

**EFFECTS OF FREQUENT CHANGES IN CURRICULUM ON EFFECTIVE
TEACHING AND LEARNING FOR CREATING SAFE, CARING AND
CHILD-FRIENDLY SCHOOLS IN SOUTH AFRICA**

BY

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DEGREE OF DOCTOR OF PHILOSOPHY IN EDUCATION**

FACULTY OF EDUCATION

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DECLARATION

I, Mawela Convince Makwarela with student number 201013264 hereby declare that this thesis, "Effects of frequent changes in curriculum on effective teaching and learning for creating safe, caring and child-friendly schools: *A South African case study*", represents my own work and that all source (s) that I have used or quoted have been indicated and acknowledged by means of complete references.

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ABSTRACT

South Africa's government strategy for Child Protection Programmes is the prerequisite that plans to articulate its work on school learner protection as a distinct area of programmatic intervention. Hence, this study explores an assessment of the implementation of DoE and UNICEF guidelines for creating safe, caring and child-friendly schools. A sequential mixed method approach was used in this study; both questionnaires and interviews were used. The design allows using both quantitative and qualitative data collection methods to elicit implicit and explicit information from the same case through pattern-matching; a technique linking several pieces when a holistic and in-depth investigation is required. The sample of the study consisted of 24 school principals, 24 HoDs, 24 SGB members, 24 educators, 24 educators' union members and 24 learners who were conveniently selected from 24 secondary schools across Vhembe District. Survey data were obtained from school principals, HoDs, SGB members, educators, educators' union members and learners regarding the ways and degree to which participants are involved in school incidents, decision-making processes, and their own experiences regarding safe, caring and child-friendly schools. In terms of data analysis, validation indicates concurrent and construct validity obtained by combining participant's responses from interviews and self-report questionnaires based on experiences of incidents from their schools. Statistically significant results point the way to validating the approaches taken as best practices. The findings reveals among others that the factors contributing to learner aggression include family factors, environmental factors and school-related factors, whilst the most common forms of learner incidents in schools are verbal violence, physical violence and bullying. The results also indicate that a safe school climate is not enough for learners to speak freely and report unwanted sexual experiences. The study concludes with the role that the school, parents and the Department of Education can play in addressing learner problems in schools.

KEYWORDS: Caring, child-friendly, incidents, safety, school violence

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It is my sincerest hope that my thesis and future research on violence, particularly school violence, will help to reduce the problem so that learners can coexist peacefully and learn without fear.

DEDICATION

This study is dedicated to all learners, parents and educators whom I hope will be served by effective policy and practices for safe, caring and child-friendly schools. I love you all dearly.

SUPERVISORS' STATEMENT

This thesis has been submitted under my supervision and with my approval.

.....
Professor K. J. Mammen (Supervisor)

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Date

.....
Professor E. O. Adu (Co-Supervisor)

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Date

ACRONYMNS

ABET	Adult Basic Education and Training
ACE:	Accredited Certificate in Education
AFP	Agence France Presse
BJS	Bureau of Justice Statistics
CBO	Community Based Organisations
CDCP	Center for Disease Control and Prevention
CE	Council of Europe
CFS	Child-Friendly Schools
CJCP:	Centre for Justice and Crime Prevention
CREST	Clinical Resource Efficiency Support Team
CRC	Convention on the Rights of the Child
CSI	Crime Scene Investigation
DFID	Department for International Development
DoBE	Department of Basic Education
DoE	Department of Education
DoH	Department of Health
DPS	Department of Police Services
EC	European Commission
EEA	Employment of Educators' Act
EFA- FTi	Education for All – Fact Track initiative
ENHPS	European Network of Health Promoting Schools
ETQE	Education and Training Quality Assurance
HE	Higher Education
HoD	Departmental Head (School Based)
FBO	Faith Based Organisations
FET	Further Education and Training
GARS	Global Action Resource Center
GCYDC	Guidance Counselling and Youth Development Center
GDE	Gauteng Department of Education
GET	General Education and Training
IRSC	Investigation and referral Support Co-ordinators

JSTC	Junior and Senior Teachers' Course
LPDoE	Limpopo Provincial Department of Education
LRC	Learner Representative Council
LST	Learner Support Team
MiET	Media in Education Trust
NCLBA	No Child Left Behind Act
NDoE	National Department of Education
NDP	National Development Plan
NEPA	National Education Policy Act
NGO	Non-Governmental Organisations
NQF	National Qualifications Framework
NPAC	National Plan of Action for Children
NSHP	National School Health Policy
NSSF	National School Safety Framework
PDE	Peace and Disarmament Education
PDoE	Provincial Department of Education
PRP	Philosophical Research Paradigm
PTC	Primary Teacher's Course
RSA	Republic of South Africa
SA	South Africa
SACEA	South African Council for Education Act
SAHRC	South African Human Rights Commission
SAQA	South African Qualifications Authority
SASA	South African Schools Act
SCCFS:	Safe, Caring and Child-Friendly Schools
SGB	School Governing Body
SMT	School Management Team
SPSS	Statistical Package for Social Sciences Software
SRGBV	School- Related Gender Based Violence
STD	Senior Teachers' Diploma
UED	University Education Diploma
UK	United Kingdom
UN	United Nations

UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations International Children's Emergency Fund
UNRCPD	United Nations Regional Center for Peace and Disarmament
UNSG	United Nations Secretary General
UNUDHR	United Nations Universal Declaration of Human Rights
USA	United States of America
WHO	World Health Organisation

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CHAPTER ONE

INTRODUCTION AND BACKGROUND TO THE STUDY

“For many learners, the biggest threat to their right to education is neither because of new dispensations or lack of access to schools, but violence within or near their schools that undermines their ability to learn, puts their physical and psychological well-being at risk, and often causes them to drop out of school entirely. Learners’ right to education entails not only the presence of schools and educators, but also an environment that allows them to learn in safety”... Human Rights Watch.

Effective teaching and learning take place in a safe and secure school environment where learners and educators have very low risk of physical, emotional and psychological injury. In recent years, educators, parents and government have begun to focus on the environment in which education takes place as well as on the nature of the education that learners receive. Foderaro (2007) notes an increase of work on policies and practices on child-friendly schools in response to an upsurge of school violence since the mid-1990s as evidenced by shootings in schools and extreme events of inappropriate educator-learner relationships and abuse.

The most common forms of inappropriate educator-learner relationships included physical violence, cyber-bullying and happy slapping (Pepler, 2003; Ortega, Mora-Mauchan & Jager, 2007). For example, in France there have been high profile reports of sexual violence by educators on learners, but this may reflect more the interest of the media in covering this form of violence than a reflection of the situation regarding violence. It is apparent that school violence has not been addressed adequately within the education system. Of late, learners have also voiced their concerns about school violence as reported by Kane (2006d: 22) in the United Nations Study against Children Regional Consultation for the Europe and Central Asian region. Their concern was not only with physical violence but also with the psychological violence that educators and others inflict when they use humiliation or ridicule towards a learner. Kane (2006) further observed that school violence among peers was also a problem in schools and was often again a reflection of attitudes

and behaviours that existed within the wider community. In terms of school-based violence, national governments are increasingly showing concern for outlining policies and guidelines to citizens in relation to what constitutes appropriate behaviour between adults in positions of power including educators and learners.

South African schools have been labelled unsafe places because of perennial reports of ridicule, intimidation, harassment, humiliation and violence (Xaba, 2006). Some learners are fearful that they may be killed by educators or other learners who come to school armed while others fear that they may be raped by other learners or educators (Somniso, 2001; Baloyi, 2002). It is recognised, however, that learners learn most effectively when they feel safe and secure, when they are free from fear and when they learn in a safe school environment (IPT, 1999; Xaba, 2006; Department of Education (DoE), 2008).

The Centre for Justice and Crime prevention (CJCP, 2007) published a report based on an audit which it conducted for the United Nations International Children's Emergency Fund (UNICEF) and the South African National Department of Education (DoE). This document was followed by implementation guidelines for Safe, Caring and Child-Friendly Schools (SCCFS) in South Africa (Department of Education & UNICEF, 2008). After successful trial runs at one school in each province of the country, the DoE mandated the implementation of SCCFS guidelines in all South African schools (DoE, 2008). In support of the initiative, Burton and Leoschut (2013) noted that three years after the DoE committed itself to SCCFS, violence continued to be reported in South African schools.

There is a paucity of empirical studies investigating the consistency between DoE policies and practices and their implementation at schools (DoE, 2009). Therefore, this study sought to assess the effectiveness of the implementation of the DoE and UNICEF guidelines to create safe, caring and child-friendly schools.

1.2 BACKGROUND

A pilot study was conducted across some countries to globally evaluate the implementation of the SCCFS and therefore the SCCFS since it was launched in 2000. In January 2008, UNICEF contracted with the American Institute for Research to conduct a global evaluation of the SCCFS initiative consisting of site visits to child friendly schools in six countries from four of UNICEF's global regions: East Asia and

the Pacific Region (Philippines and Thailand); Latin America and the Caribbean Region (Guyana and Nicaragua) and the African Region (South Africa and Nigeria). Among the six countries, the Philippines and Thailand have been found to have the most established, far-reaching and successful SCCFS programming, because they were located by a UNICEF Regional Office that promotes and supports the SCCFS. Similarly, at the request of UNICEF, researchers found South Africa to be the most disadvantaged and hence needy schools implementing SCCFS were targeted for evaluation. Therefore, South Africa began receiving support for the SCCFS initiative at a very late stage and it was very new to the model (UNICEF, 2009f).

In addition, the global survey was intended as a baseline evaluation to systematically describe how the key principles of SCCFS were understood and implemented in multiple contexts, in order to provide data on the extent to which UNICEF's objectives for schools were being realised across countries, create tools to monitor future progress, and identify challenges to implementation (UNICEF, 2009f).

1.2.1 GLOBAL PERSPECTIVES: SCHOOL VIOLENCE

Violence in schools is a phenomenon that affects all countries. School violence is widely held to have become a serious problem in recent decades in many countries such as the United States of America, Asia, Europe, the United Kingdom and Australia, especially where weapons such as guns or knives are involved. It includes violence between school learners as well as physical attacks, sexual harassment and victimisation by learners on educators. Over several decades, a great deal of work has been undertaken on policies and practices meant to develop safe, friendly and child-caring schools (Holt and Espelage, 2006; Mora-Merchán and Ortega-Ruiz, 2007). This work was mainly conducted in America, Asia and Africa.

Shabangu (n.d.: 24) refers to United Nations and Interpol sources which suggest that there are indeed countries that tend to be more violent than others. "The most common incidences of violent crime across the globe are murder, rape, robbery, assault and victimisation with intent of causing grievous bodily harm" (Shabangu, n.d.: 24). Literature suggests that there are significant differences between countries. For example, based on the United Nations data on highest murder rates, for instance, countries such as Colombia, Jamaica, South Africa and Russia are ranked

as more violent whereas Hong Kong, Japan and Saudi Arabia ranked amongst the less violent (Shabangu, n. d.: 24). School violence is sadly a growing global phenomenon and it includes violence between learners, attacks on staff members by students and even attacks on students by staff members. Increasingly in South Africa, but also in other countries, knives, guns and other weapons are a part of daily school life (Maphalala, 2014).

Akiba, Letendre, Baker and Goesling (2002: 830) state that school violence is a global phenomenon that affects one of the core institutions of modern society to some degree in virtually all nation-states. The above perspective appeared to have stimulated serious international focus on school violence. Also, according to Benbenishty and Astor (2008), the concern was so high that it resulted in the convening of the Fourth International Conference on school violence and the creation of the *International Journal of School Violence*.

1.2.2 SCHOOL VIOLENCE IN THE UNITED STATES OF AMERICA

Scholars like Patfoort (1995) and Smith (2003) view the term “violence” as a commonly used notion in scientific research. Nevertheless, although everyone might understand the term very well, it is interpreted in various ways, from very narrow to very broad. The Bureau of Justice Statistics (BJS) (2014) argues that learner victimisation in schools is a major concern to educators, parents and learners. Understanding the victimisation of learners as well as the factors associated with it is an important point in developing solutions to address the issues of school violence.

During 2009 to 2010, 43% of public schools reported the presence of one or more security staff at their school at least once a week during the school year. The Indicators of School Crime and Safety (ISCS) report (2012) and BJC (2014) indicate that from July 2010 through June 2011, there were 31 school-associated violent deaths in secondary schools in the United States.

Again in 2012, among learners aged 12–18, there were about 1,364,900 nonfatal victimizations at schools, which included 615,600 victims of theft and 749,200 victims of violence (BJC, 2014). The same report also states that during the 2011 and 2012 school years, 88% of public schools reported that they controlled access to school

buildings by locking or monitoring doors during school hours, and 64% reported that they used security cameras to monitor the school.

1.2.2.1 Victimisation and bullying

BJJS (2013) reported that during the period 2009–2010 in American schools, 85% of public schools recorded that one or more of incidents of violence, theft, and other crimes had taken place, amounting to an estimated 1.9 million crimes. During the same year, 60% of schools reported at least one of the specified crimes to the police, amounting to about 689,000 crimes and 15 crimes per 1,000 learners enrolled. For the majority of types of crime, the percentages of public schools recording incidents of crime and reporting incidents of crime to the police in 2009–2010 were not measurably different from the percentages of schools in 2007–2008.

In America learner bullying and cyber-bullying are areas of concern for schools, with bullying behaviour associated with more significant events of criminal victimisation and offending behaviour (Nansel et al. 2001). In 2008–2009, the findings show that a higher percentage of learners who reported being the victims of crime at school were bullied by traditional means at school than did student non-victims (63.5% vs. 26.6%). In addition, 52.3% of learner victims of theft and 92.5% of victims of violence also reported traditional bullying at school, compared to 26.6% less of school violence. About 19.8% of learners, who reported being the victim of any crime also reported being bullied by electronic means compared to 5.5% of non-violent schools. Similarly, 16.8% of learner victims of theft and 28.1% of victims of violence reported bullying by electronic means.

1.2.2.2 Weapons on school grounds

School safety and security is enhanced by limiting the availability of weapons on school grounds. According to Moore, Jones, and Broadbent (2008), the Universal Declaration of Human Rights and the Convention on the Rights of the Learners regulate appropriate relationships between learners and educators.

In 2007, the Center for Disease Control and Prevention (CDCP) gathered comprehensive data from representative samples of American high school learners and reported that that (a) 95.9% of learners carried guns and knives in schools and

their premises. The rate was three times higher among males than females. In the 12 months antedating the survey it was found that 7.8% of high school learners reported having been threatened or injured with a weapon. (b) In the 12 months antedating the survey it was also found that 12.4% of learners had been in a physical fight on school property. The rate among males was twice the rate found among females. (c) In the 30 days antedating the survey it was found that 5.5% of learners reported that because they did not feel safe, they did not go to school on at least one day. The most recent USA data on violent crime in which educators were targeted indicate that 7% of educators in 2003 were subject to threats of injury by learners. Five percent of educators in urban schools were physically attacked, with smaller percentages in suburban and rural schools (Moore, Jones, & Broadbent (2008).

1.2.2.3 School violence that made news in the United States of America

Incidents such as the recent ones at Columbine, Virginia Tech, and Northern Illinois University produced horrifying, enduring images. The researchers devoted much attention to generating a working profile of the offenders and to describe many typical characteristics such as the negative and positive roles of mass media (print and visual) (Daily Herald, Arlington Heights, January 10, 2005: 3).

Therefore, an awareness of the potential warning signs empirically based on making accurate threat assessments in the school setting proves critical. Table 1.1 presents a summary of school violence that took place in the United States of America from 1966 up to 2007.

Table 1.1: Summary of school violence in the United States of America 1966–2007

Year	Event
1 Aug 1966	Charles Whitman, a 25-year-old learner at Marine College, killed his wife and mother before carrying a rifle to the tower on the campus of the University of Texas in Austin, where in a 96-minute rampage he fatally shot 14 others learners before police shot and killed him.
4 May 1970:	National Guard troops on the campus of Kent State University in Ohio shot and killed four learners protesting the U.S. invasion of Cambodia. The shootings prompted a nationwide learners' strike and helped turn public opinion against the Vietnam War.
12 July 1976 / 29 Jan 1979	Edward Charles Allaway, a 37-year-old learner at California State University, Fullerton, bought a semi-automatic rifle. He took the gun on campus and killed seven learners in the library. He was found not guilty by reason of insanity and committed to a state mental hospital. Again, Brenda Ann Spencer, a learner of 16 years of age, fired several rifle shots at a San Diego elementary school from her home across the street, killing the principal and a custodian and wounding eight other learners. She later said she fired the shots because "I don't like Mondays," which inspired the Boomtown Rats song by the same name. She was convicted and sentenced to 25 years. She has been denied parole four times.
17 Jan 1989:	A learner by name of Patrick Edward Purdy, a 24-year-old, walked into a Stockton schoolyard and opened fire with a semiautomatic rifle, killing five other learners and wounding one educator and 29 other learners. He later killed himself. The case drew national attention and led to a ban on assault weapons in California.
1991–1999:	On 1 Nov, 1991 Gang Lu, 27, a University of Iowa learner from China, used a .38-caliber revolver to kill four members of his department, another university employee and himself. He reportedly was angry because his doctoral dissertation was not nominated for an academic award. In the following year, 1992, Eric Houston, 20, a former learner at Lindhurst High School in Olivehurst (Yuba County), returned to the school with a 12-gauge shotgun and a rifle. He killed three learners and an educator and wounded 10 others learners before surrendering to police. He was sentenced to death at San Quentin State Prison.

	In 1998, Mitchell Johnson, who was 10 years, and Andrew Golden, 8 years, took seven guns to a school near Jonesboro, Ark., where they set off a fire alarm and began shooting as everyone exited the school, killing four learners and one educator and injuring nine others. They were released from a juvenile detention centre in 2005. Again the same year, in May 1998, Kipland Kinkel who was 15 years, shot and killed his parents after being suspended from his Springfield, Ore., high school for bringing a gun onto campus. He returned to the school the next morning, killing two learners and wounding 22 others. He was sentenced to 111 years in prison without the possibility of parole. In April 1999, Eric Harris, 18 years, and Dylan Klebold, 17 years, walked into Columbine High School in Colorado and in a rampage of gunfire and homemade bombs killed 12 learners and an educator before killing themselves. The massacre led to an increased emphasis on security in American schools.
2002–2007	On 28 October, 2002, Robert Flores, 40 years, a nursing learner at the University of Arizona, shot and killed an instructor in her office on campus and then entered a classroom where he killed two more educators before committing suicide. On 21 March 2005, Jeffrey Weise, 17 years, went on a shooting spree at Red Lake High School on the Red Lake Indian Reservation in Minnesota. He killed nine learners and his grandfather, and wounded five other learners before killing himself. In 2006 Charles Carl Roberts IV, 32, a milk-truck driver, killed five girls ages 7 to 13 execution-style, then turned the gun on himself, in a one-room Amish schoolhouse in Nickel Mines, Pa. Five other girls were critically injured. The community focused on forgiveness and reconciliation after the shootings. In 2007, Seung-Hui Cho, 23, a learner at Virginia Tech University in Blacksburg, Va., shot and killed 32 learners in attacks two hours apart in two campus buildings. Cho, who was diagnosed with mental illness, killed himself. The university was found negligent for not alerting the campus after the first round of shootings. Again, the same year 2007, in February, T. J. Lane, a 17-year-old learner, took a .22-caliber pistol and a knife to a high school in Chardon, Ohio, and fired 10 shots at a group of learners sitting at a cafeteria table before school. Three learners died. Lane was arrested outside the school.

	In addition, on 2 April 2007, One L. Goh, 43, a former nursing learner at private Oikos University near the Oakland International Airport, sprayed gunfire into a classroom there on Monday, killing seven learners, in one of the deadliest attacks ever on a California campus, according to police. He was arrested an hour later at a store in Alameda.
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Source: *The Federal Bureau of Investigation (FBI) Law Enforcement Bulletin; May 1, 2011.*

1.2.3 SCHOOL VIOLENCE IN THE UNITED KINGDOM

Bullying is understood to be a form of violence and violence can be understood as a continuum from hidden to overt (Henze, Katz, and Norte (2000). Since September 1999, it has been a legal requirement for schools in England to have an anti-bullying programme (Smith and Shu, 2000) and looking back at the 1990s, anti-bullying legislation and initiatives had been introduced in schools in United Kingdom. However, Brown and Winterton (2010) observed that extreme violence in the UK schools is rare. Research has identified that bullying continues to be a significant problem in schools in the UK (Ananiadou and Smith, 2002; Hill et. al., 2007; Green et al. 2010). The United Kingdom government inquiry in 1989 found that 2% of educators had reported facing physical aggression. In 2007 a survey of 6,000 educators by the educators' trade union found that over 16% claimed to have been physically assaulted by learners (Anderson et al. 2008). Police in England, Freedom of Information request which responded in 2007 revealed that there were more than 7,000 cases of the police being called to deal with violence in schools. The report released by Wikipedia (n.d) indicated that in 2009 educators' union released details of a survey of over 1,000 of its members found that one quarter of them had been receiving physical violence by learners.

1.2.3.1 Cases recognizing school violence in the United Kingdom

The United Kingdom government also recognised violence in schools as a major social problem that affects the educational achievement of and the well-being of its citizens. The report indicated that among school violence cases from 2011 to 2012 alone, there were nearly 17,000 suspensions of learners due to physical assault

against educators across state schools. According to Hirsch (2014), 1,000 school learners were caught carrying weapons in schools, including knives and guns. In 2011, 981 learners had weapons confiscated on school premises. About 36 learners were found with an assortment of guns, including two hand guns, seven air-powered weapons and 27 BB guns. Of those found with weapons, 329 were charged with a criminal offence.

1.2.4 VIOLENCE AMONG LEARNERS IN EUROPE

Violence in schools is a phenomenon that is apparent in most countries even in European schools (Ammermuller, 2007). In addition, despite the public attention devoted to outbursts of violence in schools nowadays, little is known quantitatively about the consequences of small-scale violence which learners face at schools each day. The concentration of learners is likely to suffer when they are affected by violence.

Borg (1999) and Boulton and Underwood (1992) argued that junior high school learners are victimized more than high schools learners. This tendency for younger learners to report victimisation more often than older learners has been reported in numerous studies (Whitney and Smith (1993).

Walker and Gresham (1997) assert that large schools came with many challenges and frustration to educators and learners as well as others. In large schools, educators have difficulties maintaining meaningful discipline with learners, especially with misbehaving learners who exhibit intense violence.

According to the Italian Constitution, it is the State's duty to lay down the regulatory laws of the school system and to ensure that schools are available to everyone. Rather, violent situations like disputes during sports might also, in the case of violent dynamics, provoke violent (verbal) inter-ethnic incidents, especially among learners of certain ethnic backgrounds, such as the Roma.

Although schools and educators in Austria organised useful events to foster tolerance among learners, the schools' efforts to implement sufficient anti-violence measures, for example, by employing school psychologists or social workers, are negated by lack of financial resources. The policy of education in Europe strives to

ensure that every learner has access to schools free from violence by learners and educators.

It is clear that the most important issue is to support policies to ensure that there is peace in schools. Because school violence in the European has loomed large in the headlines in the past years, most Europeans have heard of the 15-year-old learners imprisoned for the Santana High School shootings of March 2001, when two learners were killed and 13 wounded. The research shows that the rate of school crime has been stationary in the United States over many years of violent incidents that take place in the school environment. Research also indicates that physical violence in the school setting has been static in recent years, but verbal harassment is always increasing (Vryonides, 2014).

1.2.4.1 Cases of violence in European schools

Ammermueller (2007) pointed out that school violence is a well-known problem in many societies. It has been also indicated that the level of school violence is high in most countries but seems not to increase over time. Besides gender violence, it appears that learners are being bullied in schools. The literature on violence in schools, whether or not having an empirical basis, has increased enormously in Europe. As was noted above, Ammermueller (2007) summarized cases of violence that happened in European schools as follows:

- On 7 November, 2007, the 18-year-old Pekka-Eric Auvinen of Jokela school opened fire in the school's main hallway, killing six learners, school principal Helena Kalmi, and the school nurse before shooting and wounding himself in a suicide attempt, he later died at a hospital. One other person suffered gunshot wounds, and eleven people were injured by shattering glass while escaping from the school building.
- On 11 March 2009, 17-year-old Tim Kretschmer, a former learner of the Winnenden School, opened fire in two classrooms and a chemistry laboratory, killing nine and injuring seven others. He then successfully escaped the school, killing two female educators in the process. Afterwards, he shot and killed the caretaker of a psychiatric facility and then carjacked a motorist, who drove him to another town before escaping unharmed. The shooter opened fire in a car showroom after unsuccessfully trying to steal a car, killing two and

injuring two others. He then committed suicide after a brief shootout with police.

- In Erfurt (26 April, 2002) 19-year-old Robert Steinhäuser began shooting through his former school, targeting educators and faculty members. Twelve educators and one administrator were killed, along with two students and a police officer; only one other person was injured. The shooter then committed suicide.

1.2.5 SCHOOL VIOLENCE IN AUSTRALIA

In July 2009, the Education Minister of the State of Queensland reported that in Australia school violence had become a serious problem in recent decades. Violence occurred between school learners and weapons such as guns and knives were much used. The Minister indicated that the rising levels of violence in schools were totally unacceptable and admitted that not enough had been done to combat violent behaviour. In 2008, about 55,000 of learners had been suspended from schools, nearly a third of which were for physical misconduct. Again the same year, in 2008, 175 violent attacks against learners and staff were recorded. It was then realised that there has been a demand from members of the community and the police all over to restrict possession of weapons, particularly the types of weapons in new laws. The Australian Government decided that their laws about possession of weapons should be made tougher.

Bathany Hiatt Education (2012) also reported that half of school principals (46%) indicated they had been physically assaulted and that there was physical violence in schools. Similarly, 70% of school principals had been threatened with physical violence. Riley (2012) pointed out that South Australia and the Northern Territory scored far higher in terms of threats of violence to principals at schools than in the other States. Furthermore, Riley confirmed that most of the violence in schools and threats came from aggressive parents.

1.2.5.1 Cases of school violence in Australia

In Australia according to Kids Helpline (2009), learners experience bullying, cyberbullying, physical violence and harassment in their schools. The report further indicated that from the above bullying is one of the major issues concerned. Kids Helpline also indicated that recent results show that between 33% and 70% were

bullied every week. In 2009 a report indicated that 1,976 cases of bullying were reported; 200 reports were about cyberbullying and 322 reports related to harassment and assaults.

Sticks and Stones (1994) assert that the parliament of Australia agreed with views expressed that schools are part of society and by and large reflect the violence in the society to which they belong. Their concern was that learners bring problems experienced from their homes to the school. They further suggest that it is the responsibility of all schools and their communities to address the question of learner's violence.

1.2.5.1.1 School violence based on gender in Australia

The survey indicated that one of the biggest unrecognized aspects of school violence in Australian was gender harassment. As a component of violence it was very widespread in schools and it was largely unrecognized as a violent act (Sticks and Stones, 1994). The report further indicated that violence based on gender, together with bullying, were the most systematic and constant forms of violence within Australian schools. In the majority of cases male learners were the perpetrators of violence on female learners. Violence in schools reflected the same gendered patterns as violence in the broader community. Statistical and anecdotal evidence identified male learners as the main perpetrators and victims of violent acts and bullying in schools (Sticks and Stones, 1994). As per Kids Helplines (2009), the situation has not improved much.

1.2.5.1.2 School racism and ethnic violence

In the 1980s and 1990s, ethnic-related violence was high in Australia. Racism is a contributor to violence in schools (Sticks and Stones, 1994). Research highlights the seriousness of racist violence directed against learners in Australian schools (Nugent, Wilkie and Iredale, 1989). They indicate that racist violence is caused by the motivation behind the behaviour. The lack of knowledge of the extent of racism in schools is perceived as lack of support available to those reporting racism or incidents (Sticks and Stones, 1994).

The National Review of Education for Aboriginal and Torres Strait Islander Peoples (1994) reported that racism in schools damages the image of learners and the

school as well. They further reported that racism generates tensions within schools which distort cultural understanding and narrow the educational experience of all learners. They expressed the feeling that learners who experience racism have reduced levels of self-confidence, self-worth and feel that they have no place in the schooling system and feelings of insecurity. Furthermore, racist abuse and harassment cause learners to be fearful of school and withdraw from other learners and school activities. If the school does not address discriminatory actions, both learners and educators feel frustrated and that they have no rights to fair treatment (National Review of Education for Aboriginal and Torres Strait Islander Peoples, 1994). However, there are not constant of report of racist and ethnic related violence in Australia schools, which may not be a sign of low incidence.

1.2.5.1.3 School violence towards educators

According Sticks and Stones (1994) in Australia there is a consistent pattern of unacceptable levels of both physical and verbal aggression towards educators. A research report indicates that in 1993 there were 430 incidents of violence towards educators, and approximately 1.2 incidents per school per four weeks. In that survey, primary and special schools reported the highest number of incidents, with most incidents occurring in the classroom and on the playground. Again, Sticks and Stones (1994) indicate that female educators were the main victims and male learners were the main perpetrators. Incidents included physical assault (28%), weapons (8.5%) and vandalism (4.5%). These incidents occurred in a system with forty thousand learners and nearly three thousand educators.

1.2.6 SCHOOL VIOLENCE IN ASIA

In 2008, The Asia Foundation confirmed that the American Constitution Society for Law and Policy is one of the nation's leading progressive legal organisations. The Asia Foundation is a rapidly growing group of law learners, scholars, policymakers and other concerned individuals. Their policy is to ensure that fundamental principles of human dignity, individual rights and liberties, genuine equality, and access to justice enjoy their rightful. The Asia Foundation aims to revitalize and transform the policy debates occurring in law school classrooms. The school policy is an interdisciplinary organisation of learners. The policy promotes creating a community

of individuals engaged in education issues and engaging in education-oriented service activities. For more than 20 years, the Asia Foundation has been supporting programmes that address the causes and consequences of violent conflict in Asian schools. The Asia Foundation works closely with local partners to conduct rigorous analysis of the drivers of violent conflict, to improve programme design, and inform policymakers, civil society, and donors in order to control school violence.

The Asia Foundation's Programmes address the long-term drivers of violent conflict by supporting local efforts to reform discriminatory governance practices and policies that alienate minority populations, and expanding participation in the political process to marginalized groups.

1.2.6.1 Cases of school violence in Asian

Asia is the world's largest continent, and is estimated to have 4 billion people living in 47 different countries. Wainwright (2015) indicates that in 2013 the International Centre for Research on Women (ICRW) conducted research in five countries in Asia (Cambodia, Indonesia, Nepal, Pakistan and Vietnam) as part of a programme promoting safety in schools. The ICRW aimed at assessing the nature of reporting the different forms of violence in Asian schools and also needed to understand the perceptions of parents, schools and the department of education towards violence in schools and how to respond to it. These countries maintain a wide variety of school systems and experiences of vastly different rates of overall violence in schools and therefore making it difficult to generalise about school violence across the continent as a whole.

1.2.7 SCHOOL VIOLENCE IN CAMBODIA

Violence against learners in Cambodia is a serious issue. Sophoan (1997) claimed that Cambodia had a history of violence against learners especially due to its past conflicts. Sophoan indicated that civil wars among different groups had impact of total destruction of the educational system. Wikipedia (n. d.) supports that rape is the most common and serious crime in Cambodia. A study conducted by the UN in 2013 showed that males between the ages of 18 and 49 had committed *bauk* or rape. "*Bauk*" is the term used in Cambodia for a rape.

1.2.7.1 Cases of school violence in Cambodia

Rottanak (2013) reported that the Government of Cambodia responded to the United Nations Secretary General's (UNSG's) call to action by becoming the first country in the East Asia and Pacific Region to implement a cross-sectional household survey on violence against learners that measures the prevalence of physical, emotional and sexual violence against both female and male learners in Cambodia. The government identified risk and protective factors and consequences of school violence. The results were released in 2014 and it was found that over three-quarters of learners reported one incident of physical violence, emotional violence and sexual abuse prior to age 18. The highlights of the key findings are:

- More than half of all Cambodian learners were physically abused. Learners recalled being punched, kicked, whipped or beaten with an object.
- Approximately (5%) of males and females (aged 18–24) reported at least one experience of sexual abuse.

The same study (Rottanak, 2013) reported that in school, violence was reported as occurring between learners of the same age, usually in the form of bullying and fighting. Learners also reported being beaten by older learners. Learners described a wide range of ways that physical discipline was meted out by educators as punishment for unapproved behaviour.

He also noted that both boys and girls reported being sexually abused. Most girls revealed being personally violated sexually, including being raped and being touched inappropriately. Boys discussed rumours of rape in their communities. Both boys and girls linked sexual violence to trafficking. They discussed the sexual assault of girls, mainly by male adults, as well as violence against women perpetrated by husbands.

1.2.8 SCHOOL VIOLENCE IN INDONESIA

The vast majority of learners in Indonesian schools have been targeted by bullies (Niam, 2012). Fatmawaty and Haq (2014) argue that 87.6% of 1,026 participants pointed out that they suffered from verbal abuse in their schools. Similarly, violence still occurs in many Indonesian schools. Violence within Indonesian schools is not new, in a country where societal norms make acceptable the use of a stick for

disciplining learners. The societal indifference to violence has harmful effects, for example, failure to address violence in a serious and systematic manner. Moreover, Niam (2012) suggested that schools have to be friendlier to learners and should maximise their ability to act as mediators between the school and parents. According to Niam (2012), the violence was evidence of the government's weak enforcement of provisions of the Constitution that stipulate that learners have the right to live and grow up in an environment that is free from violence and discrimination.

1.2.8.1 Cases of school violence in Indonesia

Yogyakarta (2016) reported that in 2007, an 18-year-old Jakarta high school learner was forced to leave school due to repeated episodes of bullying. Another case was reported in 2007, of a 19-year-old learner who died from a severe beating carried out under the euphemism of hazing.

Chandra (2015) reported that the education and culture minister of Indonesia, stated that education in the country is in a state of emergency because of the rise violence in schools. About 200 cases occurred in November and December 2014 alone. The minister predicted that the figure would go up every year.

Chandra (2015) in his research found that 75% of learners agreed that violence and bullying at school contributes to their low school attendance, low self-confidence and poor well-being. Learner's stress that feeling secure and safe at school is very important to them, and in fact, feeling safe at school highly correlates with motivation for learning.

It has been stated that the reason that school violence in Indonesia is so high is that there has been no comprehensive policy or action from the government to equip educators with the necessary skills to deal with bullying and acts of violence.

1.2.9 SCHOOL VIOLENCE IN NEPAL

The recent research conducted by Pfefferle and Chou (2014) Nepal's ethnic divisions provided tensions which erupted during Nepal's ten year civil war between 1996 to 2006 costs over many lives. Learners and educators in schools became targets for parties to the conflict that sought to spread their ideologies and even use schools as shelters (Pfefferle and Chou, 2014).

Moreover, Pfefferle and Chou (2014) found that 10 years after the end of the civil war, violence between learners against learners and educators was still a prevalent phenomenon in schools. But however, female learners were exposed to a variety of forms of violence for example sexual exploitation, domestic violence, family abuse and accusations of witchcraft.

1.2.9.1 Cases of school violence in Nepal

The United Nations Regional Centre for Peace and Disarmament (UNRCPD's) Peace and Disarmament Education (PDE) (2015) conducted survey with the aim of identifies 1,000 learners from 25 schools in five districts to assess learner's ways of dealing with conflict and violence. The findings of survey were:

- Interpersonal violence is still widespread in Nepal but varies between schools. It usually happens between learners or learners and adults that know each other. In 2014, 72% of the learners reported being victims of non-physical violence, and 23% stated that they experienced physical violence, including attacks with weapons.
- During the same year (2014), 70% were perpetrators of non-physical violence and 23% admitted that they used physical violence against others. Despite the widespread use of violence in Nepal, survey responses indicated a short duration of conflicts.
- Among the top reported drivers of conflict, learners said they were motivated to use violence to prove their 'power', get attention, protect others, get revenge and inflict punishment.
- The survey found that most learners lack proper skills to deal with interpersonal violence.
- While boys are both the majority of victims and perpetrators of physical violence, girls reported more often being victims and perpetrators of non-physical violence.
- Learners ranked school education as highly influential on their behaviour when dealing with conflict.

1.2.10 SCHOOL VIOLENCE IN PAKISTAN

According to Wainwright (2015), in Pakistan learners have many concerns about safety in schools. Almost all schools are considered unsafe to learners because of emotional violence and inadequate infrastructure. Similarly, harassment and punishment by educators as a form of discipline were also noted as factors contributing to feelings of insecurity. In Pakistan, 43% of female and male learners reported school violence. It has been claimed that a culture of high violence exposes learners to frequent violence by peers and educators.

1.2.10.1 Cases of school violence in Pakistan

Mansoor (2015) indicated that a report on learner's rights in Pakistan released dismal facts about their condition in every aspect, ranging from abduction to sexual assault and murder.

The report found that nearly 70,000 cases of violence against learners were reported in the previous year, though the number of unreported incidents was estimated to be higher. Quoting figures from an independent report, Sahil's Cruel Numbers Report, 2014, Sparc stated that 1,786 cases of sexual assault against learners, 1,172 committed against girls and the remaining 614 involving boys, were reported from January to June the previous year. The total number of such cases was 3,508, indicating an increase of 17% from the previous year.

The Sparc report said there were 1,225 cases of rape and 258 cases of attempted rape. At least 142 of the victims were murdered after being sexually assaulted. A close examination of the issue revealed that 8% of victims of sexual abuse were aged between six and 10 years, 26% were in the age group of 11–15, while 11% were between 16 and 18 years.

About various forms of sexual abuse, the report said 755 victims were abused after abduction, 313 were raped, 147 were sodomised, 100 were gang-raped, 94 survived attempted rapes and 63% were gang sodomised. According to the report, abduction cases increased by 7% from 1,706 in 2013 to 1,831 in 2014, indicating a daily average of five abductions in the previous year.

1.2.11 SCHOOL VIOLENCE IN VIETNAM

School violence in Vietnam has been addressed by researchers (Feigelson, 2012 and Hang & Tam, 2013). School violence is appearing in Vietnam's national daily media at an increased frequency, intensity, and attracting public attention (Hang and Tam, 2013). Despite the existence of legal regulations for learner protection and prohibiting school violence, cases of school violence still appear regularly in the media. This raises questions about the enforcement of current legislation and whether the key causes of violence have been properly addressed (Hang and Tam, 2013).

According to Feigelson (2012) and UNICEF (2012) schools often promote aggression and conflict. In Vietnam in particular, the common forms of corporal punishment, cruel and humiliating forms of psychological punishment, harassment and gender based violence, perpetrated by educators with or without the permission of the school authority. Moreover, male learners' are severely physically punished, while female learners are more likely to be forced to submitted unwanted sexual acts. Learners are perpetrators of violence in schools, although the form it takes may differ. Gender norms often dictate that male learners should address disputes with peers through physical violence, and female learners are more likely to engage in verbal or psychological forms of aggression.

1.2.11.1 Cases of school violence in Vietnam

From research that was conducted by Pham Minh Muc (2015), of a research center under the Vietnam Institute of Education Sciences in Hanoi, it was found that solutions for school violence were held by the institute. According to the same author, among 11 behaviours considered to be school violence, 38.49% of the learners indicated that the most common is insulting. Meanwhile, 38.49% thought school violence is a fight between two learners and 35.32% chose scuffles between two groups of learners. Some other forms which are less common are mugging, hiring people to beat a schoolmate and assaulting educators.

Meanwhile, the research goes further, finding that the most typical reaction of learners under physical and mental school violence is to keep silent.

Mac Van Trang (2015), from the same institute, said the number of school violence cases is not as important as how serious they are. Female learners also hire people to beat their schoolmates, besides insulting them, stripping off their clothes, and filming and then posting it on the Internet. In some cases, fights start not from conflicts but simply from a suggestion of class presidents.

1.2.12 SCHOOL VIOLENCE IN THE SUB-SAHARAN AFRICAN REGION

A recent study on violence against learners (UN, 2006) provides evidence that violence in and around schools occurs worldwide. Therefore, there was international recognition that the issue needs to be addressed. The study drew on consultations held in nine regions in Africa, questionnaires completed by governments, and submissions from specialist agencies and other stakeholders, including learners.

In recent studies, Kent (2004) and Dunne (2007) considered that the problem of school violence is pervasive in the sub-Saharan Africa region, and entrenched in authoritarian and highly gendered school management systems. Their reports indicate that school violence affects the majority of learners. Burton (2005) revealed that in Zambia, 63% of learners reported being bullied and 32.7% had been physically forced to have sexual intercourse.

The violence against learners is varied in the region and it ranges among the countries that provide detailed information. In sub-Saharan Africa, the problem of school violence has received much public and scholarly attention because incidences of school-related gender-based violence (SRGBV) occur in the classroom, at educator's residences, toilets, dormitories and areas near schools (Leach, Francesca and Máiréad, 2013). These incidents were made up of a variety of actions that included bullying, sexual harassment, non-consensual touching or sexual assault, seduction of learners by educators and encouragement of male dominance or aggression within the school environment. The violence is commonly manifested through sexual assault of female learners, sexual harassment, and rape by male learners and educators.

On 13–15 September 2005, the Southern Africa Ministers' of Education Forum held in Swaziland to organize and give guidance, counselling and Youth Development Centre (GCYDC) for Africa, Media in Education Trust (MiET), UNICEF, the World

Bank and the African Development Bank (UNICEF, 2006). The meetings began with a two-day preparatory technical meeting of senior officials from 13 countries who prepared the technical and analytical documentation for the discussions and conclusions of the Ministers' Forum on 15 September 2005. In the Ministers' Forum the education ministers or deputies from 13 countries discussed the essential package of care and support services in schools. The ministers endorsed a powerful communication in which they committed themselves to taking the necessary measures to strengthen their educational systems through making schools viable as both centres of learning and channels through which essential services are provided for learners. Based on the Swaziland communication, the Education for All – Fast Track Initiative (EFA-FTI) partners incorporated care and support into the initiatives they support. The Fifth Meeting of the High-Level Group on Education for All also recommended care and protection in school in its Beijing Communiqué in November 2005.

Smit (2013) claim that every citizen might be aware that today there is an outburst of violent phenomena across the whole African continent linked to cultural, political and religious issues and to xenophobia. This means that the spread of violence within nations arises from social exclusion and the breakdown of society as a result of unemployment, poverty and drug addiction. UNESCO (1997), researchers show that in the past, schools were a haven exempted from the consequences of social strife. This is no longer the case and the school has become the daily scenario of violent incidents involving school learners and educators. Ncontsa and Shumba (2013). Albarracia, Billimoria, Bonkougou and Shetty (2013) noted that in Africa, a number of studies stressed that fear of violence in schools is a major reason why some learners under-perform at school. This is reflected in their lower enrolment rates at secondary school level.

1.2.12.1 School Violence in Ethiopia

A report released by the African Child Policy Forum (ACPF) indicates that violence against learners in Ethiopian schools involves a large proportion of learners. It was revealed that approximately 99% of the learners polled in the report. It was encountered violence in their home, school and even in the community (Peebles (2012). The welfare of learners was a priority concern for the Ethiopian Government.

High levels of violence in schools meant placing a high priority on violence management in the developing countries, which was a difficult educational policy. Peebles (2012) further indicates that school violence in Ethiopia is their major difficulty, because it affects the improvement of schools, and it is a task that has to be taken into consideration.

According to UNESCO (1997) eight schools around Addis Ababa indicated that intimidation (verbal, physical and psychological threats) and stealing (property, money and other materials) accounted for nearly 60% of 240 incidents of violence, followed by physical violence (23%) and rape attempts (20%). The study also indicated a relatively higher rate of victimisation on the part of girls. Attempted rape is serious violence and its high occurrence in schools is alarming. The study also revealed that 60% of learners experienced a high to medium level of negative impact by violence on the teaching and learning process.

The Ethiopian government, like other countries, entered into a binding legal agreement to safeguard the learners of their country, to protect them from harm and to put an end to the widespread physical abuse, as well as child prostitution, rape and incest. The Ethiopian Constitution of 1995 (Art. 36) stipulates that every learner has the right to be cared for and to be free of corporal punishment or inhuman treatment in schools (Zuberi, 2005).

1.2.12.2 School sexual victimisation in Nigeria

There has been growing concern about the increasing level of learner's unrest and sexual victimisation in Nigerian schools in recent times. But learner victimisation among learners seems to have attracted little or no attention from researchers, probably because it is not seen as a serious educational problem (Popoola, 2005). Similarly, there is the tendency to regard learner victimisation as a normal part of childhood experience which Nigerian learners must learn to tolerate as part of the process of growing up.

In brief, learner victimisation is defined as the experience among learners of being a target of aggressive behaviour of other learners, who are not siblings and not necessarily age-mates (Hawker and Boulton, 2000). Smith (1991) described it as an unprovoked attack that causes hurt of a psychological, social, or physical nature.

According to Olweus (1994), learner victimisation occurs when a learner is exposed, repeatedly and over time, to negative actions on the part of one or more other learners. These negative actions are not necessarily provoked by the victim and for such actions to be regarded as learner victimisation an imbalance in real or perceived power must exist between the victim and the person who victimizes him or her (Coloroso, 2002).

Popoola (2005) claims that thirty people were killed in an attack on a north-eastern Nigerian boarding school, after gunmen alleged to be affiliated with the extremist Boko Haram group stormed the campus, shooting 29 learners and an educator and burning others alive. Death estimates vary, with Agence France Presse (AFP) reporting 42 people dead, while a military spokesman claimed that 21 people, 20 learners and one educator were killed.

The United Nation's International Children's Emergency Fund (UNICEF) called for everyone to condemn the attack, noting that by their count 48 learners and seven teachers had been killed since June 16, 2013 when Boko Haram said they would target learners. The attacks took place at Government secondary schools and were part of a series of violent attacks on schools instigated by Boko Haram, which is stridently opposed to Western education.

The policy for eradication of school violence remains an issue of great concern, largely because of the fact that reporting of incidents of violence in Nigerian schools is generally low. The reason for this is that learners generally feel that nothing will be done by school authorities if ever they report incidents of physical violence (Aluede, 2011).

The school administrators struggle with ways to prevent acts of violence from occurring within their schools, and they increasingly turn to school counsellors and other helping professionals in the school for leadership and help with establishing policies regarding safety (Fryxell and Smith, 2000). Indeed, school counsellors and psychologists are primarily agents of change and prevention within the school system (Eduwen, 2010). Obvious, school counsellors have a duty to strengthen their intervention skills especially those strategies that would help deal with violence in schools.

Training school learners early in life to be empathic can help prevent them from turning into bullies (Aluede, 2006). As was indicated above, school counsellors can be of great assistance to both bullies and victims by teaching them a new style of education called empathy training. This method teaches learners as young as five years old to understand the feelings of others and to treat people with kindness.

1.2.12.3 School violence in Rwanda

Cruelty and physical abuse do not improve learners' academic performance. From the recent study found that in countries where corporal punishment is frequently used, schools have performed worse academically than those in countries that prohibit corporal punishment (Human Rights Watch, 2014).

In the past decade, the relationship between gender-based violence and armed conflicts has received much international attention in Rwanda. The impact and implications of violence against girls have led to numerous attempts to address accountability and impunity issues through processes that include access to justice mechanisms. Despite efforts to address issues of gender-based violence in conflict and post-conflict areas and to raise awareness of these issues, gender-based violence remains a concern in Rwandan schools (Manjoo and McRaith, 2011).

It has been further stated that learners who are affected by violence are likely to become passive and overly cautious, and to fear free expression of their ideas. A “learn without fear” campaign has been set up to address the fact that cruel and humiliating forms of physical abuse, rape, gender-based violence and bullying are a daily reality for millions of learner in Rwanda (Pontalti, 2013).

Like other countries that aim to protect learners in schools, the Rwandan Government is strongly committed to the policy to protect learners in schools against violence. A number of laws, policies and practical measures have been developed to strengthen protection and end violence against school learners (Inyumba, 2011).

1.3 LEGAL UNDERPINNINGS IN SOUTH AFRICA

1.3.1 LEGISLATION AND POLICIES

The National Department of Education outlined the legal framework that schools should adhere to SCCFS policy in South African schools (Hindle, 2009). An

important guarantor of safe and protective environment is the legislative framework that guarantees learners' rights to quality education and protection. The SCCFS, along with many other international instruments, offers guidance to governments on legislative and policy reform needed to ensure learners rights to protection and well-being. The SCCFS is dependent on national, regional and school's level policy frameworks to institutionalized safe and secure measures. Policies should provide essential services for a learners' education system and should institute school guidelines for safety and security that are known by all stakeholders and enforced by school management.

The South African Constitution (108, 1996)

The starting point for the national policies is the South African Constitution, which enshrines the rights of learners to an equitable education in all public schools, and to live free of harm. The South African Constitution is the supreme law of the country and cannot be superseded by any other laws. The Bill of Rights is a cornerstone of the Constitution and it affirms the democratic values of human dignity, equality and freedom. Chapter Two of the Constitution (Bill of Rights) enshrines the right to basic education, right to life, right not to be unfairly discriminated against, right to privacy, right to bodily and psychological integrity, and the right of learners to access basic health-care and social services (Constitution of the Republic of South Africa, 108 of 1996).

Policies

The National School Safety Framework (NSSF) is located within a range of international and national laws and policies that recognize the necessity of the safety and security of learners and as well as educators as a prerequisite for quality learning within all public schools in South Africa. Therefore, this study outlines the international and national legislative and policy framework that guides the implementation of the National School Safety Framework and for the creating Safe, Caring and Child-Friendly schools.

- ***The Child Justice Act (No. 75 of 2008)***

The Child Justice Act of 2008 provides a new procedural framework for dealing with learners who are accused of committing criminal offences. The Act assumes a

rights-based approach to learners who come into contact with the law. It seeks to ensure learner's accountability and respect for the fundamental freedoms of others, and through the use of diversion, alternative sentencing and restorative justice, prevent crime and promote public safety and security in schools. Provision is made to redirect learners into diversion programmes, such as substance abuse treatment programmes that attempt to reintegrate young offenders into family care, and to limit the stigma attached to crime.

- ***The Children's Act (No. 38 of 2005)***

The Children's Act of 2005 consolidates and reforms the laws on matters related to learners. The Act also gives effect to the rights of learners to care and protection as contained in the Constitution. The objects of the Act include protection from abuse; protection from discrimination, exploitation and any other physical, emotional harm; and promotion of the protection, development and wellbeing of learners in schools.

- ***The National School Health Policy and Implementation Guidelines (2003)***

The purpose of this policy is to support educators and the school community in removing health-related barriers to learning, providing access to health services, and assisting with the delivery of health education and health promotion. It also emphasize that health promotion should incorporate areas such as life skills training and substance abuse education (DoH, 2002). The National School Health Policy (NSHP) and Implementation Guidelines are currently under review and are being transitioned to a more comprehensive and integrated response to school health services for all learners in the schooling system.

- ***The National Development Plan (2011)***

The National Development Plan (NDP) supports the safety of learners at school and in the community requires a well-coordinated approach between the Department of Education, Department of Police Services (SAPS) and local government. The plan maintains that in order to improve the quality of education, urgent action is required on the following fronts: control safety and security in schools, management of the education system, competence and capacity of school principals, educator performance, further education and training and higher education.

- ***The Child Justice Bill (2007)***

The Child Justice Bill aims to protect learners that come into conflict with the law, ensuring consistency in criminal justice practice in terms of South Africa's International and Constitutional obligations; ensuring that learner offenders are held accountable for their actions; and preventing learner offenders from committing further offences.

- ***A Bill of Responsibilities for the Youth of South Africa (2008)***

This outlines the responsibilities of learners, which accompany their rights. This refers to treating others with dignity and respect, and making the most of educational opportunities, among others.

1.3.2 EDUCATIONAL POLICIES AND ACTS

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

The National Education Policy Act (NEPA) stipulates that no person shall administer corporal punishment or subject a learner to psychological or physical abuse at any South African schools. In terms of section 16(3) of the South African Schools Act (SASA), the principal has a primary responsibility to ensure that learners are not subjected to crimen injuria, assault, harassment, maltreatment, degradation, humiliation or intimidation from educators or other learners. Educators have a duty of care and must protect learners from violence because of their *in loco parentis* status (Act 84 of 1996: 70).

- ***The South African Schools Act (SASA), 1996 (Act 84 of 1996)***

The Act aims to redress past inequalities in educational provision and to provide an education of progressively high quality for all learners (DOE, 1996). It also aims at ensuring that all learners have access to quality education without discrimination, and makes schooling compulsory for children aged seven to 15. In addition, It requires schools to adopt a code of conduct that is dedicated to the improvement and maintenance of the quality of the learning process. The Code of Conduct of the Schools Act calls for the establishment of a disciplined and purposeful school environment dedicated to the improvement and maintenance of the quality of the learning process.

- ***The Employment of Educators Act (No. 76 of 1998)***

The Employment of Educators Act (EEA) regulates the conditions of service, discipline and discharge of educators. The Act prescribes that educators should exercise self-discipline, and refrain from improper physical contact with learners, and that any educator must be dismissed if found guilty of committing an act of sexual assault on a learner or other employee and for having a sexual relationship with a learner of the school where he or she is employed. It also calls for the mandatory dismissal of an educator found in possession of any intoxicating, illegal substance while at school. An educator found to be under the influence of alcohol or drugs whilst at work will be subject to a disciplinary hearing and appropriate sanctions. An educator suffering from ill health as a result of alcohol or drug abuse may be sent for counselling or rehabilitation. However, employment may be terminated if the behaviour is repetitive.

- ***The South African Council for Education Act, No 31 of 2000***

This Act aims to maintain and protect ethical standards for educators when dealing with learners, parents, community, colleagues, profession and their employer. The promotion of equality and prevention of unfair discrimination Act, No 4 of 2000, section 8(a–i). This Act prohibits discrimination on the basis of gender, including gender-based violence, practices which impair the dignity of the female learners, or undermine equality between and male learners and practices that limit female learners' access to education.

- ***The Signposts for Safe Schools (2001)***

The signposts deal with security issues at school, such as bullying, gangs and racism. The manual assists learners, educators, parents and the community to deal with various issues related to school violence.

- ***The Regulations for Safety Measures at all Public Schools (1996)***

The regulations for safety measures declare that all South African public schools are dangerous weapon and drug-free zones. No person may possess dangerous weapons or illegal drugs on public school premises, or enter the premises while under the influence of an illegal drug or alcohol. The regulations also make provision for the searching of school premises, or persons present on the premises, by a police officer, principal or delegate, if there is reasonable suspicion of possession of dangerous weapons or substances (DoE, 2001).

- ***The Norms and Standards for Educators (Government Gazette 20844, 2000: 48)***

The Norms and Standards list community, citizenship and pastoral care as one of the seven roles of educators in terms of which they must demonstrate a caring, ethical attitude, respect and professional behaviour towards learners.

- ***The Policy Framework for the Management of Drug Abuse by Learners in Schools and in Public Further Education and Training Institutions (2002)***

This policy intends to support learners who abuse substances, as well as staff and learners who are affected by substance abuse, and contribute to the effective prevention, management and treatment of drug use. It stipulates that all South African schools should become tobacco, alcohol and drug-free zones. It also states that random drug testing is prohibited, and that drug testing should only be used where there is reasonable suspicion that a learner is using drugs. It makes provision for preventive education via the Life Orientation curriculum (DoE, 2002).

- ***The National Guidelines for the Management and Prevention of Drug Use and Abuse in all Public Schools and Further Education and Training Institutions (2013)***

These guidelines provide a framework for how to operationalize the afore-mentioned policy framework. It provides direction as to the systems that should be put in place to address substance abuse in the schooling system. These include, amongst others, developing a policy with regard to the management of substance abuse by learners for each school, establishing Learner Support Teams (LST), creating links with community resources, and implementing procedures for incident management (DoE, n. d). The guidelines further recognize the inclusion of drug education in the Learning Area of Life Orientation which is currently implemented in schools. A healthy, drug-free life is further encouraged through learners' participation in sport and cultural activities.

- ***The guidelines for the prevention and management of sexual violence and harassment in public schools (2008)***

These guidelines focus on assisting public schools in maintaining minimum standard procedures when addressing allegations of sexual violence and harassment in schools.

- ***The Implementation Protocol between the Department of Basic Education and the South African Police Services on prevention of crime and violence in all schools (2011)***

In response to increasing levels of crime and violence in schools, in 2011, the Department of Basic Education and the South African Police Service signed an Implementation Protocol that aims to promote safer schools and prevent the involvement of young people in crime”. Drug and substance use is recognised as a key contributor to crime and violence in schools. The signing of the Implementation Protocol has resulted in schools being linked to local police stations and in setting up local reporting systems on school-based crime and violence. In addition, Safe Schools Committees have been established that work in partnership with local NGOs, local police, and district officials to implement crime prevention programmes in schools as well as community mobilization interventions.

- ***The Draft South African Standards for School Leadership Policy (2005)***

The policy is designed to improve professional standards of leadership and management for the benefit of learners and the quality of the education service as a whole. The DoE document Rights and Responsibilities of parents, learners and public schools (A Public School Policy Guide, 2005) summarizes rules for schools in terms of corporal punishment.

According to Hindle (2009), the National Department of Education underpins the Policy for SCCFS to all schools in South Africa to an enable education quality and equitable provision of school physical teaching and learning environment. The policy comprises six principles such as:

- A rights-based and inclusive school.
- An effective school that provides quality education.
- A safe, protective and supportive school.
- A health-promoting and health-seeking school.
- A gender sensitive school that promotes equity and equality.

1.3.3 IMPLEMENTATION

According to UNICEF (n.d), the system of schooling in South Africa continues to experience challenges with respect to equity in the provision of quality of basic education. It is well recognised that education outcomes are compromised by a combination of systemic (e.g., policy implementation and practices) and societal (e.g., violence) barriers to teaching and learning. To prevent and mitigate these challenges, a comprehensive and multi-sectoral response is required.

According to Mandela (1995) as cited by Baduza (2009), our learners are the rock on which our future will be built, our greatest asset as a nation. They will be the leaders of our country, the creators of our national wealth, those who care for and protect our people. As a result, the Government of South Africa has a special plan that needs to help to make sure that the rights of all school learners are protected and implemented (Baduza, 2009).

The National Plan of Action for Children (NPAC) for learners is a specific plan that was made for all the learners in the country. It identifies what needs to be done for learners in South Africa from 2012 to 2017. The NPAC brings together all the promises that the government has made to ensure that learner's rights are protected and implemented. Similarly, the NPAC identifies step-by-step the things that need to be done to ensure that learners are protected, feel safe, healthy, are well taken care of, educated and able to take part in matters important to them. In addition, the NPAC makes sure that the government takes its duties seriously and attends to the rights of all learners in the country. The plan is based on the responsibilities of the different parts of government to ensure that learner's rights are protected, promoted and fulfilled.

1.4 APPLICATION OF SCCFS POLICIES IN SOUTH AFRICAN SCHOOLS

Mdhululi and Zwane (1994) indicate that a study of the history of safety in South African schools shows that former system of Bantu Education ensured that conditions in black schools were not conducive to effective learning. These conditions included unqualified educators and lack of equitable education to all learners, as well a lack of resources to provide quality education (van Zyl, 1994).

This was also, albeit to a lesser degree the case in former coloured schools. Resistance to this type of education was inevitable and led to the school uprisings in Soweto in 1996, continuing until the first democratic elections in 1994. According to Brunton and Associates (2003), violence in schools is often still challenges of creating SCCFS in new society, and therefore, it needs changes in the community as well as in the person in order to create a school climate that conducive to learning.

In 1999, the National Department of Education (NDoE) proposed the Tirisano which means Call to Action, detailing South Africa's educational priorities and vision for the next five years. Thus, Tirisano is a safety strategy toward achieving a crime-free environment in South African schools, and thus a safe school environment for learners (Asmal, 1999). The Gauteng Department of Education (GDE) responded to the safety strategy by recognizing that, in order for schools to be effective, they must be safe. As part of its strategy in achieving safe schools, the GDE further commissioned a research study on crime and violence in Gauteng schools, the GDE Schools Safety Project (Human Sciences Research Council, 2001).

As noted by UNICEF (2006), child friendliness as a concept has been spreading over the last decade at the global, national, provincial, community and neighborhood levels. It is the central theme in the child friendliness movement which views the wellbeing of children as the ultimate indicator of a healthy sustainable community (UNICEF 2000). The SCCFS was launched in SA in 2007 and introduced to 65 schools in each of the nine provinces. In 2008 the Department of Education mandated UNICEF to conduct a baseline study on the implementation of SCCFS in SA. This research is part of an effort to understand the implementation of SCCFS in South Africa as there is no research on it to date.

1.5 PROBLEM STATEMENT

This study is concerned by the escalation of incidents of learners' misbehaviour in South African schools, which raises safety and security concerns. Nowadays, educators are mainly to blame for violence among learners in South African schools. Recent reports in the South African media have indicated a surge in shootings, victimisation, bullying, sexual harassment, stabbings, rapes and robberies in the school premises. There is a huge outcry from educators that while corporal

punishment has been abolished, nothing was left in its place, and as a result, learners have become even more ill-disciplined. School violence is escalating despite the measures put in place to address the problem by the DoE and schools themselves (Fishbaugh, Berkeley and Schroth, 2003; Human Rights Commission, 2006). Prinsloo (2008) put forth that the serious incidents of violence in schools that have received wide media coverage is that in South Africa there is general concern about the increase of violence in schools. Due to the high incidents of school violence, schools are no longer viewed as safe and secure environments where children can learn, enjoy themselves, and feel protected (Van Jaarsveld, 2008).

The democratization of the South African school system in line with the new democratic constitution enacted upon attainment of independence in 1994 has brought with it an emphasis on respect and preservation of children's rights. As a signatory to the Convention on the Rights of the Child, the country is compelled to pass laws and take social, educational and administrative measures to protect the child. Resultantly, disciplinary measures like corporal punishment were abolished. Naong (2007) argues that abolition of corporal punishment in schools has left a gap which cannot be filled and that it has led to all kinds of disciplinary problems in schools.

Section 12 of the South African Constitution Act 108 of 1996 as amended states that everyone has the right not to be treated or punished in a cruel, inhuman or degrading way. In line with the Constitution, the National Education Policy Act of 1996 (Republic of South Africa, 1996a subsection A-47 states that: no person shall administer corporal punishment or subject a student to psychological or physical abuse at any educational institution. The escalation of violence in South African schools has led researchers to conclude that schools are rapidly and increasingly becoming arenas for violence, not only between learners but also between educators and learners, interschool rivalries and gang conflict (Prinsloo, 2008; Van Jaarsveld, 2008).

Schools are declared to be safe environments where all learners have equal access to equal educational opportunities and are treated equally. In terms of section 24 of the Constitution, everyone has the right to an environment that is not harmful to his/her health and well-being. This means that learners have a constitutional right to

receive education in a safe school environment. Paragraph 4.6 of the Guidelines for the consideration of School Governing Bodies in adopting a code of conduct for learners (DoE, 1998) states that learners have a right to a clean and safe environment that is conducive to education. Security of property, well-cared-for facilities, school furniture and equipment, clean toilets, water and a green environment, absence of harassment when attending classes or writing tests and examinations, all create an atmosphere that is conducive to education and training.

Harber (2001) noted, however, that violent crime was widespread in South Africa and schools in disadvantaged areas suffer from serious problems of gang-related crime. It is a cause for concern whether or not educators' control of learners has always hinged on the use of corporal punishment. As such, the escalation of cases of learner indiscipline in schools suggests failure by educators to institute adequate alternative disciplinary measures after corporal punishment was outlawed in schools. According to Burton and Leoschut (2012), violence in schools has garnered considerable media attention in South Africa in recent years. Recently, local media coverage of brazenly violent acts which have at times proven fatal has again fuelled public opinion that school violence in South Africa is escalating at an alarming rate and that something needs to be done about it. School violence in its countless forms is a constant threat for role-players in current South African schools (Kgobe & Mbokazi, 2008).

Violence occurs at multiple levels due to a confluence of risk factors and social processes at the individual, peer, family, school, and national levels (Mayer & Leone, 2007; Osher et al. 2004/2006). Despite the fact that school violence is a serious problem for educators, learners and administrators worldwide, it is rarely studied cross-nationally (Denmark et al. 2005).

Pillay (2000) proposes that if learner crime is not brought under control in South Africa, this will have far-reaching consequences the young people of South Africa will end up as drug addicts, violent criminals and anti-social individuals, rather than being an asset to the nation and the country's economy. Christie, Butler and Potteton (2007) support that schooling can be achieved only in a peaceful school environment that provide an environment where teaching and learning can take place; to prepare

people for the world of work, nation-building and citizenship; to teach the values of society; and the development of the individual.

The cases of learner indiscipline have impacted negatively on teaching and learning in the schools (Zulu et al., 2004). Cases of learners injured and killed within the confines of the school are on the increase in South African schools. Press reports continue to alert the public on the rise of indiscipline cases (Thompson, 2002).

Research on the implementation of SCCFS globally has not come up with clear results that show its impact, especially as there appears to be widespread conceptual interpretations of the intervention (Chabbot, 2004). In South Africa, the UNICEF sponsored SCCFS framework is silent on how the set of six policies work together to create safe, caring and child-friendly schools. Second, Herda-Rapp (2003) has argued that school violence is socially constructed and reconstructed. If that is true, it is not clear what mechanisms in the SCCFS framework mediate the social construction of violence to create safe, caring and child-friendly schools.

The problem is that it is not known how schools in South Africa are responding to SCCFS with respect to challenges confronting them. Therefore, this study focuses on how effective is the implementation of the DoE and UNICEF guidelines to create safe, caring and child-friendly schools?

1.6 PURPOSE OF THE STUDY

The assessment of the effectiveness, sustainability and replicability of the UNICEF-supported SCCFS Programme, which was implemented in five South African provinces for example, Eastern Cape, KwaZulu Natal, Limpopo, Northern Cape and Western Cape between 2007 and 2010. The evaluation has been to assess whether the implementation of the programme and specific interventions are aligned with Government's plans and existing programmes, and again to support the Government's five-year plan for 2011–2015.

Therefore, the fundamental purpose of the current study is to investigate how effects of frequent changes in curriculum on effective teaching and learning for creating safe, caring and child-friendly schools

1.7 RESEARCH QUESTIONS

Schools are supposed to be safe places where all learners have equal access to equal educational opportunities and treated equally. According to researchers, it appears that educators, learners and parents are pointing fingers at one another with regard to violence in South African schools. However, if one considers the high incidence of violence in South African schools reported by the media and newspapers, obviously the main question that comes to the mind is: how effective is the implementation of the DoE and UNICEF guidelines to create safe, caring and child-friendly in South African schools? Based on the literature review, a number of research questions have been identified. Besides considering the above question, the researcher also needed to clarify sub-questions such as:

- To what extent have the school policies effectively made use of creation SCCFS?
- To what extent are school policies complement and support the creation of SCCFS?
- To what extent are school policies and practices mediate the social construction and reconstruction of school violence?
- To what extent are SCCFS framework mediate the social construction of violence to create safe, caring and child-friendly schools?
- To what extent are SCCFS model be developed to make schools safe, caring and child-friendly?

1.8 OBJECTIVES OF THE STUDY

The overall objectives of this study were:

- To determine the extent to which school policies effectively made use of creation SCCFS.
- To investigate whether schools have policies to complement and support the creation of SCCFS.
- To find out whether SCCFS policies and practices mediate the social construction and reconstruction of school violence.

- To investigate whether the SCCFS framework mediate the social construction.
- To find out whether the model can be developed to make schools safe, caring and child-friendly.

1.9 SIGNIFICANCE OF THE STUDY

Typically, South Africa has made significant investment in public schools to improve its standard of teaching and learning. However, if the programme of Safe, Caring and Child-Friendly Schools can be implemented effectively it will improve learning outcomes and school environments within South African society.

Safe, Caring and Child-Friendly Schools is aligned with current refined crime scene investigation (CSI) strategy that focuses on safe and secure community schools as well as the core business, which is managing risk in schools. The importance of SCCFS addresses key social risks for example, increased levels of violence in South African schools. Therefore, substance abuse cannot be emphasized enough, as these are the real issues that many communities are currently facing and which ultimately create barriers to quality education for the children.

Importantly, schools provide a key platform for breaking cycles of violence and poverty, but for learners to stay in school and complete their education, their school environment must be physically safe, supportive and learner-focused.

Despite progressive school learner's protection laws and well-grounded learner's protection systems, learners of all ages continue to experience chronic violations of their right to protection from violence, abuse, neglect and exploitation.

The SCCFS framework is a relatively new approach to promote the safety of learners and educators in schools. It is therefore important for a study of this nature to interrogate the efficacy of the UNICEF framework and come up with model that will add a new angle to the understanding of how SCCFS can be created. The theoretical significance of the study will be in a SCCFS model that will be developed to combat lack of safety in schools.

Working hand in hand with community schools may receive additional teaching and learning support as well as assistance to improve school management systems. The

partnership may also promote the strengthening of life skills among learners with a focus on preventing gender-based violence, HIV and teenage pregnancy.

The Department of Education should be able to protect children's rights, and ensure their survival, development and protection by maintaining SCCFS in schools. The DoE should also be able to achieve the goals of Action Plan 2014 towards Schooling 2025. The rights-based programme that aims to enhance learning achievements shall promote gender equity, girls' empowerment and quality teaching and learning. The SCCF School regards education as every child's right shall also help to monitor the rights and well-being of every child in the community. Schools are coached to act in the interests of the 'whole' child, which includes issues of safety and security, child-centred learning, appropriate infrastructure, health, nutrition and the overall wellbeing of the child. In the development of a learning environment for learners and effective learning quality according to the learner's current and future needs.

1.10 RATIONALE OF THE STUDY

The rationale for this study is to improve the safety and security of learners and educators through good practice behaviour, effective management and being a positive role model. The study also expected schools committed to providing a welcoming and caring environment that provides for the learner's safety and wellbeing and supports them in their development and learning.

It has been believed that schools and layout of the environment should enable learners to be active, and involved in social and individual play activities and experiences.

Every learner has a right to be safe from harm at all times. Learners in an appropriate environment can be both safe, feel secure and create child-friendly and promote a sense of caring and responsibility. For the better education, the educators have a responsibility to ensure that learners have an understanding of and caring attitude towards other learners, so that their rights are respected and considerate. The goal of human rights is to assure every learner a quality education that respects and promotes her or his right to dignity and optimum development.

Sharing responsibility for the care and protection of learners helps to develop a stronger, more learner-focused community. Creating learner safe environments is a dynamic process that involves active participation and responsibility by all sectors of

the school particularly, community, educators, non-government organisations and government.

For the most important, Safe, Caring and Child-Friendly School framework addresses the issues related to the quality, effective, governance and how should be implemented. The SCCFS framework also supports the achievement of UNICEF's goals, objectives and strategies for basic education through its six sets of principles.

The framework promotes the participation of school stakeholders like learners, families, communities in all aspects of school life; and again, the framework encourages the involvement of parents and families through the strengthening of effective SGBs; they foster local partnerships in education through working with the local community and NGOs. The challenge of providing a high quality of education that prepares school learners to contribute successfully as adults requires an involvement of family and community members together with the dedication of educators. Parents, families and communities involvement in education is a key priority for South African Education.

Finally, the rationale for this study is the need to arrive at a comprehensive understand of the present: school policies that are effective for the creation of SCCFS, policies that are available at school to complement and support the creation of SCCFS, policies and practices mediate the social construction and reconstruction of school violence, mechanisms in the SCCFS framework mediate the social construction of violence to the creation of SCCFS and model that can be developed to make schools safe, caring and child-friendly in South African schools.

1.11 DELIMITATIONS OF THE STUDY

Delva, Kirby, Knapper and Birtwhistle (2002) define delimitations as those characteristics that arise from the scope of the inquiry as determined by the conscious exclusionary and inclusionary decisions that were made throughout the development of the proposal. It means determining the limits or boundaries.

This study was delimited to the safe and caring of learners and educators in schools. At the same time, it also focused on the challenges faced in the implementation of

DoE and UNICEF guidelines for creating of Safe, Caring and Child-Friendly in South African schools.

The research was carried out within twenty four secondary schools in Vhembe District in Limpopo Province only and therefore the results reflect the situation in Vhembe District.

Data collection relied mainly on views and perceptions of participants. Participants were principals, departmental head, educators, SGB members, educators' union and learners. The study dealt directly with school stakeholders but with significant in learner's education.

1.12 DEFINITION OF PERTINENT TERMS

This section defines eleven concepts which are closely related and thus easily confused, as they all form part of safe, caring and child-friendly school. As the SCCFS is an integrated and holistic manner, and provide a practical way for schools to promote the rights and responsibilities of learners as enshrined in the Constitution of the Republic of South Africa and in the United Nation Convention on the Rights of the Child. Therefore, the following offers clear and precise definitions of pertinent terms in this study (DoE & UNICEF, 2008).

Curriculum: In the simplest terms, *curriculum* is a description of what, why, how and how well learners should learn in a systematic and intentional way. The curriculum is not an end in itself but rather a means to fostering quality learning. (UNESCO IBE 2011). The term curriculum has many definitions, ranging from a planned course of study derived from the Latin to an all-embracing view that includes all the learning experiences for which the school is responsible (For example, the curriculum is the totality of experiences which are planned for learners through their education, wherever they are being educated, Scottish Government (2009). Some examples of definitions: The curriculum is a plan incorporating a structured series of intended learning outcomes and associated learning experiences, generally organized as a related combination or series of courses. Australian Thesaurus of Education Descriptors. The curriculum is the inventory of activities implemented to design, organize and plan an education or training action, including definition of learning objectives, content, methods including an assessment and material, as well as

arrangements for training educators and trainers. (CEDEFOP 2011). A curriculum is a plan for learning (Taba 1962). The curriculum defines the educational foundations and contents, their sequencing in relation to the amount of time available for the learning experiences, the characteristics of the teaching institutions, the characteristics of the learning experiences, in particular from the point of view of methods to be used, the resources for learning and teaching (e.g. textbooks and new technologies), evaluation and teachers' profiles. (Braslavsky 2003).

The curriculum can also be viewed as a political and social agreement that reflects a society's common vision while taking into account local, national and global needs and expectations. Thus contemporary curriculum development and reform processes increasingly involve public discussion and consultation with a wide range of stakeholders. Curriculum design has evolved into a topic of considerable debate with frequently conflicting perspectives engaging policy-makers, experts, practitioners and society at large.

From this perspective “**educator**” refers to any person whose occupation requires him/her to teach, educate or train others. According to (SACE, 2002) an educator is an individual who assists learners, mostly at schools, but it may sometimes include other contexts like family, religious or community settings. Moreover, one should note that the term educator is used interchangeably by the participants.

Every day, educators mould the future through impacting their learners' views and understandings. One of the roles of the educators is engaging in various levels of reflection as they spent time reflecting on their teaching practices and also on the new learning to which they were exposed (Le Cornu & Peters, 2005).

Frequent Changes

At present, numerous schools across the country have accepted the challenge of updating and upgrading their services. Change seems to be a constant in education. It can be better understand and implement changes in education if we look for connections between changes. Kuhn (1970) argued that change in a scientific field does not occur as a step-by-step, cumulative process. Instead, new paradigms emerge as the result of tradition-shattering revolutions in the thinking of a particular professional community.

Learning: According to Du Plessis and colleagues (2007:3) learning is a process of experience that changes the individual. They go on to point out that it entails change in a person as regards the individual's insights, behaviour, perception or motivation and which change leads to add knowledge or the ability to do something that learners could not do before. The term also views as the complex and long-term psychosocial process consisting of the individual acquisition or modification of information, knowledge, understanding, attitudes, values, skills, competencies or behaviours through experience and practices (UIS 2012). Note that the definition of learning depends on the philosophical and psychological approach adopted. There are at least three different models in defining the learning process: first, *behaviourism* views learning as a measurable change of behaviour as a result of the joint action of a number of environmental factors; second, *Cognitive theories* emphasize internal mental organization of knowledge, stressing the acquisition of knowledge, mental structures, and the processing of information and third, *Constructivism* views learning as a process in which the learner actively constructs new ideas or concepts based on prior knowledge and/or experience. (Kridel, 2010). This study looks at the learners' experience in behaviour at school. It also looks at what the learners have gained through their experience in the learning process.

The term “**learner**”, according to the South African Schools Act of 1996, is defined as any person receiving education or obliged to receive education in terms of the Act. This education is bestowed by an educator which often occurs in a school environment but not always. The learners often spend more time in the care of educators in educational settings than with any other role-player outside of their homes. School is therefore an important place where a learner needs protection from sexual abuse, intimidation, harassment and violence (Prinsloo, 2006). Education authorities have a duty to provide a safe environment that supports and promotes learners' dignity and development.

The term “**Safe, Caring and Child-Friendly Schools**” refers to an inclusive, healthy and protective place for all learners, effective with learners, and involved with families and communities and learners (Shaeffer, 1999). A safe caring and child-friendly school is a school in which the community, particularly learners, feel safe and feel free from verbal and physical abuse and harassment in the playground,

classroom and allied teaching and sporting areas. It is a school where the entire school community is able to fully and productively participate in providing a challenging and stimulating environment.

Safe schools can be defined as schools that organize and nurture the achievement of learners' basic rights. A safe school works with all commitment-holders, especially the parents/guardians of learners, and values the many kinds of contribution they can make in seeking all children to go to school.

According to IPT (1999), Xaba (2006), DoE and UNICEF (2008), a safe school is a place where learners and educators have very low risk of physical, emotional and psychological injury. Squelch (2000) regards a safe school as a teaching environment that is physically and psychologically safe and allow learners, educators and non-teaching staff to work without fearing for their lives.

Safety: The term "safety" should be regarded as to be protected from any form of danger or harm and to be secure. Prinsloo (2005) argues that a safe school is a prerequisite for successful teaching and learning and that good discipline is the most important characteristic of an effective school. Safety is the primary and essential focus that informs and guides all decisions made from intake through case closure, including removal and reunification decisions. Learners are considered to be safe when there are no present dangers or impending threats of danger, or the educators' protective capacities control existing threats.

School violence: School violence is a commonly used notion in scientific research. Even everyone might understand the term but, it is interpreted in various ways, from very narrow to very broad. Similarly, many definitions are circulating and often the notion of violence is mixed up with the concept of aggression (Patfoort, 1995; Van Welzenis, 2002; Smith, 2003). Both terms are popular in the practice of education.

De Vos et al. (2005) define school violence as a specific category of learner violence. It is categorised as any behaviour that is intended to physically or emotionally harm persons in a school and their property. This includes threatening with or without a weapon, fighting, stealing and damaging property, bringing to school or using a weapon at school, gender violence and bullying.

The word “**parent**” means the biological parent or guardian of a learner or the person legally entitled to custody of a learner. A parent also means a person who undertakes to fulfill the obligations of a parent or guardian, or the person legally entitled to custody of a learner. According to Radcliffe (2014), a school can have many kinds of learners – those that are well-behaved, poorly behaved, calm and confident, anxious, mentally ill, super achievers, underachievers, learners with health problems, learners with learning problems, gifted, average and all other kinds of learners. Parents can do a good or poor job of parenting in socialising and educating their children and providing a healthy model for them to emulate.

Teaching: We can define teaching in many ways as we like. Since our curriculum started to change teaching has been defined in some new different ways. Du Plessis et al. (2007:2) teaching can be seen as creating opportunities for learning to take place, as well as the process of helping learners to learn.

1.13 CHAPTER DEMARCATION

This thesis is organised into five chapters. Chapter One provides the context for understanding the phenomenon of the study. The purpose of this chapter is to provide the motivation and view the background. The statement of the research problem and the purpose of the study are also described. Moreover, the most important concepts and terminology are defined.

Chapter Two reviews the literature and research and highlights future areas for investigation. The theoretical framework viewed and contains an in-depth discussion on the latest literature with regard to safety and violence in schools. The literature also viewed the model how to implement policies and practices aimed at creating safe, caring and child-friendly schools. A summary of the implications of previous research and how they relate to this study concludes the chapter.

Chapter Three outlines the research methodology adopted in the thesis and explores the appropriateness of a theoretical research design for developing conceptual understanding in this under-theorized area.

Chapter Four provides data analysis and discussion of the findings.

Chapter Five is the final chapter that provides a discussion, conclusions and recommendations for future research based on the research findings.

1.14 CONCLUSION

In this chapter, an introduction and background for the study was outlined. Building a caring and safe school climate is complex. It requires supportive leadership, effective teaching practices, healthy relationships among all school stakeholders, a systematic approach to addressing violence in schools, and the involvement of parents and the broader community.

While school violence is widespread around the world, it is important to note that violence is not evenly distributed within the nations. Contrary to popular belief, violence occurs more often at school than on the way to and from there. Once thought of as simply a relatively harmless behaviour that helps build young people's character, violence is now known to have long-lasting harmful effects, for both the learners and the educators. Violence is often mistakenly viewed as a narrow range of antisocial behaviour confined to schools. In South Africa, awareness of the problem is growing, especially with reports of recent stabbings of learners or educators, harassment, physical violence and learners attacking educators in schools. In these cases, the experience of violence appeared to play a major role in motivating the attacker.

To enhance caring and safe school climates, positive learners behaviour support are provided and inappropriate behaviour is addressed taking into account mitigating and other factors, using a progressive discipline approach. A clear focus on anti-bullying supports the development of healthy relationships, educates the school community and encourages timely reporting of violence so that immediate and appropriate action can be taken. Parents play a critical role in the education of their children and in supporting their social, emotional and academic growth. The learners, parents and schools face complex and challenging issues that often require more supports to positive outcomes for all learners.

The next chapter will provide a theoretical framework and discussion on the latest literature review with regard to violence in schools and reviewing how implementation of policies and practices aimed at creating safe, caring and child-friendly schools.

CHAPTER TWO

LITERATURE REVIEW

CURRICULUM THEORY AND THEORETICAL FRAMEWORK

2.1 INTRODUCTION

*T*he violent behaviour in schools still persists even after the implementation of SCCFS policies in South African schools. In this chapter the curriculum theory and theoretical framework were discussed. This chapter explores the causes of persisting violence in schools. It also differentiates many manifestations of school violence, such as verbal, social, threats, bullying, physical, sexual harassment, and weapons possession, as well as learner-initiated violence against other learners and educators. The chapter presents a large-scale globally representative review of studies of school violence conducted in the United Kingdom, the United States of America, Europe, Asia, Australia, and sub-Saharan African states such as Nigeria, Ethiopia, Rwanda as well as South Africa.

The researcher reviewed various conceptions of school violence and a number of theories intended to address violence in schools. Therefore, in this chapter, the researcher examines the links between violence in schools and the implementation of school policies and practices aimed at creating safe, caring and child-friendly schools.

To address this issue, a review of literature related to the implementation of policies was done. With the implementation of the SCCFS policies as the main focus, the study explored a number of policies to view their implementation and practices in schools. The study was anchored in Abraham Maslow's (1954) theory of human needs to explain preschool children's need for physical and psychological safety as they participate in outdoor activities in the playgrounds. A conceptual framework explains the relationship between the variables in school playground safety model.

First, critical concepts in the discourse and construction of school violence were reviewed, including the main models of school violence construction such as social constructivism and the ecology of violence. This area of the review also includes the evolution of the study of school violence to give the reader a foundation of an area that invokes interest from numerous disciplines. Second, it is necessary to review research on policies and practices aimed at creating SCCFS and indicate whether policies and practices from a variety of contexts have been consistent. Third, since this study considers the consistency between policies and practices, the relevance of the relationship between policy and practice is reviewed. Fourth, this review includes a discussion of the South African school system to familiarize the reader with the advantages and challenges in this setting.

2.2 CURRICULUM THEORY

Even though the word 'curriculum' gets used all the time in education, it can be surprisingly hard to pinpoint what curriculum really is. There are about as many different ways of defining curriculum as there are people who develop it and it can be awfully hard to design or implement curriculum without having at least some sense of what it is. Kerr (1999) defines curriculum as all the learning which is planned and guided by the school, whether it is carried on in groups or individually, inside or outside the school.

Terwel (1999:198) social theory seems to flourish under relatively ideal educational circumstances. He goes further by showing that when implementing values in education, educators need to understand constructivist notions of teaching and learning. The purpose of the study was to investigate how educators experience the implementation of SCCFS in education in terms of curriculum theory.

McNeil (2009) categorizes curricular purposes into three conceptual paradigms: the systemic curriculum, social reconstructionism, and the humanistic curriculum. These curricular theories offer frameworks related to the intentions of those who create and implement SCCFS in curriculum.

Systemic Curriculum

Systemic curricular frameworks emphasize the measuring of learner learning through structured assessment and the consistent alignment of classroom objectives and activities with predetermined measurable benchmarks or standards (McNeil, 2009). The systemic curriculum

has been criticized for its overemphasis on individual learner competition over collaboration, its lack of attention to creativity, problem-solving, and higher order thinking, and also for the disadvantages presented to diverse and special populations in a system that is so strictly standardized (McNeil, 2009).

Social Deconstructionism

Social reconstructionist curricula centers on aims to enact social reform, often in critical examination of existing power structures and with the intent of creating positive societal change through direct action and learner participation (McNeil, 2009). The roots of social reconstructionist pedagogy come from the work of Freire (2002) and his efforts to liberate oppressed in educational programs.

Humanistic Curriculum

A basic of humanistic pedagogical frameworks is that curricula focused solely on academics and it is the responsibility of educators to address the needs of the learner, including social and emotional learning (Aloni, 2011; Hewitt, 2006; McNeil, 2009). Humanistic often provide opportunities for learners to explore relevant interests through relate to real life (Hewitt, 2006; Huwitt, 2009; McNeil, 2009). The humanistic curriculum were prominently featured during the heights of the creative self-expression era in education during the 1960s and 1970s (Zimmerman, 2010)) who stressed the importance of fostering creativity and individuality in learner activities.

2.3 THEORETICAL FRAMEWORK

A number of traditional and integrated theories regarding violence exist (cf. Klewin, Tillmann & Weingart, 2003; Bender & Emslie, 2010). The theoretical framework for this study was drawn through reference to two theories which encapsulate the different factors that are associated with violence in schools. Each theory on its own may not have direct relevance and implication for the factors that affect a safe, caring and child-friendly school environment. Nonetheless, they complement each other since such an environment as well as the learners' behaviour in school are the product of a host of factors from learners' childhood, social contexts, teachers' attitudes and the behaviour of members of the community. The theoretical frameworks which were found most relevant for this study out of several others are:

Bronfenbrenner's ecological theory as adapted by Benbenishty and Astor (2005, 2008).

Figure 2.1 below presents Bronfenbrenner's ecological framework. The learner is in the centre, where the family, school and peers have the biggest influence (the microsystem), and influence is reduced the further out it is. The learner and family are at the centre of several different levels of influence which can work together to increase the family's resilience.

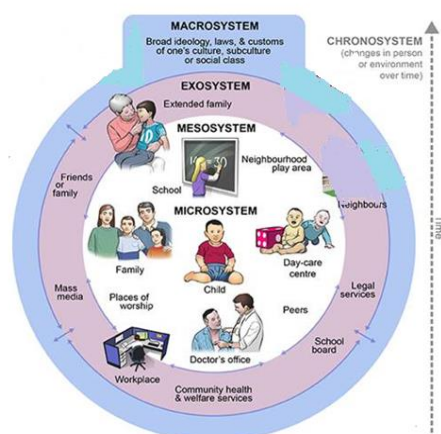


Figure 2.1: Bronfenbrenner's ecological theory

Source: Adopted from Bronfenbrenner, 1986

2.3.1 BRONFENBRENNER'S ECOLOGICAL PERSPECTIVES THEORY

According to Benbenishty and Astor (2005; 2008), Bronfenbrenner's bio-ecological theory creates the notion of violence as the interaction between relevant subsystems. This theory shows the interaction between a person's characteristics and environmental variables, social and physical. The violence issue in this study, as indicated in the background earlier and in the CJCP (2007) report involved learners, educators and parents, as well as the physical environment of the school. As Benhenishty and Astor (2005 & 2008) observe, while other bio-ecological models place the individual at the centre (cf. Dunbar-Krige, Pillay & Henning, 2011), Benbenishty and Astor (2005 & 2008) place the school context at the centre.

2.3.1.1 Ecological Perspective

Social sciences, traditionally had studied society on two levels: the macro (the school) level and the micro (the learner) level. However, in the 1950s, social scientists began to apply concepts from the natural sciences and to view society with the perspective that individuals interacted with each other at multiple levels within the larger social environment. This was a change to look at the social phenomena through the perspectives of biological scientists and ecologists and the ecological perspective became an alternate lens in social sciences. In summary, social phenomena began to be viewed from the perspective of ecosystems, which is based on the interrelationship of all flora and fauna. The ecological perspective is a systems theory for social science that attempts to provide a big picture perspective to social phenomena that occur at different levels in society and within different systems. Importantly, the ecological perspective takes into account the influence of environmental factors at multiple levels, such as family, school and nation that shape individual behaviour.

2.3.1.2 Ecosystem Perspective

Violence in schools does not exist in isolation; learners in these contexts are not isolated also, but are part of various interacting systems. In order to understand the experiences of violence in a school context, it is necessary to understand the influencing systems. The bio-ecosystem perspective is one way of understanding these processes. The perspective has evolved out of a blend of ecological and systems theories (Donald, Lazarus, & Lolwana, 2002). Its main concern is to show how individual learner and groups, at different levels of society, are linked in dynamic, interdependent, interacting relationships. In addition, they argue that different levels of systems in the social context influence one another continuously so that the whole is more than the sum of its parts.

Bronfenbrenner (1979) developed the bio-ecosystem model and applied it to learner development. It was previously known as the ecological systems theory, but since the learner's biological dispositions join with environmental forces to mould development, Bronfenbrenner recently characterized his perspective as the bio-ecological model (Swart and Pettipher, 2005). Basic to Bronfenbrenner's bio-ecosystem model are four interacting dimensions that have to be considered in

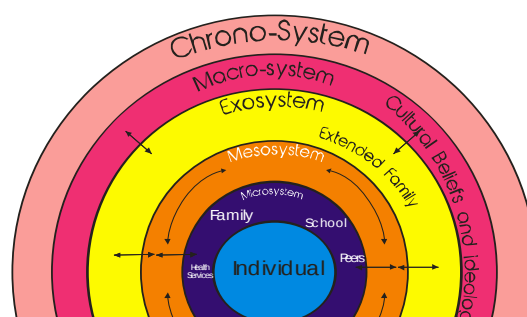
understanding the development of learner at school. These are: person factors (the temperament of the learner or parent), process factors (the forms of interaction that occur, for example, in a family), contexts (families, schools or communities) and time factors (changes over time) (Donald, Lazarus, & Lolwana, 2002).

Similarly, Donald, Lazarus, and Lolwana (2002) assert that the interaction that occurs in a face-to-face, long-term relationship (for example, between a mother/guardian and a child) are called proximal interactions. The process of proximal interactions is affected by person factors as well as by the nature of the contexts within which they occur (for example school and community as a context makes certain kinds of interaction between learners and teachers or the people in that environment possible). These processes, person and context elements all change over time: all human systems change and develop over time. Developmental changes in parts of the system influence the school, and communities are systems that change and develop over time.

The nature of the development in one influences the nature of the development in the other in continuously interacting cycles. Bronfenbrenner's bio-ecosystem perspective envisions the environment as a series of five nested structures or systems that include, but extend beyond home, school and neighbourhood settings in which learners spend their everyday lives. Every layer of the environment is viewed as having a powerful impact on a student's development (Bronfenbrenner, 1979). Bronfenbrenner believed that a person's development was affected by everything in their surrounding environment. He divided the person's environment into five different levels: the microsystem, the mesosystem, the exosystem, the macrosystem, and the chronosystem.

Figure 2.2 expresses an interaction of different levels that may be seen as having particular relevance in the education process. Bronfenbrenner's model is directed at understanding the development of the learner. This diagram is also intended as a broad guide to understand centre ecosystem interaction in the process of education, as depicted in Figure 2.2 below:

Figure 2.2: The five levels and their interactions



Source: *Bronfenbrenner's Ecological Theory of Development*

2.3.1.2.1 Micro-system

The micro-system is the most important system, and consists of the patterns of activities, roles and internal relationships of the home, school and peer settings experienced by the developing person (Donald, Lazarus, and Lolwana, 2002, Du Plessis, 2008). This system is connected to the family, the school, and the peer group in which the learner is closely involved in continuous face-to-face interactions with other familiar people. In the context of this study, it refers to child-friendliness in the family and the school environments. This context is proximal and exerts a great influence on the individual's mental health and well-being and therefore has a more profound influence on a learner's experiences. The family serves as an important agent for socialization; therefore patterns of child-friendly behaviour at school may be internalized and perpetuated from generation to generation. Through exposure to a child-friendly environment, the unfamiliarity associated with it lessens and it becomes normal (De La Rey et al., 1997). Moreover, the way in which violence is portrayed in schools constructs child-friendly as a socially acceptable way of behaving, particularly in the schools (SABC 1, 3 February 2008).

According to Ward (2007), violent behaviour in young people results from a complex interaction of risk and protective factors in different environments and over time, which influence how children learn behaviours. Based on this argument, the higher the risk factors a child is exposed to, the greater the chance the child will engage in aggressive and violent behaviour. Furthermore, Ward contends that the acquisition of complex social behaviour takes place through the process of social learning. Therefore, the social learning theory is based on the premise that individuals obtain

information from a variety of sources which form mental representations of behaviours, how they work as well as the expected outcome if the behaviour is performed.

The development of moral standards is through the process of direct teaching, individuals' own evaluation of their behaviour and exposure to how others evaluate themselves or promote certain types of behaviour. Consequently, when attempting to understand why learners engage violent and aggressive behaviour, one needs to briefly examine the concept of reciprocal determinism (Grusec, 1992). Reciprocal determinism argues that learner's behaviours elicit reactions from the environment, which in turn modifies their behaviours. For example, a child's aggressive behaviour may be rejected by a group of peers and therefore he/she may look to a more aggressive group to find acceptance in turn modelling aggression and rewarding violent behaviour (Ward, 2007). Based on this theory one can therefore argue that the high rate of violence in schools in South Africa will act as a risk factor putting pressure on learners to act violently (Burton, 2008).

2.3.1.2.2 Meso-system

At this level, peer group, school and family systems interact with one another. The meso-system is a set of micro-systems associated with one another (Swart and Pettipher, 2005). Therefore, what happens at home or in the peer group can influence how learners respond at school and vice versa. For example, in the context of this study, a child might be in a peer group where there is lots of violence. This behaviour can be carried over to the school environment, where the learner models the same behaviour to other learners.

The family is one of the most crucial variables that promote socialization for childhood and throughout adolescence. Most importantly, parents play an important role in modelling behaviour as well as mediating other factors such as school truancy which may increase the risk of school violence. In light of this premise one could argue that it is highly problematic when parents are not good role models and are engaging in violent and or criminal activities (Ward, 2007). For example, in families in which violence is the norm, children learn to judge violent behaviour favorably and tend to view violence as the appropriate manner of dealing with problems. Research

shows that it is more problematic for a child to have a violent parent or a parent involved in criminal activity than to have lost a parent (Ward, 2007).

2.3.1.2.3 Exo-system

This level includes other systems in which a child is not directly involved, but which may influence, or be influenced by the people who have proximal relationships with the child in his/her micro-systems, for example the parent's place of work, a brother's peer group and a local community organisation (Swart and Pettipher, 2005). Thus, the parent's relationship with an employer does not involve the child, but its stressors will possibly influence the quality of that parent's relationship with the child. The child who has a brother, who lives in neighborhoods that are characterized by gangs that are always involved in violent fighting, will experience an increased possibility of internalizing the culture of safe, caring and child-friendly schools.

When attempting to understand the problem of school violence, it is imperative the one looks beyond the school to the community and the neighborhoods in which the school is located. Ward (2007) notes that everyday social contexts in which children learn and grow play a critical role in the socialization of learners. Burton (2008) argues that half of the secondary school learners feel safe and like their neighbourhood despite high levels of crime. Other community factors that increase the risk of school violence include high rates of weapons and drugs in schools.

2.3.1.2.4 Macro-system

This level involves dominant social structures as well as beliefs and values that influence and are maybe influenced by all other levels of the system. For example, South African men brought up in black communities are particularly vulnerable to the belief that as men they must assert their authority over their families because of a very strong societal belief in traditional gender roles. Because men are the most powerful members of society, they emulate or bear the brunt of this family child-friendly discourse (Khosa and Zwane, 1995).

In order to understand the reason for the high rate of school violence in South African schools, the greater social, cultural and political context needs to be considered. Jefthas and Artz (2007) argue that South Africa currently has to manage the effects of the apartheid era in which discriminatory policies entrenched structural

forms of inequality and promoted high levels of poverty. During this era learners, specifically black learners, were brought up in a context in which violence was a part of everyday life and was constructed as a means of overthrowing the apartheid regime.

Thousands of learners engaged in the struggle with the aim of liberation and freedom from the oppressive apartheid system (Kipperberg, 2007). It can be argued that the heightened politicisation of adolescents during the period 1970–1990 in South Africa offered temporary reprieve for certain black adolescents from the extremely negative impact of the South African society (Stevens and Lockhat, 2003). With the end of apartheid and the introduction of democracy in 1994 there came a need to redefine the role of learners. They further indicated that inferiority and a lack of power lead the learners to turn to criminal and violent activities. It can therefore be argued that the apartheid era developed an alienated generation for whom violence was the only means of making life bearable. According to Hirschowitz et al. (1994), the increasing reports of family murders within this group is only a small reflection of the possible high levels of assaults, excessive drinking, intimate partner violence and child abuse that are often unreported.

2.3.1.2.5 Chrono-system

This system reflects changes in a learner and simultaneous changes in a learner's context over time. One aspect of the chrono-system could be a historical time that surrounds other systems. The point here is that the learner's behaviour may be influenced by the historical features of the period during which it is occurring. This feature may contain stable or disruptive elements. The latter element might include influences such as political changes which may give rise to an unsafe environment in schools (Dawes, 1994).

Duncan and Rock (1997), argue that past experiences of violence in schools influence the impact of violence on the learners, in that exposure to violence can either sensitize or steel the learner to current incidents of unfriendly behaviour. However, this appears to be largely dependent on a host of factors that may include the quality of the learner's relationship with his or her primary caregivers. For example, where primary relationships with the learner had earlier been problematic,

past exposure to incidents of violence in schools tends to increase learner's vulnerability to violence.

2.4 SOCIAL COGNITIVE THEORY

In decade years theories have been proposed to explain the developmental changes that people undergo over the course of their lives. Theories differ in the conceptions of human nature they adopt and in what they regard to be the basic causes and mechanisms of human motivation and behavior.

Miller and Dollard (1941) proposed the theory of social learning thereafter, Bandura and Walters (1963) broadened the social learning theory with the principles of observational learning and vicarious reinforcement. In 1977 Bandura provided his concept of self-efficacy, while he refuted the traditional learning theory for understanding learning. The social cognitive theory explains how people acquire and maintain certain behavioral patterns, while also providing the basis for intervention strategies (Bandura, 1997).

Glanz and colleagues (2002) the environment, people and behavior are constantly influencing each other. Behavior is not simply the result of the environment and the person, just as the environment is not simply the result of the person and behavior.

2.5 IMPLICATIONS FOR PRACTICES

Bronfenbrenner views the instability and unpredictability of family life as the most destructive force to a child's development (Addison, 1992). Many learners do not have the constant mutual interaction with important adults that is necessary for development. According to the ecological theory, if the relationships in the immediate micro-system break down, the learner will not have the tools to explore other parts of his environment.

Learners are looking for the affirmations that should be present in the child or parent relationship, and if not present, look for attention in inappropriate places (Addison, 1992). This theory has dire implications for the practice of teaching and learning. It should be realised that it is the duty of teachers to provide stable relationships. More importantly, Bronfenbrenner believes that the primary relationship needs to be with parents who can provide a sense of caring that is meant to last a lifetime.

Addison maintains that educators play an important role, but cannot provide the complexity of interaction that can be provided by parents. For educational providers to attempt a big role is to help society continue its denial of the real issue. Parents and communities should work hand in hand to support the primary relationship and to create a school environment that welcomes and nurtures children.

2.6 POLICIES THAT COMPLEMENT AND SUPPORT THE CREATION OF SAFE, CARING AND CHILD-FRIENDLY SCHOOLS

The IRSC (Investigation and Referral Support Co-ordinators) (2005) states that the majority of educators who work with learners in schools act professionally. They seek to provide a safe and supportive environment, which secures the well-being and very best outcomes for learners in their care. In addition, an educator has a crucial role to play in shaping the lives of learners within a school. Hutton (2007) observes that an educator has a unique opportunity to interact with learners in ways that are both affirming and inspiring. According to DoE (2008) a safe, protective and supportive education creates safe spaces for learners to learn, and puts in place consistent and effective mechanisms to report issues related to dangerous objects like: drugs, alcohol, bullying, discrimination, theft, physical and sexual abuse.

The safety and protection of learners has emerged as one of the dominant concerns within schools and community concerns are often cited as a reason for the need for children to be highly supervised (Tandy, 1999; Harden, 2000; Collins & Kearns 2001; Jenkins, 2006; Valentine & Roe, 2006; Leonard, 2007). These concerns include fear of learner exposure to: stranger danger (Valentine, 1996); pollution and toxins (Cummins & Jackson, 2001; Spencer & Woolley, 2000) and school violence and criminals (Malone & Hasluck, 2002).

Once learners find their school is supportive and caring they do not get involved in substance abuse, violence, and other problem behaviours (Hawkins et al. 1999; Battistich & Hom 1997).

In terms of the Child Care Act, 74 of 1983, Children's Act 36 of 2005 as amended and Child Justice Act 75 of 2008, formal measures for the protection of learners from harmful actions and from negligence, especially by those immediately responsible for their care, are arguably the central focus.

In South Africa the underpinnings for learner protection measures can be found in sections 28(1) (d) to (g) of the Constitution. These sections spell out the learner's right to protection from abuse, neglect, exposure to conditions which are unsuitable for learners. The constitutional provisions in turn give effect to articles 19, 20 and 32-37 of the SCCFS, which refer to the right to protection from abuse and neglect and various forms of exploitation, cruel and inhuman. In addition, Articles 15, 16, 21, 25 and 26 are key provisions of the African Charter on the Rights and Welfare of the Learner relating to learner protection. These refer to the rights of the learner to protection from abuse, harmful and sexual harassment.

The DoBE confirms that safety and non-violence were critical requirements for the achievement of educational outcomes. DoE (2008) states that the pillars underpinning safety in schools were identified as:

- a rights-based and inclusive school,
- an effective school that provides quality education,
- a safe, protective and supportive school,
- a health-promoting and health-seeking school,
- a gender sensitive school that promotes equity and equality and
- a school that builds and has linkages and partnerships with the community.

Safety and non-violence are critical requirements for the achievement of educational outcomes as learners learn best when they live in, and attend, schools in safe conditions (DoBE, 2015). School policy plays an important role as a violence prevention and control tool.

2.6.1 SAFE, CARING AND CHILD-FRIENDLY SCHOOLS

Safe, caring and child-friendly schools encapsulate UNICEF's global Child-Friendly Schools Framework (CFS) which was first conceived as a means of translating the principles of the Convention on the Rights of the Child (CRC). Therefore, the South African government adopted this framework and other human rights instruments to improve school management and classroom practice. The framework was implemented by the National Department of Education in partnership with UNICEF under the banner of safe, caring and child-friendly schools. The Framework attempts to define the provision of quality education in a holistic and integrated manner. The

purpose of adopting this framework is to facilitate effective, rights based, gender, health seeking and promoting, safe and secure and partnership oriented in South African schools, has six broad characteristics.

The school should be effective, rights based, gender responsive, health seeking and promoting, safe and secure and partnership oriented (UNESCO, 2009).

This framework ensures that the rights of all learners to a high quality education are at the heart of the initiative. It is also designed to contribute to meeting the Millennium Development and Education for all goals dealing with poverty, hunger, gender equality, child mortality, access to water and sanitation. The framework lays emphasis on the learner being at the heart of the learning process and the school at the centre of the education system. Schools are where investments designed to improve the quality of education come together in the teaching and learning process.

Mannathoko (2007) believes that SCCFS reforms to improve quality education and give appropriate weight to schools to improve their own performance by giving weight to leadership and management competencies at school level. Generally, SCCFS gives learners the opportunity to develop physically, mentally as well as emotionally. Moreover, a child-friendly school is a school that organizes and nurtures the achievement of learners' rights.

2.6.1.1 Safe, protective and supportive education policy

The Investigation and Referral Support Co-ordinators (IRSC, 2005) believes that the majority of adults who work with learners in schools act professionally. They seek to provide a safe and supportive environment, which secures the well-being and very best outcomes for learners in their care. In addition, staff has a crucial role to play in shaping the lives of learners in schools. The staff has a unique opportunity to interact with learners in ways that are both affirming and inspiring. Safety protective education policy is related to school policies that are established in schools in order to report all incidents of school violence and provides for the designation of certain places in the school as persistently dangerous, a designation that triggers certain actions by all members of the school community (Hutton, 2007).

According to DoE (2008), a safe, protective and supportive education creates safe spaces for girls and boys to learn, and puts in place consistent and effective mechanisms to report issues related to dangerous objects like: drugs, alcohol, bullying, discrimination, theft, physical and sexual abuse.

2.6.1.2 Effective quality education policy

Effective schools are schools that create a supportive environment for safe, caring and child-friendly schools, where all children have the opportunity to learn, acquire the knowledge, skills and the attitudes specified in the curriculum. Moving towards an in-depth understanding of what makes schools safe, caring and child-friendly and how schools can be helped on the path towards effectiveness.

Effective education policy recognizes preparing young people for their adult lives. United Nations Educational, Scientific and Cultural Organization's (UNESCO) International Commission identifies learning to know, learning to do, learning to live together, and learning to be as the pillars of learning for the 21st century. Effective education policy also focuses on the development of children social competencies by embedding such learning opportunities into their pedagogy, curriculum, behaviour management systems, expectations and structures (DoE, 2009). Again, good learning outcomes are associated with teachers who plan for teaching, put into practice what they have learned (particularly in in-service courses), and correct and remediate learners' work regularly; head teachers who emphasize teaching and learning in their management; and communities that actively support their school (Association for the Development of Education in Africa (ADEA), 2006).

2.6.1.3 Community partnership education policy

A critical need exists for collaboration among educators, parents, and other school stakeholders (Bryan, 2005; Trusty, Mellin, & Herbert, 2008). Research indicates that when a collective group of school, family, and community stakeholders work together, achievement gaps decrease (Epstein & Van Voorhis, 2010). As part of this movement toward more collaborative and partnership-driven school reform initiatives, school parents are key and can play a pivotal role.

Green (1997) observed that governments had taken responsibility for running education alone and as this was not involving other stakeholders, anticipated

outcomes were not being achieved. Community partnerships in education policy form relationships between government and non-governmental organisations, the private sector, local communities, religious groups and families towards building SCCFS. These are genuine partnerships contribute to the planning, implementing, managing and evaluating SCCFS (UNESCO, 2000). The preamble of the Delhi Declaration (2008) also emphasized that education is, and must be, a societal responsibility, encompassing governments, families, communities and non-governmental organisations alike. The importance to the community of high quality, highly visible and child-caring spaces is also identified (Howard (2006). According to DoE (2008) a safe, caring and child-friendly school has establishes relationships with communities and educators in order to build partnerships that are supportive to achieving the mission of the school.

Studies show that school and community relationships have positive results on learners' educational backgrounds. While educators often inquire what type of partnerships are successful, Henderson & Mapp (2002) noted that many educators are still surprised to learn that family engagement in the home is vital and can even transform the school environment.

2.6.1.4 Health-promoting and health-seeking education policy

The health-promoting educational policy aims at achieving healthy lifestyles for child-friendly schools by developing supportive environments conducive to the promotion of health. It offers opportunities for and requires commitment to the provision of a social and physical environment that is safe and enhances health. For example, in 1991, three international agencies in Europe – the European Commission (EC), the WHO Regional Office for Europe and the Council of Europe (CE) – launched an innovative project to combine education and health promotion in order to realise the potential of learners (Burgher, Rasmussen, and Rivett, 2000).

According to Muela, Ribera and Nyamongo (2003) health-seeking behaviour acknowledges that health control tools, where they exist, remain greatly underused or inadequately used. Understanding human behaviour is prerequisite to change behaviour and improve health practices. Experts in health interventions and health policy became increasingly aware of human behavioural factors in quality health care

provision. This means that in order to respond to community perspectives and needs, health systems need to adapt their strategies.

2.6.1.5 Rights-based and inclusive education policy

A safe, caring and child-friendly school is a rights-based school, which promotes and helps monitor the rights and wellbeing of all children, regardless of their race, sex, socioeconomic status, health, sexual orientation and linguistic background (DoE and UNICEF, 2008). This education policy includes women and girls, ethnic minorities, children with disabilities, indigenous peoples and others. An important aspect of the policy is the inclusion of safeguards in development instruments to protect against threats to the rights and well-being of vulnerable and marginalized child-friendly schools. Hutton (2007) argues that all development decisions, policies and initiatives, while seeking to empower local child friendly, are also expressly required to guard against reinforcing any existing power imbalances.

2.6.1.6 Gender sensitive education policy

Gender sensitive educational policy seeks to illuminate the educational reality of girls and boys and factors that affect their educational achievement. The focus is on education policies containing provisions aiming at gender parity and equality in all aspects of education, gender relevance and education; gender sensitivity in school management and the learning environment; and strategies for monitoring and evaluating gender-sensitive practices (UNICEF, 2006). Gender sensitive education policy is another intervention facilitated by the UNICEF for 2001. It aims at promoting girls' education in a friendly school and home environment at sub-county, district and national levels (UNESCO, 2003).

2.7 SCCFS POLICIES AND PRACTICES

A variety of school policies related to learner's behaviour is enforced in schools across the nation. Rules and regulations target violence are zero-tolerance policies in as much as a single violation results in punishment, suspension or expulsion (Juvonen, 2001). In addressing classroom practice and school management, the SCCFS model contributes to the Millennium Goals and the achievement of Education for All (DoE and UNICEF, 2008). The SCCFS is part of a comprehensive

intervention programme incorporating the guidelines for schools and educators, and a Monitoring and Evaluation Framework.

According to Hutton (2007), safety protective education policy is related to school policies that are established in schools in order to report all incidents of school violence and provides for the designation of certain places in the school as persistently dangerous, a designation that triggers certain actions by all members of the school community.

The Basic Education provides update on School Safety Measures. According to DoBE (2009) the department of basic education has reiterated that the creation of safe and caring schools is vital in the quest to produce academically and socially sound learners. The DoE presented an update on the implementation of school safety measures to all South African schools (DoE and UNICEF, 2008). The DoE acknowledged from the outset that learners that were exposed to violence and abuse were likely to become perpetrators of anti-social behaviour. Learners were also encouraged to report all cases of violence. The DoE had also advocated that formal mechanisms be set up to enable school principals to report and record incidents. Access controls at schools also had to be tightened up. In addition, the department reiterated the creation of SCCFS as critical in the quest to produce academic and social success amongst learners.

The six policies (pillars) are necessary and interdependent conditions for SCCFS success. A school is child-friendly when all elements are present and are mutually reinforced. The SCCFS policies are also the core strategy for developing the DoBE social cohesion toolkit in South African system of education. A SCCFS is a rights-based school, which demonstrates, promotes, and helps monitor the rights and wellbeing of all learners regardless of their race, sex, sexual orientation and linguistic background.

Therefore, SCCFS is an academically effective school that provides quality education that is relevant to learner's needs for life, and for livelihood knowledge and skills. It also requires a range of enabling conditions, such as motivated strong leadership and management capability, healthy environment; and a sound relationship with all stakeholders. Typically, schools are an important personal and social space for learners. Children are natural learners but their desire to learn can

be easily undermined and destroyed by the many hardships they face on a day-to-day basis. For learners to stay in school and successfully complete their education, schools must be physically safe, emotionally secure and learner-focused places.

It is important to realise that action plan of SCCFS in schools is a major factor to make learners safe. In 2010 the Minister of Basic Education (South Africa) declared that there would be a plan for safety in South African schools called Action Plan to 2014, that would form part of a vision called Schooling 2025. The action plan is important because it alerts schools and all stakeholders about what the government will be doing to make schooling safe. The ministry also explains how schools, parents and stakeholders can contribute towards making Action Plan for 2025 a reality. Research on the implementation of SCCFS globally has not come up with clear results that show its impact, especially as there appears to be differing conceptual interpretation of the intervention (Chabbot, 2004).

2.8 FACTORS AND CHILD-FRIENDLY SCHOOLS

Creating safe, caring and child-friendly schools is an international movement that encourages schools to operate in the best interests of learners (Wright, Mannathoko, & Pasic (2006). Child-friendly schools not only help learners realise their right to a basic education but also provide quality educational experiences Global Action Resource Center (GARC, n. d). A learner-friendly school is learner-focused and learner-centered. These schools promote inclusion and help learners learn what they need to learn, while teaching them how to learn. They ensure a healthy and safe learning environment, eliminate gender stereotypes, and encourage learner participation. Schools should support the basic characteristics of learners and work toward incorporating the characteristics into all learner learning environments (Väyrynen, 2003).

The framework lays emphasis on the learner being at the heart of the learning process, and the school at the centre of the education system. Schools are where investments designed to improve the quality of education come together in the teaching and learning process. Reforms to improve quality education should give appropriate weight to enabling schools to improve their own performance, by giving weight to leadership and management competencies at school level. And also of importance is giving children the opportunity to play. In the partnership with super

sport that angle is part and parcel of the SCCFS initiative. This gives learners the opportunity to develop physically, mentally as well as emotionally.

2.9 CONCEPTUAL FRAMES FOR SAFE, CARING AND CHILD-FRIENDLY SCHOOLS

A Safe, Caring and Child-Friendly School recognizes that learners have rights and works to fulfill them. This concept, which is detailed below, addresses the challenges of educational access, quality and management through advocacy, capacity development, service delivery and partnerships.

The South African education system was ravaged by apartheid (Taylor et al. 2003). Today its legacy is seen in the mass of impoverished and run-down rural and townships schools that cater to the majority of African children. Opportunities for better education are limited to a number of well-resourced former white state schools. Low exam pass rates, school dropout, violence and sexual abuse in schools as well as teenage pregnancy and HIV infection are tragic consequences of the deep inequalities in school communities. Schools are an important personal and social space for learners. Children are natural learners but their desire to learn can be easily undermined and destroyed by the many hardships they face on a day-to-day basis. For learners to stay in school and successfully complete their education, schools must be physically safe, emotionally secure and child-focused places.

UNICEF is working closely with the National Department of Education and civil society to develop holistic models for dramatically improving schools. These models are part of the Safe, Caring and Child-Friendly Schools Framework which is a set of six principles to transform schools by providing quality education, safety and access to education for girls, orphans and other vulnerable children. UNICEF has been supporting the Safe, Caring and Child Friendly Schools (SCCFS) policy in South Africa for several years and by 2010, 820 of the most disadvantaged schools were implementing it. A 2011 evaluation noted that child friendly principles have now been fully integrated into the national Caring and Support for Teaching and Learning framework, which will help to ensure the sustainability and scale up of the SCCFS concept nationwide. Plans were underway for full scale-up in three provinces with

the lowest performance rates in the 2011 Annual National Assessment. More than 9,000 schools, with an estimated six million learners were reached.

The SCCFS principles are also the core strategy for developing the Department of Basic Education's Social Cohesion Toolkit and school functionality through the Education Sector Action Plan 2014 and the Schooling 2025 initiative. Figure 2.3 below shows the policies of safe, caring and child-friendly schools.



Figure 2.3: Policies of safe, caring and child-friendly schools

In Figure 2.3 above, the safe, caring and child-friendly school concept is based on the Convention of the Rights of the Child (CRC) and is a comprehensive approach which relates all aspects of reforms in education and which puts the child at the centre of attention in all activities being organised and implemented at the school. Therefore everything being accomplished in school and everyone involved in realising them should be developed around the interests of learners.

A safe, caring and child-friendly school recognizes that learners have rights and works to fulfill them. This holistic approach, which is detailed below, addresses the challenges of educational access, quality and management through advocacy, capacity development, service delivery and partnerships.

2.9.1 SCCFS promotes safe, support and protects the school

When the school environment is perceived as unwelcoming or threatening, learning suffers. In general, a protective environment is not only conducive to learning, but also to play and healthy interaction. Harassment and antisocial behaviour cannot be allowed; abuse, bullying and sexual exploitation must be confronted. Learner protection and safety in homes has a direct impact on his/her capacity to attend class and to learn, and he/she must also feel safe as he/she travels from their homes to school. In situations with high levels of violence, mediation programmes and persons should be identified.

Schools must identify and eliminate causes of injury in school buildings and on school grounds, ensure that emergency response equipment is properly maintained and readily available, establish emergency procedures and practice emergency response.

Learner friendliness can be promoted through learner's involvement in activities that make the school cleaner and more environmentally sustainable, for example planting vegetable gardens, flowers, removing broken bottles from school grounds.

In keeping with the Bill of Rights the Learner Protection Policy asserts that the welfare and best interests of learners are important and all learners have a right to protection from harm. The Learners Protection Policy considers harm to learners as:

- Harm caused by another learner;
- Harm caused by someone outside the control of the department including family, strangers, parent helpers, volunteers, school visitors or unknown persons, and
- Self-harm. Educators are required to ensure the safety and wellbeing of learners at all times.

Safe, protective education policy related to school policies were established through the Constitution of the Republic of South Africa (Act 108, 1996) and regulations, as well as the state laws and administrative actions that implement these policies. The No Child Left Behind Act (NCLB), for example, establishes state requirements for the reporting of incidents of school violence and provides for the designation of certain schools as persistently dangerous, a designation that triggers certain consequences

for the school. State law defines the criteria for this designation in each state (Hutton, 2007).

Generally, school is a cordial and safe environment that ensures physical, mental and social wellbeing for every learner. Learners are taken into consideration when factors are addressed related to psychological and physical abuse, poor nutrition and unsafe physical environment. Proper addressing of these factors notably improves the attendance, participation and performance in schools.

2.9.2 Policy promotes learner's rights

The Convention on the Rights of the Child acknowledges that all human beings have human rights, and such rights are to be protected before as well as after the birth of a child (Convention on the Rights of the Child, 1989). In other words the learner needs safeguards and care, including appropriate protection before as well as after birth.

Rights-based education policy means that particular focus is given to discrimination, equality and the status of vulnerable groups. These groups vary, but could include women and girls, ethnic minorities, learners with disabilities, indigenous peoples and others. The fundamental aspect of the policy is the inclusion of safeguards in development instruments to protect against threats to the rights and well-being of vulnerable and marginalized groups. Furthermore, all development decisions, policies and initiatives, while seeking to empower local participants, are also expressly required to guard against reinforcing any existing power imbalances.

A rights-based education policy also gives preference to strategies for empowerment over mere service-delivery oriented responses. The goal is to give people the power and capabilities needed to change their own lives, improve their own communities and influence their own destinies (Hutton, 2007).

More importantly, school promotes the rights and democratic participation of learners, educators, parents and community in the school processes and in activities outside the school by enabling them to freely express their opinion, to take part in solving the problems and in taking decisions that are to the interest of learners. According to the Constitution (108 of 1996), all learners have equal rights to basic, mandatory and quality education. All learners have the right to have access,

commitment, increased participation and quality during the learning process regardless of age, gender, ethnic, racial, religious background, health, social, economic status and abilities and possibilities of the child. Inclusive education ensures recognition, acceptance and respect for all children.

2.9.3 Policy promotes health learning environment

The government of South African has pledged to put learners first by becoming a signatory to the United Nations Convention on the Rights of the Learner, and again by putting learner's special recognition in the Bill of Rights of the South African Constitution. The purpose of this commitment is to ensure that learner's rights are upheld, and that provision is made to enable all learners to reach their full potential. This is an important in providing special attention to learner's health (DoBE, 2012).

Health education is a critical component of the Integrated School Health Programme (ISHP). This programme provides the best opportunity to impact on the immediate and long-term health behaviour of school learners (DoBE, 2012: 12).

The health promoting educational policy aims at achieving healthy lifestyles for the whole school population by developing supportive environments conducive to the promotion of health. It offers opportunities for and requires commitment to the provision of a social and physical environment that is safe and enhances heal. For example, the European Network of Health Promoting Schools (ENHPS) creates within schools environments conducive to health. Working together to make their schools better places in which to learn and work, learners and school staff take action to benefit their physical, mental and social health.

Health education has a long tradition in schools, but has usually been only a part of the curriculum and focused on single causes of ill health in individuals, such as smoking and alcohol and drug abuse. Starting with this link between education and health, the three leading organisations, the European Commission (EC), the Council of Europe (CE) and the World Health Organisation (WHO) developed the idea of integrating health promotion into every aspect of the school setting, addressing all the people connected with it: pupils, their teachers, all other school staff, parents and eventually the wider community (Scriven and Hodgins, 2012: 142).

2.9.4 Policy promotes gender sensitive learning environment

A school is an environment in which learners learn about their gender identity, the relationships between girls and boys, boys and boys and girls and girls (Education Development Center, 2007). Again, the issue of gender identity is closely connected to gender equality and safety in schools and learning schools. Gender sensitive educational policy seeks to illuminate educational reality of girls and boys and factors that affect their educational achievement. The focus is on education policies, containing provisions aiming at gender parity and equality in all aspects of education, gender relevance and education; gender sensitivity in school management and the learning environment; and strategies for monitoring and evaluating gender-sensitive practices (UNICEF, 2006). The education of boys and girls with a gender-based framework is widely acknowledged as being the single most powerful vehicle of self-advancement. The education of young girls is acknowledged to be the foundation of any national development and plays an important role in ensuring a safer, healthier, more environmentally sound world. There is no doubt that significant progress has been made at policy level to have gender-sensitive educational policies. The main challenge has been to put the gender-sensitive policies into practice in the school management and learning environment.

All girls and boys have equal opportunities for a full participation in the learning process that addresses the basic and unique needs of girls and boys; school material is provided with no gender discrimination and that support the realization of human rights.

2.9.5 Policy promotes effective teaching and learning

Partnerships help to enlarge the awareness of educators about where learners come from and where they go. This awareness enables and empowers educators to tackle inter-segmental challenges that no single institution would address or could address as effectively. Often these are challenges that are viewed as so intractable that no one organisation is inclined to tackle them alone. Partnerships provide the infrastructure, strategies and processes for lifting initiatives originating in one segment to a more ambitious and potentially effective level. Partnerships create additional ways to channel and direct efforts toward a common goal. They provide reinforcement to large organisations that are subject to appeals from many different

areas. At their best, partnerships can become embedded in the culture of the participating organisations and serve as powerful stimulants for comprehensive change throughout communities.

Teaching is done having the learner at the centre, taking into account the abilities, needs, interests and respecting the learning styles of each of them to develop their potentials to the maximum in harmony with the requirements of society to prepare them to become active citizens and to face life challenges. Effectiveness in teaching is achieved through applying teaching strategies and techniques that reflect interaction during the learning process and that require professional development of educators in reaching the competencies.

2.9.6 Policy promotes community partnership

The preamble of the Delhi Declaration (Clause 2.8) indicates that education is, and must be, a societal responsibility, encompassing governments, families, communities and non-governmental organisations alike; it requires the commitment and participation of all, in a grand alliance that transcends diverse opinions and political positions.

The concept of community partnership is not new. This becomes especially clear if one takes a perspective of centuries rather than years. Prior to the twentieth century, most formal education was provided by private individuals or by religious bodies. The notion that governments should take responsibility for education only grew during the nineteenth century, reaching a peak in the mid-twentieth century (Archer, 1984; Green, 1997). When colonial governments decided to take an increasing role, in many cases they commenced by aiding the schools provided by missionaries and other religious and voluntary groups (Bereday & Lauwerys, 1966; Cummings & Riddell, 1994).

In this sense, the notion of state responsibility for education was fuelled by various international conventions. For example, the 1948 United Nations Universal Declaration of Human Rights (UNUDHR) that elementary education should be compulsory. This was followed by a similar clause in the 1959 Declaration of the Rights of the Child. Flowing from and contributing to such declarations was a view that education could be made compulsory only if the state was willing to provide

access free of charge and in sufficient volume. Such sentiments were enshrined in the constitutions of various countries, particularly ones gaining sovereignty during the initial decades following the Second World War.

By the 1980s, however, the world had witnessed a fundamental shift. In part this was linked to arguments favoring privatization, which had its stronghold in the economic sphere but flowed over to the social sector. Government operations, it was thought, tended to be inefficient and unresponsive to changing circumstances, and private enterprises were said to be more client-centred (Kitaev, 1999). For governments in low-income countries, the possibility of greater contributions to education by the private sector held out the prospect of increased sharing of the heavy load of operating education systems. This perspective was reflected in the 1990 Jomtien Declaration. It was echoed three years later in the Delhi Declaration (UNESCO, 1994), which emanated from an Education for All summit of leaders in nine high-population countries.

Therefore, school promotes the rights and democratic participation of learners, educators, parents and community in the school processes and in activities outside the school by enabling them to freely express their opinion, to take part in solving the problems and in taking decisions that are to the interest of learners.

2.10 MODEL FOR SAFE, CARING AND CHILD-FRIENDLY SCHOOLS

The South African education system is currently undergoing a major transformation. UNICEF, together with the National Department of Education are developing the Safe, Caring and Child Friendly School model, therefore, a set of six principles to transform schools into safe, protective and caring environments. The purpose of this model is to create schools in which learners can safely learn and educators can teach in warm and welcoming environments with free from any form of intimidation, violence and fear.

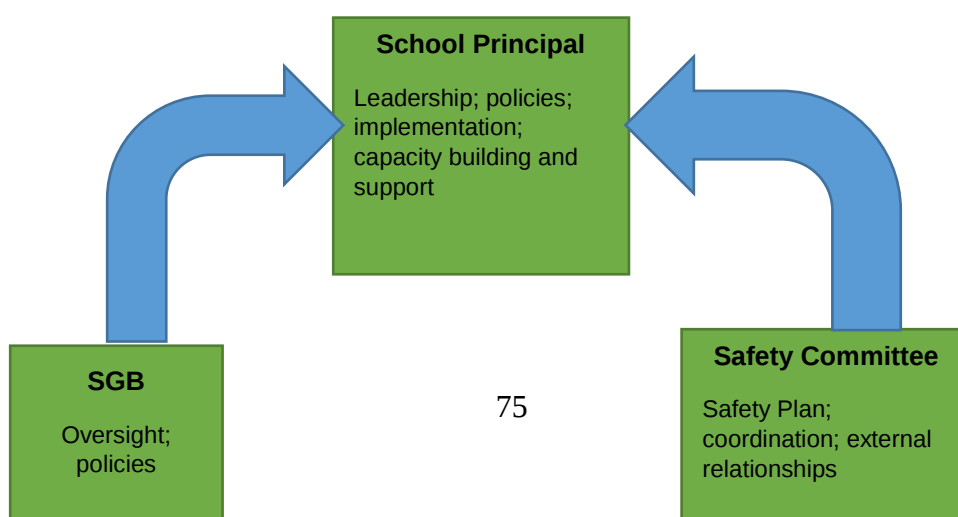
The main discussion involved around the purpose of the conceptual model for the study. Quality education is education that works for every learner and enables all learners to achieve their full potential (UNICEF, 2006). Schooling is the one experience that most learners countrywide have in common and the most common

means by which societies prepare their children for the future. Models have been put forth to improve quality of education in schools.

2.10.1 SAFE, CARING AND CHILD-FRIENDLY SCHOOLS

The SCCFS model has emerged as UNICEF's signature to ensure that advocate for and promote quality education for every learners. The model viewed as a holistic instrument for pulling together a comprehensive range of interventions in quality education. In this study, the model needs to promote learner-centred, gender-sensitive, community-involved, school friendly, protective and healthy approaches to schooling and out-of-school education countrywide.

In fact, the South African Constitution (108 of 1996) promises that all learners have the right to be safe, protected and cared for. This includes the right to be protected from abuse and the right to care and protection when they do not have parents. Most educators think about having a good relationship with parents. However, just as images of teaching and learning environments vary, so do images of good parent-educator relationships. At one end of the spectrum, the image of a good relationship is an effective separation of roles and functions between home and school, an optimal social distance combined with mutual respect. The family meets the school's expectations efficiently, and the school effectively educates the learner without undue demands on the home (Henry, 1996; Epstein, 1995; Powell, 1989; Lortie, 1975). At the other end of the spectrum is the image of the school functioning as an extended family, a more open system. Family and school intersect around the life of the learner (Powell, 1989; Galinsky, 1977; Taylor, 1968). Figure 2.4 below shows the model for Safe, Caring and Child-Friendly Schools for this study.



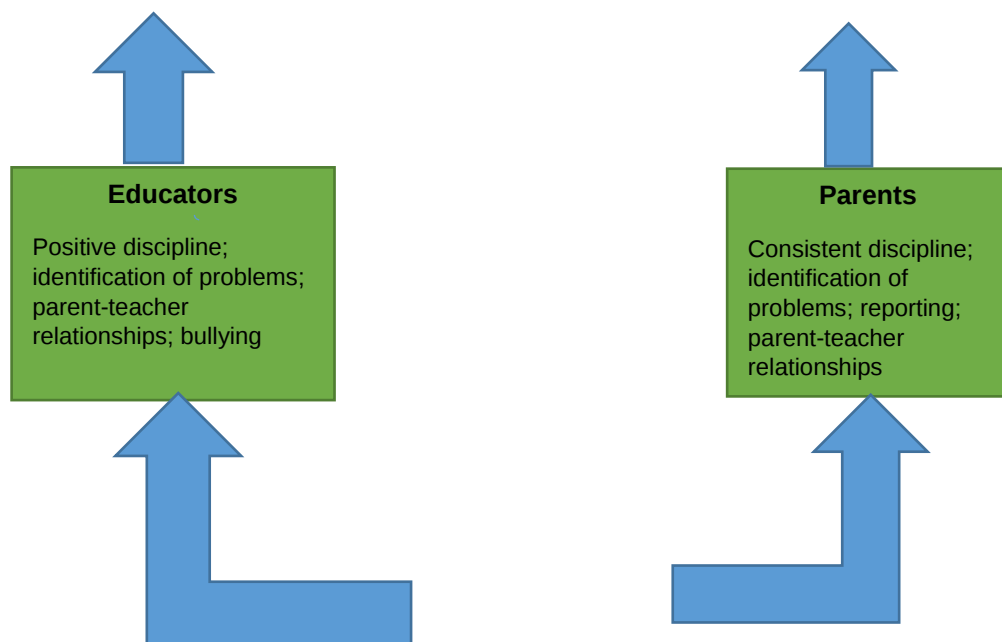


Figure 2.4: Model of Safe, Caring and Child-Friendly Schools

2.10.1.1 School leadership

The principal is the key person who is responsible for internal and external matters (Miske, 2010). If a learner has been harmed the principal must notify the learner's parent or guardian (Miske, 2010). The principal provides information on the nature of the unacceptable conduct that resulted in harm to the learner and the steps taken to protect the learner's safety, including any disciplinary measures taken in response to the unacceptable conduct. When notifying a parent or guardian, the principal must not disclose the name of or any other personal information about a learner who engaged in the unacceptable conduct.

It is the duty of the school principal to inspire staff and learners through the shared vision and working collaboratively to attainable future goals set. Similarly, principal should determine the specific educational aims of the school that is clearly understood by the staff, learners, parents, and the community at large.

2.10.1.2 Implementation of policies

All schools are required to establish a code of conduct for learners and staff and to review that code of conduct at least annually. A code of conduct outlines a school's behavioural expectations and disciplinary measures. All schools are expected to engage in preventative practices, in other words, the use of instruction and programming that focus on positive school climates and social responsibility. Themes common to a successful approach include the development of a positive school climate, a positive school-wide approach, team planning, community involvement, and professional support.

2.10.1.3 The School Governing Body

According DoE (2008) SGB has more duties to support the interventions of the school management team and representative council of learners in order to ensure links with the community. In addition, the SGBs work with the community to ensure that learners are safe on the way to and from schools.

Pule (2015) argues that recently the government is doing its best to ensure that all learners receive quality education, hence parents need to make a contribution to their child's education.

2.10.1.4 The educator's code of conduct

Oosthuizen (1998:209) indicates that an educator in a school has a legal duty in terms of the common law principle (*in loco parentis*) to ensure the safety of learners in their care. Again, an educator as person *in loco parentis* is vested with special status that empowers him to act authoritatively in terms of the law.

The educator is supposed to accept personal responsibility for teaching learners character qualities that will help them evaluate the consequences of and accept the responsibility for their actions. The educators are also in the position to help foster civic virtues such as responsibility, cooperation, loyalty and respect human life for others (Association of American Educators, 1994). The educator should aware that trust in the profession depends upon a level of professional conduct and responsibility that may be higher than required by law. An educator has a primary obligation to treat learners with dignity and respect. The professional educator promotes the health, safety and wellbeing of learners by establishing and

maintaining appropriate verbal, physical, emotional and social boundaries. Again, an educator should promote positive relationships and effective interactions, with members of the school community, while maintaining professional boundaries.

2.10.1.5 School's safety committee

Caron (2015) the school without safety committees misses the mark on rounding out a safe and secure learning environment for their learners. The safety committee helps to prevent unsafe conditions and provide efficient responses to emergencies when they arise.

A committee should have the right members and should be comprised of the principal, one educator, a safety or security personnel, a member from SGB and a non-staff member if available. If in a high school or higher education setting, also open a seat on your committee up to a learner who is interested in making their learning environment safer. These individuals can help start to explore ways to make your school campus safer. Each member of the committee should have clearly defined responsibilities for when an emergency situation arise.

2.10.2 SAFETY IN SCHOOLS

The 1996 South African Schools Act outlines basic safety and security model that requirements for all public schools in South Africa. Hence, the Department of Basic Education (DoBE) has been given responsible for implementing these requirements within the public school system. The South African government has made important efforts to provide guidance for schools on preventing undesirable incidents.

Thereafter, DoBE in 2006, responded by identified the need for a comprehensive model to creating safe and effective action plan in schools. This followed on a Ministerial project on school safety and security. The department's model was premised on the notion that the crime and violence that affects schools originates in the communities in which the schools are located. Therefore, model aimed at making a school safe needed to address itself to the whole community. Table 2.1 presents school safety model for the safe, caring and child-friendly schools.

Table 2.1: The model for Safe, Caring and Child-Friendly Schools

School Safety Elements	Action	Action Strategies	Responsibilities
1) Policy and Institutional Mechanisms	• Mainstreaming of DRR in Education & procedures for Education in Emergencies utilising local knowledge and cultural context. • Develop incorporation guidelines and tools for implementation of policy and DRR awareness material in educator learning material • Develop School emergency response policy and operational guidelines.	• Develop short, medium, and long term strategy for policy, and capacity for policy implementation. • Review relevant existing policies for improvements and compliance to international standards. • Develop short, medium and long term strategy for engaging private sector schools in DRR policy implementation. • Promote school maintenance awareness and resources. • Install KP wide school based multi-hazard disaster early warning system.	P/D/ DoE/ PDMA
2) Technical Aspects of Safer Schools	• Develop mapping of all public schools • Conduct assessment of schools in high risk locations. • Revise current prototype school building designs to include hazards provision, including safety provisions. • Reconstruct, retrofit,	• Conduct safety assessment of all schools for various hazard risks such as Conflict. • Develop and implement planning and design standard for safe school location and construction Conduct awareness raising and capacity building	P&D/ DoE/ C&W/PDMS

	rehabilitate, relocate identified hazardous schools. • Conduct stakeholder awareness raising on safe school 'siting'.	of concerned government departments. • Develop and include school retrofitting schemes in KP ADP. • Develop simplified codes and design for schools such as specifications and guideline.	
3) Systems, Skills and Resources. - Capacity Development Requirements for Safe Construction.	• Conduct awareness and training of heads of education institutions on maintenance requirements • Conduct maintenance of school building with provision of maintenance funds to schools. • Conduct safer construction orientation and training for concerned departments professionals. • Develop a cadre of skilled technicians in safer construction skills. • Develop training material, guidelines.	• Review PC-1 for requirement of building codes observation for new school construction schemes. • Develop KP wide early warning systems for all (E.g. incidents,) related hazards • Develop capacities in relevant departments, organisations for better building designs and techniques • Develop a safer construction skills training program for local skilled/ unskilled labor	
4) Integrating Disaster Risk Reduction Information in Formal/Informal	• Make DRR integration part of (inter-departmental working group) medium , and long term strategy • Develop DRR specific material, and awareness raising of concerned stakeholders	• Implement comprehensive integration planning and implementation of DRR in formal/ informal schooling curriculum • Develop and provide appropriate DRR information related	P&D/ PDMA/ Local Government

Education	• Orientation workshops, seminars, and training for teachers on Education policy application and tools. • Conduct disaster awareness lectures/ seminars in some schools and conduct safety drills for schools in high risk areas	material to school communities • Develop a comprehensive program of safety drills and instructions in all schools (public and private) • Develop learning tools/ visual resource material for children for risk management education	
5) Community Preparedness for Disaster Prevention and Response	• Develop SOPs (standard operating procedure) for disaster response for all schools at risk in KP area Develop and application of guidelines / checklist for “safe schools” for specific hazards in local communities • Conduct safety drills in schools for various hazards.	• Develop community based “school hazard assessment, and response plan” (all and specific risks) Demonstrate select schools as “safe schools” • Develop ‘safe havens’ as demonstration for post disaster “continuity-of-service”. • Demonstrate select schools as “safe schools”. • Train and equip communities around schools in response and rescue safe schools.	P&D/DoE /PDMA/ Local Government/ Department,/ Police
6) Public - Private Partnership s/ Financing for Safe Schools.	• Involve media in engaging private sector in safe schools.	• Develop and incentive policy and guideline for private sector to invest in safe schools development	PDMA/ P&D/ DoE/ Private Schools Associations/P rivate Building Contractors/ Private Sector

Source: School Safety Action Plan, 2012

2.11 MECHANISMS MEDIATING THE SOCIAL CONSTRUCTION CREATING SAFE, CARING CHILD-FRIENDLY SCHOOLS

Nowadays, despite deep cultural changes and changes in lifestyle and modernism, many people lack the essential ability to cope with life's problems (Gerami, Ahmadi, Safat and Farsi, 2015). It is impossible to prevent all school incidents, just as it is impossible to prevent any crime entirely. Nonetheless, there are things that can be done. The most important thing that the entire of school management can do to prevent school violence is to take advice from learners, teachers, parents and the community. But however, there is another kind of listening that goes beyond the immediate threat. Schools should also focus on reducing the bullying as an example and social isolation that tend to produce school killers. Hopefully, all learners are innocent, but as I know they can be very cruel. A prevention effort that reduced violence would almost certainly reduce school killings drastically and it would also benefit the more learners whose teenage years are miserable, but who will never kill.

The common thread among school violence is a feeling on the part of the teenager that he could not express in words the depth of his/her true feelings of rage as a result of feeling rejected, hurt or stressed. A secure school environment is one in which the learners, educators and even non-teaching staff have a very low risk of physical, emotional and psychological injury. It is critical that school governing bodies (SGB) and school management team (SMT) take full responsibility for addressing the problems of security. A school is a place where learners are without their parents for five to eight hours every day. If a school does not secure, the learners are vulnerable to thieves, drug peddlers, rapists, gangs and other perpetrators of emotional and physical assault (IPT, 1999).

The idea for preventing school violence is simply to control it from happening in the school environment. Managing and controlling efforts should ultimately reduce risk factors and promote protective factors at multiple levels of influence, including bullying, sexual violence, and societal levels. In other words, in order to promote a safe and responsive climate for all learners, primary controlling and managing efforts, such as improved school management, are implemented school wide.

As regards the social aspects, school management, educators and learners have received additional support. Part of the support has included training on an early warning system that detects security threats before problems arise. Schools have also been encouraged to adopt codes of conduct. Principals and educators have been instructed on the best ways to conduct drug searches. Educators have also been supplied with alternatives to corporal punishment as a disciplinary tool. The department reiterated that the creation of SCCFS was critical in the quest to produce academic and social success amongst learners. Meaningful approaches had to balance security measures and discipline with positive supports, skill building, parent and community involvement, and improved school climate.

2.11.1 DUTIES OF PARENTS

The only way to achieve safe, caring and child-friendly is to work together. The multiple networks of actors committed to improving safe, caring and child-friendly in the developing world must leverage each other's efforts both to maximise their impact and to ensure they are all pulling in the same direction.

The South African Schools Act of 1996 requires all learners between the ages of 7 and 15 to attend school. All parents and guardians must make sure that all learners of this age are registered to go to school. As a parent, his/her relationship with the school starts on the day that he/she decides to register his/her learner with a particular school. This relationship is defined by a set of rights and responsibility towards the school. As the first educator in their learner's lives, parents and families pave the way for successful school experiences. Parent involvement in a learner's life experience has a great effect on school learning and achievement.

Beyond the essential bond of parent and learner that is so critical for physical and social, and intellectual wellbeing is the need for co-operative interaction with other people. As parent there are several tasks that he/she can do to prevent school violence. They can set rules for their learners to make them aware of their limits and the consequences they'll face if these rules are broken. They must keep communication with their learners openly. They should also be aware of who their friends are and the activities that they participate in. Step up to the plate and intervene if an attitude or behaviour could be dangerous to their learner or others. They must report the types of incidents that occur to school administrators and if

results aren't satisfactory. The parents should know their child, his/her attitude and his/her moods. It is the role of parents to know their learner's educators and keep the lines of communication open. More important, a parent should adopt a zero tolerance policy for violence. This can decrease school violence in other way.

2.11.2 THE ROLES OF LEARNERS

According to Brazilian (n. d) an essential part of plan's work is to help create spaces for learners to discuss together the issues which affect their lives, then ensure adults respects their views so that young people may be involved in community decision-making. This communication has been prepared with and by young people directly and is intended to give a general sense of the kinds of issues learners discuss and how they work together.

The issue of school safety is a shared concern. Today, more than ever, it is essential that learners, parents, communities and businesses work together to develop a disciplined environment where learning can take place. Providing safe schools is a cornerstone for achieving a world-class education.

Learners have an important role to play in ensuring that their schools are safe and orderly. Learners can take steps to help make their schools places where learning can take place without disruption and without the fear of being victimized or bullied.

2.11.3 DUTIES OF EDUCATORS

Teachers today are under unprecedented pressure from all sides. Everyone, it seems, is an expert on teaching. Newspaper and magazines are full of advice about what teachers should do in classrooms, and still more advice comes from sources as varied as legislators and preachers, parents and students, members of school boards, and university professors. Who isn't qualified to speak with authority about school and teaching? After all, didn't everyone go to schools for many years and leave with full knowledge of how schools should have been? More to the point, perhaps, there is a sense in which everyone is a teacher. The root meaning of the word 'teach' is to 'show, to tell, to point out'. Parents 'tell' their children what to do; doctors 'point out' proper procedures to their patients; auto mechanics may 'show' how to make mirror adjustments to a car. Everyone teaches others to do things, and so everyone is a teacher, at least in an 'amateur' sense (Gunter et al., 1990).

Nowadays school violence is becoming a huge problem in schools. Due to this problem, not just the studies of learners get affected but it puts direct impact on the school's environment as well. IRST (2005) points that teachers and other education staff are accountable for the way, in which they exercise authority, manage risk, use resources and protect learners from discrimination and avoidable harm.

Oosthuizen (1998) teachers in a school have a legal duty in terms of the common law principle, *in loco parentis*, to ensure the safety of learners in their care. Teachers as persons *in loco parentis* are vested with special status that empowers them to act authoritatively in terms of the law. Not only do they have both delegated by the principal of the school to act on his or her behalf and original powers originating in the common law of authority over learners on the school grounds and during the normal school session, but in terms of the common law they are also granted authority over the learners during extramural activities on or away from the school grounds.

2.11.4 RESPONSIBILITIES OF LEARNER REPRESENTATIVE COUNCIL

The Learners Representative Council (LRC) was establishment through the promulgation of the SASA. Chapter 2 of the SASA pertains to learners and the provision of Section 11(1) within this chapter instructs that a representative council of learners must be established at every public school enrolling learners in the eighth grade or higher and that such a council is the only recognised and legitimate representative learner body at the school. It further instructs that the Member of the Executive Council (MEC) in each province must determine the functions and the procedures for the establishment and election of LRCs.

Although everyone has a role to play in controlling violence in schools, starting from the parents up to school management, the most important role needs to be played by the learners who become the victims of the problem. Incidents in schools can be controlled or managed. Research shows that controlling efforts by teachers, administrators, parents, community members, and even learners can control violence and improve the overall school environment. No one factor in isolation causes school incidents, so controlling school incidents involves using multiple prevention strategies that address the many individual, relationship, community, and societal factors that influence the likelihood of incidents. Controlling efforts should

ultimately reduce risk factors and promote protective factors at these multiple levels of influence.

2.11.5 DUTIES OF SCHOOL PRINCIPAL

It is therefore a principal's main professional responsibility to ensure learners in all systems are provided with every opportunity for a quality education in a safe environment and it is essential that all educators are aware of and comply with their professional responsibilities.

An effective principal recognizes the potential he/she has to create a school environment where educators thrive and learners achieve their greatest potential in a safe and nurturing school setting (Oregon Department of Education, 2000). As a leader, the principal maintains a constant presence in the school and in classrooms, listening to and observing what is taking place, assessing needs, and getting to know educators and learners. In particular, the principal sets high expectations and standards for the academic, social, emotional, and physical development of all learners.

The principal brings together a wide range of stakeholders within the school community, take into account their aspirations, and work to create a vision that reflects the full range and value of a school's mission. The principal is supposed to encourage the development of the whole learners by supporting the physical and mental health, as well as their social and emotional well-being, which is reinforced by a sense of safety and self-confidence. High-quality education and learning experiences are crucial to an elementary level principal's shared vision to shape the school culture and instructional leadership.

2.11.6 THE RESPONSIBILITIES OF SCHOOL MANAGEMENT TEAM

Everyone in a school has some responsibility in its successful running. The main responsibility rests on those in the position of school management (Walters, 1993).

School management team (SMT) aims at creating the school environment that is a learning climate which supports continuous improvement and which provides each teacher and each learner an opportunity to become a partner and creating success.

Presently, school management team is a school principal, deputy principal and head of department. This means all of them are aware of what is required for the effective

running of a school and they do have the ultimate accountability. However, they do have accountability for certain functions as they are part of a team and if the school is being run in a democratic fashion they are part of a devolved management structure.

The functions are aspects through which effective management and administration are reflected in a school as they are often used as norms for controlling school safety and security.

2.11.7 SCHOOL GOVERNING BODY ROLES

The SGB is the government of the school, established in terms of the South African Schools Act (SASA, 1996). It is mandated to set policies and rules that govern the school, and to monitor the implementation of the rules.

In terms of section 24 of the Constitution of the South Africa, a learner has a constitutional right to receive education in a safe school environment (Boshoff, 2000) and also a school governing body of public schools has a major responsibility to ensure that the learners' right to a safe school environment should be taken into account. Section 8(1) of the South African Schools Act 1996 requires school governing bodies to adopt a code of conduct for learners after consultation with learners, parents and educators of the school.

Squelch (2001:142) notes that a SGB has a duty to ensure that the code of conduct such as policies and procedures that are appropriate for dealing with matters like physical abuse, sexual harassment, and other forms of abuse, bullying and the possession of dangerous weapons, and that these policies are implemented and revised on an ongoing basis between educators and learners as major concern in all schools.

Section 21(1) (a) SASA, 1996 stipulates that AGBs may be allocated the function of maintaining and improving the school's property, as well as the buildings and grounds occupied by the school. Failure to control and maintain these facilities so as to keep them safe for use by learners and educators could lead to liability.

2.11.8 REFLECTION OF DoE TOWARDS MANAGING VIOLENCE IN SCHOOLS

The Department of Basic Education and the South African Police Service (SAPS) have formalised their co-operative partnership through a signed agreement known as the Partnership Protocol. This Protocol, sets out the framework for close inter-departmental co-ordination in order to create Safe, Caring and Child Friendly Schools, in which quality learning and teaching can take place.

The approach implies that learners are not looked at as subjects of care and service provision; they have paramount right to participate in the development process (DoE & UNICEF, 1993). The responsibility for improving development of learners does not lie with them, but they must participate in the process and have to be consulted as far as development outcomes are concerned. It is therefore, the responsibility of the family, the community, the school and the State to support learners in the realization of their rights (Presidency, 2007). Families are responsible for the adequate care of learners. As they live in communities, communities have responsibility in demanding services for their members and for ensuring that all learners in the community are cared for, protected and have access to the services they need.

Civil society and organisations within it, such as Non-Governmental Organisations (NGOs), Community Based Organisations (CBOs), Faith Based Organisations (FBOs), private sector, etc. are channels, through which people participate in the political and social life of their society (Presidency, 2007). They can demand and advocate for learner's rights and engage in dialogue at local and national level with the Government, as well as provide effective and efficient services, extending government capacity through partnerships for implementation.

The Government, as an executing agency of the Constitution of the Republic of South Africa and as a signatory to the Convention on the Rights of the Child (CRC) bears the primary responsibility for the progressive realization of learner's rights. The Parliament has a critical role to ensure that the national legislation addresses appropriately the rights of learners. International partners working at national, as well as at sub-national level, have also a responsibility for improving the situation of learners. Policies and programmes that are designed and implemented to address the challenges are then explored.

2.11.9 LAWS PROTECT LEARNERS IN SOUTH AFRICAN SCHOOLS

The government of the Republic of South Africa is recognizing of violence in schools as a crucial issue (Pais, 2001). The Bill of Rights in the Constitution of South Africa sets to ensure rights of school learners in South Africa with the democratic values of human dignity, equality and freedom. In addition, it calls for the right to freedom and security, including freedom from all forms of violence by either public or the right to bodily and psychological integrity, including reproduction and bodily security.

After democracy in South Africa (1994) has resulted in numerous law and policy reform initiatives, especially in the protection of a learner in and out of teaching environment. The change of government and the inclusion of all communities and cultures were involved to take part to the education of their learners.

Child Law in South Africa is the updated and greatly expanded successor to *Introduction to Child Law in South Africa* (2000). In recent years child law has developed into a well-defined field, both in legal practice and in research. *Child Law in South Africa*, with its eighteen new and seven entirely updated chapters, is intended as a source of first reference for all legal questions pertaining to children. This publication is aimed at addressing some of the burning issues that are frequently dealt with in a multi-disciplinary way. The law provides insight into the profound influence of recent legislation, for example the Children's Act 38 of 2005, the Child Justice Act 75 of 2008 and the Criminal Law (Sexual Offences and Related Matters) Amendment Act 32 of 2007 and comments on ground breaking case law and the latest research findings in the field. In creating a safe, protective and caring school, the following South African laws and policies are implemented.

2.12 CONCLUSION

The six policies are necessary and interdependent conditions for SCCFS success. A school is child-friendly when all elements are present and are mutually reinforced. The SCCFS policies are also the core strategy for developing the DoBE social cohesion toolkit in South African system of education. A SCCFS is a rights-based school, which demonstrates, promotes, and helps monitor the rights and wellbeing of all learners regardless of their race, sex, sexual orientation.

Therefore, SCCFS is an academically effective school that provides quality education that is relevant to learner's needs for life, and for livelihood knowledge and skills. It also requires a range of enabling conditions, such as motivated strong leadership and management capability, healthy environment; and a sound relationship with all stakeholders.

Typically, schools are an important personal and social space for learners. Children are natural learners but their desire to learn can be easily undermined and destroyed by the many hardships they face on a day-to-day basis. For learners to stay in school and successfully complete their education, schools must be physically safe, emotionally secure and learner-focused places.

It is important to realise that action plan of SCCFS in schools is one of a major factor to make learners be safe. In 2010 the Minister of Basic Education (South Africa) declared that there would be a plan for safe in South African schools called Action Plan to 2014, and that would form part of a vision called Schooling 2025. The action plan is important because it alerts schools and all stakeholders what the government will be doing to make schooling safe. The ministry also explains how schools, parents and stakeholders can contribute towards making action plan for 2025 a reality. Finally, the next chapter provides the research methodology of the study.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 INTRODUCTION

Chapter Two provided a literature review on the theoretical framework, safety and school violence. Therefore, in this chapter the research process for research designing and methodology will be discussed by referring to accepted trends from the research methodology that will be used as a basis to structure a research strategy and plan. The reason for this chapter is to investigate the nature of violence in schools and look at ways to implement policies and practices aimed at creating safe, caring and child-friendly schools. Ultimately, the chapter will articulate how data will be collected. The methods for establishing the reliability and validity and trustworthiness of the inquiry and findings will be also discussed.

3.2 PHILOSOPHICAL RESEARCH PARADIGM

According to Johnson and Christensen (2005) and Saunders and Thornhill (2007), a philosophical research paradigm (PRP) can be defined as a perspective that is based on the set of shared assumptions, values, concepts and practices. In support of the idea of the above scholars, Cohen, Manion and Morrison (2000) view PRP as the broad framework, which comprises perception, beliefs and understanding of several theories and practices that are used to conduct a research. Such perspectives have shifted in the wake of the United Nations Convention on the Rights of the Children (UNCRC) (1989) towards a recognition of learners as social actors in their own right rather than parts of an others as part of a school (Alderson, 2000; Christensen and Prout, 2002). Other researchers argue that PRP judges as a function of how researcher thinks about the development of knowledge. Research paradigm is a combination of two ideas that are related to the nature of world and the function of researcher. In PRP, a constructivist educator pose questions and problems, then guide learners to help them find their own answers. They use many

techniques in the teaching process. It helps researcher to conduct the study in an effective manner.

3.2.1 RESEARCH PARADIGMS

A paradigm can be defined as an overarching philosophical or ideological stance, a system of beliefs about the nature of the world, and ultimately, when applied in the research setting, the assumptive base from which we go about producing knowledge (Rubin and Rubin 2005). Thomas Samuel Kuhn (1922–1996) is one of the most influential philosophers of science of the twentieth century. A philosopher Kuhn (1970) has drawn the idea that researchers have described paradigms in various ways. Burrell and Morgan (1979) used the term as a ‘commonality of perspectives which binds the work of a group of theorists together’. Kuhn expresses on the idea that participants in different disciplinary matrices will see the world differently by claiming that their worlds are different:

...In a sense I am unable to explicate further, the proponents of competing paradigms practice their trades in different worlds. One contains constrained bodies that fall slowly, the other pendulums that repeat their motions again and again. In one, solutions are compounds, in the other mixtures. One is embedded in a flat, the other in a curved, matrix of space. Practicing in different worlds, the two groups of scientists see different things when they look from the same point in the same direction (Kuhn, 1962/1970a: 150).

Shank (2002) argues that windows, as transparent portions of walls, enable looking through. Shank also points out that a microscope is a special kind of window that gives a magnified view of small things; whereas a telescope gives a magnified view of distant things. However, if the lens is smudged then a true view is not feasible. The more the window restricts the view, the more bias to the view. Because of uncertainty the enquirer can only be relatively sure, therefore limiting the reliability, validity and generalisability of the results of an enquiry.

An aim of this research is to eliminate error. To the researcher, when the most cardinal set of assumptions is adopted by a research community and allow its members to share similar perceptions and engage in commonly shared practices in a discourse, then it is a “paradigm.” Largely, it encompasses assumptions about

knowledge and how this knowledge is acquired in both social and physical realms (Hirschheim and Klein 1989). In the social sciences, Handa (1987) coined the idea of 'social paradigm' to be specific to the context of the social sciences whilst trying to identify the basic components of a social paradigm. In doing this the researcher addresses the issue of changing paradigm, a term that has popularly been referred to as 'paradigm shift' to highlight the social circumstances that causes such a shift and the effects on research. In his view, this shift changes the way the researcher perceives reality. To Guba and Lincoln (1994), a paradigm is simply 'basic beliefs' about the initial principles of the issue under investigation and presents a 'world view' that spells out the nature of the world and the researcher's place in it and the extent of relationships of the world.

Schwandt (1994) argues that what constitutes a constructivist worldview is shaped by the use and users of the term, and there is no widely agreed upon view of the paradigm. Still, some traits seem to be central (from Guba and Lincoln (1994); Schwandt (1994); Gjersvik (1993b); Hirschheim et al. (1995) and Weick (1995). Figure 4.3 below represents the social construction of reality in organisations. These basic beliefs as they relate to research paradigms are outlined in Table 3.1.

Table 3.1: Summary of the fundamental beliefs of research paradigms in social sciences

Research Paradigms				
Fundamental Beliefs	<i>Positivism (Naïve realism)</i>	<i>Postpositivism (Critical Realism)</i>	<i>Interpretivism (Constructivism)</i>	<i>Pragmatism</i>
Ontology: the position on the nature of reality	External, objective and independent of social actors	Objective. Exist independently of human thoughts and beliefs or knowledge of their existence, but is interpreted through social conditioning (critical realist)	Socially constructed, subjective, may change, multiple	External, multiple, view chosen to best achieve an answer to the research question
Epistemology: the view on what constitutes acceptable	Only observable phenomena can provide	Only observable phenomena can provide credible data, facts.	Subjective meanings and social phenomena.	Either or both observable phenomena

knowledge	credible data, facts. Focus on causality and law-like generalisations, reducing phenomena to simplest elements	Focus on explaining within a context or contexts	Focus upon the details of situation, the reality behind these details, subjective meanings and motivating actions	and subjective meanings can provide acceptable knowledge dependent upon the research question. Focus on practical applied research, integrating different perspectives to help interpret the data
<i>Axiology: the role of values in research and the researcher's stance</i>	Value-free and etic Research is undertaken in a value-free way, the researcher is independent of the data and maintains an objective stance	Value-laden and etic Research is value laden; the researcher is biased by world views, cultural experiences and upbringing	Value-bond and emic Research is value bond, the researcher is part of what is being researched, cannot be separated and so will be subjective	Value-bond and etic-emic Values play a large role in interpreting the results, the researcher adopting both objective and subjective points of view
<i>Research Methodology: the model behind the research process</i>	Quantitative	Quantitative or qualitative	Qualitative	Quantitative and qualitative (mixed or multimethod design)

Source: Saunders et al. (2009), Guba and Lincoln (2005), Hallebone and Priest (2009).

Researchers construct epistemic worldviews to recognize multiple realities through exploring originality, oral tradition and literacy practices including ordinary

experience, situated knowledge, continuity of experience, social construction of knowledge, and community. In this regard Hitchcock and Hughes (1989) point that the basic ontological and epistemological assumption held by any researchers will shape the kind of methodology which those researchers will adopt. In light of this statement, the following section will discuss the ontological and epistemological stance that underpins the methodology that will adopt for this study.

3.2.1.1 Paradigm

Gub (1990) views the word 'paradigm' as coming from the Greek word "*paradeiknyi*", which means to show side by side, and is a pattern or examples of something. It represents the ideas of a mental picture of thought. Hence, Morgan (2007) views paradigm as the worldview way of thinking about the world, which includes beliefs concerning morals and values. It is a shared understanding of reality with which qualitative researchers approach their enquiry, a set of guiding assumptions. Educational research is essentially concerned with exploring and understanding social phenomena which are educational in nature, mainly pertaining to formalised and spontaneously occurring social, cultural, psychological processes which could be termed as education. In doing so, it deals with educational questions that can be investigated in a satisfactory manner, and the methods which enable such satisfactory investigation and the utility of results emanating from such investigation (Dash, 1993).

In this study, paradigm has important to unite safe and caring and upbringing the learner and teaching and relate them to friendly education. Safe, caring and child-friendly schooling is something practical and not simply an activity that influences learner's learning and development (Noddings, 2002, 2005). Noddings further proclaims that safe and caring relations are a foundation for teaching for various reasons. (a) It is important that we teachers listen to our learners and can gain their trust. Learners should not see our efforts as interference but, rather, as cooperative work proceeding from the integrity of the relation. (b) As we engage our learners in problem solving, we learn about their needs, working habits, interests, and talents. The researcher believes that safe, caring and child-friendly education has to be reflected on psychologically and philosophically in order to avoid the reduction of educational activities. Safety and caring is a kind of existence, because there is a

relation where one person is considerate towards and attends to another person. In the following sections the components of these paradigms are explained in detail, along with their relationships.

The paradigms considered are the following: ontology, epistemology, methodology, and methods. Each component is explained, and then the relationships between them are explored.

3.2.1.2 Ontological Paradigm

Prior to clarifying the ontology used in this study, it is important to give origin of the term ontology. Watkins and Mohr (2001) explain that ontology is *ontos* + *logia*, which means being and study of the nature of reality and truth. It is about clarification of the qualitative researcher's position about the nature of existence in science, the implicit and explicit presuppositions from which the research would be undertaken.

Delanty and Strydom (2003) state that, as a philosophy, ontology is concerned with assumptions about the variety of phenomena in the world. It is a theory of the nature of reality. Hitchcock and Hughes (1989) assert that ontology is a theory of being and is concerned with issues of what exists and also refers to the claims that a particular paradigm makes about reality or truth.

As a result, ontology is the starting point of all research, after which one's epistemological and methodological positions logically follow (Blaikie, 2000). Ontological learning is concerned with knowledge discovery in different data sources and with its representation through an ontological structure and, together with ontology population, constitutes an approach for automating the knowledge acquisition process (Buitelaar et al., 2005).

Moreover, Alan Bryman (2001) proposes that ontology concerns the nature of the world and human being in social contexts. There are different assumptions to see the world outside the individual. Therefore, a normative ontology emphasizes that a social phenomenon is independent from other factors. The world is one that there are no other perceptions. In contrast, an interpretive ontology emphasizes that the world in social phenomena has different meanings. One factor influences changes in social context. As a result, different researchers can have different conclusions for one observation. On the other hand, critical theory paradigm tends to see the world

as something that has to change. It involves criticizing social phenomena and changing them based on the interrogations of the phenomena both social and individual.

In this study the researcher viewed the value of ontology that learners socialize by interacting strongly with others. Children are born into social settings; they develop, mature, and reproduce in social settings. The nature of any given individual is intimately bound up with their social condition. This seems particularly clear in the case of misbehaviour of learners in schools.

Schools should be safer than all other locations where kids play. Creating safe and caring schools is a process which requires ongoing support, direction and attention from all stakeholders. Ontological insight assists on providing a system of management of the self within social systems. A review of the scholarly literature (Bauman, 2005) proclaims that without a sense of security human learners are stripped of the confidence without which freedom can hardly be exercised.

Although learners are expected to be child-friendly in their roles, knowledge, and contributions in the collective interaction, their roles and functions often have dynamic and penetrable boundaries. Their consciousnesses are assumed to have equal rights to be taken seriously by the person themselves and the other participants within the ontological and not to be overruled by any authority.

3.2.1.3 Epistemological Paradigm

According to Crotty (2003) epistemology is a way of understanding and explaining how we know what we know. Maynard (1994) differs somewhat with Crotty, because he views epistemology as a concerned with providing a philosophical grounding for deciding what kinds of knowledge are possible and how we can ensure that they are both adequate and legitimate.

Blaikie (2000) argues that epistemology is one of the core branches of philosophy, which is concerned with the theory of knowledge, especially in regard to its methods, validation and 'the possible ways of gaining knowledge of social reality.

Epistemological in the normative paradigm is how the social world can investigate as natural science. Hypotheses have to test by empirical approaches. The results have to be objective through scientific method. In contrast, epistemology in interpretive is

acquire the knowledge by investigate the phenomena in many ways, because the social context is different from natural science. Therefore, investigations of social phenomena can result in many interpretations. Furthermore, in critical theory, practical issues can construct the knowledge. It tends to change the certain conditions through criticizing the practical, politics, and social issues. Therefore, the results can be subjective.

According to Marsh and Furlong (2010), ontology and epistemology play a very important role in philosophy but also in the work of educational phenomenon because both terms are used in relation to the discussion of theoretical issues. It can be argued that these theoretical positions are fundamental to their process of research and scientists' inclination to subject as they shape the approach to theory and the methods that are employed by social scientist.

It is important to realise that epistemology could provide understanding with regard to school safety that emerged from this study. From the South African Constitution cultural viewpoint, safety is taken to mean freedom to be individually and what collectively we are. From the field experience, Cavanagh (2005) views that learners need to feel respected and proud of who and what they are as citizens, as South Africans. Educators and all school personnel need to respect learners' preferred ways of learning.

Section 29(1) of the Constitution of South Africa provides that every child has the right, among other things, to basic education, while, section 28(2) enhances this right by pointing out that childrens' best interests are of supreme importance in all matters that affect them. Even though it would seem that the state is primarily responsible for upholding these rights, the responsibility of the state is complementary to that of parents or their substitutes and would arise only if the parent or substitute is unable to do so (Robinson, 1995). It is therefore clear that South African educators need to acknowledge the fundamental rights of learners. Result, the South African Schools Act 84 of 1996 aims at upholding the rights, among others, of all learners. Various sections of the act refer to taking into account learners' rights (ss 5(6), 34(1)), the best interests of the learner (ss 4(1)), consulting the learner (ss 8(1)), protecting the interests of the learner (ss 8(5), 9(3) (c)), and providing quality education for the learner (ss 8(2), 20(2), 36). These aspects are all aimed at laying a strong foundation

for the development of all South Africans' talents and capabilities in accordance with the preamble to the Constitution.

3.2.2 POSITIVISM

Positivism is a long tradition of thought about science emanating out of the 19th century. Positivism is based on the philosophical ideas of the Comte, who emphasized observation and reason as means of understanding human behaviour. According to him, true knowledge is based on experience of the senses and can be obtained by observation and experiment (Cohen et al., 2000).

Positivism regards the attempt to obtain predictive and descriptive information related to the social reality and the external world as the main purpose of science.

The purpose of positivism in this study is to give emphasis to the scientific method, statistical analysis, and generalizable findings. Positivism is also based on knowledge gained from of observable experience rather than introspection. The scientific experimental testing method is the best way of achieving this knowledge. Levin (1988) argues that positivists believe that reality is stable and can be observed and described from an objective viewpoint. Positivism has been described as 'one of the heroic failures of modern philosophy' (Williams and May, 1996). As Hughes and Sharrock (1997) show, one of the fundamental mistakes of positivism is some of the assumptions it made about scientific inquiry.

3.2.3 ANTI-POSITIVISM

Anti-positivism emphasizes social reality by viewing the individual according to the ideological positions he possesses. The anti-positivists believe that reality is multi-layered and complex (Cohen et al., 2000). They further emphasize that the verification of a phenomenon is adopted when the level of understanding of a phenomenon is such that the concern is to probe into the various unexplored dimensions of a phenomenon rather than establishing specific relationships among the components, as happens in the case of positivism. Anti-positivism advocates that social reality and the world are relative and that it is not possible reach conclusions and make inferences without being involved in this social reality or social action (Burrell and Morgan, 1979). Anti-positivists claim that the exclusion of the individual

from reality is the cause of social reality as a subject of science and the world as a fact is independent of the individual's mind (Çiftçi, 2003). The way of thinking proposed by anti-positivism has the advantage of indicating that to oppose positivism does not mean that one must reject the natural sciences as a methodological model for social research.

3.2.4 POST-POSITIVISM

Post-positivism can be defined to incorporate approaches to knowledge growth rejected by positivism as unscientific (Fox, 2006). Post-positivism also describes an approach to knowledge, but it is also implicitly an assessment of the nature of reality. It is a position in the philosophy of science that emphasizes the importance of observation for the growth of knowledge and thus considers the measurement of phenomena as central to the development of understanding. Karl Popper believes that theories should be tested against data with the intention of their falsification and subsequent replacement with improved theoretical models (Fox, 2008).

3.2.5 INTERPRETIVISM PARADIGM

According to Gray (2004), for interpretivists the world is too complex to be reduced to a set of observable laws, and generalisability is a less important issue than understanding the real behind the reality. The main purpose of the interpretivist view in this study is to understand the position of the social situation from those who live it (Neuman, 2000; Hudson and Ozanne, 1988).

Interpretivists contend that only through the subjective interpretation of and intervention in reality can that reality be fully understood. The study of school environment is the key to the interpretivist philosophy in order to avoid affecting those learners' behaviour they study.

The interpretive paradigm allows the researcher to focus on the contextual meaning-making, as the central endeavor within the context of an interpretive paradigm and understanding the subjective world of human experience (Cohen, Manion and Morrison 2000).

I therefore, applied this method to ensure that I could interpret the data sensitively to develop a deeper understanding of the experiences of learners of anti-social

behaviour in a school context. The position of interpretivism in relation to ontology and epistemology is that interpretivists believe that reality is multiple and relative (Hudson and Ozanne, 1988). Lincoln and Guba (1985) explain that these multiple realities also depend on other systems for meanings, which make it even more difficult to interpret in terms of fixed realities (Neuman, 2000). The knowledge acquired in this discipline is socially constructed rather than objectively determined or perceived (Carson et al., 2001: 5; Hirschman, 1985; Berger and Luckman, 1967, cited from Hudson and Ozanne, 1988).

Cohen, Manion and Morrison (2000) took their realization a step further to argue that an interpretive paradigm seeks to understand how individuals interpret the world around them, and to understand how reality goes on at one time and in one place and compare it with what goes on in different times and places, which is appropriate for this study.

3.2.6 PRAGMATISM APPROACH

The word pragmatism is derived from the Greek word “pragma”, which means “work”. So, in this regard, pragmatism has been conceived as “philosophy of workability which encourages people to seek out processes, and to do things which work best to help people achieve desirable ends” (Nwafor, 2013: 2). According to Kelly (2000) and Aggarwal (2002) the pragmatists are interested in transformation of ethical character based on moral behaviour on a holistic manner. The same author (Kelly) further suggests that pragmatism is considered as a process rather than a result, and it attempts to validate all participatory variables in a solution to the problem. Therefore, I applied pragmatism in this study because of social context and several good reviews about it, both as a general belief system for the social sciences (Maxcy, 2003) and as a specific justification for combining qualitative and quantitative methods (Johnson & Onwuegbuzie, 2004).

From the pragmatist point of view, a humanised school is not only one in which the learners are given freedom to choose to teach what interests them, but also one in which the personality and dignity of the learners are respected. The school, in effect, is not a place where the educator claims that he knows it all, and therefore drums in facts into his learners using morally reprehensible methods. The learner is another important human element in a school. He is usually considered in most cases as an

immature, empty-headed and undisciplined human being, who needs the guidance, counsel and mentorship of the adult in his journey through life.

The aim of researcher in this section is to add to the existing work by suggesting several ways that pragmatism provides new options for addressing methodological issues in social behaviour. Figure 3.1 provides a simple summary of the framework that the researcher proposes. The columns represent the main comparative distinctions in the table, contrasting a pragmatic approach with the two most common methodological stances in the social sciences, qualitative and quantitative research.

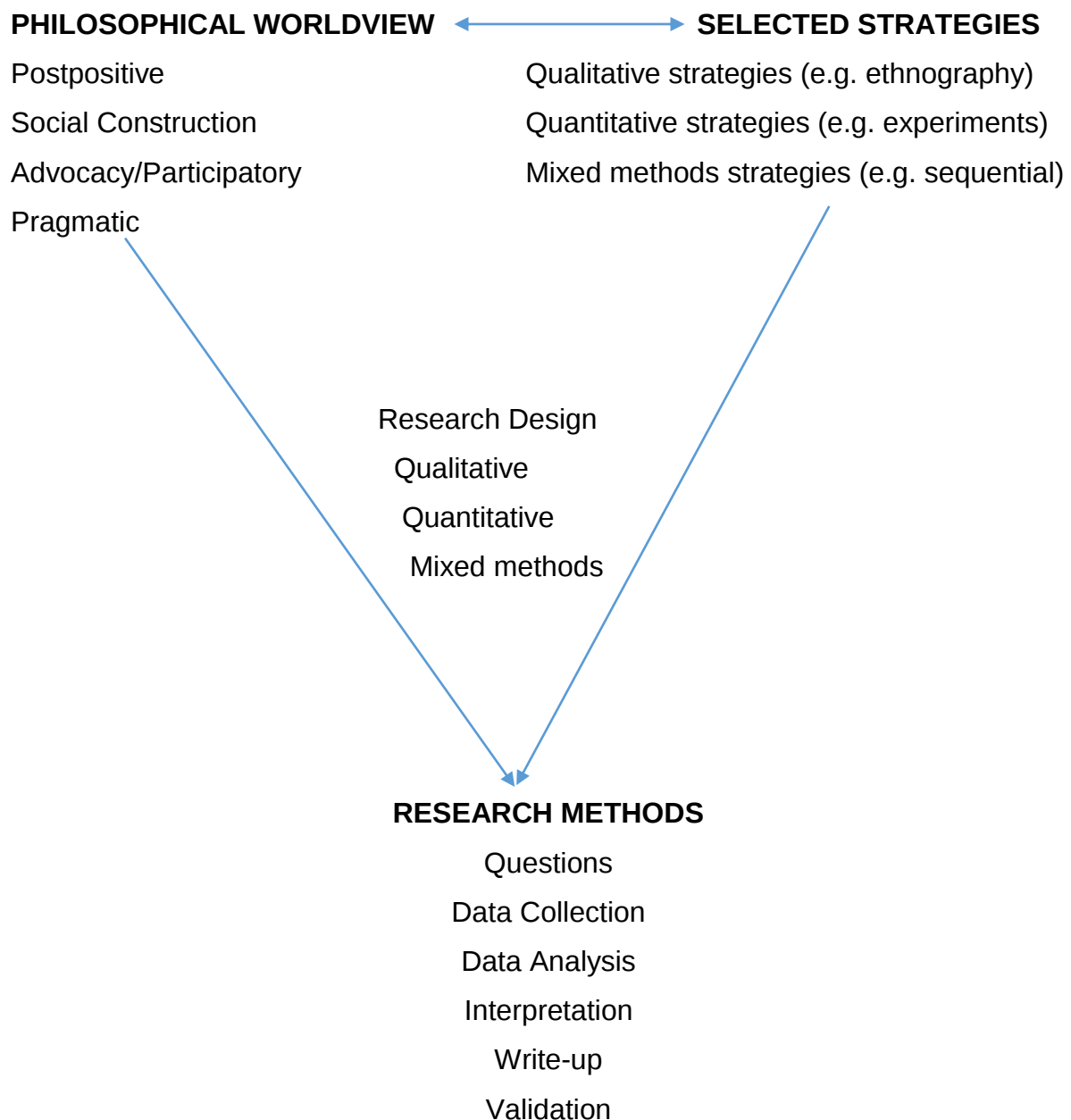


Figure 3.1: A Framework for a Philosophical Paradigm: The Interconnection of Worldviews, Strategies of Inquiry and Research Methods

In a school, adopting a pragmatic approach implies giving the learner a great deal of freedom of choice in seeking out the learning situations that would be most meaningful to them. In this regard, the educator plans and arranges the activities and experiences, while the learners are given the chance to control other activities in order that they personally experience the outcome of their actions (Nwafor, 2013).

Education, for the pragmatists, is an experimental process, a method of solving problems that challenge the individual as he interacts with his environment. In a school, the educator should bear in mind that pragmatists hold that a variety of methods be employed, as no one method of teaching would adequately cater for the different interests of the learners.

3.3 RESEARCH APPROACH

A recent study conducted by Myers (2009), defines research methodology as a strategy of enquiry, which moves from the underlying assumptions to research design and data collection. As a methodology, it involves philosophical assumptions that guide the direction of the collection and analysis of data and the mixture of quantitative and qualitative data in a single study. According to Axosoft (2008) on time, a methodology is likened to a package comprising practical ideas and proven practices for the research activity, such as planning, development of a research design and data management systems which are based on information technology. In addition, Harvey (1990) views methodology as an interface between methodology methodic practice, substantive theory and epistemological underpinnings. It therefore means that, in order to develop a methodology that is consistent with the research goals and questions, it is useful to clarify the researcher's position with regard to the ontological and epistemological issues that underpin the research process (Connole, 1993; Terre Blanche and Durrheim, 1999; Van Rensburg, 2001).

The main point is that the use of quantitative and qualitative approaches in combination provides a better understanding of applying of policy towards making SCCFS into practice. The researcher is located within an interpretive paradigm,

based on the theories of Neuman (2006), who argues that an interpretive researcher's goal is to develop an understanding of social life and to discover how people construct meaning in natural settings. The study employs both qualitative and quantitative approaches to produce descriptions and explanations of violent behaviour in schools and to explore what could be done to make school environments safer.

This study was conducted in two phases. The first phase employed quantitative methods to identify a pool of Limpopo DoE secondary schools that were theoretically atypical. In this phase the researcher analysed data from a number of schools that were identified by the DoE (DoE and UNICEF, 2007) which needed urgent attention with regard to school violence. Based on this study, the researcher identified two sets of schools. The first were secondary schools with high rates of violence and the second were secondary schools with low rates of violence. The selection of the schools using this method was through probability sampling since these sites would be representative of atypical schools across the Limpopo DoE province.

3.3.1 QUANTITATIVE APPROACH

The researcher applied the quantitative approach since it is concerned with South African school violence and the challenges experienced by educators, learners, parents and the Department of Education as well. Aliaga and Gunderson (2000) try to bring understanding of the word quantitative. The word *quantitative* comes from the word *quantity*, and involves information or data in the form of numbers. This allows researchers to measure or to quantify a whole range of things. A common way of conducting quantitative research is by using a *survey*. Surveys usually involve filling in a questionnaire. The usefulness of a survey is that the information we get is standardized because each participant who fills out the questionnaire answers the exact same questions.

When scholars think of the quantitative research approach, they probably have specific things in mind. They might think of statistics, numbers, and many of them may feel somewhat apprehensive because they think of quantitative methods as a difficult approach. Aliaga and Gunderson (2000) described what we mean by quantitative research methods very well: Quantitative research is explaining

phenomena by collecting numerical data that are analysed using mathematically based methods.

Therefore, as quantitative research is essentially about collecting numerical data to explain a particular phenomenon, particular questions seem immediately suited to being answered using quantitative methods. In most cases a quantitative approach is used for data gathering (Gelo et al., 2008). The reasons for choosing survey research were:

- Survey research is cheaper and quicker than for example, face-to-face interviews;
- Surveys are flexible; many variables can be asked; and
- Greater accuracy in measurement. (Gelo et al., 2008)

According to Babbie (2010), the quantitative approach has its own characteristics: quantitative researchers try to recognize and isolate specific variables contained within the study framework, seek correlation, relationships and causality, and attempt to control the environment in which the data is collected to avoid the risk of variables, other than the one being studied, and account for the relationships identified.

3.3.2 QUALITATIVE APPROACH

The second phase of this study was an in-depth qualitative study of a subset of convenience selected atypically high and low violence schools. The aim of qualitative research is to deepen the researcher's understanding about a topic, and usually this means going beyond the numbers and the statistics. Qualitative research helps a researcher to give reasons why the numbers tell researchers what they do. In addition, the researcher needs to understand human emotions. Because human emotions are difficult to quantify, qualitative research appears to be a more effective method of investigating emotional responses than quantitative research. Morgan (1980) argues that qualitative research shares the theoretical assumptions of the interpretative paradigm, which is based on the notion that social reality is complex and multi-layered. Denzin (1971), Lincoln and Guba (1985), and Marshall and Rossman (1989) posit the idea that qualitative research in general is more likely to take place in a natural setting. Van Maanen (1983) recommends that topics for study

focus on everyday activity as defined, enacted, smoothed, or made problematic by persons going about their normal routines.

Hence, Bryman (2007) indicates that as result of the efforts of methodologists and researchers, there is nowadays considerable understanding of a variety of issues, such as various ways in which quantitative and qualitative research can be mixed. Therefore, qualitative approach focuses on understanding the whole, which is consistent with the philosophy of learners. However, at the same time, the fundamental issue of the degree to which mixed methods researchers genuinely integrate their findings has not been addressed to a significant extent.

According to Ting-Toomey (1984), the importance of the qualitative method includes:

- The researcher obtains a more realistic feel of the world that cannot be experienced in the numerical data and statistical analysis used in quantitative research;
- The researcher works in flexible ways to perform data collection, subsequent analysis, and interpretation of collected information;
- It also provides a holistic view of the phenomena under investigation (Bogdan & Taylor 1975; Patton 1980);
- It has an ability to interact with the research participants in their own language and on their own terms (Kirk & Miller 1986);
- By applying it the researcher collects the primary data in a flexible, non-structured way that allowed emergence of new information and interpretations of intercultural communication competence;
- The researcher can able to interact with the participants in their own language and, in most of the cases, at their own work place;
- A researcher can understand intercultural communication competence as a more holistic and complex construct;
- Generally, the researcher obtains a more realistic and hands-on feel of the world that cannot be experienced in the numerical data and statistical analysis used in quantitative research.

Qualitative methods such as protocol interviews and detailed school observations were used to further explore the five schools identified in the quantitative phase as atypical. This study used both quantitative and qualitative research approaches for

data collection. A quantitative, descriptive approach was adopted to investigate reasons why Vhembe schools have more violence on their premises.

3.4 RESEARCH DESIGN

3.4.1 OVERVIEW OF RESEARCH DESIGN

In order to achieve the best results from this study, a quantitative and qualitative approaches (Creswell, 2003), explorative, descriptive and contextual research approach were employed to explore the core competencies necessary for a creation of SCCFS programme for South African schools. Nelson (cited in Denzin & Lincoln, 2000) explains that qualitative research is an interdisciplinary, trans-disciplinary and sometimes counter-disciplinary field. This multiparadigmatic focus is ideally suited to the multiparadigmatic nature of coaching.

In this chapter the research process, as well as the relevant research design and methodology will be discussed and elaborated on. This is necessary to provide an overview of the different approaches that are used in the research environment, in order to identify and develop the most appropriate and suitable research process, design and methodology for this specific study.

Leedy and Ormrod (2001) remark that:

...before the construction of a building, the architects develop a meticulous set of plan. These plans ensure success in construction of the building. Researchers should be no less details and precise in the planning of a research design, plans specifications, criteria and design. All of these serve well the architect, the builder and the researcher alike.

They further consider that architectural planning and research planning have much in common. Each requires a conceptualization of the overall organization of a project and detailed specification of the steps to be carried out; only after such planning has occurred can work on the project actually begin. For successful completion, a building requires plans that are clearly conceived and accurately drawn. Therefore, a research project should also be no less completely visualized and precisely detailed (p. 91).

The same authors (Leedy & Ormrod, 2001: 91) go further:

..... before a researcher chose the types of research designs, it is important to be clear about the role and purpose of research design. The researcher needs to be clear on understanding what research design is all about and what it is not.

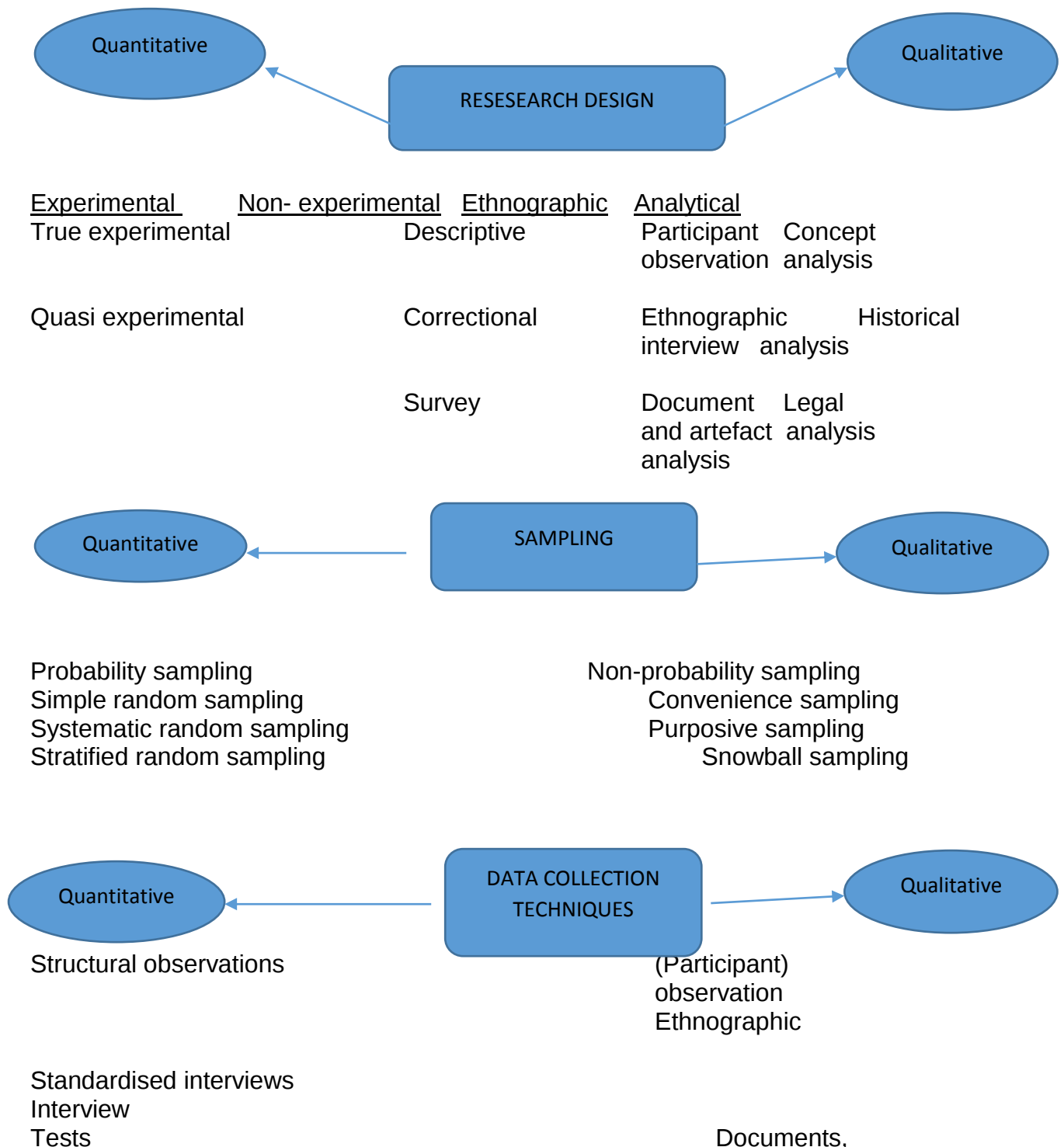
The research design that was used in this study is an explanatory and descriptive survey wherein quantitative and qualitative data were collected and analysed in order to address research questions and the goals of the study. Therefore the researcher selected an exploratory case study, because according to Yin (2003) this type of design is used to explore those situations in which the assessment being evaluated has no clear answer. The other reason is that research design it is an empirical study qualitative in nature and it also aims to provide an in-depth description of a small number of situations (Mouton, 2001).

The crucial point for good research design is that the choices are reasonable and that they are made explicit as part of any research report. From a methodological point of view (Babbie and Mouton, 2002), research design is a plan on how the researcher intends to conduct the study. Babbie and Mouton (2002) further indicate that it focuses on the end product, namely the kind of study that is being planned and what results are aimed at. Exploratory research might involve a literature search or conducting focus group interviews. The exploration of new phenomena in this way may help the researcher's need for better understanding, may test the feasibility of a more extensive study, or determine the best methods to be used in a subsequent study. For these reasons, exploratory research is broad in focus and rarely provides definite answers to specific research issues.

In recent studies conducted by Berry and Otley (2004), Saunders, Lewis and Thornhill (2009), and Yin (2012), the purpose of research design is suggested as a starting point to develop a case study research design because it provides important results that a researcher is aiming to assess.

Denscombe (2007) argues that there is no "one right" direction to take. There are, though, some strategies that are better suited than others for tackling specific issues. In practice, good social research is a matter of "horses for courses", where

approaches are selected because they are appropriate for specific types of investigation and specific kinds of problems. They are chosen as “fit for purpose”. Therefore, the researcher believes that research design is the most appropriate design to use in order to obtain validity and reliable information. Figure 3.2 gives an indication of different aspects of research methodology to be considered when designing research and data collection for study.



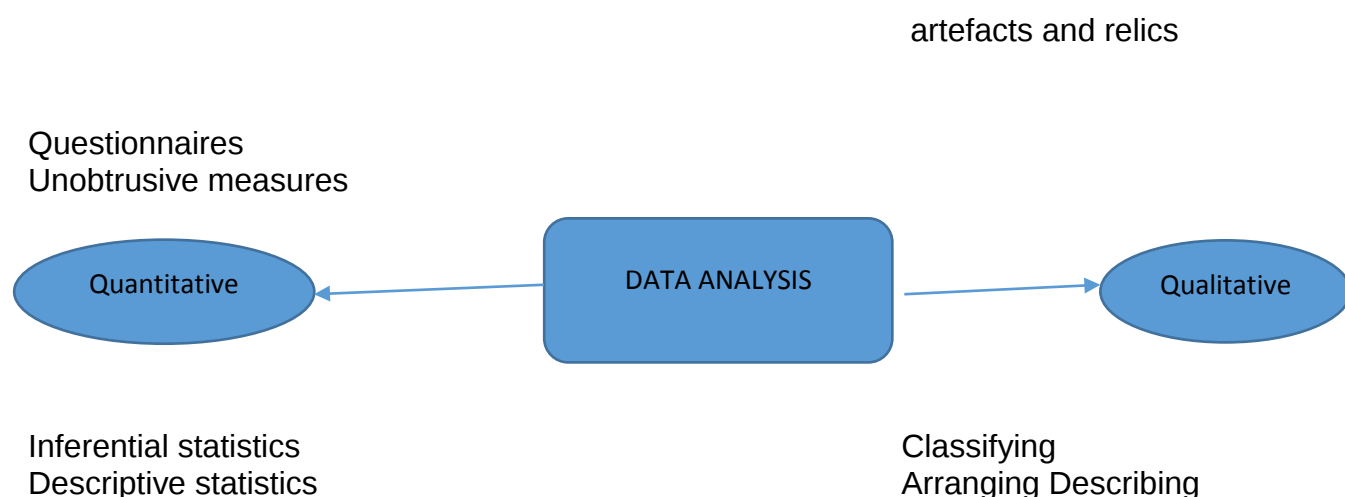


Figure 3.2: Research, data collection techniques and research design, an orientation (Adapted from MacMillan & Schumacher, 1997: 32, cited by White, 2005: 94)

This design strategy fits the needs of this study, which was to describe the implementation of DoE and UNICEF guidelines for creating safe, caring and child-friendly on teaching and learning as a tile of the study. The research design embraces the full set of procedures needed to do case study research. These tasks include designing a case study, collecting the study's data, analysing the data, and presenting and reporting the results.

As a scholar Robert Yin (1984) defines the research method as an empirical inquiry that investigates a contemporary phenomenon within its real-life context, when the boundaries between phenomenon and context are not clearly evident; and in which multiple sources of evidence are used.

The research design is considered also by Benbasat et al., (1987) to be viable for three reasons: firstly, it is necessary to study the phenomenon in its natural setting; secondly, the researcher can ask "how" and "why" questions, so as to understand the nature and complexity of the processes taking place; and thirdly, the research is being conducted to an area where if might be, previous studies have been undertaken.

It is important to clarify that need should relate to the nature of the problem rather than the inability of the researcher to undertake research with a particular methodology. A key feature of the design of research is the number of cases

included in a study. The places where cases are to be conducted should be chosen with great care. It is not appropriate to use an opportunistic approach, using whichever site is available purely on the grounds that it is available. In this study, a researcher has reviewed a substantial number of sites and found that most are unsuitable for the introduction of SCCFS. As has already been indicated, case studies require exploratory data collection methods, whose results hopefully converge, in order to establish construct validity. Yin (1984) helps the researcher to identify how data collection methods including, direct observation of activities and phenomena and their environment; indirect observation or measurement of process related phenomena; protocol interviews.

The danger of case study comes when the data are not managed and organised systematically. Apparently, Tellis (1997) indicates that a common criticism of the case study method is its dependency on a single case exploration, making it difficult to reach a generalizing conclusion. In general, the research survey of participant attitudes through a questionnaire is the method that has required most developmental effort and is explained separately in Chapter Five.

3.4.2 SURVEY RESEARCH

Chmiliar (2010) describes survey research as a research design in which a survey is administered to a case, or an entire population of individuals, to describe characteristic of that population. According to this research a researcher intend to identity how safe, caring and child-friendly in South African schools. In addition, to determine both how a researcher can effectively use SCCFS in order to support the role and how well researcher will achieve the goals. During the process a researcher developed the instruments to measure evaluation processes. Majumdar and Soumerai (2009) point out that instrument needs to be relevant to the context in which it is implemented. These instruments were administered and in order to evaluate the participants before the SCCFS policy is implemented. In this case the instruments are the keys for data collection device. These instruments have been validated through statistical means with large data samples. The researcher described the exact development and validation processes of the instruments in Chapter Five.

3.5 POPULATION

Population can be considered to be the focal group from which the researcher wants to learn something. From a population point of view (De Vos et al., 2002) view it as a set of an entities in which all the measurements of interest to which the researcher is presented. In other words, it is a total set of elements from which the individuals of the study are chosen. Mouton (1996) observes it as a target to which one wishes to generalise. The population for this study is all secondary schools within Vhembe District in the Limpopo Province in South Africa. The researcher chose nine circuits to conduct research, due to the fact that he stays there and it was accessible to him. The population was the school principals, heads of department, educators, SGB members, educators' union and learner representative council of all secondary schools in Vhembe District within Limpopo Department of Education. The target population in this study was 280 secondary schools. For the purpose of the first, quantitative phase of the study, a convenience sample (Dillman, 2000) was selected, which encompasses 24 schools.

Among 24 schools, six categories of participants, school principal in each school, one HoD in each school, one educator, one educator representative, chairperson of SGB and chairperson of Learner Representative Council were chosen. These have been selected from the target population on the basis of their (a) accessibility to the researcher, (b) because the researcher worked with some of the school principals, (c) schools chosen were nearer where the researcher is conducting the data collection, (d) the members of the target population were homogeneous, and (e) the schools were identified by the DoE as they needed urgent attention for school violence in 2007.

3.6 SAMPLING

According to Polit and Beck (2003), a sample is defined as a portion of the population selected to participate in a study using appropriate sampling methods. Webster (1985), Brink (1996) and Polit & Hungler (1999) describe it as a set of participants selected from a larger population for the purpose of a survey. The purpose of sampling in this study is to obtain the group of participants who will be representing school principals, HoDs, educators, SGB members, educators' union and learners within Vhembe District, so that they could provide information how safe, caring and child-friendly schools could be produced.

For the first case, the population of Vhembe district has 891 schools, which means that there are 891 school principals, and more than 4,000 educators. Again, schools are scattered all over the district. It is obvious that trying to interview more than four thousand educators requires a big effort in many ways. First of all, there is a big need of time and money, because it is necessary to employ many educators to make the interviews, and pay their trips to let them go to every school. In this situation, for economic reasons, it will be convenient to interview a certain part of the population, a sample, chosen in an appropriate way so that the researcher can obtain later conclusions for the whole population.

Due to the reasons just mentioned, it is convenient in many instances to use samples. But if the researcher wanted to get really good conclusions from his interviewees, he needed to assure that he made a right choice of his samples.

There are some tips which he followed in order to do sampling; he chose the sampling method to be used, he chose the sample size, he also considered the degree of reliability of the conclusions that he could obtain.

As stated, a non-appropriate selection of the elements of the sample can cause further errors once it is necessary to estimate the corresponding parameters in the population. But the researcher could also find different types of errors to which the interviewer could be partial, i.e. the interviewer could promote some answers more than others. It could also happen that the person he was going to interview did not want to answer certain questions.

3.6.1 SAMPLING PROCEDURES

Before the researcher collected the data he got permission from the Research Ethics Committee (Human) (REC-H) of the University of Fort Hare (see Appendix A), the Head of Department in the Limpopo Province (see Appendix B), the District Office of Education (Vhembe District) (see Appendix C), and from circuit offices, to conduct research in their jurisdictions and respective schools (Appendices D - K). The researcher personally distributed questionnaires to the participants and he also collected data by means of protocol interviews.

The process of selecting a portion of the population to represent the entire population is known as sampling (LoBiondo-Wood and Haber 1998:250; Polit and Hungler (1999:95). One hundred and nineteen (119) participants drawn from each of the secondary schools participated in this study. Thus, seven principals, six HoDs', six educators, six SGB members, six educators' union and six learners were chosen to participate to the study. Probability and convenience sampling was employed to select participants from different secondary schools. For the purpose of the quantitative and qualitative approach of the study (Dillman, 2000), a convenience sample was selected, which encompassed 24 schools. Among those 24 schools there were six categories of participants: the school principal in each school, one HoD in each school, one educator, one educator representative, the chairperson of the SGB and the chairperson of the Learner Representative Council were chosen.

The idea of choosing convenience sampling was based on the following: (a) accessibility to the researcher (b) because the researcher worked with some school principals within the same circuit (c) some schools were nearer to where the researcher was conducting the data collection. (d) the members of the target population were homogeneous, (e) their schools were identified by the DoE as needing urgent attention for violence in schools in 2007. (f) Another point was that they would not refuse the interview (Whitley, 2001). (g) It also saved time, money and effort. Patton (1990) asserts that the idea is to purposefully select informants, who will best answer the research questions and who are information-rich persons.

In fact, four out of 65 schools which were targeted in the implementing SCCFS program in the LDoE were included in the probability study. Kemper & Teddlie (2000) provide three guidelines in choosing a sample. Firstly, the sampling technique should be stem logically from the conceptual framework and the research questions. Secondly, the sample should generate sufficient data on the phenomena being studied. Thirdly, the sample should reasonably lead to the possibility of making clear inferences or credible explanations from the data. It is the most common sampling strategy in quantitative and qualitative research and seeks rich information which can be studied in depth about issues of central importance to the purpose of the research.

Patton (1990) also gives the following advice with regard to sample size: he suggests that sample size adequacy, like all aspects of research, is subject to peer review, consensual validation, and judgment. What is crucial is that the sampling procedures and decisions be fully described, explained, and justified so that information users and peer reviewers have the appropriate context for judging the sample. The appropriateness of this decision is supported by Babbie & Mouton (2001), who argue that it is preferable to select a sample based on prior knowledge of the population, its elements, and the nature of the research aims.

Naicker (1999), Bouwer and Du Toit (2000), and Lomofsky and Lazarus (2001) all support this conjecture, stating that the majority of historically under resourced schools are already inclusive by default. These schools were at present dealing with large numbers of learners who had to contend with the problem of school violence. Careful consideration was also paid to the warning of De Vos (2002) that in using purposive sampling, the researcher should first think critically about the parameters of the population and then choose the sample case accordingly. The researcher targeted participants who could provide insights on the effects of violence in schools. The name lists of all the secondary schools were completed. The sample comprised the following participants: Schools ($n = 24$). Principals ($n = 24$; Departmental Head ($n = 19$); School Governing Body representative ($n = 19$); Educator ($n = 19$); Union representative ($n = 19$) and a learner representative ($n = 19$). The total of participants in this study was 138.

3.7 PILOTING

In this study, before the questionnaires were administered, a pilot study was conducted with a selected school principals, educators and circuit managers from the target population, in order to view their qualities of measurement and appropriateness for clarity.

Kvale (2007) and Meriwether (2001) indicate that the purpose of conducting a pilot study is to assist the research in determining if there will be flaw, limitations, or other weaknesses within the research processes. Again, it allows the researcher to make necessary revisions prior to the implementation of the study. Kvale goes further by

showing that a pilot study is also conducted with participants that have similar interests as those that were participated in the implemented study. The fundamental role of a pilot study is that it assists the researcher with the refinement of research questions.

According to Day (1979) and Meriwether (2001), the following reasons should be considered when conducting a pilot study:

First, a pilot study allows preliminary testing of the questions that leads to testing more precisely in the main study. It may lead to changing some questions, dropping some, or developing new questions.

Second, it often provides the researcher with ideas, approaches, and clues that may not have foreseen before conducting the pilot testing. Such ideas and clues increase the chances of getting clearer findings in the main study.

Third, it permits a thorough check of the planned statistical and analytical procedures, giving the researcher a chance to evaluate the usefulness for the data. Sometimes a researcher may then be able to make needed alterations in the data collecting methods, and therefore, analyse data in the main study more efficiently.

Fourth, it can greatly reduce the number of unanticipated problems because the researcher has an opportunity to redesign parts of his/her study to overcome difficulties that the pilot study reveals.

Lastly, it may save a lot of time and money. Unfortunately, many research ideas that seem to show great promise are unproductive when actually carried out. In brief, the pilot study almost provides enough data for the researcher to decide whether to continue with the main study.

The conclusions made with regard to the questionnaire as well as the protocol interviews, resulted in the correction of minor spelling, language and layout mistakes, as well as the reformulation of some questions that the pilot group indicated to be not well constructed or confusing. The final questionnaire took on average about thirty minutes to complete. In conclusion, the pilot study in this regard assisted the researcher to better know his participants and their school environments.

3.8 DATA COLLECTION

The concurrent mixed method data collection strategies have been employed to validate one form of data with the other form, to transform the data for comparison, or to address different types of questions (Creswell & Plano Clark, 2007: 118). The study was conducted using both quantitative and qualitative data collection methods. According to Mouton (2001), data collection is the process of gathering and measuring information on variables of interest, in an established systematic fashion that enables one to answer stated research questions and evaluate outcomes. In this study, data collection was collected by means of a survey questionnaire and protocol interviews. Lankshear and Knobel (2004) note that the process of data collection should not be approached without due consideration. It needs to be designed, planned and implemented carefully and thoughtfully.

Kawulich (2005) points out that for many years, participant interviewing has been a hallmark of both anthropological and sociological studies, but in recent years the field of education has seen an increase in the number of qualitative studies that include participant interviewing as a way to collect information. Qualitative methods of data collection, such as interviewing, observation and document analysis, have been included under the umbrella term of ethnographic methods.

Kawulich goes further by indicating that a formal data collection process is necessary as it ensures that data gathered are both defined and accurate and that subsequent decisions based on arguments embodied in the findings are valid. The process provides both a baseline from which to measure and in certain cases a target on what to improve. Distorted findings result in wasted resources and can mislead other researchers to pursue fruitless avenues of investigation.

Similarly, in this study data were collected in two phases, which were the questionnaire and protocol interviews.

3.8.1 INSTRUMENTATION

In this study, the data gathering instruments were a self-administered questionnaire and protocol interviews compiled under the supervision of the researcher. The questionnaire and protocol interviews were developed for the purposes of assessing the implementation of the SCCFS policy and practices. These included a school

principal survey, Head of Department survey, School Governing Body survey, an educator survey, an educators' union survey and a learner survey. Importantly, the global assessment produced a significant amount of data that allows the researcher to comprehensively address specific areas of SCCFS focus in South Africa for this study.

A researcher's task involves many roles that he develops as he becomes interactive to obtain the data and establishes social relationships with participants. The quantitative and qualitative approach were to be a sensitive observer and to record phenomena as faithfully as possible, as advised by McMillan and Schumacher (1993).

According to Burns and Grove (1997) designing an instrument is a protracted and sometimes difficult process, but the overall aim is that the final questions are clearly linked to the research questions and elicited accurate information and that they help to achieve the goal of the study.

According to Riley et al. (2000), questionnaires are especially good for collecting information on facts and opinions from a large group of people. A questionnaire was used to collect data from participations regarding how they viewed the different approaches used by principal, School Governing Body (SGB), educators' Union, Learner Representative Council (LRC), Head of Department (HoD) and educators to manage violence in schools. There were basically two classes of questions that were used in the questionnaires, namely open- and closed-ended questions (Riley et al., 2000). Closed-ended questions, also known as structured questions, restrict the answers to a small set of responses, thus generating precise answers, and require the designer to have a good knowledge of the range of options that the participants might have. Riley et al. (2000) further indicate that open-ended questions, also known as unstructured questions, do not impose restrictions, and provide deeper and richer responses, which are harder to analyse.

3.8.2 OBSERVATION

During my observations in my studies, I observed a number of different aspects related to safety of the school environment. According to Bell and Dymont (2006)

observation helps a researcher to experience school grounds or play areas with diverse natural settings with more physically active and more creative.

The observations of this study made at the school sites revealed that in most of the schools, there is security at the gate in the form of high steel gates, as well as security officers who controlled access to the school. Security officers were generally uniformed and acted to protect property by maintaining a highly visible presence to deter illegal and inappropriate actions, watching for signs of crime or disorder. There was a mission and vision statement displayed at the entrance; some schools had ramps constructed but others did not have them. In some schools there are bushes along the ways entering school. Some of the schools are made attractive from the outside, with plants grown and lawn at the entrance or around the whole school. In many of the schools, the toilets were clean and there was water, but in a few cases, the toilets were still not clean.

Some schools had running water, while others bought water. Water was still a problem in some schools, and this affected most of all the gardening area. Many of the schools attempted to plant flowers and to keep schools clean. In most schools many learners were wearing a school uniform but others were not.

Some of the learners were having transport in the form of buses, taxis and open vans, but this was not the case with learners in the villages and some of them walked about five kilometers to school. The feeding scheme was running well in all the schools.

I also observed that there was a cordial atmosphere between educators and learners, and among the learners themselves. For example, in some instances learners knew one another's names, which is a rare occurrences in cases where there is over-crowding. Learners were encouraged to share ideas among themselves, which promoted cooperative learning. Other positive features that promoted good learning in these environments included the accessibility of ground rules, which were hung on the classrooms walls (Atherton, 2013), alongside the South African flag and other educational charts (Modipane and Themane, 2014). In my view, these features contributed towards the promotion of SCCFS principles. It also promotes a friendlier environment that can contribute to good school health.

3.9 ANALYSIS OF DATA

Data analysis is the process of systematically searching and arranging the raw data with the purpose of increasing one's own understanding of the data (Miles and Huberman, 1994). As indicated above that quantitative and qualitative approaches were employed in the study, therefore the analysis shall also adhere to these aspects. Data analysis in quantitative research shows the statistical techniques to be used in data analysis and specifies how the data will be presented. White (2005) shows that quantitative data analysis is primarily an inductive process of organising the data into categories and identifying relationship among categories. Qualitative analysis, on the other hand, is a systematic process of selecting categorizing, comparing, synthesizing and interpreting to provide explanations of the single phenomenon of interest. Data analysis in this study takes an important notion from Hitchcock and Hughes (1995), who suggested that ontological assumptions give rise to epistemological assumptions; these, in turn, give rise to methodological considerations; and these in turn, give rise to issues of instrumentation and data collection.

At this point the researcher listened to participants to compare and contrast descriptions of the phenomena under study. Brink and Wood (1998) point out that data analysis allows for the identification of recurring themes and interrelationships. The quantitative and qualitative data from the survey phase were analysed, in the first instance, using descriptive statistics. In the qualitative study, the protocol interviews were transcribed and analysed.

3.9.1 QUANTITATIVE DATA ANALYSIS: QUESTIONNAIRE

Before the statistical analysis of the quantitative survey results, the screening of the data was conducted on the univariate and multivariate levels (Kline, 1998; Tabachnick and Fidell, 2000). Descriptive statistics for the survey items were summarized in the text and reported in tabular form. Frequencies analyses were conducted to identify valid percentages for responses to all the questions in the survey. All statistical analysis of the quantitative results was conducted with the help of Statistical Package for Social Sciences software (SPSS).

Quantitative analytical methods allow the reporting of summary results in numerical terms to be given with a specified degree of confidence. Data summarization in turn implies that some common features do emerge across such repetitions. Thus the value of a quantitative analysis arises when it is possible to identify features that occur frequently across the many participatory discussions aimed at studying a particular research topic.

To the nature of this study, quantitative data analysis has a great value to draw meaningful results from a large body of qualitative data. The main beneficial aspect is that it provided the means to separate out the large number of confounding factors that often obscure the findings.

Ghuri and Grønhaug (2002) speculate that a quantitative data is analysed through the use of diagrams and statistics. As this study research is causal in nature, the researcher requires a relatively large amount of quantitative data (Hair, et al., 2003), thus the researcher used statistical techniques to analyse the data. A number of statistical techniques had used to test hypotheses (Hair, et al., 2003).

The study provides statistical analysis approaches for use in dealing with qualitative data, with emphasis on data in the form of scores. In general, the exact approach for a particular study was closely with the study objectives. Drawing on the experiences of a survey of violence in schools to identify the most appropriate analysis approach was beneficial.

3.9.2 QUALITATIVE DATA ANALYSIS: PROTOCOL INTERVIEWS

From point of view, this study analysed data through using open coding. The key function of this coding process was to generate theory rather than test theory (Dey, 1999). The coding involves an examination of the data and then a definition of events to assist the researcher gain new perspective on the material and to focus further data collection as determined by Charmaz (2001).

During this stage, the researcher created specific categories by first reading each questionnaire and compare with responses from protocol interviews. The breaking down, examining, comparing, conceptualizing and categorizing of data followed this process (Dey, 1999). The aim at this process was to produce concepts to fit the data (Strauss, 1987).

Protocol interviews and observation were examined for specific meanings they might have in relation to how effective to the implementation of the of DoE and UNICEF guidelines for creating safe, caring and child-friendly in South African schools. De Vos (2005) identifies qualitative analysis as transforms data into findings. Hence, Ghauri and Grønhaug (2002) considerable that a qualitative data is analysed through the use of conceptualization. Qualitative data was interpreted once all data was collected, captured, processed and results condensed. In this study, data analysis constitutes a primarily inductive process of organising data into categories and identifying patterns between the categories. In particular, categories and patterns were not imposed on the data prior to data collection, but were allowed to emerge from the data (McMillan & Schumacher, 1997).

After the researcher coded and categorised the data in the questionnaires and protocol interviews, it has been established relationships and linkages between the domains. Cohen et al. (2000) argue that the researcher can make speculative inferences based on evidence, to posit some explanations for the situation. This also made it easier to draw conclusions about the key issues, and to indicate the problems that had arisen from the data.

During the analysis process the following comparative method of analysis prescribed by De Vos (2005), was followed:

- Phenomena were labeled whereby each response given by means of the protocol interview was compared to the responses given by other participants. Similar responses were clustered and given the same name.
- A process known as categorizing was followed in terms of which similar concepts and later subcategories were tentatively grouped together.
- Categories were then named according to what seemed to fit each category logically. As De Vos suggested, the names of categories identified, were graphic enough to remind the researcher quickly of their referents. Resolutely, codes for concept were also more abstract than the ones they denoted.

3.10 VALIDITY AND RELIABILITY

The idea of validity finds its roots in the positivist tradition, and positivism has been defined as a systematic theory of validity. Within the positivist terminology, validity resided amongst, and was the result and culmination of other empirical conceptions: evidence, truth, actuality, reason, and factual data (Winter, 2000). Smallbone and Quinton (2004) claim that if the researcher implements his research plan, the researcher should first decide upon the techniques which he is going to adopt to gather data. Therefore, there are two concepts which are very important in the data collecting process: *validity* and *reliability*. Because most behavioural research takes place within the paradigm, measurement instruments must be valid and reliable. The use of validity and reliability are common in quantitative research and in the qualitative research paradigm (Golafshani, 2003). Validity is the most fundamental consideration in instrument development and refers to the degree that the instrument measures what it claims to measure (DeVaus, 2002). In this view, Healy and Perry (2000) explicate on the judging validity and reliability within the realism paradigm which relies on multiple perceptions about a single reality.

It also a vital point to consider the reliability of the pre and post-test questionnaires. The reliability addresses the ability of a measuring tool to provide the same result on repeated occasions (DeVaus, 2002; Schneider et al., 2003). The method of test-retest reliability addresses the question of consistent answers from multiple occasions of use. In this study, to address the issue of questionnaire reliability, the test re-test method of reliability testing was used.

The scores from both questionnaires were evaluated and the tool assessed for consistency and reliability of answers. A comparison of test scores was expressed by a Pearson correlation coefficient, r . The magnitude of the coefficient ($r = 0.85$) provided support regarding the tool's stability. Therefore, the findings indicated that the questionnaire was a reliable tool. The final contents of both the pre and pot-test questionnaires included short answer and tick box response questions as well as a demographic data questionnaire.

3.10.1 VALIDATION

There are many different types of validity in research, but in this study, content, predictive and construct validity were used. *Content validity* refers to how accurately an assessment or measurement tool taps into the various aspects of the specific construct in question (Carmines & Zeller, 1979). Bollen (1989) defined content validity as a qualitative type of validity where the domain of the concept is made clear and the analyst judges whether the measures fully represent the domain. For example, if a researcher wants to test a person's knowledge on elementary geography with a paper and-pencil test, the researcher needs to be assured that the test is representative of the domain of elementary geography. In other words, content validity helps the researcher by addressing the match between questions and the content area which are intended to assess. Content-related evidence of validity comes from the judgments of participants who were experts in the testing of that particular content area.

Predictive validity involves testing a group of subjects for a certain construct, and then comparing them with results obtained at some point in the future (Shuttleworth, 2009). As the name implies, predictive validity addresses how well a specific tool *predicts* future behaviour. It is also determined by calculating the correlation coefficient between the results of the assessment and the subsequent targeted behaviour. The stronger the correlation between the assessment data and the target behaviour, the higher the degree of predictive validity the assessment possesses. In fact, a weak correlation between the assessment data and the target behaviour indicates low levels of predictive validity. The main reason predictive validity is of interest to a researcher, is that a concurrent criterion measure may not be available at the point in time at which decisions must be made (Mislevy & Rupp, 2013).

Construct validity refers to how well a test or tool measures the constructs that it was designed to measure. Convergent validity refers to how well a test agrees with other previously validated tests that measure the same construct, while discriminant validity seen as an extent to which a test measures what it is supposed to and not some theoretically unrelated construct. Discriminant validity is also referred to as

divergent validity. Construct validity is established by looking at numerous studies that use the test being evaluated.

Tests for validity have overlaps in meaning, as do tests for reliability. These approaches tend to have similar meaning though differing in the terminology of the tests used to determine the integrity of case study research. According to Miles and Huberman (1994) and Yin (1989), case study research can achieve integrity of validity through five approaches, which are construct validity; confirmability; internal validity; external validity; and finally, reliability.

Research conducted by Miles and Huberman (1994) show that the problems of validity in qualitative studies are related to the fact that most qualitative researchers work alone in the field, they focus on the findings rather than describe how the results were reached, and they are limited in processing information. Hence, Sykes (1990) and Maxwell (1992) confirm that researchers writing about qualitative methods have questioned whether the same criteria can be used for qualitative and quantitative studies.

The problem with the validity criteria suggested in qualitative research is that there is little consistency across the articles as each author suggests a new set of criteria. One approach in examining validity and reliability is to apply the criteria used in quantitative research. Hence, the criteria to be examined here are construct validity, predictive validity, content validity, and reliability.

3.10.2 RELIABILITY

Reliability has been defined in different ways by different scholars. Perhaps the best way to look at reliability is the extent to which the measurements resulting from a test are the result of characteristics of those being measured.

Berkowitz, Wolkowitz, Fitch, and Kopriva (2000) share with us this example, reliability has elsewhere been defined as *the degree to which test scores for a group of test takers are consistent over repeated applications of a measurement procedure and hence are inferred to be dependable and repeatable for an individual test taker.*

A questionnaire must not only be valid, but also reliable. Reliability is basically the ability of the questionnaire to produce the same results under the same conditions. To be reliable the questionnaire must first be valid.

Joppe (2000) views reliability as the extent to which results are consistent over time and an accurate representation of the total population under study. Hence, Kerlinger (1986) judges reliability as the extent to which a questionnaire, test, observation or any measurement procedure produces the same results on repeated trials. Eisner (1991) argues that although the term reliability is a concept used for testing or evaluating quantitative research, the idea is most often used in all kinds of research. He further shows that if we see the idea of testing as a way of information elicitation then the most important test of any qualitative study is its quality. A good qualitative study can help us understand a situation that would otherwise be enigmatic or confusing. This relates to the concept of a good quality research when reliability is a concept to evaluate quality in quantitative study with a purpose of explaining while quality concept in qualitative study has the purpose of generating understanding (Stenbacka, 2001). Equally important, the degree to which an individual's responses (i.e., their scores) on a survey would stay the same over time is also a sign of reliability. The most common types of reliability are test-retest reliability, split-half reliability, and internal consistency reliability.

The statistical comparison measure used for test-retest reliability is the Pearson's r correlation coefficient; it can range from +1.00 to -1.00. A Pearson's r correlation coefficient of +1.00 indicates a perfect positive relationship, 0.00 indicates no relationship, and -1.00 indicates a perfect negative relationship (Munro, 2005).

Joppe (2000) point out that reliability is an extent to which results are consistent over time and an accurate representation of the total population under study and if the results of a study can be reproduced under a similar methodology, then the research instrument is considered to be reliable. According to classical test theory, any score obtained by a measuring instrument is composed of both the "agree" and disagree score, which are known, and "true" in the measurement process.

Reliability has to do with the quality of measurement. In its everyday sense, reliability is the consistency or repeatability of the measures. Reliability is important when it comes to research methods. Therefore, without reliability within the experiment of testing reliability, a researcher cannot determine whether any research carried out was actually evidence to suggest questions of experiment have been found significant. This is because with different results of data for research the researcher

cannot find correlations and trends and patterns within the study to suggest that the findings are scientific evidence. A significance test may even drive the research process in a whole new direction, based on the findings. Although the reliability has significance for the findings, on the other hand it has disadvantages that the researcher could come across.

According to Aera et al. (1985), temporal stability of reliability utilizes the same form of a test on two or more separate occasions to the same group of examinees (test-retest). On many occasions this approach is not practical because the behaviours of the examinees could be affected by repeated measurements. For example, the examinees might be adaptive to the test format and thus tend to score higher in later tests. Reliability is a necessary but not sufficient condition for validity.

3.11 ETHICS

The researcher requested and obtained permission to conduct the study from the Research Ethics Committee at Fort Hare University (see Appendix A). Permission to conduct the study was also granted by the Head Department of Education in Limpopo E (see Appendix B). Permission to conduct a study was also asked from the district office and circuits where study was conducted. The researcher showed the school principal's letter granting permission for the study. The researcher was introduced to the educators and all members of the staff and informed them that the study would not interfere with the daily routine of the school.

To be able to deal with responsibilities in an ethical way, researcher needs to know more about ethics. The word ethics comes from the Greek words, meaning something like 'morals'. In fact, ethics is defined as the systematic reflection on what is moral (Polit & Hungler 1999). In this definition, morality is the whole of opinions, decisions and actions with which people express what they think is right. Ethics have to do with what is morally right and wrong and pertain to people being treated like humans (Polit & Hungler 1999:73). In other words, ethics is basically defined as rules for governing the relations between participants to benefit all concerned, with mutual respect for the needs and wants of all parties involved. Resnik (2011) supports that ethics have more values to promote the aims of research for example knowledge, truth, and avoidance of error. It also promote the values that are essential to

collaborative work, such as trust, accountability, mutual respect, and fairness. In this study, the following ethical principles were upheld during research processes:

In the case of the interviews, anonymity could not be expected if someone agreed to a face-to-face interview (Cohen et al., 2000:61); however, the interviewer could and did promise confidentiality. This means that although the researcher knew who provided the information, the researcher would not make the connection known publicly. As a result, the researcher took into consideration these principles and other issues before, during, and after the research had been conducted. Some of the issues involve the following principles:

3.11.1 PRINCIPLE OF CONFIDENTIALITY

The researcher has to provide confidentiality by protecting any communications, such as questionnaires and protocol instruments submitted for analysing, personnel records. Maintaining confidentiality after the study is completed is another way to protect participants and the researcher's commitment to that standard should be included in the informed consent agreement (Sieber, 1992).

The ethical duty of confidentiality refers to the obligation of an individual to safeguard entrusted information. Furthermore, the ethical duty of confidentiality includes obligations to protect information from unauthorized access, disclosure, loss or theft. As a result, fulfilling the ethical duty of confidentiality is essential to the trust relationship between a researcher and participants (Polit and Hungler 1999: 75).

Confidentiality promises participants that any information they provide will not be publicly reported or made accessible to parties not involved in the research (Polit & Beck, 2004: 95). The participants were not asked to put their names on the questionnaires and their responses could not be linked to their identities.

3.11.2 PRINCIPLE OF PRIVACY

Privacy refers to an individual's right to be free from interference by others. It is a fundamental right in a free and democratic society. Individuals have privacy interests in relation to their personal information, opinions and personal communications with others. This means that the information provided by participants will not be shared

against their will (Burns & Grove 2003: 172). As the study was conducted in the participants' natural setting, there was no intrusion of privacy with regard to information provided. The participants in this study were informed in writing that their anonymity and privacy would be treated ethically and confidentially. Participants completing the questionnaire were given the assurance of confidentiality by asking them to stay anonymous. On each questionnaire and interview guide the following was outlined: "Participation in this study is voluntary and anonymity is protected". The identity of participants was not linked to their experiences, views or the opinions that they provided. Because the questionnaire had no identifying marks, names, addresses, or coding symbols to identify the participant, total anonymity was assured.

Sieber (1992) contended that procedures to protect each participant's privacy, such as locking up records and creating special identifying codes, must be created to minimize the risk of access by unauthorized persons. Anonymity is the inability to link information to participants. This was achieved by tape-recording the interviews conducted. The participants were assured of confidentiality verbally and in the written consent form.

3.11.3 PRINCIPLE OF HONESTY AND TRUST

As a researcher I strove for honesty in all communications with participants. I honestly reported results, follow all procedures. I did not fabricate, falsify, or misrepresent results. I adhered strictly to all the ethical guidelines that served as standards about the honesty of the data collected and the accompanying data analysis.

3.11.4 PRINCIPLE OF RESPECT

Respect refers to the principle of self-determination and respect for human dignity. Participants had the right of full disclosure. Participants were considered as individuals not just as members of a group. Participants were asked to decide for themselves whether to participate in a study, therefore they had adequate information about the research to enable them to consent or decline participation (Polit & Hungler 1999:134; Polit & Beck 2004:93). In addition, the researcher informed the participants of the purpose of the study and allowed them to ask

questions related to the purpose of the study. The participants were also informed that participation was voluntary, that they would be protected, and that they could leave the study at any time without any penalty should they wish to do so. The questionnaire did not have a consent form.

The participants were requested to volunteer to participate in the study by giving their informed consent. By completing the questionnaire, the participants consented to take part in the research.

3.11.5 PRINCIPLE OF HARM

The principle of no harm is a fundamental principle. It refers to the safety of the participants. This principle protects the participants from psychological and physical harm during the research process.

In this study physical harm was not to be considered but, the researcher bore in mind that the psychological consequences needed sensitivity. The researcher was sensitive to the participants' emotions when asking probing questions that could psychologically harm them. The participants were informed of the nature and purpose of the study and that participation was voluntary. The researcher also assured the participants of the strictest confidentiality. The researcher explained to the participants that if they felt that some parts of the interview were too much for them they were free to withdraw from the study or choose not to answer the questions.

3.11.6 INFORMED CONSENT

For all selected eligible participants under 18 years of age, it was necessary to first obtain the permission of the parent or guardian for participation in the qualitative research. I was comprehensively supported by the school principals and SGB members who clarified communities about the research. Permission was sought from Limpopo Department of Education together with respectively circuit offices to facilitate the process of identifying potential participants in order to gain verbal agreement from participants by giving them notice of the research and asking them to decline if they preferred their learners not participate. For this study I considered learners (under 18 years of age), learners who live in a child-headed household, a

similar consent process was followed without the step of gaining consent from the parent or guardian.

As mentioned above, the initial information provided to selected participants described the focus of the research in broad terms “better understanding the position of the school with regard to safe and security for the learners and educators” as part of this study. The participants were informed that the research was both voluntary and confidential. I also provided detailed information regarding the nature and purpose of the study.

The process followed the approaches recommended by University of Fort Hare Research Ethics Committee (UFHREC), ethical and safety guidelines for research on school violence, modified for research involving learners in order to take into consideration both the rights of learners to know what learners were being exposed to in the study and the risk of retaliation against learners.

I read the contents of an information form that introduced the research as an opportunity to understand the content more about experiences of school violence in their schools, emphasizing that participation was voluntary.

After reading the information form, verbal consent was requested to provide the participants with more information about the research. A written consent form informed participants that information provided were remain anonymous and participation was voluntary. Participants were told that if they choose to participate, they would be asked about the results of a survey already conducted about the experiences that affect their views on school violence, including in relation to physical abuse, sexual harassment and emotional. Participants were also informed that they did not need to disclose any personal information about their own experiences and all topics discussed were confidential and would not be shared with anyone outside of the group.

3.12 RESEARCH EVALUATION: TRUSTWORTHINESS OF THE STUDY

Floden (2007) identifies the tenets of quality as distinct dimensions of the evaluation of quality research. Floden goes further by indicating that judgment made on quality focuses on whether the study addresses a question of social interest. In my understanding it determines whether the study addresses an important of policy to address implementation of SCCFS in schools. Therefore, Floden (2007) proposes that issues of trustworthiness are those that the study employs to guard against many threats of validity. It is an intention of the researcher to provide enough evidence in order to give credence to the study as one that pursued around methodological rigor and can withstand an analytical defensibility of qualitative research. Lincoln and Guba (1985) point out that the purpose of trustworthiness to the research is to support the argument that the researcher's findings are recognised.

The research design also tried pursue an audit trail by showing detailed. The researcher increased trustworthiness by considering issues as transferability, credibility and conformability. Data from participants were read to the participants to confirm whether what was written reflected their views and perceptions.

Transferability

During focusing on selecting sites could raise validity issues with respect to the transferability of the findings. To overcome this threat, the researcher adopted the strategies of selecting different schools from those who implement and non-implementation of SCCFS policy. The researcher also made a consideration to attempt to use various data collection methods and instruments that would strengthen the notion of triangulation. This was supported by Berg (2007) who yield findings suggesting that the study investigated what it was meant to.

Credibility

Credibility is defined as the confidence that can be placed in the truth of the research findings (Holloway & Wheeler, 2002; Macnee and McCabe, 2008). Credibility establishes whether or not the research findings represent plausible information drawn from the participants' original data and is a correct interpretation of the participants' original views (Graneheim and Lundman, 2004). Generally, the

researcher establishes rigor of the inquiry by adopting the credibility strategies for varied interview technique and protocol interviews.

Conformability

Confirmability refers to the degree to which the results of an inquiry could be confirmed by other scholars (Baxter and Eyles, 1997). Confirmability is concerned with establishing data and interpretations of the findings if are not figments to the inquirer's imagination, but are clearly derived from the data (Tobin and Begley, 2004). The recent researchers suggest that confirmability of qualitative inquiry is achieved through an audit trail and triangulation (Bowen, 2009; Koch, 2006). Apparently, Bowen (2009) confess that an audit trail offers visible evidence that are from process and product that the researcher did not simply find what he set out to find.

Dependability

According to Bitsch (2005), dependability refers to the stability of findings over time. Hence, Cohen et al. (2011); Tobin & Begley (2004) argue that dependability involves participants evaluating the findings and the interpretation and recommendations of the study to make sure that they are all supported by the data received from the informants of the study. In this study, the researcher employed an audit as supported by Ary et al. (2010); Chilisa and Preece (2005); Schwandt et al. (2007).

3.13 CONCLUSION

This chapter presented a detailed description of the research methodology that was employed in the study. The procedure was followed by choosing a research sample that was appropriate to the study. The data collection and instruments were among methods which were followed in order to capture information from the sampled participants. Despite, discussing methodology that was specific to this study, the researcher believed that it was most beneficial to make more general focusing on the research methodology that was encountered by all participants when planning and designing the study.

The theoretical purpose and justification of the methodology chosen, ethical considerations, informal and formal data gathering techniques and an explanation of

the data analysis method used were discussed. Ethics are generally considered to deal with beliefs about what is right or wrong, proper or improper, good or bad (White, 2005).

The next chapter presents the results and findings of the study as a result of data analysis. It discusses the data obtained and interprets the findings in relation to the research.

CHAPTER FOUR

RESULTS AND FINDINGS

4.1 INTRODUCTION

The methodology described in the previous chapter provided the baseline for data gathering. The researcher collected data from various sources in order to use in the preparation for analysis. As a result, this chapter focuses on the analysis and discussion of the findings for this study. According to De Vos (1998) data analysis entails that the analyst breaks the data down into constituent parts to obtain answers to the research questions.

The presentation of data is systematically linked to the format of the self-developed questionnaire attached in the appendix. Therefore, this chapter also discusses the findings from the survey questionnaire and protocol interviews. The first part discusses the findings from the survey questionnaire. The second part presents the results from the protocol interviews. The main purpose for this chapter is to show that the results lead clearly to the conclusion being drawn. Perezniето et al. (2010) argue that violence in schools poses considerable risks to learners during important development stages in their life. Studies conducted locally and internationally report that a lack of safety at school is widespread and that this situation has led to nonattendance.

4.2 BROAD OVERVIEW OF THE FINDINGS

From the foregoing discussion, data analysis is the process of developing answers to questions through interpretation of data. The analytic process consist of identifying questions in order to determine the availability of suitable data, and deciding on which methods are appropriate for answering the questions, so that the researcher can apply the suitable method. Data analysis plays a vital role in data quality assessment (Charmaz, 2000). Therefore, data analysis is important to this study for understanding the results from a broad perspective. Through the survey, the study investigated the answers to the following research questions:

- Whether the school policies are effective for the creation of SCCFS?
- Whether schools have policies to complement and support the creation of SCCFS?
- Whether policies and practices mediate the social construction and reconstruction of school violence?
- Whether there are mechanisms in the SCCFS framework mediate the social construction of violence to create safe, caring and child-friendly schools?
- Whether there is a SCCFS model that can be developed to make schools safe, caring and child-friendly?

4.3 ORGANISATION OF THE FINDINGS

The methodology was divided into six sections, namely sections A up to F. The variables that appear in Section A include the demographic profiles, such as gender, age, location of school, types of school, grade in school, highest academic qualification level, qualification in the field of education, position at school and position in the School Governing Body. All the variables that measure the tested constructs were listed in sections B to F of the questionnaire.

A total of five items from question one measure the 'effective education policy' that provide a SCCFS in the teaching and learning atmosphere. One item from question two measures the policies that complement and support the creation of SCCFS in the teaching and learning atmosphere. Question three has one item to measure the policies and practices mediating social constructions and reconstructions creating SCCFS. In Question 4, four items measure the mechanisms mediating social constructions creating SCCFS in the teaching and learning environment. Similarly, in Question 5, three items measure the construct models that can be developed for creating SCCFS. All the tested constructs were measured on a 4-point Likert scale (strongly agree, agree, disagree, and strongly disagree).

4.4 RESULTS

The study was carried out in one of the districts in the Limpopo Department of Education in South Africa. It was conducted in order to assess the effectiveness of the implementation of DoE and UNICEF guidelines for creating safe, caring and child-friendly in schools for enhancing a safe environment for learners and educators for learning and teaching. A safe learning environment is the expectation of most communities, educators and parents and it is also an important component of a school operation. This study was necessary because (a) literature that documents efforts to creating a safe learning environment in all public schools in South Africa was endorsed; (b) there was a need to build a culture of safety in schools in which educators and learners all feel respected; and (c) there was need for educators to create safe learning environment in their premises as prerequisites to creating schools that are safe for learning.

In the first phase, a questionnaire was designed to determine the biographical details of participants. The questionnaire was completed by 90 participants. Of these, 52 (71.2%) were male and 21 (28.8%) female. A total of 73 (81%) participants responded to the question on safe, caring and child-friendly schools. The results derived were based on self-reports from principals, HoD, educators, SGB, educators' union, and learners. The participants therefore presented their opinions, perceptions, beliefs and their accounts of their how much they view their respective schools as safe, caring and child-friendly. This is powerful information, as it gives insight into how participants perceive the learning environments in which they engage and how policies and practices that are put in place are carried out in practice.

Initially, participants voluntarily completed 73 out of 114 survey instruments (Brown, 2006) on educators' conceptions on assessment of the implementation of DoE and UNICEF guidelines for creating safe, caring and child-friendly schools. Of the questionnaires distributed, 80 were returned (response rate = 70%). The inventory required participants to respond using a four-point, positively packed, agreement rating scale (Brown, 2004) (i.e. agree and disagree).

Participants rated statements including the following prompts: Effective education policy; providing a friendly, safe and caring atmosphere in the teaching and learning;

promoting safety and security in schools; providing a child-friendly teaching and learning environment; providing support for the creation of safe, caring and child-friendly schools; and assessing community partnership in the creation of safe, caring and child-friendly schools. Of those returning the questionnaires, 100 (70.2%) indicated a willingness to be interviewed.

For the second phase, the researcher selected five school principals to participate in the interviews, trying to cover the widest range of conceptions and profiles possible. The researcher conducted the interviews without knowing on what basis each participant had been selected, creating double-blind data collection. The interviews were carried out two weeks after the questionnaires were completed. The interview was a protocol with the interviewer designing uptake questions based on interviewees' responses.

In order to ensure that all participants directly addressed the conception of the SCCFS, at the end of the protocol interview about assessment and its purposes, the principals were asked to indicate any additional opinions, suggestions or comments on any of the matters in the interview.

4.4.1 DEMOGRAPHIC STATISTICS

Table 4.1 provides a summary of participant's perceptions of the scope aimed at identifying principals, educators, SGB members and learner's perception of SCCFS. The researcher believes that this is appropriate, as tables provide crucial information to the data analyst which is difficult to obtain in any other way. A total of 73 valid participants were analysed in this study, 52 of whom were male (71.2%) and the other 21 were female (28.8%). Thus, it appears from the survey that males have more chance to play a role in the management of secondary schools.

Qualitative approaches are used in demography at multiple points in the production of knowledge, including the design and testing of quantitative questionnaires; to understand unexpected survey results; and, to grasp sensitive issues, perceptions, "cultural contexts", and other elements of the social world which are difficult to measure quantitatively (Bozon, 2006).

Table 4.1: Participants' responses regarding demographic data

Biographical variables	Description of variables	Frequency	Percentage
Gender	Female	21	3%
	Male	52	71%
Age	20–29 years	9	12%
	30–39 years	6	8%
	40–49 years	31	42%
	50–55 years	19	26%
	56 years and over	9	12%
Location	Urban	5	7%
	Semi-urban	11	15%
	Rural	58	78%
School type	Public	76	95%
	Private	4	5%
Grades in schools	8–10	4	5%
	8–12	76	95%
Academic qualifications	Grade 12	12	16%
	Education Certificate/Diploma	13	18%
	Undergraduate Degree	36	49%
	Master's	11	15%
	Other	2	3%
Qualifications in the field of education	PTC	1	2%
	JSTC	8	13%
	UED	7	11%
	STD	15	24%
	AC	19	31%
	Other	12	15%
Position in school	Principal	17	22%
	HoD	13	17%
	SGB	9	12%
	Educator	23	30%
	Union member	4	15%
	Learner	11	14%
Position in SGB	Chairperson	5	13%
	Secretary	6	15%
	Treasurer	4	10%
	Ex-officio member	15	38%
	Other	10	25%

Source: Primary data

4.4.1.1 Distribution of participants by gender

Table 4.1 reveals that there were 52 (71%) male participants and 21 (29%) female participants of a total of 73. As the proportion of participants the table clearly shows, there was an imbalance between male and female participants. Males were by far in the majority (52). The smaller number of female participants will make it difficult to generalise the results.

A large number of studies comparing the behaviour and attitudes of men and women report that gender differences do exist (Mor Barak et al. 1998, Konrad and Hartmann 2002). These differences are often attributed to the discriminatory treatment experienced by girls (Mai-Dalton and Sullivan 1981, Kirton and Greene 2000), and it is suggested that these experiences in turn shape an individual's attitudes and behaviour in the workplace (Cianni and Romberger 1995). As a way of strengthening its efforts towards achieving gender equality, South Africa adopted 'gender mainstreaming' that is, integrating gender equality matters into all policies and programmes (Clinical Resource Efficiency Support Team (CREST), 2005).

Schienger and Kinge (2013) argue that gender can influence all stages of research, from strategic considerations for establishing priorities and building theory to more routine tasks of formulating questions, designing methods, and interpreting data. Many pitfalls can be avoided and new ideas or opportunities identified by designing sex and gender analysis into research from the start. Sex and gender analysis work together with other methodologies in a field to provide filters for bias and contribute to excellence in science and technology. According to UNESCO (2009), the social and constructed differences in female's and men's roles and responsibilities, which are learned, vary from culture to culture and change over time.

The process used should ensure that female's and men's concerns and experiences are integral to the design, implementation, monitoring and evaluation of all legislation, policies and programmes. This leads to equal benefits for female and males, and ends the perpetuation of existing inequality (United Kingdom's Department for International Development (DFID), 2002). In addition, a number of studies are concerned with the relative equality in terms of numbers and proportions of females and males. In education, this means that the same number of males and

females receive educational positions at different levels and in diverse forms (UNESCO, 2009; UNICEF, 2012). There should be provision of equal conditions, treatment and opportunity for both males and females to realise their full potential, human rights and dignity, as well as opportunities to contribute to social and political development.

Campbell (cited in Hatty, 2000) believes that there are gender differences in how males and females view violence. Boys view violent acts as a means to assert or maintain control over others. Males' violent acts are attempts to affirm a positive self-concept enhance self-esteem or reclaim interpersonal power. Females on the other hand, view violent acts as a failure of self-control, an expression of overwhelming anger and frustration which often lead to guilt and self-recrimination.

Generally, gender analysis in this study is a critical step in the gender mainstreaming for formulating policies and programmes of SCCFS and, in turn, in achieving gender equality. Therefore, gender analysis is necessary to determine the gender balance, and to assess the way in which a SCCFS programme impact female and male in schools.

4.4.1.2 Distribution of participants by age

The table also shows the age categories of the participants who took part in the completion of the questionnaires. The percentages in the table show that the allocation of questionnaires to various groups was in no way influenced by bias. It is a true reflection of the researcher's impartiality in the distribution of questionnaires. Participants were asked to tick the age category appropriate to them. All the participants responded to the question (73 responses or 100%).

The age between 40 and 49 years old was the largest participants' group (41.9%; 31 participants); followed by the age group between 50 and 55 years old (35.7%; 19 participants), the age group from 20 to 29 years old (12.2%; 9 participants) follows, together with the age group of 56 and above (12.2%; 9 participants), the last age group was between 30 to 39 years old (8.1; 6 people). Apparently, most of the participants in the study were 40 to 49 years old (41.9%). Colonia-Willner (1998) recognizes age as procedural knowledge is used to solve everyday problems, which

can explain why many older managers perform as well as younger ones. Hence, Barrett and Depinet (1991) support the idea that age variation in abilities is likely to affect productivity levels, because they are one of the most important determinants of education and work success. Schmidt and Hunter (1998) indicate that different individual characteristics of education and work experience abilities relate to job performance.

4.4.1.3 Distribution of participants by school location

The participants' responses regarding location of the school reveals that a total of 74 urban, semi-urban and rural secondary schools were sampled among sampled urban and rural secondary schools in the Limpopo Department of Education. This study examined whether schools are in urban, semi-urban or rural areas. It also sought to ascertain if there were variations in their perception with violence in schools. The results reveals that urban secondary school 5 (6.8%), semi-urban 11 (14.9%) and rural 58 (78.4%). In other words, schools in rural areas are more than schools in urban areas.

According to Bouck (2004), schools vary according to sizes and location. The size of the school and location has an impact on the characteristics of the school, the curriculum, and the results. It has been found that learners from rural schools face many personal challenges, from living in poverty to having less opportunity and sophistication in technology. Rural schools also have fewer course offerings. While rural schools are unique, urban and rural schools may be more similar than expected, particularly as compared to more affluent suburban areas. Rural and many urban schools have large rates of poverty and dire financial situations, which do impact the educational offerings, experiences, and outcomes of their learners.

A recent study conducted by Anyon (2003) and Kozol (1992) reveals that the location of a school, as in an urban, rural, or semi-urban area, has been shown to affect various factors related to education. For example, the location of a school is often associated with the socioeconomic status of the school, which is frequently measured by the number of learners receiving free and reduced cost lunches. Schools in more urban areas are often associated with high levels of poverty and in consequence have a lower amount of money to spend on education per learner.

Hatfield (2002) claims that the high levels of poor performance of learners in schools are associated with learners in rural schools, because rural school areas serve a large percentage of learners living in poverty, in fact a larger percentage than when urban and semi-urban schools areas are combined to form a non-rural category. Downey (1980) and Haas (1992) urge that learners from rural schools can compete fully in the higher education arena when they view their work in school.

Young (1998) pointed out that the impact of school variables affects socio-emotional outcomes, and differences in school size also affect learners' feelings regarding their schools and education.

4.4.1.4 Distribution of participants by school categories

School category within the South African education system is heterogeneous and highly stratified along race, socio-economic status and geographic location (Coetzee, 2013). Yamauchi (2004) argues that large parts of the population live in geographic clusters of poverty with access to neighborhood schools that are of corresponding quality.

The South African education system consists of two types of schools: private (independent) and public (government) schools. Like many institutions in the country, schools in South Africa are generally one thing for the rich and another for the poor.

This suggests that private schools in South Africa have an excellent reputation and offer internationally recognised exams; learners from private schools have excellent acceptance rates into tertiary education worldwide. Many private schools have religious origins and a core component of their ethos is to provide pupils with a spiritual foundation to complement their academic and physical accomplishments.

The public school system is entirely dependent on the government for funding and supplies. Each province is responsible for ensuring that its schools are equipped and have enough money to run properly. As a result, standards vary immensely, depending on the efficiency and wealth of the province.

4.4.1.5 Distribution of participants by grade in schools

Figure 4.1 shows that most of the schools surveyed in the study have grades 8 to 12. Schools that have only grades 8 to 10 were fewer in number.

In South Africa, high school begins normally at Grade 8 level. Learners study for five years, at the end of which they write a Matriculation examination. According to the DoE (2008), formal education in South Africa is categorised according to three bands, namely General Education and Training (GET), Further Education and Training (FET) and Higher Education (HE). The GET band comprises the *reception years* (Grades R–9), as well as an equivalent Adult Basic Education and Training (ABET) qualification. The FET band comprises Grades 10–12 in secondary schools, as well as education and training within the National Qualifications Framework (NQF) Levels 2 to 4 include the N1 to N6 qualifications in FET colleges. These levels are integrated with the NQF, as stipulated by the South African Qualifications Authority (SAQA) Act 58 of 1995 (RSA, 1995).

4.4.1.6 Distribution of participants by academic qualifications

Table 4.1 above reveals the significance of the academic qualifications of the participants in this study. In this study the following participants have academic qualifications: Those who have lower than grade 12 are (16%), certificate diplomas (18%), degrees (49%), masters' level (15%) and others (3%). Most of the participants in this study have lower qualifications except the degree which is nearly half of the percentage (49%), which are generally perceived as the best qualifications for the teaching profession, especially at secondary school level (Lemmer, 2002).

The quality of academic qualifications in education depends to a large extent on the educator's ability to exercise effective discipline which together with relevant and adequate academic and professional qualifications will be able to promote efficiency in the classroom (Curzon, 2002). Bernard (2003) asserts that continuous professional development includes aspects of discipline will also help educators to keep pace with the increased demands imposed on them.

Teaching has a reputation as a profession that attracts the least academically qualified individuals (Gitomer, 2007). There is evidence that educators' academic qualifications are associated with effectiveness (Boyd et al. 2007, Clotfelter, Ladd, and Vigdor, 2007). Academic qualification is considered one of the predictors of educators' ability to understand and teach a subject effectively (Lingred, 1976).

Similarly, educational qualification is said to be an important aspect of how a teacher perceives areas of difficulty in teaching (Uche and Umoren, 1998).

4.4.1.7 Distribution of participants by qualifications

This section contains the group coverage qualifications in the field of education in South Africa for the participants with associated individual occupational requirements. This section describes the minimum qualification requirements for educational research purposes. Presented here are findings from the participant's qualifications analyses used in this study. The Advanced Certificate in Education (ACE), which is the highest qualification of the participants, was held by 19 (36.6%), while the lowest qualification of the participants in this study is Primary Teacher's Certificate (PTC) held by 1 (1.6%). The Standard 10 (15) (24.1%) was the lowest educational level of the participants.

In terms of the South African Qualifications Authority Act, 58 of 1995, SAQA has, by the creation of Education and Training Quality Assurance bodies (ETQAs), recognised that delivery of the qualifications is the preserve of professional providers, learners and other key stakeholders in the field, since different qualifications and standards make different demands on curriculum development and delivery, on assessment and teaching regardless whether an educator is planning to work as a primary, secondary educator or lecturer you will need to hold a degree otherwise you will have to be prepared to hit the books as an undergraduate and put your aspirations of becoming an educator on hold for three years at least.

Primary school educators need to be able to teach the core subjects of English, Maths and science and apply themselves to cover a number of other subjects such as religious education, art, and physical education. Secondary school educators will need an in-depth knowledge of their subject and will invariably need to have studied their chosen subject at degree level.

4.4.1.8 Distribution of participants by positions occupied within a school

Table 4.1 shows the positions occupied by the stakeholders who participated in the study. The positions occupied by the school principal, HoD, SGB members, educators, union representatives, and a learners were noted. The Department of Education (1997) stipulates that the SGB must have at least a chairperson, a vice-

chairperson, a treasurer, a secretary, a vice-secretary and a co-opted member. In all public schools the principal is always an ex-officio member. According to DoE (1997), the executive committee must carry out the instructions of the SGB. They must also form their own rules about how to manage a school. The South African Schools Act No. 84 of 1996 mandates that secondary school learners, who are members of the LRC, should be part of school governance through participation in school governing bodies. But they are often not afforded a full opportunity to participate in crucial decisions by the adult members of governing bodies, directly or indirectly.

4.4.1.9 Distribution of participants in the School Governing Body

According to Van Wyk (2007), the South African Schools Act of 1996 mandates the establishment of School Governing Bodies (SGBs) comprising parents, educators and non-educator members of staff. According to SASA every public school must be governed by a governing body, which stands in a position of trust towards the school. The professional management must be undertaken by a principal authorised by the government.

The governing body is made of the principal (ex-officio member) and elected persons with an interest in the school, including representatives of parents, learners (in case at secondary level), educators, and non-teaching staff. The position of chairperson is occupied by a parent member of the governing body. The establishment of school governing bodies represents a significant decentralization of power in the South African school system. The South African Schools Act (Act 84 of 1996) plays an important role in encouraging the principle of partnership in and mutual responsibility for education. With the institution of school governing bodies (SGBs), SASA aimed to give effect to the principle of the democratization of schooling by affording meaningful power over their schools to the school-level stakeholders such as the learners serving on SGBs.

The results indicated that 40 participants out of 74 participants, the following participants reported their positions: chairpersons 5 (13%), secretaries 6 (15%), treasurers 4 (10.00%) and officio-members 15 (38%).

Interestingly, fifty-three percent (53%) of the total number of schools had confirmed that their SGBs had participated in the school governance. This is a significant development that needs to be understood.

Table 5.9 looks at functionality in the schools in terms of the major responsibilities that have been given to schools and how schools, and parents in particular, are using their powers to improve their schools' management. Seemingly, SGBs had been using the school policy as their constitution. As indicated above, most schools appear to have constitutions at this point in time.

4.4.2 RESULTS FOR THE EMPIRICAL QUESTIONS

Research Question 1

“To what extent are school policies effectively made use of for the creation of SCCFS?”

In this question, the relevant data about the response frequencies of participants from secondary schools (Vhembe District) to the different questionnaires was reported. Table 4.2 consists of five questions. The key terms *agree*, *disagree* and *do not know* were used to assess the responses as developed by the researcher in order to get perceptions with regard to the effectiveness of policy in schools. Education in its general sense is a form of learning in which the knowledge, skills, values, beliefs and habits of a group of people are transferred from one generation to the next through teaching. The table below reveals the responses of the participants with regard to the effective education policy in schools.

Table 4.2: Participants' responses regarding effective policy in schools

Assessment criteria	Agree		Disagree	
	<i>n</i>	%	<i>n</i>	%
The school has a policy to help educators to deal fairly with violence in the school.	67	85.0	12	15.2
The school has a policy on how to deal with the sexual harassment.	54	68.3	25	31.6
There is a code of conduct about how the school expects learners to behave.	72	92.3	6	7.6

The school has a policy on how to deal with bullying.	56	71.7	22	28.1
The school has a policy that encourages parents to be involved in school safety and security.	52	66.6	26	33.2

Table 4.2 reveals that 67 (85%) of participants indicated that their schools have a policy that helps them to deal fairly with violence. Hence, 12 (15.2%) of participants disagreed with the statement.

From the second statement, the question arises concerning the school policy on how to deal with the sexual harassment. The results indicate that 54 (68.3%) of the participants supported an idea that the school has a policy on how to deal with the sexual harassment. Hence, 25 (31.6%) of participants indicated that there is no such policy in schools.

It is most important for this study that 72 (92%) of participants indicate that the code of conduct of learners in their schools is being practised, whereas only 6 (7.6%) disagreed.

When considering policy on dealing with bullying in schools, the overall perception is high at 56 (71.7%), indicating that the majority of secondary schools have policy that deal with bullying of learners in their schools. Here, few participants 22 (28.1%) disagreed that there was no bullying policy in their schools.

As for the statement about parent involvement in maintaining safety in schools, 66.6% of the participants emphasized that parents should be engaged in this. Only 33.2% of participants disagreed with the statement.

Research Question 2

“What policies are available at the school to complement and support the creation of SCCFS?”

In this section, the relevant data about the response frequencies of participants from secondary schools to the different questionnaires was reported. The objective of Table 4.3 consisting of two questions used the key terms *agree*, *disagree* and *do not know* responses as developed by the researcher, in order to get perceptions with

regard to a support to the creation of safe, caring and child-friendly schools. The results of this study presented using themes and frequency tables.

Table 4.3: Participants' responses regarding to provide support to the creation of safe, caring and child-friendly schools

Assessment Criteria	Agree		Disagree	
	<i>n</i>	%	<i>n</i>	%
Educators support learners who are in distress.	71	49.3	7	4.9
Parents are interested in supporting the school and its governance.	59	40.9	20	13.9

What becomes clear from the Table 4.3 is that 71 (49.3%) of the participants claim that educators support learners who are in distress. Only 7 (4.9%) disagree with the statement.

Table 4.3 reveals that 59 (40.9%) of the participants agreed that the parents are interested in supporting the school as well as its governance for the purpose of conducive for teaching and learning, while 20 (13.7%) of the participants disagreed with the statement.

Research Question 3

“How do SCCFS policies and practices mediate the social construction and reconstruction of school violence?”

In this section, the relevant data about the response frequencies of participants from secondary schools to the different questionnaires was reported. The objective of Table 4.4 consisting of one question used the key terms *agree* and *disagree* responses as developed by the researcher, in order to get perceptions with regard to how do SCCFS policies and practices mediate the social construction and reconstruction. The results of this study presented using themes and frequency tables.

Table 4.4: Participants' responses regarding to policies and practices mediating the social construction of school violence

Assessment Criteria	Agree		Disagree	
	<i>n</i>	%	<i>n</i>	%
How do SCCFS policies and practices mediate the social construction and reconstruction of school violence	42	44	36	37

In Table 4.4 (44%) of participants agree that the SCCFS policies and practices mediate the social construction of school violence. However, 36 (37%) of participants disagree. It assumed that the school is aware that education cannot be successful without the involvement of all of the school stakeholders.

Research Question 4

“What mechanisms in the SCCFS framework mediate the social construction of violence to create safe, caring and child-friendly schools?”

In this section, the relevant data about the response frequencies of participants from secondary schools to the different questionnaires is reported. The objective of Table 4.5 consisting of three questions used the key terms *agree*, *disagree* responses as developed by the researcher, in order to get perceptions with regard to how the mechanisms in the SCCFS framework mediate the social construction in schools. The results of this study are presented using themes and frequency tables.

Table 4.5: Participants' responses regarding mechanisms mediating social construction in schools

Assessment Criteria	Agree		Disagree	
	<i>n</i>	%	<i>n</i>	%
School usually encourages the learners to care for each other.	75	93.7	5	6.3
Learners are concerned about physical violence that happens to each other.	64	82.1	14	17.8

Dangerous weapons such as firearms, knives, knobkerries and others are checked all the times during school hours.	38	48.1	41	51.9
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Based on the findings from 93.7% of the participants, it is clear that schools encourage learners to care for each other. This is, of course, a positive school environment that creates an optimal setting for teaching and learning. However, 6.3% of participants disagree. Findings further revealed that learners experienced physical violence (82%) in schools. 17.8% of participants disagree that physical violence in schools were not far away from the learners. It can be seen from table 5.4 that dangerous weapons in schools are widespread. Over 50% of the participants reported that weapons in their schools contributed a lot.

Research Question 5

“What SCCFS model can be developed to make schools safe, caring and child-friendly?”

In this question, the relevant data about the response frequencies of participants from schools to the different questionnaires was reported. The objective of Table 4.6 consisting of three questions used the key terms *agree*, *disagree* responses as developed by the researcher, in order to get perceptions with regard to model that can be developed to make schools safe, caring and child-friendly in the teaching and learning environment. The results of the model presented using themes and frequency table below.

Table 4.6: Participants’ responses regarding to model developed to create safe, caring and child-friendly schools

	Agree		Disagree	
	V	%	V	%
Learners at this school know and understand their rights.	49	34.0	29	20.2
The school has educators who have been specially trained to work with learners with disabilities.	18	12.5	60	41.7

The school has partnerships with local businesses to support school programmes. 25 17.3 44 30.6

On the basis of the findings presented in Table 4.6, the responses to the first statement reveal that, out of the total of 96 participants, only 49 (34%) indicated that learners at schools understand their rights, while 29 (20.2%) disagreed. In the second statement, it can be observed that the majority of participants, 41.7% disagree that the school has educators who have been specially trained to work with learners with disabilities, while only 12, 5% agree that the training is being offered to educators. To the third statement, majority of participants (30.6) of the study in this item denotes the schools do not have partnership with local businesses. On the basis of the results reflected, it is evident that the few of participants (17.3%), who took part in this study, confirms that local businesses support school programmes.

4.5 IMPLICATIONS FOR SCCFS POLICY AND PRACTICE

Despite the limitations of my research, I believe the findings have several implications for this study. It is clear from the five distinct themes in the findings that policy is inherent in SCCFS in schools. My findings have at least three implications: firstly, effective school policies create safe, caring and child-friendly in schools. Secondly, policies complement and support creating of safe, caring and child-friendly in schools. Thirdly, policies and practices mediate the social construction and reconstruction in schools.

An effective school policy creates an optimal setting for teaching and learning. An effective school policy also is a product of collective effort. This policy looks at strategies to improve effective teaching and learning examines four of its major components: (a) caring relationships (b) academic environment (c) structure and safety, and (d) participatory learning. An effective policy is built upon caring relationships among all learners, educators, parents and community members.

Supportive policies to learner rearing environment from violence supports and complements the realization of learner's individual personalities and fosters the development of social, responsible and actively contributing citizens in the local community and larger society. It is important that, there is a need to push for an

understanding policies that addresses the widespread and prevalence incidence of violence against learners and educators. Securing and promoting learner's fundamental rights to respect for their human dignity and physical and psychological integrity, through the prevention of all forms of violence. It is essential for promoting the full set of learner rights. Strategies to prevent and respond to violence must therefore adopt a learner rather than a welfare approach.

School fulfills an important role, but cannot provide the complexity of interaction that can be provided by communities. Schools and communities should work together to support the SCCFS and to create an environment that welcomes and nurtures families. It is in the best interest of entire South African schools to support SCCFS policy as the importance of parent's roles in their children's education.

The most particularly interesting to mediated constructions to normalize within the context of the everyday practices of incidents in South African schools is the social reconstructions. In other words, the incidents that happen everyday life in school environment focuses on creating, experiential and engaging activities for learners.

4.6 CONCLUSION

The analyses were organised under demographic and five questions. Frequencies and percentages were used to analyse the selected demographic variables of the participants. The factors were described in terms of frequencies and percentages.

Unsafe within schools is a complex phenomenon. The data presented in this chapter demonstrates that the kind of unsafe and unfriendly that South African learners encounter at schools varies, ranging from mere bullying to more severe victimisation, such as physical violence, assault, sexual harassment being threatened with violence. Seemingly, forms of unsafe and unfriendly affecting teaching and learning environment as a cause for concern.

Unsafe and unfriendly affect not only the learners who are directly but also parents, schools and department as whole. To sum-up, the above analysis of findings brought the picture for this study. This chapter describes data analyses of the study results. It is only one of many factors which have impact on learner's achievement in their daily school activities. It is therefore, family social factors, parents' education and parental

involvement on school outcomes is also major contribute. The next chapter provides discussion of the findings.

CHAPTER FIVE

DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

5. 1 INTRODUCTION

*T*his Chapter puts forth the summary, conclusions and recommendations based on the findings of the study. The recommendations are organised based on results provided by participants. This section also provides a summary of the study. Initially, the chapter gives a general overview of what is contained in each chapter.

5.2 SUMMARY OF CHAPTERS

This section provides a summary of the study. Initially, it gives a general overview of what is contained in each chapter. The section then points out and relates the major themes that emerged from the literature reviews and the empirical findings. The aim of the discussion of these themes is to find ways in which the weaknesses that emerged from the study can be addressed. In other words, the objective is to establish how the system of educator's safety and security of learners in South African schools can be made more effective in achieving its intended goals.

This study consists of five chapters. **Chapter One** presented the background to the study whereby the research aim and objectives were clearly stated to indicate what the research intends to achieve. The research problem was clarified by the research questions. Theories system which emphasizes importance of subsystems to function together emerged as framework of the study. The main purpose of the study was stated as:

- How effective is the implementation of the DoE and UNICEF guidelines to create safe, caring and child-friendly in South African schools?

For the realization of this aim, the following objectives were set:

- Identify the extent to which school policies are effectively made use of creation SCCFS.
- Identify policies that are available at the schools to complement and support the creation of SCCFS.
- Identify SCCFS policies and practices that mediate the social construction and reconstruction of school violence.
- Identify mechanisms in the SCCFS framework that mediate the social construction of violence to create SCCFS.
- Identify a model that can be developed to make schools safe, caring and child-friendly.

The chapter concluded with a clarification of the major concepts used in the investigation, the scope of the investigation was demarcated, and the value of the study elucidated.

Chapter Two reviewed literature relevant to the topic, in particular theoretical framework on safety and *school violence aimed at creating safe, caring and child-friendly schools* used to manage violence in schools. Apart from the discussion about the nature and extent of violence in schools, forms of school-based violence and pieces of legislation such as The Constitution 108 of 1996, SASA 84 of 1996, SACE 31 of 2000, Child Justice Act 75 of 2008, Children's Act 38 of 2005, Child Care Act 74 of 1983 as amended emerged from the literature review and formed the basis for the arguments and deliberations. The other important issues emerging from the literature review were educators' legal duties and rights of the learners.

Chapter Three presented the research design and methods employed in this study. The chapter also presented the main purpose of the study which is to focus on the strategies and experiences of educators and principals in managing violence in schools. The methods of data collection and analysis were also discussed. Issues of quality criteria which includes, among other aspects, validity, reliability and trustworthiness of the quantitative and qualitative were also discussed.

Chapter Four presented a detailed data analysis and constituted a discussion of the results of the investigation, using methods of quantitative and qualitative data analysis which begin with systematic categorization and interpretation of data. Seven themes and categories were identified through data analysis to support participant's strategies and experiences of managing violence in schools. The themes and sub-themes emerging from an analysis of the data collected during the investigation, were presented and discussed.

Chapter Five which is the final chapter for this study concludes the investigation with the presentation of the discussion, conclusions and recommendations based on the findings of the investigation.

5.3 SUMMARY OF THE FINDINGS

The primary data findings are scores for participants with different demographic and teaching experience backgrounds. Comparisons are drawn between the 2008–2010 cohorts to address the research questions. The results of this investigation led to this discussion.

5.3.1 BIOGRAPHICAL DATA

Initial findings from this study, found that females were less in number in this study, while males were more dominant. Females in male-dominated occupations face unique challenges and use distinct coping strategies affecting their motivation and retention in schools. I think that females are discriminated against and subordinated in every area of public and private life. They have inferior access to education and employment and are shut out from decision-making at all levels of society. My finding was that formal organizational practices, which uphold gender discrimination and bias, were the main challenges that female face in South Africa. These practices included the inadequate accommodation of females' unique physical, identity and work-life balance needs.

5.3.2 SURVEY

5.3.2.1 Effective policies creating safe, caring and child-friendly in schools

From the point of view of effective policy in schools, most schools in South Africa do not have policies on how to deal with the sexual harassment and bullying according to the findings. Parents are not always able to provide the necessary background and knowledge of schooling to support their children. Many parents are not likely to encourage learning and to send their children to higher performing schools; in other words parents are not supporting the effectiveness of their schools. Therefore, schools face challenges on a daily basis that negatively impacts learners learning. Educators work hard to overcome these challenges, but it is often an uphill climb. No matter what strategies educators can implement, there are some factors that will likely never be eliminated. Schools must do their best to minimize the impact these issues have while maximizing learners' learning.

Generally speaking, parents are typically the most influential people in every aspect of a child's life. This is especially true when it comes to education. There are exceptions to the rule, but typically if the parent's value education, their children will be academically successful. Parental involvement is essential to educational success. Parents who provide their children with a solid foundation before school begins and stay involved throughout school will reap the benefits as their children will likely be successful.

5.3.2.2 Complement and support policies creating safe, caring and child-friendly within schools

According to the views of participants it was rare to the creation of safe and caring and child-friendly in South African schools. Riley (1995) confirms that the relationship between schools and parents as one of unequal power. He goes further by suggesting that parents were expected to follow the instructions of professionals who continued to separate themselves even further from the community by adopting arcane professional dialogue.

Parental lack of awareness of the roles expected of them, and their obligations towards education, contribute to weak school policy. The findings revealed that educators have the largest effect on parental involvement in schools. While parents

are aware of education being free, they remain unaware of the roles and responsibilities that the policies formally ascribe to them with respect to school-level engagement and governance issues. The value of parental engagement in governance is more likely to be recognised.

If the policies are not well communicated to parents, they provide little opportunity for parents to engage. Seemingly, parents do not participate fully to making schools safe, caring because they are unaware their mandated roles.

5.3.2.3 Policies and practices mediating the social construction of violence in schools

Typically, social mediation, as Wertsch (1991) has argued that a semiotic in nature, with psychological tools providing the means through which an individual internalises the higher mental processes central to social transactions in particular cultures. Sociocultural theory emerging from the work of Vygotsky (1987) believes that a constructivist educator creates a context for learning in which learners can become engaged in interesting activities that encourages and facilitates learning. An educator does not simply stand by, however, and watch learners explore and discover. Instead, an educator may often guide learners as they approach problems and support them with encouragement and advice as they tackle them and challenges that are rooted in real life situations that are both interesting to the learners and satisfying in terms of the result of their deeds. The emphasis on learners and educators as partners necessary to achieve educational success is not only popular but also true.

5.3.2.4 Policies and practices mediating social reconstruction in schools

For this study after a researcher analysed the data, a social reconstruction directly addressing the legacy of violent conflict through inter and intra-group reconciliation and indirectly building societal links by promoting reconciliation through involvement of all school stakeholders.

Social reconstruction is a condition in which the population achieves a level of tolerance and peaceful co-existence and will to resolve disputes nonviolently. This means that a school has bind educators and learners across differences; and addresses differences within a school environment.

Without the tolerance each other enables peaceful individuals may resort to violence to address their differences. Following violent conflict, social cohesion may be almost nonexistent. Reconciliation process is highly political in nature and should be grounded within the school culture.

For the reason of creating effective reconciliation programs requires assessing the social context before determining the best methods. Restoring social relationships successfully involves paying close attention to cultural mechanisms that exist for dealing with crises within the school. It is important to releasing that assessing support for the school programs focusing safety and security should be effective by considering:

Peace commissions. Peace commissions play a role in fostering tolerance and preventing violence. The means for practicing this the following process should be taken into considerable:

Retributive justice and dispute resolution mechanisms. The prosecution of war crimes is an important aspect of the reconciliation process, as it holds human rights violators accountable for the learners 'future.

Restorative justice. Restorative justice mechanisms are often employed as a complement to retributive justice efforts. While retributive justice focuses primarily on the perpetrator, restorative justice engages the victim, the perpetrator, and the broader community in an effort to restore relationships destroyed as a result of violence in schools. One model for restorative justice involves a mediation process where willing victims meet with willing perpetrators to explore and express their feelings about the facts surrounding an offense and seek to mend relationships.

Mass media. Radio and television are all media through which peace messages and peace education can be promulgated in an effective way.

The process outlined above and cooperation enable social reconstruction. Be patient because building democratic processes in this manner may mean that safe and security programmes take longer to run.

5.4 DISCUSSION OF FINDINGS

The general aim of this study is to better understand how schools function as sites for learner's services, applying SCCFS programme.

This study sought to establish the way in which learners' social contributed in the implementation of SCCFS programme in South African secondary schools. The study used mixed research methodology to investigate this notion. In this study, data on violence were collected through protocol interviews and questionnaire. Information on both physical violence of different degrees and emotionally-abusive behaviour was collected. There might have been a bit of under-reporting which is plausible, because without long-term sensibly good reporting. I found that school principals, SGB members, educators, educators unions and learners' participation in the implementation of SCCFS not improved to their commitment to safe, caring and child-friendly schools.

The results of this study have shown that secondary school learners in South Africa experienced high levels of violence in schools. The participants had no clear understanding of the forms of school violence prevalent in their schools. Their description of school violence is consistent with the description of school violence by Crawage (2005) that school violence can be physical and emotional and involves the exercise of power over others by a single person or group of people. The study revealed that the most common form of violence are sexual harassment, physical abuse and bullying; these were confirmed by educators and learners participants in their schools. The study revealed that male learners were the perpetrators of this form of school violence. This finding is consistent with the findings of a study conducted by Human Rights Watch (2008), (Prinsloo, 2008; Smit, 2007).

In addition, a large number of studies comparing the behaviour and attitudes of male and female learners report that gender differences do exist (Mor Barak et al. 1998, Konrad and Hartmann, 2002). These differences are often attributed to the discriminatory treatment experienced by female learners (Kirton and Greene 2000), and it is suggested that these experiences in turn shape an individual's attitudes and behaviour within schools (Cianni and Romberger 1995). As a way of strengthening its efforts towards achieving gender equality, South Africa adopted gender

mainstreaming, that is, integrating gender equality matters into all policies (Clinical Resource Efficiency Support Team (CREST), 2005). Schienger and Kinge (2013) argue that gender can influence all stages of research, including strategic considerations for establishing priorities.

Further research may offer enhanced insight into why these gender differences exist. Sexual harassment prevention programmes may be more effective if certain elements are targeted according to gender (Kowalski, Morgan and Limber, 2012). There were also no significant differences regarding the experience of sexual harassment victimization between male learners and female learners. The present study found that both male learners and female learners equally experience psychosocial consequences as a result of sexual harassment, which is consistent with past research (Juvonen and Gross, 2008). The literature points to an overlap between traditional harassment, physical and bullying (Kowalski and Limber, 2013; Wong, Chan, and Cheng, 2014), which was also identified in this study.

The findings also argue that school violence has become a problem, not only in South Africa or Sub-Saharan African Region, but even developing country like United States of America, Asia, Europe, United Kingdom and Australia. Results indicate that 70% of participants in this study had frequently experienced school violence and that school violence is considered a stressful life event. Past research has attributed experiences of school violence with frequency of internet use (Smith et al., 2008); however, the results show no evidence that the frequency Internet use was related to incidences of school violence. Rather, the type of Internet use and online behaviour was more significant in the experience of school violence. Participants who interact through online social media experience more incidences than those who use the Internet for academic tasks.

Both female learners and male learners are subjected to various forms of sexual violence in and around schools. The violent acts can be perpetrated by educators or, in other instances, by learners (mostly male) against female learners and sometimes even against educators.

This finding are consistent with past research on school violence (Kwan and Soric, 2013; Snell and Englader, 2010), where learners who used chatroom and other social media platforms were more likely to experience school violence than those

who did not. Though access to socializing on the internet provides benefits to users, parents and educators who allow internet access to high school learners may wish to consider the increased risk for school violence via this medium.

Results suggest that male learners were more likely to commit school violence than female learners. This finding supports past school learners (Doane et al., 2013; Wong, Chan, & Cheng, 2014), which report male learners being involved in more school violence acts, but contradicts Smith et al., (2008) who found that female learners were more likely to be incidents.

More participants in the sample 67 (85%) agree that the school has a policy to help educators to deal fairly with violence in the school. While, 12 (15.2%) did not know, which is consistent with past research (Bauman, 2010). The anonymity of sexual harassment means the perpetrator can hide their identity when using online media, allowing them to act without fear of getting caught (von Marees and Petermann, 2012). It is unlikely that school violence prevention programmes can be able to address user anonymity; however, they can teach skills to the learners about responding to potential of incidence. In the present study, the majority of participants 72 (92.3%) took no action when a code of conduct of learners is being drawing up and how the school expects learners to behave. They were physical abuse, and 6 (7.6%) of participants reported that they retaliated when it happened to them. More than 71 (49.3%) participants support learners who are in distress. while 7 (4.9%) did not give support to the learners. This finding is lower than previously published reports where up to 12% of learners would tell an educator at school and 9% would tell a parent (Bauman, 2010). These phenomena is happened because the good relationship influence how educator and parent communicate to their children. The majority parents in society apply more close communication style with their children. They seldom use two-way communication with their children. These parenting style makes majority children in schools make friendly for sharing their feeling with their friends. The learners also afraid to make their parent worry regarding what problem they experienced. Other explanation that the faith a learner places in an educator being able to successfully deal with the bullying is significant in whether they will ask for help or not (Elledge et al., 2013). This may explain why some of the learners in our study did not report their experiences of bullying, harassment, physical abuse or any incidence at school. Additionally, learners may not inform an educator following abuse because they don't want their media devices restricted.

The safety of learners and educators can no longer be guaranteed in our schools (Bucher & Manning, 2003). School violence presents educators with many challenges and is now a threat to teaching as a profession. Smit (2007:53) noted, "Securing the school premises and being strict about who is admitted to the school grounds is a practical problem that demands practical solutions". The scholars observed that the schools visited had no security checks and that this puts valuable teaching aids, such as computers, at risk.

The study found that learners bring dangerous weapons to school and use them to attack other learners and educators as well. The findings are consistent with literature (De Wet, 2006; Van Jaarsveld, 2008). Indiscipline results in school violence it makes the school environment non-conducive to learning and teaching. It also linked to chaos and loss of time, hence no effective teaching and learning can take place. This consistent with Garegae (2008).

It is within this context that UNICEF launched its SCCFS initiative to improve school quality worldwide. As the SCCFS framework was designed to be implemented and adapted across countries with a variety of sociopolitical, and its primary goal is to create indicators that evaluate how the key principles of SCCFS are understood and implemented in multiple contexts, provide data on the extent to which UNICEF's objectives for schools are being realized within and across countries and create tools to monitor future progress (UNICEF, 2009a).

These results make a number of contributions to future evaluation and monitoring efforts of the SCCFS initiative and the field of comparative policy and practice more generally. First, they provide initial empirical support that a subset of items can be used to create valid and reliable cross-national indicators of learner's perceptions of school quality.

Finally, as has been suggested in other research regarding school violence samples (Kowalski et al., 2012; Kowalski & Limber, 2013), the use of longitudinal research would be beneficial in establishing predictors and outcomes associated with school violence.

This study adds to the field of school violence by providing data on the frequency and impact in a sample of South Africa learners in schools. Results indicate that

school violence was associated with psychological distress amongst the learners in my sample. Evidence based school violence prevention programs offer some promise in reducing incidences of school violence in the future.

Participants were invited to address their concerns about school violence and to make recommendations for improvement to their schools.

My conclusion from this study is that educators tend to understand and adapt new innovations when they are part of them. However, such a conclusion ought to be arrived at with caution, since my study did not set up appropriate analysis schools, but used individual educators who were part of the sampled study. Further research into such analyses could provide further insight. More research is needed to effectively design a successful, targeted prevention program suitable for all South African schools.

5.5 CHALLENGES FACED BY SCHOOLS IN IMPLEMENTATION OF SCCFS

Typically, the SCCFS programme originated in UNICEF's response to the principles stated in the 1990 at United Nations Convention on the rights of learners. Thereafter, the UNICEF conceptualized a SCCFS as being: (a) Safe and protective of learner's emotional, psychological and physical well-being; (b) Effective academically and relevant to learner's needs for knowledge and skills; (c) Gender-responsive in creating environments and capacities fostering equality and (d) Actively engaged with and enabling of learner, family, and community participation in all aspects of school policy, management, and support to learners.

Because the South African schooling system experienced challenges of the right-based in the provision of quality of education, therefore, South African schools through the support of development partner with UNICEF has trialed a number of initiatives to bring about whole school improvement programmes, such as the care and support for teaching and learning (CSTL). The programme was initiated and adopted by the Education Minister in 2008 whose goal was to realise the education rights of all learners through schools becoming inclusive centres of learning, care and support.

A number of challenges exist to creating a safe environment within schools. Some of these are specific and internal within the school, while some reflect challenges relating to harassment, physical abuse and violence. While the focus in this section is largely on factors within the school's control, mention is also made of factors outside of the school's control, since it is still important to address these in the schools.

South Africa are experiencing challenges of implementing SCCFS within their schools internally and externally (CJCP, DBE, & UNICE, n.d.). The internal challenges are: (a) *Reporting and under-reporting incidents*. Learners are arguably less likely to report some forms of violence to the school or management. The reasons for this are varied, from not considering the act, or the series of acts of violence to be important, to fear of further harm or revenge if it is found out that the victim reported to an adult. There is also often a stigma attached to reporting, particularly, but not only, for boys. In particular, all forms of bullying. Under-reporting needs to be addressed by creating an atmosphere that allows learners to report when violence or safety threats have occurred, and to feel safe when reporting (CJCP, DBE, and UNICE, n.d.).

(b) *Identifying incidents or violence*. Particularly given that bullying, and other forms of especially emotional violence, is often not reported, and may not result in physical injuries, it is also often difficult to identify when a learner is being victimized (CJCP, DBE, & UNICE, n.d.).

This is even more so the older the learner is, as many of the warning signs of bullying, abuse and violence may be confused with normal adolescent development. Learning to identify the signs of bullying is an important step in dealing effectively with the violence, and in creating a positive school climate.

(c) *Dealing with learners with learning problems*. Learners who have learning problems have been identified as being at greater risk of becoming victims of violence. Furthermore, identification of victimisation is also often more difficult with learners with learning problems (CJCP, DBE, and UNICE, n.d.). The school staff

need to assist in greatly minimising their risks, as well as providing the necessary mental help.

(d) *Dealing with learners with behavioural problems.* (CJCP, DBE, and UNICE, n.d) Learners who exhibit behavioural problems are often also at greater risk of perpetrating, but also falling victims to violence. Special effort is often required to offer appropriate support mechanisms to learners with behavioural problems, while maintaining a school environment that is conducive to learning, so that there is no disruption of the learning environment for all learners. Educators need to deal with misbehaviour firstly by understanding the learner's behaviour.

Some of the external challenges that may impact on school safety include poor parenting, high levels of family violence and conflict, parental substance abuse, high levels of community crime and violence (CJCP, DBE, and UNICE, n.d). All these impact on safety within schools by increasing the proximity of learners to would-be offenders and violent role models.

The current study found that some of the school principals raised the key challenges faced during implementation of SCCFS programme. They have pointed out that the roles of government is not clear towards the implementation of SCCFS. In addition, the changes in personnel especially senior managers also affect the process. They further indicated that these affect the level of government participation, aspects of the programme framework such as school safety and security which are located in different directorates in the various provincial education departments.

In general, the principals indicate that some challenges are on the department such as lack of buy-in by some provincial education departments and many districts, weak school governing bodies (SGBs), weak school leadership in many schools and lack of effective learner participation. They propose that if the programme should become an integral part of the operations of provincial education departments and districts, increase resources to improve the likelihood of programme success; and incentives contemplated for schools the programme shall perform well in terms of the programme principles.

5.6 RECOMMENDATIONS

Recommendations for the support of safe, caring and child-friendly schools in South African are presented below:

In this study, I set out recommendations which should be implemented at all South African schools to give principals, educators, SGB and learners their rights for learning and support for effective learning in their different institutions.

- It is recommended that female learners in South African institutions should be developed, and support also be given to females who work in male-dominated schools.
- In order to reduce the use of dangerous weapons in South African schools, it is therefore recommended that it is imperative that all available policies in schools, regulatory and administrative measures should be implemented and that effective legal remedies should be developed and extended to ensure the establishment of a purposeful learning environment.
- It is recommended that proper fencing, burglar proofing, surveillance cameras and lights should be installed in and around classrooms in South African schools.
- To have effective learning, learners together with educators need to feel safe and supported. Without these conditions, the mind reverts to a focus on survival. Educators in schools have long recognised the critical importance of providing a friendly, safe and caring school environment at large. A friendly safe, caring and supportive learning environment enables learners, educators, and even the school as a system to learn in powerful ways.
- The schools should evaluate all school violence prevention strategies to ensure that disciplinary interventions and programmes are having a beneficial impact on learners' behaviour and school safety (Wald & Losen, 2003).
- To ensure that there is a safe, caring and child-friendly environment in all schools, apply zero tolerance policies with greater flexibility, taking school context and educator expertise into account (Skiba and Rausch, 2006).

- The educators and other professional staff who have regular contact with learners should be the first line of communication with parents or guardians of learners regarding disciplinary incidents.
- The schools need to have school police officers who work in schools to have training in adolescent development (Casella, 2003).
- The legislative initiatives should encourage schools to provide an array of disciplinary alternatives prior to school suspension and expulsion in order to increase resources to schools for implementing a broader range of alternative prevention.
- In all schools there needs to be increased training for educators in culturally responsive classroom behaviour management and instruction (Jones & Jones, 2004).
- Schools should implement preventive measures that can improve schools climate and improve the sense of school community and its belongingness (Osher, Sandler and Nelson, 2001).

As a result of the identified lack of safety of learners and educators, the following recommendations have been made to assure safe learning environments:

- The National Department of Education (NDoE) should increase access to mental health services and support in all South African schools.
- The Provincial Department of Education (PDoE) in each province should develop safe and supportive programmes in all schools.
- The PDoE and all districts should implement school safety initiatives that will consider both psychological and physical safety.
- The PDoE and all districts should screen assessment procedures to identify the causing of violence in schools.
- The PDoE and all districts should establish trained school safety teams in all schools.
- The National Department of Education should improve policies that limit exposure to media violence among learners and educators.

- The policies and legislate should be reviewed and revised as needed current addressing access to dangerous weapons by those who have the potential to cause harm to others.
- In all South African schools there should be a security officer (SSO), who is appointed by the PDoE.
- At least one school psychologist should be employed on the staff for every 400 learners and above, in accordance with guidance from the National Association of School Psychologists.

Based on the views from participants, the following recommendations should be implemented in order to control violence in schools:

- It is recommended that schools should educate learners about forms of violence prevalent in schools. Schools could conduct workshops, seminars and awareness campaign on school violence. Learners should be encouraged to report their perpetrators to the school authorities. Any learner found ill-treat other learners should be disciplined by the school. The school should make the parents aware of their child's misbehaviour before the child is being dealt with.
- In order to protect schools against gangsterism and vandalism, more personnel should be employed to monitor entrances to schools.
- It is recommended that all social systems which affect learners should be based on the principles of the Rights of the Learner.

Research confirms that the involvement of parents in their learner's effective education is critical to learners' academic success.

- It is recommended that the community should however, strengthen community's' knowledge and skills to support and extend their children's learning at home and in the community.
- It is recommended that community should also connect learners and families to community resources that strengthen and support learner' learning and well-being.

- It is therefore, recommended that community should establish formal mechanisms for families to communicate to administrators and educators as needed for example, direct phone numbers and e-mail addresses.

Recommendations for Policies and laws supporting safe, caring and child-friendly in South African schools:

- Undertake comprehensive reviews of SCCFS policies and advocate for the prevention of violence in policies and operational plans.
- Strengthening legislative framework to ensure that they explicitly protect learners from violence in all South African schools.
- Schools arrangements, procedural protocols and codes of conduct must be mandated by policy. These should clearly outline appropriate and proportionate sanctions for school violence.

5.7 LIMITATIONS

Limitations are matters and occurrences that arise from the study which are out of the researcher's control. They limit the extent to which a study can go, and sometimes affect the end result and conclusions that can be drawn (Simon and Goes, 2013).

Every study, no matter how well it is conducted and constructed, has limitations. Although this research was carefully prepared, I am still aware of its limitations and shortcomings. First of all, the research was conducted in one of the six districts within Limpopo Province. Apart from Vhembe district where study was conducted only nine circuits and twenty four schools were sampled for the study. Of course, the population of the study was small and might not represent the majority of the all principals, departmental head, educators, learners and SGB members in the district.

Typically, the questionnaires were designed to measure the effectiveness of the implementation of the guidelines to create safe, caring and child-friendly schools, it seems not to provide enough evidence of the participants' actual behaving to understand their true performance. Similarly, since the evaluation of the pre-test and post-test was conducted by myself, it is unavoidable that in this study, a certain

degree of subjectivity can be found. In fact, it would have been more objective if it had been decided by two or three examiners.

During the research process I faced a number of limitations. One of the school principals refused to take part in the research process. Some participants were a little reluctant to go deeply into some matters during the interviews, but I assured them of confidentiality in dealing with any data collected from them and they agreed to participate freely. I had difficulties controlling the attitude of the participants, but I approached them with caution and finally won their confidence and cooperation. The other main limitation of this study was linked to time constraints. Apart from full days to spend on the evaluation exercise, there was not enough time to devote to extensive fieldwork in all the sampled schools visited.

Lack of adequate time for the evaluation thus affected the amount of data that could be gathered through the multiple methods outlined in my study plan. It affected the size of the samples of principals, departmental head, educators, SGB members and learners for the surveys and interviews.

Furthermore, the site observations and the amount of time that was spent on each of these evaluation activities were also affected. It also affected the number of schools that could be visited. Surveys that were distributed with time constraints were noted by Delva, Kirby, Knapper, and Birtwhistle (2002) as problematic in that participants who struggle with real time constraints are less likely to respond to surveys because these possible participants feel overworked and they just do not have the time to complete the survey.

Surveys often also suffer the limitation of forcing participants into particular response categories, thereby limiting the range of responses. Nevertheless, the commitment of all participants in organising meetings, and providing support throughout the fieldwork period in each school made it possible to gather as much data as could be gathered within the limited time available. The participants also helped in filling in some informational gaps that emerged from the surveys and interviews discussions.

5.8 FUTURE DIRECTIONS FOR RESEARCH

Despite the limitations of this study, the study has important implications both for efforts to evaluate the SCCFS initiative and for the field of comparative learner and educator practices more broadly. Using the model it can identify a core structure that can reliably measure all principles of school quality across whole South Africa and detect meaningful differences in the model and substantive interpretation of each principle that represent unique aspects of school quality within each province. The results of this analysis suggest that it is both possible and fruitful to use models to create SCCFS policy. Thus, this process holds considerable promise for creating reliable and meaningful monitoring tools for international policies and programmes with varying conditions for implementation.

While considering these points, a programme on the SCCFC is needed to be part of the current implementation reform process at the Ministry of Education and educator education programmes. This process will facilitate reaching out to the child-friendly schools and quality education. Accordingly, learners themselves, their parents, and their educators are encouraged to participate in understanding and practicing learner rights and its provisions through child-friendly schools, as the place for democracy training, where respectful relations are nurtured in a healthy social environment (Keenapan, 2007).

In addition, the government plan for implementation of SCCFS in South African schools requires an unprecedented degree of partnership with other organisations at all levels of the education system that together implement the roll-out in all provinces.

Implementation of the safe, caring and child-friendly model should be made in all South African schools from primary to secondary schools. Considering the gains that have been noted in the quantitative and qualitative research findings, the researcher strongly recommends this.

5.9 BROAD REMARKS FOR THE STUDY

Effective policies for creating safe, caring and child-friendly in schools

From the findings point of view, there were number of challenges with regard to effective implantation of SCCFS policy in schools. Surveys have shown that the levels of unsureness of learners in South African schools have stabilized at around 20%. Figures showed that a fifth of all learners had experienced violence at schools, 12.2% had been threatened with violence by someone at school, 6.3% had been assaulted, 4.7% had been sexually assaulted or raped, 4.5% had been robbed at school, and 20% of learners had experienced cyber bullying. There were more chances of violence occurring at schools located within communities with high levels of crime and violence, and the bulk of the violence identified occurred in the school premises. In order to curb incidents occurring in schools extended beyond the school itself. Community support and interventions were the most reliable and cost-effective ways to support safety in schools.

Complement and support policies creating safe, caring and child-friendly within schools

It is important to realise that by using a rights-based approach to ensure the rights to of a learner should be taken into consideration. The programmes that address these needs should be maintained.

Implementation of DoE and UNICEF guidelines for creating safe, caring and child-friendly schools

The Government of South Africa has issued a plan that helps to make sure that the rights of all learners are protected and implemented in terms of South Africa's Constitution (1996) which promises that all learners have the right to be safe, protected and cared for. This includes the right to be protected from abuse and the right to care and protection when they do not have any parents.

From the reflection of this study the participants were asked to share their experiences on how they implement of the SCCFS programme in their schools. This was shared by school principals during interviews. They indicated that there are challenges for implementing SCCFS due to the fact that there are no resources so that they can implement the programme.

The process of implementation SCCFS through policy development and education is a complex one, as it requires educators to understand the principles of SCCFS that underpin the theory behind the change. It becomes a big challenge for policy developers to ensure that there is practical implementation of what has been conceptualized beyond the theoretical level and that the implementation is sustainable.

More importantly, policy shapes the implementation of SCCFS programme in schools. It is an important point that school environments be assessed in an ongoing process with measurement tools that have been developed in a scientifically sound manner. Although measures that assess schools can provide a useful snapshot of school life, these measures are dramatically less useful to set in motion the process of substantive improvement of the school environment.

In conclusion, it seems that there is a need to support all South African schools from primary up to secondary level to engage in the programme of safe, caring and child-friendly schools.

5.10 CONCLUSION

During the last decade, policies have been put in place to improve the quality of learning and teaching. Educational policies, such as “Education for All” are often divisive. The current study suggests that when policies target a common objective and employ a variety of strategies, real change can happen. The findings of this study are quite remarkable. Seldom have policy changes been associated with such positive impact in so little time.

Generally, the arguments presented in this study were summarized in the overview and explored in much more depth in the chapters. As I conclude this chapter, let me again make it clear that these recommendations are in no way meant for implementation by the educators only, but parents and the community also need to engage with it. They are issues that I would address as a researcher based on the implementation of SCCFS programme in South African schools that were described in this study. The possible conclusions and the connections to the literature have

developed a picture of the intricacies for the creation of a SCCFS programme. In this study consideration of the conclusions and their connections to the literature result in recommendations describing how one might implementing the SCCFS programme. This study also assessed the implementation of DoE & UNICEF guidelines for creating a safe, caring and child-friendly schools initiative programme in South Africa.

The conclusions are made on the basis of the findings of the study. The DoE and UNICEF designated child-friendly schools in South Africa have made substantial effort to realise the SCCFS objectives but there is need for improvement since the SCCFS model is an ideal. There is however, no indication of DoE involvement in these efforts to make the school child-friendly. Some other factors may have motivated the schools to act in this direction. Most basic facilities in the DoE and UNICEF designated child-friendly schools are inadequate with respect to their child-friendly status. Hence, the level of implementation of the program's objectives with respect to input facilities has been anything less than commendable. To a great extent, the DoE and UNICEF designated child-friendly schools very often utilize child-friendly pedagogies.

Therefore, the purpose of this study is to give educators, school principals, parents, community and other role players in education insight into educators' perceptions of the problems concerning safe, caring and child-friendly schools in South Africa as a whole. SCCFS policy holds great promise for increasing social equity, improving educational equity, and promoting child-friendliness in schools. It is envisaged that this study will be of value to all the learners, educators, principals and whole community in the South African context.

Of course, schools must work for families and for educators if they are to support learner's learning. The invitation to parents and the community to provide input into discussions about how to achieve SCCFS in schools is most important and valuable. When learners, parents and all professionals involved in the care of learners are invested in and have pride in the environment, a sense of belonging and community is strengthened.

Supporting learners in South Africa means improving access for school learners as a whole. South Africa stands poised for success on SCCFS education measures. Its policies support SCCFS practice, but have yet to be realised in practice. Organizational support from the UNICEF, through implementing the SCCFS policies have helped to improve education for South Africa's learners and promotes opportunities for all South African learners to benefit from its national education system.

Generally, safety and caring is indeed a complex and challenging matter in South African schools. Multiple forms of violence present different challenges for schools in different contexts, and have negative impacts on the learners and educators who try to teach and learn in insecure school environments.

In conclusion, experience is now showing that a framework of safe, caring and child-friendly schools can be a powerful tool for both helping to fulfill the rights of learners and giving them good quality education. At the national level for example, ministries and civil society organisations, the framework can be used as a policy and programme leading to safe, caring and child-friendly systems. At the school level, for school staff, parents and other community members, the framework can serve as a goal of quality improvement through planning and management.

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APPENDICES

APPENDIX: A

UNIVERSITY RESEARCH ETHICS COMMITTEE (UREC) APPROVAL ETHICAL CLEARANCE CERTIFICATE



University of Fort Hare
Together in Excellence

ETHICAL CLEARANCE CERTIFICATE
REC-270710-028-RA Level 01

Certificate Reference Number: MAM021SMAK01

Project title: **An assessment of the implementation of DoE and UNICEF guidelines for creating safe, caring and child- friendly schools: A South African case study**

Nature of Project: PhD

Principal Researcher: Mawela Convince Makwarela

Supervisor: Prof KJ Mammen
Prof EO Adu

Co-supervisor:

On behalf of the University of Fort Hare's Research Ethics Committee (UREC) I hereby give ethical approval in respect of the undertakings contained in the above-mentioned project and research instrument(s). Should any other instruments be used, these require separate authorization. The Researcher may therefore commence with the research as from the date of this certificate, using the reference number indicated above.

Please note that the UREC must be informed immediately of

- Any material change in the conditions or undertakings mentioned in the document
- Any material breaches of ethical undertakings or events that impact upon the ethical conduct of the research

The Principal Researcher must report to the UREC in the prescribed format, where applicable, annually, and at the end of the project, in respect of ethical compliance.

Special conditions: Research that includes children as per the official regulations of the act must take the following into account:

Note: The UREC is aware of the provisions of s71 of the National Health Act 61 of 2003 and that matters pertaining to obtaining the Minister's consent are under discussion and remain unresolved. Nonetheless, as was decided at a meeting between the National Health Research Ethics Committee and stakeholders on 6 June 2013, university ethics committees may continue to grant ethical clearance for research involving children without the Minister's consent, provided that the prescripts of the previous rules have been met. This certificate is granted in terms of this agreement.

The UREC retains the right to

- Withdraw or amend this Ethical Clearance Certificate if
 - Any unethical principal or practices are revealed or suspected
 - Relevant information has been withheld or misrepresented
 - Regulatory changes of whatsoever nature so require
 - The conditions contained in the Certificate have not been adhered to
- Request access to any information or data at any time during the course or after completion of the project.
- In addition to the need to comply with the highest level of ethical conduct principle investigators must report back annually as an evaluation and monitoring mechanism on the progress being made by the research. Such a report must be sent to the Dean of Research's office

The Ethics Committee wished you well in your research.

Yours sincerely


Professor Gideon de Wet
Dean of Research

18 July 2014

APPENDIX: B

Permission from Limpopo Provincial Education Department



LIMPOPO
PROVINCIAL GOVERNMENT
REPUBLIC OF SOUTH AFRICA

DEPARTMENT OF EDUCATION

Enquiries: Dr. Makofa MC, Tel No: 015 290 9448. E-mail: MakofaMC@edu.limpopo.gov.za

P O BOX 6425

THOHOYANDOU

0954

MAKWARELA M.C

RE: Request for permission to Conduct Research

1. The above bears reference.
2. The Department wishes to inform you that your request to conduct a research has been approved- TOPIC: AN ASSESSMENT OF THE IMPLEMENTATION OF DOE AND UNICEF GUIDELINES FOR CREATING SAFE ,CARING AND CHILD-FRIENDLY SCHOOLS:A SOUTH AFRICAN CASE STUDY.
3. The following conditions should be considered
 - 3.1 The research should not have any financial implications for Limpopo Department of Education.
 - 3.2 Arrangements should be made with both the Circuit Offices and the schools concerned.
 - 3.3 The conduct of research should not anyhow disrupt the academic programs at the schools.
 - 3.4 The research should not be conducted during the time of Examinations especially the forth term.
 - 3.5 During the study, the research ethics should be practiced, in particular the principle of voluntary participation (the people involved should be respected).
 - 3.6 Upon completion of research study, the researcher shall share the final product of the research with the Department.
4. Furthermore, you are expected to produce this letter at Schools/ Offices where you intend conducting your research as an evidence that you are permitted to conduct the research.

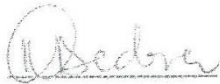
Page 1 of 2

Cnr. 113 Bliccard & 24 Excelsior Street, POLOKWANE, 0700, Private Bag X9489, POLOKWANE, 0700
Tel: 015 290 7600, Fax: 015 297 6920/4220/4494

The heartland of southern Africa - development is about people!

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

Best wishes.



Dederen K.O

Acting Head of Department

31/03/2014

Date

APPENDIX: C

Permission from Vhembe Education District: Department of Education



LIMPOPO

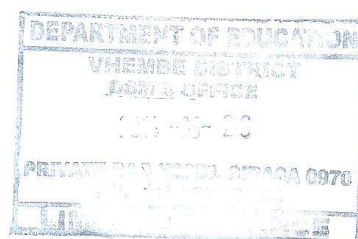
PROVINCIAL GOVERNMENT
REPUBLIC OF SOUTH AFRICA

DEPARTMENT OF
EDUCATION

VHEMBE DISTRICT

REF: 14/7/R
ENQ: RAVELE N.P
TEL: 015 962 1029

MAKWARELA M.C
P.O BOX 6425
THOHOYANDOU
0950



SUBJECT: PERMISSION TO CONDUCT RESEARCH IN SCHOOLS.

1. The above matter refers.
2. We acknowledge receipt of your request for permission to conduct research in schools dated 14 May 2014 (Ref: 80359505) and the attached response from the Acting Head of Department, dated 31/03/2014 (No Ref. number).
3. We totally agree with the content of the attached letter from the Acting Head of Department.
4. We only urge you to fully comply with conditions laid down by the Acting Head of Department in conducting your research.
5. We wish you success in your research endeavors.


DISTRICT SENIOR MANAGER

26/05/2014
DATE

APPENDIX: D

Permission from Luvuvhu Education Circuit: Department of Education



LIMPOPO
PROVINCIAL GOVERNMENT
REPUBLIC OF SOUTH AFRICA
DEPARTMENT OF EDUCATION

Luvuvhu Circuit Office, Marude, UNIVEN ROAD. THOHOYANDOU, 0950 CELL 079 495 6053

Ref: 201013264

Enq: Rambani M.M

Mr Makwarela M.C

P.O. Box 6425

THOHOYANDOU

0950



RE: PERMISSION TO CONDUCT RESEARCH AT GOLE AND MUKHWANTHELI SECONDARY SCHOOLS IN LUVUVHU CIRCUIT: AN ASSESSMENT OF THE IMPLEMENTATION OF DoE AND UNICEF GUIDELINES FOR CREATING SAFE, CARING AND CHILD-FRIENDLY SCHOOLS: A SOUTH AFRICAN CASE STUDY

1. Your application supported by permission to conduct research granted by the Acting Head of Department refers.
2. We accede to the request and embrace all terms and conditions stipulated by the Acting Head of Department:
 - That the research should not have any financial implications for the Limpopo Department of Education at all levels;
 - That arrangements shall be made with the schools concerned;
 - That the research will not be conducted during examination times especially during the fourth term;
 - That you will apply research ethics in respect of voluntary participation of the people involved.
 - We would like the very schools that you have selected to be beneficiaries of the final product of your study.

3. Luvuvhu circuit appreciates your choice of schools under its jurisdiction and hopes that the research will add value in improving education in our schools.


CIRCUIT MANAGER: LUVUVHU

DATE: 2014/05/02

APPENDIX: E

Permission from Nzhelele East Education Circuit: Department of Education



LIMPOPO
PROVINCIAL GOVERNMENT
REPUBLIC OF SOUTH AFRICA

DEPARTMENT OF
EDUCATION

NZHELELE EAST CIRCUIT

REF: 54/1/1/1
ENQ: RAMUTSHELI M.D
TEL: 015 9730517/9
DATE: 05 MAY 2014

TO: MAKWARELA M.C.

RECOMMENDATION FOR APPLICATION TO CONDUCT RESEARCH AT Jack
LAVHENGWA SECONDARY

The above matter refers.

I would like to recommend the application to conduct research at Jack
Lavhengwa Secondary school. The recommendation is in line with the HOD's
letter.

Hoping that you will find this in order.

.....
THE CIRCUIT MANAGER NZHELELE EAST CIRCUIT



APPENDIX: F

Permission from Vhumbedzi Education Circuit: Department of Education



LIMPOPO
PROVINCIAL GOVERNMENT
REPUBLIC OF SOUTH AFRICA

VHUMBEDZI CIRCUIT

TEL: 015 978 3364

FAX 086 668 8025

e-mail: ljhophi@gmail.com

9 May 2014

Ref.: 80359507

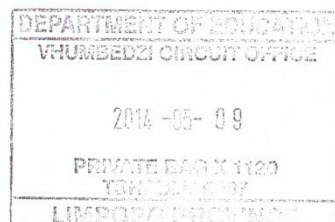
Enq.: Ndanduleni T.S.

Mr M.C. Makwarela
Box 6425
Thohoyandou
0950

PERMISSION TO CONDUCT RESEARCH IN SCHOOLS FALLING UNDER VHUMBEDZI CIRCUIT

1. The subject stated above refers to your request to conduct research.
2. This office, backed by your letter of approval from Head office, has no objection.
3. You are therefore granted permission to conduct your research as requested.
4. Let us emphasise that whatever you do at a particular school, seek permission from the principal and you should not under any circumstances disrupt the sooth running of the schools.
5. We wish you well in your studies.


CIRCUIT MANAGER



APPENDIX: G

Permission from Tshinane Education Circuit: Department of Education



LIMPOPO
PROVINCIAL GOVERNMENT
REPUBLIC OF SOUTH AFRICA

DEPARTMENT OF
EDUCATION

**VHEMBE DISTRICT
TSHINANE CIRCUIT**

Ref: 930351531
Enq: Mulaudzi N P
Tel: 071 675 2206
Date: 19-05-2014

TO: Makwarela M.C.
P.O.Box 6425
Thohoyandou
0950

**RE: REQUEST FOR PERMISSION TO CONDUCT RESEARCH: TSHIVHASE
SECONDARY SCHOOL.**

1. The above matter bears special reference.
2. This is to attest the receipt of your letter dated 12/04/2014.
3. The request to conduct research is granted on condition that.
 - 3.1.1. It should not have any financial implication for the LDE.
 - 3.1.2. Arrangement should be made with schools.
 - 3.2. It should not disrupt the academic programs of schools and should not be done during examination especially the forth term.
4. Finally wish you the in your investigation.

CIRCUIT MANAGER: TSHINANE
MNP/nn

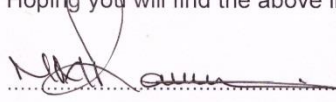
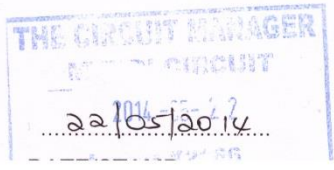


Makwarela Government Offices, Private Bag X4000, TSHIDIMBINI, 0972Tel: (015) 963 1895 Fax:
(015) 963 1383

The heartland of southern Africa - development is about people!

APPENDIX: H

Permission from Mvudi Education Circuit: Department of Education

 LIMPOPO PROVINCIAL GOVERNMENT REPUBLIC OF SOUTH AFRICA DEPARTMENT OF EDUCATION VHEMBE DISTRICT		RECEIVED MVUDI CIRCUIT OFFICE 2014-05-22 PRIVATE BAG X2166 SIBASA 0970
Ref no: 2/5/6/1	ENQ: RAMOVHA N.M	MVUDI CIRCUIT
TEL: 071 6752 205		PRIVATE BAG X2166
		SIBASA
		0970
		20 MAY 2014
MR Makwarela M.C P.O.BOX 6425 THOHOYANDOU 0950		
Dear Sir		
REQUEST FOR PERMISSION TO CONDUCT RESEARCH: Makwarela M.C		
Persal No.80359507		
1. The above matter bears refers 2. We acknowledge the receipt of your request to conduct research at Thusalushaka and Thohoyandou Secondary Schools. 3. This office has no objection on your request as permission has been granted from the HOD. 4. Our office would like to emphasise that your research must not disturb the normal teaching and learning and should not be conducted during examinations. 5. Wishing you all the best in your endeavours. 6. Hoping you will find the above in order.		
		

APPENDIX: I

Permission from Tshilamba Education Circuit: Department of Education



LIMPOPO

PROVINCIAL GOVERNMENT
REPUBLIC OF SOUTH AFRICA

DEPARTMENT OF
EDUCATION

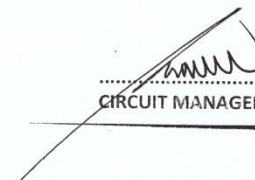
TSHILAMBA CIRCUIT

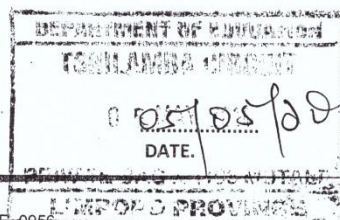
Ref:16/7/R
Enq: Tshisudzungwane E.R

MR. MAKWARELA M.C
P.O.BOX 6425
THOHOYANDOU
0950
12 APRIL 2014

APPLICATION FOR PERMISSION TO CONDUCT RESEARCH IN SCHOOLS UNDER TSHILAMBA CIRCUIT: YOURSELF.

1. The above matter bears reference.
2. Your application for permission to conduct research in schools under Tshilamba Circuit on the topic **"AN ASSESSMENT OF THE IMPLEMENTATION OF DOE AND UNICEF GUIDELINES FOR CREATING SAFE, CARING AND CHILD-FRIENDLY SCHOOLS: A SOUTH AFRICAN CASE STUDY**, has been approved.
3. You are kindly requested to observe the following conditions:
 - 3.1 Inform the principals of affected Schools prior to your visits.
 - 3.2 Ensure that your interactions with participating principals, teachers and learners do not disrupt teaching and learning activities.
4. Wishing you the best in your academic endeavours.


CIRCUIT MANAGER: TSHILAMBA .



Tshilamba, Private Bag X1195, MUTALE, 0956
Tel: (015) 9670086 Fax: (015) 9670086

APPENDIX: J

Permission from Sibasa Education Circuit: Department of Education


Limpopo
PROVINCIAL GOVERNMENT

Sibasa Circuit Office
P/Bag X2166
SIBASA 0970
Tel.No. 015 963 2062
Fax. 015 963 2931

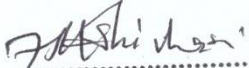
Enq: Nengovhela L.J
Tel: 015 963 2062
Cell: 082 704 9029

06/05/2014

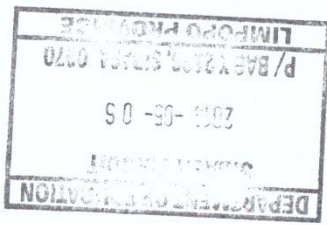
MAKWARELA M.C

RE: PERMISSION TO CONDUCT ACADEMIC RESEARCH: YOURSELF.

1. The above matter has reference.
2. I hereby wish to acknowledge receipt your letter in which you are requesting to be permitted to conduct an academic research in the schools.
3. Our office hereby notifies you that your request is approved provided you do not interrupt teaching and learning activities.
4. Thanking you in advance.

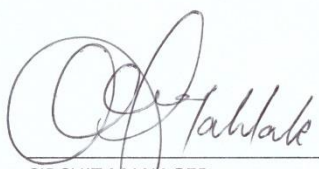

.....
CIRCUIT MANAGER: SIBASA

06/05/2014
.....
DATE


DEPARTMENT OF EDUCATION
SIBASA 0970
2014-05-06
P/BAG X2166 SIBASA 0970
LIMPOPO PROV. GOVT

APPENDIX: K

Permission from Malamulele North East Education Circuit: Department of Education

 LIMPOPO PROVINCIAL GOVERNMENT REPUBLIC OF SOUTH AFRICA		Private Bag X1259 Saselamani 0928
DEPARTMENT OF EDUCATION MALAMULELE NORTH EAST CIRCUIT		
REF	: 8/3/1	
ENQ	: NDOU T.D	
TEL	: 015 853 1089	
		
MR. MAKWARELA C. P.O.BOX 6425 THOHOYANDOU 0950		
RESPONSE TO YOUR REQUEST FOR PERMISSION TO CONDUCT RESEARCH		
1. The above mentioned matter bears reference. 2. The office of the Circuit Manager, Malamulele North East acknowledged receipt of your letter dated the 28th April 2014 requesting for permission to conduct research at Adolf Mhinga and Ripambeta High Schools under our circuit. 3. Permission is hereby granted for you to conduct research on: An assessment of the implementation of DoE and UNICEF guidelines for creating Safe, Caring and Child-Friendly Schools: A South African case study at the above mentioned schools. 4. The office of the Circuit Manager requests for a copy of final product of your research work. 5. Your co-operation will be highly appreciated.		
 CIRCUIT MANAGER MALAMULELE NORTH EAST CIRCUIT		05/05/2014 DATE

APPENDIX L
Language Editor's Certificate

3 Hillsvie Road
Grahamstown 6139
Wednesday, 25 May 2016

To Whom It May Concern

This is to confirm that I am an experienced independent copy editor and that I recently edited the PhD thesis of Mr M.C. Makwarela entitled "An Assessment of the Implementation of DOE & UNICEF Guidelines for Creating Safe, Caring and Child-Friendly Schools: A South African Case Study", which he is to submit to the Education Faculty at the University of Fort Hare. I checked the entire document for grammar, spelling, style and consistency and helped to compile the Table of Contents.

Yours faithfully,



A.J. Grewar

Cellphone: 0631966035

SA ID: 4811075123089