

**Violation of educators' human rights by
learners: A case study of Zeerust District
secondary schools**

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DECLARATION

I, Sibusiso Benjamin Mnini, student number 23252049 hereby solemnly declared that, to the best of my knowledge, this dissertation titled: **Violation of educators' human rights by learners: A case study of Zeerust District secondary schools** is my original work. It has not been submitted to any other institution of higher learning for the award of any degree or qualification. Where I have used information from the published or unpublished work of other scholars, I have acknowledged such sources both in the text and in the reference list. I also declare that I am fully aware of the North West University policy on research ethics and I have taken every precaution to comply with the regulations. I have obtained an ethical clearance certificate from the North West University Research Ethics Committee and my ethics number is: N W U - 0 1 2 2 0 - 2 0 - A 2.

Signed: _____

Date: 18 October 2021

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ABSTRACT

This study examines the challenges regarding the violation of educator's human rights by learners. The case studies were conducted in two secondary schools, which consisted of one principal or deputy principal, two HODs and three educators from two selected secondary schools were used in this study in the Zeerust District in the North West province. The aim of this study was to investigate how educators' human rights are violated by learners in Zeerust District secondary schools. It was guided by the following main question "How are the educators' human rights violated by learners in Zeerust District? Since this was a qualitative study, an interpretive research paradigm was adopted in order to gain an in-depth understanding into the descriptions and information that the participants shared. Purposive sampling was chosen as a method of selecting the participants. The sample consisted of twelve participants which were educators from various post levels in selected public secondary schools since they were the ones who experienced the violation of their rights by learners. The research tools comprising of semi-structured interviews for one principal or deputy principal per school and focus group interviews for educators and HODs per school were used. The theoretical framework underlying this study was the social learning theory by Bandura. Primary and secondary sources from local and international literature were reviewed.

The results of this study indicated that the environment in which learners grew up negatively impacted their behaviour and taught them the wrong things which they displayed out in the school environment, hence they violate educators' rights. Learners from child-headed families create problems for the educators because they think that they are of the same age as educators at school. Participants also indicated that media influences the behaviour of learners. Learners imitate what they see on television and then practice it in classrooms and in schools. The major recommendation was that learners should be taught and encouraged to respect educators' human rights.

KEY WORDS: Human dignity, human rights, misconduct, policies, protection, promotion, violation

LIST OF ABBREVIATIONS

AIDS	Acquired Immunodeficiency Syndrome
BoR	Bill of Rights
CJCP	Centre for Justice and Crime Prevention
CoC	Code of Conduct
DoE	Department of Education
EEA	Employment of Educators Act
ETB	Educator Targeted Bullying
FCA	Firearms Control Act
GDE	Gauteng Department of Education
GFZ	Gun-Free Zones (GFZ)
HIV	Human Immunodeficiency Virus
HOD	Head of Department
HSRC	Human Sciences Research Council
ICT	Information and Communication Technology
MEC	Member of the Executive Council
NEPA	National Education Policy Act
RSA	Republic South Africa
SABC	South African Broadcasting Corporation
SACE	South African Council of Educators
SADTU	South African Democratic Teachers Union
SAHRC	South African Human Rights Commission
SAPS	South African Police Service
SASA	South African Schools Act
SGB	School Governing Body
SMT	School Management Team
SSSC	School Security and Safety Committee
TA	Thematic Analysis
TV	Television
UDHR	Universal Declaration of Human Rights

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CHAPTER 1: OVERVIEW OF THE STUDY

1.1 INTRODUCTION

The focus of this study was on the violation of South African secondary school educators' human rights by learners. The impetus for this study arose from the reality that there is a dramatic increase of violation of educators' human rights in South African secondary schools. The South African Council for Educators (SACE) (2020:2) states that learners are expected to show respect to educators, instead they attack them even to the extent of killing them on school premises. SACE (2020:2) further states that what is happening in South African schools currently is alarming because the violence of learners against educators has reached unprecedented proportions.

According to Section 1 of the Employment of Educators Act (EEA), 76 of 1998 "educator" means any person who teaches, educates or trains other persons or trains others, or provides professional educational services, including professional therapy and education psychological services, in any public school, departmental office or adult basic education centre establishment under this Act (RSA, 1998). According to Annexure A.2, A.5, A.6 and A.7 of the Personnel Administrative Measures (PAM) 2016 educator posts in schools include post level 1 (Educators), post level 2 (Departmental Heads), post level 3 (Deputy Principals) and post level 4 (Principals). These educator posts differ in terms of the ranks, post levels and job descriptions. In this study, educators from the above-mentioned post levels have been sampled to find out how their human rights have been violated by learners.

Simuforosa and Rosemary (2014:79) assert that one of the most common complaints from educators around the world relates to learner disciplinary matters. Based on this distress, violent learner behaviour in schools has become a focal research area, especially because there are serious compromises related to the safety of educators in South African secondary schools.

Literature demonstrates that educators' rights are violated by learners in secondary schools in Nigeria (Temitayo, Nayaya & Luckman, and 2013:7). Similarly, in South Africa, the violation of the rights of educators' is a concern for schools, parents and other learners whose education is compromised in the process. This disruptive behaviour cannot be wished away, making it imperative for schools to craft lucid and enforceable disciplinary policies that privilege socially acceptable behaviours in schools as teaching and learning spaces.

In South African secondary schools, the situation is complicated by learners who incorrectly understand their rights as young people, hence violating educators' human rights such as the right to privacy, freedom of religion, belief, opinion and expression as stipulated in the Constitution of the Republic of South Africa (Constitution) (RSA, 1996a). Based on the provisions of the Constitution this study focused on the human rights such as the right to human dignity, life and freedom and security of the person. The right to life is protected by section 11 of the Constitution, which states that all human beings have the right to life. Article 3 of the Universal Declaration of Human Rights (1948) also stipulates that everyone has the right to life, liberty and security of person. This means that learners who come to school with harmful weapons infringe the right to life of others and do so to harm learners and educators (RSA, 1996a).

Section 10 of the Constitution states that everyone has inherent dignity and the right to have their dignity respected and protected. Article 1 of the Universal Declaration of Human Rights (1948) also stipulates that all human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood. On analysis of disciplinary records, one study also found that on the 5th of September 2017, a learner verbally assaulted educators at school (Nhambura, 2020:130). The educators in Vryburg attested that those acts of verbal aggression were common against them by learners and parents (Nhambura, 2020:130).

According to section 12(1) of the Constitution, educators have the right to freedom and security of the person, including freedom from all forms of violence (RSA, 1996a). This right implies that educators have the right to teach or work in a safe and secure school environment. Article 5 of the Universal Declaration of Human Rights (1948) stipulates that no one shall be subjected to torture or to cruel, inhuman or degrading treatment or punishment. Mncube (2014:416) mentions that incidents of learners carrying knives, guns and other weapons are becoming common in South African schools.

Frequent manifestations of aggressive and violent behaviour by learners in schools have a disruptive and devastating effect on the school system, raising therefore serious misgivings amongst those involved in the South African educational space (Temitayo *et al.*, 2013:7). Temitayo *et al.* (2013:7) aver that the violation of educator's human rights by learners in schools requires urgent attention because the situation in some schools has reached alarming levels of disruption and ungovernability. Therefore, this study also investigated the various factors that instigate learners to violate educators' human right and consequently raising disciplinary problems

among high school learners. Another intention of this study is to generate recommendations that will help in reducing the violation of educators' human rights.

This study focused on how schools in South Africa could create a safe working environment for educators and learners. The study reviews some educational policies such that a positive image for the profession could be improved, encourage current and new educators to stay longer in teaching and encourage future generations to show interest in the teaching profession. Most of the research that has been conducted has investigated learner safety in schools without taking educators' safety into account (Temitayo *et al.*, 2013:7).

A legal framework of this study focuses on international law, South African legislation, common law and case law. International law and the legislation discussed in the literature review that regulate the non-violation of educators' human rights include the Universal Declaration of Human Rights (hereinafter the UDHR) (1948), the Constitution, South African Schools Act 84 of 1996 (hereinafter SASA), and National Education Policy Act 27 of 1996 (NEPA). This study strives to establish how educators' human rights as provided for by law are violated by learners in secondary schools.

1.2 STATEMENT OF THE PROBLEM

There are many incidents regarding the violation of educators' human rights by learner in South African secondary schools (SACE, 2020:2). These incidents involved various acts that violated the human rights of educators which took place in different provinces in South Africa. These incidents are discussed below:

- The first incident took place in the North West province in Zeerust at 7:07am on 13 September 2018. Ngqakamba (2018) states that, a 24-year-old educator was stabbed to death by a learner inside a classroom in one of the secondary schools in Dinokana Village.
- The second incident took place again in the North West province in Rustenburg at 07:00am on 25 February 2019. Pijoos (2019) reports that a mother was accused of beating her child's educator with an umbrella at Tlhaganyane village near Sun City at 7am.
- The third incident took place in Gauteng Province in one of the secondary schools in Eldorado Park on the 12th of September 2018. Ngqakamba (2018) reports that a learner threatened to shoot an educator. In the same area, Bernard (2022) also reported that a

learner in one of the secondary schools in Eldorado Park, allegedly choked his educator with a computer cord, then beat and raped her, after she pulled her aside to discuss his grades. The learner was charged as an adult with multiple felonies including attempted murder, kidnapping, and sexual assault.

- The fourth incident also took place in Gauteng Province on 14 November 2018 when a pupil threw bricks at an educator (Pijoos, 2018).
- The fifth incident related to this study took place in the North West Province in Zeerust. Lehari (2019) documents that two learners attacked five educators in one of the secondary schools in Ntsweletsoku village, which I also witnessed.

These types of incidents also took place in other countries. To mention but a few, they took place as follows:

- An incident that violated educators' human rights took place in Nigeria on 20 January 2022. Akinlotan (2022) reported that a secondary school student in one of the secondary schools in Ado-Odo local government area of Ogun and his mother hired thugs to brutalise his educators.
- Another incident took place in Las Vegas in April 2022. Bernard (2022) reported that in April, county police reported a spate of violent incidents against staff members, including one incident in which a 15-year-old girl threatened an educator with a pair of scissors and another in which a 14-year-old girl wielding an eight-inch kitchen knife forced a high school educator to move outside his classroom.

Due to violence against educators which is prevalent, there is a rise of educator absenteeism, sickness (e.g., depression), resignation or early retirement and hating the teaching profession altogether (SACE, 2020:3). The image of the teaching profession has been significantly dented as compared to the old generation. The pointed reason is that learners misinterpret their rights thinking that they have more powers and rights as compared to educators, as a result they tend to misuse their rights to the detriment of educators and their mandate to teach.

Other researchers such as Mohapi (2014:433) and Smit (2013:346) hold a view that the violation of educators' human rights is attributable to the abolition of corporal punishment. Prior to 1994, learners knew that corporal punishment existed, and they knew that if they did not comply with

school policies they would be punished for any misconduct such as not completing homework, making noise in class, late coming, disrespecting educators and bunking classes. Post-1994, after the abolition of corporal punishment, learners have engaged in disruptive and negative activities with impunity. This shows that the alternatives to corporal punishment are essentially ineffective and have failed to address the factors.

Chapter 2 (Bill of Rights) of the Constitution was introduced to consolidate democracy in South Africa. It inscribes the rights of every person in the country and affirms the democratic values of human dignity, equality and freedom (RSA, 1996a). Based on the Bill of Rights, the current incidents regarding the violation of the educator's human rights by learners in schools show the opposite of the values mentioned in the Bill of Rights (RSA, 1996a).

As indicated above, Section 10 of the Constitution states that everyone has the right to respect and maintain their dignity. Section 11 of the Constitution provides that everyone has the right to life, while section 12 of the Constitution stipulates that everyone has the right to freedom and security of that person. (RSA, 1996a). The incidents submitted above demonstrate that the educators' human rights are violated and flagrantly disrespected by the learners.

There are insufficient empirical studies that focused on the violation of educators' human rights by learners in Zeerust District secondary schools. Existing empirical studies focused on aspects which include aggressive behaviour (Singh and Steyn (2013:2); Van Bosch (2013:2); Mncube (2014:418); Njoroge & Nyabuto (2014:1); Makendano (2016:7; Patrick & Adade (2020:257); Jacob, Pillay & Oyefeso (2021:48). Another existing study focused on emerging challenges of indiscipline and remedial measures among principals, educators and learners (Oyem, 2016:xix). Masokoameng (2010:5), Naicker (2014:6) and Belle (2016:20) investigated the impact of disciplinary problems on educator morale in secondary schools. Kourkoutas and Wolhuter (2013:1) focused on handling learner discipline problems. Other studies focused on educators' experiences of school violence in South Africa (Mohapi (2014:264); Le Mottee & Kelly (2017:46); Grobler (2018:7). Nhambura (2020:5) investigated the handling of violent behaviour of learners in secondary schools.

Furthermore, scholars such as Abdulla (2011:10); Burton & Leoschut (2013:1); McMahon, *et al.* (2014:753); Huang, Eddy and Camp (2017:1); Makhasane and Khanare (2018:15); Peist (2018:i) conducted studies on violence directed against educators. Abdulla (2011:10) and Ncontsa & Shumba (2013:1) investigated the nature, causes and effects of school violence in South African

secondary schools. De Vos and Kirsten (2015:2) on the other hand, focused on the nature of workplace bullying experienced by educators in South African schools.

Van Jaarsveld (2011:2) examined and evaluated the security measures and their impact or lack thereof within secondary schools. Roos (2003:481) observed the implementation of legal requirements for school rules and disciplinary sanctions. Furthermore, Alagappar and Hlatshwayo (2018:4), Len, *et al.* (2015:2) focused on the strategies for addressing the impact of gang-related violence on learners in secondary schools. Dhlamini (2014:839) investigated the behavioural manifestation of discipline in the secondary schools. In addition, Mestry and Khumalo (2012:97) conducted a study on the role of governing bodies in enforcing learner discipline in rural schools of South Africa. Lastly, Dube and Hlalele (2017:1) focused on reconceptualising the interface of religion and school violence towards construction of sustainable learning ecologies in South Africa. These studies are discussed in detail in chapter 2.

The above existing studies did not explore in-depth how the educators' human rights are violated by learners in Zeerust District secondary schools. Furthermore, they do not explore sufficiently the understanding of the concept "educators' human rights", including factors leading to the violation of educators' human rights, effects of violation of educators' human rights on productivity in schools and strategies to abate the violation of educators' human rights in secondary schools. This present study intended to close the existing gap.

1.3 RESEARCH QUESTIONS

The main question of this study is: How are educators' human rights violated by learners in Zeerust District secondary schools?

This study intends to provide answers to the following sub-questions:

1. How do educators understand the concept "educators' human rights"?
2. Which factors lead to the violation of educators' human rights?
3. How does the violation of educators' human rights affect productivity in schools?
4. How can the violation of educators' human rights be abated in schools?

1.4 RESEARCH AIM AND OBJECTIVES

1.4.1 Aim of the study

The aim of this study was to investigate how the educators' human rights are violated by learners in Zeerust District secondary schools.

1.4.2 Objectives of the study

The objectives of this research were designed to:

1. Establish an understanding of the concept "educators' human rights" by educators.
2. Identify factors that lead to the violation of educators' human rights.
3. Examine the effects of violation of educators' human rights on productivity in schools.
4. Identify strategies to abate the violation of educators' human rights.

1.5 PRELIMINARY LITERATURE STUDY

1.5.1 Theoretical framework

This study is based on Albert Bandura's theory of Social Learning Theory (SLT) propounded in 1971. The theory is anchored on the idea that people learn from interactions with others in the social context (Nabavi, 2012:5). Nabavi (2012:6) posits that people's behaviour is shaped through observing, imitating and assimilating the behaviour of others. In this regard human beings learn more by observing the behaviours of others and applying this to the experience in their conduct. Bandura (1971:5) argues that most of the behaviours human beings display are acquired through modelling. Bandura (1971:5) further suggests that most of the behaviours people display is acquired either deliberately or inadvertently, through the influence of significant others. In essence, social learning theory states that children observe social behaviours of models in their environment and then internalise and imitate these behaviours.

According to Nabavi (2012:7) violent behaviour can also be learnt through models. Further research indicates that children become violent when they observe violent models. In this regard, learning encompasses moral judgments regarding right and wrong which can in part develop through modelling (Nabavi, 2012:7). Hence, educators' rights are deep rooted in the social context

of a community where the learners come from. In observing the threats to safety posed by community, learners are likely to copy these disruptive and non-normative behaviours and enact these violations in schools.

In support of modelling, Simuforosa and Rosemary (2014:83) state that the factors leading to the violation of educators' human rights by learners are shaped and nurtured in the home. Most of the learners enact in schools what they see happening around their society. The lifestyle of the family from which the child comes plays a significant role towards learner conduct in school. Learners who come from a family background where parents are in conflict with one another or where the learner is ill-treated by the parents consequently imitate the behaviours that they have observed, leading to the violation of educators' human rights.

1.5.2 Understanding of educators' human rights

The right of educator's human rights at school is enshrined in the Constitution, where Section 9 of the Constitution provides that "everyone is equal before the law and has the right to equal protection and benefit of the law." However, some learners do not respect this prescript of this constitutional right and actually undermine the dignity and equality of the educators. In terms of section 9(3) of the Constitution, learners violate educators' rights based on, among other things, race, gender and ethnicity (RSA, 1996a).

Section 10 of the Constitution states that everyone, including educators, has the right to respect and uphold dignity. Uncertainty and the sense of vulnerability at school can interfere with the right to respect and protection of the dignity of educators. This can negatively affect educators' right to maintain their status as authority figures as they act in loco parentis to these learners. Dignity plays a critical role in the Constitution (Section 10 of the Constitution) (RSA, 1996a). Dignity as a value also plays an important role in restricting rights and interpreting other rights and values. The right to dignity is the foundation of many other constitutional rights, since constitutional rights derive from the inherent dignity of everyone. Therefore, dignity is considered the foundation of the Constitution. The results of ignoring a person's dignity previously were common in the apartheid history of South Africa. Under the new democratic dispensation, dignity plays a major role in promoting discipline and moulding learners in schools (Reyneke, 2011:130).

In terms of section 11 of the Constitution, "everyone has a right to life." This means that educators have a right not to be killed by learners in schools. Educators have a right to live like any other

human being. Incidents that threaten the life of educators in schools should be prevented so that educators perform their duties without fear.

According to section 12(1) of the Constitution, educators have the right to personal freedom and security, including freedom from any form of violence (RSA, 1996a). The right to freedom and security of a person (Section 12 of the Constitution) implies that educators have the right to teach and work in schools that are safe. The safety of educators in schools enables them to effectively fulfil their duties and responsibilities. In turn, learners may not be safe even in a school environment where the educators feel unsafe (Masitsa, 2011:167).

1.5.3 Factors leading to the violation of educators' human rights by learners

The importance of effectively dealing with the problem of violation of rights and to clearly understand the root cause of the conundrum is emphasised by Simuforsa and Rosemary (2014:83). These scholars also state that the main problem in trying non-disciplinary approaches suggests that the factors that cause indiscipline differ from the agents involved. The reasons for indiscipline that violates educators' rights may be social, economic, psychological, peer and childishness. Unless someone understands the reason for the violent behaviour, no amount of guidance or respect can assure effective discipline amongst school learners. This section examines home, school and learner factors that contribute to school discipline.

Many disciplinary problems that arise in schools call for diverse strategies and cannot be solved individually. Different family circumstances influence learner behaviour more than anything that happens within the school (Makhasane & Khanare, 2018:18). The lack of learner discipline largely reflects the characteristics, values and practices of their communities (De Wet, 2016:2, 7). When there is no social order in the community, there is a significantly high likelihood of poor discipline amongst learners at school. Disciplinary challenges reflect family fissures that are typical in dysfunctional homes. When drug abuse, crime, and violence increase in the community, school discipline cascades into a problem because schools are part of society (Hlatshwayo, 2018:37).

Govender (2015:34) states that in most cases, exposure to violence occurs while children are young and still going through the developmental stages. The importance of healthy parenting styles when rearing children and parental involvement is crucial in preventing acts of violence perpetrated by learners. In other words, human behaviour is significantly influenced by one's relationships, often causing them to adapt to their contextual circumstances, negative though these might be relative to developing aggressive behaviours.

1.5.4 The impact of the violation of educators' human rights on productivity in schools

Masitsa (2011:167) highlights that like learners, educators have the right to a safe environment in the school. Learners and educators work in the same school environment; what applies to learners in terms of safety also applies to educators. It is clear that the educator may not be able to provide adequate security to learners if he or she is also unsafe at school. A threatening and violent school environment undoubtedly undermines the authority of the educator and prevents them from exercising the right to maintain authority and the task of carefully monitoring and guiding learners.

The above-mentioned effects have a negative impact on the productivity of educators. It is important that they are resolved so that educators can be productive.

1.5.5 Ways to abate the violation of educators' rights in schools

Study by Masitsa (2011:172) found that security in secondary schools in South African cities requires attention before it gets out of control. If learners' right to education and the rights and obligations of educators to educate are important, then the Department of Basic Education, as a government and state body, must ensure that schools are safe and secure during and after school. It is therefore Masitsa's (2011:172) advice that the government should use its authority and resources to ensure school safety. The Department of Basic Education, school governing bodies, school management teams and parents need to act decisively against a learner (or anyone) who is disruptive, has committed violence, or has been convicted of a serious crime that endangers the lives of educators.

1.6 RESEARCH DESIGN AND METHODOLOGY

1.6.1 Research paradigm

This study followed an interpretive worldview. In this study, data collected from participants was interpreted without the restrictions of empirical and quantitative methods (Oosthuizen, *et al.* 2020:366). Sharan and Robin (2019:7) argue that interpretive and descriptive qualitative research annotates all the characteristics that a researcher is primarily interested in understanding, specifically how participants perceive a phenomenon. According to Ritchie, Lewis and Nicholls (2013:12), the researcher also becomes part of the research as a meaning maker interacting with other meaning makers. In this regard the research becomes a construction of meanings between participants and the researcher. The researcher achieves this by interviewing educators who

experience the violation of their rights. In conducting an interpretive qualitative study, one seeks to identify and understand the phenomenon, processes, perspectives and worldviews of the people involved, or a combination thereof. A detailed analysis of the results is presented and discussed, using references to the literature that explores the similar problem in other contexts (Sharan & Robin, 2019:7). This implies that it is the people who give meaning to their social world hence interpretive researchers seek to investigate how human beings (such as the participants in this research) perceive and make sense of their world. As educators who are in contact with learners, they have a better understanding of why these learners violate the rights of educators. The study seeks to locate the effects of the violation of educators' rights as well as the strategies that could be applied to abate the violation of educators' rights.

1.6.2 Research approach

A qualitative research approach was utilised in this study. According to Hennink, Hunter and Bailey (2020:10) qualitative research is a general term that encompasses a variety of techniques and philosophies. In its broadest sense, qualitative research allows a researcher to examine in detail the experiences of people using specific research methods such as in-depth interviews, focus group discussions, observation, content analysis, visual methods, and life stories or biographies (Hennink *et al.*, 2020:10). The study applied the qualitative approach by interviewing educators at their schools. This was undertaken in order to understand in detail the phenomenon in this study which is the violation of educators' human rights. Qualitative research projects are considered the most appropriate way to identify educators' psychological responses to the violations of their rights by learners, because such a design is associated with an understanding of social phenomena from the participants' point of view. The qualitative method is intended to capture the educational reality experienced by the participants rather than the categories predetermined by the researcher (Check & Schutt, 2012:189). Hence, in this study the researcher focused on describing the experiences of educators on their violations of rights at the schools where they are employed.

1.6.3 Research design

This study followed a case study research design. A case study in qualitative research examines a phenomenon in its real life (Guest, Namey & Mitchell, and 2013:14). The phenomenon under study is the violation of educators' human rights. Tsang, Liu and Hong (2019:47) assert that case studies require researchers to select information-rich cases as they deepen an in-depth understanding of the relevant and critical questions under investigation. My understanding is that

case study is widely used in social research and generally construed as an in-depth and contextually located empirical investigation of a phenomenon of interest to the researcher (Baxter & Jack, 2008:545; Stake, 1995:2; Woodside, 2010:8; Yin, 2009:4). However, beneath this broad consensus can be identified elements of divergence. For example, there are those for whom the phenomenon must be contemporary (Yin, 2009:4), while for others it can be historical (Woodside, 2010:8). Case studies are frequently bounded (Bassey, 1999:23; Baxter & Jack, 2008:545; Stake, 1978:8) by, for example, time, location or activity (Creswell, 2003:68; Stake, 1995:2). However, the need to set boundaries, typically justified as a means of preventing a case from growing too large, depends on whether researchers are realists, who bound their cases in the belief that ‘there are populations of cases or empirical clusters that researchers need to uncover and analyse’ or nominalists who believe that ‘cases are theoretical in nature and that researchers create them through investigation’ (Wells, Hirshberg, Lipton, & Oakes, 1995:21). A different but not unrelated distinction can be found in cases focused on the causes of effects (CoE) and those focused on the effects of causes (EoC), where ‘a CoE study is centred on the outcome and seeks to discern the relevant causes’ and ‘an EoC analysis is centred on a cause and asks whether it has a (specific) effect on a given outcome’ (Rohlfing, 2012:40). The former, in focusing on identifying causes, tends to be open and more aligned with the ambitions of the nominalists. The latter, focusing on effects, tends to be closed and more resonant with the aims of the realists. These distinctions allude to another important divergence. Depending on the researcher’s goals, case study is either based on theory or seeks to develop it (Meyer, 2001:331). Finally, there is the role of the representative case. On the one hand are scholars who argue that an atypical case tends to be richer than a typical (Flyvbjerg, 2006:2), with its power for generalisation lying in the quality of the analysis and the clarity of the narration that shifts responsibility for generalisation from the researcher to the reader (Stake, 1978:8). On the other hand, there are analysts who argue that case study generalisation is only possible from a representative or typical case (Rohlfing, 2012:2; Ruddin, 2006:805).

Hence, to understand the situation better the researcher conducted semi-structured in-depth interviews with the schools in which educators’ human rights had been violated. In order to get in-depth information, the study interviewed members of School Management Team (SMT) such the Principals, Deputy Principals, Head of Departments (HODs) and PL1 educators. Such selection of participants offers an opportunity for the researcher to acquire rich information.

Since the participants under this study are from two different schools, a multiple case study was followed. Urbinati, Bogers, Chiesa and Frattini (2019:10) indicate that multiple-case study

methodology is regarded as more robust than single case study, since cross-case comparisons allow a more vigorous explanation building process and understanding of contextual variables' effects.

1.6.4 Sampling procedure

Two schools were selected out of the 28 schools in the Zeerust District. A purposive sampling technique was used in this study.

1.6.4.1 Site selection

The study was conducted in two public secondary schools in Zeerust district, North West province, where educators have experienced the violation of their human right in secondary schools. Secondary schools were selected because they are the ones that experience the violation of educators' human rights more than primary schools. This is supported by Chabangu (2014:1 and 2) who indicates that the violation of educators' human rights by learners has recently occupied the centre stage in many schools in South Africa, especially in secondary schools. The reason for selecting secondary schools in Zeerust district, that there is no research that has been conducted in Zeerust District about the violation of educators' human rights by learners.

1.6.4.2 Participant selection

A purposive participant selection of six educators per school, who occupy various positions in secondary schools. They are 3 post level 1 educators, 2 post level 2 educators (Heads of Departments) and 1 post level 3 educator (Deputy Principal) or post level 4 educator (Principal), was used in this study. The sample was selected from two schools in Zeerust District in the North-West province where the problem of the violation of educators' rights have been experienced in secondary schools.

Since qualitative researchers seek to understand the meaning of a phenomenon from the participant's point of view, it is important to select the sample that can be studied the best. This is known as purposive sampling (Sharan & Robin, 2019:13). Sharan and Robin (2019:13) also argue that it is important to select information-rich cases for in-depth investigation from which one can garner significant insights about the problem that is the aim of the study, hence the term purposeful sampling.

According to Sharan and Robin (2019:14), when explaining why and how the targeted sample is used, it is first determined which criteria are important for the selection of people to be interviewed and which locations to monitor.

I adopted the purposive sampling approach. Sharan and Robin (2019:13) purposive sample involves the selection of participants that culminates in gathering rich information-through in-depth investigation. The researcher selected educators from two different schools in the Zeerust District. The participants selected for this research are individuals who are knowledgeable and have prior experience of the problem of poor discipline in their schools that violates the rights of educators. It is necessary to include educators who occupy various post levels in the study, since they are responsible for maintaining discipline that protects the wellbeing of educators at the school.

1.6.4.3 Data collection strategies

The data was collected through semi- structured interviews. The study made use of two types of interviews thus one on one interviews with the Principals or Deputy Principals of the two schools selected for the study. Focus group interviews were also carried out with educators and the HODs. Semi-structured interviews were used in this study to gather educators' views and experiences about violations of educators' human rights. Focus group interviews are used for educators and HODs. Focus groups are basically group interviews that are not based on interview questions and answers but on interactions in groups (Mertens, 2015:382).

Furthermore, Mirhosseini (2020:99) suggests that in most cases, a wealth of information can be obtained from group interviews of people, rather than individual research participants. Group interviews can provide data that the same participants may not provide when conducting individual interviews. Furthermore, Mirhosseini (2020:99-100) avers that focus groups can be supported in at least two important ways. The interview data was recorded on a tape recorder and the anonymity of the selected participants would be guaranteed.

1.6.4.4 Data analysis

Thematic analysis was used to analyse qualitative data which was coded to develop units, themes, subtopics and categories. The concept "thematic analysis" can be defined as the method used to identify a pattern or theme in qualitative data (Maguire & Delahunt, 2017:3352). Data analysed was sent back to the participants during the study for verification. The data was analysed by

comparing the findings obtained from the literature review with those obtained from the participants through one-on-one semi-structured interviews and focus group interviews.

1.6.4.5 Trustworthiness

Accuracy and creditability were ensured in this study. Accuracy was ensured by transcribing the exact words from the participants after the interview when analysing data. According to Rubin and Rubin (2012:64), accuracy requires researchers to be careful when capturing, recording, and reporting what they hear. After recording the interview, the interviews were transcribed verbatim, followed by verification of what is written.

Rubin and Rubin (2012:65) demonstrate how researchers can partially achieve credibility when they show that they have spoken with someone who knows the research question. Credibility was ensured by ascertaining that data was collected from educators who were knowledgeable about the problem at hand and whose human rights had been violated at the time of the interviews.

1.6.4.6 Researcher's role

In this study, I was responsible for the following roles:

- Preparing and structuring interviews by formulating questions that were asked to participants during the interview sessions.
- Conducting interviews with participants in schools that would have been selected.
- Asking permission to interview the participants in the schools that would be selected and ensure that their anonymity was protected.
- Analysing data collected from the participants through transcription.

1.7 ETHICAL CONSIDERATION

I requested ethical clearance from the North-West University Ethics Committee to conduct the study. I also wrote a letter to principals of the selected schools to ask for permission to conduct interviews.

All participants were informed of the purpose of the study and how ethics would be adhered to in the conduct of the study. Participants were requested to sign consent forms before interviews were

conducted. Participants were ensured that participating in this study will not result in injury, discomfort, or danger. Participants voluntarily participated in the study. Privacy of the participants and confidentiality of data was respected.

1.8 CHAPTER DIVISION

Chapter 1: Introduction, background, and motivation for the research

This chapter covers an introduction, problem statement, research questions, research background, research objectives, and research methodology.

Chapter 2: Literature review

This chapter reviews pertinent and recent literature on human rights and school violence. This chapter reviews the most contemporary and empirical literature on human rights violations by learners in order to provide a full context for the current undertaking.

Chapter 3: Research design and methodology

This chapter explains and justifies the research design and research method. It also justifies the use of interview as a data generation method in this study.

Chapter 4: Data analysis and discussion on findings

This chapter analyses the information collected and discusses the results. Data collected is presented and interpreted.

Chapter 5: Summary, conclusion and recommendations

This chapter summarizes the research findings and conclusions and proffers recommendations emerging from the results.

CHAPTER 2: LITERATURE REVIEW

2.1 INTRODUCTION

The previous chapter was an overview of the entire research study including research questions and aims and objectives. It foregrounded aspects such as the literature study, research design, and methodology, as well as ethical considerations. This chapter reviews the literature on violations of educators' rights by learners, considering educators' understanding on the educators' human rights, factors leading to the violation of educators' human rights by learners and the ways to abate the violation of educators' human rights in schools. The theoretical framework underpinning this study is also discussed in this chapter. The theoretical frameworks that follow clarify aspects such as concepts, educator rights, human rights violations, and other relevant constructs in the literature.

2.2 THEORETICAL FRAMEWORK

This study is underpinned by Bandura's Social Learning Theory. Children observe how people around them behave in different ways (Bandura, 1977:1). Social learning theory suggests that the influence of modelling induces learning primarily through its information function. The observer receives a symbolic representation of the activity being modelled rather than a specific stimulus-response association (Bandura, 1977:1).

Bandura (1971:5-6) indicates that before the classic publications on social learning and imitation, there were no studies on the modelling process. The theory of social learning puts forward the viewpoint of observing the occurrence of learning. Observers must be motivated to act, must provide them with an example of the desired behaviour, they must make a response that matches the example, and must actively reinforce their behaviour.

2.2.1 Social learning theory

According to Bandura (1977:1), the observed individuals are called models. Societies are made up of quite a number of influential role models for children, for example parents in the family, characters in children's television, peers, and school educators. This model provides examples of observation and simulation behaviour, e.g., men and women, pro and anti-social activists, politicians and men of region who all constitute role models. Children notice some of these people (models) and code their behaviours.

Observation learning includes two presentation systems - imaginary and spoken. During exposure, the modelling stimulus creates a relatively permanent image and can be extracted from the behavioural sequence being modelled through the sensory conditioning process. In fact, under conditions in which the stimulus event is strongly related, it is almost impossible to hear a name without examining the physical characteristics of an imaginary person, because a name is always associated with a person (Bandura, 1971:7).

I use this statement to justify the link between this study and Bandura's Social Learning Theory. Both my study and this theory refer to the influence of the society on the behaviour of children at schools; hence they are constituents of social learning theory. In this study, the society where children come from shape the learner's behaviour in terms of exhibiting exemplar behaviours that they see in their society and at home which results in whether they end up violating the educator's human rights or not. The behaviour that learners imitate in the community and at home, regardless of gender, determines the behaviour that learners' display at school and in the classroom during educator-learner interactions. Jacob, Pillay and Oyefeso (2021:45-46) state that youth who are victims of abuse are at greater risk of themselves becoming abusive in adulthood. This means that learners imitate what has been done to them. Patrick and Adade (2020:262) add that, what a child sees, how it is done, and when it is done, does not go out of the child's mind. Therefore, the child is more likely to imitate the behaviour of people who live around them (Bandura, 1977:1).

In the learning system, new behaviour patterns can be accrued through direct experience or by observing the behaviour of others. In the learning process, people do not only react, but also observe different consequences that accompany various behaviours (Bandura, 1971:3).

The people around the child respond to the imitated behaviour with reinforcement or punishment. If the child imitates the model behaviour and the consequences are rewarding, the child is likely to continue enacting the behaviour. When a parent sees a little girl comforting her teddy bear and says, "You are a kind girl," it is good for the child and increases the likelihood that they would repeat the behaviour. Her behaviour is reinforced and enhanced (Bandura, 1971:1).

Reinforcement can be external or internal, positive or negative. When children seek parental or peer approval, that approval is external reinforcement, but feeling satisfied with that approval is internal reinforcement. Children are likely to behave in such a way that they believe that they get approval because they want approval (Bandura, 1977:2).

Positive or negative reinforcement has less impact if external reinforcement does not meet the needs of individuals. Reinforcement can be positive or negative, but important factors usually lead to changes in someone's behaviour (Bandura, 1977:2).

Bringing this theory into the current study, the above confirms that society, family, and other factors that are imitated by children cause children to continue to do the same things in school because of their motivational pattern, namely their immediate society. For instance, one of the social factors is social disorganisation in a learner's community that cause ill-discipline in schools (Belle, 2016:68). External reinforcement can be seen in school, which manifests itself mainly in children. Peer pressure is what most children display when they get approval from their peers by showing negative behaviour at school and consequently violating the rights of educators.

Children also consider what happens to others when they decide whether or not to imitate someone's actions. People learn by perceiving the consequences of the behaviour of others (e.g. a model). For example, a little sister who observes an elder sister being incentivised for certain behaviour is likely to replicate her behaviour. This process is called vicarious reinforcement (Bandura, 1977:2).

This refers to an extension to a certain model, whose nature is considered beneficial. A child has a large number of models with which to associate. Those models could be parents, brothers or sisters or favourite TV personalities. This assertion is supported by Njoroge (2014:292), who categorises causes of learner's indiscipline into four elements: family, parental, societal and negative peer pressure. This is supported by Kourkoutas & Wolhuter (2013:3) who argue that children's discipline problems are due to personal, family, school, lack of psycho-social skills, child immaturity due to a variety of family and other factors.

Behaviour is learned before execution, at least in a crude form. By observing the model of the desired behaviour, the individual forms an idea of how the response components must be combined and ordered in time to generate a new behaviour configuration (Bandura, 1971:8). Hence, the behaviour learners exhibit at school was observed in their communities and the learned behaviour is modelled at school.

In associating social learning theory with this study, it is clear that children are aware of its effects before deciding to imitate the behaviour around them because they see the behaviour they imitate as rewarding. In this case, when children attack educators at school, they are aware that they are inflicting pain upon the educators.

Moreover, because children are observers of what is going on around them, they already know whether the behaviour they observe is good or bad. Even though children are aware of these behaviours, they will continue to practice it in school because they are motivated and seek attention in what they have observed. According to Belle (2016:27), discipline begins at home when parents teach the learners right from wrong. In support of this Oyem (2016:xxxv) states that family history affect the learner academic performance. Many parents have abandoned the responsibility of taking care of their children. Some parents have little or no time for the children hence they are left in the care of house helpers. Many of these children pick up the behaviour of the house helpers which they exhibit in schools. Many parents are not disciplined too in terms of moral behaviour. Some of them embezzle money in their various places of work; tell various lies in their places of work. Everybody knows it is easier to copy bad behaviour than good ones. As the children watch their parents' bad behaviour, they practice them and with time they become perfect at putting up such bad behaviours.

To a great extent, learner behaviour that undermines the educators' human rights is influenced by the contextual environment. The family structure plays a crucial role. At teenage stage and adolescent stage peers shape the behaviour of learners. The other factors that determine the behaviour of learners include the mass media, society and local politics. Therefore, to deal adequately with learner behaviour, there is need to re-examine all structures that influences their behaviour.

2.3 CONCEPT CLARIFICATION

To understand the focus of this study, it is important to provide a brief explanation of concepts used in this study.

2.3.1 Human rights

According to Rundell (2004:362), human rights refer to the rights that every person ought to have in a society, which includes the right to express opinions or to be protected from harm etc. On the other hand, Walker (2008:704) defines human rights as basic rights that are generally regarded as everyone's, such as justice and freedom to express one's own ideas.

The Bill of Rights is the foundation of democracy in South Africa. It articulates the rights of everyone in a country and affirms the democratic values of human dignity, equality and freedom. Section 2 of the Constitution of South Africa (Constitution) provides that the country shall respect,

protect, promote and realise the rights in the Bill of Rights (RSA, 1996a). Sections 12(1)(c), (d) and (e) of the Bill of Rights clarify and prescribe everyone's right to be free of all forms of violence and to work in a safe environment (RSA, 1996a).

2.3.2 School violence

Chapter 2 of the South African Council of Educators (SACE) Act 31 of 2000, indicates that school violence includes physical and sexual violence, various forms of bullying (including cyberbullying), emotional or verbal abuse, and psychological violence. Violence or abuse is used to build and maintain power and control over others and often reflects the imbalance of power between victim and perpetrator (RSA, 2000a).

Violence is optional and can be prevented. Forms of physical violence in schools include various types of fighting (punching, kicking, biting, and hitting) and can include assaults with weapons or gang participation. Learners hit, stab, threaten and throw chairs at educators in schools and this is evidence of violence enacted in schools.

2.3.3 Educators

According to Section 1 of the South African Schools Act, 84 of 1996 (SASA) “educator” means any individual, excluding a person who is appointed to solely carry out extracurricular responsibilities, who teaches, educates or trains other people or who offers professional instructional services (RSA, 1996b). For the purpose of this study, the concept of educators also includes the Head of Department, Deputy Principal and Principal of the school. According to Annexure A.2, A.5, A.6 and A.7 of the Personnel Administrative Measures (PAM) (2016) educator posts in schools include post level 1 (Educators), post level 2 (Departmental Heads), post level 3 (Deputy Principals) and post level 4 (Principals). These educators’ posts differ in terms of the ranks, post levels and job descriptions.

2.3.4 Learners

Section 1 of SASA provides that a learner is anyone who is receiving education or is obligated to receive education (RSA, 1996b). Moreover, a learner is someone who acquires knowledge or skills through learning, practice or teaching (Hlatshwayo, 2018:12). It is someone who learns skills or subjects in school. This is someone who attends school to meet educators teaching different subjects and is under their guidance and jurisdiction (Hlatshwayo, 2018:12).

2.3.5 Legal framework

Laas (2012:96) states that the South African legal framework is made up of a complex network of international law, Constitution, national law, provincial law, policies and government notices. Common law and case law which are sources of education law also form part of the legal framework. In this study, I focused mostly on the international law, Constitution and education and general legislation that are relevant to this study.

2.4 INCIDENTS REGARDING VIOLATION OF EDUCATORS' HUMAN RIGHTS

A study of Le Mottee and Kelly (2017:48) indicates that while there is some research on learners' experiences of school violence, the same cannot be said for research on educators, especially within the South African context, and how they are exposed to or experience the violations of their rights. The limited number of studies that exist provides that educators experiencing violence is high. For instance, between 56.4 and 91 percent of educators in England report experiencing bullying by learners (Le Mottee and Kelly, 2017:48). Another study, conducted in a secondary school in Slovakia, verified that just under half (49%) of educators had experienced at least one violent learner act in the preceding 30 days, while an American study reports that 80 percent of educators experience some form of violence (Le Mottee & Kelly, 2017:48). Furthermore, 43 percent of educators in a Sao Paulo study experienced violence at school, and 80 percent of educators from a study in Canada reported that they experienced school-related violence (Le Mottee & Kelly, 2017:48). The rights of educators that are infringed according to this paragraph fall under section 12(1) of the Constitution which states that everyone has the right to be free from all forms of violence, either public or private sources.

Moon, Morash, and McCluskey (2019:3) avers that comparatively little empirical studies have been conducted to look into the pervasiveness of learners' verbal and physical violence toward educators or researchers at schools in the United States. As an exclusion to the restricted research, 5.4% of educators in public schools reported they were physically attacked or threatened with injury by a learner during the 2011-2012 school year (Moon *et al.*, 2019:3). Furthermore, researchers have examined the predominance of numerous types of educator victimisation which includes physical assault and sexual harassment. The findings are that 44% of educators reported being violated by physical assaults, and approximately three-quarters of them were violated through sexual harassment (Moon *et al.*, 2019:3).

Three state-wide empirical studies in Minnesota, Pennsylvania and Virginia discovered that verbal abuse and oppression directed against educators by learners were the most regularly reported types of victimisation, where a moderately small percentage of educators reported oppression by learners' physical assault and attack (Moon *et al.*, 2019:3). Out of 3,000 educators who were sampled in Virginia, 43% of them experienced verbal abuse and obscene gestures from learners, and about 3% reported physical attacks by learners (Moon *et al.*, 2019:3).

In a national survey of K-12 educators from 48 states, on which the current study is based, 80% of educators reported at least one instance of educator-directed violence (Peist, 2018:7). Furthermore, approximately 75% reported at least one instance of verbal harassment and 44% reported at least one instance of physical violence during the current or past school year, and 94% of the educators who reported an incident reported victimisation perpetrated by learners (Peist, 2018:7).

A study by Masokoameng (2010:15) on views of South African educators on the violence in education in the provinces of Gauteng, Free State, and KwaZulu-Natal shows serious cases of learner violence. This includes setting fire to classrooms, learners and principals. Furthermore, this includes learners who burn educators' cars and attack taxi drivers to steal their cars.

Masokoameng (2010:15) found that there were serious disciplinary problems in the schools in Venda district, South Africa. This shows that some schools have become a battleground when learners carry weapons to school. It was reported that learners stabbed educators and school principals, and this is exacerbated by the resources allocated to schools in the rural Limpopo schools generally.

In South Africa, research conducted in two provinces (Free State and Eastern Cape) found that more than three quarters (76.7%) of educators suffer at the hands of their learners through exposure to Educator Targeted Bullying (ETB), an alarmingly high number of incidents of violence directed toward educators. Just under a third (31%) of the educators who were interviewed nationwide indicated that they felt unsafe at school, while 35.6 percent reported experiencing some form of victimisation while at school. The Gauteng Department of Education (GDE) indicates that ten cases of abuse against educators were reported to them in 2014, while 26 cases were reported in 2015, and 21 reported in 2016 (Le Mottee & Kelly, 2017:48).

Le Mottee and Kelly (2017:50) state that although the true extent of violence against educators is difficult to determine, the South African Democratic Teachers Union (SADTU) has previously

ascertained those incidents of physical and verbal attacks on educators by learners are on the increase as documented on South African Broadcasting Corporation (SABC) in 2013.

A study carried out by Burton and Leoschut in 2012 in South Africa confirmed high levels of violence in schools. The study sampled 5 939 learners, 121 principals and 239 educators. The study found out that more than a fifth of learners experienced violence at different schools (Burton & Leoschut, 2013:xi). The levels of violence in schools are supported by Mncube (2014:416), who asserts that electronic and printed media report daily different forms of violence taking place in South African schools. Mncube (2014:416) further says incidents of learners carrying knives, guns and other weapons are becoming common in South African schools. The study by Burton and Leoschut (2013:xi) found that educators are also victims of verbal abuse (52, 1%), physical violence (12, 4%), and sexual violence (3, 3%) perpetrated by learners (Burton & Leoschut, 2013:xi).

In a study carried out on the Vryburg cluster in North-West Province, Nhambura (2020:125), found that learners bring dangerous weapons to school such as knives. Nhambura (2020:126) cites a report from The Daily Sun of 29th September 2017 that verified an incident of a grade 2 learner at a primary school in Gauteng who brought a gun to school with the intention of shooting another learner who had bullied him. Such cases and the magnitude of the violence explicitly demonstrate the danger to the lives of educators. Hence, the safety of educators is not guaranteed in such an environment.

On analysis of disciplinary records, one study also found that on the 5th of September 2017, a learner verbally assaulted educators at school (Nhambura, 2020:130). The educators in Vryburg attested that those acts of verbal aggression by learners and parents were common against them (educators). The results are confirmed by McMahon, *et al.* (2014:761) in a study conducted in the United States of America. This study found that even though learners were the most common perpetrators of violence, educators experience victimisation, particularly harassment, by parents and colleagues as well. McMahon *et al* (2014:761) assert that there is high rate of learner offence given the amount of time learners spend with their educators; parent and colleague. They further state that offences are particularly notable, given less contact time and fewer opportunities for conflict. Bhatari and Sign (2015:44) as cited by Nhambura (2020:130), concede that the aim of verbal aggression is to psychological harm educators.

2.5 FACTORS LEADING TO THE VIOLATION OF EDUCATORS' HUMAN RIGHTS

Singh and Steyn (2013:3) provide “three core factors contributing to learner aggression which are family factors, environmental factors and school factors.” These factors are discussed in the segments that follow.

2.5.1 Family factors

The learner’s family background, which involves socioeconomic status and parenting skills, are significant contributing factors to children behaviour (Singh & Steyn, 2013:3). Some factors within the family such as poor parenting styles and family poverty status play a crucial role in shaping the behaviour of children.

2.5.1.1 Poor parenting

A study by Singh and Steyn (2013:3) shows how parents who are not capable of instilling discipline in their children contribute to their disruptive behaviour. Van Jaarsveld (2011:24) conducted a study where it was found that parents play a major role in moulding children on courtesy, values, respect and discipline. However, parenting skills differ across families. Some parents have inconsistent parenting methods, some are too hard, some are too busy with their worries and work and other parents ignore their children, or their parents are too liberal to be able to instil any sense of direction for their children. Van Jaarsveld (2011:34) also emphasises that parents need to be involved in their children's life and their emplacement in school. Discipline must be nurtured in the family, and parents should educate their children to respect educators and ordinary people from an early age. Promoting respect and discipline at home helps create a conducive and safe school environment.

Furthermore, Makhasane and Khanare (2018:18) affirm the role of families on nurturing the behaviour of learners particularly on violent behaviour. The educators report that some learners come from child-headed households, where they experience many socio-economic challenges and hence, cause violence against their educators.

The results of Makhasane and Khanare's study (2018:18) show how the absence of parents generates inequalities in that families should lay the foundation for schooling by providing children with values that are socially, morally and respectfully accepted for adults. Makendano

(2016:23) adds that children from divorced parents and from broken homes are generally undisciplined. The lack of basic social values apparently contributes to the violence, which the learners directed at their educators in the school environment.

The role of the family in the process of socialising children cannot be underestimated. Children who grow up in dysfunctional families miss important opportunities for proper care that are important for human development and the development of social values. Therefore, in Makhasane and Khanare's (2018:18) study, participants strongly felt that learners who did not live with their parents tended to be aggressive towards their educators. A study by Naicker (2014:37) shows that family is the main micro-system through which children make contact. Socio-economic factors within the family unit have a major impact on children's well-being.

In some cases, parents do not know how to communicate with their children because they are not exposed to the environment itself. Parents who practice laissez-faire discipline can cause their children to behave in socially unacceptable ways, largely undisciplined and antisocial. HIV-AIDS, poverty, illiterate or uninterested parents and a dysfunctional home environment are equally discouraging for children. Learners who are regularly exposed to quarrels between their parents appropriate this behaviour towards educators to express their anger and frustration that they acquire from socially stigmatising parenting practices. This is supported by Naicker (2014:37) who asserts that an unfavourable home environment and unsupportive family exposes a child to distasteful social relations.

2.5.1.2 Socio-economic status

The socio-economic status of the family to some extent determines the ultimate learner behaviour. A study by Singh and Steyn (2013:3) exposes how poverty contributes to anti-social behaviour of learners. According to Hlatshwayo (2018:37), poverty is a situation where people are poor and have insufficient resources. The majority of learners come from disadvantaged families. Moreover, some children are attracted to gangs and are associated with gangsterism.

People who are involved in gangsterism and dream of cars, jewellery, large amounts of money, and the power to control the entire city as the ultimate destination, have an influence on learners; therefore, this behaviour impacts negatively on learner discipline. Actually, this is a fantasy, since children cannot transcend their ignorance. From the moment they join the gang, their lives become a carnival of murder, robbery, rape, and intoxication (Hlatshwayo, 2018:37). It is only later when

they are already hooked to the gang that they realise the fatal mistake of having joined the gangs (Hlatshwayo (2018:37).

2.5.2 Environmental factors

Environmental factors can be a source of aggression amongst learners. These factors are the subject of discussion in the subsequent segments.

2.5.2.1 Drug and alcohol abuse

Hlatshwayo (2018:37) shows that drug abuse is one of the reasons for the violation of educators' rights by learners in South African schools. The problem of drug abuse and illegal drugs wreaks havoc on the productivity of young people in the country and further weakens the role of schools as safe spaces of learning. Illegal drugs include marijuana as well as alcohol. Learners who use such illicit substances become violent as the intake of drugs generally changes their behaviour. They also become prone to hurting educators and raping and bullying other learners at school without regretting their actions.

Mohapi (2014:268) states that educators have a hard time due to learners who sometimes come to school drunk. The use of drugs has been identified as a major cause of violence in schools. A drug called *nyaope* is commonly used by learners in South Africa. Dagga is equally used by both boys and girls and these drugs are sometimes sold by other learners in school (Mohapi, 2014:268). A person under the influence of drugs cannot be expected to exhibit any form of disciplined conduct.

2.5.2.2 Peer pressure and gangsterism

Adolescents take peer influence as more important, and some are exposed to violent peers. In many schools, physical bullies are boys, they do not respect educators. In classrooms learners who manage to make the whole class laugh at educators gain a great deal of status. This tendency of attention-seeking is usually accompanied by inappropriate or bad language (Njoroge & Nyabuto, 2014:293).

A study by Abdulla (2011:23) argues that peer pressure can be great if children behave in certain ways to get their peer's approval. Many children behave differently, contrary to the school's code of conduct for learners (code of conduct), only to be accepted by certain peers. This, in turn, causes them to show hostility against educators just to protect their friends. Belle (2016:70-71) reasons

that peer groups affect what children value, know, wear, eat and learn. Peer pressure has a major impact on learners, because adolescents' lack of discipline manifests itself in groups rather than individuals.

Some youngsters get insulted and bullied at school hence end up joining gangs for protection (Alagappar, Len, George, Lee and Wong, 2015:7). However, family problems such as divorce and arguments indirectly put children at risk of misbehaving. Such vulnerable children end up being influenced by peer pressure as their weaknesses are perceptible (Alagappar *et al* 2015:7). Some children misbehave by engaging in gangsterism because they are in dire need of money, confidence, recognition or even a girlfriend (Alagappar *et al.*, 2015:9). These behaviours lead to learners violating the human rights of educators in schools.

Gangs are viewed as a social phenomenon. Gangsterism is not only confined to lower modern society or those who are poor but rather lack of self-esteem due to parental scolding, despise and insults regardless of societal status (Alagappar *et al.*, 2015:2-5). Some learners join gangs to gain protection and for recognition. In a study by Ncontsa and Shumba (2013:6), 37.5% of 80 participants identified gangsterism as a serious problem in schools in the Eastern Cape Province and newspaper articles suggest that learners and educators who are being attacked are powerless (Nconsta & Shumba, 2013:4).

De Wet (2016:6) concurs with the scholars mentioned above and adds that some youngsters join gangs to gain social status, sense of security, lust for power, male dominance and the potential for economic gain hence those who see themselves as failures in academic settings become part of school gangsterism. As they grew up the need for status and prestige grows hence children try to establish their own identity so as to gain status and prestige in the eyes of their classmates. In the process they become hostile and aggressive towards their educators (Njoroge & Nyabuto, 2014:293). Hostility and aggression eventually according to The Western Cape Education Department (2013), disrupts teaching and learning and also endangers other learners and educators (Dhlamini, 2014:840). A study by Van Bosch (2013:34-35) found that gangs often consist of low-income young people and ethnic minorities. Gangs are regularly involved in violent and criminal activities and use these traits as symbols of gang identity and loyalty. Risk factors that increase the likelihood of a teenager becoming a gang member include lack of family support, the presence of other family members in the gang, drug use, and peer pressure by gang members to join them, and an unorganised environment. Gang members who are characterised by economic difficulties are

more likely to be male than female, and recruitment is dominated by adolescents (Van Bosch, 2013:35).

Gang violence, including theft, drugs and weapons, extends from the surrounding community and travels to schools where school children are considered easy prey. This usually happens on the way to and from school and inside the school yard when gang members enter the school to sell drugs or extort money (Mestry, 2015:657). In the South African landscape, there is evidence of gangs that thrive in the Cape Flats in Cape Town, and in Zeerust, there are small-scale constellations largely operating from the townships. Although there is scant detailed research on this phenomenon in Zeerust, anecdotal evidence demonstrates how the operations and allure of gangs has infiltrated schools where learners again are easily recruited and consequently get habituated to the criminality that plays out in local schools.

2.5.3 Abolition of corporal punishment

The measures applied by educators must not violate the rights of the learners in the form of corporal punishment. Rossouw and De Wet (2017:78) assert that, in accordance with the relevant provisions of the Constitution, section (12)(1) and section 10 of the SASA, corporal punishment is illegal. Contravention of this provision constitutes an offence:

(1) No person may administer corporal punishment at a school to a learner.

Any person who contravenes subsection (1) is guilty of an offence and liable on conviction to a sentence, which could be imposed for assault.

Taking cue from this prescript, Smit (2013:346) argues that, despite the illegality of corporal punishment, some educators still apply it on learners. Mestry and Khumalo (2012:104) assert that corporal punishment does not instil self-discipline in children, but it evokes feelings of aggression or revenge and leads to anti-social behaviour. Hence, its application in schools instigates disciplinary problems, compelling learners to misbehave. Learners are aware of their rights, and they are often determined to fight back if educators infringe on them. Besides knowing their rights, corporal punishment induces anger in learners and as a result it develops hostility between educators and learners.

On the other hand, Smit (2013:346) asserts that educators feel disempowered in the human rights environment especially with the abolition of corporal punishment. In the same feelings of

disempowerment, many educators blame poor discipline in schools because they do not have another alternative form of punishment.

SASA banned corporal punishment, but some parents and educators desire its return. A survey in England and Wales (2000:n.p.) found that 51% indicated that corporal punishment should be reintroduced in schools. In Canada 79% said that corporal punishment can be justified (Mohapi, 2014:433). According to Njoroge (2014:294) the ban of corporal punishment has been blamed for the increase in indiscipline. Educators fear any inclination to punish learners as there is the looming possibility of being dragged to court.

A study by Mestry and Khumalo (2012:104), confirmed that some schools still use corporal punishment, with a significant number of principals arguing that the use of the stick is the best method of disciplining learners. These principals are aware of the illegality, but they still use it secretly. According to Mestry and Khumalo (2012:104), the continuity of the use of corporal punishment by schools implies that they are failing to enforce the code of conduct regarding the use of alternative resolution strategies which are contained in the learner codes of conduct.

2.5.4 Influence of Community

Schools are part of society and, as such, violence that occurs in society can also extend to schools (Makhasane & Khanare, 2018:20). In this sense, society is the source of violence that educators experience. Communities contribute to learner violence against educators. In a study carried out by Makhasane & Khanare (2018:20) they discovered that habit of graffiti that is prominent in the community was seen on the walls of both schools that participated in this study. Participants traced the origins of this graffiti to pervasive insults from the community around the schools.

The issue of poverty in townships attributed to apartheid past, racial inequality, school administration problems and weak leadership are contributing factors to misbehaviour (De Wet, 2016:2 & 7). The community where a school is located plays a major role in how learners behave at schools (Mohapi, 2014:273). Also, the experience of stepping foot on secondary school grounds tends to make these teenagers get lost in a new environment. Many of these teenagers end up being aggressive and rebellious and they are reluctant to listen to their parents' advice against violent inclinations (Alagappar *et al.*, 2015:4).

According to Njoroge and Nyabuto, (2014:292), “the dawn of a new millennium saw an increase of anti-social behaviour because of modern society which is viewed as more undisciplined with

lawlessness and violence.” Teenagers are exposed to pornography, violence and immorality and they end up replicating such behaviour in schools. These learners watch violence on television resulting in them imitating such behaviour within the school premises (Mohapi, 2014:436).

One study in Vryburg finds that the communities have an influence on learner behaviour at school (Nhambura, 2020:143). In this study, the researcher established that the community from which the learners grew up influences such forms of learner violent behaviour as gangsterism and gender-based violence. Nhambura (2020:143) found that the emergence of such groups as gangsters in the school is traceable back to the communities in which the learners reside.

The role of society in influencing violence is highlighted by a study by Makhasane and Khanare (2018:19-21), illuminating how two educators painted the approach in which violent and rampant service delivery disputes prevalent in South Africa instigates learners to set off violence of the same degree on educators. Interestingly, violence encountered by educators was associated with that suffered by public leaders and therefore acknowledging the intersectionality between the public and the school.

2.5.5 School factors

In the school environment, educators and learners interact with each other every day. It is in the process of interaction that violence unfolds from time to time. In this part, the researchers started a dialogue with educators on what caused the learners to violate educators’ rights (Makhasane & Khanare, 2018:18). Naicker (2014:38) discusses the different important factors in school structure, including leadership, infrastructure, and curriculum. These factors are discussed below.

Ineffective school leadership and management have a negative impact on the discipline of learners. In a school where principals use harsh disciplinary measures, learners end up reacting violently. Autocratic principals sometimes fail to negotiate with learners when formulating the code of conduct applied to schools, which in turn causes learners to ignore the Codes of Conduct. When educators get help from the principal, they are consequently regarded as ineffective classroom managers (Naicker, 2014:38-39).

In terms of infrastructure, the physical environment of the school as a place of teaching and knowledge is essential for the physical and intellectual development of learners. Many of the school infrastructure reflect the school’s tone and restraint. Schools depicting graffiti, unattended

gardens, and structures in disrepair face more discipline problems than well-maintained schools (Naicker, 2014:38-39).

Crowded classrooms, high-level of learner to educator ratio, and lack of resources prevent educators from providing individualised and high-quality attention to learners. Naicker (2014:39) asserts that having a large number of academically weak learners can also lead to poor discipline. Learners in such classes may feel alienated from their peers and suffer from self-esteem issues, which can lead to unusual behaviour (Naicker, 2014:39).

Syllabus changes put pressure on educators and learners. The sudden conversions of various syllabi and different goals have caused a lot of confusion in South Africa, and educators and learners have encountered difficulties in implementing and accepting the syllabus (Naicker, 2014:40).

The school syllabus should be work-oriented and interesting for learners. Naicker (2014:40) argues that if learners know that they may not find a job after completing their studies makes them feel frustrated and misbehave. If the teaching materials and activities do not reflect the interest of the learner, they may be considered too boring and complicated to understand. Incompetent learners in terms of vocabulary challenges felt left out and chose destructive behaviour to divert their attention from the inability to understand the content of the syllabus (Naicker, 2014:40).

Belle (2016:59-60) demonstrates that the following aspects of the schools may be a source of learners lacking discipline:

- The school space is poorly designed and used;
- Due to the large number of learners in the school, the classrooms are overcrowded;
- Lack of care but harsh disciplinary procedures;
- Alienation of learners;
- Peers and educators reject risky learners;
- Anger and resentment towards school practices and compliance requirements;
- The main leadership is of poor quality;

- The principal lacks supervision;
- Failure to teach social behaviour skills;
- Academic support is not provided for all learners;
- Lack of personality and independence in learning;
- Failure to participate in activities that improve learner confidence;
- The hardness of the procedure and classifications, which sets a uniform standard of performance;
- Learners are not allowed to work and play, pursue their hobbies and organise social functions in the school;
- Passive perception of shared activities;
- The inefficiency of the school management in handling of discipline problems;
- There is no playground in the school;
- Lack of extracurricular activities; and
- Strict school rules and regulations.

2.5.5.1 Educator's influence

De Wet (2016:6) states that educators are also contributors to learners' misbehaviour. This notion is supported by Njoroge and Nyabuto (2014:293) who state that under-qualified educators in overcrowded classes can contribute to violence in schools, especially schools without proper planning on how to deal with regulating learners' behaviour. The lack of planning gives these children a chance to misbehave and difficult to respond to such corrective instruction that are inscribed in the fair codes of conduct. The interaction between educator and learners proves difficult when the class is overcrowded because educators end up failing to control noise levels. Mohapi (2014:436) mentions the absenteeism of educators in class as a contributing factor towards in-discipline. When an educator is not in class, such absence offers the learners an opportunity to misbehave.

De Wet (2016:6) holds a view that educators also contribute to learners' misbehaviour at school. Hence, educators should be exemplary at all times in being responsible and committed to people around them. Learners have a tendency of hero worship and imitate those whom they appreciate and admire. An educator who displays honesty, trustworthiness and being exemplary will be received with warmth and eagerness by learners and in return they will not be rebellious (Njoroge, 2014: 295). The SACE of Professional Ethics specifies that schools should respect the rights of learners such as human dignity, and the right of privacy, refraining from abuse and promoting gender equality of learners and colleagues. It is clear that the code is designed to promote professional conduct of educators. Unprofessional educator conduct could contribute to misconduct of learners.

Educators who discriminate against learners frustrate them and that leads to learner misbehaviour. The behaviour of such will be regarded as an infringement of learners' rights as stated in the Constitution as Smit (2013:35) state that the Constitution protects the right to basic education in Section 29(1) for every child. Rossouw, Joubert and De Waal (2004:79) emphasised that the founding values of the Constitution, namely human dignity, equality and freedom, are even more important when exercising learner discipline in schools. Learners who understand their rights usually fight back when their rights are violated by educators. Other learners even organise rebellions to fight on their behalf. These fights affect the educators.

2.5.6 Learners influence

Naicker (2014:36) assert that learners' behaviour is also influenced by physiological factors, including biophysical factors such as disease, nutritional factors, nervous function, temperament, genetic disorders, physical disabilities and drugs or medication. Sick or hyperactive learners are less likely to focus on their studies and may act in a distracting way. Learners who are often absent from school due to chronic diseases may also have poor interpersonal relationships at school. Traumatic experiences, sexual abuse, drug and alcohol abuse, exposure to pornography and violence are also cited as causes of discipline problems for learners. These experiences adversely affect the social, physiological and psychological development of learners and damage their relationships with family, peers, and educators.

2.5.7 Media influence

What learners observe on different forms of media have an impact on their behaviour at schools. The learners are exposed to violence on television and other social media platforms. Nhambura (2020:60) asserts that much of the effects is explored by Bandura's social learning theory. The social learning theory indicates that individuals learn by observation (Bandura 1977:12). According to the observational learning or modelling principle, the media affects the learners to develop and learn to be self-disciplined. Exposure to media violence in video games, TV news, cartoons, children's programmes, movies, music, and newspapers desensitises learners to violence and makes them more likely to behave aggressively. In support on the significance of media on instigating violence, Bandura (1971:7) asserts that models appearing on television send a strong message to the viewers and that message captures their attention positively or negatively.

Kassin, *et al.* (2019:489) assert that results from almost 100 different studies that involved nearly 4000 participants suggests that violent games were associated with increased violent behaviour. (Belle, 2016:69) reports that there is an increasing use of cell phones to send text messages in classrooms. Learners participate in conversations with the outside world while they are in class, this is known as "multitasking." Most learners believe that the use of mobile phones in the classroom rarely or never interferes with classroom learning, but educators find that texting in the classroom is rude, disrespectful, and hinders the learner's education. Therefore, learners' use of cell phones leads to lack of discipline (Belle, 2016:69).

2.6 THE IMPACT OF THE VIOLATION OF EDUCATOR'S HUMAN RIGHTS ON PRODUCTIVITY AT SCHOOL

A study by Grobler (2018:29) shows that it is important to know that an educator may become a victim, witness, or perpetrator of school violence, all of which have an impact on an educator personally. School violence reduces personal satisfaction, which has a negative impact on the well-being of educators. Educators are at high risk of burnout and disengagement. Grobler (2018:29) further states that violence in schools can potentially have a negative effect on South African educators, both emotionally and professionally. When there are many violent activities, particularly group violence in schools where educators work, it creates more stress for educators.

2.6.1 Psychological effects of violence

De Vos & Kirsten (2015:5) assert that violence directed against educators result in psychological health symptoms. They further state:

These physical health symptoms [include] difficulty falling asleep and experiencing a lack of sleep, nightmares, a lack of rest, fatigue, headaches, sexual problems, weight gain, musculoskeletal pains, gastro-intestinal problems, as well as cardiovascular-related problems, such as hypertension and a rapid heartbeat.

This observation is supported by Grobler (2018:29) who argues that when educators are confronted with some of these stress factors, such as shooting, stabbing, suppression and attacks, and harmful events from workers and fellow or school children, normal symptoms of trauma and/or danger can occur out of psychological pressure.

Wiecki (2013:4) assert that research found that violence in schools on educators creates more difficulty with teaching and a lack of motivation to perform daily work among the teaching staff. Wiecki (2013:4) cited the studies of Alonzo, Lopez-Castedo, & Juste (2009:402) which found that educators exposed to aggression, either verbal or physical, experience increased levels of fear and stress. Such studies are supported by Gregory, Cornell, & Fan, (2012:419) who confirm that educators who experience different forms of violence by learners may have increased levels of stress, mental health concerns, lower levels of job satisfaction, and as a result, these educators may feel burnt out. These studies, therefore, affirms that violence on educators affects their wellbeing. They further affirm that lack of safety is associated with negative psychological effects for educators.

Trauma is the circumstance which surpasses personal resources and needs to be overcome. These events are usually unpredictable and dangerous, making people feel that they have no power or control over the event. Therefore, trauma usually involves death or injury or an event that may lead to these consequences. Because these experiences are unusual and are not part of normal life, they can interfere with many aspects of a person's mental functioning. When people try to adapt to what happened to them, normal traumatic reactions may include anxiety and mild depression, anxious thoughts and memories of traumatic events, difficulty to fall asleep, and being overly sensitive to signs of danger and alert (Grobler, 2018:30).

Many people avoid talking about their experience to address these emotions and negative experiences. When they think of trauma, they withdraw and do nothing. Many educators feel socially isolated after school violence, which has a negative impact on relationships with family members and peers. Eventually, these reactions can last from days to weeks or months and will slowly disappear without severely affecting personal functions. Many people have experienced periods of imbalance, but they will not have permanent difficulties and will not develop post-traumatic stress disorder (PTSD) (Grobler, 2018:30).

Grobler (2018:29) further says traumatic stress due to violence result in increased anxiety and headaches, depression, low self-esteem and feelings of worthlessness, helplessness, frustration, shame, guilt, and fatigue, and frustration can be experienced by educators in schools. Some educators experience headaches, lack of sleep and eating disorders.

In addition to the symptoms that affect the professional life of educators, the effects of violence can also change educators' attitudes towards teaching and learning and their behaviour towards learners. Violence in schools appears to have a negative impact on educator morale and, together with feelings of powerlessness among many educators, can further damage the learning environment. Some educators respond negatively to learners who are perceived as bullies or abusers, who do not want to help classroom learning. They are likely to quit work, offer mediocre teaching, lack of enthusiasm, inability to control temperament and disciplinary problems. The ultimate consequence is collapse of teaching and learning and the declining reputation in the eyes of their learners, colleagues and principals. In response to this feeling of extreme helplessness and anger, educators consider violent reactions to aggressive behaviour and the use of physical punishment (Grobler, 2018:31).

2.6.2 Consequences of school violence for teaching and learning

The increase in school violence, not only against learners, but also against educators, affects the school and its role. This affects the entire school environment and schools that have learners who violate educators' human rights do not succeed academically. Due to violence in schools, other educators will end up resigning. Due to educator resignation, it has a ripple effect on the education. Lindquist, Nordanger and Carlson (2014: 95) state that research found that educator turnover has a devastating effect on learners' performance, especially in poorly performing schools. Lindquist, Nordanger and Carlson (2014: 95) further state that educators' turnover has a negative effect on

the educators who remain in the same school from one year to the next. Pitsoe (2013:314) argues that high educator attrition can cause problems of educational quality, equity and efficiency.

Pitsoe (2013: 314) asserts that due to educator attrition, the final straw is a shortage of qualified educators and the increase in inexperienced educators in classrooms which in combination negatively impacts education quality and limits children's access to a high-quality education. The presence of unqualified educators has as a negative impact on the quality of education since these educators are not sufficiently experienced to teach the subjects they are allocated. Where there is shortage, educators get overloaded, and this compromises the quality of education as educators lack adequate quality time to attend to individual needs of their learners.

Educator attrition mainly affects educators teaching in secondary schools in comparison with educators deployed in primary schools. Task Force on Teachers for EFA (2010:2) as cited by Pitsoe (2013:315) hold the view that educator attrition of secondary school educators is higher than that of primary educators, because their higher qualifications open for them greater labour market opportunities. Educators offering special subjects such as mathematics and science are likely to leave the teaching profession in comparison with other educators.

Pitsoe (2013:315) suggests that mathematics and science educators leave at a higher rate than educators of other subjects, because they have more career options than other educators do. On the other hand, the International Task Force on Teachers for EFA (2010:2) indicates that there is a high attrition within the ranks of educators with the highest qualifications (Pitsoe, 2013:315). As a result, schools are losing educators who are teaching critical subjects. This situation affects the quality of education offered to learners.

2.7 LEGAL FRAMEWORK AND PROGRAMMES REGARDING THE PROTECTION OF EDUCATORS

The section that follows discusses the legal framework that regulates the protection of educators from the violation of their rights by learners.

2.7.1 A legal framework regarding the protection of educators

2.7.1.1 The Constitution of the Republic South Africa

It is clearly stated in section 2 of the Constitution that human rights are rights that everyone must have, just because they are human beings (RSA, 1996a). The rights enshrined in the Constitution are based on universal human rights as they are based on humanity, freedom, justice, and peace (RSA, 1996a). South Africa has included inseparable human rights in the Bill of Rights (Chapter 2) of the Constitution (RSA, 1996a).

The Bill of Rights is the foundation of SA's Constitutional and representative democracy (RSA, 1996a). In terms of section 2 of the Constitution, the Constitution is the highest law of the country and this means that laws that contradict it cannot be passed (RSA, 1996a). The Bill of Rights incorporates the rights of all people of our country into the enduring affirmation of democratic values of human dignity, equality, and freedom (RSA, 1996a). Section 7(2) of the Constitution states that the state must respect, protect, promote and fulfil the rights in the Bill of Rights.

As mentioned in the introduction, it is important for learners to respect section 9 of the Constitution so that educators can enjoy the right to equality in law and receive the same security and benefits (RSA, 1996a). A non-discriminatory school environment promotes a good working environment for educators. This means that educators and school leaders should ensure that educators' and learners' rights are not violated in schools (RSA, 1996a).

The right to life is protected by section 11 of the Constitution, which states that all humans have the right to life. This means that learners who come to school with harmful weapons bring them without respecting the lives of others and do so to harm learners and educators (RSA, 1996a).

According to section 12(1) of the Constitution, educators have the right to freedom and security of the person, including protection from all forms of violence (RSA, 1996a). This right implies that educators have the right to teach or work in a safe and secure school environment. This is very important because educators cannot effectively carry out their duties and responsibilities in the absence of a safe school environment. Learners also may not feel safe in a school environment where the educator is not safe. Section 12(1) of the Constitution promotes the right to be free from all forms of violence, not to be tortured in any way and not to be treated or punished in a cruel, inhuman or degrading manner (RSA, 1996a). Section 12(2) shows that everyone has the right to physical and mental integrity, including the right to security and control over their bodies.

Therefore, educators must have security and protection despite increased violence in schools (RSA, 1996a).

2.7.1.2 The South African Schools Act 84 of 1996

Roos (2003:482) states that the adoption of SASA introduced a new era in education on managing discipline in school. Smit (2013:353) says the purpose of SASA is “to provide a uniform system for the organisation, governance and funding of schools and to establish a disciplined and purposeful school environment, dedicated to the maintenance and improvement of quality learning”.

Section 8(1) of SASA (RSA, 1996b) states that every educator has a duty to control the action of learners and to assist the school governing body with discipline. According to Tauber (2007:44), an educator has the same rights and obligation as a parent to protect, control and discipline a learner according to the code of conduct. How the educator implements his or her right to discipline learners will determine whether the learner’s misbehaviour will end or be aggravated. It can thus be deduced that the educator’s conduct could be regarded as a possible cause of poor learner discipline.

Educators need to meet and discuss violence prevention and develop a cooperative community within the class (Tauber, 2007:350). According to SASA (RSA, 1996b, a code of conduct must be aimed at establishing a disciplined and purposeful school environment. It must contain provision of due processes to safeguard the interests of the learners and any other party involved in disciplinary proceedings. In addition, the South Africa Schools Act (RSA, 1996b requires, in Section 8, that the School Governing Body (SGB) of a school has to adopt a code of conduct after consultation with learners, educators and parents.

2.7.1.3 The school code of conduct for learners

The school code of conduct should include all the rights and responsibilities of principals, educators and school staff as well as the learners to ensure compatibility with the Constitution. In terms of section 8(4) of SASA, learners are obliged to comply with the code of conduct. Section 8(5) of SASA makes provision for due process, including a fair hearing, before a learner may be suspended by the school governing body or expelled by the provincial Head of Department. Section 9 of SASA prescribes two kinds of suspension: either as a correctional measure for a period of up to a week or, pending a decision from the Department of Education whether the learner is to

be expelled from the school. It is clear from the above section in SASA that the SGB plays a leading role in establishing a disciplined school that guarantees learner safety and provides equal access to education opportunities (Joubert, De Waal & Rossouw, 2004:81). The SGB could play a role in preventing poor learner discipline by implementing the code of conduct fairly. This provision was amended in 2005 with Subsection (1) amended by section 7 of Act 4 of 1999 and substituted by section 2(a) of Act 24 of 2005. The provision states that SGB may, on reasonable grounds and as a precautionary measure, suspend a learner who is suspected of serious misconduct from attending school, but may only enforce such suspension after the learner has been granted a reasonable opportunity to make representations to it in relation to such suspension.

Discipline must be maintained in the school and classroom to ensure that the education of learners proceeds without disruption. SASA (RSA 1996b) empowers school authority to discipline learners and schools are encouraged to engage in positive discipline.

2.7.1.4 Guidelines for the Consideration of Governing Bodies in Adopting a Code of Conduct for Learners

Item 5(1)(a) of the Guidelines for the Consideration of the Governing Bodies in Adopting a Code of Conduct for learners (1998) states that school rules are aimed at regulating the general organisation of the school and the relationship between the principal, educators, and learners. Classroom rules are intended to have a specific effect on the relationship between educators and learners in the classroom and can include interaction and management in the classroom. Item 5(1)(f) of the Guidelines for the Consideration of the Governing Bodies in Adopting a Code of Conduct for learners provides that learners are expected to know and follow school and classroom rules. Ignorance of these rules is not an acceptable excuse.

Tauber (2007:341) argues that to effectively implement the code of conduct there is a need to be consistent and not altered rules for some learners. All learners are to be involved in creating a classroom rule so that everyone's rights are respected.

Rossouw and De Wet (2017:144) state that the school code of conduct aims at imparting values, norms and principles expected from learners by society as well as the ethos, philosophy and principles as contained in the long title of SASA. Hence, the essence of the code of conduct is to maintain discipline in the school. In order to apply fairness of disciplinary transgressions, the code of conduct should contain various categories of offences and the acceptable form of punishment to be administered (Oosthuizen, 2018:181-184).

2.8 FIREARMS CONTROL ACT 60 OF 2000

Firearms Control Act 60 of 2000 is crucial in promoting a safe environment for educators as it prevents learners from carrying firearms in school premises. According to Section 3(1) (a) of the Firearms Control Act 60 of 2000, no person including learners may possess a firearm unless he or she holds a legal licence, permit or permission to hold that firearm. In addition to this Act, item 3.4 of the Regulation for Safety Measures at Public Schools makes it clear that even if a person has a licence, that person should not enter the school premises with his or her gun. Based on the mentioned law, learners are not allowed to carry firearms in schools because they violate educator's and other learners' human rights.

Under Section 140 of the Firearm Control Act 60 of 2000, schools can be officially declared a no-gun zone to prevent violence in schools by prohibiting harmful items into the school. These harmful objects comprise of guns, bombs, gas pistols, knives and sticks.

2.8.1 Programmes regarding the protection of educators' human rights

The following programmes are used to protect educators from the violation of their rights:

2.8.1.1 Adopt-a-Cop programme

Adopt-a-Cop programme seek to augment the schools' efforts on maintaining safety. This initiative involves the South African Police Service (SAPS) personnel who work hand in hand with the school community to prevent crime in schools. Mahlase (2020:n.p) listed the major aims of the programme. These are:

- Strengthen school safety committees to curb crime and violence in schools.
- Encourage all role players at school and communities to play an active role as members of school safety committees.
- Link all schools to local police stations.
- Establish reporting systems at schools.
- Raise awareness among learners regarding crime and violence and its impact on individuals, families and education.

- Establish a school-based crime prevention service and interventions which will deter potential offenders and empower potential victims and past victims.
- Extend crime prevention programmes to early childhood development centres to raise awareness amongst young children.
- Mobilise communities to take ownership of schools.

The "Adopt-a-Cop" programme also deals with issues which include drugs, illegal weapons, gangsterism, and abuse of drugs by children. These programmes should support the police by establishing sound relationships among school personnel and supporting learners and staff in preventing and investigating crime and violence. The purpose of this plan is to improve and enhance the relationship among police and learners (SAHRC, 2006:27).

2.8.1.2 Educators' Rights, Responsibility and Safety Programme

SACE (2019:42) states that the aim of Educators' Rights, Responsibility and Safety Programme is to highlight the plight educators face on daily basis in relation to their rights and safety being eroded, and their dignity and respect being compromised in schools. According to SACE (2019:42) the discussion around formation of Educators' Rights, Responsibility and Safety Programme will initiate thinking, debate and discussion about educators' rights, responsibilities and safety in the broader education field and teaching profession. Such initiative by SACE could provide a platform for educators to highlight their perceptions on the right of educators.

2.9 ROLE OF RELIGION

Bekithemba and Tsotetsi (2019:53) agitate for the introduction of religious education as an approach to instil discipline in learners. Religion offers the moral imperative that encompasses aspects that promote the respect of human rights, dignity, peace, social cohesion and Ubuntu philosophy (Bekithemba & Tsotetsi, 2019:53). Bekithemba and Tsotetsi (2019:53) state that while the study of religion has been problematised, which warranted its removal from the curriculum, the removal has contributed to and arguably paved the way for the emergence of violence and various social ills that are haunting the schools. The argument is further upheld by Dube and Hlalele (2017:6) who argues that an increase in school violence is due to the lack of the school curriculum that cultivate the values of love, caring, tolerance and cooperation, which could be

embedded through the teaching of religion studies. To a large extent religion is seen as paramount in instilling discipline on the learners at school.

2.10 CHAPTER SUMMARY

This chapter focused on the theoretical framework underpinning this study and an understanding of the primary and secondary literature on the violation of educators' human rights by learners. It also addresses ways to abate the violation of educators' rights in schools. Chapter 3 will be devoted to research design and methodology.

CHAPTER 3: RESEARCH DESIGN AND METHODOLOGY

3.1 INTRODUCTION

In the previous chapter the study focused on recent and relevant literature on the violation of educators' human rights. The literature review answered the research sub-questions. Taking cue from this review, this current chapter presents the research design and the study methodology used to generate data on the topic in the secondary schools that are situated in the Zeerust district. It also presents the choice of schools and the selection criteria of participants, data collection methods, data analysis, issues of validity and reliability, as well as ethical issues.

3.2 RESEARCH PARADIGM

The concept of a paradigm is somewhat contested and described in many ways by various authors and in different contexts (Bertram & Christiansen, 2020:24). For the purposes of this context, Sefotho (2021:5) defines a paradigm as a construct that represents an archetype of how professions achieve what they set out to do at a particular point in time. Since I used a qualitative research approach in this study, the research paradigm that goes with such an approach is interpretivism.

Interpretivism was developed as a reaction to the shortcomings and limitations of positivism, specifically in its application to the social sciences. The main idea on which this paradigm rests is that people are fundamentally different from objects (Du Plooy-Ciliers, 2019:27). Hence, as people they are active and have a role to play in deciding their destination. Interpretivists believe that a different methodology to that of objectivism is required to reach an understanding that enables us to appreciate the subjective meaning of social action. The assumption is that reality should be interpreted through the meaning that research participants give to their lifeworld (what is self-evident or given). Participants play an important role in the analysis and interpretation of research (Lincoln, Lynham & Guba, 2018:229-230). Interpretivists also maintain that human beings are always engaged in the process of making sense of their worlds and continuously interpret, create, give meaning to, define, justify and rationalise their daily actions (Sefotho, 2021:8). This implies that it is the people who give meaning to their social world hence interpretive researchers seek to investigate how human beings (such as the participants in this research) perceive and make sense of their world. In this study, I initiated conversations with the selected educators who have experienced and encountered their human rights undermined and violated by the learners.

Educators understand their situation in full hence they can explain it from a personal and nuanced positionality.

According to Ritchie, Lewis and Nicholls (2013:12), the researcher also becomes part of the research process as a meaning maker interacting with other meaning makers. In this regard the research becomes a construction of meanings between participants, one of whom is the researcher. As a researcher, I participated in the whole process of data generation and analysing the data gathered from the participants.

According to Oosthuizen, *et al.* (2020:366), the interpretive approach is more closely related to the qualitative research paradigm and generally excludes statistics and numbers. The interpretive paradigm presupposes an inductive approach to social reality. This assumes that the researcher moves from concrete to general in order to arrive at a conclusion.

3.3 RESEARCH APPROACH

The study made use of the qualitative research approach. Leedy and Ormrod (2021:88-90) state that the qualitative approach is used to answer questions about the complex nature of phenomena, with the aim of describing and understanding the phenomena from the participants' point of view. Leedy and Ormrod (2021:89), further state that qualitative researchers rely on the assumption that reality is not easily divided into discrete, or measurable variables. Hence, the data collected is not in numbers or digits, the data collected depends on the participants' involvement in the setting. The data collected can be in the form of verbal and non-verbal data, and usually from a reasonably small number of participants (Leedy & Ormrod, 2021:88-90).

On the other hand, Kumar (2019:16-18) as well as by Creswell and Poth (2018:43-44) state that, the qualitative approach is applied where the study seeks to describe a situation, phenomenon, problem or event. The problem investigated is the violation of educators' human rights by learners. Qualitative study therefore put emphasis on people's lived experiences to understand their experiences, it followed an inquiry approach in which I entered real-world settings to interact and understand what emerged in a naturalistic way and, since it relied primarily on interviews and field notes (Nardi, 2018:150) as methods and measurement tools. Hence, I was involved in the study fully. I visited the participants at their workplaces in order to understand in depth their experiences on the violation of educators' human rights by learners. This approach helped get ample information from the participants about the violation of educators' human rights.

3.4 RESEARCH DESIGN

Seeing that “there are numerous types of research designs that are appropriate for different types of research projects” (Walliman, 2018:6), the research design of this study followed a revelation made by O’Sullivan, *et al.* (2017:28) that the term ‘research design’ has two meanings – “a general and a specific meaning.” These meanings are as follows:

- General meaning of research design: The general meaning of research design refers to plan of the study’s methodology. The design should indicate the purpose of the study and demonstrate that the plan will answer the research question(s) and is consistent with the study’s purpose. Frequently, research designs are described as blueprints for the final research product.
- Specific meaning of research design: The specific meaning of research design refers to the type of study. Common types of studies are cross-sectional studies, time-series studies, case studies and experiments. These types of studies or designs dictate when and how often to collect the data and how much control an investigator will exert over the research environment.

Under the specific research design, out of the numerous types of research designs “*that are appropriate for different types of research projects*” (Walliman, 2018:6), I engaged both a non-experimental and an interactive research design (Maree, 2020:88). Given the diversity of qualitative strategies with their conflicting tensions and “*blurred genres*” (Denzin & Lincoln, 2018:10) such as case study, ethnography study, experimental, grounded theory study, narrative inquiry and phenomenology, I engaged in an interpretative case study research design.

The interpretative case study entails an in-depth, detailed descriptive or explanatory inquiry into events or processes in complex situations as they unfold. In contrast, according to hermeneutic theory, the case study comprises interrelated parts linked by means of multiple interconnections that have an impact on the case. Therefore, the case study can only be understood by examining the interactions between micro parts (cases) and the meso parts (the networks they belong to) that connect them to the whole (community) (Schwandt & Gates, 2018:341).

Case studies are predominantly qualitative study design but can be quantitative as well. It can be a case study of an individual, a group, a community, an episode, an event, a sub-group of a

population (Kumar, 2019:196). In this study, I used a case study approach that included two secondary schools as my cases of study. Its strategic value was to enable me to learn from a single unit of analysis in a real-life context (Schwandt & Gates, 2018:341). Thus, a case study approach was an appropriate choice for this study since it is a strategy where there is an understanding of the meaning participants give to their life experiences (Piekkari & Welch, 2018:358). I want to add that case study is widely used in social research and generally construed as an in-depth and contextually located empirical investigation of a phenomenon of interest to the researcher (Baxter & Jack, 2008:545; Stake, 1995:2; Woodside, 2010:8; Yin, 2009:4). However, beneath this broad consensus can be identified elements of divergence. For example, there are those for whom the phenomenon must be contemporary (Yin, 2009:4), while for others it can be historical (Woodside, 2010:8). Case studies are frequently bounded (Bassey, 1999:23; Baxter & Jack, 2008:545; Stake, 1978:8) by, for example, time, location or activity (Creswell, 2003:68; Stake, 1995:2). However, the need to set boundaries, typically justified as a means of preventing a case from growing too large, depends on whether researchers are realists, who bound their cases in the belief that 'there are populations of cases or empirical clusters that researchers need to uncover and analyse' or nominalists who believe that 'cases are theoretical in nature and that researchers create them through investigation' (Wells, Hirshberg, Lipton, & Oakes, 1995:21).

A different but not unrelated distinction can be found in cases focused on the causes of effects (CoE) and those focused on the effects of causes (EoC), where 'a CoE study is centred on the outcome and seeks to discern the relevant causes' and 'an EoC analysis is centred on a cause and asks whether it has a (specific) effect on a given outcome' (Rohlfing, 2012:40). The violation of educators' rights comes through as a representative case, a typical case in the words of Flyvbjerg, (2006:2), with some power for generalisation lying in the quality of the analysis and the clarity of the narration that shifts responsibility for generalisation from the researcher to the reader (Stake, 1978:8). This study made use of multiple-case study, since the participants of this study are from two different schools. According to Yin (2017:49) a multiple-case study includes two or more cases or replications across the cases to investigate the same phenomena. The difference between

the single- and multiple-case studies is the way the research is designed, however, they are within the same methodological framework (Yin, 2017:49).

3.5 POPULATION AND SAMPLING

3.5.1 Population

A population can be described as a single group of individuals, institutions or objects with general characteristics that are of interest to researchers. The general characteristics of groups distinguish them from other people, institutions and objects (Rafeedali, 2020:1).

The study was conducted at two public secondary schools in Zeerust District in the North West, where the issue of educator human rights violations has been reported as a problem. The participants of this study consisted of six educators per school, who occupy various positions in secondary schools. They are 3 post level 1 educators, 2 post level 2 educators (Heads of Departments) and 1 post level 3 educator (Deputy Principal) or post level 4 educator (Principal), making it the total of twelve participants of the two selected schools.

3.5.2 Participants selection

After selection of population, I considered the issue of sampling. Sampling is a process of selecting a few samples from a bigger group, the sampling population is the basis for estimating or predicting the prevalence of an unknown piece of information, situation or outcome regarding a bigger group (Kumar, 2019:292). Morgan & Sklar (2018:69) regard it as a subset of the population that is selected because although it is much smaller than the actual population, it is usually intended to be representative of the original population group.

Zulu (2018:341) reports that sampling methods for obtaining representative samples are divided into two broad categories, namely probability and non-probability sampling methods. Non-probability sampling refers to a sampling technique for which a researcher cannot make precise estimates of representativeness (Devlin, 2018:217). Out of the six types of non-probability sampling techniques proposed by Kumar (2019:306-307), I used a purposive sampling technique whose primary objective was my judgement as to who could provide the best information to achieve the objectives of my study (Patten & Newhart, 2018:101).

I employed a non-probability, purposive sampling technique to select a small group with a view to determining the characteristics of a large group or a population (Zulu, 2018:314). I selected individuals who had to fit what Henning (2018:51) refers to as a “criteria of desirable participants.” They thus not only conformed to specific criteria but possessed the characteristics and experiences that I aimed to investigate (Nardi, 2018:126). The participants were deemed information rich and illuminative; that is, they offered useful manifestations of the phenomenon of interest (Cohen *et al.*, 2018:218). They had the necessary knowledge, information and experience of the violation of educators’ rights which was the objective of this study. They were able to reflect on the knowledge and experiences they provided and they allocated time to be involved in the project and were also willing to be involved in the project. A purposive participant selection of six educators per school, who occupy various positions in two secondary schools was used in this study since the participants knew the problems facing their schools and the strategies employed in resolving violations on educators’ human rights. As indicated previously, 3 post level 1 educators, 2 post level 2 educators (Heads of Departments) and 1 post level 3 educator (Deputy Principal) or post level 4 educator (Principal) were involved.

For me, quality to gain in-depth and saturated data, rather than quantity was the main emphasis of this qualitative study. The intent was not to generalise but to clarify the particular and the specific issue addressed by this study (Creswell & Poth, 2018:158). As a qualitative study, I therefore relied on small samples because qualitative research does not generalise over a large audience (Lune and Berg, 2017:16).

3.6 DATA COLLECTION TECHNIQUES AND PROCEDURE

The study made use of semi-structured and focus group interviews. The semi-structured interviews were in a form of one-on-one interviews with the school Principals or Deputy Principals from two different secondary schools selected for the study. The study also made use of focus group interviews comprising three PL 1 educators and two PL2 HODs from two different schools. Maree (2016:90), define an interview as a two-way conversation where the interviewer asks participants questions to collect information with the aim of soliciting their ideas, views, opinions, and behaviour. Data gathered through the interviews helps one understanding how the participants construct knowledge and social reality (Maree, 2012:87). The interviews in this study were held with the aim of investigating the violations of educators’ human rights by learners. The interviews assessed and probed the effects of these violations on the quality of learning and what could be done to protect the rights of educators. The reason for using semi-structured interviews is that they

allowed me to get open-ended responses from participants for more in-depth information about the violation of educators' human rights by learners. I also used focus group discussions in order to interact with more than one individual at the same time, with the intention of gathering data regarding the violation of educators' human rights by learners.

Maree (2012:87) states that there are three types of interviews in qualitative research. These are open-ended interviews, semi-structured interviews and structured interviews. The semi-structured interviews and focus group interviews helped me to get rich information from the participants about the violation of educators' human rights.

3.6.1 Semi-structured interviews

Doyle (2020:1) defines a semi-structured interview as a meeting in which the interviewer does not follow strictly formalised questions. Instead, they will ask more open-ended questions that allow discussion with participants than the direct question-and-answer format.

DeJonckheere and Vaughn (2019:2) indicate that the general aim for using semi-structured interviews is to collect data from main participants who possess particular knowledge, attitude, opinions, or beliefs about topics of interest.

- To justify the use of semi-structured interviews in my study, I refer to DeJonckheere and Vaughn (2019:2-3), who point out that semi-structured interviews are an effective method of data collection when the researcher wants rich information.
- Explore participants' thoughts, feelings, and beliefs about a particular topic; and
- Investigate intensely into personal and sometimes sensitive issues.

According to Saldana and Omasta (2018:92), semi-structured interviews are one of the most commonly used methods in qualitative studies. On preparing the semi-structured interviews, the study made use of a complete and detailed list of questions covering all aspects from the research sub-questions. The questions were presented in a logical and coherent order which helped the participants move naturally from one question to the next.

Focus groups

All participants were informed of the purpose of the study and all the ethical considerations applied in the process. Even though it might be difficult to guarantee complete anonymity in the focus

group interviews, participants who were part of focus group interviews were requested to ensure that they keep what others have said during the interviews to themselves. Participants were also requested to sign a consent form before conducting interviews.

Focus groups are referred to as informal discussions between selected people on certain topics. Focus groups bring together people who are interesting to researchers because they already have existing relationships (e.g., family) or general characteristics (e.g. learners at school). The focus group usually lasts about one hour, consisting of four to eight participants and a moderator who leads the discussion of the participants. Discussions were recorded (video or audio) and transcribed to produce a written version before analysis. It should be noted that the length of time, number of participants and level of orientation can vary greatly and must reflect the needs of researchers and participants (Sullivan & Forrester, 2019:101).

The reason for using focus group interviews is explained by Sullivan and Forrester (2019:102) when they state that focus groups allow for dynamic interactions between participants. If you are interested in exploring collective thinking and publishing how people negotiate or help shape ideas, focus groups are ideal. Focus groups provide extensive data because participants generate detailed reports when discussing their perspectives and experiences. If more participants than researchers are present, the influence of researchers tends to decrease, because participants can act as mediators, e.g., by asking each other questions or questioning each other's claims.

Sullivan's and Forrester's (2019:102) study demonstrates how focus groups give access to telling stories, jokes, arguments, praise, threats, beliefs, challenges, and disagreements. This can happen especially if you organise an existing group such as a friendly group. Such interactions are also useful if you are not a member of the community you are researching because participants can show themselves differently to a researcher than in a peer group. For example, peer groups tend to be more informal. These group dynamics often make focus groups more fun than face-to-face interview, because it is important that people feel positive about their participation in research.

Interview protocol

I prepared an interview schedule with semi-structured open-ended questions. The semi-structured interview schedule contained a short list of "key questions", which were supplemented by follow-up and exploratory questions that depend on the interviewee's answers. All questions were open-ended, neutral, clear, and avoid misleading language. In addition, questions used familiar language

and avoid jargon. Most interviews began with simple, context-sensitive questions before moving on to more difficult or in-depth questions (DeJonckheere & Vaughn, 2019:5).

During the interview, I introduced myself to the participants. This is supported by Saldana and Omasta (2018:104) who sustain that the interview protocols usually begin with the interviewer introducing himself or herself to the participants, reviewing all informed consent documents, answering all participants' questions, confirming the time available for the interview, and ensuring that he signs all appropriate forms. If the only interaction between participants and researchers is during the interview, the protocol itself should begin with a script for entering an informed consent, confirming key points such as the voluntary nature of their participation and asking for their autographs if they are willing to continue.

3.6.2 Data collection procedures

Interviews were conducted with school principals, HODs and educators because they were aware of the problems faced by schools when resolving human rights violations. Focus group interviews and one-on-one semi-structured interviews were used in this study to gather participants' views and experiences about violations of educators' human rights.

Data from interviews was recorded on the tape recorder and anonymity from all participants was guaranteed. Focus group interviews were conducted for PL2 HODs and PL1 educators, and one-on-one semi-structured interviews for PL 3 or 4 principals or deputy principals. What was said by the participants was audio recorded. Writing down key points, as participants regaled analytical testimonies and ideas for new questions are very important for the whole process and can help involve researchers. It is also possible that digital recording might fail, so researchers might have to rely on their notes unexpectedly. In my case I did not experience this problem.

However, current technology offers a variety of affordable hardware and software for audio and video recording. Cell phones, iPads and laptops are usually equipped with recording programs. Skype video interviews can also be recorded online. Online interview chats can be downloaded and printed for analysis. Before the interview, the interviewer must test all devices or Internet connections to ensure a successful recording (Saldana & Omasta, 2018:103).

The focus group and semi-structured interview data were recorded on a tape recorder and the anonymity of the selected participants was assured. For individual interviews, audio recordings are generally sufficient and not too distracting. However, if the analysis of participants' non-verbal

communication is important, video interviews are very important so that researchers can later analyse body language and facial expressions. Video recording is useful for focus groups because it makes it easier to determine who is speaking at a certain time.

3.7 DATA ANALYSIS

All participants confirmed that the responses used in the study were a correct reflection of their contributions. Data were analysed by comparing the results obtained from the literature with those generated from participants through interviews. This study used thematic analysis (TA) to analyse participant's responses after conducting focus group interviews and semi-structured interviews which were organised into themes and categories. This experience is in connection with DeJonckheere and Vaughn (2019:8) who state that TA is a method for analysing qualitative data. This is usually applied to various texts such as interview transcripts. I have carefully examined the data to identify common themes – topics, ideas, and patterns of meaning that keep repeating themselves. TA is a good approach to research where you are trying to determine a person's views, opinions, knowledge, experience, or values from various qualitative data such as interview transcripts, social media profiles, or survey responses (DeJonckheere & Vaughn, 2019:8).

Sullivan and Forrester (2019:161) describe TA as the main method for identifying patterns (i.e., topics) in data, including conversations or transcribed conversations. Once identified, these points are further analysed. TA can be used with many theoretical aspects, philosophical positions, and methodological assumptions. Sometimes it is considered a "basic" data analysis method. This means that it contains basic skills for analysing qualitative data, which can then form the basis for understanding and using other methods. For this reason, it is often considered a very useful method for people who are new to qualitative research (Sullivan & Forrester, 2019:161).

Many other analytic methods (e.g., interpretive phenomenological analysis) also involve the identification of themes, but unlike TA, they continue to analyse them using certain theoretical frameworks. It is also important to remember that not all qualitative methods involve identifying topics - for example, conversation analysis (Sullivan & Forrester, 2019:161).

Sullivan and Forrester (2019:162) argue that TA is a comprehensive method that is determined more by practical methods of data processing than by assumptions about the type of data and what we do with it. In contrast to many other methods, TA does not have integrated theoretical and

epistemological assumptions. This can make training easier and more flexible so that it can be easily combined with other methods. For example, TA can be used whenever we have text data.

3.8 TRUSTWORTHINESS

Qualitative researchers use a variety of strategies to enhance the trustworthiness and credibility of the data they collect. The following are important strategies during the data collection phase of a qualitative study.

3.8.1 Credibility (Truth value)

Credibility is the alternative to internal validity in quantitative research, in which the goal is to demonstrate that the study was conducted in such a manner that the research participants were accurately identified and described (Schurink *et al.*, 2021:395). Lincoln *et al.*, (2018:140) assert that credibility can be ensured by collecting rich and thick data that maximise the quality of analysis. In this study, credibility was achieved through member checking, audit trail, prolonged engagement and triangulation.

(a) Member checking: I returned transcripts to participants, providing them with the opportunity to verify the meaning given to their words (Patten and Newhart, 2018:157). Member checking was performed by testing ideas from the data collected by checking categories, interpretations and conclusions. This was done throughout the research process in a formal and informal manner during observation and conversation, in collaboration with participants. The researcher also asked other individuals who are close to the participants and others who have had the same experiences, to read and comment on the final script. I went back to participants and did member reflections to provide additional insight and credibility to the research.

(b) Audit trail: An audit trail was systematically maintained through documentation of my continuous critical analysis of all decisions and actions taken during the research process bearing in mind the conceptual framework, research questions, research methodology values and biases as stated by Schurink *et al.* (2021:395).

Maharaj (2016:114) asserts that researchers should draft field notes in order to capture verbal and non-verbal behaviour during the process of data collection. I have meticulously written the notes directly after each encounter of interviewing. When writing field notes, it was important for me to reflect on the fieldwork in relation to what is known, and the new data gathered.

(c) Prolonged engagement: The aim for prolonged engagement with the participants is to gain understanding on the behaviour, values and social relationships of participants in their social contexts (Schurink *et al.*, 2021:397). Persistent engagement brings rigour to a qualitative study. To achieve data trustworthiness long-term involvement and multiple contacts with participants during the time of study of master's programme was done. That long contact with the participants helps to acquire more accurate data enhancing the validity of the study (Creswell, 2014:202).

(d) Triangulation:

Triangulation was used to ensure credibility. Egbert and Baker (2022:4) indicate that triangulation is a research approach that takes two (2) or more perspectives to investigate a research question. Marshall and Rossman (2011:44) argue that triangulation is the act of bringing more than one type/source of data to bear on a single point. Two (2) data collection techniques, which are focus group interviews and semi-structured interviews, were used to collect data. The data that were collected through these two (2) methods was compared during analysis to develop a comprehensive understanding of the violation of educators' human rights by learners.

3.9 ETHICAL CONSIDERATIONS

According to Pickard (2013:26), research ethics refers to a complex set of values, standards, and institutional patterns that help create and regulate research. Research ethics is a codification of scientific ethics in practice. It is based on the general ethics of science, just as general ethics is based on common sense. Rukwaru (2015:21) also defined ethics as a set of moral principles and rules of conduct. It refers to the application of a system of moral principles to prevent harm or offense against others, promote kindness, respect and justice. Picard (2013:55) points out that all research related participants must consider ethical aspects. Universities and many other organisations have their own research ethics guidelines depending on what you plan to do, where you intend to do it and who is involved in your research. In addition, there will also be different rules and standards regarding your research. Depoy & Giltin (2016:22) assert that ethical concerns should focus on:

- The rights of human research participants to full knowledge of the purpose of the study and the nature and scope of their involvement.
- The specific behaviours or conduct of the investigator.
- The ethics underlying the research question or query, boundary-setting strategies and design procedures that will be implemented.

- The ethics of reporting.
- The ethics of selecting and using knowledge to inform professional action.

According to Maree (2012:42), in order to abide by the ethical considerations, I considered certain ethical issues such as the confidentiality of the results and findings of the study and protection of the participants' identities. On conducting the study, I applied for ethics clearance from the North-West University Ethics Committee to conduct research with the reference number: N W U - 0 1 2 2 0 - 2 0 - A 2. I also wrote a letter to school principals seeking permission to conduct interviews.

After receiving permission from the Department of Education, School Governing Bodies (SGBs) and principals of identified schools, I appointed an independent person who went to the identified schools that I have selected to ask for permission to conduct interviews from educators. The school principals were asked to arrange a meeting where an independent person can meet with educators. In that meeting an independent person explained the purpose of the research and content of the consent form. The content of the consent form included the fact that participation is voluntary, participants may withdraw at any time from research, pseudonyms will be used and that everything will be treated as confidential.

Aurini, Heath and Howells (2016:60) state that researchers must obtain participant approval by providing them with information about the research objectives, funding, research team, data usage, and requirements. Aurini *et al.* (2016:60) indicate that informed consent also means that designated participation is optional. Providing too much information during the recruitment phase may hinder participation or eventually change the participant's response.

Anonymity in this study was guaranteed by giving participants fictitious names during the interviews and data presentation. Anonymity can only be guaranteed if a reader cannot identify which participant provided which information. In qualitative surveys, researchers more often know who the participants are, but the anonymity in the way they report results must be maintained to ensure that no one reading the survey results can identify the participants.

Confidentiality

Harding (2019:55) avers that confidentiality means agreement on how data is used and who has access to it. Such agreements usually include the principle of anonymity. The study will uphold the confidentiality of participants by protecting the identity of the participants on reporting the findings. The data obtained from the participants was protected through the use of passwords and locking the documents in the lockable cabinet. The recordings will be destroyed in accordance

with supervisor's directives, informed by NWU policies. On the analysis of results, the participants will be given codes of identity. The names of the schools were not published in the study. Codes were used to distinguish between the schools.

3.10 CHAPTER SUMMARY

This chapter discussed the qualitative research methods used in this study to examine the violation of educators' human rights by learners in the Zeerust district. this chapter also described how data analysis was conducted and issues of reliability and validity were outlined. chapter 4 is devoted to the presentation and interpretation of data collected in the two secondary schools described in chapter 3.

CHAPTER 4: DATA ANALYSIS AND DISCUSSION OF FINDINGS

4.1 INTRODUCTION

The previous chapter presented the research design and methodology used to generate data in schools in the Zeerust district. The focus in this chapter is on the presentation and interpretation of data collected from the two secondary schools. Themes, categories and subcategories are identified for further thick descriptions and analysis. Participants' responses are quoted verbatim to consolidate the experiences and reflections that participants proffered in response to the various questions pertaining to the violation of educators' rights. The section below provides the description of schools purposefully selected for this study and the demographic profiles of the participants.

4.2 BIOGRAPHICAL PROFILES

The following table provides a brief overview of the schools in which data was collected. Aspects such as the type of school, grades, number of learners, educators, and non-educators, socio-economic status, quintile and or fee or no fee school have been used to describe the participating schools. The reason for using these aspects was to have a clear understanding of the schools where violation of human rights and experiences relating to this aspect had occurred.

4.2.1 Description of the district

The Zeerust District is in the North West Province in South Africa. It consists of 28 secondary schools. Most of the secondary schools are no fee schools and they fall under quintile 1 to 3. It is a rural district because it is dominated by rural schools. Most learners in this district walk for a long distance when they go to their schools and back home. Most of the people who stay in this district do not receive sufficient income hence the Zeerust District belong to a low socio-economic status.

Table 4.1: Data on schools sampled for this study

School	Type of school	Grades offered	Number of learners	Educators	Non-educators	Socio-economic status	Quantile	Fee/No fee school
A	Public High School	8-12	642	26	7	Poor	1	No fee
B	Public High School	8-12	639	18	5	Poor	1	No fee

4.2.2 Biographical information of participants and codes

The biographical information below assisted in understanding participants and to ensure that diversity in terms of gender, age and qualification was factored in selecting my participants. To protect the identity of participant the study used codes to anonymise the participants. The participants are coded according to school A or school B. That is the first code. Then on the second code E -stands for Educator. H stands for HOD and P for Principal. The last letter on the code identifies the specific participant as 1, 2 or 3.

Table 4.2: Biographical information of participants and codes

Name of school	Participant	Qualification	Gender	Teaching experience	Code
A	Educator 1	Diploma in education	Female	4 years	AE1
	Educator 2	B.Ed.	Female	15 years	AE2
	Educator 3	BA. Ed.	Male	21 years	AE3
	HOD 1	ACE	Male	14 years	AH1
	HOD 2	BA. Ed.	Female	8 years	AH2
	Principal 1	B.Ed. Hons	Male	15 years	AP1
B	Educator 1	B.Ed.	Female	3 years	BE1
	Educator 2	Diploma in Education	Male	6 years	BE2
	Educator 3	B.Sc.	Male	7 years	BE3
	HOD 1	BA. Ed.	Female	18 years	BH1
	HOD 2	B.Ed. Hons	Female	12 years	BH2
	Principal 1	M.Ed.	Male	22 years	BP1

4.3 DATA ANALYSIS

The following sections provide information generated through semi-structured interviews and focus group discussions on how participants' responses were analysed. I used a thematic analyses (TA) approach to analyse participants' responses after conducting focus group interviews and one-on-one semi-structured interviews. Data collected was transcribed and I began by reading the transcripts, identifying the codes which were linked into categories and eventually themes were built. I relate this procedure with DeJonckheere and Vaughn (2019:8) who state that TA is a method for analysing qualitative data, usually applied to various texts such as interview transcripts. I carefully examined the data to identify common themes – topics, ideas, and patterns of meaning that keep repeating themselves. TA is a good approach to research where one determines a person's views, opinions, knowledge, experience, or values from various qualitative data such as interview transcripts, social media profiles, or survey responses (DeJonckheere & Vaughn, 2019:8).

This study consisted of the following aims and objectives:

4.3.1 Aim of the study

The aim of this study was to investigate how the educators' human rights are violated in the Zeerust District.

4.3.2 Objectives of the study

The objectives of this research were designed to:

- Establish an understanding of the concept “educators’ human rights”.
- Identify factors that lead to the violation of educator’s human rights.
- Examine the effects of the violation of educator’s human rights on productivity in schools.
- Identify the strategies to abate the violation of educators’ rights.

4.4 DATA CODING INTO THEMES AND CATEGORIES

The data was coded by chunking the long responses provided by the participants. Data was coded, which culminated in the generation of the themes and categories as depicted in the table below.

Table 4.3: Data coding into themes and categories

Themes	Categories
1. The understanding of educators' human right.	<ul style="list-style-type: none"> • Constitutionally crafted • Protection from harm
2. The factors leading to the violation of educators' human rights by learners	<ul style="list-style-type: none"> • Community influence • Family background • Media influence • Failure to implement Code of Conduct • Gangsterism and peer pressure • Substance and drug abuse
3. The effects of violation of educators' human rights.	<ul style="list-style-type: none"> • Poor academic performance • Low morale • Psychological effects
4. The strategies to abate the violation of educators' human rights	<ul style="list-style-type: none"> • Application of school policies • Hire security personnel at schools • Bringing back religious education • Learners need to be taught good manners at home • Introduction of programmes to equip educators on dealing with violence in schools

The following section analyses and discusses data as presented by participants.

4.5 DATA ANALYSIS, PRESENTATION AND DISCUSSION

Data presentation has been organised into categories and themes. Some of the interesting direct quotations proffered by the participants have been used to consolidate the emergent concerns and experiences with regard to the violation of educators' rights. This section also compares participants' submissions with those from the literature. The reason for using direct quotations in this study is based on Eldh, Årestedt and Berterö's (2020:2) assertion that providing authentic citations of spoken informants become the "gold standard" in quality research, and most people who read such articles and reports expect a number of such citations; they can even expect certain types of citations.

On the other hand, it is important that citations are used to show respect to participants and are presented in a credible manner, also by maintaining participants confidentiality (Eldh *et al.*, 2020:2).

Eldh *et al.* (2020:2) describes three types of quotations:

- Secret quotes that are easy to read and take up little space.
- Embedded quotes consist of short excerpts.
- Longer quotations are used to illustrate more complex understandings. They are less common in academic papers, where the word count is often limited. As explained by Eldh *et al.* (2020:2), in this study I used both secret quotes and longer quotations. On the presentation of findings, I focused on data generated from one-on-one interviews with the two principals from the two secondary schools and the second batch of data collected from focus group interviews. The data is presented concurrently on each theme and category. It was crucial to compare the principals' data and the data from the PL1 educators and the HODs who formed the focus group. This comparison is crucial for data trustworthiness. The following themes are subsequently discussed in this study.

4.5.1 Theme 1: The understanding of educator's human rights

After analysis, two categories emerged under the above theme, namely:

- Constitutionally crafted

- Protection from harm

4.5.1.1 Constitutionally crafted

The participants stated that the basis of the educator's rights is driven from the Constitution of the Republic of South Africa. As stated in the Constitution in section 2 of the Constitution, human rights must be applied to all human beings (RSA, 1996a). Human rights instruments establish universal human rights based on humanity, freedom, justice, and peace (RSA, 1996a). South Africa has included inseparable human rights in the Bill of Rights (Chapter 2) of the Constitution of the (RSA, 1996a). The Bill of Rights incorporates the rights of all people of South Africa into the enduring affirmation of democratic values of human dignity, equality, and freedom (RSA, 1996a). Section 7(2) of the Constitution states that the state must respect, protect, promote and uphold the rights in the Bill of Rights. What the Constitution states is also stated by **AH1** and **BP1** who said:

It is also catered [for] by our Constitution of South Africa that we all have rights, human dignity. Hence the very same rights everyone need to use them responsible. For example, educators cannot use their rights to violate the rights of learners and then learners too cannot do the same. Whereby they take advantage that they have basic rights for education, and they can do as they want. They still need to understand that educators too also have rights [BP1]

An educator is a human first before [becoming] an educator therefore constitutionally all humans are actually protected under the Constitution, they have the rights. So, all the rights that are protected under the Constitution the educators enjoy them as humans. These then include the following: educators must be protected from all unconstitutional harms meaning that educators must actually enjoy freedom of discrimination, academic freedom, non-racialism, should not be excluded based on their race, sex, and freedom of association [AH1]

On the other hand, Participant AH2 said:

I believe these are the rights that everyone should have. As educators we are workers, so we are entitled to rights like all the labours. We have right to be respected as human beings, we have those rights to be treated fairly. We need to be protected by law if

these rights are not being satisfied, so that teaching and learning can take place undisturbed.

In support of what is stated by the participant AH1 and AH2, Section 9 of the Constitution states that educators can enjoy the right to equality in law and receive the same security and benefits (RSA, 1996a). Hence a non-discriminatory school environment promotes a good working environment for educators. This means that educators and school leaders should ensure that educators' and learners' rights are not violated in schools (RSA, 1996a).

4.5.1.2 Protection from harm

Violation of the educator's rights put the life of the educators at risk. Educators are even killed while on duty while the rights of educators are enshrined in the Constitution. Furthermore, the right to life is protected by section 11 of the Constitution, which states that all humans have the right to life. This means that learners who come to school with harmful weapons totally disrespect the lives of others and do so to harm learners and educators who may annoy them (RSA, 1996a).

The respect of rights of educators is outlined by **PA1** who says:

Is all about the dignity and humanity of the educators in terms of do they feel respected, treated with dignity when they try do their duties as educators. It is more about their dignity and the respect that they expect from the learners that they interact with.

Participant **AP1** affirmed:

Educators' human rights in my view is all about the dignity and humanity of the educators in terms of do they feel respected, treated with dignity when they try do their duties as educators.

According to Section 12(1) of the Constitution, educators have the right to freedom and security of the person, including freedom from all forms of violence (RSA, 1996a). This right implies that educators have the right to teach and work in a safe and secure school environment. This is important because educators cannot effectively carry out their duties and responsibilities in the absence of such an environment or when their lives are at risk or even compromised. Learners also may not feel safe in a school environment where the educator is not safe. This includes in Section 12(1) which is the right to be free from all forms of violence from public or private sources; not

tortured in any way; and not treated or punished in a cruel, inhuman or degrading manner (RSA, 1996a). Section 12(2) shows that everyone has the right to physical and mental integrity, including the right to security and control over their bodies.

Section 9 of the Constitution provides that educators can enjoy the right to equality and receive the same security and benefits (RSA, 1996a). A non-discriminatory school environment promotes a good working environment for educators. This means that educators and school leaders should ensure that educators' and learners' rights are not violated in schools and equally protected (RSA, 1996a).

Section 10 of the Constitution states that every person, including educators, has the right to respect and protect his or her dignity. School insecurity can damage the right of educators to respect and protect their dignity and this can affect their *in loco parentis* obligations to keep order, care and supervise learners. This means that violent bullying of learners against educators and other learners in the school is against the law and must stop (RSA, 1996a).

4.5.2 Theme 2: The factors leading to the violation of educator's human rights by learners

After analysis, the following categories emerged under the above theme and are discussed below.

4.5.2.1 The community influences

The participants highlighted that the environment where learners come from contribute to the violation of educators' rights. One of the participants said:

To add more on what my colleagues have mentioned, the environment in which our learners stay makes them to think in a very negative way. When you look at the mass media, some of the things they watch on media, learners become obsessed with some of the characters they see and some of them admire those characters whose behaviour is not good, and come to disrupt the processes [AE1]

In support of the submission from **AE1**, **BE3** contributed the following observation on how the communities promote violent behaviours:

Violations of educators' rights are caused by so many factors; we can make mention of the environment that we find ourselves in. The learners whom we are teaching are

coming from an environment that is very disruptive that can affect these learners negatively. They feel that whatever that they are seeing, or they are experiencing, or the environment is teaching them outside, they think that is it the right thing [AH2]

The specific mention of the term ‘disruptive’ in the statement above demonstrates the magnitude of the challenge. The participant is very clear on how the environment works to complicate the behaviours of the learners ‘negatively.’ The other participant BE3 also highlighted the role of society in influencing the behaviour of children or learners. The participant said:

I think the influence of the community needs much to be desired, we see that in the behaviour of their learners [BE3].

The participant here stated that the violence being witnessed in schools emanates from the community. When a society is violent, the learners tend to be violent as well as they get acculturated and accustomed to a violent environment. The literature reviewed concurs with this empirical study. Schools are part of society and, as such, violence that occurs in society can also extend to schools (Makhasane & Khanare, 2018:20). In this sense, society is the source of violence that educators experience. In support of this observation, a study by Nhambura in Vryburg confirmed that the communities have an influence on learner behaviour at school (Nhambura, 2020:143). Indeed, the same study found that the society from which the learners are nurtured influences such violent behaviour as gangsterism and gender-based violence in schools. Nhambura (2020:143) found that gangsterism in the school is traceable back to the communities of these learners in the fact that this habituation has a knock-on effect.

There are several identifiable views on the causes of violence, and this goes beyond the context of personal and family factors, including the influence of gangs, schools, and cultural background. Abdullah (2011:19) indicates that the NRC emphasises that socioeconomic conditions are manifested through ethnic and racial differences in violent behaviour. Changes in poverty and society also play a role, because the social aspect identifies family, individual, cultural and community problems as the cause of violence. There are several identifiable views on the causes of violence, and this goes beyond the context of personal and family factors, including the influence of gangs, schools, and cultural and family background.

Findings from the participants indicated that family background result in the violation of educators’ human rights by learners in schools. One of the participants AH2 said:

The family background also must contribute positively toward the behaviour of a learner. If the family from which these learners are coming from is also dysfunctional, then it means, these learners, in one way or the other, can be misled by not knowing what to do or what is expected of them as learners. Their behaviour is not that of learners that we as educators expect.

The role of the family background is also emphasised by **BE3** who said:

The lack of teaching basic acceptable behaviours at home is reflected in the kind of learners that we have. A simple thing, when you meet an adult in the morning you greet them, that is totally zero if I may say so. I may just give an example; in our current school it is zero.

BE3 further said:

These learners do not greet, they do not respect in a sense that I personally think that kind of a behaviour they have seen it at home, where parents are not being greeted, where the learners act equal as one of the colleagues has already said, and because they are heading family at home they think we are equals with them. As a result, the right of an educator to feel like an adult in the school is close to nothing.

BE3 might not have the specific terminology, but the words uttered in this vignette suggest very dysfunctional families. The ethics of care and respect are non-existent as the learners have no role models in the community. As members who head their own families, they have not been inducted into acceptable behaviours couched in 'greeting and recognition of seniors who should be respected. The role of the family is emphasised as well with literature data for example, a study by Naicker (2014:37) shows that family is the main micro-system through which children make contact. The socio-economic factors within the family unit have a major impact on children's well-being. Effects such as the lifestyle in squatter communities, unemployment and grand parenting have a negative impact on learner discipline.

The results indicate a loss of consensus among parents and educators with respect to social acceptable behaviour. As a result, some of the learners and parents from the community violate educators' human rights. The literature shows that children learn by observing the actions of those around them. Children who see their parents resort to violence when resolving a problem are likely to use violence to resolve personal and institutional problems. Therefore, it is suggestive that

parents trigger violence between learners and educators through their violence against each other in their homes (Makhasane & Khanare, 2018:19-20).

4.5.2.2 Media influence

The empirical evidence reveals that media influence is one of the major contributory factors leading to the violation of educators' human rights. One of the participants indicated:

I saw one learner writing the name of a particular character on certain TV soapie, that character is a troublesome character. You see that learner admire the disturbing and violent tendencies and would like to act like that character bullying others and disturbing learning and teaching. Such things... they contribute to disrupting the right of the educator to administer teaching and learning, so that is part our society [AE2]

The study demonstrates that what learners observe on different forms of media have an impact on their behaviour at schools. The learners are exposed to violence on television and other social media platforms. The role of media is well illustrated by Bandura's Social Learning Theory in the literature study that affirms that exposition to media violence in video games, TV news, cartoons, children's programmes, movies, music, and newspapers desensitises students to violence and makes them more likely to behave aggressively. It is specifically the desensitisation to violence that accrues the violent capital and when this gets acted out in the school environment, there will be significant disruption in chores and routines. Bandura (1971:7), asserts that models appearing on television convey a strong message to the viewers that will capture their attention positively or negatively.

In support of Bandura, Kassin, Fein & Markus (2017:489) states that the results from almost 100 different studies that involved nearly 4 000 participants found that violent games were associated with increased violent behaviour. Belle (2016:70), on the other hand, shows that the media is a very powerful force in shaping and transforming the behaviour and lives of learners. Young people are strongly affected by influential media, which is a useful information apparatus in times of rapid technological change but can also have a negative impact on learner behaviour. The media convey the message that violence is the best and most effective way to resolve conflicts. Therefore, the media is becoming, invariably, the main cause of misconduct by learners who are overly exposed to media and media violence.

4.5.2.3 Failure to implement the code of conduct

Results from the participants confirmed that the lack of implementation of the code of conduct in schools is the major contributory factor regarding the violation of educator's rights. The participant's responses were as follows:

Participant **AH2** replied by saying:

I can make mention of not enforcing the code of conduct in our schools. We do have these Codes of Conduct, but we fail to implement them. Failure to implement the codes of conduct that we have in our different schools also leads to violation of human rights or educators' human rights. These learners also have a problem of peer pressure, and drug abuse.

In this regard, participant **AE1** also added by saying:

Some of them they have taken advantage of vulnerability of lack of implementing the code of conduct like in some schools is there but is not fully implemented and sometimes where it is implemented it is channelled in a many that eventually, they get away with murder.

According to participants, schools are not able to effectively implement the code of conduct, yet literature highlights the importance of this prescript in maintaining order in the schools. According to the South African Schools Act 84 of 1996 (SASA) (RSA, 1996b), a code of conduct must establish a disciplined and purposeful school environment. The document contains provision of due processes on disciplinary proceedings. Due to the importance of the code of conduct, every school is directed by the South Africa Schools Act (RSA, 1996b) in Section 8 that the School Governing Body (SGB) must adopt this regulation for learners after consultation with educators, learners and parents. Tauber (2007:341) argues that to effectively implement the code of conduct, there is a need for consistency with schools established legal framework on school discipline.

Naicker (2014:38-39), on the other hand, argues that implementation of the code of conduct is hindered by ineffective school leadership and management. In a school where principals use harsh disciplinary measures, learners end up reacting violently. Autocratic principals sometimes fail to negotiate with learners when formulating the code of conduct applied to schools, which in turn causes learners to ignore the same Codes of Conduct.

4.5.2.4 Drug and substance abuse

The participants confirmed that learners who are under the influence of drugs and substances such as alcohol contribute towards violation of educators' human rights. The participants mentioned that learners are abusing drugs. The use of drugs is blamed for causing learners to misbehave. The participant said:

The use of drugs in very high and level of unemployment and the use of drugs in a worrying factor [BP1].

The factor is also highlighted by other participants in the study such as **AH1**, **BE2** and **AE2**. **AH1** said:

These learners also have a problem of peer pressure, and drug abuse.

BE2 said:

That is where then these learners are coming from and as they come to different schools obviously the use of drugs by learners will be one of the things that will push them to intimidate educators which are supposed to be teaching them in a way.

Participant **AE2** also said:

We got intake of intoxicating substances which are also high in our different schools, which leads to unbecoming behaviour, and as a result of that educator's rights are being impeded, because they cannot do their work the way they are supposed to. You also look at intimidation, most of learners because of being high, because of taking those drugs or intoxicating substances that we are talking about.

Illicit drugs and substances have a negative behaviour that learners display after using them. Learners do not see their actions and cannot even recognise educators when they are under the influence of drugs. Improper implementation search and seizure in schools leads to learners always in possession of drugs. In some cases, some learners are well educated from home, but when they enter the school grounds they behave inappropriately towards the educators. This is due to other influencing factors such as media and drug abuse. As a result, they demonstrated it to school educators, including learners from child-led families. This becomes a problem for schools, especially if they fail to apply the school code of conduct to address these factors.

The empirical evidence concurs with the study of Hlatshwayo (2018:37) in the literature study which shows that drug abuse is one of the reasons for violence against educators in South African schools. The problem of drug abuse and illegal drugs wreaks havoc on the productivity of young people in the country and further weakens the role of schools as places of learning. Illegal drugs include marijuana used by learners in schools, as well as alcohol. Learners who use drugs become violent and change their behaviour. They also become brave enough to hurt educators and to rape and bully other learners at school, without regretting their actions. With the abolition of corporal punishment, educators struggle to instil discipline in schools and fear offending learners (Njoroge, 2014:294).

What is stated by participants is supported by literature that says, the use of drugs remains a major cause of violence in schools. A drug named Nyaope is commonly used by learners in South Africa. Dagga is used by both boys and girls and these drugs are sold by other learners in school (Mohapi, 2014:268). Mohapi (2014: 268), further says, educators have a difficult time due to learners who abuse drugs.

4.5.3 Theme 3: The impact of the violation of educator’s human rights on productivity at schools

After analysis, the following categories emerged under the above theme and are discussed below.

4.5.3.1 Psychological effect

The one-on-one interviews with the principals and the focus group interviews with HODs and PL 1 educators suggested that there are some psychological effects caused by violence directed at educators by learners. **AP1** states that violence:

Affects productivity in that educators became reluctant to interact with learners. In some cases, you would find that educators adopt the ‘I do not care attitude’, for they fear for their lives and the humiliation that comes with such aggression. They end up turning a blind eye to wrong things.

Due to learner-perpetrated violence educators get frustrated to the extent of giving up on their core duty of supporting learners. This ‘devil-may-care’ attitude is also captured in the interview with **BP2** who said:

Educators do not have much confidence anymore in doing their job because these learners they speak to them as they wish, and as a result even if they are given instruction by educators they are not taking instructions serious to the point that even their tasks, either it is formal or informal task they do not do it. Educators will just leave them to do whatever they want.

The psychological effects are as highlighted by the participants in focus group interviews with **AH2** stating that violence on educators will eventually result in educators developing depression. **AH2** said:

We are so depressed ... so when we go to class with low morale, as such you will not be able to complete the curriculum. [There is] poor application of what is learned.

Educators do not have much confidence anymore in doing their job because these learners speak to them as they wish, and even if they are given instruction by educators, they do not take instructions seriously to the point that even their tasks are partially done or not completed at all.

What participants regale in the vignettes presented above concurs with literature with De Vos & Kristen (2015:5) and Grobler (2018:29) specifying that when educators are confronted with violence, such as shooting, stabbing, suppression and attacks, and harmful events from school children, they exhibit normal symptoms of trauma and the danger arising out of psychological pressure.

The literature study further reiterates that violence in schools on educators creates more difficulty with teaching and a lack of motivation to perform daily work among the teaching staff (Wiecki, 2013:4). Wiecki (2013:4) shows that educators exposed to violence (either verbal or physical) experience increased levels of fear and stress. Gregory, Cornell, & Fan, (2012) found that educators who experience different forms of violence by learners may have increased levels of stress, mental health concerns, lower levels of job satisfaction, and as a result such these educators may experience workplace burnout (Wiecki, 2013:4). The empirical evidence and literature data therefore consolidate the perception that violence on educators affects their wellbeing. That lack of safety is associated with negative psychological effects for educators.

4.5.3.2 Poor academic performance

The participants stated that due to violation of educators' rights due to violence by learners, the negative effects on learner academic performance get magnified. Educators are unable and constrained to carry out their duties as expected if learners are not disciplined. Due to violence some experienced educators are compelled to resign and replacing such experienced educators in both cumbersome and almost impossible. As a result, the academic performance of learners is affected. One of the participants responded as follows:

AP1 said:

It affects productivity in ...that educators became reluctant to interact with learners. Educators adopt the 'I do not care attitude' ...they fear for their lives ...They end up turning a blind eye to wrong things.

AP1 further says:

From the side of the educator, he cannot prepare thoroughly because he is not guaranteed of the reception that he going to receive to learners, but at the same time, the learners also are not in a position where they can easily receive the information, because the educator would teach with that fear of not knowing what might happen at any given time.

In support of AP1, BP1 stated that the violence directed at educators by learners affects learner performance. In the reports, learners give sparse attention to instructions. The participant said:

Educators do not have much confidence anymore in doing their job because these learners ...are used to back-chatting. They are disrespectful all through...They speak to us as they wish. They do not heed to instructions... simply difficult...Tasks are left undone.

What principals regale in the vignettes concurs with what is stated by the educators in the focus group interviews. AH2 said:

If we are violated, then it means we cannot work as expected. Our performance is going to be poor. Teaching and learning are not going to occur in a manner that is expected of us.

AE1 highlighted that those violations on educators' human rights affects the academic performance of learners. The participants said:

Productivity is also affected when it comes to assessment, if learners did not pass well. We are going to end up having to add some marks in order for them to proceed to another grade. They end up going to another grade without having adequate knowledge because they did not display any understanding of the content ...they were studying [AE1]

Learning and teaching is compromised, which it is a core duty of an individual educator. We get the sense that marks are 'massaged' in order to just make the learners proceed to the next grade. This is a serious indictment related to the spectre of violence in schools where serious academic compromises are made. When that happens, poor academic results have a ripple effect on the quality of future employees and workers. When we have poor results academically, and these are 'manufactured' for the sake of ridding the school system of undisciplined and violent learners, then we have a serious conundrum at stake.

What the participants stated concurs with the literature data that says violence in schools lead to educators to resign. Lindquist, Nordanger and Carlson (2014:95) assert that research found that educator resignation has a devastating effect on learners' performance, especially in poorly performing schools. On the other hand, Pitsoe (2013:314) reiterates that educator resignation can cause problems of educational quality, equity and efficiency.

From the literature, Pitsoe (2013:314) asserts that due to educator resignation, this trend culminates into shortage of qualified educators and substantially leaves too many inexperienced educators in classrooms thereby negatively impacting educator quality. The overall effect is limiting the learners' access to a high-quality education. The presence of unqualified educators has as a negative impact on the quality of education since these educators are not sufficiently experienced to teach the subjects they are allocated. Where there is shortage, educators get overloaded, and this compromises the quality of education. In short, the educators do not have adequate quality time to attend to individual needs of their learners.

On the other hand, The Human Sciences Research Council (HSRC) (2001:15), basing on research done in the Western Cape, found that more than 56% of school violence negatively impacts school discipline, and more than 50% of school leaders say that it affects school performance and learner

concentration. In the study the educators stated that crime and violence in schools affect teaching and learning. Hence if teaching is affected by the high incidence of violent behaviours, then ultimately learners' performance is negatively affected.

4.5.3.3 Low morale

The findings from participants confirm that many educators suffer from low morale, and this compromises productivity. One of the participants responded as follows:

Participant **AP1** said:

They end up turning a blind eye to wrong things. That on its own it makes those learners who are eager to learn not to be effectively taught. The scenario shows that an educator is teaching, but the other learner is misbehaving. And because the educator does not have the muscle to confront the learner it disadvantages even the eager learners. In a way, it compromises learning and teaching. From the side of the educator, he cannot prepare thoroughly because he is not guaranteed of the reception that he going to receive to learners, but at the same time, the learners also are not in a position where they can easily receive the information. The teacher is always scared...no one knows what might happen at any given time.

As a result of violations on educators' rights some educators' morale is low as they have lost interest in their profession. These educators have lost interest in preparing the lessons. In support **AE3** echoed:

Personally, I have been disrespected by young people. Something that has never happened before. I am an elderly educator, a conventional educator. When I am disrespected, I feel that I have lost my power. I feel that my self-esteem and self-worth just disappears like that.

The empirical evidence concurs with the literature where Grobler (2018:29) notes that traumatic stress (expressed in increased anxiety and headaches), depression, low self-esteem and feelings of worthlessness, helplessness, frustration, shame, guilt, and fatigue can be experienced by educators in violent-prone schools.

In addition to the symptoms that affect the professional life of educators, the effects of violence can also change educators' attitudes towards teaching and learning and their behaviour towards

learners. Violence in schools apparently has a negative impact on educator morale and, together with feelings of powerlessness among many educators, can further damage the learning environment. Some educators respond negatively to learners who are perceived as bullies and aggressive, who do not want to help classroom learning. These are often reported as quick to quit work. The other concomitant consequences relate to mediocre teaching, lack of enthusiasm, inability to control temperament and serious disciplinary problems. The collapse of teaching and learning culminates into the declining reputation in the eyes of their learners, colleagues and principals. In response to this feeling of extreme helplessness and anger, educators consider violent reactions to aggressive behaviour and the use of physical punishment (Grobler, 2018:31).

4.5.4 Theme 4: Strategies to abate violation of educator's rights in schools

After analysis, the following categories emerged under the above theme and are discussed below.

4.5.4.1 Application of school policies

In respect of abiding with school policies, the participants stated that one of the approaches for instilling discipline on learners is the effective application of school policies. The educators' argument is supported by Tauber (2007:341) who argues that to effectively implement the code of conduct requires consistency with schools' established policies that are to be followed and not altered for the benefit of some learners. One of the policies mentioned by the participants is the learner code of conduct. This code of conduct act as a preventive framework and remedy for the violations of educators' human rights. The participants said:

We should also not compromise the code of conduct at schools. Sometimes we need to be hard on these learners so that everything runs smooth. Nowadays, some schools that are effective they implement the code of conduct. In most of our schools some of the reasons why these learners are out of hand is because we are not implementing the code of conduct [to the latter] [AH2].

The violation of the educators' rights is mainly due to the code of conduct which is not implemented effectively. Hence the participant urges schools to effectively apply the code of conduct with respect to the disciplining of the learners. **BP1** also added by saying:

We try to make use of our school code of conduct because it is also beefed up our SASA, [the South African School Act]. Just trying to curb and to minimise all the

violent incidents that are happening at school, but ultimately it is not bearing that much fruit, because the final word... it must come from the HOD where a learner needs to be expelled from the school. As a school principal I do not have a right. If the case it is not solved within the school, I need [to] transfer it to the area office, to the district and the list is just endless. Ultimately, learners just [get] away with murder and nothing serious is being taken.

The results from the conversations with principals show that every school must have a code of conduct. This code must articulate acceptable behaviour in the school environment and the consequences of breaking the code. The code of conduct should also highlight the importance of educators and their rights and the way they should be always treated. A code of conduct is a document created by a school and prohibits inappropriate behaviour in a school environment. Schools should explicitly emphasise that learners adhere to a code of conduct and failure must lead to strict disciplinary action. The code of conduct is the basic guideline by which schools enforce discipline and it is important to apply what it provides as far as possible. Schools that implement a code of conduct tend to be disciplined and can handle learner discipline in some degree of amicable negotiations.

4.5.4.2 Hire security personnel at schools

The participants recommended that schools must hire security personnel to assist in abating the violation of educator's human rights by learners. One participant **BE1** said:

I think the violation of educators' human rights can be abated if the department of education can make it a point that they hire security personnel at school, so that when the learners in the morning enter the school premises, their school bags are searched. In most case they put dangerous instruments in the school bags. As educators we do not have the power and the right to search them, but I think if the security personnel are there, they will have to do that.

Participant BE1 added by saying:

The department also must make it a point that they send the police to the school to do random searches. They learners do not have to be aware of that, and when they come, they should not wear police uniform because learners are going to be sensitive to police presence in the school.

The participants stated that school security must be beefed up. The security assists in searching the learners as some learners bring dangerous weapons to school such as knives (the so-called Samurai killer in 2008 in Sterkfontein is a striking case in point). The idea of improving security is highlighted by literature as well as the Department of Basic Education that introduced the school patrol programme in ensuring safety of learners, educators and entire school personnel when they go to or leave school. The programme started on the 19th of October 2011 in Gauteng. The Gauteng Department of Education MEC said that 1,500 poorly performing, no-fee and high-risk schools in Gauteng were protected by nearly 1,500 authorised patrols by the South African Police Service academy (Creedy, 2019:n.p.). The MEC indicated that more than 6,000 patrollers in schools were expected in 2012, each school allocated up to six patrol officers, in terms of the specific threats reported at every one of the schools.

4.5.4.3 Bringing back religious education

The participants agitated for the reinstatement of religious education in the school curriculum. Some stated that when religion was taught in schools, learners used to respect educators. When religious studies were taken off the curriculum the schools witnessed an increase in violation of educators' rights. Participant **AH2** said:

I believe what my colleague has said ... is mouthful. Religious education needs to be brought back so that we are able to know or to choose between right and wrong. There should also be communication between the home and the school.

Participant **AH1** in support of bringing back religious studies in school said:

They took away the only thing that was shaping and grooming these learners; and that then gave the right to learners because somewhere somehow to do whatever that they do because these learners were taught even in curriculum to say respect your elder as the bible insists. When they took away religious studies, they opened a gap to say now there is nothing that is going to shape them as dignified humans and something that will constantly [remind] them that they need to respect an elder. Perhaps we should revisit those factors... maybe bring back religious education to let these kids know that there is God who is the protector, who is their father and who brought parents to them that must be respected. The Constitution speaks nothing about respect of a parent, it only speaks about the rights and responsibilities, but the bible emphasises respect [for] the elders. If ever that could be revisited ...maybe, we would find a way that learners

would start to treat the educators as their parents and respect them as it is the right thing to do.

The participants indicate that religious education should return to schools. Some learners are rude, angry, and display unacceptable behaviour because they do not have knowledge of God. Religious teaching helps strengthen learners so that they know which principles should be followed and which ones are useful for successful and morally sound education. Religious education in the past played an important role in shaping learner discipline and creating harmony in schools. It also educated learners on what is right and wrong.

Participant **AH1** went at length to explain on the advantages of religious studies in the school. The participant emphasised that what the religion teaches surpass what is carried in the constitution. Learners are taught to respect their elders that translate also to the educators. What the participants echoed is supported by the literature study that religion is of paramount importance in the upbringing of learners or children. Bekithemba (2018:53) argues that religion offers the moral imperative that encompasses aspects that promote the respect of human rights, dignity, peaceful resolution of difference and social cohesion. Furthermore, Bekithemba (2018:53) assert that the removal of religious studies in the schools has contributed to the emergence of violence and various social ills that currently militate against discipline in schools. In support, Dube & Hlalele (2017:6) affirms that the increase in school violence is due to inadequacy of the school curriculum to enhance in learners the values of love, care and tolerance. From the empirical evidence and literature study religious studies is endorsed as it is deemed capable of building the moral character of the learners which could enculturate respect for the educators' rights.

4.5.4.4 Learners to be taught good manners at home

Participants stated that learners need to be taught good manners from home to curb the violation of educator's rights in schools. In the idiom of the moral landscape, charity begins at home. This is one factor of lack of parental involvement that was highlighted by one participant as instrumental in reducing violence witnessed in the schools. Participant **BH2** said:

I think parental involvement is also very important. Parents of our communities are not involved in the education of their children. If they are involved, they know everything about their children, their performance and come to meetings, I think there could be a change.

The role of the family is also echoed in the literature with Makhasane and Khanare (2018:18) emphasising the importance of family in shaping the behaviour of learners. In support, Van Jaarsveld (2011:34) states that parents need to be involved in their children's life and school. To a great extent, what the literature and empirical evidence suggests is that discipline begins at home. Hence, parents are expected to teach their children to respect educators as mature citizens whose role is unquestionable in the educational landscape.

4.5.4.5 Introduction of programmes to equip educators for dealing with violence in schools

The participants in this study highlighted that educators need some induction programmes. On such programmes they must be taught how to deal with the violation of their rights at school. **AH1** said:

The Department of Education must introduce training for educators where they teach them on how to deal with violent learners. At universities they don't offer much information on dealing with violent learners.

From the participant it can be concluded that educators need the Department of Basic Education to offer certain programmes that could equip the educators to deal with learners who are undermining their human rights. In support **BH2** said:

I also think, we as educators ...we need development on how to deal with children that disrespect us. Sometimes you find that these children are disrespecting us not because of drug abuse, but because of their socio-economic backgrounds reason.

What the participants stated is supported by the literature that proposes the introduction of intervention programmes. One such programme discussed in the literature is Educators' Rights, Responsibility and Safety Programme. SACE (2019:42) assert that the programme was designed to highlight the plight educators' face on a daily basis in relation to their rights and safety which are violated by learners. SACE (2019:42) says this programme debates and discusses educators' rights, responsibilities and safety in the broader education field with special focus on educators. Most schools also implement the "Adopt-a-Cop" project, which is aimed at learners of age 13 years or more. This initiative includes an invitation to SAPS, school personnel to support education and safety and to provide lectures on preventing crime and spread information on these behavioural matters. This initiative has been running from 1996.

4.6 CHAPTER SUMMARY

This chapter analysed data gathered from the interviews. The data was analysed and presented in themes and categories. This chapter also presented the participants' contributions verbatim, and findings were discussed in relation to the objectives of this study and literature reviewed.

In the next chapter, the study offers a summary and brief overview of this research study, followed by recommendations and conclusions derived from the major field study.

CHAPTER 5: SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 INTRODUCTION

Chapter 4 presented and discussed the results of this study. There was significant consultation and integration of the relevant literature to buttress the results of qualitative research from both focus group interviews and semi-structured interviews. The purpose of this last chapter is to evaluate the findings, derive recommendations, and conclusions based on the results of the research presented and discussed in Chapter 4. In this chapter the researcher also summarises the results generated and analysed. The proposed guidelines are derived from thematic analysis to support my research. The end goal is to achieve a logical conclusion re-engages with the aim and objectives of this dissertation, as set out in Chapter 1. This study strove to answer the research questions: *How are educators' human rights violated by learners in Zeerust District secondary schools?*

Semi-structured interviews and focus groups were conducted to answer the above question. This chapter begins by summarising the findings of educators' views in light of the literature on the topic. This chapter ends with the formulation of recommendations as derived from the data generated.

5.2 MAJOR FINDINGS

The researcher examined the summary of results in relation to the research questions and the objectives of the study. This study regarding the violation of educators' human rights by learners had the following major findings:

Findings on the first sub-question and objective

Findings on the first sub-question and objective revealed that all participants understood the concepts "educators' human rights" as indicated below:

- Participants were able to provide the correct meaning of educator's human rights.
- Participants indicated that educators' human rights are enshrined in the Constitution, thereby guaranteeing that their human rights should not to be violated by learners. .

Findings on the second sub-question and objective

Regarding the second sub-question and objective, all participants were able to identify the factors leading to the violation of educators' human rights by learners. The finding is outlined below:

- Participants indicated that the environment in which learners grew up negatively impacted their behaviour and taught them the wrong behavioural patterns exhibited in the school environment. What emerged clearly is that the environment in which a child is raised may or may not mould them into civil citizens depending on the kind of influence they experience.
- Participants stated that the community shapes behaviour. If the community is violent, the likelihood is that the learners copy the same behaviour and then act this out in the school. The results showed that family background is a significant driver of a child's behaviour. It can build or destroy a child.
- Participants mentioned that learners from child-headed families exhibit problems for educators because they believe they are of the same age as the educators at school.
- They also indicated that the media exerts substantial influence on learner behaviour by imitating what they see on television and then practising the behaviour of educators and schools.
- Participants stated that the lack of application of the code of conduct in schools causes learners to behave badly because they do what they want and there is no action taken to discipline them. This leads to learners assuming and asserting more power than educators.
- Participants indicated that substances negatively affect learner behaviour in schools as they then subsequently attack educators after getting intoxicated on drugs and alcohol and also become disruptive at school.
- Participants highlighted that peer pressure had an influence on learners' behaviour at school.

Findings on the third sub-question and objective

The findings on the third sub-question and objective showed that all participants were able to evaluate the impact of the violation of educators' human rights on productivity at schools. The findings are indicated below:

- Participants stated that there is evidence of poor teaching and learning and high failure rates due to the impact of incomplete curricula in schools and the education system as a whole, as educators worry about learners violating their rights. This ultimately leads to poor learner performance, which affects the entire school.
- Participants mentioned that violence has caused educators to experience some psychological effects associated with fear, depression and humiliation.
- Participants indicated that educators experience low morale when their rights are violated by learners. This results in educators not being productive, losing interest in the profession and ultimately performing poorly academically.

Findings on the fourth sub-question and objective

Findings on the fourth sub-question and objective revealed that most participants managed to suggest strategies to abate the violation of educator's rights in schools. The results are as follows:

- Participants acknowledged that an effective implementation of school policies such as the code of conduct could help in abating the violation of educators' rights in schools.
- Participants indicated that schools should beef up their security personnel. On beefing up the school security, the school must conduct random searches to identify culprits that could be bringing dangerous merchandise and weapons into the school premises.

Participants stated that learners must be taught good manners from home. If learners have manners taught and endorsed at home, they are not likely to violate educators' rights in schools.

- Participants mentioned that the school must introduce programmes meant for educators. These programmes ought to be designed to equip educators with skills on how to handle violent learners.

- Participants hold the view that the Department of Basic Education should reintroduce religious studies in schools. The teachings from the various religions shape the moral fabric of learners.

5.3 CONCLUSION OF THE STUDY

In conclusion, the following summarises the major findings.

- In the first theme, all participants understood the concepts “educators’ human rights”.
- In the second theme, all participants were able to identify the factors leading to the violation of educators’ human rights by learners. These factors included the community influence, family background, media influence, failure to implement the code of conduct, gangsterism and peer pressure, and substance and drug abuse.
- In the third theme, all participants were able to evaluate the impact of the violation of educators’ human rights on productivity at schools. They mentioned the effects of the violation of educators’ rights which amongst others included poor performance, low morale and psychological effects.
- In the fourth theme, all participants were able to identify various feasible strategies to abate the violation of educators’ rights in schools. These strategies include application of school policies, hire security personnel at schools, bringing back religious education, learners need to be taught good manners at home and introduction of programmes to help educators on dealing with violence in schools.

The above results from the participants show that violation of educators' rights is a dramatically increasing problem in South African schools. During the study, participants acknowledged that the problem of violation of educators’ rights and security has recently become the norm in schools and needs to be addressed before it escalates any further.

Out of the four major findings which are based on the objectives of this study, it is evident that the violations of educators’ human rights by learners in schools create a huge problem for educators to assist learners academically and to create a conducive teaching and learning spaces.

5.4 RECOMMENDATIONS

From the summary of the results of this study, I consider it necessary to make recommendations that could prevent the violation of educators' human rights by learners in secondary schools. The following recommendations are made:

Recommendation one

A code of conduct plays an important role in shaping learner behaviour and maintaining learner discipline at school. It is important for the department of education to develop school principals and the SGB on how to draw and implement the code of conduct effectively in order for it to yield the desired result in maintaining harmony in the school environment between learners and educators. This recommendation is linked with section 8(1-2) of SASA that proclaims that the SGB must adopt a code of conduct regarding the conduct of school learners. This code of conduct must aim to create a disciplined and positive school environment to improve and maintain the quality of the learning process.

Recommendation two

In terms of school safety, I recommend that security guard should be hired to ensure safety in schools. The Department of Education should allocate funds for the recruitment and remuneration of security guards in public schools under Section 21 as cases of assault on educators in schools increase during this time. Moreover, when budget is allocated, there should be funds for the installation of cameras in schools, which many public schools cannot provide. This would assist the school principals to see learners' movement inside the classroom during teaching and learning and in the school as a whole. Schools must be equipped with detection devices to screen drugs and weapons when entering the school premises. The "adopt a cop" programme and conducting of random search in schools need to be strengthened. School based Social Workers ought to be appointed to provide ongoing counselling to those affected and victims of undisciplined learners.

Recommendation three

Since violation of educators' human rights by learners is escalating dramatically in South African schools, and educators are valuable assets in our nation, I recommend that the Department of Education should draft a policy which protects the rights of educators against learners and anyone who would violate the educators at schools, so that parents and learners, including all other

stakeholders, are aware of it and know the consequences thereof. I also believe that as much as there is a policy regarding the abolition of corporal punishment in South African schools, it would also be fair to also develop a policy regarding the violation of educators' rights. The curriculum must include activities that will teach learners about the rights of educators to ensure that these are embedded in the minds of learners.

Recommendation four

I further recommend that Departmental Rehabilitation Centres should be established to deal with learners whose behaviour interferes with teaching and learning processes in schools. Parents must be actively involved in the education of their children through various intervention processes. This is emphasised by Van Jaarsveld (2011:34) that parents need to be involved in their children's life and school. Discipline must start in the family, and parents should educate their children to respect educators and ordinary people from an early age. Promoting respect and discipline at home helps create a conducive and safe school environment.

Recommendation five

I recommend the return of religious education as a subject since it may limit bad behaviour as good human values and principles are incorporated into the school environment. This subject could assist in making learners to be aware of their rights and responsibilities and as a result refrain from violating educators' human rights and to be disciplined in school. This recommendation relates to the indication that educators expressed their views on the lack of self-discipline and respect of learners.

5.5 CONTRIBUTION OF THE STUDY

Since the background scan established that there is no study carried out in South Africa on the violation of educators' human rights by learners in Zeerust District, it is important to mention that the findings of this research may assist the Department of Basic Education, particularly policy makers to identify factors leading to the violation of educators' human rights by learners in schools. In order to understand learners' disciplinary issues, the results of this research may also help the Department of Basic Education and policy makers review existing code of conduct or other policies related to discipline.

The field of education management, law and policy stands to benefit from this research by assisting the schools of South Africa in abating the violation of educators' rights. This study contributes to the body of knowledge in education management, law and policy by ensuring that awareness on the violation of educators' rights is brought to the attention of law and policy makers. The implementation of solutions that are introduced by law and policy makers in preventing the violation of educators' rights should assist in retaining educators. Educators cannot be compelled to leave the profession and the upcoming educators must not fear joining the teaching profession by the violation of their right. This could also encourage the upcoming educators not to opt to choose to work only in primary schools where they feel they are unlikely to experience assault. This study revives the morale of educators to do their work passionately and create conducive teaching and learning in schools.

5.6 LIMITATIONS OF THE STUDY

During the study, I noted the following shortcomings:

One possible limitation of this study is the difficulty of accessing various institutions even though it has received approval from the Department of Education. The time available did not allow me to expand the research to other parts of the country. Resources were be limited. Sometimes participants may have retained important information.

5.7 SUGGESTIONS FOR FURTHER RESEARCH

Since this study was only conducted in one district and the results for other district of the country cannot be generalised, it is therefore recommended that a similar study be carried out in other educational provinces in South Africa. In addition, the nature of this research is recommended at various levels of education, for example, at the primary level, because primary schools are the foundation in preparing children for secondary school or higher levels. Finally, it is suggested that more research be carried out on different types of schools, such as rural, suburban and private schools.

The researcher concludes that further in-depth research could be carried out on the understanding of educators' human rights in South African schools as guided by the following themes:

- In addition, further research on understanding the rights of educators in South African schools could be carried out based on the following topics:

- What needs to be done to improve perceptions and practices in promoting and protecting educators' rights in secondary schools?
- To what extent does the current education system pose a risk to the development of the right of educators in the context of schools in South Africa?
- What is the perception of the school community regarding the promotion and protection of educators' rights of secondary school educators?

5.8 CHAPTER SUMMARY

This chapter summarised the entire research, which consists of major findings, conclusion of the study, recommendations, contribution of the study, research limitations and suggestions for further research. In addition, based on the findings and conclusions, appropriate recommendations were made to address and overcome the challenges related the violation of educators' human rights by learners in schools.

This chapter focused on the findings and recommendations of focus group interviews and semi-structured interviews using thematic analysis, which are divided into themes and categories. The aim of this study was to investigate the factors contributing towards the violation of educators' human rights by learners. Findings indicate that educators experience a low morale when their rights are violated by learners. This results in educators not being productive and losing interest in the profession and ultimately learners not performing academically. The results showed that educators as participants indicated that the environment in which learners grew up negatively impacted their behaviour and taught them the wrong things which they displayed out in the school environment, hence they violate educators' rights. The major recommendation was that learners should be taught and encouraged to respect educators' human rights.

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APPENDIX A: ETHICS APPROVAL LETTER



Private Bag X1290, Potchefstroom
South Africa 2520

Tel: 018 299-1111/2222
Fax: 018 299-4910
Web: <http://www.nwu.ac.za>

Senate Committee for Research Ethics
Tel: 018 299-4849
Email: rkosinathi.machine@nwu.ac.za

ETHICS APPROVAL LETTER OF STUDY

Based on approval by the Faculty of Education Research Ethics Committee (EduREC) on 19/07/2020, this committee hereby approves your study as indicated below. This implies that the North-West University Senate Committee for Research Ethics (NWU-SCRE) grants its permission that, provided the special conditions specified below are met and pending any other authorisation that may be necessary, the study may be initiated, using the ethics number below.

Study title: Violation of educators' human rights by learners: A case study in Zeerust District																															
Study Leader/Supervisor (Principal Investigator)/Researcher: Dr JP Dhlamini																															
Student / Team: SB Mnini (MEd student - 23252049); Dr NT Mollo																															
Ethics number:	<table border="1"> <tr> <td>N</td><td>W</td><td>U</td><td>-</td><td>0</td><td>1</td><td>2</td><td>2</td><td>0</td><td>-</td><td>2</td><td>0</td><td>-</td><td>A</td><td>2</td> </tr> <tr> <td colspan="3">Institution</td> <td colspan="5">Study Number</td> <td colspan="2">Year</td> <td colspan="5">Status</td> </tr> </table>	N	W	U	-	0	1	2	2	0	-	2	0	-	A	2	Institution			Study Number					Year		Status				
N	W	U	-	0	1	2	2	0	-	2	0	-	A	2																	
Institution			Study Number					Year		Status																					
Status: S = Submission; R = Re-Submission; P = Provisional Authorisation; A = Authorisation																															
Application Type: Project																															
Commencement date: 27/08/2020	Risk: <table border="1"><tr><td>Low</td></tr></table>	Low																													
Low																															
Expiry date: 27/08/2021																															
Approval of the study is initially provided for a year, after which continuation of the study is dependent on receipt and review of the annual (or as otherwise stipulated) monitoring report and the concomitant issuing of a letter of continuation.																															

Special in process conditions of the research for approval (if applicable):

<p>General conditions:</p> <p>While this ethics approval is subject to all declarations, undertakings and agreements incorporated and signed in the application form, the following general terms and conditions will apply:</p> <ul style="list-style-type: none"> The study leader/supervisor/principal investigator/researcher must report in the prescribed format to the EduREC: <ul style="list-style-type: none"> annually (or as otherwise requested) on the monitoring of the study, whereby a letter of continuation will be provided, and upon completion of the study; and without any delay in case of any adverse event or incident (or any matter that interrupts sound ethical principles) during the course of the study. The approval applies strictly to the proposal as stipulated in the application form. Should any amendments to the proposal be deemed necessary during the course of the study, the study leader/researcher must apply for approval of these amendments at the EduREC, prior to implementation. Should there be any deviations from the study proposal without the necessary approval of such amendments, the ethics approval is immediately and automatically forfeited. Annually a number of studies may be randomly selected for an external audit. The date of approval indicates the first date that the study may be started. In the interest of ethical responsibility, the NWU-SCRE and EduREC reserves the right to: <ul style="list-style-type: none"> request access to any information or data at any time during the course or after completion of the study;

- to ask further questions, seek additional information, require further modification or monitor the conduct of your research or the informed consent process;
- withdraw or postpone approval if:
 - any unethical principles or practices of the study are revealed or suspected;
 - it becomes apparent that any relevant information was withheld from the EduREC or that information has been false or misrepresented;
 - submission of the annual (or otherwise stipulated) monitoring report, the required amendments, or reporting of adverse events or incidents was not done in a timely manner and accurately; and / or
 - new institutional rules, national legislation or international conventions deem it necessary.

The EduREC would like to remain at your service as scientist and researcher, and wishes you well with your study. Please do not hesitate to contact the EduREC or the NWU-SCRE for any further enquiries or requests for assistance.

Yours sincerely



Prof JAK Olivier
Chairperson NWU Faculty of Education Research Ethics Committee

Original details: (20251900) C:\Users\2251900\Desktop\ETHICS APPROVAL LETTER OF STUDY.docx
8 November 2018

Current details: (20251900) M:\ES6165537-Monitoring and Reporting Cluster\Ethical\Certified\Templates\Research Ethics Approval Letters\1.5.4.1-ES-RSC Ethical Approval Letter.docx
5 December 2018

File reference: 1.5.4.2

APPENDIX B: PERMISSION TO CONDUCT STUDY



NORTH-WEST UNIVERSITY
YUNIBESITHI YA BOKONE-BOPHIRIMA
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School for professional studies
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Email: Boitumelo.Gopane@nwu.ac.za

21 November 2019

The District Manager
Mr SM Modipane
Ramotshere Molloa sub-district
Cnr Ramokopane & Suping Ave
Urban Council Building
Lehurutshe

Dear Sir/Madam

REQUEST FOR PERMISSION TO CONDUCT RESEARCH

This is to confirm that Mr. SB Mnini, student number: 23252049 a Masters student registered at the North-West University, Mafikeng Campus. The title of the dissertation is: Violation of educators' human rights by learners: A case study in Zeerust District.

Permission is hereby kindly requested to enter Ramotshere Molloa sub-district to collect data from the two secondary schools. Data collection will be by way of interviews.

Collection of data will occur outside school contact time so as not to interfere with teaching and assessment processes or office duties. The dates and times of the collections are to be agreed upon by the principal and all other participants.

Participants will participate voluntarily in the data collection. The identity of the participants and the school and district will be kept confidential and anonymous. The information collected therefore cannot and will not be used to evaluate the District/school in terms of its performance in comparison with others, because the information collected will not be about academic results or teachers' teaching performance in specific schools.

Should you enquire more information about the project, kindly contact the supervisor for this project: Dr JP Dhlamini at 0183892079.

Herewith permission is kindly requested to perform this research in your sub-district. It would be appreciated if you would kindly grant **written** permission to this student. Any assistance given to the student to perform the research will be appreciated.

Yours sincerely

A handwritten signature in black ink, appearing to read 'JP Dhlamini'.

Dr JP Dhlamini (Supervisor)

School for Professional Studies in Education
North-West University (Mafikeng Campus)
Mmabatho

APPENDIX C: REQUEST FOR PERMISSION FROM PRINCIPALS



Name of supervisor: Dr J.P Dhlamini

Work address: Bag X2046 Mmabatho 2735

South Africa

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South Africa 2520

Tel: 018299-1111/2222

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Faculty of Education

(Edu-HRight)

Tel:0182994656

Email: Erna-Greyling@nwu.ac.za

Date:

Enq: MNINI S.B

Cell: 078 987 2580

The principal

Dear Sir/Madam

RE: REQUEST FOR PERMISSION TO CONDUCT RESEARCH IN YOUR SCHOOL

I hereby humbly request your permission to conduct research in your school.

I, Mr Sibusiso Benjamin Mnini is a registered student at the North West University (Mafikeng Campus) studying Masters in Education Law. For my research purpose I write this letter to request permission to conduct interviews at your school. The aim of this study is to investigate the factors contributing towards the violation of educator's human rights by learners.

Data will be collected using semi-structured interviews for the principal and focus group interview for educators. The participants of this study will consist of one principal or deputy principal per school, two HOD's and three educators per school out of the two selected schools. The venue for interviews will be at your school. Interviews will take approximately 30 minutes.

I will conduct the research personally under the supervision of Dr J.P Dhlamini from the School of Education Sciences at the North West University (Mafikeng Campus). If you have any queries you may contact my supervisor at 018 389 2079 /073 158 0818

Attached please find a copy of permission from the North West Department of Education, Ramotshere Moiloa Sub-district.


I hope that my request will receive your favourable consideration as I am looking forward to receiving feedback from you.

Yours faithfully

Mnini S.B. (Mr)

Student Number: 23252049

APPENDIX D: APPROVAL TO CONDUCT STUDY

 **education**
Lefapha la Thuto la Bokone Bophirima
Noord-Wes Onderwys Departement
North West Education Department
NORTH WEST PROVINCE

Private Bag X6335
Zeerust
Cnr Ramotshere & Tsaping Str
Wetbedacht
Tel: (018) 243 5900
Cell: 081 808 2527
nwed@nwpp.gov.za

**OFFICE OF THE SUB DISTRICT MANAGER: RAMOTSHERE MOILOA SUB DISTRICT
NGAKA MODIRI MOLEMA DISTRICT**

Enq: S.M. Modipane
018 – 3635900

TO: DR J.P Dhlamini
North West University (Mafikeng Campus)

FROM: S.M. Modipane
Lerato Circuit Manager

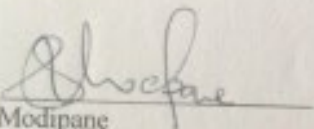
DATE: 25/11/2019

SUBJECT: Mr S.B. Mnini, Student number 23252049

The above-mentioned student is granted permission to perform the research in the Sub-District. The collection of data should be done in accordance with the conditions reflected in the letter requesting for this permission.

The Sub-District management wishes him well in his project.

Yours sincerely


S.M. Modipane
Circuit Manager

NORTH WEST PROVINCE EDUCATION & SPORT DEVELOPMENT
2019 -11- 25
LERATO CLUSTER P-BAG X6335 ZEERUST 2865 NGAKA MODIRI MOLEMA DISTRICT

APPENDIX E: GOODWILL PERMISSION REQUEST TO THE SGB



Name of supervisor: Dr J.P Dhlamini
Work address: Bag X2046 Mmabatho 2735
South Africa

Private Bag X6001, Potchefstroom
South Africa 2520
Tel: 018 299-1111/2222
Web: <http://www.nwu.ac.za>

Faculty of Education

(Edu-HRight)

Tel: 018 299-1111/2222
Email: Erna-Greyling@nwu.ac.za

Date: 07/05/2020

REQUEST FOR GOODWILL PERMISSION FROM THE GOVERNING BODY OFSCHOOL

I herewith wish to request your permission to conduct research at school.

The details of the research are as follows:

TITLE OF THE RESEARCH PROJECT:

Violation of educators' human rights by learners: A case study in Zeerust District

ETHICS APPLICATION NUMBER

N W U - 0 1 2 2 0 - 2 0 - A 2

PROJECT SUPERVISOR: Dr J.P Dhlamini
CO-SUPERVISOR: Dr N.T. Mollo
WORK ADDRESS: Private Bag X2046 Mmabatho 2735 South Africa
CONTACT NUMBER: 0183892079

NAME OF STUDENT: Mnini S.B
ADDRESS: Setlopo Village, Mafikeng, 2745
CONTACT NUMBER: 0789872580

FACULTY OF EDUCATION RESEARCH ETHICS COMMITTEE

Contact person: Ms Erna Greyling, E-mail: Erna.Greyling@nwu.ac.za, Tel. (018) 299 4656

This study has been approved by the Research Ethics Committee of the Faculty of Education of the North-West University and will be conducted according to the ethical guidelines of this committee.

What is this research about?

The aim of this research is: to investigate the factors contributing towards the violation of educator's human rights by learners.

The objectives of this research are:

- The understanding of educator's human rights.
- The factors leading to the violation of educator's human rights by learners.
- The impact of the violation of educator's human rights on productivity at schools.
- The ways to abate the violation of educator's rights in schools.

Participants

The participants of this study will consist of one principal or deputy principal per school, two HOD's and three educators per school out of the two selected schools.

What is expected of the participants?

Participants will be expected to respond to the interview questions asked by the researcher honestly. The focus group interview will take approximately 30 minutes and the semi-structured interviews will take about 15 minutes per participant.

Benefits to the participants

Educators will benefit because the findings and recommendations of this study will contribute to the protection of educators' human rights in the schools. They will be aware and knowledgeable about their human rights and how to protect them. The school will have educators who are knowledgeable about their human rights. This will promote a culture of respect to both educators and learners.

Possible risks involved for participants (if any) and precautions

Educators whose human rights have been severely violated by learners (if there are) might feel emotional during the interview. Should this happen, the School-Based Support Team will be requested to assist such educators (if they are available).

Confidentiality and protection of identity

All participants will be informed about ethical considerations. Even though it might be difficult to guarantee complete anonymity in the focus group interviews, participant who will part of focus group interviews will be requested to ensure that they keep what others have said during the interviews to themselves. Participants will be requested to sign the consent form before conducting interviews. I will ensure that participants are not exposed to excessive danger or injury. Participants will be ensured that participating in this study will not result in injury, discomfort, or danger. I must follow a code of ethics to ensure that participants are protected from harm. Finally, data from interviews were recorded on tapes and anonymity from selected participants will be guaranteed.

Dissemination of findings

Findings will be sent to the school and be distributed to the participants during the meeting.

If you have any further questions or enquiries regarding your participation in this research, please contact the researchers for more information.

~~WVD~~

Yours sincerely
Mnini S.B

09/05/2020

Date

DECLARATION BY SGB CHAIRPERSON/RELEVANT RESPONSIBLE PERSON:

By signing below, I agree to give permission for the research to take place with the identified participants in the study entitled:

Violation of educators' human rights by learners: A case study in Zeerust District

I declare that:

- I have read this information and consent form and understand what is expected of the participants in the research.
- I have had a chance to ask questions to the researcher and all my questions have been adequately answered.
- I understand that taking part in this study is voluntary and participants will not be pressurised to take part.
- Participants may choose to leave the study at any time and will not be penalised or prejudiced in any way.
- Participants may be asked to leave the research process before it is completed, if the researcher feels it is in their best interests, or if they do not follow the research procedures, as agreed to.

Signed at (place) _____ on (date) ____ / ____ /20 ____

Signature of SGB Chairperson/Relevant responsible person

APPENDIX F: PARTICIPANT INFORMATION AND CONSENT FORM



Mnini
12460
Mafikeng
2745

Setlopo

S.B
village

Private Bag X6001, Potchefstroom
South Africa 2520
Tel: 018 299-1111/2222
Web: <http://www.nwu.ac.za>

Faculty of Education

(Edu-HRight)

Tel: 0182994656
Email: Erna-Greyling@nwu.ac.za

Date: 01/05/2020

PARTICIPANT INFORMATION AND CONSENT FORM

I herewith wish to request your consent to participate in this research, which involves violation of educators' human rights by learners: a case study in Zeerust district. Prior to granting consent, please acquaint yourself with the information below.

The details of the research are as follows:

TITLE OF THE RESEARCH PROJECT:

Violation of educators' human rights by learners: A case study in Zeerust District

ETHICS APPLICATION NUMBER

PROJECT SUPERVISOR: Dr J.P Dhlamini
CO-SUPERVISOR: Dr N.T. Mollo
ADDRESS: Private Bag X2046 Mmabatho 2735 South Africa
CONTACT NUMBER: 018 299

MEMBER OF PROJECT TEAM MEd-Student: Mnini S.B
ADDRESS: 12460 Setlopo Village, Mafikeng 2745
CONTACT NUMBER: 078 987 2580

FACULTY OF EDUCATION RESEARCH ETHICS COMMITTEE

Contact person: Ms Erna Greyling, E-mail: Erna.Greyling@nwu.ac.za, Tel. (018) 299 4656

This study has been approved by the Research Ethics Committee of the Faculty of Education of the North-West University and will be conducted according to the ethical guidelines of this committee. Permission was also asked from the provincial Department of Basic Education/other relevant body (please describe) as well as the school principal (if relevant).

What is this research about?

The aim of this study is to investigate the factors contributing towards the violation of educator's human rights by learners.

The aims of this research is to investigate:

- The understanding of educator's human rights.
- The factors leading to the violation of educator's human rights by learners.
- The impact of the violation of educator's human rights on productivity at schools.
- The ways to abate the violation of educator's rights in schools.

Participants

The participants of this study will consist of one principal or deputy principal per school, two HOD's and three educators per school out of the two selected schools.

What is expected of you as participant?

Participants will be expected to respond to the interview questions asked by the researcher honestly. The focus group interview will take approximately 30 minutes and the semi-structured interviews will take about 15 minutes per participant.

Benefits to you as participant

Educators will benefit because the findings and recommendations of this study will contribute to the protection of educators' human rights in the schools. They will be aware and knowledgeable about their human rights and how to protect them. The school will have educators who are knowledgeable about their human rights. This will promote a culture of respect to both educators and learners.

Possible risks involved for participants (if any) and precautions

Educators whose human rights have been severely violated by learners (if there are) might feel emotional during the interview. Should this happen, the School-Based Support Team will be requested to assist such educators (if they are available).

Confidentiality and protection of identity

All participants will be informed about ethical considerations. Even though it might be difficult to guarantee complete anonymity in the focus group interviews, participant who will part of focus group interviews will be requested to ensure that they keep what others have said during the interviews to themselves. Participants will be requested to sign the consent form before conducting interviews. I will ensure that participants are not exposed to excessive danger or injury. Participants will be ensured that participating in this study will not result in injury, discomfort, or danger. I must follow a code of ethics to ensure that participants are protected from harm. Finally, data from interviews were recorded on tapes and anonymity from selected participants will be guaranteed.

Dissemination of findings

Findings will be sent to the school and be distributed to the participants during the meeting.

If you have any further questions or enquiries regarding your participation in this research, please contact the researchers for more information.

~~WVD~~

Yours sincerely
Mnini S.B

09/05/2020

Date

DECLARATION BY PARTICIPANT:

By signing below, I agree to take part in a research study entitled:

Violation of educators' human rights by learners: A case study in Zeerust District

I declare that:

- I have read this information and consent form and understand what is expected of me in the research.
- I have had a chance to ask questions to the researcher and all my questions have been adequately answered.
- I understand that taking part in this study is voluntary and I have not been pressurised to take part.
- I may choose to leave the study at any time and will not be penalised or prejudiced in any way.
- I may be asked to leave the research process before it is completed, if the researcher feels it is in my best interests, or if I do not follow the research procedures, as agreed to.

Signed at (place) _____ on (date) ____/____/20____

Signature of participant

Researcher

APPENDIX G: INTERVIEW SCHEDULE

TITLE: VIOLATION OF EDUCATORS' HUMAN RIGHTS BY LEARNERS: A CASE STUDY IN ZEERUST DISTRICT

INTERVIEW PROTOCOL

Focus group interviews for educators and HODs

1. What is your understanding of educators' human rights?
2. Which factors can lead to the violation of educators' human rights by learners?
3. How has the violation of educators' human rights by learners affected productivity at schools?
4. How has your human rights being violated in the school by learners?
5. How can the violation of educators' human rights be abated at schools?

TITLE: VIOLATION OF EDUCATORS' HUMAN RIGHTS BY LEARNERS: A CASE STUDY IN ZEERUST DISTRICT

INTERVIEW PROTOCOL

Semi structured interviews for Principals

1. How do you understand educators' human rights?
2. Which incidents have you experienced regarding the violation of educators' human rights by learners in your school?
3. Which factors lead to the violation of educators' human rights by learners?
4. How have the incidents regarding violation of educators' human rights by learners affected productivity in your schools?
5. Are there any policies that you use to deal with learners violating educators' rights?
6. In your opinion are there any recommendations that you can suggest to the Department of Education in relation to the violation of educators' human rights.

APPENDIX H: TURNITIN REPORT

28018826:MNINI_M.ED DISSERTATION-21-09-2021.pdf

ORIGINALITY REPORT

24%	22%	8%	11%
SIMILARITY INDEX	INTERNET SOURCES	PUBLICATIONS	STUDENT PAPERS

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9	scholar.sun.ac.za Internet Source	<1%

APPENDIX I: LANGUAGE EDITING CERTIFICATE



Office: 0183892451

FACULTY OF EDUCATION

Cell: 0729116600

Date: 15th March, 2022

TO WHOM IT MAY CONCERN

CERTIFICATE OF EDITING

I, **Muchativugwa Liberty Hove**, confirm and certify that I have read and edited the entire dissertation **Violation of educators' human rights by learners: A case study of Zeerust District secondary schools**, submitted by **Sibusiso Benjamin MNINI**, orcid.org/0000-0002-0914-5818 for the degree **Master of Education in Education Law and Human Rights** at the North-West University.

Sibusiso Benjamin MNINI was supervised by **Dr. J. P. Dhlamini** and co-supervised by **Dr. N. T. Mollo**.

I hold a PhD in English Language and Literature in English and am qualified to edit such a research-based article for cohesion and coherence. The views expressed herein, however, remain those of the researcher/s.

Yours sincerely

Professor M.L. Hove (PhD, MA, PGDE, PGCE, BA Honours – English)

