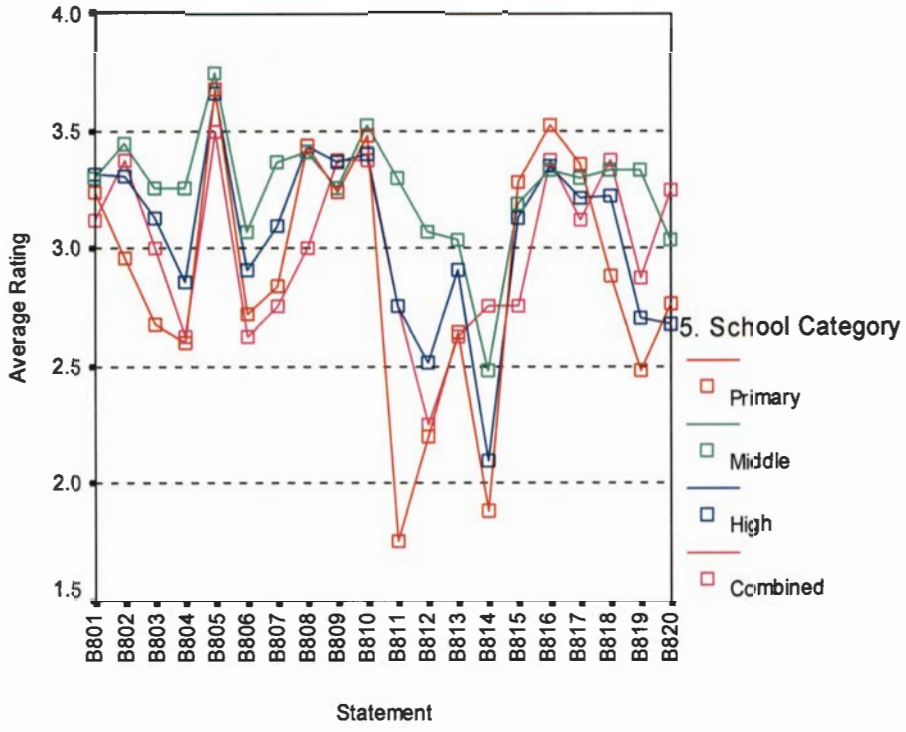
Item 8.20 A school which has adopted a cop, experiences less problems since learners find it easier to report cases and blow the whistle on time.

Table 4.2 reflects that 63.6 % of respondents agree while 36.4 % disagree that the school which has adopted a cop, experience lesser problems. This shows that adopt-a-cop make a difference in schools. Table 4.6 also shows a significant difference at 0.04, stressing the importance of the adopt-a-cop presence in schools.

4.3.5 SCHOOL CATEGORY

Figure 4.4 show the school category relating to the statements and two statements were identified. The first one indicating the highest average rating and the second indicating the lowest rating in that statement.

Figure 4.3 School category



Item 8.5 Sexual abuse does not only cause physical pain and harm to the victim, but also long-lasting psychological harm.

The average rating for middle, primary, high and combined is between 3.5 and 4.0. It a commonly known fact in all schools that sexual abuse does not only causes physical pain and harm to the victim, but long-lasting psychological harm. Learners should be counselled in order to deal with this problem as it has a negative effect on their academically studies.

Item 8.11 There is a high use of drugs in your school, which will increase the chance that violent conflict will result in injury or death.

The average rating is between 1.5 and 2.0 indicating the lowest in primary school while in high school average rating shows between 2.5

and 3.0 and middle school at 3.0 and3.5. The use of drugs is mostly experienced in high and middle schools.

Table 4.7 School Category

Code	Statements	F	Sig.
B801	Most schools have become centres for violence, crime, drug abuse, alcohol abuse, gang involvement and fear rather than safe centres for learning	.03	.99
B802	Schools are battling to provide the quality of education required for the holistic and development of young people.	1.72	.16
B803	Gang members often engage in vandalism, theft ,assault and sale of drugs in school and threatened SMT.	1.66	.18
B804	Girls are constantly faced with fear of sexual abuse and harassment by other learners and some educators.	2.52	.06
B805	Sexual abuse does not only causes physical pain and harm to the victim, but also long-lasting psychological harm.	.30	.82
B806	SMT's find it hard to deal with educators who sexually abuse learners.	1.77	.16
B807	SMT and educators find it difficult to reform gang members because the consequences of leaving a gang are often severe like death warrant.	1.25	.29
B808	Violence that exists in school has its roots in broader family, community and societal issues.	.35	.79
B809	Adolescent, delinquency and peer pressure are the major cause of violence in schools.	.93	.43
B810	School violence violates the basic assumptions that school should be a safe and welcoming environment.	1.06	.37
B811	**There is a high use of drugs in your school, which will increase the chance that violent conflict will result in injury or death.**	**9.35**	**.00**
B812	**Bullying in your school is extremely common as a result learners drop out from school.**	**4.59**	**.00**
B813	Educators are often reluctant to conduct searches of drugs for fear of infringing learner's rights to privacy.	.15	.93
B814	**Most parents are involved in violence prevention programs in your school.**	**6.58**	**.00**
B815	The role of violence prevention is not the exclusive responsibility of schools.	1.31	.27
B816	Schools need to promote learner's safety and academic excellence, identity and manage safe and security risks.	1.36	.26
B817	Schools do face a challenge of setting up support system that ensures learners have a safe haven for learning.	.86	.46
B818	School-based interventions tend to be successful when there is SAPS involvement.	2.32	.08
B819	**The SAPS and Department of Education have a number of Safer School Initiatives including piloting.**	**3.36**	**.02**
B820	**A school which has adopted a cop, experience lesser problems since learners find it easier to report cases and blow the whistle on time.**	**4.46**	**.00**

The bolded statements are significant due to conventional 0.05 with the highest probability of 0.02.

Item 8.11There is a high use of drugs in your school, which will increase the chance that violent conflict, will result in injury or death.

Table 4.2 indicates that 63.2% of respondents agree that the high use of drugs in school increase the chance that violent conflict will result in injury or death. Table 4.7 School category shows that the item is significant due to conventional 0.05 with the highest probability of 0.00.This Implies that the consequences of drug usage can result in injury or death.

Item 8.12 Bullying in your school is extremely common as a result learners drop out from school.

Table 4.2 reflects that 50.8 % agree while 49.2 % disagree about incidents of bullying which encourages drop out from school. Schools indicate that bullying is most likely to take place at break time or after school. This is because learners are often unsupervised at these times, or not closely supervised. Some educators are often unaware of bullying. Again Table 4.7 reflects the item to be significant due to conventional 0.05 with the highest probability of 0.00.As highlighted by Douglas (2002) bullying is linked to and plays a part in generating violence. An anti-bullying strategy may be the single most pro-active intervention a school can make, in the cycle of violence, racism and gender abuse.

Item 8.14 Most parents are involved in violence prevention programs in your school.

Table 4.2 shows that 32.5 % of the respondents agree that most parents are involved while 67.5% disagree. It is significant due to conventional 0.05 with the highest probability of 0.00.

Item 8.19 The SAPS and Department of Education have a number of Safer School Initiatives including piloting.

Table 4.2 reflects that 66.3 % of respondents agree that SAPS and Department of Education have a number of safer school initiatives including piloting while 33.6 % disagree. Table 4.7 School category indicates that the item is significant due to conventional 0.05 with the highest probability of 0.02.

Item 8.20 A school which has adopted a cop, experiences lesser problems since learners find it easier to report cases and blow the whistle on time.

Table 4.2 indicates that 63.6 % agree while 36.4 % disagree that school that has adopt a cop, experience lesser problems since learners find it easier to report cases and blow the whistle on time. Table 4.7 is significant due to conventional 0.05 with the highest probability of 0.00. Kollapen, 2006 states that schools are urban war zones, with educators struggling to cope with unruly learners, some of whom are armed. Schools without adopt-a-cop are faced with serious threat since some schools had turned into war zones.

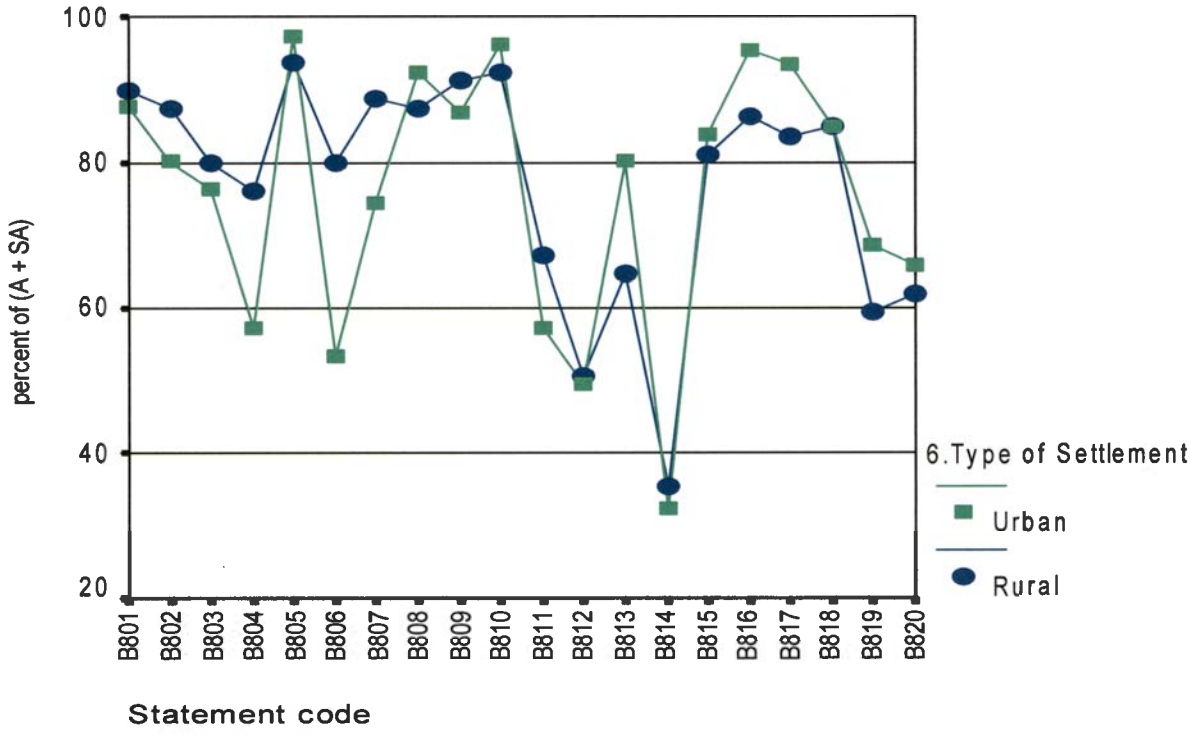
4.3.6 SCHOOL LOCATION OF THE RESPONDENTS

Respondents were asked to indicate their school settlement. Table 4.2 indicates that most respondents are teaching in urban areas 109 (55.9 %) while 86 (44.1 %) are teaching in rural areas. It was important to cover the views of educators both in rural and urban areas, since issues of school safety should be taken care of regardless of whether the school is urban or rural.

Figure 4.4 represents the type of settlement i.e. rural and urban. Two items were identified, the first one with the highest "agrees" from the

respondents and the second one indicating the lowest "agree" response of the respondents.

Figure 4.4 Type of settlement



Item 8.5 Sexual abuse does not only cause physical pain and harm to the victim, but also long-lasting psychological harm.

The graph indicates that the above item response to agree is more than 90 % for both rural and urban settlement that sexual abuse does not only cause physical pain and harm to the victim, but long-lasting psychological harm.

Item 8.14 Most parents are involved in violence prevention programs in your school

The graph shows that the respondents who agree that most parents are involved in violence prevention programmes were less than 40%. There is a need to involve parents in violence prevention programmes.

4.3.7 TEACHING EXPERIENCE OF THE RESPONDENTS

Respondents were asked to state their experience in the position they are holding. Table 4.2 indicates that respondents with 1-3 years were 22 (11.0%), most of the respondents taught for over 8 years that is 156 (78.0%) Most respondents are experienced in the field of teaching.

Table 4.8 Respondents experience clearly indicates that only three bolded items.

Table 4.8 Respondents experience

Code	Statements	*F*	Sig.
B801	Most schools have become centres for violence, crime, drug abuse, alcohol abuse, gang involvement and fear rather than safe centres for learning	1.66	.19
B802	**Schools are battling to provide the quality of education required for the holistic and development of young people.**	**9.23**	**.00**
B803	Gang members often engage in vandalism, theft ,assault and sale of drugs in school and threatened SMT.	1.80	.17
B804	Girls are constantly faced with fear of sexual abuse and harassment by other learners and some educators.	2.20	.11
B805	Sexual abuse does not only causes physical pain and harm to the victim, but also long-lasting psychological harm.	1.39	.25
B806	SMT's find it hard to deal with educators who sexually abuse learners.	.34	.71
B807	SMT and educators find it difficult to reform gang members because the consequences of leaving a gang are often severe like death warrant.	2.71	.07
B808	Violence that exists in school has its roots in broader family, community and societal issues.	.21	.81
B809	Adolescent, delinquency and peer pressure are the major cause of violence in schools.	.86	.43
B810	School violence violates the basic assumptions that school should be a safe and welcoming environment.	2.06	.13
B811	There is a high use of drugs in your school, which will increase the chance that violent conflict will result in injury or death.	.48	.62
B812	Bullying in your school is extremely common as a result learners drop out from school.	.03	.97
B813	Educators are often reluctant to conduct searches of drugs for fear of infringing learner's rights to privacy.	2.87	.06
B814	**Most parents are involved in violence prevention programs in your school.**	**7.76**	**.00**
B815	**The role of violence prevention is not the exclusive responsibility of schools.**	**3.37**	**.04**
B816	Schools need to promote learner's safety and academic excellence, identity and manage safe and security risks.	.88	.42
B817	Schools do face a challenge of setting up support system that ensures learners have a safe haven for learning.	1.64	.20
B818	School-based interventions tend to be successful when there is SAPS involvement.	.16	.85
B819	The SAPS and Department of Education have a number of Safer School Initiatives including piloting.	1.96	.14
B820	A school which has adopted a cop, experience lesser problems since learners find it easier to report cases and blow the whistle on time.	1.32	.27

Item 8.2 Most schools have become centres for violence, crime, drug abuse, alcohol abuse, gang involvement and fear rather than safe centres for learning.

Table 4.2 reflects that 82 % agree that most schools have become centres for violence, crime, drug abuse; alcohol, gang involvement and fear rather than safe centres for learning and 17.5% disagree. This implies that most school are faced with these serious problems which need strategies in order deal with them. Is significant due to conventional 0.05 with the highest probability value of 0.00.

Item 8.14 Most parents are involved in violence prevention programs in your school.

Table 4.2 reflects that 67.5% disagree while 32.5% agree. Table 4.8
Is significant due to conventional 0.05 with the highest probability value of 0.00.

Item 8.20 A school which has adopted a cop, experience lesser problems since learners find it easier to report cases and blow the whistle on time.

Is significant due to conventional 0.05 with the highest probability value of 0.04.

4.4 SCHOOL SAFETY POLICY

Respondents were given 10 questions based on the school safety policy given by the Department of Education. They were supposed to respond indicating with a yes, no or not sure.

Table 4.9 indicates the commitment, involvement of school management teams, educators, learners and parents regarding school policy. A brief discussion of each item is done using frequencies and Percentages.

TABLE 4.9 School Policies

	YES		NO		NOT SURE		TOTAL	
	f	%	*f*	%	*f*	%	*f*	%
9.1Does your school have safety policies?	97	50	40	20.6	57	29.4	194	100.0
9.2 Do learners and educators bring weapons to school?	38	19.1	78	39.2	83	41.7	199	100.0
9.3 Does your school value the culture of learning and teaching in school?	181	90.5	12	6.0	7	3.5	200	100.0
9.4 Parental involvement plays a major role in the safety of learners in your school.	106	53.5	70	35.4	22	11.1	198	100.0
9.5 Are there zero tolerance policies and ready-made violence prevention programs in your school?	46	23.4	78	39.6	73	37.1	197	100.0
9.6 Most learners rarely abuse drugs and alcohol during school hours.	40	20.1	130	65.3	29	14.6	199	100.0
9.7 Are educators in your school thoroughly trained about safety measures?	95	47.5	55	27.5	50	25.0	200	100.0
9.8 Learners who bring dagga to school or do any form of unacceptable behaviour are disciplined accordingly.	112	56.0	56	28.0	32	16.0	200	100.0
9.9 Most learners are involved with gangsters.	105	52.8	47	23.6	47	23.6	199	100.0
9.10 Learners are often encouraged to express their opinion about what they see to be problems and help formulate solutions.	97	48.7	54	27.1	48	24.1	199	100.0

Item 9.1 Does your school have safety policies?

From Table 4.3 most of the respondents 97 (50%) indicated that they had safety policies in the school while 40 (20.6 %) of the respondents said they did not and 57 (29.4%) said that they were not sure. This indicates that some schools have safety policies as requested by the

department of education in order to deal with issues and challenges on school safety.

Item 9.2 Do learners and educators bring weapons to school?

From Table 4.3, only 38 (19.1%) of the respondents indicated that learners and educators brought weapons to school, while 78 (39.2 %) of the respondent's stated no and 83 (41.7%) were not sure. This indicates that learners and educators are aware of what is expected from them in regard to school safety.

Item 9.3 Does your school value the culture of learning and teaching?

From Table 4.3, 181 (90.5 %) of the respondents indicated that they valued the culture of learning and teaching in schools and only 12(6.0 %) of the respondents stated no and 7 (3.5%) stated that they were not sure. The safe schools programme has its origin from the COLTS (Culture of learning and teaching in schools) and is followed by most schools.

Item 9.4 Parental involvement plays a major role in the safety of learners in your school.

As indicated by Table 4.3 only 106 (53.5 %) of the respondents indicated that parental involvement played major role in the safety of learners while 70 (35.4 %) of the respondents indicated that it did not, and 22 (11.1%) indicated they were not sure. This means that few parents are concerned about the safety of their children in schools.

Item 9.5 Are there zero-tolerance policies and ready-made violence prevention programs in your school?

From Table 4.3, 46 (23.4 %) of the respondents indicated that there are zero-tolerance policies and ready-made violence prevention

programmes in their schools while 78(39.6%) indicated that they do not have such and 73 (37.1%) were not sure. This means that the majority of schools do not have safety policies. The implication is that schools do not conform to the Departmental requirement that each and every school should draft a safety policy.

Item 9.6 Most learners rarely abuse drugs and alcohol during school hours.

Table 4.3 shows that 40 (20.1 %) of the respondents agree that learners rarely abuse drugs and alcohol during school hours while 130(65.3%) of the respondents disagree with the statement and 29 (14.6 %) were not sure. This indicates minority of learners abuse drugs and alcohol during school hours.

Item 9.7 Are educators in your school thoroughly trained about safety measures?

Table 4.3 shows that 95 (47.5%) of the respondents indicate that educators in their schools are trained about safety measures while 55 (27.5%) of the respondents indicated that they are not and 50 (25.0%) indicated that they were not sure about the training on safety measures. This implies that training on safety measures is urgently needed for the majority of educators in the schools.

Item 9.8 Learners who bring dagga to school or do any form of unacceptable behaviour are disciplined accordingly.

As indicated in Table 4.3,112 (56.0 %) of the respondents indicate that learners are disciplined accordingly while 56 (28.0%) disagree and 32 (16.0%) were not sure that learners who bring dagga to school or any form of unacceptable behaviour is disciplined accordingly. This shows

that discipline is taken very seriously because without discipline there will be chaos in schools.

Item 9.9 Most learners are involved in gangsterism.

Table 4.3 reflects that 105 (52.8 %) of the respondents agree while 47 (23.6 %) disagree and 47 (23.6%) not sure that most learners are involved in gangsters.

Item 9.10 Learners are often encouraged to express their opinion about what they see to be problems and help formulate solutions.

Table 4.3 indicates that 97 (48.7 %) of the respondents agree that learners are often encouraged to express their opinions about what they see to be problems and help formulate solutions while 54 (27.1 %) stated no and 48(24.1 %) were not sure.

4.5 RESPONDENT'S VIEWS ON SCHOOL SAFETY

This section is based on four open-ended questions (item 10.1-10.4).The aim of these items was to get additional information from the respondents' perspectives about issues and challenges they experience in schools.

- Major challenges in school safety

In item 10.1 respondents were to state what they regard as the major challenges on school safety. The respondents identified the following challenges.

- Lack of discipline (80%);
- Alcohol and drug abuse (78%);
- Violence and aggressive behaviour (73%);
- Lack of parental involvement (70%);

- Gangsterism (65%);and
- Bullying (60%)

Lack of discipline has been identified by many respondents as the major problem that led to other challenges, Some respondents further explained that the abolishment of corporal punishment has caused serious difficulties for schools to discipline learners, hence the high rate of alcohol, drug abuse and many other forms of misconduct and unacceptable behaviour by learners.

➢ Possible solutions for improving school safety

Respondents were also asked to state the possible solutions for improving school safety. In item 10.2 the following represents the views of the majority of respondents:

- Adopt-a-cop to be full time on the school premises;
- Department of Education to enforce search policies;
- Parental involvement;
- Security control system in school premises;
- Safety measures for emergency;
- Teach learners about the effects of using drugs and joining gangsters ;

➢ Nature of school safety problems

With regard to item 10.3, the respondents were required to describe the nature of the school safety problem. Respondents used different statements listed below to express the nature of school safety problem.

- The nearby taverns selling alcohol to learners during school hours, when this learners are drunk they misbehave and

verbally abuse learners and educators and in some instances they bring along dangerous weapons to threaten them;

- Community members selling drugs to learners and even give drugs to learners to sell at school. This calls for concern because the sellers are members of the community who are supposed to support the school to build future leaders ;
- Burglary and vandalism in schools which cause a draw-back to a number of schools;
- Members of the community who wander around the school premises, or even going into classrooms without permission;
- Vandalism in school and stealing of school property, writing and drawing graffiti on the walls;
- Some learners who are gang members bring weapons to school and threaten educators and learners;

➢ Major role players in addressing issues of school safety

The purpose of the question asked on item 10.4 was for the respondents to identify the major role players in addressing issues of school safety. The following responses were indicated:

- Department of Education -empower educators on how to deal with problematic learners;
- Workshops on school safety for learners and educators;
- Community policing forums which operate in the community, should also take part because these learners are from the community and can identify better;
- Parents should always visit schools to find more about their children's behaviour because some learners are good at home but when they are in school, they behave differently;
- Educators and learners work as a team;

- Department of social development can help whereby in causes related to socio-economic factors are identified and intervention strategies related to counselling are considered;

This indicates that schools are faced with serious challenges on school safety and this can only be minimised with the participation of all the stakeholders.

4.6 SUMMARY

These findings outlined the findings of the empirical investigation conducted to determine the issues and challenges faced by school management teams and educators on school safety. The results of the analysis of data of each and every item in the sub-sections of the questionnaires were interpreted by using computation of frequencies f, percentages, mean, and chi-square.

In the empirical investigation, it was revealed that schools have become centres of violence, crime, and alcohol and drug abuse and that they are no more safe centres for learning. Again it was revealed that SMT's in schools are threatened by gang members and are unable to deal with the situation. Although the findings reveal that adopt-a-cop programme are implemented in schools, school violence still remains a challenge. Lack of discipline among learners has been cited as the most challenging experience in schools.

CHAPTER FIVE: SUMMARY, RECOMMENDATIONS AND CONCLUSION

5.1 INTRODUCTION

The main aim of this chapter is to present a brief summary of previous chapters, major findings of the study on both literature and analysis of the empirical investigation, as well as useful recommendations concerning issues and challenges in school safety.

5.2 SUMMARY

Chapter 1 of this study outlined the statement of the problem as well as the aims of the study. The method of research study and definitions of school safety were also given.

Chapter 2 dealt with the nature and scope of school safety. The literature has been reviewed which includes further definitions of concepts and the theoretical framework of the study. Furthermore, the types of violence that put South African schools at risk were identified as challenges to school safety. The relevant solutions and prevention Programmes were identified.

Chapter 3 gave a brief description of research design undertaken by the researcher. A self-administered questionnaire as a research tool was used to gather information on school safety. The respondents were principals, deputy principals, head of departments and educators.

Chapter 4 dealt with the interpretation and analysis of data from the empirical investigation. Each item in the questionnaires was interpreted and analysed briefly to determine the issues and challenges facing school management teams, educators on school safety.

5.3. RESEARCH FINDINGS

5.3.1 FINDINGS ON AIM 1

Findings on Aim 1, was to determine from literature the nature and scope on school safety. The following findings were revealed:

- School safety refers to the following:

  - School environment that provides safety and security to learners and educators (cf.2.2); and
  - A programme to develop capacity to deal with crime and violence in schools.

- Types of violence that put South African schools and schools in other countries at risk include the following:

  - Violence and shooting (cf. 2.4.2.1);
  - Sexual harassment (cf. 2.4.2.2);
  - Bullying (cf.2.4.2.3);
  - Drug and alcohol abuse ((cf.2.4.2.4); and
  - Gangsterism (cf. 2.4.2.4).

5.3.2 FINDINGS ON AIM 2

Findings on Aim 2 were to determine empirically the issues and challenges facing educators on school safety:

There are challenges facing educators in managing school violence in order to create safe schools. It is evident from the analysis of data collected that there are serious issues and challenges faced by educators and school management teams. The following findings emerged as serious challenges to deal with:

- Sexual abuse causes long-lasting physical harm to learners (cf. 2.4.2.2);
- Schools have become centres for violence and learners engage in vandalism (cf.2.4.2.1);
- Learners abuse drugs and alcohol during school hours (cf.2.4.2.4);
- Learners bring dagga to school (cf.2.4.2.4)

5.4 RECOMMENDATIONS

Recommendation 1

All the schools must have safety policies drafted and implemented because school safety plays a major role in education.

Motivation

A school safety policy plays a major role in education. The guidelines on development of the school safety policy indicate that policy objectives should be viewed as a springboard to ensure the process is immediately initiated and sustained. The provincial model for learning initiates frameworks for effective proactive prevention of crime and violence.

Recommendation 2

The management and all stakeholders should not delay in taking steps when addressing all forms of crime in schools

Motivation

Since most schools have become centres for violence, crime, drug and alcohol abuse, gang involvement and fear rather than safe centres for learning, the emphasis for the Department of Education is to have 'No

crime in schools: The programme calls on schools to tackle crime, sexual harassment and abuse, violence, the carrying of dangerous weapons, substance abuse (drug/alcohol), bullying or vandalism, burglary and assault.

5.5 CONCLUSION

It is important to keep our schools safe in order to promote the culture of learning and teaching. School management teams and educators should have a say in making school safety policy with regard to the environment they are working in, whether safe or not, in order to deal with the obstacles that disrupt learning. The North West Education Department and South African Police Service partnership have initiated a programme known as "Adopt a Cop"; this plays a major role in the safety of learners and educators in the schools.

REFERENCES

ARY, D., JACOBS, L. C. & RAZAVIEH, A. 1990. Introduction to research in education. (4th Edition). Tokyo: Dryden Press

BABBIE, E. 1998. The practise of social research. (8th Ed) .Belmont: Wardsworth.

BEMAK, F. 2000, Violent and aggressive youth. London: Corwin press, Inc. A sage publication company.

BORG, L.G & GALL, M.D. 1989 Educational research: an introduction. New York: Longman.

CATES, W.M. 1985. A practical guide to educational research.Englewod cliffs: Prentice Hall.

CARNEAL J.V. 1998, Safety in school: are we on the right track? Colorado: ACLU.

CASELLA, R. 2001, At zero Tolerance –punishment, prevention, and School violence. New York: Peter Lang publishing.

CHALA, S. 2004. Network for peace. The *teacher,* 9. (2):5 February.

CHIBAMBA, M. 2004, Learner stabs classmate for R150 .*Daily Sun.* 11 October.

COHEN, L & MANION, L. 1994. Research methods in education. New York: Routledge.

CORNELL, D.G. 2003. Guidelines for responding to student threats of violence. *Journal of educational administration,* 41(6):705-719.

DEBARBIEUX, E. 2003, School violence and globalisation. *Journal of educational administration,* 41(6): 582-602.

DEKKER, E & VAN SCHALKWYK, O.J.1995, Modern Education System. Durban: Butterworth's.

DEPARTMENT OF EDUCATION, (RSA) 2002. Signpost for safe school. Bloemfontein: CSVR.

DEPARTMENT OF EDUCATION, (USA) 1999. Report on state implementation of the Gun-Free schools Act.

DOMINGO – SWARTS, 2002. Towards a sustainable model for safer school in South Africa an implementation framework for Gauteng schools. (Paper presented at the role of schools in crime prevention conference conveyed by (www.Unesco.org) 5/8/2004).

DOUGLAS, J. 2002, How to beat bullying and intimidation. The *teacher 9,* (1) 2002.

ELISEEV, A. 2006a. Teacher relieved after five minutes of arm robbery in the classroom. *The star.* 13 April.

ELISEEV, A. 2006b. Schools flooded with heroin. Pretoria news.21 August.

FITZPATRICK, D. 2005. A 10-year old girl kidnapped from school. *Drum magazine* . 25 March.

GAY, L.R. 1981. Educational research: Competencies for analysis and application (2nd Ed). Columbus: Charles press.

GERLER, R. 2004. Handbook of school violence. New York .Haworth press.

GISLER, P. 2000. Will gun control save our children? United States of America. Pearson education.

GORMAN, K. 2003. The ethics of zero tolerance. *Journal of educational administration*; 41(1): 583-595.

GOVENDOR, P. 2006a. Pupils violence makes war zones of schools. *Sunday times*, 04 June.

GOVENDOR, P. 2006b. Huge plan to beef up school security. *Sunday times,* 8 October.

GREENE, W. 2001, Learning about school violence – Lessons for educators, parents, students and communities. New York. Peter Lang publishing.

HESTER, P. 2003. Public school safety –A handbook, with a resource guide. Mcfarland and company Inc publishers.

HERBET, M. & HARPER-DORTON, K. 2002 Working with children, adolescents, and their families. London: Blackwell publishers.

JOHNSON, D.1994. Research methods in educational management. London: Longman.

JONES, I. 2005. Violence in schools is on increase educator has survived such a violent attack. A *Plus Magazine,* 17 March.

JOOD, E. 2004. School of booze and zol. *Independent News*.26 August.

KGOSANA, C. 2006. Schools now war zones .*Sunday times,* 27 August.

KHUMALO, S. 2006. Test of strength ends in death on the school playground. *Sunday times,* 13 August.

KHUPISO, V. 2005. Headmaster calls in cops-Delinquent learners arrested for having dagga. *Sunday times,* 20 March.

KOLLAPEN, J. 2006. Class War-"Pupils face danger from guns, blunt instruments and robbery on daily basis at school". *The citizen,* 25 September.

LEGARI, D.J. 1999. The induction needs of secondary school Governors in Rustenburg district of North West Province (M.Ed Dissertation –unpublished). Mafikeng: Uniwest.

LEGOTLO, M.W. 1994. An induction programme for newly appointed Principals in Bophuthatswana (PhD. Thesis-unpublished). Potchefstroom: PUCHE.

LEGOTLO, M.W.1996. Some elements of research: student handbook, Mmabatho: North West University.

LOMBARD, E & FREDERICKS, I. 2005. Violent pupils terrify teachers-Physical and verbal attacks commonplace in South African High Schools, *Sunday times,* May.

MAHLANGU, I. 2006a. Drug tests at schools proposed. *Sunday times,* 8 October.

MAHLANGU, I. 2006b. Crackdown on School Violence. *Sunday times,* 24 September.

MAPHUMULO, S. 2006. Boy predicted school death. *The Star.* 28 September.

MAWSON.N, 2004a. State liable for school rape. The *teacher* 9, (1): 3 January.

MAWSON.N, 2004b. School of shame. The *teacher* 9, (1): 4 January.

McMillan, J. H. & SCHUMACHER, S. 1993. Research in education: A conceptual instruction 3rd Edition. New York: Harper Collins College Publishers.

MEGGIE, M. 2001. Conflict Resolution – A blueprint for preventing school violence, Solomon press publisher. New York.

MOATE, J.K.1996. Challenges and issues in the Brits district of the North West Province (M.Ed. Dissertation-Unpublished). Mafikeng: Uniwest.

MOHLALA, T. 2006, Helping learners cope with conflict .*The teacher* 11 (5): May.

MORRISON, E. 2003.Regulating safe school communities: being responsive and restorative. *Journal of Educational Administration*; 41(6) 635-648.

NATIONAL PTA. 2004. Safeguarding your children at school: helping children deal with a school bully. Online on http://www.pta.org

NEUMAN, W.L. 2000. Social research methods: qualitative and quantitative approaches. (4th ed). Boston: Allyn and Bacon.

OLWEUS, D. 1993. Bullying at school –what we know and what we can do. London: Blackwell publishers.

RADENMEYER, I. 2006, Bullying a school reaches epidemic proportions, Free State study finds. *Sunday times.* September.

REPORT ON SCHOOL ASSOCIATED VIOLENT DEATHS.1999. National School Safety Centre.

REPUBLIC OF SOUTH AFRICA, 1996. The Constitution of South Africa Act 108 of 1996.Pretoria, Government printers.

RSA.2006/2007. South Africa yearbook 8-Education. On line on.www.gels.gov.za

RUFF, P.S. 1994, A nation tripped out on drugs. Maryland: Review and herald publishing association..

SMITH, K and SHARP, S .1994. Bullying –Insights and perspectives, British Library cataloguing in publication data.

SOUTH AFRICAN CONSULATE GENERAL Date unknown. Education. On line www.southafrica-newyork.net

STEPHANS, R.D. 2000. School safety assessment services, Westlake: National school safety centre.

STEYN, A.G. 1999. Modern statistics in practice, Pretoria: Van schailk.

SULLIVAN, K. 2004. Bullying in secondary schools. London: Sage Publication Company.

SYBOUTS, W. 1992. Planning in school administration: a handbook. New York: Greenwood Press.

VAN DER REIJDEM & ELISEEV, 2006. Teachers relive four minutes of terror- pupils stood up politely to greet robbers when they entered the classroom. *The star.*

VARNAVA, G. 2002. How to stop bullying towards a non-violent school. A guide for teacher and support staff. London. British cataloguing in publication.

WERTHEIN, J. 2003. Tackling violence in schools: the role of UNESCO. *Journal of educational administration* 41(6).

ZAJDA, J. 2001, Community response to school violence. *Education and society,* 19 (2).

SECTION A

BIOGRAPHICAL DATA

Kindly answer the following questions by crossing (x) on the appropriate block.

A 1. AGE

Below 30	1.
30-34	2.
35-39	3.
40-44	4.
45-49	5.
50-54	6.
55 and above	7.

B 2. GENDER

MALE	1.
FEMALE	2.

C 3. HIGHER EDUCATIONAL LEVEL

Diploma	1.
Degree	2.
Honours	3.
Masters	4.
Other (specify)	5.

D 4. RANK

Educator	1.
HOD	2.
Deputy principal	3.
School Manager	4.

E 5. SCHOOL CATEGORY

Primary School	1.
Middle school	2.
High school	3.
Combined School	4.

F 6. TYPE OF SETTLEMENT

Urban	1.
Rural	2.

G 7. TEACHING EXPERIENCE

1-3yrs	1.
4-7yrs	2.
8yrs and above	3.

SECTION B

PLEASE RATE FOLLOWING ITEMS ON A SCALE OF 1-4. REFLECT YOUR OPINON ABOUT YOUR SCHOOL. INDICATE BY IN (X) IN AN APPROPRIATE BLOCK.

STRONGLY DISAGREE	DISAGREE	AGREE	STRONGLY AGREE

8. School Safety is the main concern since culture of teaching; learning and service had collapse in many South African Schools.

			1	2	3	4
			SD	D	A	SA
H	8.1	Schools are battling to provide the quality of education required for the holistic and healthy development of young people.				
I	8.2	Most schools have become centers for violence, crime, drug abuse, alcohol abuse, gang involvement and fear rather than safe centers for learning.				
J	8.3	Gang members often engage in vandalism, theft, assault and sale of drugs in school and threatened SMT.				
K	8.4	Girls are constantly faced with fear of sexual abuse and harassment by other learners and some educators.				
L	8.5	Sexual abuse does not only causes physical pain and harm to the victim, but also long-lasting psychological harm.				
M	8.6	SMT's find it hard to deal with educators who sexually abuse learners.				

			1	2	3	4
N	8.7	SMT and educators find it difficult to reform gang members because the consequences of leaving a gang are often severe like death warrant.				
O	8.8	Violence that exists in school has its roots in broader family, community and societal issues.				
P	8.9	Adolescent, Delinquency and peer pressure are the major cause of violence in schools.				
Q	8.10	School violence violates the basic assumptions that school should be a safe and welcoming environment.				
R	8.11	There is a high use of drugs in your school, which will increase the chance that violent conflict will result in injury or death.				
S	8.12	Bullying in your school is extremely common as a result learners drop out from school.				
T	8.13	Educators are often reluctant to conduct searches of drugs for fear of infringing learner's rights to privacy.				
U	8.14	Most parents are involved in violence prevention programs in your school.				
V	8.15	The role of violence prevention is not the exclusive responsibility of schools.				
W	8.16	Schools need to promote learner's safety and academic excellence, identity and manage safe and security risks.				
X	8.17	Schools do face a challenge of setting up support system that ensures learners have a safe heaven for learning.				
Y	8.18	School-based interventions tend to be successful when there is SAPS involvement.				
Z	8.19	The SAPS and Department of Education have a number of Safer School Initiatives including piloting .				
AA	8.20	A school which has adopted a cop, experience lesser problems since learners find it easier to report cases and blow the whistle on time.				

SECTION C

9. Comment with YES or NO or NOT SURE based on the following statements.

			3.	2.	1.
			YES	NO	NOT SURE
AB	9.1	Does your school have safety policies?			
AC	9.2	Educators and learners bring weapons to school.			
AD	9.3	Does your school value the culture of learning and teaching?			
AE	9.4	Parental involvement plays a major role in the safety of learners in your school.			
AF	9.5	Are the zero tolerance policies and ready-made violence prevention programs in your school?			
AG	9.6	Educators are thoroughly trained in safety measures in your school.			
AH	9.7	Most learners rarely abuse drugs and alcohol during school hours.			
AI	9.8	Learners who bring dagga to school or any form of unacceptable behavior are disciplined accordingly.			
AJ	9.9	Most learners are involved in gangsters.			
AK	9.10	Learners are often encouraged to express their opinions about what they see to be problems and to help formulate solutions.			

1. List five major challenges on school safety.

_____

_____

_____

_____

_____

_____

2. List five possible solutions for improving school safety.

_____

_____

3. Describe the nature of school safety problem.

4. Identify and discuss five major role players in addressing issues of school safety.

YUNIBESITI YA BOKONE-BOPHIRIMA
NORTH WEST UNIVERSITY
NOORDWES UNIVERSITEIT

FACULTY OF EDUCATION
School of Postgraduate Studies

Tel: +27 18 018 3892270

The Principal/ District Official
MAFIKENG A.P.O
AND SCHOOLS

REQUEST FOR PERMISSION TO CONDUCT RESEARCH

You are hereby requested to allow our postgraduate student MTHWECU M.B., to conduct research in the school or district under your jurisdiction.

TOPIC ISSUES AND CHALLENGES FACING SCHOOL MANAGEMENT TEAMS, EDUCATORS AND LEARNERS ON SCHOOL SAFETY.

The findings of this research will be made available to you at your request. Furthermore, all data collected from schools will be kept confidential, and no identification of specific school will be given when the report is completed.

Thanking you in anticipation.

Prof MW LEGOTLO
Educational Planning & Administration