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**A FRAMEWORK TO SUPPORT THE SCHOOL MANAGEMENT TEAM IN HANDLING
LEARNERS' GANGSTERISM IN A SELECTED SCHOOL**

**By
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**Thesis submitted in partial fulfilment of requirements for the degree
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MANAGEMENT AND LEADERSHIP**

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DECLARATION

I, Stella Cordis Iheadiri, affirm that this thesis, “A framework to support the School Management Team in handling learners’ gangsterism in selected schools” is my own work and has not been previously submitted anywhere for any award. Where other sources of information have been used, they have been acknowledged by means of complete references. I hereby submit in fulfilment of the requirement for the degree of Doctor of Philosophy in Education Management in the Faculty of Education at the University of the Free State, Bloemfontein Campus.

Signed:

Date:

DEDICATION

I dedicate this study to my Congregation, *Daughters of Mary Mother of Mercy* (DMMM) and my beloved family, who has been a source of inspiration throughout this journey. My late parents, Mr and Mrs Philip Iheadiri, to my late brothers, Oliver Iheadiri, Lambert Iheadiri, Barnabas Iheadiri, Carsmir Ubanyionwu Iheadiri, and my surviving sisters, Mrs Bessy Chukwuezi, Mrs Esther Anuma and Mrs Ijeoma Madonna Onyejinduaka and lastly to my nephews and nieces: Modestus Chisom Iheadiri, Leona Ukamaka Iheadiri, Mzubechukwu Francis Iheadiri, Maryanne Chekwubechukwu Iheadiri and Valentina Chinwendu Iheadiri.

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ABSTRACT

This study proposes to develop a framework to support the School Management Team (SMT) in handling learners' gangsterism in selected schools in the Free State Province, South Africa. In the context of this study, a framework is intended to provide the guidelines that will assist SMTs in dealing with learners' gangsterism in selected schools. The assumption in this study is that learners' gangsterism contributes towards the formation of social ills within the school premises. Thus, evaluating the challenges facing the SMT in curbing incidences of learners' gangsterism in schools is necessary. The overarching research question in this study is: How can a framework be developed to support the school management team in handling learners' gangsterism in schools? The objectives include, among other things, highlighting the challenges and possible solutions for the challenges as well as threats and indicators of success related to learners' gangsterism in school. This study is anchored and grounded within the Hope Theory to guide the development of a framework for the SMT to deal with learners' gangsterism in selected schools. The data was generated with selected participants and members of the SMT, educators and learners. The methodology used to generate data is Critical Participatory Action Research (CPAR), and data was analysed through Critical Discourse Analysis (CDA).

Recommendations to address the above challenges included a broad legal framework, a broad-based approach, and enhanced training and resources. The study also identified threats that hinder the effectiveness of a new framework to address learner gangsterism. The proposed framework to minimise learner gangsterism in schools identified increased police involvement, inclusivity to strengthen collaboration between the SMT and the SGB, and monitoring to minimise instances of learner gangsterism as some of the best practices that schools can use to enhance the success of the new framework to address learner gangsterism.

Furthermore, the intention is to inform the policy dictates of the South African Department of Basic Education (SA DBE) concerning learners' behavioural modes in

schools. The ultimate intended benefit is to contribute towards improving the standard of education in South Africa.

Keywords: Critical Discourse Analysis (CDA); Critical Participatory Action Research (CPAR), Framework; Learners' gangsterism; School Management Team (SMT).

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LIST OF ACRONYMS AND ABBREVIATIONS

CDA	Critical Discourse Analysis
CJCP	Centre for Justice and Crime Prevention
CPAR	Critical Participatory Action Research
DBE	Department of Basic Education
DoE	Department of Education
EC	European Commission
FAI	Free-attitude-interviews
FGDs	Focus Group Discussions
FS DBE	Free State Department of Basic Education
FS DoE	Free State Department of Education
GREAT	Gang Resistance Education and Training
HoD	Head of Department
HT	Hope Theory
NGC	National Gang Centre
NIDA	National Institute on Drug Abuse
NCPC	National Crime Prevention Centre
OAS	Organisation of American States
OT	Optimism Theory
PAM	Personnel Administration Measures
PAR	Participatory Action Research
SA DBE	South African Department of Basic Education
SACE	South African Council for Educators

SAPS	South African Police Services
SASA	South African Schools Act
SGB(s)	School Governing Body
SMT	School Management Team
SWOT	strength, weakness, opportunities and threat
UN	United Nations
UNCRC	United Nations Convention on the Rights of the Child
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNODC	United Nations Office on Drugs and Crime
WHO	World Health Organization

CHAPTER 1

AN OVERVIEW OF THE STUDY

1.1 INTRODUCTION

This chapter presents the background of the study and initial reviews of the related literature to develop a framework to support the School Management Team (SMT) in handling learners' gangsterism in selected schools, informed by themes drawn from the research objectives and problem statement. The study's theoretical framework, specifically Hope Theory (HT), is scrutinized. The research questions, goal and objectives of the study are provided. Additionally, the research design and methodology or methods are engaged, Critical Participatory Action Research (CPAR) is explained, as well as how the data were gathered through focus group discussions with the participants, Critical Discourse Analysis (CDA), which was used to analyse the data generated in this study is clarified. Emphatically, this chapter surfaces with a discussion of the ethical considerations and the chapter outline.

1.2 BACKGROUND OF THE STUDY

This study proposes a framework to support the SMT in handling learners' gangsterism in selected schools. In South Africa, gangsterism seems to be a critical problem in schools, and SMTs are faced with this phenomenon on how to handle learners' gangsterism in schools (De Wet, 2016:1). Therefore, this study proposed to investigate this phenomenon and develop a framework to support the SMT in handling learners' gangsterism in selected schools. According to Grant and Osanloo (2014:130), a framework is used to "explain, predict, and understand a phenomenon" and further "challenges and extends existing knowledge within the limits of critical bounding assumptions." In the context of this study, a framework provides the parameters to guide SMTs in dealing with learners' gangsterism. SMTs consist of the principal, deputy principal and heads of departments (HoDs) as they are accountable for effecting policies of the country in their schools (Nwangwa & Omotere, 2013:161). Learners'

gangsterism in this study is defined as the use of various tactics associated with gangsters and/or intimidation in the form of violence within the school premises to achieve their own objective (Oluwatobi & Babatunde, 2010:61).

Studies conducted in this field suggest that there are high rates of learners' gangsterism in schools in the USA as well as in the UK that make schools look as social arena for breeding gangs (Fraser, 2010:2). In Sub-Saharan Africa, particularly in Nigeria (National Bureau of Statistics, 2012) and Botswana (Maphumelo, 2018:22), learners' resorts to gangsterism in schools which result to an epidemic of aggressiveness among peers, violence with other learners and educators, vandalism, defiant behaviours, punctuality and poor academic performance among others (Etuk, Ihejiamaizu & Obaji, 2016:19-20; Fareo, 2015:435). According to Burton and Leoschut (2013:20), there is a high prevalence of Learners' gangsterism in all provinces of South Africa. However, it is necessary to evaluate the challenges facing the SMT in handling learners' gangsterism in schools (Burton & Leoschut, 2013:20). The Free State falls under the most notorious ones that portray this phenomenon. According to Stats SA (2021:61), children in Free state schools experience the second highest instances of violence, hence the focus of this study falls on the Free State province.

Learners' gangsterism could disturb the mode of teaching and learning (Chiprany, 2011:4; Arciaga, Sakamoto & Jones, 2010:2). It could further perpetuate torture, fear, violence, stress, anxiety, victimization and puts undue pressure on the SMT's, educators, and learners themselves (Murillo & Román, 2011:38). This may explain why there is prevalence of fear among learners to report incidents of violence and victimisation which are associated with gangsterism (Arciaga et al., 2010:2). Evidently, the escalation of violence and victimisation constitute a vicious circle thereby rendering SMTs' attempt to end gangsterism fruitless and unsustainable. As a result, it is necessary to analyse these challenges and incorporate possible solutions into the proposed framework to assist the SMT in cultivating some strategies or mechanisms to address learners' gangsterism in the school.

Studies conducted in this field show that school violence and bullying, in many instances, are propagated by gangsterism as both are inseparable (Ncontsa & Shumba,

2013:10). Furthermore, De Wet (2016:2) promulgates that bullying, school violence and gangsterism are forever linked showing a tendency of learners' gangsterism as the main reason for the formation or contributor of social ills within the school premises.

Thus, some of the reasons for this study to develop a framework for the SMTs and Educators are demonstrated from studies already conducted that the SMTs and Educators seem to be in disarray and a helpless situation, demoralized, and this kind of helplessness extends to Departmental Officials, with low morale (Mncube & Madikizela-Madiya, 2014:45; Nconts & Shumba, 2013:10). Whilst these encounters are endemic in South African schools, review of related literature shows that several schools in the USA, Britain, Botswana, and Nigeria are experiencing the same or similar problems which are not identical in relation to this phenomenon of learners' gangsterism (Ncotsa & Shumba, 2013:11; Nwangwa & Omotere, 2013:168; Wood & Alleyne, 2010:9).

The related literature reviewed proposes some probable solutions towards the challenges mentioned above. This study will further explore the best conducive conditions in which the framework could be operational and explore various strategies that have been employed informed by policy legislation, policies and laws around curbing violence in schools (e.g., South African Schools Act 84 of 1996; South African Council of Educators Act 31 of 2000). Mncube and Madikizela-Madiya (2014:50) proposed setting up a committee and formulating policies to curb this particular challenge of learner gangsterism with the invites of police presence in schools, whereas Le Roux and Mokhele (2011:137-138) proposed establishing and implementing school safety measures; empowering the SMTs to fulfil their roles effectively. Therefore, this study will be anchored and grounded within HT to guide the development of a framework for the SMT to deal with learners' gangsterism in school and empower them.

Indeed, the main issue in developing the framework is to show the strengths, weaknesses, opportunities and threats (SWOT Analysis). It is essential to carry out a SWOT analysis of the proposed framework to enable the SMT to handle learners' gangsterism in school (Valkanos, Anastasiou & Androutsou, 2009:5). As the study falls within the domain of Participatory Action Research (PAR) all the necessary protocols will be observed, trial and tested as the Action Research dictates. After all essential

cyclical decorum is observed, tested, and re-tested, a framework will be developed from that appropriateness. This study will show how to observe and implement the proposed framework.

1.3 THE STATEMENT OF THE PROBLEM

The problem, as seen in this study, is the concern of learners' gangsterism in school as one of the many variables that cause bullying, violence and social ills within schools (Qwabe, Maluleke & Olutola, 2022:117; Khuzwayo, 2021:4). This is the main emphasis of this investigation, and this research problem is not singular and unique to the South African context (Le Mottee & Kelly, 2017:46). Studies around learner gangsterism and its management in schools seem to occur globally (Aboagye, Seidu, Arthur-Holmes, Frimpong, Hagan Jr, Amu & Ahinkorah, 2021). Furthermore, this appears to be a significant concern in every country as it destructively impacts the administration of the school in the sense that the SMT, Educators, and learners themselves are, in one way or another, affected (see Ncotsa & Shumba, 2013:11; Nwangwa & Omotere, 2013:168; Wood & Alleyne, 2010:9).

It is important to address the problem of gangsterism in our schools to facilitate a conducive learning environment where our learners and educators are safe. Preparedness involves establishing the necessary codes of conduct, school safety policies, and procedures, and ensuring that learners and educators are well-acquainted with their content (Makota & Leoschut, 2016:19). These policies should be regularly reviewed to maintain their relevance to the school's context and address emerging safety-related concerns. A school comprises various elements, including learners, educators, principals, school management teams (SMTs), school governing bodies (SGBs), and parents or caregivers. It is only through the collaborative effort of every member of the school system that safety and violence-related issues can be understood, addressed, and ultimately reduced. SMTs are tasked with implementing policies and discipline as they are the leadership of the schools. The National School Safety Framework (DBE, UNICEF & Centre for Justice and Crime Prevention, 2015:23),

notes that provincial departments must ensure that the relevant stakeholders, such as the SMTs are well-equipped to be able to deal with safety-related challenges.

1.4 RESEARCH QUESTION

The overarching research question in this study is: **How can a framework be developed to support the School Management Teams in handling learners' gangsterism in selected schools?** The study's objectives guide this all-embracing question, which is why there are no subsidiary research questions. The question is, How? Because this study aims to develop a framework.

1.5 RESEARCH AIM AND OBJECTIVES

1.5.1 Aim of the study

This study aims to develop a framework to support the SMTs in handling learners' gangsterism in selected schools.

1.5.2 Objectives of the study

The steel rods that support the aim and all-encompassing research questions are the following objectives:

- To highlight challenges SMTs face when handling learners' gangsterism in selected schools.
- To determine the possible solutions to challenges met by the SMT in handling learners' gangsterism in selected schools.
- To explore the plausible conducive conditions for a framework for the SMT to handle learners' gangsterism in selected schools.
- To explore possible threats for the proposed framework to enable the SMT to handle learners' gangsterism in selected schools.
- To demonstrate the indicators of success from best practices across the globe on how best the SMTs handle learners' gangsterism in selected schools, which will form a catalyst for the proposed framework.

1.6 LITERATURE REVIEW

The study aimed to investigate how schools might use the concept of Hope to support how SMTs address learner gangsterism at a secondary school in the context of South Africa. Different contexts all over the world call for specific motivational approaches to solving the problem of learner gangsterism, and the success or failure thereof depends on certain factors. The literature review shows that this is a nation-wide problem and that a proposed framework to enable the SMT to handle learners' gangsterism in schools; and to demonstrate the indicators of success from best practices across the globe on how best the SMT could handle learners' gangsterism in selected schools is necessary.

Community policing puts the overall responsibility of security on the shoulders of the whole community that lives in a particular locality so that everyone ensures everyone else's safety, which is relevant to the more overt forms of criminality gangsterism inflicts on the other learners, such as actual violence and vandalism – so in the case of the Province of Western Cape, which is the most affected by social unrest and learner gangsterism (RSA, 2017:150)

The State has put in place four-year Security Action Plans starting in 2008, “which aim to strengthen the capacity of the police through modernization and training, as well as devolving authority and resources to provincial and local authorities, giving them a greater ability to respond to local needs” which include schools (UNODC, 2010:34)

The US adopted a preventive approach to learner gangsterism in its schools through ‘GREAT’, which is an acronym for Gang Resistance Education and Training (NGC, 2021)

1.7 DEFINITIONS OF OPERATIONAL CONCEPTS

The current section defines and discusses related operational concepts that inform the study. These concepts are derived from the study's title, and describing how they are used ensures clarity in how the concepts are understood for the study. It also

determines the extent to which the study will have achieved its set objectives. The operational concepts include learner gangsterism, secondary school, and SMTs.

1.7.1 Learner gangsterism

Sanders (Khuzwayo, 2021:72) defines a gang as “a group of three or more individuals who share a common name or sign and engage in a criminal activity.” The study by Petrus (2021:3) notes that “despite garnering widespread attention at the highest levels, gangsterism in the school environment continues to affect various schools throughout South Africa.” A gang may be generally understood to represent a spontaneous effort by children and young people to create a space in society that is adapted to their needs, where they can exercise the rights that their families, government, and communities do not offer them (OAS, 2007:5). According to the *Oxford Advanced Learner’s Dictionary* (2005), a learner is a person who is finding out about a subject or how to do something. Similarly, the *Cambridge English Dictionary* (2023) defines a learner as someone who is still learning something. Both definitions capture the sense that the current study targets specific students in a selected secondary school. The learners are still in the process of mastering the world for their personal improvement and for the benefit of their society.

A gangster refers to a member of a group of violent criminals (Oxford Advanced Learner’s Dictionary, 2005). The Cambridge English Dictionary (2023) explains that a gangster is a member of an organised group of violent criminals. Yearwood and Hayes (2000:14) explain that gangs are often primarily teenagers, and they have a hierarchical arrangement based on age and seniority. The practice of engaging in violent gangs also has a gendered aspect which relates to heterosexual masculinity, personhood, and teenagers’ sense of personal identity (Salo, 2006:5). Gangsterism seems to refer to the act of membership of a group that engages in organised violent crime. Bouwers Du Toit (2014:4) observes specifically in the case of the Cape Flats that gangsterism points to issues of poverty and powerlessness, which can be traced to the policies of the apartheid regime in South Africa.

The two words above bring in the concept of learner or school gangsterism. OAS (2007:7) groups school gangs under the broad category of scavenger gangs, which are

ethnically heterogeneous and operate in secondary schools and adjacent neighbourhoods. Their origin is in the rivalry between neighbouring schools. Learner gangs are male, comprise members aged 13-18, and have between 15 and 40 members. Moreover, learner gangs have no specified objective, although they engage in confrontations with other gangs, extortion, intimidation, and other minor offences. However, it needs to be observed that learner gangs are not exclusively criminal but also engage in positive activities such as games, sports, movies, and dances (OAS, 2007:7). The other anti-social activities that learner gangs engage in include vandalism, assault using weapons, cyberbullying, sex and drug trafficking.

1.7.2 School Management Team (SMT)

The SMT has been an essential organ in the effective and efficient running of schools in the history of South Africa. It came into existence following the 1996 South African Schools Act (SASA) legislation, which was enacted to address endemic racial imbalances that the apartheid past had created in the South African education system (Bush & Glover, 2016:211). The duties of the SMT are contained in the Personnel Administration Measures (PAM), which exists under the Employment of Educators Act of 1998 (Maja, 2017:5). However, the objectives for which the SMT came into place have hardly been met (Bush & Glover, 2016:213). The continued prevalence of learner gangsterism in South African schools is one area in which the achievements of SMTs in managing school affairs remain underwhelming.

As a result, Makoelle (2011:16) explains that the SMT “is the top management of the school consisting of the principal, deputy principal and heads of department.” Its function is to play a leading role in giving guidance, support, advice, help, and leadership to the entire management needs of the school (Mathipa, Magano, Mapotse, Matlabe & Mohapi, 2014:369). Further, Ntsetso (2015:322) observes that the SMT is responsible for creating school culture by “planning, organising, leading, and supervising the school activities.” The other functions that the school principal and their deputy perform include administrative, personnel, teaching, interaction with stakeholders, extracurricular, and communication with the larger community (Ramalepe,

2015:19). All these functions of the SMT come to bear in the current study, in how they are relevant to addressing the challenge of learner gangsterism in the selected school.

1.7.3 Secondary school

Secondary education in South Africa is broadly understood to comprise Grades 8 to 12, which ends with the matriculation examinations in the final grade (OECD, 2014:20), which lead to university. The five grades which learners complete in secondary school correspond to ages 14 to 18. This is the stage at which learners make severe decisions on the nature of careers they intend to pursue in their adult life (Calitz, Greyling & Cullen, 2018:3). And yet Hlatshwayo (2018:39) notes that young people who enter secondary school have already been exposed to gang violence, either as victims or as witnesses in their homes and communities. Further, Mlangeni (2018:33) reiterates that “during the secondary school period, learners begin to experience an identity crisis before reaching adulthood.” Therefore, secondary school education is a delicate stage in learners’ lives, and challenges such as learner gangsterism only complicate the issue further; hence, the current study needs to use HT in investigating how SMTs address the problem.

1.8 OVERVIEW OF THE THEORETICAL FRAMEWORK: HOPE THEORY

This study is premised on and located within HT as proposed by Snyder, Irving and Anderson (1991:287). HT draws from cognitive theorists, which place people’s thought processes at the centre of action. HT is relevant to the study as it argues that in seemingly hopeless situations, in this particular case, the prevalence of learner gangsterism, “a positive motivational state ...derived from a sense of accomplishment” (Snyder, 2002:250), is needed. This theoretical stance was adopted for this study because HT provides concrete steps such as Goal setting, Pathway thinking, Obstacle removals, Willpower, Evaluating the phenomenon, Rethinking, and trying again (Roemer, 2018:22). HT fits as a framing for this study for the SMTs to regain hope in the situation of despair. HT aims to bring change and help us understand how through

willpower (agency) and way-power (pathways). These objectives are suitable for the development of a framework that aims at bringing a sense of hope to the SMTs to curb the scourge of learner gangsterism in schools. The theory helps SMTs refocus education goals to obtain a safe and secure school environment conducive to learning and teaching (Roemer, 2018:22).

This theory orientates the researcher around an emancipatory standpoint; therefore, it is important to treat the participants not as objects or subjects but as equals in knowledge creation. Valdez Hacia (in Ramírez Elizondo, Quintana Zavala, Sanhueza Alvarado & Verónica, 2013:425) sees the participants as a group that is no longer a simple object of observation and manipulation. Ontology is defined by Gray (in Dube, 2016:46) as the study of being, that is, the nature of existence and what constitutes reality. Researchers use ontology to reveal social truths by uncovering how their adopted approach influences their perceptions. This occurs when reality is explored and constructed through human interactions and meaningful actions. Mouton and Marais (1990:4) define epistemology as the study of human knowledge. It is a theory of knowledge concerned with the question of what counts as valid knowledge. Their subjective experiences inform people's understanding of the external world. Expression of the knowledge of reality is a mental process of interpretation informed by interaction with social context. Through the focus group discussions and observations, the researchers socially construct knowledge by experiencing real life or natural settings.

1.9 RESEARCH DESIGN AND METHODOLOGY

According to Sileyew (2020), the research design indicates how a researcher interprets and understands the world and the associated investigation rules to determine the research methodology. It is the logic or master plan of a research study that elucidates how the study is to be conducted. The researcher can accommodate the participants by acknowledging and respecting their inputs and experiences and walking the road to reveal the realities of a socially constructed situation beyond their control.

To be relevant and meaningful to the study's outcome, CPAR as an approach was selected for the study. According to MacDonald (2012:34), using CPAR, qualitative

features of an individual's feelings, views, and patterns are revealed without control or manipulation from the researcher. The participants are considered co-researchers; therefore, they are entitled to their decision-making capacity and are not restrained in expressing their feelings. During the CPAR process, the participants are intent on a particular action that is their ultimate goal.

The study requires a practical intervention through CPAR to create a condition allowing social justice and participants' emancipation (Kemmis, McTaggart & Nixon, 2014; Carr & Kemmis, 2005). This methodological positioning aligns with the Theoretical Framework chosen is HT as proposed by Snyder (2002:249); the desired goal is needed through hopeful thinking and motivation that requires effective pathways, and with this, a team is formed using the principles of CPAR, working together at selected schools in the Motheo Municipal District to contextualise and conceptualise the problem of learners' gangsterism in selected schools.

1.10 DATA COLLECTION AND INSTRUMENTATION

The data was collected from a small number of participants in this study, known as focus group discussion, who were engaged and actively involved; as proposed by Greenwood and Levin (1998:40), they must be active participants throughout the entire research process. Research instruments and techniques for the data gathering were in line with the CPAR, as indicated above. All processes and procedures were within the qualitative research paradigm; the researcher used data from group discussions to gain insights into the research phenomenon (Gay, Mills & Airasian, 2011:381). The data generation process was carried out in a series of meetings and/or discussion groups with participants participating in this study. To initiate the discussions and facilitate communication among all the participants, a Free-attitude-interview (FAI) technique was used (Nhlapo, 2014:6). This has allowed for free participation of all the participants to enable us to appropriately address the problems of learners' gangsterism and the associated challenges faced by SMTs in managing schools properly.

Participatory engagement was achieved through this (Belle, 2016:28). FAI interviews were carried out with five SMTs, comprising the Principal, Deputy Principal, and the

HoDs of Life Orientation and History. Additionally, an Education Official was included in these processes. Focus group sessions were also conducted with four educators, six Grade 11 and six Grade 12 learners, respectively, and three school governing body members (SGB) members.

1.11 SELECTION OF RESEARCH PARTICIPANTS AND/OR DATA SETS

A focus group discussion comprising participants was used as the meeting discussions for the study that includes CPAR cyclical protocol as the primary source of data generation because it is rooted in validation and legitimacy of data generation as this is vital in CPAR (Kemmis, McTaggart & Nixon, 2013:36).

1st step - the participants created a meeting discussion that created an atmosphere in which the CPAR group freely shared personal experiences.

2nd step - the participants were gathered together to ensure that all group members understood the problem of the study, developed plans to improve on the problem, and equally served as a way to build trust team spirit and develop a sense of ownership of the task.

3rd step - participants were gathered to reflect on the previous meetings and agree on the policy that will guide the action of the focus group. The researcher used these opportunities to ask permission from the focus group to tape record the discussions for analysis purposes. The researcher also ensured the participants' identities were protected during these meetings.

4th step - the focus group focused on answering fundamental questions: *How can a framework be developed to support SMTs handling learners' gangsterism in some selected schools? What challenges does the SMT face in managing learners' gangsterism in selected schools?* These questions were used to initiate the discussions and stimulate the understanding and opinions of the participants.

1.12 DATA ANALYSIS, INTERPRETATION AND REPORTING

CDA was used to analyse the data in this study. It examined the nature of social power, power abuse and, in particular, how dominance is expressed or enacted in text or talk.

CDA tries to pinpoint that if the dominant actions are extended to the actions and the minds of the dominated group and are in the interest of the dominant group, then it is implied that “the dominant social group members may also exercise such control over text and talk” (Van Dijk, 1995:20).

Data analysis is a challenging procedure that requires a creative process characterised by a close relationship between the researcher, the participants, and the data generated (De Vos, Strydom, Fouché & Delport, 2003:339). Thus, it is appropriate that CDA has been chosen for this study as it has been known to be rooted in interpretation and has been used for all data analysis that is primarily textual. The CDA has analytical power, and as an approach, it studies talk that emerged from critical linguistics, critical semiotics, discourse and communication in this research (Van Dijk, 1995:17). The main goal of CDA is to question text for social action as it is stranded in CPAR and epistemological stance, ontological and axiological stance. Furthermore, the CDA assisted the researcher in explaining the qualitative data analysis, gaining a preliminary understanding of the meaning of the data, investigating the challenges hindering the SMTs in handling learners’ gangsterism, and aligning the situation. In this study, the CDA, in all its importance, assisted in all focus group discussions, transcribing and interpreting taped recorded free attitude conversations that reflected the views and perspectives of the participants.

1.13 VALUE OF THE PROPOSED RESEARCH

The study contributed towards the development of a framework to curb gangsterism and help SMTs handle problematic learners due to their affiliation with gangsterism. Furthermore, this will inform policy legislatures of the South African Department of Basic Education (SA DBE). The framework developed from this study can be adapted and applied in other schools and/or provinces around the country and worldwide. The value

of this study will be of great importance to schools with a high intensity of learners' gangsterism. Moreover, the new framework will enable the SMT to look holistically at the issue of learners' gangsterism in school and contribute towards improving education standards in South Africa.

1.14 ETHICAL CONSIDERATIONS

The researcher endeavours to comply with all the necessary ethical requirements specified by the Regulatory Bodies or Ethical Committees to ensure strict compliance with ethical procedures. Also, the approval of the University's Ethics Committee and other relevant authorization was sought before embarking on field research. The participants had been notified about the nature and purpose of the study, the procedures to be used, and its benefits. For that reason, the consent form has been made available for learners' parents to fill out and sign and also made them aware of their right to withdraw, and anonymity is assured. The names of the participants and the school where the research will be conducted were not stated. The researcher is responsible for the ethical quality of the study (Henning, Van Rensburg & Smit, 2004:213). Full permission was granted from the Free State Department of Education (FS DoE) to conduct the research from selected public schools. The researcher avoided plagiarism by ensuring that sources of all data and information gathered or collected were duly acknowledged. Where funding has been received for the research, such will be acknowledged. In the event of any conflict of interest, the researcher will declare this.

1.15 LAYOUT OF CHAPTERS

Chapter One provides an overview of the study, mainly how the data is generated and analysed, the context, objectives, theoretical framework, methodology, research design, research value, and ethical implications.

Chapter Two presents the theoretical framework of the HT as a framework guiding the study. It explains how the theory of hope is relevant to this study, its objectives and the role of the researcher. HT is discussed from several philosophical perspectives,

specifically epistemology, ontology, and axiology. Moreover, HT is observed to validate its appropriateness in pursuing the study's objectives.

Chapter Three presents the review of related literature related to the research topic and published information, including textbooks, journal articles and some online material.

Chapter Four presents the research design and methodology dedicated to the methodological approach adopted in this study that assists in developing a framework for curbing learners' gangsterism and explains why CPAR is most relevant for this study.

Chapter Five presents the analysis and interpretation of the data generated from the empirical study.

Chapter Six presents the recommendation, conclusions and demonstration of the framework; this chapter provides a synthesis, recommendation, conclusions and demonstration of how the framework could be used in praxis by SMTs to curb gangsterism.

CHAPTER 2

THEORETICAL FRAMEWORK: HOPE THEORY

2.1 INTRODUCTION

This study proposes to develop a framework that the SMTs in South African secondary schools can use to handle the problem of learner gangsterism with specific reference to selected secondary schools in Motheo District. The study is located in HT as defined by Snyder, Rand and Sigmund (2000). HT assists the study in identifying the challenges SMTs face in resolving learner gangsterism. Moreover, HT unpacks the factors that cause learner gangsterism and sees ways SMTs might use the motivational concept of hope to address the underlying causes. The chapter gives a brief history of HT, its ontological and epistemological tenets, and the specific relevance of Snyder et al.'s (2000) approach to handling learner gangsterism in schools. Lastly, the chapter discusses the operational concepts that underpin the study. The main thrust of the study is to identify how SMTs can improve the framework for managing learner gangsterism in a South African secondary school.

2.2 HOPE THEORY

The *Oxford Advanced Learner's Dictionary* (2005) defines hope as the agent that causes one "to want something to happen and think that it is possible" to overcome the hurdles that stand in one's way. The above definition suggests that the success of an action is dependent upon one's self-esteem (Baumeister et al., 2003:13). Moreover, it entails belief in the outcome and the strategies one must put in place to overcome all factors that impede one's attainment of the goal. Hence, the assumption is that SMTs require a sense of hope to manage challenges that arise from learner gangsterism. Further, Snyder et al. (2000:257) describe hopeful thought as "the belief that one can find pathways to desired goals and become motivated to use those pathways". The description confirms that hope gives us the motivational strength and strategies to apply to accomplish a challenging task. While referring to motivation, Idan and Margalit

(2004:15) emphatically note that hope “enables us to make meaningful choices and set goals promoting expectations of positive outcomes.”

When we analyse hope, it is important to include the related states of hopelessness and hopefulness. It can be said that the problem of learner gangsterism has caused a state of hopelessness in how SMTs manage secondary schools in South Africa. Mlangeni (2018:135-136) observes that learner gangsterism thrives in many South African schools against teachers' best efforts to assist the learners. Further, Ncontsa and Shumba (2013:11) note that learner gangsterism in South African schools causes indiscipline, violence, depression, lack of concentration in class, and poor academic performance. Nwangwa and Omotere (2013:168) and Alleyne and Wood (2010:9) explain that, overall, learner gangsterism impacts the work of SMTs and affects the teaching and learning process. The tenets of HT, therefore, will yield and suggest ways through which the context of educational management in South Africa can inculcate a sense of hope in both the SMTs and in the learners and parents as a way of addressing the challenge to ensure a conducive environment for learning.

Learner gangsterism partly comes from feelings of hopelessness and causes many challenges to the management of schools. It brings disorderliness in the classroom, which results in anxiety, fear and stress among educators and other learners (Murillo & Roman, 2011:38). Lack of hope results in despair and unwillingness to take action in a situation of urgent need, which causes a sense of dysfunction as SMTs do not know how to cope with the challenge of gangsterism. According to Liu, Jia, Xu, Qiu, Lu and Wang (2011:4), hopelessness occurs “in the presence of negative life events.” Learner gangsterism can be seen as an adverse life event in the case of schools and the environment of teaching and learning as it disturbs the mode of teaching and learning (Windvoël, 2023:5). Learners represent a severe challenge to teachers when they are reluctant to cooperate with the managers of the learning process. However, this also suggests that the learners might be victims of adverse life events at the domestic level. Some learners may come from families that suffer under the burden of domestic violence and abuse, poverty, single-parenthood, and general neglect.

The broad framework of HT might remedy some of the wide-ranging obstacles to achieving an effective school management system. This is based on the assumption that Feldman, Rand, and Kahle-Wroblewski (2009:493) observe that individuals adjust their hope levels based on whether they fail or succeed with the set goals. Therefore, HT is intended to motivate SMTs to improve on what they have already done concerning school management. The theory proposes to diagnose the extent of psychological challenges that learner gangsterism causes to school management, as noted by Ncontsa and Shumba (2013) in the case of South African schools. This is mainly in terms of the unintended disruptions that gangsterism causes to the smooth running of the school (Chiprany, 2011). Moreover, the theory will be used to investigate how related domestic and institutional challenges influence learner gangsterism. The ultimate goal is to see how the study's outcome might be used to enhance a hopeful situation in which the teaching and learning process may take place in South African secondary schools.

HT adopts a holistic approach that helps synchronise management operations in the school. Part of this synchronisation involves creativity in devising alternative approaches to problem solutions in case of obstacles. Priester (2012:86) emphasises that individuals with high hope levels are often quick at finding alternate means to attaining their set goals whenever an obstacle impedes progress towards goal attainment. The element of hope in HT in the current study will achieve the same aim by centring the collective efforts of the SMT, teachers, parents, and learners in the school's running. This way, the HT framework rekindles hope and a positive outlook on life amongst the different players involved in the school management process (Bashant, 2016). In the process, the hopeless situation that learner gangsterism creates in the school environment in South African secondary schools may be improved. The theory will further yield results on how different aspects of school management may motivate and enable individuals to think differently about "positive goal-setting" (Bashant, 2016:18) in the school context. It needs to be observed that setting positive goals ought to involve even the learners' parents.

HT will help the study identify situations that may inspire cooperation amongst learners, teachers, and the SMT. Parker (2017:76) refers to this as the protective role of HT as it

ensures the well-being of a given collective. The theory instils realistic cheerfulness in learners, educators, and the SMT. It further enables the SMT to view learner gangsterism as an opportunity to embrace positive emotions that may trigger a realisation of the need for change (Tarhan, Bacanlı, Dombaycı & Demir, 2011:571). HT may also be used to consolidate hopeful mindsets between learners, parents, educators, and the community. The theory responds to the needs of society by creating a concerted sense of community and cooperation in the school. The idea of hope is inculcated in the school management, and the learners have an optimistic attitude that rejects violence and learner gangsterism in school. Most importantly, HT helps nurture approachable and respectful learners (Tarhan et al., 2011). The theory allows learners to become poised to achieve the aims and objectives of a functioning education system.

2.3 EVOLUTION OF HOPE THEORY

The beginnings of HT can be traced to the ideas of C. R. Snyder in the 1980s (Snyder, 2002:249). Although Snyder originated the theory, his work relied on earlier formulations in the 1950s and 1960s. These formulations focused mainly on the individual's willingness to succeed through conscious effort despite the prevailing odds. Earlier theorists viewed hope as a form of relentless goal which someone intended to achieve in the future.

It is, therefore, important to observe that HT borrows from other theories of Positive Psychology (Snyder, 2000:160). These related theories include the two different trajectories of Optimism Theory as developed by Abrahamson, Seligman and Teasdale (1978) on the one hand, and Scheier and Carver (1985) on the other, Self-Efficacy Theory as discussed by Bandura (1982), Self-Esteem Theory (Hewitt, 1998), and Problem-Solving Theory (D'Zurilla, 1986).

According to everyday usage, optimism is the expectation that the future holds positive outcomes. Similarly, Scheier's and Carver's version of Optimism Theory defines optimism as the tendency to expect favourable outcomes (Srivastava & Angelo, 2009:2) despite the extant hardship we find ourselves at a given time. OT is related to HT because they both adopt a positive outlook on life. However, unlike HT, which stresses

agency and self-efficacy of the doer to attain the goal, Optimism Theory emphasises the value and expectancy of the goal. The value of the goal here refers to the pull of the reward. At the same time, expectancy is the goal's attainability (Srivastava & Angelo, 2009:9). Snyder (2000:261) further observes that people generally move away from goals with negative values towards those with positive values. It might be correct to say that HT suits the current study due to its emphasis on the individual's agency, which in this case refers to how SMTs might actively seek to attain efficient management of schools through seeking cooperation with other stakeholders in school management.

The second branch of Optimism Theory (OT) revolves around cognitive processes that determine how people think about adverse outcomes. The theory owes itself to Seligman (1996), who noted personal differences in how people explain their failure. Kendurkar and Sharma (2018:6) explain that OT can be understood as the 'explanatory style' concept, which refers to how we think about our failure and informs whether we will be pessimistic. Snyder (2000:261) notes that the explanatory style leans more towards the external forces we blame for our inability than the internal motivations of our failure. Because of this specific way in which the theory understands failure, it might be observed that HT is more suitable for the current study since it is interested in the internal explanations for the malfunction of SMTs in secondary schools in South Africa.

Bandura's (1982) Self-Efficacy Theory is similar to HT in that both focus on goals in specific, meaningful ways. However, there are significant differences that separate the two theories in their approach to the attainment of the goals. First, Snyder (2000:262) observes that the main difference between the two theories is in the use of the words "can" for Self-Efficacy Theory and "will" in the case of HT. While the former theory stresses the individual's belief in their ability to attain the goal (Aurah, 2017:147), the latter declares actively that no obstacles are too strong for the individual to attain the desired goal. As such, Snyder's version of hope argues for active individual engagement with the forces that counteract our determination to succeed.

In my view, it might be argued that HT represents a more determined intention to achieve the set goals than Self-Efficacy Theory. The theory calls on the individual to master all the forces at play, which may act to interfere with their desire to attain life's

goals. HT is, therefore, a suitable theory to use in inspiring active action amongst SMTs to confront the challenges of learner gangsterism in schools. Its broad-based approach also means the theory will incorporate the input of parents, learners, and the community. The theory is also less situation-specific in approach (Snyder, 2000), which makes it easy to apply in different school contexts.

Hewitt's (1998) self-esteem theory is based on the idea that our attainment of goals is related to the emotions that define how we feel about ourselves while pursuing the goal. The theory assumes that the level of our self-esteem is related to whether we will successfully attain our goals or not. However, Snyder (2000:262) notes that the relationship between the two is problematic and observes that self-esteem improves after we have achieved the goal and not before doing so. Baumeister, Campbell, Krueger, and Vohs (2003:24) confirm that self-esteem is responsible for pro-social and anti-social behaviours. Therefore, HT offers a more appropriate approach to studying the effect of learner gangsterism on the work of SMTs. Unlike self-esteem theory, which revolves around feelings and emotions related to achieving set goals, HT stresses the individual's agency. In the case of the current study, the theory aims to centre the actual actions that SMTs will engage in to improve management regarding learner gangsterism and how this hinders effective schooling.

Problem-solving theory is similar to HT in that the goal motivates the active pathways of thoughts that result in the attainment of the goal. Jonassen (2000:64) acknowledges that life presents people with problems and obstacles which are varied in nature. Therefore, tackling these barriers to goal attainment calls for specific approaches dependent upon the emotional strength and psychological make-up of the individual engaged in goal pursuit. However, D'Zurilla (1986) notes that the Problem-Solving Theory stresses the role of emotions in attaining set goals less. Hence, HT becomes an excellent theory to adopt in the current study because it recognises the role of positive emotions in creating a conducive atmosphere for the goals we want to attain. It will shed light on the emotional aspects of the work of SMTs and how this relates to learner gangsterism in secondary schools in South Africa.

The theorists on whose important works Snyder relied for inspiration included Frankl (1992), Frank (1975), Melges and Bowlby (1969), Cantril (1964) and Menninger (1959). Studies by the cited theorists contributed in different ways to the growth and development of HT. Melges and Bowlby's research on hope (cited in Obayuwana, Collins, Carter, Rao, Mathura & Wilson, 1982:761) was helpful in categorising types of hopelessness in psychopathology. Menninger (1959) viewed hope as a mysterious but compulsive force that helped one attain their desired goal. Li, Xiang, Song and Chen (2022) views hope as the perception that one can achieve one's goals in the future. Cantril (cited in Pursglove, 2014:43) also conceived of the theory of hope in terms of the broad perception that one could attain a desired goal if one directed all one's efforts towards the purpose.

A category of theorisations about hope also existed, which revolved around the manifestations of a lack of hope. Research by Farber (in Snyder, 2002:249) centred around the relationship between conditions of hopelessness and the act of suicide. Farber argued that lack of hope in life sometimes led people to commit suicide because they could neither see nor find any meaning in the business of daily existence. Frankl's (cited in Wong, 2014:5) work saw hope as a strategic stance for seeking meaning out of these kinds of life's hopeless situations. Moreover, Frank and Frank (in Worgan, 2013:103) theorised and understood hope as a drug or painkiller that could help heal many patients' physical illnesses.

The above attempts to build on the concept of hope contributed to Snyder's main HT. Snyder et al. (2000:257) anchored the theory on the original argument, which defined hope as "the perception that one can reach desired goals". In addition, Snyder (2000) added to HT the idea of individual agency through conscious motivation. Snyder (2002:250) recognises and appreciates that hope is much more than the thought surrounding a specific goal. Hope also depended on trait-like processes that an individual was born with. Snyder (2000:258) observes how people tend to have self-appraisals about their capabilities in goal pursuits and that people have enduring, self-referential thoughts about their capacities to produce routes to goals. Therefore, people always desire to master their abilities to find the motivation to achieve specific goals and objectives.

Snyder drew inspiration from participants' excuses for performing poorly in their examinations. According to Snyder (2002:249), these varied research participants complained loudly about their failure and expressed a genuine desire to attain positive goals. The goals were expressed through pathways and agency (Snyder, 2002:249). Snyder was mainly interested in learners' expression of what they needed to do to achieve their goals in life, especially the clarity with which the participants articulated their frustrations and the strategies to overcome them. Hence, these frustrations and collective desires represented hope and became HT's central pillars. Snyder (2002) is said to have read books on cognition, and his general understanding of Cognitive Theory resulted in the realisation of HT. He defines the concept of Hope primarily as a way of thinking, with individual feelings playing an important contributory role.

Snyder (2000:257) contends that HT is generally characterized by an attempt to enhance positive goals that encourage teamwork through pathways and agency thinking. These two processes are often intended as agents of change that bring about deliberate transformation to deteriorating situations (Snyder, 2002:251). Snyder's formulation is essential to the current study in that it will unpack the inhibitory factors that prevent secondary school SMTs from achieving practical management goals regarding learner gangsterism; this is in addition to the roles that learners, parents, and the community play in effective school management. HT will reveal the changes secondary school SMTs desire for the government to institute to improve their mandate of efficient school management within the context of learner gangsterism.

Another theorist, Karl Menninger (1959:481), further discusses hope from his education and teaching background. Menninger (1959) sees hope as the most important factor in people's psychological well-being. Menninger's theorising borrowed from psychiatry, philosophy, and poetry. He held that these three disciplines over-emphasised the concept of Love as ordinary people understood while downplaying other forces that defined human life on earth. Menninger explained that the emphasis on Love occurred at the expense of Hope. Menninger noted that Love was highly recognized while Hope was not given the attention it deserved. And yet, Menninger argued, hope played many vital roles in many people's daily lives.

Karl Menninger felt that Hope was associated with hopeless and foolish people. He specifically reveals how Greek philosophical construction portrayed Hope as a mythological tale through which gods sent Pandora, a woman goddess, with a jar full of evil. These evil forces were believed to be released to attack and harm people. Thus, hope became associated with hostile forces that destabilised the natural balance. In the current study, hopelessness in all its ramifications can be said to play a negative role in the teaching and learning environment (Chiprany, 2011; Arciaga et al., 2010). The state of mental well-being that Menninger stresses in his formulation is important to Snyder's (2000) theorising. This is because the mental stability of the various stakeholders in the school environment, such as teachers and learners, is central to achieving educational goals.

Menninger's (1959:483-490) theorising contests the negative depiction that Greek mythology accorded hope. He argues that hope should stand sideways with love. Where the Greeks saw hope as an illusion and something terrible for humanity, Menninger (1959:490) considered hope a reality that flourishes alongside love and occupies the same space. To Menninger, hope provides a way out for people suffering from frustration to escape difficult and seemingly hopeless situations; this means hope is not a useless and damaging concept with unrealistic expectations; instead, the concept can be usefully conceptualised to provide a sense of courage and determination to challenging negative situations (Menninger, 1959:490). In the context of the school environment, therefore, the tenet of hope in HT would inspire the SMTs, teachers, and learners not to lose patience. In the study context, the theory will urge secondary school SMTs to confront the challenge of uncontrollable gangsterism in South African schools with a sense of optimism.

Melges and Bowlby (1969) also made significant contributions to HT, mainly concerning recognising the opposing contradiction between what causes success and failure. The difference between success and failure relates to Snyder's (2000) theory. It will help the current study identify the extent to which SMTs have failed or succeeded in their expressed desire to manage schools, specifically concerning the prevalence of learner gangsterism in South African secondary schools. Melges and Bowlby's (1969:691) views, which were situated in psychopathology, stress that hopelessness fails while

hope brings success. They say that achieving success in a situation of hopelessness depends on conscious strategies that make desired goals attainable. It is intended in the current study that the SMTs might find the research helpful in building onto the strategies that have been used to handle learner gangsterism in schools before.

Hope also acts as a form of situational remedy. According to Melges and Bowlby (1969:697), hope is the ideal answer to any hopeless situation because that is where hope flourishes. They further observe that hope acts as a form of therapy for the hopeless (Melges & Bowlby, 1969:697). In the context of my study, therefore, focus group interviews and questionnaires within the framework of HT will first seek to determine the nature and extent of hopelessness that learner gangsterism creates in the school environment and its attendant challenges to SMTs. This aspect of HT will help the study identify some of the conscious strategies needed to tackle learner gangsterism in secondary schools. SMTs in South Africa might adopt these strategies to set attainable goals that will enhance efficiency in running secondary schools by reducing the state of hopelessness, as Snyder (2000) prescribes.

The Austrian neurologist and psychiatrist Viktor Frankl (1990) later contributed to HT. Frankl suggested that the idea of hope is anchored on one's desire to make meaning out of life. According to Wong (2014:1), meaning is vital because it is an agent for overcoming pervasive and intense adversity. The act of seeking meaning is a primary motivation for spiritual transcendence in life (Wong, 2014:1). Frankl was a holocaust survivor whose actual experiences in the Jewish concentration camps made him understand the meaning of hopelessness. Frankl's (1990) theorisation on the concept of hope bears some relevance to how SMTs need to approach the scourge of learner gangsterism concerning school management.

The fact of hopelessness has a real potential to inspire change. Frankl's (1990) central position is that people should see every hopeless situation as an opportunity to build on one's weaknesses. He opines that the conscious strategy of learning from failure enhances one's chances for future success. His concept of logotherapy, which refers to "the search for purpose and meaning out of hopeless situations" (Devoe, 2012:1), emphasises that situations of hopelessness, such as hunger, deep anger, humiliation,

fear and injustices, test our willpower to succeed (Frankl, 1990:45). The search for meaning can lift the hopeless individual out of the reality of despair (Wong, 2014:1). This process, therefore, is a chance for us to nurture our ability to recover from conditions of adversity. The current study notes that the state of hopelessness that learner gangsterism causes is an opportunity for SMTs to learn from their failure and to build structures for future success in school management.

2.4 OBJECTIVES OF HOPE THEORY

HT may be broadly understood as a strategy which individuals, given groups of people or institutions, use to actively pursue and attain set goals and objectives (Roemer, 2018). It is a theory that guides our understanding of the situation and helps us devise solutions that reflect existing circumstances (Snyder et al., 2002). In the current study, the theory uses focus group discussions and questionnaires to examine the state of learner gangsterism at a South African secondary school. Possible requisite goals will be developed to help SMTs address gaps that exist in secondary school management in South Africa. These will depend on the context of the selected school. Margalit and Idan (2004) note that the solutions prescribed inside HT reflect the resilience of the solution-seeker in that they rely on past failures to activate processes that ensure possibilities of future success. The following sub-sections outline how the study will meet other objectives of HT.

2.4.1 A source of motivation

There are mainly two types of motivation. According to Reena and Bonjour (2010:147), “Intrinsic motivation can be described as internal desires to perform a particular task”. In contrast, “Extrinsic motivation can be described as factors external to the individual and unrelated to the task they are performing.” Using the agent of motivation, HT plays a crucial role in helping enhance the achievement of educational goals in the school context. It is a theory that can inspire learners to master the challenges associated with the learning process (Snyder, 2002:258), which happens when HT is applied to

teaching learners the importance of setting clear goals that they might work towards for them to succeed in examinations and life. HT also helps learners conceptualise realistic pathways and agency thoughts that eventually lead them to the desired academic goals because HT is premised on the assumption that people use agency and pathway thoughts to achieve their set goals (Cheavens, Heiy, Feldman, Benitez & Rand, 2019:453). Snyder (2002:258) explains that available research with college and high school students shows that the agent of hope correlates reliably with superior academic performance during learning.

There are varied reasons why the agent of hope assists the learning process in many ways. Snyder (2002:259) hypothesises that the hope component of HT encourages learners to open up multiple pathways to their desired educational goals. HT also arms the learners with the necessary motivation to attain their goals. Hence, the theory can help learners stay on course and avoid disruptive thoughts that distract them from schoolwork. Some of these harmful and diversionary thoughts might result from the socio-economic background of the learners. In the case of schools in South Africa, these disruptions may be in the form of physical, emotional, and psychological violence resulting from learner gangsterism (Hlatshwayo, 2018:17). HT will assist the researcher in unpacking how these forms of violence impact the work of SMTs, and how best to address them in schools.

Teachers are included in the HT framework that helps attain educational goals. Snyder (2002:259) notes that teachers with high hopes are important in encouraging learners to work towards the achievement of educational goals, which is due to the regular inspiration teachers use to urge their learners to accomplish goals. Teachers who are low in hope are unlikely to encourage learners. The link between teachers and learner gangsterism in South African schools may be seen in Hlatshwayo's (2018:1) observation that 67,000 teachers resigned from the profession in 2011, citing learner violence and problems with SMTs. HT will help the researcher identify workable forms of state intervention in the case of violence against teachers. It will identify possible ways through which to give hope to teachers.

2.4.2 A source of goal-oriented hope

It is noted that HT is useful in injecting a sense of hope in those who participate in athletics. Snyder (2002:259) observes that high-hope people often perform significantly better than their low-hope counterparts even when the variance due to natural ability is removed substantially. Snyder extensively explains that this is because high-hope people have a sense of motivational focus on the goal. HT is therefore important to the study in that it will help highlight the different ways various sporting activities may help SMTs achieve broad educational goals in the school context.

SMTs might use hope in the school management framework to encourage and nurture learners' talent (Snyder, 2002:259). The fact that hope plays a role in sports makes it possible to tap into sports participation to encourage learners who are weak in academics but are gifted in these areas to become better and acceptable members of the school community. Guter (2016:4) observes that high-hope people are more likely to pursue values consistent with their goals. Therefore, HT is an alternative channel for weak learners to express themselves positively.

HT has an intimate link to the relationship between SMTs, causes of learner gangsterism, and learner participation in extra-curricular activities such as athletics in South African schools, which is particularly important since learner violence in South African secondary schools is primarily due to academic tension and underachievement (Bester & Du Plessis, 2010:209) as opposed to other related causes such as retaliation against bullying by other learners. The current study emphasises that this is due to the traditional relationship between dismal academic performance and anti-social behaviour in learners. However, it is important to note that gangsterism is also related to the violent environments in which learners live (Magidi, Schenk & Erasmus, 2016:13). Constant interaction with violence might be said to normalise gangsterism as a form of expression for learners in secondary schools.

Academic achievement is connected to the question of national history. There might be a sense in which academic under-achievement, which causes gangsterism, might be tied to the history of racial apartheid, which characterised South Africa's educational history (Nkoane, 2006:243) before the end of apartheid. HT will help the study identify

the nuances of negative emotions whose origins might be explained in terms of anxieties and racial imbalances rooted deep inside the history of South Africa. The study hopes that based on HT, the researcher will show how best the SMTs might address these challenges in collaboration with HoDs, learners, and the community.

2.4.3 Enhances Resilience

Hope is an important agent for addressing issues of health in society. Snyder (2002:259) states that hope is crucial to health psychologists' strategies for "promoting and maintaining good health and preventing, detecting, and treating illness." Margalit and Idan (2004:4) note that hope has the ability to enhance a sense of resilience, which is understood as the dynamic process of positive adaptation. Snyder (2002) prescribes that HT employs two types of strategies for dealing with physical illness. The first strategy is to use the agent of hope to inspire forms of cognition that encourage individuals to avoid situations that may present physical harm to their bodies. The second strategy is to use hope to reduce the effects of physical or psychological health. Thus, HT will help the current study deal with some of the effects of learner gangsterism in schools.

The prevalence of violence and its relationship to all forms of health issues presents education with many management challenges worldwide. In Canada, for instance, laboni (2017:11) observes that mental health distress begins in early childhood and continues into the teenage. Yet secondary schools are occupied mainly by these teenagers. Hope is, therefore, one way of dealing with stresses caused by physical violence. In Brazil, Leite, Medeiros, Rolim, Pinheiro, Beilfuss, Leão and Hartmann Junior (2019:3) observe that there is a correlation between depression and low hope levels. The current study will help identify some of the ways through which to increase hope levels to help victims of learner gangsterism. These strategies will assist learners in dealing with the physical and emotional challenges that the problem of learner violence presents to their desire to acquire knowledge.

Schools in South Africa are characterised by the effects of physical violence, which learners and teachers suffer as a result of widespread learner gangsterism. Physical violence in many South African schools leads students to engage in activities such as

substance abuse and unprotected sex (Mlangeni, 2018:101). Further, Mncube and Madikizela-Madiya (2014:49) warn that violence caused by learner gangsterism could result in long-standing severe physical, emotional, and psychological implications for both teachers and other learners in the school environment. The use of HT in the current study intends to identify gangsterism cases, their causes, and the possible ways of using hope as a mitigating agent.

2.4.4 Brings Positive Feelings

There is a relationship between hope and people's ability to adjust to traumatic experiences. Snyder (2002:261) emphasises that high-hope people often adapt better to such negative experiences than low-hope individuals. Leite et al. (2019:4) found that hope cognition played a significant role in encouraging people to formulate achievable goals related to psychosocial adjustment. High-hope people entertain more positive feelings about themselves and life than low-hope people (Snyder, 2002:261). It is further explained that high-hope people are more likely to seek help from friends and family whenever they encounter stressors. The current study examines how SMTs address learner gangsterism by unpacking underlying adjustment issues.

On the learners, for instance, the study examines the psychological issues which trigger violent behaviour, such as parenthood and family background of the perpetrators of gangsterism. The study intends to identify possible interventions for inspiring the learners through teaching and inculcating a sense of hope. Wandeler, Lopez and Baeriswyl (2011:133) clarify that hope can be viewed as an indicator of adjustment, optimal functioning, and mental health. HT can be used as a safety net for reducing risks and arming segments of society against despair through advertisements, laws, and shared social values, which increase desired behaviour and decrease undesired behaviour (Snyder, 2002:261).

Learner gangsterism is related to psychological issues which characterise the family backgrounds of learners. Mncube and Madikizela-Madiya (2014:46) observe that in South Africa, urbanisation has been characterised by a history of repression and poverty of people living in townships and informal settlements. Therefore, this presents the problem whereby children leave their dysfunctional families and seek security and

protection from street gangs. Hlatshwayo (2018:23) found that juvenile gangsters born of dysfunctional families look for respect through gangsterism. Yet HT inspires hope and creates an environment where learners become friendly and interested in the affairs of other learners (Snyder, 2002:262). The current study identifies situations where hope might be nurtured in the learners to address gangsterism.

2.4.5 Inspires Agency

HT is one of the many strategies used in the treatment of disorders. Hope is integral to the processes that inspire agency and pathways thinking in patients, couples, and groups (Snyder, 2002:262). People who take part in treatments which inculcate hope usually record better outcomes, which is dependent upon doctors being mindful of how the cultures and family systems within which clients operate influence chances of recovery (Etherington, 2007:89). The study seeks to understand how South African cultures influence learner gangsterism and its impact on the work of SMTs.

Hope is vital in helping learners form and strengthen their own sense of self-concept. Building a sense of self-concept and identity is crucial in attaining academic goals (Snyder, 2002:262) since there can be no agency and pathways where learners are unsure of their identity. This sense of identity has to be constructed concerning others. It is observed that learners with a lower sense of self-concept exhibit decreased academic competence due to reduced efforts and motivation (Margalit & Idan, 2004:8). The current study will use the foregoing objective of HT to identify instances where the use of hope might apply to resolving psychological conditions and disorders that learners may have developed due to their traumatic backgrounds.

The question of identity crisis and its relationship to treatments might be said to be a component of the causes of learner gangsterism in South African secondary schools. Ramalepe's (2015:119) study in Limpopo Province notes that some of the challenges confronting SMTs result from learners' problematic social backgrounds and how these have impacted the learners' sense of self. It might be said that this blurred sense of self contributes to learner gangsterism in far as some students turn to crime as a strategy for defining themselves. As a possible intervention, HT will, in the current study, help

learners through motivation (Snyder, 2002:263). This motivation is essential in enriching the learners with alternative avenues for addressing the question of reaching their academic goals in school.

2.5 PRINCIPLES OF HOPE THEORY

2.5.1 Setting of Goals

HT assumes that life is a direct function of the goals we set for ourselves to achieve. Cheavens, Feldman, Gum, Michael and Snyder (2006) characterise four types of goals. The different categories of goals include goals that move us towards a desired outcome and those that help us forestall adverse effects. Further, some goals help us maintain our effectiveness, and those that help us add value to an already positive outcome. According to Snyder (2000:4), HT is centred on the relationship between these goals and the pathways and agency thoughts that help us reach our goals. Dixon, Worrell, and Mello (2017:61) show that people with high hopes are more likely to achieve their goals than those with low hopes.

HT revolves around the idea that people set goals they aim to achieve throughout their lifetime. Snyder et al. (2000) observe that all human action aims to achieve specific goals. Further, Ward (2006:130) holds that HT is premised on believing and feeling that a particular outcome is possible. It is noted that the goals we set for ourselves in HT need to be attainable to avoid the danger of 'false hope' or 'false optimism' (Snyder, 2000:260). Further, it is argued that "goals are the targets of mental sequences, and they provide the cognitive component that anchors hope theory" (Snyder et al., 2000:258). The theory proponents also hold that hope thrives in conditions where possibilities of both failure and success exist. The current study assumes that the primary goal of SMTs is to run schools efficiently by effectively managing teachers and learners.

2.5.2 Generating Positive Outcomes

Pathways thinking in HT refers to the belief that our problems are soluble. Bashant (2016) notes that the most critical component of a problem being able to be solved is the assurance that we can access the solutions. This belief in our access to the solution is connected to the part we play in the entire process of solving the problem. Therefore, pathways thinking also refers to actively trying to make sense of the world by listening to its varied sensory stimuli (Snyder et al., 2002). With time, we anticipate that certain stimuli are associated with only specific outcomes. We, therefore, discriminate between which stimuli generate positive outcomes in the goals we seek to achieve.

The idea of pathways thinking also alludes to the concept of individual self-efficacy. These are the definitive characteristics that differentiate one individual from the other in terms of their ability to solve problems. Melges and Bowlby (1969) note that these differences determine learners' states of hope and hopelessness. These characteristics that are unique to people often determine the kind of help learners are given in the context of the school environment (Kibby, 2015). In the current study context, pathways thinking will help identify SMT, teacher, and learner needs for solving learner gangsterism in secondary school management.

2.5.3 Agency thinking

Agency thought is the specific effort or input we inject into a particular pursuit. It refers to the individual's perceived capacity to use relevant pathways to reach desired goals (Snyder, 2002). Agency thought ties to the notion of self-efficacy in identifying the appropriate pathways to success. It is assumed that the best pathways present us with the least impediments. Agency thought may allude to our own sense of self-agency in crafting the creative plans that help us attain our goals. Martin-Krumm, Delas, Lafrenière, Fenouillet, and Lopez (2015:272) observe that agency thought is particularly important when encountering obstacles that block our paths to possible success. Agency thinking also helps us define the steps we need to follow to achieve the goals we set out to achieve. Snyder observes that agency thinking is often in-built and self-referential in nature. It is what differentiates most high- from low-hope people. Low-hope

people generally exhibit less agency thinking than high-hope people (Snyder, 2002:251). Agency thought is what determines whether we succeed or not.

Agency thought can also be understood as self-directed transformation. We use it to initiate self-administered change (Menninger, 1959:490). This aspect of agency thinking is tied to the relationship between faith and success. Osler (2008) opines that “faith in one’s powers, in one’s mission is essential to success.” This component of HT will help the study address learner gangsterism in secondary schools. It will assist in identifying the specific ways to encourage SMTs, teachers, and learners to begin to see themselves as central players in attaining efficient management of their schools.

2.6 JUSTIFICATION FOR THE CHOICE OF HOPE THEORY

HT is considered a suitable and relevant theoretical framework for the study for the following reasons. Firstly, the theory is used to identify how learner gangsterism interferes with the work of SMTs as a management tool for secondary schools in South Africa. In HT, these are referred to as the barriers to attaining the set goals, which is only possible if we consider the specific active components of the school management system, such as SMTs themselves, the teachers, learners, and the community. The relationship between the four components of the school management ecosystem is essential. Snyder (2002:255) notes that HT “involves an interrelated system of goal-directed thinking that is responsive to feedback at various points in the temporal sequence.” Related to this, the framework will unpack some psychological factors that inform learner gangsterism and how these impede the work of the SMTs and the teachers.

Moreover, HT will help the study formulate clear goals that SMTs need to set to tackle learner gangsterism and its negative impact on the management of secondary schools in South Africa. There is a need for the set goals to be attainable rather than ambitious. Menninger (1959:482) observes, “Excess of hope is presumption and leads to disaster. Deficiency of hope is despair and leads to decay.” Worgan (2013:109) also notes that creating hope in someone is a complex process that requires enhancing pathways which reduce their emotional barriers to success. Given the reality of unfavourable

goals, HT will assist the study in determining what goals may be ambitious in the context of the selected secondary school.

Furthermore, HT helps define clear pathways which will rely on agency and self-efficacy inherent in the SMTs to address learner gangsterism. Pursglove (2014:30) found out that people with high levels of hope can articulate multiple pathways to attain their goals at the workplace, which is a significant difference between high-hope and low-hope people who often do not go out of their way to devise alternatives to reach their goals creatively. Thus, the theory will help the study use focussed interviews and questionnaires to identify the most effective ways to tackle learner gangsterism in secondary schools based on the observations of the members of the SMTs, teachers, parents, and the learners.

2.7 PHILOSOPHICAL STANCES OF HOPE THEORY

2.7.1 Epistemology of Hope Theory

Epistemology may be referred to as the philosophical study of knowledge. It involves all the cognitive processes which produce knowledge (Benton, 2019:8). Epistemology is the branch of philosophy that attempts to explain how people use knowledge to define and understand reality. In the current study, the relevance of epistemology may be seen in how the research seeks to generate knowledge that might help us understand the relationship between SMTs and learner gangsterism. Hofer and Pintrich (1997:88) argue that epistemology concerns the nature and justification of human knowledge and how this impacts how we conceive of reality. It is essential to observe that language plays a vital role in storing reality in a form human beings can access and understand reality as valid.

Epistemology also refers to the form and nature of knowledge and what can be known about it (Busch, Henderson & Stevenson, 2018:3). This implies that the philosophical study of knowledge has its limits. Epistemology deals with knowledge by drawing a line between what we know as a fact and mere opinion. The difference is that knowledge relies on empirical evidence while opinion does not. Carter and Little (2007:1) explain

that epistemology “determines and is made visible through method, particularly in the participant - researcher relationship, measures of research quality, and form, voice, and representation in analysis and writing.” This means methodology is an important aspect of epistemology, eventually determining whether or not the knowledge obtained is valid.

The current study views knowledge produced through this research area as integral to designing a framework for improving how secondary school SMTs address learner gangsterism. Based on the social learning perspective, Johannessen and Hahn (2012:1) note that knowledge is holistic and interventionist. It can be used to improve on and to better an apparently faulty framework for responding to a social problem. Here, learner gangsterism is regarded as a social problem that problematises attaining educational goals. Schusler, Decker and Pfeffer (2003:312) concur that the foregoing paradigm means a research study can be used to obtain knowledge from different sources. The researcher's role is to apply knowledge to solve the social problem.

Knowledge is, in this sense, a utilitarian product. The current study, therefore, assumes that the varied difficulties which SMTs face in dealing with learner gangsterism may be explained in terms of possibly problematic relationships between learners, parents, and the SMTs themselves. This relationship, in turn, affects the goals, thought and agency pathways the various players put in place to achieve the country's educational goals and objectives. Fenstermacher (1994:2) shares this view and observes that knowledge should address education's problems and aspirations in more positive and ameliorative ways. Hopefully, knowledge created in this study will help SMTs better manage learner gangsterism.

HT is an appropriate framework for research on two levels in the current study. First, it seeks to identify the areas of weaknesses in how secondary school SMTs handle learner gangsterism. These weak points will be obtained from the attitudes and perceptions of all stakeholders engaged in resolving the problem of learner gangsterism, specifically in goal setting, pathway identification, and the adoption of agency thoughts required to attain broad educational goals. This helps us adhere to the view that epistemology makes us lay claims to what we say we know (Mack, 2010:5). Second, knowledge obtained from the current study may inject appropriate agency and

pathways measures that may re-energise how SMTs address learner gangsterism in schools.

The study adopts a collaborative approach to knowledge construction to guard against research subjectivity. The knowledge obtained here will be added to and collated with available research already existing in the field of school management in South Africa and other parts of the world (Bozalek, Garraway & McKenna, 2011:26). Knowledge is socially created in HT. It may also be personal or interpersonal, depending on the internal and external factors that determine it. Knowledge is also influenced by the varied social contexts in which it is obtained (Margalit & Idan, 2004:3). Hence, the current study will recognise that solutions obtained in the present study may not apply to different contexts.

The study also relies on a deductive methodology to produce knowledge about SMTs and learner gangsterism at the selected secondary school. Ritchie, Lewis, Nicholls, and Ormston (2013:6) explain that a deductive approach to knowledge creation involves using derivative processes that use evidence to support a conclusion. A hypothesis is developed first, and evidence is collected to confirm or reject the hypothesis. My hypothesis in the current study is that specific motivational reasons inform how SMTs deal with learner gangsterism in South African schools. These are the reasons that cause a state of hopelessness in how schools address learner gangsterism. The study examines these reasons by unpacking the nature of goals, thought, and agency pathways that define SMTs and how these address learner gangsterism in the school.

The study considers it important to acquire knowledge about SMTs and managing gangsterism in schools through actual engagement with the respective stakeholders in the field. It is noted that there is no substitute for entering the natural environment with the desire to obtain objective knowledge (Worgan, 2013:105). By environment, the study refers to the actual school environment where learner gangsterism challenges teachers and learners. Hence, in specific cases, the researcher will set aside days to have face-to-face discussions with representatives of the SMT, HoDs, learners, and parents of the learners in the school compound. Through physical engagement, the

researcher becomes aware of the studied situation or phenomenon's fundamental nuances and actual challenges.

The question of ownership and use of knowledge is essential here. Twinley (2016:29) observes that actual interviews with informers benefit from making the interviewees become the owners of the knowledge produced from the research. They can then use it in the best way to improve on the weaknesses the study has identified. This is important because the process of interacting with the interviewees will anchor the current research on its utilitarian epistemic stance (Tennis, 2008:105), meaning there is a chance the stakeholders will want to use the knowledge to respond to their administrative challenges. SMTs will develop the feeling and conviction that the knowledge is theirs, and they are justified in using it to improve on the weaknesses of their system for handling learner gangsterism.

2.7.2 Ontology of Hope Theory

Ontology is the broad philosophical study of the components of the nature of being and how these categories relate to one another. For HT, ontology is concerned with the notions of being, becoming, selfness and otherness (Gallivan, 2018:40). In this case, the theory examines the components of Man's motivational reality, the emotions underpinning the reality, and what inspires human agency to overcome obstacles in different life situations. Jardine, Friessen and Clifford (2000) refer to ontology as things as they are and their relationship to other things. In the current study, learner gangsterism in South African secondary schools represents an ontological obstacle to the smooth operation of SMTs. This state of SMTs makes it impossible to achieve the relevant educational goals for South African society effectively.

Related views and understanding of ontology exist. Pursglove (2014:15) defines ontology as the theory of social entities, although one might argue that one entity is inevitably tied to other related entities. This and the above definitions of HT's ontological viewpoint make HT an appropriate framework for the selected school to understand factors that explain the nature of learner gangsterism and the state of SMTs in South African secondary schools. This is to find strategic and creative ways to tackle learner

gangsterism by nurturing agency and thought pathways. Bird (1998:16) notes that pathways allude to individuals' ability to generate plans to reach their goals. The two definitions make the researcher believe that the reasons that explain the challenges learner gangsterism poses to SMTs can be accessed through discussions and interviews with all the stakeholders of the school management ecosystem.

Goals constitute a central pillar in the ontology of HT because they remain the primary inspiration for action. Snyder et al. (2000:258) note that “human actions are goal-directed [...] goals are the target of mental action sequences, and they provide the cognitive component that anchors hope theory.” In a way, life is hopeless without the goals we would like to achieve. The researcher’s understanding here is that the very idea of existence precludes our desire to attain specific life goals. Delong, Huxtable, Rawal and Whitehead (2019:1) view hope as the chief motivator in achieving educational goals through “hopeful and loving processes of social transformation.” Transformation within the terms of the current research refers to the desire to overcome systemic interruptions and limitations which learner gangsterism puts on the attainment of educational goals by inhibiting the proper functioning of SMTs.

It is observed here that our failure to accomplish desired goals raises varied complications. Cornelissen (2016:63) clarify that failure to attain set goals leads to frustrations and individual depression, which might occasion demotivation among learners and teachers in the school set-up, impacting how the wider community relates with the schools in which its children learn. External factors out of our control might inform or affect our desire to achieve the set goals. Martin-Krumm (2014:6) concurs and notes that depression, anxiety, and other emotional troubles arise as a result of goal attainment failure. Therefore, the present research aims to identify methods and approaches to mitigate, if not eliminate, the challenges posed by learner gangsterism that hinder effective school management.

The notion that human beings can negotiate their reality to achieve the desired goal is a significant standpoint of HT. Scioli, Chamberlin, Samor, Lapointe, Campbell, Macleod, and McLenon (1997:1) aver that negotiating reality to overcome obstacles is a central pillar of Snyder’s conception of HT. However, we can negotiate reality only if we know

the social, political, and economic histories and circumstances that influence reality. In the context of South Africa, this entails the idea that we have to come to terms with our past to confront our problems. In this case, HT acts as a liberationist agent. Mignolo (2002:73) notes that such a theory “is both a liberation of philosophy and an assertion of philosophy as an instrument of decolonisation.” The researcher’s application of the fundamental ontology of HT in the study will help in appreciating the historical background of the challenges related to learner gangsterism in South African schools. South Africa’s unique history may form part of the reason learner gangsterism characterises schools. The theory will assist the researcher in understanding how these challenges impact different sections of society, namely schools, parents, and learners.

The current study assumes that various school stakeholders can identify problems that hinder the efficiency of pathways and agency of SMT involvement in managing learner gangsterism in secondary schools, which is an essential part of HT as Snyder et al. (2000:18) observe that “pathway and agency thoughts are iterative as well as additive over the course of a given sequence of goal-directed cognitions.” Maja (2016:70) states that different challenges impede efficient SMT work in many South African schools. These range from role confusion amongst SMT members and lack of relevant training in handling student problems to poor relationships between SMT members and school principals. According to Mol (1999:75), the ontological framework of HT is anchored on the premise that reality can be mastered, changed, and controlled. Therefore, part of the objective of the current study is to apply the ontological framework of HT to suggest specific measures that may change the environment in which SMTs operate in South African schools.

The role of agency thinking is unique in its relevance to the ontology of HT. Snyder et al. (2000:258) note that agency thought determines whether an individual will or will not achieve their desired goals. The foregoing ontological position is relevant to many findings on school management in South Africa. For example, Naidoo (2019:12) found that many school principals in South Africa perform better than others at managing schools due to the unique individual skills and experiences they acquire outside of formal training. Unlike their counterparts who lack these skills, the principals can self-motivate and apply their unique experiences to the school management context.

However, it might also be argued that individual motivation is imperfect in its contribution towards goal attainment. Connected to the above role of agency thinking in achieving success in our life goals, Zournazi (2023:162) notes that individual agency is only effective when it is in relationship with the respective individual agencies of others in the working group alluding to the fact that we can achieve our concerted goals through co-operation with others. The observation is appropriate in collective contexts such as firms, companies, or schools. This ontological reasoning is vital in the current study as it will highlight how the agency thoughts of individual SMT stakeholders may complement other members.

Moreover, this study uses the ontological position that HT sets a limit beyond which our goals become unrealistic and sometimes unattainable. As a result, the person who pursues the goal becomes disillusioned due to failure; this, in turn, generates stress, which causes depression. Snyder (2002) characterises this state as hopelessness. The hopelessness is such that it represents another level of failure because hope is not anchored on the reality of the prevailing circumstances. Further, Moltmann (1965:12) emphasises that the “glory of self-realization and the misery of self-estrangement alike arise from hopelessness in a world of lost horizons.” The person who pursues a goal becomes overwhelmed by the confusing realities of their context. Therefore, people must be aware of the prevailing reality and how it affects their chances of goal attainment.

History is often a reasonable explanation behind why things are how they are. Pam Christie’s (2010:708) study states that school management in South Africa is “inflected by history and context.” This might be particularly so in the case of school management since education played a central role in the context of colonization in Africa. It might be correct to say that the nature of South Africa’s traumatic history possibly informs the existence of hopelessness, specifically in the management of schools. In this context, Moloi and Bush (2006:20) note that school management in South Africa faces daunting challenges which the country has faced in transforming education from the segregated and divisive legacy of its apartheid past.

Different studies capture the dire state of education in many South African schools. In a study of the role of SMTs in cultivating a sense of moral purpose in the learners in Limpopo Province, Ramalepe (2015:202) observes that “It is a hopeless situation to expect schools to improve when the districts which are supposed [sic] to be the fountainheads of support are also in the same dysfunctional state as the underperforming schools they purport to administer.” This alludes to the state of disorganisation in how schools are run. Ramalepe’s (2015) observation makes it essential for the current study to seek to identify only those solutions that the SMTs can realistically attain in addressing learner gangsterism within the troubled South African school context.

Despite the state of school management described in the above study, it might be true that there is no substitute for education as an agent of nation-building. Msila (2007:158) opines that, in South Africa, education is an important vehicle for social and political transformation at all levels of society. Thus, the study is anchored on the premise that the knowledge obtained through its methodology will form part of the crucial ingredients of this necessary change and transformation.

2.7.3 Axiology of Hope Theory

Axiology is the philosophical study concerned with the role of values in our everyday lives. It is the science that deals with an inquiry into the nature of human values (McGregor, 2011:2). Further, Chopra (2005 as cited in Tufail, 2012:4) defines axiology as “the branch of philosophy that studies judgements about values including both of ethics and aesthetics” as well as other related fields. The contemporary understanding of axiology is the view that it represents an attempt to examine various overlapping questions related to goodness, proper conduct, value, and obligation (Biedenbach & Jacobsson, 2016:140). The current study ties to the above definition in that it seeks to determine the extent to which the tenets of HT are relevant to educational values in South Africa concerning the work of SMTs.

HT represents an appropriate approach to achieving valuable educational goals through efficient school management. Olson (2005:15) observes that axiology tries to explain

what is valuable or what makes things valuable. The value of efficiency in the current study is measured in terms of the shortness of time it takes to overcome the systemic obstacles in achieving effective SMT management of learner gangsterism. There is a need for the researcher to respect the steering function of values in the HT framework (McGregor, 2011:11). In this case, the steering function will emerge in how HT value will identify the best possible way to resolve challenges that arise in the management of gangsterism.

It might be argued that efficient SMT management of schools is valuable because it underlines the importance of inculcating in the learners a practical framework for governing our communities, which is a component of the broad goals of axiology (Hassan, Mingers & Stahl, 2018:265). HT enhances society's attainment of educational goals by teaching learners management values that they may apply to their own lives and South African society in future; this might be said to build and strengthen the different bonds that hold the nation together.

The work of secondary school SMTs is not viewed here only as a means of tackling the menace of learner gangsterism. An efficient SMT is regarded as an opportunity for learners and teachers to internalise practical governance skills as a long-term goal. This is important because it prepares people for responsible citizenship. Magidi et al. (2016:1) observe that minimising gangsterism is a good way of tackling national strife by lessening the family and communal disruptions that characterise life in South Africa as a result of systemic violence. HT views the chief function of education as the transmission and acquisition of knowledge, skills, and disposition that help children and young people become qualified to live in complex modern societies (Biesta, 2015:18).

HT also helps identify ways to impart the values of cooperation in varied components of the school context, which is one 'technological' aspect of education (Biesta, 2015:13). It is a way in which axiology acts as an agent for maximising the expected moral values of the learners' future actions in society (Riedener, 2015:23). Learners will value the collaborative approach to solving learner gangsterism if they saw the same being practised by their school managers, and may in future practise the same approach to

solving society's problems. Riedener (2015:153) notes that the multi-dimensional approach to solving social issues benefits all.

HT would help identify the most efficient way to address the challenges that SMTs face in resolving the problem of learner gangsterism in South African secondary schools. There is an axiological value in society adopting the most effective pathway (Snyder, 2002) for dealing with its problems because this saves time and resources. In turn, such resources find better engagement in other areas of the economy. Lambley (1971:4) reiterates, "Modern man, no less than old, seeks a better life for himself". We prefer paths that promise faster outcomes to those that take longer to reach the goal (Snyder et al., 2000:258). In other words, society attempts to save time by pursuing the common good.

The researcher believes this alludes to mankind's desire to attain its goals within the shortest possible period. Jarden (2008:10) emphasises that values are inherently positive, subject to hierarchical ordering by importance, and central to personhood issues. Therefore, values that ensure efficiency in attaining society's goals occupy a higher and more privileged space than those that do not. The need to use HT in identifying the most efficient pathways (Snyder, 2002:262) to tackling learner gangsterism means we can conserve our resources and divert them to other productive uses, which then creates a surplus of time and other forms of resources which may be redeployed to different kinds of beneficial concerns. It relates to Kopciuch's (2020) concept of the material ethics of value, which would benefit the task of school management. In axiological terms, this is a preferable path because it gives us a direction and a set of goals to direct our actions regarding solving an administrative problem (Vidal, 2008:4). SMTs would use the time saved from an atmosphere of less learner gangsterism in strategising how to attain other gainful goals in the school context. These extra strategies would ensure the realisation of set goals. Similarly, learners can channel all their efforts to academic work in an atmosphere free of the fears and anxieties of possible violence.

The scourge of violence remains a dominant feature of South African society (Magidi et al., 2016:1). It partly permeates the national fabric due to poverty and maladjustment

complications that arise from South Africa's historical background (Dos Reis, 2007:12). In the current study, HT has an axiological value in its ability to point out the impact of learner gangsterism on secondary school management and suggest appropriate ways through which the problem may be addressed based on context. Further, HT will help identify the psychological causes of gangsterism and offer hope as a possible remedy to learners who engage in the vice, whom the theory stands to motivate to engage in other positive activities that benefit society. HT adopts a co-operative approach that ensures individual and social well-being (Hassan et al., 2018:273-274).

The psychological nature of violence is harmful to society in how it impedes citizens' desire to perform to their optimum in building the nation. Msila (2007:6) notes that the national education system fails if it does not foster a new South African identity that encompasses critical consciousness, transforms South African society, promotes democracy, and encourages learner involvement in education. Even though the South African government has tried to confront the challenge of violence as an aspect of educational failure over the years, there is a sense that the inconclusive nature of these efforts points to a certain level of failure. MacGregor (2011:3) explains that "the failure to resolve difficult social problems demonstrates that values can only be truly known through practical experiences in the world", alluding to the importance of context in addressing the psychological roots of learner gangsterism in secondary schools within the framework of HT.

Meyer (2005:73) recognises physical and psychological violence as the two significant forms of learner gangsterism in South African schools. Psychological violence is mainly in terms of verbal abuse, emotional abuse, intimidation, and victimisation of teachers and other learners. The axiological value of HT in the current study will attempt to identify how these types of violence relate to one another. It will also discover how their inherent differences impact SMT work in managing secondary schools. The two interconnected relationships represent social value and impact society's existence (Biedenbach & Jacobsson, 2016:140).

Violence affects different sections of society where it occurs. In the school context, Reis (2007:11) observes that the prevalence of violence may lead to burnout on the part of

teachers, leading to low morale, which affects teachers' performance at their work stations. Indeed, de Wet's (2016:1) study of violence at schools in the Western Cape shows that the pervasive character of violence means gangs kill and rape teachers and students equally. The cooperative approach that HT offers in the current study incorporates the challenges teachers face concerning learner gangsterism. It uses the power of compassionate love to give hope (MacMaster, 2010:163) to learners and teachers affected by learner gangsterism. HT, therefore, inscribes an invaluable social benefit in schools by creating an atmosphere of reduced violence.

2.8 HOW THEORY INFORMS THE ROLE OF RESEARCHER

The role of the researcher in the study was to identify relevant participants to discuss and find possible modalities that may be used to help SMTs address learner gangsterism in the selected secondary schools in the Motheo Division in Mangaung. This collaborative approach to education research has been stressed as an appropriate source of efficiency in data collection and analysis (Francis, Mahlomaholo & Nkoane, 2010, as cited in Makoelle, 2014:70). Collaborative research ensures that suggested solutions come from respondents who have actual experience of the subject being investigated in the research study.

The researcher also endeared herself with the culture and language of the SMT, HoDs, teachers, learners, and parents who have a stake in school management. The intention behind this strategy was to help build a sense of trust and equality amongst the respective participants before the actual start of the study. Knowledge of the language and culture of participants is an essential contributor to building a sense of trust and mutual understanding between the researcher and all the participants (Khupe, 2017:29). This is especially so in the school context, where good functioning of SMTs depends on collaboration with a wide variety of people and groups.

The researcher gave the participants a chance to define the roles that they wanted to play in the study. It is observed that research participants should be given the freedom to devise their methods appropriate to the specific situations of the research in which they are taking part (Zano, 2015:23). This approach ensures that the researcher's

opinions and biases do not dictate the outcome of the study. It is also crucial in helping eliminate any possibilities of coercion directed at the participants, which helps make the participants aware of an atmosphere of respect and equality as the underpinning principles of the study they are engaging in. Walker (1995:11) also notes that the role of action research is to change the researcher so that they let the participants lead them in the quest for knowledge about the subject they are studying rather than the other way around.

It is important to let the participants decide the study's direction. The researcher allowed the participants to take the lead in identifying some of the topics that the study needed to explore in examining the relationship between SMTs and learner gangsterism. Maarman and Lamont-Mbawuli (2017:13) explain that allowing participants to identify the topics they are comfortable with has specific advantages in research. It ensures that a sense of spontaneity prevails in the research atmosphere. Most importantly, however, letting participants name topic areas of interest ensures they suggest areas where they have the most information and knowledge. The strategy also anchors research on responsive, participatory, and democratic values that benefit society (Kamper, 2004:236). These values also strengthen the contextual aspect of knowledge gained from research.

The research process involves entering into a relationship with the participants during the study. Through the application of HT, the researcher was able to enter a psycho-social rhetoric which centred around the relationship between school management and the prevalence of violence. The researcher relied on participants' informed consent and sought to ascertain the extent to which learner gangsterism interfered with effective work on the part of SMTs. Society values the idea that the researcher must protect participants' rights and psychological privacy through informed consent (Barber & Bagsby, 2011:17). This formal requirement is intended to safeguard the voluntary and spontaneous character of what proper research ought to be. Thus, the researcher went out of their way and obtained parental consent for legally underage participants as prescribed by Pillay (2014:202), which was essential to give the study a sense of acceptability and authenticity.

Participants' experiences are central to the accuracy of the findings of a given study. HT enabled the researcher to let participants dig into their own experiences as stakeholders in the SMT and identify the challenges they faced during duty as school managers. The researcher keenly listened to participants name the hopeless situations that arose from their failure to attain set management goals (Mitchell, 2010:33). Of particular importance to the researcher's interest was the steps participants wished to take to improve on these past failures. The participants' suggestions represented the pathways and agency thoughts through which SMTs could improve on their mandate. HT permitted the researcher to trust and rely on the participants' voices regarding possible solutions to the challenges of learner gangsterism presented to school management.

The researcher needs to avoid interfering with the course of the investigation through unwarranted intervention. The researcher avoided imposing her own interventionist remedies in the participants' search for possible solutions to their failure to attain goals as the participants have real experience in the context of the subject. The sense of caution in the current study was, in this case, anchored on the individual competence and agency of even child participants, as suggested by Hammersley (2012:393). The strategy made the researcher assume that learners understand the challenges of gangsterism in their own schools and how best these could be handled. HT allowed the researcher to accept and appreciate the views of child participants as a valid representation of these participants' interpretation of the world as seen through their eyes.

The preceding belief in learner competence was further underpinned by the invaluable assumption of equality between researcher and their participants, which formed a pillar of the study; this was also in line with Snyder's (2002:262) assertion that individual agency is crucial to goal attainment in the framework of HT. Individuals are assumed to fully understand their pathways and agentic strengths and weaknesses in any given context. Therefore, only they know how best to rectify any shortcomings in their attempt to achieve life's goals. This leads the researcher to believe that teachers, learners, and the wider community have clear ideas on how SMTs might improve their attention to learner gangsterism in the school.

Sensitivity to the socio-economic backgrounds of participants is vital to research. The researcher was responsive to the participants' diverse origins and socio-economic backgrounds to enrich the study's findings. Other markers of diversity that the researcher was conscious of included the age and gender orientation of participants, as well as their varied educational backgrounds. Participant diversity means diversity of feedback, representing a profound and all-encompassing understanding of a research problem (Qin, Muenjohn & Chhetri, 2014:133). Diversity helps ground the authenticity of the findings of a research study, ensuring that a comprehensive and multi-faceted response to the challenges SMTs face in handling rampant learner gangsterism in South African secondary schools. HT tapped from the diversity of participants to identify the specific ways in which individual participants' agency and pathway thoughts impacted the attainment of SMT efficiency in the school context, as most researchers hold the view that all knowledge is personal (Hammersley, 2006:237), and also depends on the contexts of respective participants. One participant's view of a given subject may be interpreted differently by another co-researcher. Therefore, the researcher must be cautious and responsive to the different reasons that may inform variations in the participants' opinions.

The diverse experiences of the participants speak to the value and importance of participants in the research process. Stremmel (2007:66) reiterates that participants must be considered knowledge generators irrespective of their backgrounds. Their partnership with the researcher should always be complementary and not subordinate. Postholm and Skrøvset (2013:513) note that themes and issue topics imposed on participants by the researcher rarely take root, "thus they represent a waste of time and resources". The arrangement between the researcher and participants should allow for a supportive and reciprocal relationship at all stages of the research process. This aligns with Guri-Rosenblit's (2015:21) observation that there is every benefit when education research is more collaborative than competitive. HT allowed the researcher to treat the different SMT stakeholders as equal partners during the study.

Further, the researcher nurtured a communicative environment where they remained approachable to the participants. They were also responsive to changes the participants suggested during the study, which were influenced by prevailing cultural contexts.

Chow, Chu, Tavares and Lee (2015:32) explain that school culture determines teachers' responses to education research. Listening to suggestions from participants is an integral part of the educational research process in the school context (Binder, 2012:118). Thus, the above basis for HT enabled the researcher to draw valid conclusions on the findings.

2.9 RELATIONSHIP BETWEEN RESEARCHER AND PARTICIPANTS

The relationship between the researcher and participants in the current study is anchored on the understanding that human life revolves around goals and the motivational factors and pathways determining how to achieve them (Snyder, 2002:261). As a research framework, HT enables the researcher and participants to work towards identifying possible weaknesses in how SMTs engage with learner gangsterism in the selected school. The SMT stakeholders, such as HoDs, teachers, learners, and the community, will work collaboratively to strengthen these weaknesses. Spriggs and Gillam (2017:12) suggest that the researcher must ensure that their relationship with child participants does not disrupt the relationship between them and their peers, family, and community. This is especially important in the current study due to the presence of underage participants who might be the victims of learner gangsterism.

The need to orientate oneself towards the research environment is important. It makes the researcher aware of the environment itself. It breaks barriers by limiting chances of potential conflict between the researcher and participants in community-based settings such as Heidedal (Buffel, 2018:59). The researcher made a preliminary visit to the site to build a sense of rapport and introduce herself to the school leadership in preparation for the formal processes of the study. Råheim, Magnussen, Sekse, Lunde, Jacobsen. and Blystad (2016:9) emphasise that striking a rapport with the research community is a sensitive part of actual research as the strategy reduces the 'outsider' tag that the community might assign the prospective researcher. This is a possible reality in the South African context, which is informed by a history of racial apartheid and where the issue of belonging or not is used to define relationships daily.

The issue of language is essential in this regard because communities use language as a marker of belonging. Grünig and Kühn (2017:2) outline that organisations need to build a communal relationship with the public before a realistic exchange can occur. Therefore, language is crucial in forming a reciprocal communal relationship between the researcher and the participants. Sharing a common language makes the community believe that the researcher is one of them and has their interest at heart. In this argument, Finlay (2002:12) notes that language is an inevitable precondition for forming any social relationship between the researcher and the community. Therefore, the researcher used simple, understandable language in holding the focus group discussions in the current study; this also applied to the writing of the questionnaires, in which the researcher ensured the language used was accessible to the respondents.

Embedding research improves and strengthens the relationship between the researcher and participants. According to Marks, Mathie, Smiddy, Jones and da Silva-Gane (2018:9), one way of embedding a study is to spell out the research tasks as clearly as possible in the initial stages of preparing for the research, helping participants understand what is expected of them in the course of the study. Participants have a chance to relate the tasks spelt out with their knowledge and expertise and are therefore able to prepare adequately for the task ahead. Embedding the research also makes participants anticipate the lessons they might be able to learn from their engagement in the study (Centre for Social Justice and Community Action, 2012). Therefore, The participants will tend to develop a positive attitude towards research since they treat it as an opportunity to learn specific new skills.

The use of time is vital to the success or failure of the research framework based on HT because it limits the chances of young participants losing interest in their engagement with the researcher during the study. According to Buqa (2016:33), methodology partly dictates research time. Therefore, the issue of time availability should be subject to collective negotiation with the participants. Marr and Malone (2018:23) emphasise that negotiating entry and exit time for child participants also improves the participation atmosphere in research. Further, the strategy assists in entrenching a sense of specialisation in how the study is carried out, which limits the chances of time wastage that might occur due to blurred boundaries in task assignments. Scheffelaar, Bos,

Triemsta, de Jong, Luijckx, and Dulmen (2020:7) note that clarifying tasks saves time as well as makes expectations clear from the beginning, more so in cases such as the current study where student participants are involved in calling for time flexibility on the part of the researcher to ensure the research suits the participants' convenience.

It is observed that successful research depends on a working relationship between the researcher and participants. According to Du Toit (2018:434), the researcher who aims to succeed must always maintain a sustainable relationship with the participants. The researcher has to ensure that there are clear channels of communication, which are essential in reducing chances of friction in the course of research-based human interaction. Bhagwan (2017:179) further explains that a productive working relationship with participants entrenches an efficient system which ensures "that the voice of the community is heard within the process of finding solutions to their problems." Eliminating chances of misunderstanding means that the aims and objectives of the study are achieved within the stated time frame through a relationship based on professionalism and decency.

The HT approach to successful research also depends on inculcating a working relationship between the participants. A positive and sustainable relationship between participants begins with the researcher giving complete information about herself and declaring why they are involved in the research (Wa-Mbaleka, Zubkov, Saban & Rosario, 2019). Participants derive a sense of seriousness and purpose from the extent to which the researcher spells out the reason behind their mission in the study. Further, Finlay (2002:534-535) notes that a working relationship between the research community should be centred around the concept of reflexivity. Steen-Olsen and Eikseth (2009) define reflexivity as "an introspective ability to reflect and correct one's thoughts, values, and actions" as a result of the dynamics of the research (cited in Postholm & Skrøvset, 2013:508). In the case of the current study, reflexivity is necessary to examine the impact of the researcher and participants on each other and the research itself.

The concept of reflexivity informs the interaction between participants and the level of sensitivity expected of the researcher. Mothibeli (2017:116) purports that being sensitive

to how participants relate to one another helps forge a healthy relationship between colleagues and minimises possible personal conflicts during the study, which also facilitates the creation and growth of an atmosphere that ensures a relationship of trust and cooperation between the research actors (Mapotse & Mashiloane, 2017:6910). It also inculcates a sense of decency in the team's research processes. The researcher adopted a reflexive attitude and allowed their views to be changed by the study's findings.

2.10 RHETORIC OF RESEARCH

Language is a crucial element that plays an invaluable role in the conceptualisation and realisation of research. Zedan, Kadir, Yusof, Yusoff, Siren, Mohamed and Toure (2012:1002) opine that language can develop human knowledge for humankind's benefit. Therefore, HT compelled the researcher to give the study an interventionist approach to identify and strengthen inherent motivational weaknesses in how SMTs addressed learner gangsterism in the selected secondary school. Language is adapted and shaped by the task of producing meaning for others in human interaction in ways that give shape to a particular social world (Rabiah, 2018). This alludes to the dynamic nature of human language depending on different contexts and also to the connection between language and the learning process (Mazibuko, Flack & Kvalsvig, 2019:1). This points to the function language performs in how participants perceive the world. The current study adopted a language that captured a sense of hope as perceived by the participants.

An effective research process depends upon the existence of trust between the researcher and participants. This trust also encourages participants to think and solve their problems appropriately (Guillemin, Barnard, Allen, Stewart, Walker, Rosenthal & Gillam, 2018:285). Language is the main channel of understanding that a researcher uses to create trust, confidence, and cooperation with participants (van der Walt, 2016:93). The absence of language that unites the researcher and the participants risks inviting feelings of alienation in the research process which is in line with Gudula (2017:48) that the language used in research interviews builds trust and rapport

between the researcher and participants. Hence, the researcher in the current study chose a language that enhanced togetherness amongst the different players in the study. The principle of hope in HT ensured that the use of language everyone understood worked well to unveil how SMTs dealt with the challenge of learner gangsterism in schools.

Most research undertakings concern human beings and the language they speak. Therefore, the language chosen for use in a study into human affairs should reflect the realities that exist on the ground, constituting the issue of language and its role in enhancing positive cultural awareness in research (Salmona Madriñan, 2014:56). It also speaks to how the language chosen for research should capture the socio-cultural context of the study (Svensson et al., 2009:4). The motivational aspects of HT were relevant to the context of the current study. The researcher sought to use the language that best captured the sensitivity of how the participants understood their goals, pathways, and agency thoughts in their day-to-day understanding of their lived environment.

Further, Huff and Christensen (2018:3) note that language is important because it is the medium of socialisation and interaction between the researcher and participants. Therefore, participants can articulate their realities through an appropriate chosen language and share the same with the researcher. Language lets the researcher base their interpretations of the research community on accurate descriptions and comparisons (Carroll, 1965). The current study relied on language sensitive to the socio-cultural backgrounds of the participants in how they conceived of the strengths and weaknesses of their approach to learner gangsterism in secondary schools.

It is important to use a language understood by both the researcher and the participants in the study, particularly in the context of South Africa, where the issue of history complicates the politics of language and its use in learning and daily research. Mkhize and Balfour (2017:133) emphasise the need to include and entrench diverse languages as media of instruction and research in schools. Manyike and Lemmer (2014:257) reiterate this in their observation that language is a severe obstacle to actualising

education goals in South African schools. Thus, these linguistic difficulties call for complementary language use in education and research projects (Madiba, 2012:23-24).

2.11 CHAPTER SUMMARY

This chapter set out to define the varied tenets of the theoretical framework that underpin the study. It identified HT as an appropriate framework to understand and address the challenges that SMTs confront in dealing with the problem of learner gangsterism in Heidedal Secondary School in Motheo Municipality. The chapter noted that HT would help identify the motivational weaknesses hindering an efficient SMT approach to tackling learner gangsterism. It indicated that the motivational inadequacies are likely to show in the attitudes and perceptions of the SMT, parents, learners, and the community in how learner gangsterism is attended to in the selected school.

The chapter examined different aspects of HT. These included its historical origins, objectives, a justification of why the researcher chose the specific theory over other related theories, and the importance of HT. Further, the chapter delved into the epistemology and ontology of HT and how these connected to the broad concerns of the study. The chapter also defined the role of the researcher and the relationship between the researcher and participants in the study. The place of language or rhetoric was of particular importance to the study. The researcher acknowledged that they would use a medium of communication that identified and respected the cultural context of the participants. The language also had to be acceptable to the researcher and the participants. The researcher stressed the need to treat participants with respect and equality. The following chapter discusses the review of relevant literature related to the role of SMTs in addressing learner gangsterism.

CHAPTER 3

REVIEW OF RELATED LITERATURE

3.1 INTRODUCTION

The study aims to investigate how schools might use the concept of Hope to support how SMTs address learner gangsterism at a secondary school in the context of South Africa. The chapter, therefore, discusses and examines related literature elsewhere in the world on how different global societies address the challenge of learner gangsterism within their own sociological contexts (Maphalala & Mabunda, 2014:3). The chapter remains aware that different contexts all over the world call for specific motivational approaches to solving the problem of learner gangsterism, and the success or failure thereof depends on certain factors. This awareness was significant in that it informs the researcher's attempt to relate with and borrow from only those studies that might be relevant to the realities of the South African context. According to Mguzulwa (2014:20), the researcher needs to rely on the subjective reality of the insider, i.e., the Principal, Deputy Principal, HoDs, Educators, SGB and Learners. The following research objectives guide this chapter: to highlight the challenges confronted by the SMT in handling learners' gangsterism in selected schools; to determine what the possible solutions are for the difficulties met by the SMT in handling learners' gangsterism in selected schools; to explore the plausible conducive conditions for a framework for the SMT to address learners' gangsterism in selected schools; to explore possible threats for the proposed framework to enable the SMT to handle learners' gangsterism in school; and to demonstrate the indicators of success from best practices across the globe on how best the SMT could handle learners' gangsterism in selected schools which will form a catalyst for the proposed framework. These objectives form the intellectual elements that dictate the review of literature.

3.2 CHALLENGES CONFRONTED BY SMTs IN HANDLING LEARNERS' GANGSTERISM

3.2.1 Learner aggressiveness

There are different reasons why learners engage in aggressive behaviour, which makes it difficult for the SMTs to manage schools. According to Chauveron (2012:6), learners engage in aggressive behaviour to seek popularity with other learners. Once a learner is popular, their aggressiveness might cause violent behaviour against other learners, as well as make it easy for the aggressive learner to recruit other learners into their gang. The current study notes that aggressive learners become disobedient to school rules and are reluctant to do and submit homework on time (Nconsa & Shumba, 2013:9). This might make it hard for SMTs to manage the school, lowering the performance standard.

Aggressiveness also presents management challenges to the SMTs because it brings in the threat of actual violence against Educators and other learners, which is specifically the case in many South African schools, where learner gangsterism seems to affect the lives of many young people (Magidi, 2014:99). This happens when learners who are victims of aggressive and violent conduct will feel scared and traumatized in class. They may seek transfer to other schools. Aggressive violence also leads to post-traumatic stress disorder in some schools in the province of Western Cape, as Davids (2005:23) found out. Further, as Mundia (2006:58) observes, aggressive learners are also notorious for wounding and killing their educators. Hence, such forms of violence make the school environment not conducive to productive learning activities.

Other aspects of aggression relate to learner immorality and distraction from effective learning, which emerges when aggressive learners engage in distractions that divert them from active involvement in classwork (Hlatshwayo, 2018:79). This is because learners seek attention from the opposite gender, whose approval they seek for a possible sexual relationship. While aggressive male learners might rape their female counterparts, the results of such rape might lead to a high dropout rate due to teenage pregnancy. Similarly, aggressive female learners may traumatise their counterparts when they seek attention from the opposite sex in the context of the school. The victims of such mistreatment end up feeling inferior, and this affects their performance,

therefore making the school environment an active space for immoral behaviour (Mlangeni, 2018:4). Such misbehaviour makes it hard for the SMTs to achieve the educational aims of the school as a place where learning takes place for the nurturing of responsible citizens.

3.2.2 Vandalism

Vandalism is a component of learner gangsterism in many different schools across the world. Sanders (1981, as cited in De Wet, 2004:206) defines vandalism as the intentional damaging, violation, defacement, or destruction of public or private property by persons who are not the direct owners of the property. In the context of the school, therefore, vandalism centres around intentional learner violation of the school's and other learners' property. Vandalism is associated with learner gangsterism, drug abuse, bullying, and disobedience to school rules and regulations (Vilalta & Fondevila, 2018:392). These acts of destruction caused by drug abuse (Safety Standards Manual for Schools in Kenya, 2008:38) can cause varied kinds of disruptions to the process of learning in schools and present diverse challenges to the work of SMTs in the management of schools.

Vandalism has cost implications for schools that suffer the brunt of the negative practice. It also has image implications for society in general, which becomes a breeding ground for the culture of violence and lack of respect for public property. In South Africa alone, Mtshali (2001, as cited in De Wet, 2004:206) notes that vandalism cost "Gauteng and KwaZulu-Natal departments of education R40 million and R48 million in 2001, respectively." Johnson (2005:4) observes that expenses that result from vandalism in American schools are always high and are rising. There is, therefore, a need for schools to contain the practice of learner vandalism. Zwier and Vaughan (1984:263) explain in their study of learner vandalism in Western schools that the annual cost of repairs in US schools alone runs to \$200 million. It might be correct to say that schools might use the finances that repairs of vandalised equipment consume to buy other goods and services that help achieve an efficient attainment of the aims and objectives of the school, such as buying books and constructing physical facilities.

Learner vandalism also implicates time and the psychological conducive for effective learning. In research conducted on vandalism in schools in northern Malawi, a study found that teachers are to blame for vandalism, school management, and the learners themselves (Tembo, 2015:51). The study also found that the act of vandalism causes loss of learning time, and psychological anxiety in both teachers and learners. Jacobsz (2015:11) further found in a study on the effects of negative classroom behaviour in selected schools in Botswana that anti-social behaviour in many African countries results from drug abuse and affects learners' ability to absorb what educators teach at school. Therefore, a combination of factors that result from learner vandalism complicates the work of SMTs.

3.2.3 School attendance and punctuality

Learner punctuality causes significant problems for SMTs in efficiently achieving educational goals, disrupting the regular school running routine. In the case of Mexico, for instance, research observes that gang violence led to low school outcomes, and therefore school principals continue to tackle the problem by focussing on strategies centred around "promoting order and discipline; clarifying roles and rules; adapting to the context; managing external support; and developing a sense of self-esteem and a sense of belonging" (Gurr, 2019:13). Therefore, learners who come to school late go against the principle of order and discipline, and make it difficult for the SMTs to achieve its management objectives.

Further, punctuality and truancy are important to the management of schools because they relate to how schools manage their time to benefit the learners. The earlier learners arrive at school, the more they benefit from the educators. Punctuality affects the time it takes for learners to get to school, especially in South East Asian countries, and impacts punctuality, attendance, and school performance, which might lead to learners dropping out of school (Subrahmanyam, 2016:41). The net effect of a high drop-out rate is that it contributes to the creation of an illiterate society where acts of crime are the order of the day, and affect how people live.

Punctuality is sometimes due to learners' fear of learner gangsters who attack them (Subrahmanyam, 2016:42), especially for the many learners who must walk long distances to school, and this affects the morale of the learners themselves and the educators and how they operate in the school environment; this is because teachers must discipline late learners if the school is to run smoothly. Grobler (2018:2) asserts that teachers' experiences of gang violence in schools note that many teachers in South African schools face harassment and actual physical violence from learners. Nonkonana (2020:21) reports the same concerning late-coming and the work of SMTs in a Cape Town school: teachers feel helpless in the face of learner punctuality since educational policies outlaw certain forms of punishment in South African schools effectively tie their hands.

Moreover, the prevalence of attendance and punctuality means that learners miss out on what educators teach in their absence, further complicating the completion of the school syllabus. This is particularly true in the case of the Democratic Republic of Congo, where constant absenteeism is one of the reasons responsible for low levels of educational achievement due to lost time, as well as poor infrastructure (World Bank, 2005:96). The underlying reason is due to the historical political instability which has characterised the Democratic Republic of Congo since the country's independence. According to CASE and JET's (2007:71) study of absenteeism in the South African schooling system, the problem of attendance and punctuality may be because of varied factors, including poverty, illness, transport, and lack of parental involvement in learners' education. Le Roux and Mokhele (2011:137), in their study of violence in South African schools, explain that the community must let learners know that punctuality, attendance, gangsterism, and substance abuse are harmful to their own academic achievements.

3.2.4 Physical violence

There is a link between gangsterism and physical violence in that the latter forms an essential component of the former. Research notes that even low levels of learner violence can have a disproportionate effect on any educational establishment regarding the attainment of learning goals, as observed in schools in England (NGC, 2021). This

is because prevalent gangsterism presents the minimum conditions violence requires to thrive. Further, a study on the state of violence in Algerian schools shows that physical violence accounts for 25 per cent of all violence in schools (Sahel & Mokrane, 2019:68), whereby learners and teachers cause bodily harm against fellow learners and teachers. A different study of the nature of violence in Medellin, Colombia, found that learners resort to physical violence to settle scores, a practice that teaches learners to disregard rules and regulations and, therefore, the law in general (Doyle, 2016:2). This, therefore, presents severe challenges to the work of SMTs in the management of schools.

Actual physical violence impacts the practice of school management because it affects learners' security and well-being both at home and in school, informing why a study of the prevalence of violence in Cameroonian schools in the north-west region of the country suggests a home-based rather than a school-based approach to tackling learner gangsterism (Ngoran, 2016:1044). The physical aspect of bullying and gangsterism alters the school environment considerably. It affects the social functioning and academic performance of learners in South African schools (Masilo, 2018:5). Further, research shows that learners with a history of physical maltreatment or assault experience mental impairments which affect their academic performance (Global Report, 2017:2). Therefore, learners' failure to achieve educational goals defeats the very reason why schools exist.

Bodily harm is a direct way in which physical violence that results from gangsterism affects learners' ability to attend school and therefore impacts effective SMTs management of schools. Bodily harm results in pain, which inhibits learners' ability to concentrate on and absorb the content of what educators teach in and out of class. The study found in research on conduct disorder among adolescent boys in four secondary schools in the Kingdom of Eswatini that adolescents engage in impulsive and rebellious behaviour that involves self-harming of their own bodies (Hlatshwako, Davison & Sithulisiwe, 2018:219). These self-harm practices, however, resulted from other forms of violence inflicted on the learners either at home or in school. Further, a study of school violence in Mexican schools found that any kind of violence affects the intimate life story of the learner and interferes with their perspective of the lived world (Tronco & Madrigal, 2013:19). One may argue, therefore, that the existence of violence in the

school environment through learner gangsterism has an impact on learners' academic performance.

3.2.5 Learners' Humiliation

Humiliation may be invisible, but it has an impact on the process of learning in many schools all over the world because of the psycho-social and emotional toll it takes on its learner victims in the school. Scholars note that stigma is either personal or public and define stigma as a perceived mark of disgrace associated with a particular circumstance, quality, or person by a society or social group (Namibia's Safe School Framework, 2018:xii). Thornicroft et al. (2007, as cited in Samarasekare, Davies & Siribaddana, 2012:94) also define stigma as the combined effect of prejudice, ignorance, and discrimination, which is especially the reality in Sri Lanka schools, where stigma resulting from the impact of civil war is the leading cause of lack of care for people living with mental illness. Similarly, the background of apartheid in South Africa might be a fertile ground for the prevalence of mental illnesses and stigma, which affect the work of SMTs in effective school management.

The feeling of disgrace that stigma causes affects how a person or groups of people relate with others and how others treat them in the social space, specifically the busy context of the school environment. This causes fear and uncertainty, especially among learners and children who are victims of bullying and sexual violence (UNESCO, 2019:29). School is an excellent example of a public social space. Therefore, there is a way in which stigma might affect the learning process in the classroom, such as how teachers and other learners treat perpetrators and victims of learner gangsterism; this might occur when the school does not treat victims of learner gangsterism with a sense of compassion and empathy as is often the case, where people end up accusing the victims themselves of having contributed to the conditions necessary for what happened to them about violence. It is important to observe here that such forms of mistreatment in the school context have a negative impact on the overall performance of the learner, who feels unwanted. Therefore, there is a need for the school to adopt other forms of non-violent discipline in handling learners who are perpetrators and victims of learner

gangsterism and other forms of violence to help them cope with learning in the context of the school environment (UNICEF, 2008:16). This is because treating such learners as separate from the rest enhances stigma.

The prevalence of learner gangsterism makes the school context a space for public stigma. Dey, Paz Castro, Jorm, Marti, Schaub and Mackinnon (2020:1) explain that public stigma refers to a person's perception of what most people believe about a particular group. It is primarily children who are victims of drug abuse and violence who are also victims of such stigma (UNODC, 2018:21), which then impacts their ability to benefit from the schools they attend to learn. These violent conditions, as well as drug abuse, exist in South African schools due to the prevalence of learner gangsterism. On the other hand, the study observes that personal stigma is "a person's individual attitudes towards people with mental disorder" (Dey et al., 2020:1). The violent nature of learner gangsterism has the potential to cause social stigma in the victims and perpetrators of the scourge and complicate the work of the SMTs. These include the parents of learner gangsters, the learner gangsters themselves, teachers, and the actual victims of learner gangsterism.

The presence of locations in South Africa is one of the reasons learner gangsterism might result in teachers, learners, and the community stigmatising the victim because of the disadvantaged socio-economic conditions that prevail in the locations. The study notes that others might stigmatise people who come from disadvantaged neighbourhoods such as the locations which also happens in Brazil where the police stereotype and victimise those who come from the favelas with violence and crime (Fernandes, 2014:58). In the case of South African schools, therefore, a school being situated in the locations, as Heidedal Secondary School is, might increase instances of violence and rape, which make learners face identity problems resulting from stigma experienced in the classroom.

3.2.6 Gangsterism as an act of power

The other effect of learner gangsterism on the SMTs' work in the management of schools is the negative influence gangsters have on the lives and performance of good

learners. Gangsterism is a demotivating factor in learning because it detracts from the typical goals of the education experience. Learner gangsterism has a negative influence on how it causes disruptions and distractions in the learning process, which therefore affects not only the performance of the gangsters themselves but also that of the learners who cooperate with the learner gangsters as Carson and Esbensen (2011:19) found out in their study of the characteristics of gangsterism at schools in the United States. In this way, it is an infectious and pervasive process and could spread within the school environment due to peer influence among the learners.

Further, learner gangsterism affects the performance of schools because even those who are not learners usually feel its effects, such as school educators and the parents of learners who engage in negative practice. Gangsterism is an act that demoralises teachers who regularly meet learners who engage in such forms of violence. Gangsterism is an act of power, and therefore, learner gangsters use coercion to influence those around them, as Magidi (2014:19) found out in the case of school neighbourhoods in the Western Cape Province of South Africa, meaning an increase in the number of unruly learners in the school, which therefore makes effective management challenging to achieve.

Learner gangsterism has a contagious influence. The fact that learner gangsters influence their peers into emulating their actions means that gangsterism becomes an entrenched culture in the school and permeates the whole fabric of society. This is especially so because, in the study of Grade 8 learner performance in reading and mathematics in American schools, Coleman (1998:29) found that the friends a learner keeps have the most significant impact on whether a learner will be a gangster. This might be due to the youth's peer pressure and desire to belong, identify with, and conform to the ideals. As a result, the school environment becomes a space where senior learners initiate new learners into the practice of gangsterism, which in turn negatively affects the socio-political climate in South Africa.

The complicated trend in South Africa further complicates the relationship a learner has with fellow group members and how this relates to the problematic institution of the family as the basic social unit in the country. Mushayi's study (2013:212) found that

many young orphaned learners head families in the study of emotional stability of learners at four schools in the Taledi area of North-West Province in South Africa. The study found that such learners are usually impulsive and are likely to engage in gangsterism as a way of coming to terms with the emotional deficiencies which their parents' absence causes in them at the domestic level. Given the prevalence of orphanhood, it is possible that gangsterism is entrenched in the cultures of many South African schools and may, in future, permeate the social fabric of South African society; this is because other learners run the risk of acquiring and internalising such harmful practices from the vulnerable orphans who are likely to engage in learner gangsterism.

As this study has outlined above, there is a need to help schools run better by improving how SMTs manage the problem of learner gangsterism to make learners have and enjoy a conducive environment for the activity of learning relating to how in which SMTs might be responsive to the root causes of the necessary coping mechanisms and to the management of learner gangsterism in schools where the problem already exists. Therefore, this calls for developing a framework within which schools might realise such solutions in the case of the selected school for the study, which would be in the form of clear procedures that SMTs can use to guide their attention to learner gangsterism in schools.

3.3 COMPONENTS FOR IMPROVING MANAGEMENT OF LEARNERS' GANGSTERISM

The current section of the study attempts to outline practical strategies and solutions that the SMTs in South African schools might use to negotiate the problem of learner gangsterism in the selected school. These strategies, as the study already stated above, depend on the physical environment and actual context of the selected school. These include actively involving all the relevant stakeholders, ensuring the growth of a democratic culture in how SMTs operate in the school, introducing limited forms of community policing within the school, strengthening extra-curricular activities, and, lastly, empowering the guidance and counselling department in the school. The subsections below discuss these strategies in detail.

3.3.1 Strengthening guidance and counselling

Guidance and counselling play significant roles in the day-to-day management of the school. The guidance and counselling department diagnoses the possible problems that learners face daily with the school community, such as learner gangsterism, and how the school might address the same. In this context, schools should strengthen the department's role in education, as Rollin (1990:6) found in the study of teacher-counsellors' role in secondary schools in Botswana. The guidance and counselling department is responsible for teaching learners the proper behaviour expected at school. It is a popular means through which teachers discipline the learners so that the school stays focussed on achieving its goals (Kibui, 2013:10). The DoE, therefore, is central to the effective running of the school.

Learner discipline is central to achieving learning objectives in all South African schools since it affects learners' readiness to absorb and synthesise educational content. In their study on the role of guidance and counselling in schools in Koibatek District in Kenya, Salgong, Ngumi, and Chege (2016:142) observed that guidance and counselling help inculcate and maintain a culture of discipline in the learners. My study needs to observe that attaining educational goals requires high levels of discipline on the part of the learners, which then creates an atmosphere conducive to learning. Further, the guidance and counselling department enhances discipline by acting as a bridge between possible perpetrators or victims of learner gangsterism and government institutions such as hospitals and the police (WHO, 2019:56). Schools, through SMTs, often liaise with the state institutions in cases of gangsterism that are more serious and are criminal.

Moreover, a robust guidance and counselling department makes it possible for the school, through the SMTs, to employ dialogue when dealing with cases of learner gangsterism. It is important to note that encouraging discussion between the school and the perpetrators and victims of learner gangsterism helps protect the rights of learners, as the study found on the impact of guidance and counselling in Swaziland high schools (Tumwine, 2014:43). A culture of dialogue also makes the learners speak honestly

about the natural causes of gangsterism in the contexts they live in. On the other hand, the practice makes the victims say more about their experiences as victims of the problem of learner gangsterism. In addition, dialogue helps guidance and counselling personnel to mediate between the perpetrators and the victims of learner gangsterism in cases that schools might consider to be less severe. Studies discovered this specifically in the importance and use of guidance and counselling as a strategy for addressing gangsterism in Jamaican schools (UNESCO, 2019:50), where the findings discovered that nurturing the practice of dialogue helps schools save time.

It is the role of the guidance and counselling department in schools to impart the dangers of learner gangsterism as a form of management support, ensuring that irrelevant activities do not distract the learners from their primary aim of acquiring knowledge at school. This critical function of counselling departments plays a role in the broad task of building the nation (Moolla, 2011:37). The counselling department in schools further equips learners with the necessary skills to employ in overcoming obstacles in their lives and taking control of their future specifically in the South African context (Kistnasamy, 2019:53-54), which is mainly because the atrocities of apartheid still reflect in the national social space, and affects learners' ability to cope with these challenges and learn at the same time.

Prior awareness of the learners about the dangers of gangsterism demotivates the learners from taking the path of violence. The role of teachers in the guidance and counselling department is to build the learners through positive reinforcement, constructive criticism, and guidance skills that clearly show learners the real dangers gangsterism poses to their lives (UN, 2016:21). Counsellors, therefore, play the role of foster parents to the learners in the context of the school. Further, they act as role models whose image the learners want to emulate as they grow up to become responsible members of the larger South African society.

3.3.2 Inclusion of Stakeholders

Some problems that hinder an effective response to learner gangsterism in schools are related to the failure of SMTs to include views and contributions from varied

stakeholders in education. Yet, these stakeholders might have first-hand experiences and views essential to the processes that ensure solutions to learner gangsterism in the school. Such views are important when schools establish pathways and goals that help solve learner gangsterism. James and McCallion (2013:13) note that school security is a complex system that requires managing the physical aspects of the school environment and the mental health of troubled learners in American schools and colleges. The involvement of the security section of the state and some forms of community policing within the school might be significant in extreme cases, such as physical violence and vandalism of school property in the case of learner gangsterism.

The inclusion of relevant stakeholders in the discussions of school management by the SMTs takes cognisance of the fact that learner gangsterism, like many other social malaises, has diverse causes and effects. In this case, involving different stakeholders, such as health professionals and the families of learners, would help diagnose the diverse causes and effects of the problem and how best the schools can mitigate them within an appropriate timeframe. SMTs' involvement of other stakeholders recognises the social background of most youth gangs, as Alleyne and Wood (2010:428) found out in their study of the psychological makeup of high school learner gangsters in Britain. Most of these have to do with disadvantaged backgrounds. Therefore, there is merit in the SMTs acknowledging the varied socio-economic factors that cause learner violence by listening to the voices of relevant stakeholders; this also means SMTs become responsive to other causative agents outside the school environment, which requires the contributions of other specialists in relevant fields.

However, there is also a need for SMTs to adopt broad-based approaches to learner gangsterism. These might go beyond the school context to include multiple settings such as social clubs, faith-based organisations, and the media for an effective outcome in combating learner gangsterism (NIDA, 2003:19). This integrated approach to addressing gangsterism draws from the premise that the damaging practice permeates the entire South African social fabric, and therefore addressing its challenges requires responses that rely on all the sections of society, and not necessarily only those that involve schools directly. This finding came out as an appropriate response to learner violence following the 2012 Sandy Hook Elementary School shootings in New York. The

broad approach is vital in that it ensures agencies that wield power and responsibility in the lives of the learners bring their influence to bear in finding solutions to the problem of gangsterism.

The broad strategy for solving the problem of learner gangsterism is crucial because it touches on the relationship between the learner and the entire society. In its study of the risk factors that expose the youth to gangsterism in Canada, findings suggest that limited attachment to the community is an essential contributor to gang violence since the youth feel alienated (NCPC, 2007:1). This ties to the fact that 31 per cent of all school shootings in the US are due to grievances outside the school (GAO, 2020:1). Moreover, involving the wider community has the effect of maximising the chances of solving the problem in other contexts should the solution that the school context offers prove ineffective or fail.

3.3.3 Inculcating democratic values

The existence of conservative approaches to the practice of school management is part of the reason challenges such as learner gangsterism persist in schools and complicate the work of SMTs. Maja (2016:32) notes that most SMTs have not adapted in tandem with the democratic atmosphere in South Africa today. Principals relate negatively with other members of the SMTs because the former adopt dictatorial tendencies that invite friction into school management by not being responsive to suggestions from the different stakeholders, which results in other stakeholders withdrawing because they feel unwanted and alienated from their important mandate of helping the principal manage the school.

Such conservative tendencies might prove ineffective because they tend to deny the existence of learner gangsterism and other forms of marginalisation in the school, as Demie and McLean (2017:29) note in the case of Black learners' under-achievement in England. The cited study ties Black learners' under-performance at school to varied historical and sociological reasons and perceptions embedded in British society, which are traceable to the period immediately after World War II. Thus, the current study seeks to acknowledge the prevalence of learner gangsterism in South African schools

and how the problem relates to certain undemocratic tendencies of SMTs. It also seeks other democratic strategies that might come in handy when SMTs adjust themselves to the challenge of learner gangsterism.

The need to seek the attention and contributions of relevant stakeholders, such as parents and the wider community, is related to injecting democratic principles into how SMTs address learner gangsterism in schools. Democracy is essential to the management of a school because it provides the stakeholders with a safe environment where they may express their thoughts on the issues that affect their lives and the lives of those who live around them, ensuring the wider community becomes part of the success or failure of the entire school management process for the benefit of the learners. Related to this, the critical study by Mlangeni (2018:37) lists several strategic areas that require attention in the work of SMTs in South African schools as an effective way of addressing the problem of learner gangsterism. Two of these are the need to include all stakeholders in the processes aimed at curbing learner gangsterism and, even more importantly, the crucial requirement that the school management treat all the stakeholders equally in the context of management. Only through this way can the stakeholders' views and interpretations of the problem of learner gangsterism impact policies on school management for the common good.

However, infusing and nurturing a democratic space and culture about learner gangsterism in the management of schools also implies that SMTs consider the views, perceptions, and feelings of the learners when the school management devises strategies to address the problem. Ultimately, it is the learners whom the proper strategies are meant to serve, and therefore, whatever approaches the SMTs adopt impacts their lives directly. It is in this context that schools should encourage such aspects of community policing, as well as parental involvement through the love shown to learners (Mlangeni, 2018:37). This is so primarily because learners spend more time at home than they do at school. Therefore, any successful approach to addressing the problems they encounter must consider the actual environment where they spend more time. Parents wield significant natural power over their children, and schools can harness such parental advice and use it effectively to manage learner gangsterism in palatable ways.

The critical role that the more prominent family plays in the growth and development of a child is the last of the five strategies that Mlangeni (2018:37) suggests for effectively managing the problem of learner gangsterism in schools. One would argue that SMTs should encourage the wider family to play a role in the lives of younger members of school-going age since learners depend on the social context of the whole family for guidance and support. Learner gangsters generally have, apart from their parents, specific members of their families to whom they are likely to listen. These might be the immediate or even the extended family. It might be a democratic strategy for SMTs to take advantage of these family members' views and use them to enrich SMTs' understanding of the origins of gangsterism and for school managers to take these into account when seeking solutions to the problem.

The involvement of the above familial links in discussions on learner gangsterism, therefore, might play an important role in expanding the democratic space in school management of gangsterism. They ensure the growth and nurture of a democratic culture in how schools, through the SMTs, tackle gangsterism in the educational context by encouraging the practice of listening to diverse voices, which ensures efficiency in how SMTs run schools (Mlangeni, 2018:39). Taken together, these five broad strategies contribute towards creating a holistic and democratic school perception of the values and expectations that go into addressing the different challenges in the school environment (Brookshire, 2016:13). They also ensure that the SMTs maintain an open-minded approach to managing the school.

3.3.4 Encouraging community monitoring praxes

Schools in South Africa might also use the strategy of community policing as an effective method for addressing the challenges that arise from the prevalence of learner gangsterism in South African schools. Community policing puts the overall responsibility of security on the shoulders of the whole community that lives in a particular locality so that everyone ensures everyone else's safety, which is particularly relevant to the more overt forms of criminality gangsterism inflicts on the other learners, such as actual violence and vandalism – specifically so in the case of the Province of Western Cape,

which is the most affected by social unrest and learner gangsterism (RSA, 2017:150). In this case, therefore, learners, teachers, and the SMTs can act as a link between the school and state authorities by reporting and handing actions over to the authorities that are in direct contravention of state laws and regulations, such as violence and physical harm, including cases of rape.

There is a sense in which prevalent gangsterism, whether in or outside the school environment, has a lasting influence on how learners interact during their regular days at school; this is particularly important in that the UN (2016:10) notes that the school environment is both a space where children might be victims of violence, but also where violent school culture and experiences teach children how to be violent towards others in their adult future meaning that violence that occurs at school determines the kind of society the whole country will have in future. Therefore, there is a need to insert measures that disrupt the links which pass the communication of violent culture to other learners. Community policing ensures that learner gangsterism does not become a culture that society communicates to different sections of the national society outside the school.

Different studies exist which engage with the challenges that learner gangsterism poses to the broader society in general, but specifically to how SMTs manage schools in South Africa. According to the findings by the international body Amnesty International (2020:52), the historical context of apartheid in South Africa is primarily to blame for systemic imbalances which arise from poor sanitation and performance in schools in formerly segregated areas. Moreover, poor performance has a direct relationship with learner gangsterism in the country because it forces those who underperform to seek other methods of self-expression. There are unintended contributors to the atmosphere of violence in the national space. These are about the fact that South Africa attracts many African immigrants. Conservative South African immigration policies which bar undocumented learners from accessing education possibly add to the prevalence of violence in schools (UNESCO, 2019:80). Community policing should also act as an alternative strategy that the SMTs use to mitigate the problem of learners returning to neighbourhoods impacted by young offenders whom educational policies have denied access to education.

3.3.5 Promoting extra-curricular activities

Extra-curricular activities are important mediating factors in how SMTs can address the problem of learner gangsterism. These are activities that the school management conducts with the supervision of the school. Still, learners engage in activities outside of ordinary classroom time and are not part of the curriculum (Bartkus, Nemelka & Gardner, 2012:698). Therefore, educators and the school play an important role in ensuring that extra-curricular activities supplement the broad aims of the curriculum. In this regard, extra-curricular activities form an integral part of the strategies that the SMTs need to implement to address learner gangsterism because, in the study of poor learner safety at township schools in North-west Province, one of the findings is that the principals need to strengthen the school capacity for extra-curricular activities since this play the role of engaging the learners so that they do not take part in harmful activities such as gangsterism (Tshatshu, 2016:301-302). These activities can turn bad learners into good ones and salvage their futures by making them responsible members of the national society.

Extra-curricular activities are also important in strengthening the learners' individual identities and self-perceptions emerging from the study of the management of extracurricular programmes in selected inner-city secondary schools in South Africa, where Sonterblum (2018) explains that most extracurricular activities are essential at school because physical exercise produces a positive impact on the psychological and physical health of the learners across all spheres of engagement. Both aspects of health may directly affect academic performance, which is particularly important because mental and physical health are central to good performance at school because they determine performance. There is no gain in their relevance to the South African context.

Moreover, extra-curricular activities help SMTs manage schools by laying the foundation necessary for a productive mental disposition, which helps learners make the most out of school. The correct disposition for learners makes them concentrate solely on their lives as learners and on their responsibilities as prospective leaders for

the national collective of South Africa. In the study by Adeyemo (2010:114), the relationship between different extra-curricular activities and learners' performance in Nigerian secondary schools shows that such activities are essential in building a learner's psychological make-up, which serves learners throughout and beyond their academic lives. The above study indicates that extra-curricular activities enhance the learners' positive social and academic self-concept, nurturing the self-confidence necessary for academic achievement and life outside the school.

Extra-curricular activities are suitable for academic performance and offer alternative career channels for weak learners to prosper in the areas where they are naturally strong. Atoyebi (2012:239), in the study of human rights and life skills in Kenyan schools, notes that it is also during learners' engagement in extra-curricular activities at school that learners acquire some of the skills they will apply in their future careers as adult human beings and citizens. This is particularly so because learners who face academic performance difficulties will likely take advantage of extracurricular opportunities to help them find a niche in their future career paths as athletes from where they earn. Extra-curricular activities, therefore, become a space where learners compensate for their possible shortcomings in the classroom. In the study of the role of club membership on learners' self-concept in Japan, Blackwood and Friedman (2015:261) explain that extra-curricular activities offer future employment opportunities for learners who excel in games and sports.

3.3.6 Creating Awareness of learner gangsterism

There is a need for SMTs to intensify awareness through regular education on the specific adverse effects of the learners engaging in learner gangsterism. Raising learner awareness of the negative consequences and long-term impact of learner gangsterism forewarns and discourages possible involvement in the practice. One of the studies of learner gangsterism at different secondary schools in the Capricorn District of Limpopo Province in South Africa suggests that creating awareness about the negative influence the practice has on the attainment of educational goals tends to reduce the prevalence of gangsterism (Petso, 2021). Such education would include enlightening the learners

about the negative impact gangsterism have on other learners and on their own general class performance and in society.

The preceding is essential because the study on the prevalence and effects of bullying at a rural school in the Eastern Cape Province of South Africa shows that 48 per cent of the learners felt gangsterism interfered with their ability to learn and absorb what the educators taught in class (Ndebele & Msiza, 2014:121). The abovementioned study further outlined that constant bullying disrupted the learners' concentration in class work and made them concentrate less during other co-curricular activities. Many learners who focus less on classwork are likely to register or experience low motivation for academic achievement and might, therefore, perform poorly in classwork at school. This effect of learner gangsterism might present significant challenges to how SMTs manage the school for the benefit of learners.

Creating awareness about gangsterism also means incorporating other stakeholders in the school, such as teachers, parents, other relevant government institutions, and the wider community whose existence depends on the learner's behaviour. The awareness would make it possible for teachers to be acquainted with the causes and effects of gangsterism and diagnose and address the same in the learners. The study on bullying in Nigerian secondary schools shows that teacher's attitudes towards gangsterism, in general, and towards bullying play an essential role in how SMTs address the problem in schools (Fareo, 2015:439). The involvement of teachers in gangsterism is crucial because a lot of gangsterism happens at school and in class, and these are places where teachers remain in contact with the learners. Further studies on gangsterism in Nigerian schools show that teachers themselves are sometimes the victims of learner gangsterism (Omoniyi, 2013:72), and it is therefore important to arm them beforehand with knowledge about the practice.

The intention to create awareness should also include parents and the broader community because gangsterism affects society at large and the immediate community with which the school associates itself. Sensitising parents and guardians and the wider society about learner gangsterism ensures that parents develop effective strategies and understanding of their children, be they victims or perpetrators of gangsterism. Parents

play a more central role since they are in constant contact with their children, who are the learners, during out-of-school hours and on the holidays. The study on gangsterism in Kenyan schools shows this is more so in cases where parents need to respond to psycho-social problems that their children suffer because of learner gangsterism (Ochura, 2014:126). Parents who lack the psycho-social competence to respond to their children's situations arising from learner gangsterism might impede addressing gangsterism in schools. Their ignorance worsens the problem by their being unable to diagnose and alleviate their children's psychological complications.

3.4 CONDITIONS CONDUCIVE FOR SMTs MANAGEMENT OF LEARNER GANGSTERISM

The previous section discussed possible activities that may help improve how SMTs manage the problem of learner gangsterism in schools. The current section seeks to identify the specific features that match each activity suggested in the previous section. Whether the current proposed framework will succeed depends on a cooperative relationship between the entities that assist SMTs in managing learner gangsterism.

3.4.1 Psycho-social Support

Studies in South African schools, specifically in Western Cape Province, show that counselling is a significant manner through which schools might help learners cope with the psychological challenges that arise out of gangsterism (Hlatshwayo, 2018:21). Learners generally have confidence in the importance of counselling in mitigating the adverse effects of gang violence in as far as the problem affects their daily lives at school, showing that the SMTs might take advantage of learners' trust in guidance and counselling to use the same as a strategy for addressing gangsterism.

In this context, MacMaster (2010:263) sees counselling as a remedy that might work well against learner gangsterism, even in non-school contexts such as churches, mosques, and other social spaces that learners frequent during leisure time. He observes this is the case because those whose lives gangsterism affects do not all live

entirely in the school compound, but their lives go on even outside the school. As a result, the best strategy adopts an integrated approach to the learner's life. Further, according to Mlangeni (2018:133), there is a need for different kinds of counselling to address the psychological problems that accompany learner gangsterism since these problems affect those who live with learners outside the school. Studies recommend that trauma counselling, peer counselling and human rights education are essential in relieving stress in the victims and perpetrators of learner gangsterism, as they do those with whom such learners live outside the school.

The second condition that necessitates the strengthening of guidance and counselling departments as a way of addressing gangsterism has to do with the unavailability of qualified personnel. Inadequate personnel means few people might handle the problem of gangsterism in South African schools. There seems to be insufficient counselling professionals in South Africa, making it important for the country to train more. In Eastern Cape Province, schools have not tackled learner gangsterism effectively due to the problem of the non-availability of guidance and counselling specialists (Nzeleni, 2015:65). The other complication which causes a problem everywhere on the African Continent is the negative attitude that educators, learners and support staff have towards the efficacy of guidance and counselling in general (Okumu, 2011:118). Therefore, training the required personnel should go hand in hand with deploying such staff to school guidance and counselling departments to cater to learners' varied needs.

The Department of Guidance and Counselling is supposed to play an important role in the lives of learners when choosing careers and addressing psychological problems that affect the learners. The first challenge to guidance and counselling is the absence of active departments, which might help complement the role of a school as a place for learning. In the study of challenges of the South African school system, Mouton, Louw, and Strydom (2013:39) explained that many schools lack a fully functional facility to help deal with situations that require counselling even though guidance and counselling is a significant strategy for ensuring school safety from the effects of violence such as the study on the prevalence of gangsterism in schools in Lejweleputsa District in South Africa discovered (Hlatshwayo, 2018:39). The absence of the guidance and counselling

department in schools means that SMTs are unable to adequately respond to the varied challenges that learner gangsterism presents to the process of learning.

The second threat to the operation of the guidance and counselling department is the lack of qualified educator counsellors who can handle learner gangsterism and its effects. In the study to identify strategies to curb learner gangsterism in selected South African schools, Mlangeni (2018:53) notes that the qualification of counsellors is important and that most schools in Nigeria employ competent staff to guide victims and perpetrators of gangsterism. Moreover, Nzeleni (2015:13), on providing guidance and counselling services in the Transkei sub-region of the Eastern Cape, shows that due to unqualified staff, schools sometimes must refer learners for specialised treatment. Therefore, the fact that many schools refer learners to other specialists outside the school means schools lack the expertise to address some of the challenges learners experience due to gangsterism, presenting a threat to the SMTs' ability to use guidance and counselling as a strategy to solve learner gangsterism in schools.

Learners' attitudes towards guidance and counselling might act as a barrier to the SMTs' use of the counselling department to address learner gangsterism, which arises in cases where female educators have the responsibility of mainly counselling male perpetrators or victims of gangsterism in the school. These male gangsters generally operate on a prejudiced perception that views the female gender as inferior to the male gender. In the study on the experiences of gangsterism at high schools in Hanover Park in Western Cape Province in South Africa, Magidi (2018:80) observes that gang members have a profoundly patriarchal notion of gender difference, which encourages male dominance. As a result, it becomes difficult for such gang members to listen to female counsellors who might want to guide them, which tends to threaten the operation of the guidance and counselling department at schools and affects the success of SMTs in managing learner gangsterism in South African schools.

3.4.2 Holistic Framework

Learner gangsterism is a systemic problem that requires the contributions of various stakeholders to solve in South African schools. Seeking the involvement of broad

stakeholders is essential in that it inculcates a democratic culture in the SMTs' management of schools and ensures efficient communication between relevant stakeholders about learner gangsterism (Mlangeni, 2018:58). The above-cited study notes that lack of a democratic space in which stakeholders of the school can air their views freely is one of the many challenges schools face in their attempt to curb learner gangsterism in South African schools, such as in the study of stakeholder input in Nkalanga Education District in South Africa (Mohapi, 2014:273). Therefore, the precondition here is the acceptance of school principals and the SMTs that the engagement of stakeholders such as churches, the police, and the wider community would form an essential aspect of the fight against learner gangsterism.

The involvement of stakeholders in school issues also ensures that SMTs access all possible solutions to the problem of learner gangsterism because solutions to educational issues work better if they are arrived at through consultative and cooperative processes which mobilise the whole society towards a single shared goal of curbing violence in schools (WHO, 2019:3). A case in point is where the school would perhaps involve the police in criminal acts such as sexual violence by learners. The study by Ngidi (2018:20) at Peri-Urban schools in Umlazi Durban found that severe cases of assault and fighting mean schools must involve the police in their efforts to fight learner gangsterism in the school environment.

About learner violence in Lesotho schools, studies suggest that gangsterism has a sociological context, which also means that addressing it implies involving all the stakeholders in the education sector (Ngakane, Muthukrishna & Ngcobo, 2012:39). Further, a study in Tanzanian schools on what quality of education means found that it encompasses complex qualitative and quantitative aspects whose solutions become available only when all the stakeholders suggest solutions (Telli, 2013:4). Involving stakeholders, therefore, relies on the assumption that SMTs recognise the complex contributory factors to learner gangsterism, and accept the reality that tackling school violence must involve other stakeholders who come into constant contact with learners outside the school environment.

Different stakeholders have a role to play in the effective running and performance of a school, such as the roles parents, educators, learners, the community, and the government play concerning the maintenance of school discipline. Learner gangsterism is an aspect of indiscipline in schools, and therefore, SMTs are obligated to involve the above stakeholders in crafting strategies that address gangsterism. A study on the impact of ill-discipline on the performance of Grade 9 learners at Nghonyama High School in Limpopo Province, South Africa, shows that 46% of learners were positive that enhanced school involvement of relevant stakeholders was likely to improve the state of discipline in schools (Masingi, 2017:60). The high percentage in this study might be instructive to the work of SMTs. It could imply that the selected school did not involve such stakeholders, which might be relevant to other schools in South Africa.

A further threat to the effective inclusion of relevant stakeholders such as educators, parents, and the School Governing Body (SGB) in running schools is a lack of coordination from the relevant ministry. Lack of ministry coordination means that the bodies involved with school management do not work in tandem with the schools, and their approach to learner gangsterism and other forms of indiscipline is haphazard, reactionary, and scattered. Monare's (2013:55) study on the management of indiscipline in the Bojanala region of North-West Province, South Africa, is relevant here. The research recommends that the Department of Basic Education (DBE) support educators and SMTs to ensure teachers apply rules equally and fairly to all learners to counter learner indiscipline because learners respect rules when they see the school apply them fairly.

The absence of coordination and support from the DBE represents a challenge to the inclusion of stakeholders in tackling learner gangsterism in many South African schools. It complicates the work of stakeholders and makes it hard for the varied stakeholders to collaborate in how they come up with agreeable solutions to learner violence (UNESCO, 2019:3) in schools where the scourge exists, which also interferes with how the stakeholders that assist SMTs in running the school report such cases to relevant authorities whenever these occur in and out of school. As a result, the authorities themselves respond to these reports in an uncoordinated way. The threat, therefore, disorganises the work of the SMTs because it blurs the clear lines of action regarding

issues of responsibility and accountability (Burton & Leoschut, 2013:105). Therefore, the role of the DoE is to offer support to SMTs to assist these bodies in addressing gangsterism.

3.4.3 Robust Extra-curricular Activities

Extra-curricular activities play an essential role in managing learner gangsterism because these act as alternative modes of expression for learners who may not be strong in the classroom. The study on learner gangsterism in American schools found that extra-curricular activities helped many learners socialise in ways that boost their self-esteem and self-worth (U.S. Department of Justice, 2010:14). Self-esteem is essential in building a sense of personal identity, which helps better the chances for positive academic performance that all schools expect of their learners. Further, the school can provide sports facilities for the surrounding community to use to seek the community's cooperation in fighting learner gangsterism (WHO, 2019:56). This influences the community to cooperate with and have a positive image of the school.

One of the conditions necessary for strengthening extra-curricular activities is the availability of recreational activities such as sports facilities in the school. The study by Ncontsa and Shumba (2013:9) found that 65% of learner respondents felt that South African schools lack sports facilities that cater to the recreational needs of the learners. In this context, there are studies which suggest that sharing limited sports facilities between neighbouring schools is one of the ways through which South Africa might strengthen the role of sports for better realisation of learning. This, in turn, will encourage the sharing of ideas between schools, as well as be a way of addressing other harmful activities that expose learners to gangsterism in the school environment. The study by Omisore, Omisore, Adelekan, Afolabi, Olajide, Arije and Agunbiade (2012:81) suggests that school connectedness limits the chances of the prevalence of learner violence in Nigerian schools.

Allocating time for co-curricular activities is also a precondition that enhances learners' participation. SMTs should ensure that learners adhere to the role of game time in the school timetable and participate in the activities to discover their potential as human

beings, which also helps learners exploit their talent in productive ways. The comparative study by Unterhalter, North, Karlsson, Onsongo and Makinda (2008:13) between Kenya and South Africa on the relationship between gender, poverty, and education suggests that liberalising the school calendar also means schools should stress participation in extra-curricular activities by all genders as the South African case does.

Extra-curricular activities play an important role in the lives of learners since learners are the main stakeholders in the school (Mlangeni, 2018:63). Therefore, expanding the capacity of schools to engage in such activities benefits the learners. However, extra-curricular activities themselves expose learners who participate in them to certain risks, which are primarily about learners' involvement in drug abuse and other forms of indiscipline, such as dangerous sexual misbehaviour. The study by De Wet, Odimegwu and Muloiwa (2018:9) on the engagement of learners between the ages of 12-22 with extra-curricular activities in South African schools found that there is a correlation between learner participation in sports and their involvement in dangerous sexual behaviour which interferes with their performance in class. This, therefore, points to a threat to the expansion of extra-curricular activities as a possible remedy for learner gangsterism, which all stakeholders should remain aware of and mitigate for the benefit of learners.

Inadequate facilities in the school are another threat to the SMTs' use of extra-curricular activities to address learner gangsterism, especially in rural areas. Schools require facilities such as fields, qualified staff, and other equipment for learners to use while they engage in extra-curricular events. However, the study by Du Plessis and Mestry (2019:4) on rural South African schools in the White River area in Mpumalanga Province found that there was government neglect of rural schools, which are in a deplorable state in terms of staff and extra-curricular activities. Moreover, different studies on the factors contributing to effective learning in a disadvantaged community in the Western Cape Province found that inadequate school facilities always affect learners' performance in that area (Potberg, 2014:39-40). Inadequate facilities, therefore, limit the extent to which SMTs can use extra-curricular events as an alternative strategy for addressing the causative factors of learner gangsterism.

Poverty in South Africa is also related to inadequate school facilities and how this threatens equal or balanced participation of learners in extracurricular activities that schools offer. The extent of racialised poverty in South Africa is such that “Black South African households earn on average less than 20 per cent of white households whilst nearly half of the black population is considered to be below the poverty line compared to less than 1% of the white community” (Amnesty International, 2020:7). This brings in the issue of class and how the same affects learning. The state of poverty is interesting because Black people comprise most of the national population. Therefore, rampant poverty impedes the work of the SMTs and makes learners unable to afford or access the facilities they need to participate in extra-curricular activities, which schools do not provide. The lack of facilities and sports equipment, such as game kits, creates low morale for the learners who might want to participate. Therefore, it is hard for SMTs to encourage learners to engage in extra-curricular activities in the school.

3.4.4 Effective Policing

Community policing forms an essential aspect of how South African schools, through the SMTs, address the problem of learner gangsterism. Most scholars broadly define community policing as a practice where all the stakeholders of a given community unite using crime prevention strategies that decrease crime in the community (Nyanya, 2017:89). According to Tshatshu (2016:190), in the study of strategies to deal with poor learner safety at township schools in Northwest province, there needs to exist a spirit of co-operation between the bodies that carry out community policing at school and the South African Police Services (SAPS); this, therefore, means that the existence of a working spirit between the SMTs and the SAPS is an essential precondition for the strengthening of community policing as a way of addressing learner gangsterism in school.

The second precondition for effective community policing is an awareness of school rules and regulations for the learners. Only when the learners are aware of the school code of conduct may it become possible for them to report when they see learners breaking the rules. In the study of learners’ experience of violence in Lesotho schools,

the findings observe that learners also need to see school rules and regulations as being transparent and fair, which enhances their faith in the school (Ngakane et al., 2012:40). When the rules against gangsterism are clear, the learners will not have a chance to claim that they were unaware of the existence of such regulations. Further, other learners will notice easily when others break such rules in and outside the school. Moreover, fairness makes the learners feel a sense of belonging, a necessary ingredient for obedience to rules and regulations in society (Du Toit-Brits, 2022:59). Consequently, learners view the school as protective of their general interests. They strive to identify with and obey school rules as best they can.

The other precondition that needs to exist for community policing to act as an effective strategy for addressing learner gangsterism is the learners' general awareness that policing enhances their safety and secures the future of the broad society, which is particularly important due to the general learner perception in South African schools that the presence of the police is a hindrance to their freedom and enjoyment of the education process, as Magidi (2014:99) found out in the study of violence amongst high school learners in Hanover Park, Western Cape. Despite the preceding perception, the educators, on the other hand, see community policing as a central player in the management of learner behaviour for better academic achievement and for the benefit of the larger society, which learner gangsterism often affects (Monare, 2013:41). Raising awareness amongst learners of the importance of policing bridges the gap between learners and the school, and eases the work of the SMTs towards addressing gangsterism.

Policing might be a helpful strategy for combatting gangsterism because it involves the idea of all stakeholders being watchful over society. The implementation of community policing, characterized by a visible police presence among the public, plays a crucial role in South African society by closing the gaps that facilitate the occurrence of gangsterism (Nyanya, 2017:55). This might be crucial both within the confines of the school boundary and outside the school environment. Visible policing, as an aspect of policing, is essential because it is a deterrent to learners who might want to engage in gangsterism whenever they detect police absence. However, a significant threat to the practice of community policing in South African schools comes from the authoritarian

culture of school principals who may be reluctant to involve the entire community in the running of the school (Griggs, 2002:16). SMTS need to receive enough training on the need to involve the broader community in addressing the problem of learner gangsterism, for only such a multi-faceted approach might help realise gains.

Apathy towards policing is another threat to the use of community policing in fighting learner gangsterism. The study on the general impact of community on gang violence in primarily Black neighbourhoods in the United States shows that African Americans do not cooperate with the police because they have a negative attitude towards them (Katz & Webb, 2004:434), which may be because African-Americans retain negative memories of the police due to slavery. In the context of South Africa, this may be due to the general experience of the South African society with policing in the historical context of apartheid. Indeed, the study on the expertise of gangsterism by a non-gang-affiliated high school in Hanover-Park, Western Cape Province, shows that learners lack faith in the SAPS (Magidi, 2014:101). They see the police as a nuisance, not a body that helps ensure their safety in and outside the school. The government would have to clearly explain to learners and the community at large to begin viewing the police as helpful members of their communities.

An inefficient and overstretched police force may also make it hard for community policing to work effectively in South African schools. The study on the involvement of male learners in gangsterism at high schools in Khayelitsha, Western Cape Province, found that the community felt the police did not contribute enough towards the fight against gang violence (Gxubane & Mguzulwa, 2019:277). Indeed, the police were happy to watch as gang members fought against one another over territorial issues. Moreover, the study on gang violence in youth gang violence at schools in Lejweleputswa District suggests that there might be a collusion between learner gang members and the SAPS (Hlatshwayo, 2018:101). In this case, weapons that the principals and the police had confiscated found their way back into the schools. It might be, therefore, necessary to train an efficient and professional police force that recognises the danger of learner violence in schools.

3.4.5 Democratic Values

Democracy is an integral part of an efficient management strategy since it allows leaders to listen to the voices of the people they lead. It is, therefore, a good decision-making strategy (Naidoo, Mncube & Potokri, 2015:319). In the school context, democratic culture in the SMT ensures that the school leadership adopts mechanisms that allow the learners and other stakeholders to express their views without fear of victimisation; this is crucial for learners, who become disobedient when they detect authoritarianism. Nurturing a democratic culture in the SMTs ensures that school leadership is learner-oriented. It is a good strategy that encourages efficient communication between the SMTs and the learners about fighting learner gangsterism (Burton & Leoschut, 2013:108). Through democratic leadership in the school, the SMTs can access relevant information about why learners engage in gangsterism and how the school might address such causes of learner violence because the learners can open up about the underlying causes of their involvement in gangsterism.

South African schools need to teach all the learners about the practical and theoretical aspects of democracy for a democratic culture to survive, which is important because there is a likelihood of the learners misinterpreting their rights to freedom of expression if the SMTs do not adequately inform the learners of the limits and responsibility that come with democratic leadership in the school. Learners play an essential role in realizing effective outcomes which schools achieve through democratic leadership (De Villiers & Pretorius, 2011:574). Therefore, schools must teach the learners how best to play their role under democratic governance in the school environment. Putting learners at the centre is an aspect of cultural transformation in educational management, which is necessary for learning to occur in a conducive environment (Khalifa, Gooden & Davis, 2016:1273). Learners who know the boundaries of their freedoms in the school context appreciate the same in the broader national context and are, therefore, likely to practise responsible citizenship.

Moreover, SMTs, educators, and parents must adopt an open mind as a pre-condition for a democratic culture and a strategy for addressing student gangsterism in the school. This is important because African culture generally does not listen to children's

points of view. The school environment may be worse because learners are under the watchful eyes of SMTs, educators and parents, all of whom are older, making it hard for the learners to explain their part of the story about the causes of gangsterism and undermine their democratic rights as enshrined in the South African Constitution (DBE, 2012:3), which guarantees freedom of expression to all South African citizens irrespective of age. Therefore, the SMTs, educators, parents, and the community would have to change their cultural worldview and listen to the learners' perceptions about the problems of gangsterism.

A democratic environment needs to exist in the school for effective learning. A democratic space also ensures the learning process occurs within a spontaneous context where learners speak about what they think about issues affecting their lives. However, the prevalence of poverty in South Africa is the first obstacle that SMTs might face in attempting to institutionalise a democratic atmosphere in solving the problem of learner gangsterism. This is because poverty has a negative effect on the attainment of democratic values, as the findings of Dos Reis' (2007:9-10) study show in the analysis of the influence of gangsterism on the morale of educators in the Cape Flats, Western Cape. Poor people are often more concerned with their immediate needs, such as food and shelter, and might not have the luxury to uphold abstract principles that do not meet their basic needs.

The link between poverty, gangsterism, and how a combination of these might be a threat to the work of SMTs in institutionalising a democratic culture in South Africa comes out in studies on the kind of life people live in South African townships. Some studies show that unemployment and poverty in South African townships are responsible for fuelling gangsterism since poverty makes people disregard rules (Daniels & Adams, 2010:47). People tend to care more about their own needs when they are poor and become less concerned about the lives of others. Yet, the idea of democracy revolves around how people relate as a collective group. Similarly, learners from poor backgrounds might disregard a democratic culture in the school, disobey rules and engage in gangsterism because the poor backgrounds they leave at home breed unconscious selfishness in them, jeopardising the growth of a democratic space, which might help address learner gangsterism.

On the other hand, learners from privileged backgrounds might use the democratic argument to engage in gangsterism and impinge on the rights of their less privileged peers. The study by Meyer (2005:18) on violence in South African secondary schools identifies a link between school indiscipline and democracy. In this case, learners might feel that school rules and regulations go against their rights and freedoms as democratic beings, even when they are in the wrong. Such rogue learners go to the extent of victimising others who perform better than they do. This also links to the conservative nature of many school principals, as the study observed above, who might not want other stakeholders to take part in the management of the school.

3.4.6 Creating Awareness

The ability of schools to raise awareness of the adverse effects of learner gangsterism on class performance is dependent upon the existence of certain factors. These include the availability of time, facilities, and the relevance of the school syllabus to addressing learner gangsterism. The study on learner gangsterism at schools in New York State shows that schools have limited time during which to address problems outside the normal functions of the school as a space for acquiring knowledge, such as issues related to learner gangsterism (SEDL, 2011:17). One of the conditions for creating awareness would therefore be the school's ability to make time for liaising with other stakeholders on learner gangsterism. Creating time to address learner gangsterism means SMTs become responsive to the tight schedules within which other stakeholders, such as parents, who might be formally employed, and the teachers, who have lessons to attend to, operate. When SMTs respect the time and views of other stakeholders, the stakeholders feel valued as constructive members of the school community.

The existence of facilities where schools might carry out awareness discussions is an important precondition for sensitising the community about learner gangsterism for the benefit of the learners. The study on improving the quality of learning in British schools shows that school resources and other facilities where SMTs enhance contact between learners and parents play an important role in addressing problems such as drug abuse and gangsterism (DBE, 2010:91). SMTs must, therefore ensure that facilities such as

school halls exist, where they may hold regular meetings with learners, educators, and parents. The study on the negative impacts of organised crime in West African countries also suggests that such facilities act as safe places where the school can train stakeholders on how to respond to learner gangsterism (Friedrich Ebert Stiftung, 2013:72). The presence of relevant facilities, therefore, are the primary condition for enhancing important contact between the school and other stakeholders.

The school syllabus should also be comprehensive and relevant to the school's needs in addressing gangsterism. It should help complement SMTs' efforts to combat learner gangsterism. This, in effect, widens the scope of the fight against learner gangsterism in schools and lessens the chances of the perpetrators of the violence not encountering the guidance necessary for teaching them about the dangers of gangsterism. The syllabus should, as a precondition for creating awareness amongst the learners, highlight the dangers of involvement in gangsterism, such as criminal conviction in cases such as physical violence and other serious crimes that the learners might want to engage in. The study on the prevalence of learner gangsterism at secondary schools in Osun State in Nigeria shows that the education system achieves more when the government includes preventive measures against gangsterism in the school syllabus (Omisore et al., 2012:85). This ensures the learners arm themselves with knowledge relevant to gangsterism.

Creating awareness of gangsterism's harm and adverse effects on the lives of learners and educators is the key to fighting and addressing the problem in schools Dos Reis (2007:26). Schools may create awareness by involving parents and the community. Still, the most essential form of awareness should engage the learners themselves since they are directly involved in gangsterism. The study on gang violence in US schools notes that solving the problem of learner violence must start with identifying, documenting, and creating awareness about the problem in schools (NGC, 2019:3). This would be the right way for SMTs, parents, and for the community in general to understand the nature and effects of learner gangsterism on society. A good understanding of the problem enhances a collaborative approach that involves other state institutions outside the school, such as national security agencies.

The first threat to creating awareness in the school, therefore, is communication of the existence of learner gangsterism through the SMTs themselves. In the study of learners' experience of gang violence at schools in Lejweleputswa District, Hlatshwayo (2018:68) found that there is always a gap between the actual occurrences of gang violence in schools and how schools, through SMTs, make learners and parents aware of the same. Ineffective communication distorts the actual extent of the problem. The negative impact of gangsterism makes learners and the community see gangsterism as being less of a problem than it is.

Stigma and peer pressure hinder the creation of awareness of the dangers of learner gangsterism. SMTs stigmatising learners makes it hard for such learners to reform into acceptable members of the school society. Similarly, peer pressure and the desire to belong burden many young learners. The study by Magidi (2014:6) on learner violence at schools in Hanover-Park, Western Cape, found that adolescent learners between 10-19 years feel a strong desire for peer approval, which tempts them to try dangerous feats such as gangsterism. While learners who are stigmatised as being violent may choose to continue with gangsterism, those who suffer from peer pressure and stigma may stick with gangsterism as a way of creating their own identity within the school, limiting the school's ability to create awareness of the dangers of learner gangsterism.

3.5 BEST PRACTICES OF SMTs IN HANDLING LEARNERS GANGSTERISM

3.5.1 Supremacy to the role of family and school

Botswana leads in this regard by giving centrality to the role of the family and school curriculum strategies in educating learners on crime prevention and the dangers of gangsterism (Matlakele & Erasmus, 2018:386). The Ministry of Education has therefore made crime prevention an examinable aspect of the school curriculum which learners sit at the end of the year. This also ensures classes are small enough for the teachers to manage since "overcrowded classes are difficult to control and this impacts negatively on the academic performance of learners" (Ncontsa & Shumba, 2013:12).

The Botswana government also stresses the role of the family in addressing learner gangsterism. Still, it does this within a holistic context that incorporates the efforts of other critical societal players. Schools have strategies that encourage parents to be more involved in the issues that affect their children through “attending school open days, registration and report collections” (Thebenyane, 2014:125). Further, a study by Balogi (2004:85) recognises the pressures that the family faces as the basic social unit and advises that “if families are to continue to play a pivotal role in community policing, then their capacity to withstand the enormous challenges emanating from the social structure of the parent society needs to be strengthened.” The parent society refers to the broader national fabric. It points out the need for aspects such as the media and the role of poverty and unemployment in exposing learners to a criminal mindset.

Another aspect of practical approaches to addressing learner gangsterism in Botswanan schools involves the entrenchment of a democratic environment where learners participate in solving some indiscipline cases. Mgomezulu (2004:65) opines that “it is believed that when the learners feel that the school managers are transparent in their dealings and honest in how they involve the learners, indiscipline cases should decrease.” In this way, learners see that the school acknowledges them as being part of finding solutions to the problems that face the school and, hence, makes them share the responsibility of school management.

3.5.2 Constructive punishment

Idowu (2014:123) notes that “... of every ten boys, six belong to a gang or are being affected by gang operations” in Nigeria. The fact that Nigeria continues to exist as a country with functioning schools and other learning institutions points to possibilities that it has in place specific effective measures that help the country deal with learner gangsterism. Indeed, education and specific countermeasure activities are important in making schools worldwide safe for learners (WHO, 2019:2).

Constructive punishment affects how schools deal with gangsterism in Nigeria. A study by Adeniyi and Jinadu (2021) on tackling learner gangsterism in Osun State, Nigeria, notes that immediate suspension accounts for part of the reason the learner

gangsterism rate is low in the State. The study notes that in one case, “twenty-four students in the school were suspended indefinitely for alleged immoral, cult activities and disruption of the academic programme in the school” (Adeniyi & Jinadu, 2021:172). Furthermore, Nigerian law controversially allows only the headteacher to administer corporal punishment sparingly (Nene, 2013:15). We might argue that a combination of alternative measures to corporal discipline has a bearing on the low rate of learner gangsterism in Nigerian schools.

Responsive legislation and psycho-social support are also crucial in the fight against learner gangsterism in Nigeria because measures that help the school to accept back the learner determine whether the school will fully reintegrate the learner gangster. In Nigeria, Ngidi (2018:21) observes that “schools have increasingly turned to school counsellors and other helping professionals in the school for leadership and help with establishing policies regarding safety.” This happens within the context of relevant legislation that cushions how counsellors operate. Hence, Nigeria founded the draft National Strategic Framework on Violence-Free Basic Education in 2007, and it “presents strategies and implementation activities including a vision for a violence-free school, adequate counselling, creating capacity of learners and educators” (Ngidi, 2018:22).

3.5.3 Family-School-Community Partnerships

The national education culture may teach the young population to uphold the ideals of responsible statehood, including teaching learners to shun gangsterism. To do this, schools may have put in place specific measures to help them deal with gangsterism in the schools, especially on drug abuse. Nyatuka’s (2015) study observes that most parents play active roles in their children’s homework, and there are tangible efforts to foster working family-school-community partnerships in schools.

The Kenyan government tackles drug abuse, and the state has in place a framework that helps schools educate learners on the dangers of drug abuse as an initial step towards prevention. The Education for Drug Abuse Framework involves the government, corporate bodies, and schools. It is “seen to include both formal and

informal health curricula, the creation of a safe and healthy school environment, the provision of appropriate health services and support, as well as the involvement of the family and the community in the planning and delivery of programmes” (UNODC, 2004:13). Preventive education on drug abuse further incorporates practical guidance and counselling to the learners involved in the practice. The study by Namai, Manyasi and Mobegi (2019:55) explains that “the most effective approaches that appeared to contribute to the effectiveness of Guidance and Counselling Policies and Procedures in developing values among learners included career guidance / educational counselling, vocational counselling, social counselling, health counselling, and personal counselling.”

The concept of inclusive education makes learners feel equal in the school environment and turns minds away from harmful activities. Kenyan schools practise inclusive education in post-conflict situations and put the teacher at the centre of activities that help learners cope with the psychological effects of violence. Kenyan schools empower teachers to guide learners on how to own the socio-economic hardships, which may predispose the learner to gangsterism. A study notes that “teachers can stimulate children’s role in unlearning violence, victimisation or social divisions by encouraging dialogue and creating spaces for group-constructed rules of interaction, thus nurturing inclusive mindsets” (Wanjiru, 2018:15). Teachers become role models who inspire learners to take their education seriously.

3.5.4 Promoting Non-Violence and Life Skills Curriculum

Some of Morocco’s challenges with learner gangsterism stem from drug abuse issues as well as a cultural context which views physical punishment as acceptable (UN, 2016). Therefore, learners end up internalising the perception that physical violence is still acceptable even at school. To counter this perception, the Moroccan government has put in place “Curricula that include life skills and human rights education and that promote the values of social equality, tolerance toward diversity and non-violent means of resolving conflict” (UN, 2016:25). These school curricula ensure that children unlearn some of the assumptions culture has imparted in them during socialisation and growth.

Morocco has a long history of student activism, and we may say it resembles South Africa in this regard. The presence of an activist culture in the Moroccan social fabric permeates the school system, and the State ensures that learners represent their interests in school management practices. Sánchez García, Boucherf, Omrane, Najar, Touhtouh and Feixa (2021:51) note that such mechanisms of democratic management ensure a culture of robust community involvement and “inclusion, through the appropriation of practices and territories for which the neighbourhood plays a vital role.”

The police force plays a central role in combatting general crime, and issues that revolve around severe learner aspects of gangsterism, such as the murder of opposing gang members, sometimes require the involvement of the police. The Moroccan State is fully aware of this fact and has invested a lot of resources in its police force as the main body that deals with crime, in and outside the school. The State has put in place four-year Security Action Plans starting in 2008, “which aim to strengthen the capacity of the police through modernization and training, as well as devolving authority and resources to provincial and local authorities, giving them a greater ability to respond to local needs” which include schools (UNODC, 2010:34). These action plans ensure that the police force is well-equipped through training, on how to handle crime within the context of schools and learners who are often legal minors.

3.5.5 Initiating Dialogue Approach

Dialogue forms an integral part of dealing with gangsterism in Norway, which is one of the northern European countries with the highest life expectancy rates and welfare protection. According to UNESCO (2019), Norway and other Scandinavian countries also offer some of the safest havens for the elderly and children. According to Freeman and Felbab-Brown (2021:26), Norway and Denmark are exceptional countries when it comes to initiating dialogue with gangsters, and the dialogue approach often “produced a lasting reduction of violence, as well as innovative dispute resolution mechanisms that critically undergirded the achievement.” Norway also remains aware of the multicultural nature of its society and takes issues of dialogue to integrate its immigrants who might feel alienated and engage in gangsterism. Hence, the country’s “initiatives and

intercultural dialogue projects are usually found in larger urban areas, initiated by volunteer organizations and/or municipal departments working with youth” (EC, 2018:262).

Norway also prioritises the social reintegration of offenders in its national policies that address the problem of learner gangsterism. The United Nations Office on Drugs and Crime (UNODC) (2018:3) notes that the Norwegian policy recognises that “most offenders face significant social adaptation issues, which can include family and community stigmatization and ostracism, and the ensuing negative impact on their ability to find jobs or housing, return to formal education or build (or rebuild) individual and social capital.” This might be more so in the context of learner gangsters who might find themselves unable to cope with the strict operations of the school environment and who may, hence, later drop out of school and become hard-core criminals.

Learner stigmatisation at school by other learners remains a real problem for past offenders who seek reintegration back to the states they were in before they became gang members. This poses a challenge to society since “it is possible that the disorder synonymous with schools with a high gang presence is the cause of high levels of victimization, not the gangs or gang members” (Carson & Esbensen, 2019). To address the danger of stigmatisation, Lafontaine, Ferguson and Wormith (2005:7) explains that many Norwegian schools “are also committed to prevention efforts by creating a safe, positive environment for students and by acting as a portal linking at-risk students to the programs and services they need to deal with their problems.”

3.5.6 Gang Resistance Education and Training (GREAT)

The US adopted a preventive approach to learner gangsterism in its schools through ‘GREAT’, which is an acronym for Gang Resistance Education and Training (NGC, 2021). This happens through constant research on the nature of learner gangsterism, and relevant social workers strive to create awareness not only for learners but also for teachers, parents, and the community. According to Issurdatt (2011:4), “raising awareness among youth in schools and the community can help young people understand the consequences of gang involvement and offer alternatives and support.”

This way, US schools have seen notable reductions in learner gangsterism since learners appreciate and avoid the adverse effects of engaging in gangsterism at school.

The prevention of learner gangsterism in US schools also takes the form of monitoring the “behaviours and activities of students in spaces such as lunchrooms, hallways, bathrooms, the schoolyard, the bus stop, the bus, extracurricular school-sponsored events, and other spaces where students can freely congregate before, during, and after school” (Arciaga, Sakamoto & Jones, 2010:7). The approach intends to identify learner gangsters as early as possible, and to ensure that the candidates do not spread the symptoms of gangsterism to vulnerable learners at school. The other reason is to ensure that society, in general, identifies and assists future gangsters with the necessary guidance that the learners need to disengage from the harmful practice and become responsible citizens.

Moreover, schools in the US involve and co-opt learners who are the most at risk of recruiting into gang membership activities that engage them after ordinary school hours. This is a generally productive way of pre-empting crime and fighting it before it flowers and spreads to other learners. The National Gang Center (NGC) (2010:3) notes that “the Boys & Girls Clubs of America utilizes a ‘targeted prevention’ approach that identifies youth who may be at high risk of gang involvement because of several risk factors, including gang involvement by other family members.” This approach ensures that such learners spend time in activities such as music and games, which sometimes end up being their final professions. It is a way of ensuring that the leisure activities that the learners take part in benefit them in future.

3.6 CHAPTER SUMMARY

This chapter investigated how the concept of Hope can aid SMTs in addressing learner gangsterism in South African secondary schools. It reviewed global literature on managing learner gangsterism within different sociological contexts, highlighting the necessity for context-specific motivational strategies. The study focused on the subjective perspectives of key stakeholders like Principals, Deputy Principals, HoDs, Educators, SGB, and learners. The research objectives included identifying challenges,

potential solutions, conducive conditions, threats, and best practices to inform a framework for SMTs to tackle learner gangsterism effectively.

CHAPTER 4

RESEARCH DESIGN AND METHODOLOGY

4.1 INTRODUCTION

This chapter introduces the framework developed to support SMTs in addressing learner gangsterism in selected schools within the Motheo district, Free State province. It outlines the qualitative research design and methodology, including the methodological approach, participant identification, and data generation methods. The study employed CPAR to understand learner gangsterism and its management by SMTs, using CDA to analyse the data. The research considers the power dynamics between government and schools, aiming to provide actionable solutions to the persistent issue of learner gangsterism.

FGDs were a key method, allowing participants to discuss and evaluate the government's efforts, highlighting both successes and shortcomings. The chapter also addresses data collection methods, the impact of the COVID-19 pandemic on research procedures, sample size considerations, and the socio-political context influencing the study. Ethical considerations and the research's contribution to South African education are also discussed, concluding with an overview of CPAR principles and their application in this research.

4.2 CRITICAL PARTICIPATORY ACTION RESEARCH (CPAR)

The central foundations of the CPAR build on the idea of involvement and collaboration with participants from the community during the research inquiry. Masters (1995:7) stresses that “in practical action, research power is defused between participants and all treated as equals, but the emphasis is upon individual power for action”. The motivation for action aims to change society by empowering those living there. Hence, the aim is often to access all relevant data to find possible solutions to an existing research problem. CPAR is “a framework for engaging research with participants interested in documenting, challenging, and transforming conditions of social injustice” (Fine & Torre,

2021:3). This means the participants are not passive actors in the research process and its findings but are actively involved in identifying a research problem, its possible sides, causes, and explanations, and finding solutions that are relevant to their social conditions.

There are certain benefits to the researcher involving the participants in which they are doing their research. Studies show that research enquiries in which the researcher intentionally collaborates with the participants by listening to their voices regarding the research problem give better and more viable solutions to social problems than in instances where the researcher does not involve the participants (McGarvey, 2007:5). The participants' involvement in the research represents their assertion of their own identity as members of the social context that the research act studies. CPAR assumes that it is out of these varied voices, their understanding of the prevailing conditions, and the collaboration between the researcher and participants that the findings of a study might reflect the facts of the situation that the researcher set out to investigate. It is these facts that the participants rely on for action.

CPAR represents a change in that it engages participants to reflect on critical discourses in this study, which departs from traditionally accepted notions of the researcher as the only legitimate centre of research (Morrel, 2006:4) and who, therefore has the sole expertise to carry out a research task. The approach opens other avenues through which research might access truth on the ground and gives voice to those whose traditional views of research are taken as marginal to the research act. The approach empowers and humanises the participants through actual participation in research and their own actions, which result in knowledge creation. Through CPAR, the dominant group finds an opportunity to assert their place and occupy their space in seeking solutions to their daily problems in their environments.

The CPAR approach shows this through its “commitment to work with (as opposed to on) subordinate, marginalized and oppressed groups to change their circumstances within society” (Jordan & Kapoor, 2016:138). The tenets of democracy also inform CPAR because participants need to express their views and opinions about themselves and their own conditions in different given contexts without constraints. McTaggart

(1994:328) notes that “the democratisation of research improves social life more generally” in how people name their exact thoughts and feelings about issues. The democratic self-expression CPAR assumes that society is more likely to find solutions to its problems where people air their immediate and honest views freely than in cases where rules, regulations, and other forms of censorship do not allow us the freedom to do so.

According to the findings of Torre et al. (2012:171), the need for the researcher and the participants to express their views and opinions is crucial because it values participants' interpretations of the world around them, and their self-expression acts as a path to improving the socio-political conditions under which they live. Fine and Torre (2021:7) opine that the ability of participants to engage in self-expression ensures the study captures “the diverse and textured standpoints and experiences” of the research context. Therefore, this CPAR tenet legitimises the research findings since the people the study is involved with become central to creating knowledge by engaging the community.

Active participation also helps the participants to exercise their ingenuity and own the channels of the research process. MacDonald (2012:39) further observes that active participation unlocks the participants' “ability to create a greater awareness in individuals' resources that can mobilize them for self-reliant development” within their environments. Awareness of one's ability to change one's own environment helps ignite individual talent and inspire actions that lead to confronting people's challenges. Hence, participants rely on their creativity and innovativeness to identify and develop credible solutions to their environment's challenges. Though evident, these challenges often remain insoluble due to State conservatism and State domination of the narratives that shape action towards solving the challenges.

Identifying the social problem is one of the initial steps researchers take towards solving their social problems. The researcher and participants work together in the study, analyzing data to develop potential solutions for the existing challenge. This is the typical procedure in the context of CPAR research. According to the study by Kemmis et al. (2014:90), “the first task of people considering undertaking a critical participatory

action research initiative is to form an initial group of co-participants—a public sphere—around a possible shared felt concern, to work out what is happening in their shared setting (for example, how people are doing things at the moment), and to identify the consequences of current ways of working.” Once the researcher and the participants have analysed the situation and identified solutions to the problems, they use these solutions as an essential basis in the process of improving the underlying social conditions of the participants (Kemmis et al., 2013:6). This is because it is the participants who can truly judge what is likely to work for them and what has not based on their views of the past, given the circumstances in which they live.

4.2.1 Background of Critical Participatory Action Research

Curt Lewin coined CPAR in 1946 in the United Kingdom before the practice spread elsewhere, specifically to South America and other regions of the world where colonisation created power imbalances in how those in power related with those who were not. Lewin intended to counter how academia saw itself as the only valid owner of what people considered objective research (Stoudt, Fox & Fine, 2012:180). In a way, Lewin intended CPAR to challenge academic arrogance, which silenced the people from whom research findings were meant to benefit. Therefore, CPAR sought to approach research through cooperation with historically silenced sections of society to understand their perspectives about solutions to the social issues around them.

CPAR sought to balance conversations by making the views of these corners of society matter in conventional research. The approach later spread to formerly colonised regions of the world, such as South and Latin America (Mlangeni, 2018:58). Here, CPAR played a role in how the formerly silenced peoples of these regions agitated for and reclaimed their spaces in public discourse. They specifically gave their interpretations of the social issues that affected them.

The CPAR approach aims to correct social imbalances that exist in specific contexts. According to Mayorga (2014:6), CPAR is “both a way of knowing and fertile ground for generating ways to contest inequity” in society. Some of these inequities come because of the history of slavery, colonialism, and economic exploitation. They also include the

structures that work to create marginalisation of other categories through race, gender, and class. This is more true in the case of South Africa, a country which tries to confront the history of apartheid and its effects on how people live today. CPAR, a new approach to contemporary research, addresses discourse imbalances by listening to the voices of the traditionally devoiced (Zeller-Berkman, Munoz-Proto & Torre, 2015), especially in the case of studies that involve the education sector since, traditionally, education was a tool in the broad project of colonisation and apartheid.

In the current study, the CPAR approach was necessary to seek knowledge about the challenge of learner gangsterism. The approach helped the study to source the views and opinions of varied components of the School Management Committee. The headteacher, deputy headteacher, HoDs, and representatives of the parents and learners all played a role in identifying the best way to address learner gangsterism. Through deliberations with the participants in the study, the researcher was able to reflect on viable solutions (Jacobs, 2018:36) to the research problem; this is an alternate means of addressing the social problem of gangsterism as, traditionally, it is the South African State and government that always assumes it has solutions to all of the issues schools face in the country.

4.2.2 Justification for the choice of CPAR

I specifically identified CPAR for the study because the methodological approach stresses self-reflection as a path to social improvement, and this might help address some of the challenges SMTs face when they tackle learner gangsterism in South African schools. Kemmis et al. (2014:6) note that critical self-reflection “actively interrogates the conduct and consequences of participants practices, their understandings of their practices, and the conditions under which they practice, to discover whether their practices are, in fact, irrational, unsustainable or unjust.” Members of the SMT in the selected school was able to examine their past practices and reflect on how best to improve.

The emphasis on the act of self-critique means that it is mainly through directing questions at oneself that systems may realise the changes needed for society to

address the challenges it faces. In the CPAR approach, this happens through “empowerment of co-researchers; collaboration through participation; acquisition of knowledge; and social change” (Masters, 1995:2). Research that involves such collective effort ensures many voices register their experiences on the subject. The sense of collaboration CPAR recognises yields more in terms of solutions since the researcher draws conclusions from varied sources and co-researchers, all of whom have active knowledge of the issue.

CPAR encourages an environment where views on and solutions to social problems come from real-life experiences. Masters (1995:4) observes that CPAR is unique in that “the project would be instigated by a particular person or group of people who, because of their greater experience or qualifications, would be regarded as experts or authority figures.” The solutions participants suggested to the researcher for existing problems came from their deep knowledge of the issue at hand, their experiences of it, and what the participants thought would be more likely to succeed than what had failed in their context before the research took place.

The enhanced democratic atmosphere often associated with the tenets of the CPAR approach (Jordan & Kapoor, 2016:135) is beneficial to a study such as this, which investigates a social context with power relations. As a space where learning management occurs, the school environment is the site of power exchange between the government, educators, parents, and the learners. Even though it is the learners who engage in school gangsterism, their actions are tied to the environments they come from and how schools work according to the government's rules and regulations to address gangsterism in South African schools. The approaches SMTs take to address the problem of gangsterism must, therefore, consider the views of these different actors. In this context, CPAR played a role in bringing a sense of balance in views and opinions. The approach helped the researcher and participants deal with issues by “establishing common ground and common purpose” (Zeller-Berkman et al., 2015:28), so the research was practical and unbiased.

Through CPAR, the possibly marginalised centres of power in the SMT, such as the HoDs, and the learners and their parents feel included. They feel free to express their

views about the challenges they face with the problem of learners' gangsterism at school (Pain, Whitman & Milledge, 2011:8) and are prepared to suggest creative ways of engaging with the social problem, which may be true in cases where educators may not ordinarily be free to air their views for fear of insubordination claims or when the learners may not want to name the difficulties they face at home, and the peer pressure their environments impose on them. The democratic context in the approach ensures that the study revealed what the different actors needed to do for the collaborative fight against learners' gangsterism to succeed.

CPAR is anchored on the idea of democracy and how the same encourages a sense of concerted effort and liberated thought. Its purpose is to "uncover and understand what constrains equity and supports hegemony to free oneself of false consciousness and change practice toward more equity" (Masters, 1995:7). The democratic principle in CPAR allows the participants to ask questions about the importance of the research to them and their social environment. It also helps them know the value and implications of the study to their own experiences before they can take part in it (Mayorga, 2014:6). CPAR, therefore, created a conducive atmosphere for stakeholders of the school SMT to own the process of changing society by speaking honestly about weaknesses they have faced in the past, in the government's fight against learners gangsterism in the school.

4.2.3 Objectives of Critical Participatory Action Research

4.2.3.1 *Defuse Power Relations*

One of the central tenets of the CPAR approach is its concern with power itself and with the issues around power relations in society. It examines how power operates in the broader social context and how the people who comprise such contexts act based on their positions in the power hierarchy, which is a critical component of the CPAR approach, and it seeks to identify ways in which imbalanced power relations in society constantly result in symptoms of social inequality (Fine & Torre, 2021:6). CPAR is therefore political in nature since it questions power and its functions, and how best those who monopolise power might use it for the benefit of the devoiced majority.

Morrell (2006:6) notes that CPAR is part of the empowerment process since it enables participants to disturb power and contribute to finding solutions to their problems by making their voices count when society seeks solutions.

The issue of power relations in research is important given that South Africa's apartheid history is deeply rooted in power imbalances that used race as the basis for varied socio-political differentiations (Mather-Pike, 2018:37). This has had long-lasting effects on how systems work in South Africa today. In the apartheid state and today's government, educators and learners all converge at school, but based on relationships of unequal power distribution. The CPAR approach presented a neutral space where the voices that conditions of history made weak were able to exert themselves by speaking truth to power through their contribution to research.

The CPAR approach ensures that the voices and views of all these actors destabilise conventional power, and their interpretations of life around them come to bear as far as finding solutions to learners' gangsterism in selected schools is concerned. Stoudt et al. (2012:181) observe that CPAR "offers a scientific counter-story; a radical imagination of a public science, conducted by and for the people most intimately affected by inequity" in their environment. Gaffney (2008:11) further observes that the CPAR approach is emancipatory in this regard, as it makes the voices of the voiceless count during the research process and allows these voices to count in seeking solutions to contextual social problems.

CPAR also enables research to discuss issues of power from the standpoint of those that power injustices affect the most (Fine & Torre, 2021:6). In the current case, the study re-examined the challenge of learner gangsterism by engaging with members of SMT in selected schools, who, traditionally, are not the highest authority in the school management hierarchy. It listened to their views of the challenges they face in tackling the problem and how the government can better the process beyond the SMT role in educating learners on the dangers of gangsterism in the school environment (Mlangeni, 2018:131). Educators and parents usually hold less power than the State in solving problems that arise at school, such as learner gangsterism, and how the government solves these. Educators' and parents' views and experiences of learners' gangsterism

will represent power and solutions that the State needs to consider when addressing the problem.

4.2.3.2 *Collective Participation*

The active communal participation of the participants sets the CPAR trajectory apart from other research approaches that aim to address social challenges in education systems worldwide. Torre et al. (2012:173) note that the approach uses “large-scale participation and democratic education practices throughout the research process, particularly in data collection.” Participation in the data collection stages of research ensures that the participants is at the centre of the research study and that the findings reflect the people’s authentic views of the situation in which they live. However, participation includes both the participating participants and the researchers themselves. It comprises processes such as “theorising, crafting research questions and designs, figuring out methods and samples, conducting analysis, and writing up the findings” (Fine & Torre, 2021:6), meaning that the study involves participants throughout the process.

Participation is an act of empowerment in CPAR since it enables the research participants to effect change. McGarvey (2007:3) explains that active participation in the research process engages multiple voices and perspectives and enhances feelings and abilities of self-help. This practice gives hope to the participants by planting in them the belief that they, too, can act to solve their problems. The collective strength and sense of responsibility that the CPAR approach helps inculcate across the research community arise from the trusting relationship that grows in the research group (Senekal, 2022:4). This feeling of trust towards themselves and the researcher is essential in cementing the communal belief that the participants can organise themselves to change their society through active effort they must direct towards solving their problems.

Another aspect of the sub-component of participation in CPAR includes heterogeneity, which is a function that gives the needed credibility to the broader research process. Heterogeneity is crucial because it inserts divergent views and opinions into the CPAR

approach (Tetui, Zulu, Hurtig, Ekirapa-Kiracho, Kiwanuka & Coe, 2018:8). Not only does heterogeneity ensure the research process accommodates varied views about the existing social problem, it also guards the findings against subjectivity and the danger of bias. In the current study of the challenges SMTs face while dealing with learners' gangsterism in selected schools, the study will observe heterogeneity by listening to the views of the head-teacher, the deputy head-teacher, HoDs, parents, and the learners about what has succeeded, and what has failed in the strategies that currently exist to address the problem of learners' gangsterism in the country. This multiplicity of views will ensure that the study does not skew its own findings to suit preconceived solutions to the problem.

4.2.3.3 *Creation of Social Change*

The CPAR approach engages in activities that inspire and create social change by involving the broader research community in research processes that trigger collective action. These activities include “scholarship, social policy, teaching, legal reform, organising, and sometimes theatre, spoken word, graphic arts, comics, digital shorts, and music” (Fine & Torre, 2021:7). CPAR encompasses a range of other popular practices that the researcher, can use to spread consciousness about change to the community in which they work by engaging the contributions of participants. Through these activities, research becomes a form of action that makes participants aware of their environment, their potential to change it for the better, and what forms such change needs to take to benefit the entire collective.

The potential of the CPAR approach to create change lies in the participants' abilities and actions since they can drive action based on their interactions with the research findings. Coghlan and Brydon-Miller (2014:209) observe that the central importance of the CPAR is that “participants change a social practice [...] by changing what stakeholders *think* and say, what they *do*, and how they *relate* to others.” What the participants think, say, and do, and how they relate to others throughout the study, makes them discover their inner power to effect change around their own environment; this follows from the fact that CPAR encourages knowledge exchange between the

researcher and co-researchers. Perz et al. (2022:3) state that the knowledge exchange process enriches participants' later engagement with actions that change their social environment.

When we act based on our research findings, we also invite issues about how easily learners accept the change that the research findings prescribe. Participants and the broader institutions accept what they participated in because such research has their input and is not foreign to them. Hence, “if one is to conduct Action Research to facilitate learners’ engagement, the purpose of any action needs to be defined beforehand” (Nhamo, 2012:10) and to let participants know about it. CPAR orientates towards action due to its acceptability by the learners involved in the practice. According to Sarri and Sarri (1992:268), the fact that those who participate in research based on the CPAR approach actively create knowledge about their own social situation makes the learner-participants less resistant to actions that lead to change.

The CPAR approach is a social action research “that stresses the way people interpret and make sense of their experiences to understand the social reality of individuals” in society (Mohajan, 2018:2). In the current study, CPAR will let the SMT in the selected school understand some of the challenges that arise out of their attempt to address learners’ gangsterism and interpret what the possible solutions might be, depending on the context of the school. Morrell (2006:8) notes that the personal nature of CPAR makes the solutions it suggests immediate to the learners and that this “personal, invested stance added to the urgency and passion in the research, also a unique and important positionality.” The current study's findings will form the basis of any social action the selected schools might take to address the problem of learner gangsterism in the future.

4.2.3.4 *Research as the basis*

The last objective of the CPAR, which the current study considers here, is the role of research as a way of seeking knowledge for changing society. Fine (2021:7) explains that the Research component in CPAR “represents a commitment to systematic inquiry [...] undertaken as democratic knowledge production centred in the perspectives of

those most silenced.” CPAR recognises systematic inquiry as an authentic way of accessing knowledge about Learners because the method happens with the spontaneous support and acceptance of those involved rather than through force. According to Morales (2016:159), the research component informs the rigour involved in all four stages of research in the CPAR approach, which includes planning, action, reflection, and evaluation of the findings. The point at which the four sub-components converge constitutes the success or failure of the research process in any given context.

Research under the CPAR approach recognises the learners’ place and value as the owners of the knowledge the researcher seeks to access through the participation of the community participants. Morrell (2006:3) notes that “critical participatory action research opens up spaces for populations who were formally only regarded as objects of research to act as the subjects and empowered participants in research that matters a great deal to them.” CPAR is, therefore, a revolutionary act that challenges the foundations of classical research, which tends to put the researcher at the centre of all formal inquiry. The CPAR approach stresses empowering the participants by enhancing “their practice, confidence, knowledgeability and influence in their worksites” (McTaggart, 1994:325). This way, people begin to look at the relationship between themselves and their environment in new and productive ways, which is likely to inspire change.

The current study, which investigated parts of the challenges SMTs face in addressing learners’ gangsterism in South African secondary schools, is revolutionary in how it privileges the views of the SMT at the expense of the researcher and the government. Hence, Jacobs (2018:45) observes that the CPAR approach “challenges traditional hierarchies between researcher and researched” by making both components swap positions. In the current case, research into SMT work on learners’ gangsterism at selected schools listened more to the voices of the SMT at the selected schools since it is the main body that withstands most of the challenges learners’ gangsterism causes in South African schools. Thus, CPAR replaced the accepted notion of research inquiry where the researcher’s voice silences those of the researched, in this case, the SMT.

The preceding reality in the CPAR approach seeks to strengthen knowledge by inserting the voices of those whom traditional research practices often tend to keep away based on the view that such sections of society are inferior to the researcher. It is, therefore, in line with Rodriguez and Brown's (2009:31) view that "disrupting widely accepted structures of inequity and hierarchies of power requires transformations in knowledge and practice." CPAR is, therefore, a contemporary lens through which research empowers the selected school community to engage in actions that change their environment, specifically about the continued fight against learners' gangsterism. This will occur when the members of the SMT find their voices to suggest ways through which the government can change its approach to the problem.

The CPAR approach contests and intertwines with issues that engage with trends in international and national politics. Tumwine (2014:34) explains that researching teenage violence in schools tied to the United Nations Convention on the Rights of the Child (UNCRC) (1989), which "specifies civil, political, economic, social and cultural rights concerning children under the age of 18 years to which most high school children belong." This makes any research investigation on school learners a sensitive political issue. Kemmis and McTaggart (2007:271) observe that the CPAR approach considers research as a social practice interested in matters about the public and with political implications that might affect certain aspects of governance in any country. In this study, findings on how the SMT at selected schools might hold true for other learning institutions countrywide influence specific changes in how the South African government helps schools address the challenge of learners' gangsterism in its public sphere.

These could be in the role of the head-teacher, HoDs, or the parents in supporting the effort to curb gangsterism. Kistnasamy (2019:18) notes that school violence connects to the history and political nature of national violence in South Africa, where "adolescents [were] subjected to state violence, suppression, killings, torture and imprisonment without trial." Indeed, most South African teachers themselves are members of pressure groups and trade unions, which are all political in nature and which usually make their views count on all actions the government takes about school issues.

4.3 PRINCIPLES OF CRITICAL PARTICIPATORY ACTION RESEARCH

4.3.1 Active Involvement

Involvement entails all the activities contributing to the researcher's work, with the participants actively participating in the research task throughout the process. Jordan and Kapoor (2016:140) stress that "participation/action is conceptualized as a means by which researchers can more effectively mobilize their subjects for the purposes of generating research findings that will feed into more efficient and value-adding work processes." The participants all played an equal role in the research's success and the realisation of the research findings because they brought their own experiences into the research. The CPAR practice, therefore, draws no line between the researcher and the participants but instead considered active participation by the relevant community a democratic process whose tenets ought to inform how we carry out research.

We can see the importance of active participation and the democratic principle to CPAR because democracy allows participants and their experiences to impact the research findings. CPAR anchors on the principle that "researchers believe that local participants possess expert knowledge derived from their everyday participation in the contexts under investigation and their direct engagement with the issues under study" (Rodriguez & Brown, 2009:23). They, based on their lives in the environment of the research, own knowledge about the social context. It would appear unfair and unscientific for such experiences to not count when lead researchers draw their findings on issues that affect communities. Thus, the aspect of democracy is vital to any meaningful attempt to get to the facts on the ground about the issues the researcher set out to investigate.

The active involvement of participants in the research process ensured the researcher captured all the nuances required to analyse and understand the problem at hand. Therefore, the participation of the participants played many roles in authenticating research under the CPAR approach. McTaggart (1994:314) notes that active participation is often "fundamental to the idea of action research" because it is the core channel through which research arrives at its findings", meaning it is out of collaboration with the participants of the study that the researcher encounters the actual social environment of the research context. Such active interaction with the environment also

means the researcher encounters all the issues and experiences that inform the wider research environment.

The CPAR approach ensures an active exchange of knowledge during the research. The participants' and the researcher's active involvement in the study ensured that participants educated the researcher. The researcher also educated them about all the issues related to the causes and effects of the research problem they were engaged in and encouraged them to suggest ways of identifying solutions to the problem. As MacDonald (2012:38) observes, only through this mutual relationship is active research “perceived as an educational process for the participants and researcher” to analyse and arrive at solutions to existing problems.

Participants' involvement in a study has other underlying benefits to active research in CPAR, such as uncovering the root causes of the ills that affect the research communities. CPAR stresses that there is no substitute for active participation since the participants' understanding of the research problem occurs when there is active mental work on the part of the co-researchers, which helps them make meaning out of the phenomenon the research investigates (Jacobs, 2018:41). By involving all the co-researchers, the researcher ensured that their analysis of the research problem was based on knowledge rather than conjecture.

Participation helped encourage the active researcher “to get beneath the dominant stories and bring to the surface important counter-narratives and knotty contradictions in your work, to provide strategies for developing accessible analyses for widespread dissemination and provocation” (Fine & Torre, 2021:5). Provocation led the researcher and participants to suggest the best ways to solve the research problem. Thus, the researcher's and participants' suggestions enrich each other and build a hybrid space where a social problem might be solved.

4.3.2 Transformation

The CPAR approach is based on the important relationship between social problems and what people need to do to change the environments in which they live their lives.

Perz et al. (2022:2) state that CPAR “is especially valuable in developing regions and other contexts where there is rapid change, high inequality in access to information, and great uncertainty about the future.” These are conditions which face contemporary post-apartheid South Africa daily, hence the prevalence of learners’ gangsterism in South African learning institutions, in addition to other social problems which impact the success of the country’s education system. These include drug abuse, teenage pregnancies, chronic absenteeism, and high school drop-out rates across the nine provinces in the country. Many of these social ills “take a terrible toll on the productivity of the nation’s youth and further undermine the role of schools as places of learning” in the country (Hlatshwayo, 2018:37), and therefore require urgent attention through research which yields knowledge that we can use to address the problems and secure the future of the youth.

CPAR, therefore, acted as a catalytic approach to inspire the members of the SMT in the selected schools to diagnose challenges and to find appropriate answers to how it addresses learners’ gangsterism in the school to reduce the barriers to high school education in the country. This is in terms of how the study itself provoked a change of mind in the participants themselves, in this case, the members of the SMT. According to Mather-Pike (2018:32), a “post-apartheid political and social system has resulted in their being many fundamental changes in education in South Africa over the last 20 years”, and the study acted as one of how through which members of the SMT may identify ways through which schools can adjust their approach to learners’ gangsterism in the educational context.

Change and transformation occur at different societal levels, such as at our environment's individual, professional, organisational, or communal levels (Naito, Zhao & Chan, 2022:171). However, the change that occurs in the participants' worldview determines the success or failure of other levels of change. The change that the CPAR approach helps society identify through research is due to the individual participants' differences. As Bergold and Thomas (2012:12) note, CPAR means that “all participants must change considerably in the course of the participatory research process - both on a personal and on a cognitive level” before the community can experience the exact

change, meaning participants ought to see themselves as the drivers of change before they look to others, especially the researcher, as the centre of change.

The preceding discussion points to the centrality of the participants in research investigations done through CPAR. It is in this context that Gaffney (2008:12) explains how change in CPAR “happens when outside facilitators form cooperative relationships with practitioners, helping them to articulate their own concerns, plan strategic action for change, monitor the problems and effects of changes and reflect on the value and consequences of the changes actually achieved.” In effect, therefore, the CPAR approach ensured that participants were at the centre to inform and determine the direction of the research process, which is what underlies the CPAR approach because the idea is “to build theory from the ground up, advance social change, re-educate the public, and provoke to action both people in our communities and those who bear witness” (Fine & Torre, 2021:7).

Change in the CPAR approach is evidence-based rather than mere rhetorical transformation. It is essential, especially in schools, where inequalities breed varied social ills that impact the productivity of the school and overall learner performance in examinations. In South Africa, historical issues such as race often ensure that governance practices remain resistant to change and pro-status quo. The role of the CPAR approach was, therefore, not just to document the histories of these social imbalances but also to “use those histories to inform the public and bring people together to incite change” (Mayorga, 2014:14) they need in the contexts where they live, and with the least resistance.

The ease or difficulty with which society accepts change is an important matter to research, which seeks to create knowledge through the CPAR approach, which might be due to the reality of possible resistance to the suggestions our research findings might suggest to the research community. Sarri and Sarri (1998:268) note that “the failure to integrate the active ongoing involvement of the participants in the research-change process contributes to a powerful resistance to change” because the status quo is always reluctant to lose what it gained from an unfair system. Therefore, the current study sought to identify ways the school administrative system, represented by the

SMT, could adopt responsive strategies to tackle learners' gangsterism in the selected school. This was how the SMT identified what worked and could make suggestions to what might work in the school context.

4.3.3 The Issue of Power

Power relations are central to the CPAR and determine how the researcher conducts their study. Morrell (2006:7) observes that the research concept under this approach assumes that research is a conscious process that calls power into question and disrupts knowledge production. This is because power is political in nature, and the practices we associate with it also define how the researcher relates with the participants during the production of knowledge in research. According to Mayorga (2014:8), it is desirable that “researchers are able to exercise curatorial powers over how data is organised and made available” to the community concerned, implying and explaining how CPAR gives equal consideration to the researcher and the co-researchers and stresses that the participants are the real owners of knowledge about issues that affect their living environments.

Torre et al. (2012:1) note that the question of power in CPAR touches on the revolutionary nature of this research approach. CPAR aimed to give power to those who did not have it historically, namely the co-researchers, to make their views count in how researchers produce knowledge about them. The approach challenged our accepted notions about how researchers should conduct research. It constituted a way through which participants can own knowledge discourse and seize power from those whose views traditionally dominated the participants' way of looking at and understanding the world (Kemmis et al., 2012:4). CPAR, therefore, addressed issues of justice in knowledge creation in that it ensured the researcher and participants both share power in the research process.

Evidence showed that power distribution across the research process plays a role in broader developmental issues (Stoudt et al., 2012:188). In the context of the current study, the research addressed the historical denial of the contribution of the SMT to solutions to learners' gangsterism in South African schools. Educators, some of whom

are part of the SMT, feel powerless when they deal with learners' gangsterism because parents usually side with their children (Kistnasamy, 2019:148). The study empowered members of the SMT in selected schools to give their views about the challenges they meet through their daily efforts to tackle learners' gangsterism during their work as part of the school administration.

4.3.4 Mutualism

The CPAR methodology in research occurs in a context where the researcher and the participants work towards finding solutions to a communal problem through a process that enriches the researcher and the participants. According to Jordan and Kapoor (2016:138), “the research process is conceptualised as an encounter, where equal partners meet, enter into dialogue and share different kinds of knowledge and expertise on how to address issues affecting a group or community.” This mechanism ensured that participants enriched the researcher's knowledge about an issue while the researcher also helped participants devise new ways to look at and understand the problem affecting them. Therefore, CPAR aimed to benefit both the researcher and participants from the research process by gaining knowledge about an existing problem through sharing (Jacobs, 2018:36). This reflexive nature of CPAR created a sense of mutualism.

For research carried out through CPAR to be successful, the researcher and participants needed to agree on the potential benefits of the research to both sides to minimise the chances of friction. Pain et al. (2011:7) observe that the researcher and participants must agree “early on what the group hopes to get out of the research and revisit/update this regularly” to ensure misunderstanding does not arise once actual research begins. Such cases of misunderstanding are possible whenever participants suspect that the researcher stands to benefit more than them, which might also occur when the researcher notices that the participants are too demanding. Either way, misunderstanding turns participants against the researcher and vice versa, especially when the researcher does not invite participants to evaluate their own interventions in the research process (Mather-Pike, 2018:12). The researcher allowed the participants

to engage with the research in a spontaneous process that encouraged their participation.

The researcher encouraged a democratic atmosphere where participants were able to freely express their fears and suspicions regarding the benefits of the research to themselves and the community involved. Fostering an atmosphere of free expression includes the need to record participants' views wherever possible to remind the participants of their earlier positions on the research and its benefits to them and the larger community (Gaffney, 2008:11). In the study, the researcher and the SMT discussed and agreed on the benefits of the study on learners' gangsterism to the selected school. These benefits included reduced cases of violence in the school, proper running of the school, stress on academic work, and improved performance from educators and learners.

4.4 RESEARCH PARADIGM

The research paradigm for this study was the transformative paradigm. The aim of transformational paradigm was to enable learners to perceive the social environment from a different perspective, with an increasingly ethical viewpoint, in order to actively question and modify the existing state of affairs as catalysts for change (Enkhtur & Yamamoto (2017:290). This paradigm guided the study in that the researcher wished to create guidelines for combatting learner gangsterism in South African schools.

4.5 PHILOSOPHICAL PERSPECTIVES OF RESEARCH APPROACH

4.5.1 Ontology of CPAR

Ontology is the branch of philosophy which deals with the study of the reality we live in, in its broader understanding of our society with all its varied strengths and weaknesses. Guarino, Oberle and Staab (2009:1) define ontology as “the branch of philosophy which deals with the nature and structure of reality.” It concerns itself with the scientific study of the attributes that things possess, which attributes result from how we perceive the nature of the phenomena in question. Therefore, human society across history has

always been on a journey to know what the business of being alive on the social, political, and economic levels means. Berryman (2019:272) explains that ontology is the philosophical study of being and of what we can know about the practice of existing inside the idea of being, which is our reality.

Reality defines us and what we can do as we exist inside reality. When we seek knowledge about aspects of our reality, we examine only those aspects that we are confident we can know about or those characteristics we can know about. According to the study by Don-Solomon and Eke (2018:2), ontology investigates the question “What is there?” It is “concerned with the central question of whether social entities need to be perceived as objective or subjective.” In the study, learners’ gangsterism was a part of the existential reality in South Africa. The study sought to investigate the challenges SMTs face in mitigating the effects of learners’ gangsterism on the South African education system using selected schools as a case study. The school helped the researcher and participants understand the causes, effects, and solutions of these challenges.

Ontology rests on the idea that we are always in the process of understanding what constitutes our reality, however imperfect that reality is. Education and its problems constitute a collective reality whose weaknesses we can construct by devising viable solutions (Ahmed, 2008:2). The existing challenges in the South African context may not necessarily be the same for other countries or contexts. The possible solutions to the challenges that the members of the SMT identified for the school in the study will act as the South African society’s action towards a social problem that threatens human existence in South Africa.

A significant relationship exists between ontology and the social environment that shapes us since our perceptions of reality stem from our interaction with the social environment in which we live. It is the study of being, what can be known about its nature, and what we consider the basic building blocks of being alive in human society (Berryman, 2019:272). These underlying characteristics of the reality we live in also determine the possible methods and approaches we use to know and understand our reality through engaging in active research investigation. In ontology, we investigate

what is likely to be known about our reality or existence (Ahmed, 2008:2). Knowledge of ontology informed our decision to identify and leave out what we cannot know about our subject of study.

Ontology explains what constitutes reality and how we can understand the nature of existence (Raddon, 2020:3). It therefore adopts two leading positions: Positivism and Interpretivism. Positivism relies on objectivism and realism, views facts as facts, and takes the researcher as an explainer of why things happen the way they do. A positivist ontology uses questionnaires, surveys, and random sampling to explain why reality is how it is. On the other hand, an interpretivist ontology seeks to understand why reality is how it is (Raddon, 2020:5) and takes the researcher as a detective of subjective knowledge. The research anchored on an Interpretivist Ontology to identify and understand some of the challenges the SMT face in addressing learners' gangsterism at selected schools, hoping that some might apply to many schools in South Africa.

CPAR relies on co-operation between the researcher and participants to produce solutions to social problems. According to Kemmis and MacTaggart (2007:275), "The researcher [...] assumes a role as discussion partner or trainer in a real problem situation [and] works with participants to generate some (systems) models of the situation and uses the models to question the situation and to suggest a revised course of action." Thus, the study will rely on the researcher and the experiences of the members of the SMT in the selected schools as the reality that the study constructs to address the problem. The study discussed and examined the strengths and weaknesses of the school's approach to learners' gangsterism.

CPAR stressed the role of active intent on the part of the researcher, the whole team of co-researchers, and the community. McTaggart (1994:317) further notes that for CPAR to work effectively in changing society, the researcher and participants "work together on a thematic concern but to change things they must confront the culture of the Institution (or programme) and society they work in." The study's findings will act as a way through which the researcher and participants challenge the status quo. Fine and Torre (2021:10) also note that CPAR works best "when the perspective of those most impacted by injustice are privileged and fuelling movements for change are prioritized."

In this case, the channels the selected school has historically used to deal with learners' gangsterism will represent the status quo. A discussion of how society can improve these channels yields some solutions the school can use to tackle the reality of learners' gangsterism in the future.

4.5.2 Epistemology of CPAR

Epistemology is the broad philosophical study of knowledge. Cunningham and Fitzgerald (1996:36) define epistemology as “the study of what can be counted as knowledge, where knowledge is located, and how knowledge increases.” The three aspects of epistemology implied that our roles as researchers were to contribute to knowledge creation through organised, systematic study, such as action research with communities. Epistemology examined the specific characteristics of knowledge, especially its nature, origins, and scope. Wolenski (2004:4) further notes that epistemology “investigates the sources, values (cognitive), principles, and limits of knowledge.” It studies what “knowledge consists in, what knowledge is based on, and the extent of knowledge itself” (Moser, 2010:1). This implies that, for us as researchers, there are limits to the knowledge we seek and, for learners' gangsterism, we can only attempt to understand its causes that we identify.

According to Tennis (2008:2), epistemology is “how we know”, and it encompasses all the practices we engage in, such as action research, with the objective of acquiring knowledge about a subject. The epistemology of CPAR is anchored on the view that the process of creating knowledge relies on cooperation between different peoples who constitute a research community. These are the researcher and the participants, the people who have a stake in the knowledge research seeks to create. Fine and Torre (2021:7) explain that it is essential that the researcher and participants cooperate because only in this way can both components “engage in collective reflexivity to explore how our biographies and experiences inform how we see the issue at hand, share questions, and develop designs, analyses, and writing.” This is important for bringing the change we need to how schools address learners' gangsterism.

It is essential to observe that there must be collective power for social change to happen. Kemmis and MacTaggart (2007:285) assert that “power comes from collective commitment and a methodology that invites the democratization of the objectification of experience and the disciplining of subjectivity.” Hence, through the views of the members of the SMT, we realised the principle of democracy as constituted in the SMT’s freedom to air its views and experiences and make these experiences count in the process of creating change in education administration in the country. In this context, the researcher engaged the members of the SMT at selected schools to share their work experiences as significant stakeholders in addressing the challenge of learners’ gangsterism. The experiences of the head-teacher, the deputy head-teacher, and the respective HoDs count in making effective strategies that respond to the problem of learners’ gangsterism in selected schools.

4.6 RELATIONSHIP BETWEEN THE RESEARCHER AND PARTICIPANTS

The studies on the challenges facing the SMT in addressing learners’ gangsterism at selected schools adhere to the basic requirements of the CPAR approach; this should be in the areas of collaborative work, the importance of democracy, and social change, and how to realise these requirements in the context of the current study. De Finney and Ball underline these research principles when they observe that CPAR’s “overarching principles - collaboration between university and community partners, meaningful participation of low-visibility or marginalized groups, critical consciousness about social problems, and community-driven social change - provide a framework within which the enabling conditions for social transformation can be nurtured.” The cooperative relationship between the researcher and participants determined the success or failure of the research study that sought to challenge and change the social order for the benefit of the community.

Entrenching the above principles in the CPAR approach ensured that the researcher and participants enter a binding relationship that benefits the concerned community by encouraging new ways of addressing social problems. The association helped sustain a cordial environment during the research and identified the paths the community needed

to follow to pursue meaningful change. Tetui et al. (2018:14) see “a non-threatening environment as one which fostered open and free communication among persons without the fear of causing damage to existing relationships” since positive thoughts emerge from environments that encourage the exchange of discourse without any sense of discrimination. This productive relationship aimed to identify the resources a community needed to change and grow itself. The researcher and participants cooperated to clarify and pursue the set objectives which benefit the people who live in the community.

These objectives eventually work to “provoke individuals and communities to examine their individual lived experiences within a broader understanding of (the denial of) civil rights in their community based on facts” (Torre et al., 2012:173). Therefore, the researcher and the principal, deputy principal, and HoDs at the school shared their opinions about learner gangsterism to change and improve how the school addresses the problem. It is important to note that these views are based on the participants' experiences as parties to the school administrative process that deals with learners' gangsterism in the school. Hence, according to Jacobs (2018:39), “action research [...] holds that knowledge and truth is achieved from data which is experienced and verified between independent observers.” In the study, these observers were the members of the SMT in the selected schools, and their challenges in handling learners' gangsterism constituted the research data that the study needed to validate its own findings.

The study, however, did not exclusively seek the views of the SMT alone but will also included the opinions of the school's SGB and the learners on how the SMT tackles learner gangsterism in the school. Majola (2013:151) notes that managing varied conflicts in South African schools is a complex task, and one way to enhance efficiency is that “The Department of Education (DoE) at the provincial level must equip the SGBs and SMTs with explicit guidelines on how to collaborate efficiently in issues of conflict management.” The collaboration between the researcher and the participants in the study identified ways in which the SMT in the school can strengthen its position and perform its role as a central body to help the school fight against learners' gangsterism in future.

The learners themselves also form an essential aspect of the fight against gangsterism in schools due to their sheer number in the school and because the learners are at the centre of the challenge of gangsterism in South Africa's learning institutions. Therefore, the SMT must attend to their immediate needs when it tackles gangsterism. Hlatshwayo's (2018:95) study underlines this challenge in fighting gangsterism by observing "the importance of the responsibility of the school management and the school governing bodies (SGBs) to make learners aware of learners' gangsterism and its effects on learning and teaching." In this context, the study also collaborated with selected learners and members of the SGB to have a complete picture of the strengths and weaknesses of the SMT's performance in fighting learners' gangsterism at the selected schools.

4.7 SELECTION OF PARTICIPANTS

The study involved the researcher and relevant participants from the selected schools through the purposive (judgemental) sampling design. The participants included one principal, one deputy principal, five (5) HoDs, three (3) parents, four (4) educators from Grades 11 and 12 and ten (10) learners from those grades. The learners for the study were identified by their teachers as possible participants and consent letters were sent to their parents.

Etikan and Bala (2017:215) explain that purposive sampling is so-called because it "is based on the judgement of the researcher as to who provides the best information to succeed for the objectives of the study." The sampling technique relied on the purpose the researcher had in mind. In this case, there is the likelihood that the sampled participants' views yield sufficient data to help the study come up with conclusive findings within a limited timeframe on the challenges the SMT faces in tackling learners' gangsterism in the selected schools.

The study centred on these participants because the principal, the deputy principal, and the HoDs constitute the SMT of a school, and this is the body that the South African Constitution and education regulations task with handling issues of indiscipline within the school environment. The role of the school principal is crucial to the success or

failure of the SMT in managing learners' gangsterism because the principal is the head of school management. According to Tumwine (2014:2), "the school management team (SMT) under the guidance of the principal should take a leading role in championing a violent-free [sic] learning environment." The principal initiates and executes all the decisions the SMT take on learners' gangsterism.

The current study recognised that the work of the SMT depends on the school body's collaboration and partnering with relevant stakeholders to tackle challenges in the school environment. These stakeholders include the people who interact with learner-gangsters from home, on how to and from school, and at the school itself (Tumwine, 2014:3), which informs the researcher's decision to include the other stakeholders in the study. Purposive sampling also "is where the researcher includes cases or participants in the sample because they believe that they warrant inclusion" to enrich the study (Taherdoost, 2016:23). This explains the need for diverse and nuanced data in CPAR to enhance a complete understanding of the social problem the researcher and participants investigated in the study.

The current research intentionally included parents and learners because these are the other components of the school that cases of learners' gangsterism relate to whenever these occur at school. When the SMT sends a learner-gangster home, the learner brings their parent or guardian to listen to the disciplinary action the SMT takes at school. Kistnasamy (2019:37) notes that tackling violence at school requires an integrated approach, which views the school environment "as an entity comprising of several interdependent components, rather than examining individual aspects of the school." This is because the concept of a school operates within a web of administrative networks, which the researcher must consider before they can lay any reasonable claim of knowledge about the school environment.

These networks have their unique challenges, which are both dependent on and independent of conditions that exist in other related networks. Kistnasamy (2019:37) further notes that these networks include "school governing bodies, principals, educators, school management teams, learners, and parents or caregivers." For instance, the principal, the deputy principal, and the respective HoDs have unique

challenges in their offices. Kistnasamy (2019:28) notes that the deputy principal's office is one of the most overburdened offices when it comes to tackling learners' gangsterism in schools because "in cases where learners have to be transferred as a result of disciplinary measures, the head of department is obliged to find an alternative school for such a learner, meaning that those learners are merely being recycled within the same education system." Therefore, the researcher was not able to understand any problem in the school without involving all these components of the school administrative system in examining the gangsterism problem.

The home environment has an essential influence on and contributes a lot to the kinds of learners a school has, especially regarding learners' gangsterism. Some studies show that many learners acquire at home the ill-discipline that leads them to engage in rampant gangsterism at school (Ncontsa & Shumba, 2013:8), especially if such learners come from broken homes with no parents, guardians, or caregivers. The findings of Mlangeni's (2018:100) study further show that "some learners, if not getting support from parents as primary caregivers in their homesteads, develop anger that subsequently lures them into gangsterism", meaning parents and guardians are significant stakeholders in the school disciplinary processes that address learners' gangsterism, hence their inclusion as co-researchers.

The fact that learner gangsterism has diverse causes needs a purposive sampling technique to capture as many of these causes as possible in the research study. Mguzulwa and Gxubane (2019:268) further note that causes of learner gangsterism usually vary and that "those that emanate from the family include poor attachment to the parents, delinquent siblings, and violent parents and gangster family members." Therefore, learners' views are relevant to the study since they will likely reflect the nuanced nature of gangsterism in the school, specifically those that the SMT and the parents might overlook. The diversity of these views in the research data helps the school SMT craft effective ways and methods of addressing learners' gangsterism within the school environment.

4.8 CREDENTIALS OF THE PARTICIPANTS

4.8.1 Coordinator of the Study

The principal researcher in this study regarded herself as the coordinator of the entire research process. In this study, the coordinator was a candidate in a research study towards a PhD degree registered at a particular Higher Education Institution in the Free State. The whole research adopted pseudonyms to hide the real identities of the study participants as per the requirements at the ethical clearance stage.

4.8.2 Principals

Mr. Lesufi holds a Secondary Teacher's Diploma specialising in Mathematics and Economics. He also has an Advanced Certificate in Education with a specialisation in Mathematics. He has been the school's principal for five years since 2017 and started as a principal in 1999. He has a total experience of 21 years as a principal, which makes him a rich source of data as far as learners' gangsterism in South African schools is concerned.

For his part, Mr Maphile is a committed educator with a Bachelor of Arts (BA) Degree specialising in History and English. Further, he has a Master of Laws (LLM) Degree in Labour Law. He has 35 years of experience in the teaching profession and a vast knowledge and first-hand experience of learner gangsterism in the different schools he has served in since he became an educator. The temporary closure of his school due to learner gangsterism briefly interfered with the data collection process for the study.

4.8.3 Deputy Principals

Mr. Morakabi teaches Mathematics and Chemistry because he holds a Bachelor of Science in Education (B.Sc. Ed), where he successfully majored in Mathematics and Chemistry. Additionally, he obtained an honours degree in chemistry and holds an advanced certificate in education (ACE) in education and management. He has 28 years of experience as an educator and currently teaches Mathematics and Chemistry in Grades 11 and 12.

Mr. Pulane holds a Diploma in History, Setswana, and Music and an Honours Degree in Anthropology. He also obtained a Bachelor of Arts (BA) Honours Degree in History and Sesotho. The long-serving educator has 35 years of experience as a devoted public servant and has spent 17 years as an educator after earning a Bachelor of Arts in Education (BA ED). The educator teaches English in Grades 10, 11, and 12.

4.8.4 Heads of Department

Mr. Sechaba heads the Department of Humanities at his school. He holds a Diploma and an Advanced Certificate in Education (ACE). He has a teaching experience of 21 years and currently teaches Social Science in Grade 9 and History in Grades 10 and 11 at the school.

Ms. Nthabiseng is the head of the Sciences Department. She holds a Bachelor of Science (BSc) in Biochemistry and a Postgraduate Certificate in Education (PGDE). She has ten years of experience as an educator and teaches Natural Science in Grade 9 and Physical Science in Grades 10 and 12 at the school.

Mr. Molokoane heads the Department of Social Sciences. He holds a Bachelor of Education (B.Ed.) with a specialisation in History as a subject. He currently teaches History in Grades 10 and 11 and Social Sciences in Grades 9.

Mr. Mosime is the head of the Department of Natural Sciences. He holds a Bachelor of Science (BSc) degree in Biochemistry and a Postgraduate Certificate in Education (PGCE). He has ten years of experience as an educator and teaches physical science in grades 10, 11, and 12. He also teaches Natural Science in Grade 9.

4.8.5 Educators

Ms Choane holds a Bachelor of Science (BSc) in Genetics and Physiology and a Postgraduate Certificate of Education (PGCE). She has two (2) years of experience as an educator and teaches life science and natural science in grades 8 and 9.

Mr Saila holds a Bachelor of Science (BSc) degree in Meteorology and a Postgraduate Certificate in Education (PGCE). He has five (5) years of experience as an educator and teaches life science, natural science, and mathematics in grades 9 and 10.

Mr. Morata holds a Bachelor of Education Degree. He teaches English and Sesotho in Grades 11 and 12. He has seven (7) years' experience as an educator.

Ms Moteane has a Bachelor of Education and specialises in Mathematics. She majored in Mathematics and Physics in college and has a 1-year experience as an educator. She currently teaches Grades 9 and 10.

Ms. Mphaki holds a Bachelor of Education (B.Ed.) Degree and specialised in English. He teaches English in Grades 10 and 11 and has 17 years of experience as an educator.

Ms. Moroka holds a Bachelor of Education (B.Ed.) Degree and Further Education and Training (FET) with specialisation in languages. She teaches Afrikaans in Grades 10 and 11 and has three (3) years of experience as an educator.

Ms. Itumeleng holds a Bachelor of Education (B.Ed.) and Further Education and Training (FET), specialising in Economic Management and Sciences (EMS). She teaches Creative Arts, EMS, and Life Orientation and has two years of experience.

Ms Masenya holds a Bachelor of Education (B.Ed.) and Further Education and Training (FET) specialisation as a geography teacher. She teaches Social Studies and has three years of experience as an educator.

4.8.6 Learners

The study's participants in this category comprised 22 learners from two senior secondary schools in the Motheo District of the Free State Province. The interviews took place on 1 and 21 July 2022, respectively. Purposive sampling was used in the study, and the researcher intentionally selected participants who had experience with learner gangsterism in the two schools (Etikan & Bala, 2017:24). This ensured the participants had a working knowledge of the issues that involve learner gangsterism at their respective secondary schools.

Moshou is a seventeen-year-old boy in Grade 11 who confessed to having organised a strike. Mpho is also a seventeen-year-old boy in Grade 11 and an upcoming gangster. Thabo, Katlego, and Dambu are all eighteen-year-old boys in Grade 11, and only Dambu had not been involved in learner gangsterism. Moreover, Pulane and Mbanjwa are eighteen-year-old boys in Grade 12 who have been engaged in gangsterism in the past. Thando is an eighteen-year-old girl in Grade 12, and she came face-to-face with gangsterism in an incident which involved her gangster boyfriend. Malume is also 18, Mokhethi is 19, and both are Grade 12 boys known to the school as gangsters.

Nuna is a seventeen-year-old girl in Grade 11 at one of the secondary schools. She said she knew girls who were gangsters. Okhone is also 17 years old, in Grade 11, and is one of the best-known learner gangsters in the school. Galeboe and Morakabi are both seventeen and in Grade 11. They said a friend lured them into gangsterism when they were still in Grade 10. Sabata is a nineteen-year-old boy in Grade 11, and nearly all gangsterism cases in the school touch on him.

Moreover, Liphoko and Ramahata are eighteen-year-old boy learner gangsters in Grade 12. Lesego and Vusi are nineteen-year-old boys in Grade 12, and they said they have been victims of gangsterism in the school. Lastly, Ofentse is an eighteen-year-old in Grade 12 who refused to join and left one of the gangs a friend convinced him to join.

4.8.7 School Governing Body

Mr Khotso is the chairperson of the SGB at his school. He plays leading roles in school issues, including gangsterism and discipline.

Mr Seseng, the deputy chairperson, also advises and encourages learners to be disciplined and respect their parents and educators.

Mrs Raphiri is a parent competent in an SGB, and her son has since reformed from gangsterism.

Mr Lesoetsa is a 68-year-old parent and a respected member of the Community Police Forum (CPF). He also conducts meetings with parents to discuss the safety of the school in their community and intervene in challenges facing the youth.

4.8.8 Education Official

Mrs Betty Mongate is a senior education specialist and social worker with over 20 years of experience in education and social work, with over five (5) years of experience as psychosocial support at the provincial office of the DoE. She supports directing and organising HIV/AIDS support programmes, including special needs education and monitors the province's performance standards of education.

4.9 RESEARCH DESIGN

Research design should align with and achieve the objectives of the research approach to foster constructive knowledge production (MacTaggart, 1994:320). The foundation of CPAR rests on the belief that people can best change their society efficiently when they listen to the voices of those most impacted by the social problems that exist in our society. In this light, scholars such as Zeller-Berkman et al. (2015:2) note that “the participatory approach braids critical social science, self-determination, and liberatory practice to interrupt injustice and build community capacity.” The assumption is that engaging in research helps the community clarify its view of the social problem and helps the participants devise practical approaches to addressing it.

The research analysed data to reveal the relationship between the SMTs and their work. Since the study investigated the challenges of the SMT in tackling learners' gangsterism at school, the CPAR approach ensured that the data collected during research bears the thumbprints of the participants who are members of the SMT, as well as the people who usually encounter and engage with the SMT's work, such as parents and learners. CPAR requires “that all community members' voices be heard and that the development of goals must be collectively agreed upon” (MacDonald, 2012:45). Hence, the study relied on spirals of self-reflective cycles (Kemmis & McTaggart, 2007:276) to collect research data as the CPAR research approach requires. According to Kemmis and McTaggart (2007), these spirals of self-reflection entail overlapping processes which fall on planning a change, acting and observing the

process and consequences of the change, and reflecting on these processes, consequences and replanning.

4.9.1 Spiral one: planning

During this phase, the researcher visited the three schools as research sites and held introductory discussions with the participants. The researcher met all three principals face-to-face to explain her intention to come to their schools and seek permission to conduct the research. The researcher found the introductory visits essential and necessary because teachers “feel mostly comfortable working in isolation and having visitors is associated with inspection which they find undermining, disempowering and scary” (Mather-Pike, 2018:115). The researcher’s visits not only allayed the principals’ fears but also gave them the background to what my study entailed and how its findings stood to benefit their schools, specifically, and generally, many other schools in South Africa.

The visits to the schools also proved needful as they allowed me to ask the principals to help me distribute the letters of consent to the participants. I also explained to principals and other participants the basic tenets of CPAR in addressing social problems related to learner gangsterism in schools. I explained that CPAR “seeks to reduce the distinction between the researcher and the researched by incorporating them in a collaborative effort of knowledge creation that will lead to community betterment” (Sarri & Sarri, 1992:267). Two of the three principals were delighted to have their schools participate in the study and were eager for its findings to help them address learner gangsterism in their own contexts, where the scourge was rampant.

The consent letter was for three schools in the Motheo District in the Free State Province. It included five (5) members of SMT, four (4) teachers teaching Life Orientation, History, and English, two (2) SGB members, and four (4) learners doing Grades 11 and 12 at the selected schools. However, the principal of one of the three secondary schools selected proved very problematic; therefore, with my supervisor’s advice, the number of schools was narrowed down to two. My study relied on the actual

lived experiences of these participants to find a solution to the social ill of learners' gangsterism (Morrell, 2006:7).

4.9.2 Spiral two: observation of consequences

The meeting session took place within the school premises. The coordinator intended the session to reaffirm the research topic and the study's purpose and agree on when the researcher would conduct the interviews. They also explained CPAR as the methodology for collecting data from the participants. Jacobs (2018:38) notes that "inherent within action research is a worldview based on the assumption that generalized solutions may not fit particular groups of people or contexts, and the purpose of an inquiry is to find appropriate solutions for the particular dynamics within a local situation." The participants agreed that the best interview time was outside the lesson hours. Due to time constraints, the coordinator and the participants agreed to create after-school times to conduct the interviews. The coordinator, with the help of the principals, further informed the research participants that their involvement was voluntary and that they were free to withdraw consent at any stage. The coordinator also informed the participants that they would audio-record the participants' views for further analysis in the final stages.

4.9.3 Spiral three: Strategic planning phase

Strategic planning is vital to research because it encompasses all the elements necessary for the success of the research process. As one of the stages of planning research, it "involves a set of planning activities such as setting objectives and goals, developing targets and performance indicators, and allocating resources" (Spee & Jarzabowski, 2011:2). Strategic planning is important as it helps define and set rules for the relationship between the primary researcher and the participants during the research process. It also determines "how formal such planning should be, the role of outsiders and what contingency factors might influence the need for and success" of the process (Mazzarol, Clark & Reboud, 2014:54). Strategic planning is critical to research

because it influences the pace and direction of the study (Grünig & Kühn, 2017:19), and suggests intervention measures that the researcher must put in place in case of emergency.

In the current study, we agreed that the researcher would meet the principal and his deputy separately, followed by four educators, and then the HoDs at appropriate times. The researcher would afterwards meet the learners, members of the SGB, and then the education official. The researcher asked all these participants the same questions formulated to probe and find out what challenges existed in the current framework the SASA provides for addressing the problem of learner gangsterism in schools. The main task for all the participants was to determine if there was a need for a new framework to help South Africans deal with the scourge of learner gangsterism within the school environment.

4.9.4 Reflection Phase

The reflection phase of the research process “highlights the need to be mindful of the inclination to quantify qualitative data when using data analysis” (Mattimoe, Hayden, Murphy & Ballantine, 2021:7). This implies that the research co-ordinators and participants need to regularly reflect on the implications of the themes contained in their findings and to explore what these mean in the context of finding solutions to an existing social problem. Agee (2009:440) notes that “consideration of ethical issues begins in the process of reflection and is carried forward into formulating questions” that lead to identifying solutions to a research problem. The current study carried out critical reflections with the different groups at the end of each discussion. The researcher structured the probing questions so they and the participants would reflect on their answers to previous questions, which was an appropriate approach towards finding solutions to the problem of learner gangsterism as it allowed the participants to “engage in a type of problem-solving as they seek to integrate their value beliefs, theoretical knowledge, craft knowledge, and experience with the context in which they teach and build their own theories” about the social problem in question (Kelsay, 1989:1). The

themes that the current study identifies as intervention measure are, therefore, embedded on actual thoughts and experiences of the participants.

4.10 ETHICAL CONSIDERATIONS

The principal researcher relied on specific basic standards for guidance throughout the study which included voluntary participation, informed consent, anonymity, confidentiality, and potential for harm. The researcher explained these standards to all participants involved. The researcher applied for and received ethical clearance from the University of the Free State Ethics Committee (Appendix A), and from the FS DoE (Appendix C) to conduct the study.

The researcher also contacted and informed the schools' principals to explain the purpose of the study to them and to ask for permission to access the schools' HoDs. The researcher explained to the HoD participants that participation in the study was entirely voluntary and that they could withdraw from the research at any study stage (Zhou & Creswell, 2012). The researcher prepared informed consent forms for the principals (Appendix D), parents (Appendix E), and educators (Appendix F) which all participants signed as required, and assured participants that their identities would be treated confidentially and anonymously.

4.10.1 Credibility of findings

The researcher followed the procedures that ensured that the research process was as secure as possible (Elo, Kääriäinen, Kanste, Pölkki, Utriainen & Kyngäs, 2014). The researcher kept clear documentation of the research process to ensure no foreign data interfered with the process. The researcher did everything to ensure data safety in the laptops and supervisors' laptops for emergency retrieval purposes as advised by Owen (2014). Participants were treated with the required levels of respect. At the data analysis stage, data was presented in line with the research objectives, and the participants' viewpoints were aligned to the constructs so that the readership could draw their own conclusions based on the study's findings.

4.10.2 Access to research site

The COVID-19 pandemic necessitated people seeking permission before accessing public institutions and spaces. Therefore, the researcher requested permission from the principal to allow them to access the school as a research site. The researcher forwarded the principal's authorisation letter to the FS DoE for procedural purposes.

4.10.3 Reliability

The researcher used focus group discussions to collect data from the participants. Interviews were recorded and was stored securely on the researcher's and supervisor's laptops with limited access. The recordings were transcribed and reflect in Appendix G. The researcher ensured that the findings of this study were clear and transparent.

4.10.4 Benefits of this research

The research on school gangsterism benefits all stakeholders involved in several ways:

It helps learners create a safer and more supportive learning environment, reducing the fear and impact of gang-related activities. Educators and SMT are provided with insight into effective strategies and interventions to address and prevent gangsterism, enabling better management of disciplinary issues. Parents will be reassured about the safety of their children and can engage in preventive measures and support strategies. It will inform the development of policies and programs tailored to reducing school-based violence and promoting positive school climates. In research, it contributes to the broader understanding of youth violence, its causes, and effective prevention and intervention methods, enriching the academic and practical discourse. The study fosters a more peaceful and cooperative community environment by addressing root causes of local violence and crime and promotes holistic well-being and academic success for learners, enhancing the overall educational experience.

4.11 DATA GENERATION PROCEDURES

The study relied on FGDs to develop a new framework to address the problem of learners' gangsterism in selected schools. An FGD "is a qualitative research method and data collection technique in which a selected group of people discusses a given topic or issue in-depth, facilitated by a professional, external moderator" (van Eeuwijk & Angehrn, 2018:3). As a procedure for collecting research data, FGD accesses attitudes, perceptions, experiences, practices, and knowledge about a particular social issue. FGD is essential to research because it "offers qualitative researchers the opportunity to interview several respondents systematically and simultaneously" (Boateng, 2018:1). Hence, it is an effective and efficient data collection procedure. Yulianti and Sulistyawati (2021:6) further explain that FGD is a good tool for collecting data since it can simultaneously explore solutions to a problem from different angles. In the current case, the study used probing questions to collect data on the participants' views of the problem of gangsterism from their perspectives and contexts.

FGDs took place after school in an available meeting room and the sessions each lasted approximately 40 minutes so participants could be on-time for their transport home. The various groups (Grade 10 and 11 learners, SMTs, educators and SGB) were interviewed separately to avoid unease and to allow for free discussion without any fear of retribution.

4.12 DATA ANALYSIS

The study uses Van Dijk's CDA to analyse the data on learner gangsterism at the selected schools. CDA "is a special approach to the study of text and talk, emerging from critical linguistics, critical semiotics and in general from a socio-politically conscious and oppositional way of investigating language, discourse and communication" (Van Dijk, 1995:1). CDA is mainly interested in how society uses language to generate discourse, and how such discourse relates to power and its use to control society. In discourse analysis, we are interested in "the ways in which socially exchanged beliefs are discursively produced and how they are misused to maintain and legitimize domination and influence the formation of human knowledge" (Pešić & Stosic,

2019:407). This is important because the current study is interested in learners' gangsterism as a social problem, and CDA "offers one theoretical framework to address the deficit of social media theories, outlining its use in the study of social issues" (Albert & Salam 2013:6). The current study, therefore, conceives of learner gangsterism as an extant phenomenon in the South African society, and that we can find solutions to it by listening to and analysing views from different sections of society such as educators, parents, the learners, and education officials. The study bases this assumption on the view that CDA "offers detailed insight into how ideology is transmitted within discourse through the use of language" (Khalife, 2017:10). The study will, therefore, do a thorough analysis of the research data it will obtain, to ensure we conceptualise and understand the perceptions of the above sections of society, since in CDA, data "must be considered as an open-ended, highly interactive, iterative process" (Brillinger, Preisler, Ager & Kie, 2004:59).

4.13 DATA GENERATION INSTRUMENTS

The study relied on CPAR and the critical role active participants play in generating data in this kind of research. Through audio-recorded FGDs, the participants are central to the success of the study because they are "oriented to making improvements in practices and their own settings" (Kemmis et al., 2014:4). The researcher kept the audio recordings safely for purposes of transcription and analysis for the study to come to empirical conclusions, and for future reference.

CPAR uses the participants' lived experiences as an opportunity to identify solutions to an existing social problem. Warren (2018:454) further notes that CPAR is an authentic and credible way of finding solutions to problems since "experiential data, that is, the experiences of participants, can be powerful contributions to knowledge that creates social change." This is because the participants make decisions based on their views of the nature of the conditions in which they live. Therefore, "participants aim to reflect critically, unravelling problems to reveal their causes—that is, exploring how perspectives, social structures and practices have evolved in ways that produce some undesirable consequences" (Kemmis, 2011:15). Possible solutions to the problem of

learners' gangsterism in the selected schools was derived from the in-depth discussions which the coordinator of the study engaged in with the participants.

4.14 CHAPTER SUMMARY

The chapter set out to give an outline of the structure of the current study. The chapter also explained the history and elements of CPAR and its use in the present study context. It also showed the relationship between the researcher and participants and gave details of the objectives, epistemology, ontology, and principles of CPAR. Lastly, the chapter described the participants' selection, the participants' credentials, the SWOT analysis, the different spirals in CPAR, and the process of analysing data at the end of the collection.

CHAPTER 5

PRESENTATION OF DATA ANALYSIS, INTERPRETATION AND DISCUSSION OF FINDINGS

5.1 INTRODUCTION

The study aimed to develop a new framework to assist SMTs in addressing the problem of learner gangsterism at selected schools in Bloemfontein District in the Free State. The current chapter presents and interprets the data collected during the study. It also analyses and discusses the data to identify the components of a new framework that the selected schools can implement to address the problem of learner gangsterism within their contexts. The chapter groups the data according to the five objectives. These are: to demonstrate and justify the challenges confronted by the SMTs in handling learners' gangsterism in selected schools in Motheo District; determine what the possible solutions to challenges met by the SMTs in handling learners' gangsterism in selected schools; explore the plausible conducive conditions for a framework for the SMTs to manage learners' gangsterism in selected schools; explore possible threats for the proposed framework to enable the SMTs to handle learners' gangsterism in selected schools; demonstrate the indicators of success from best practices across the globe on how best the SMTs could handle learners' gangsterism in selected schools which will form a catalyst for the proposed framework.

The chapter incorporated the literature review section into the data collected and analysed the data using a Thematic Analysis. Therefore, this section analyses the extracts of the rich data which the study collected through FGDs using CDA concerning the principles of CPAR.

5.2 CHALLENGES SMTs FACE IN ADDRESSING THE PROBLEM OF LEARNER GANGSTERISM

Participants' comments in the FGDs identified different challenges that the SMTs of the selected schools faced in their attempt to deal with the problem of learner gangsterism

at school. These are learner aggressiveness, vandalism, attendance and punctuality, physical violence, learners' humiliation and gangsterism as an act of power.

5.2.1 Learner aggressiveness

Education is the most brutal hit in the mayhem of learners' aggressiveness. Feedback proved that structures to counter learners' aggressiveness in schools were inadequate, ineffective or, in some schools, non-existent. For this, interviewed participants highlighted the roles of schools and legal framework in schools, parents, and the DoE in addressing learners' aggressiveness in schools. According to the South African Schools Act (SASA) (RSA, 1996), schools should play a significant role in addressing learners' aggressiveness. They should enact and establish structures such as a code of conduct, disciplinary committees, school governing bodies, the role of teachers, the role of parents, the role of the representative council of learners, and the role of the DoE.

Regarding learners' aggressiveness, the White Paper 6 (DoE, 2001) includes finding solutions to learners' aggressive behaviours and supporting the efforts of the SMTs toward the sustainability of the sanity of the whole school system. Most learners' aggressive behaviour results from limited legal frameworks at schools. Therefore, when rules and regulations that govern educators' and learners' behaviour are well implemented, it reflects the good and acceptable behaviour that schools deserve.

The DBE of South Africa runs the education sector through legislation enacted in parliament. These legislations exist in the South African Schools Act (SASA, 1996) and are the overall framework through which school heads manage schools in liaison with bodies such as SGBs and SMTs. The SASA should then spell out the role of educators in their mandate as the primary guides for learners and indicate the strategies to address the learners' aggressiveness in schools.

Regarding the above scenarios, the government plays a central role in setting schools' basic standards when tackling learners' aggressiveness. Also, participants in the FGDs viewed the government's role as interference rather than an enabler of a conducive

environment for addressing learner gangsterism. Participants emphasised this theme in different ways.

Mr Lesufi commented,

“The law must be able to help us to transfer the child to a special school, where there are people who are trained to deal with such behaviours.”

Mr Maphile confirmed the above point when he said,

“Because they found the police to be too slow. And these guys could get arrested. Then, they get released. They come back to harass the community.”

Both participants agree that there is an extent to which the government laws deal with learner gangsterism/aggressiveness to produce the intended results due to a limited legal framework. An inadequate legal framework has a spiral effect on the prevalence of gangsterism since the SMTs feel helpless to act, and the learner gangsters themselves remain convinced that the existing laws are unable to deal with them and address or punish delinquency.

Mr Pulane also noted,

“Our hands are tied, in the sense of if you go through SASA, South African School Act, it clearly stipulates that there's only one person who has the right of suspending or expelling a learner, irrespective of the aggressive behaviour, and that remains the head of the department.”

Mr Lago explained,

“The department is having its own laws, which to us, as the parents, as teachers, as a school and a family, you'll find that some of the laws that are forwarded by the department ended up not so much capable to address the serious causes of gangsterism.”

Mr. Pulane's and Mr. Lago's concerns show that the SASA limits the powers of the SMTs in ways that make it difficult for schools to address gangsterism in their environments.

Mr Sechaba reiterated,

“For just for in case, maybe the police come, unannounced, to the school and then start searching every [inaudible] at the classroom.”

Ms Nthabiseng commented,

“Working with the police, it is really helping us a lot. So, it's successful because now we don't have gangsters anymore.”

Both comments show the SMTs' desire for the government's laws to incorporate the police more in the fight against learner gangsterism. The comments point to the general feeling throughout the FGDs the study conducted, which expressed participants' desire for the government to have an active legal framework that involves constant police presence in the fight against the aggressiveness of learners since the sight of the police deters any would-be gangsters.

Mr Khotso further stated,

“I would say, in my own opinion, the government, in general, should review these laws.”

Mrs Raphiri noted,

“The school management team does have the powers to discipline a learner's aggressiveness, but those powers must always be within the framework of the law.”

Both participants agree that there is a need for the government to empower the SMTs through appropriate legislation which regulates how the body addresses learners' aggressive attitudes.

In some cases, schools should ensure that their codes of conduct align with the government's existing legislation, reflecting what happens in the actual school context.

Moshou said,

“What should be done is that you should be given a detention or a punishment so that you'll know that I'll never do such a thing again. Instead of saying you know what, we should stop doing that.”

Mpho's comment on the issue was,

“I think the government should implement new laws that are going to stop learners who are gangsters to come in school and harm other learners.”

The two school learners' comments above show that most serious learners favour the idea of stricter laws to deal with gangsterism at school because gangsters interfere with their daily lives, implying that the current laws that govern how SMTs deal with gangsterism are too lenient to be effective.

Ms Manana commented,

"The law, the very same South African Schools Act, says to us, as long as a child is under the compulsory school going age, we need that child to be in our schools."

The above comments show that all the participants in the FGDs know a glaring disconnect between what the SASA says and the dynamics and realities of what happens in the school context regarding how SMTs should address the problem of learner gangsterism. The views identify government laxity in terms of unclear legislation from parliament, which then affects the SMTs' means of handling learner gangsterism and inefficient community and police responses to the problem at school.

The literature review section also observed that including all stakeholders is one of the ways to help address learner gangsterism (section 3.2.2). This would include the parents of the learner gangsters themselves, but more specifically, the effective engagement of the SAPS. The inclusion of the police service acts as a deterrent agent that prevents would-be gangsters from enlisting in the gangs that exist at school and helps when it comes to apprehending gangsters who destroy school facilities and harm innocent learners.

The CDA conceptual framework that the current study relied on sees language as an essential agent of power and as a product of its own socio-political context. Fairclough (1995:7-8) explains that "texts negotiate social relations between people in circumstances of doubt or contestation, and people tend to work out textually, in their use of language, the dilemmas they face in defining their own identities." Therefore, the participants' comments reflect society's aspirations for state involvement in addressing learner gangsterism as the problem affects communal life in and outside school. These comments express the participants' disaffection with the government's legislation that guides how SMTs should address learner gangsterism in the school context. The

different comments allow the participants to exercise power by voicing their concerns and agitating against the all-powerful state that dominates their affairs.

CDA is also critical because it is based not only on “the description of discursive practices but also on the interpretation and explanation of how relations of power and ideologies shape discourse” (Ghazali, 2007:3). The framework identifies the nuanced ways in which people in the lower rungs of society negotiate and contest for power with those who rule them from the upper rungs. The participants’ views above on the failure of the state to cater for their needs in addressing learner gangsterism identify the state as the dominant power and the participants as the marginalised section of society. The comments represent the ordinary people’s contestation for socio-political power with the state. The participants’ statements seem to show how these ordinary voices can help shape how the state, through relevant legislation by the government, can take actions that better social life in the context of schools. The varied comments, therefore, embolden and empower the participants to challenge the state and shape the laws governing how schools deal with learner gangsterism.

5.2.2 Vandalism

School SMTs have a role to play to ensure that no learner is left behind in the positive ideas and activities that capture their interests regardless of their respective backgrounds. The learners’ savage behaviours could be converted to different sporting and recreational activities such as footballing, rugby, running, dancing, etcetera, to occupy their minds. This strategy could help to make learners feel proud, included and valued in the classrooms. It is a component of activities that reduces learners’ destructive tendencies that might result in vandalism of school facilities and property.

The provision of school resources, such as physical facilities that are important for encouraging alternative ways for learners to express themselves through extra-curricular activities mentioned above could also divert their thoughts away from vandalism and other acts of delinquency (Tshatshu, 2016; Bartkus et al., 2012). Prevention of acts of vandalism prevents loss of study time and psychological anxiety in both teachers and learners. Thus, Sanders (1981, cited in De Wet, 2004:206) defines

vandalism as the intentional damaging, violation, defacement, or destruction of public or private property by persons who are not the direct owners of the property.

Educators, when addressing this generation of learners, should be wary of the learners' beliefs, behaviours and attitudes (DBE, 2011). Therefore, school SMTs should approve of the sound and warming manners of addressing their learners to win their trust in them as educators and parents. The help of enforcement agencies should punish learners in connection with vandalism.

Furthermore, school SMTs should enshrine in their policy approved by the Education Board that no distracting establishments such as taverns and drug-dealing infested areas/shops should be allowed near the school surroundings. These scenes, if condoned, can attract and distract young learners to such an extent that they begin to fail and thus quit school abruptly.

The availability of resources determines the efficiency with which SMTs respond to learner vandalism associated with gangsterism. Resources might include relevant staff training for members of the SMT to make them qualified and competent to deal with the challenges that arise due to learner gangsterism and vandalism. Participants expressed their thoughts on this theme in different comments:

Mr Lesufi affirmed,

"I think it's high time that our government looks at having special schools for such learners, whereby they'll be taken maybe for rehabilitation and maybe a particular training of a particular skill."

Mr Maphile added,

"You look, all our schools in the townships have no grounds or facilities."

The two comments resonate as they indicate that SMTs struggle to deal with learner gangsterism/vandalism when schools lack adequate facilities to support learners. They show that learners need alternative ways of self-expression outside the classroom, especially for those learners who are slow in learning in class. Learners who are not gifted in classroom activities and feel left out even as they participate in learning need an opportunity to participate in school membership through extra-curricular activities.

Mr Pulane added,

“Our South African school it does not provide for how to deal with gangsters, especially when a child is a minor.”

Mr Lago noted,

“Instead of you boys fighting, come and play soccer, and ever since then, we started having more and more sporting goals, implying that learners now started participating.”

The two observations show that the schools do not have the necessary resources to handle learner gangsters who fall outside the legal age, which is the case for most learners who are not yet adults, which arises when the gangster needs the special attention of a qualified psychologist to listen to the social problems that underlie their involvement in vandalism, and physical facilities that would allow gangsters to let off pressure through sporting activities.

Ms Choane suggested,

“If we can deal with perhaps that so when Social Development and Social Services comes on board, try to deal with the psyche of the child before we can try to reprimand the child and send them to correctional facilities and use harsh methods.”

Mr Saila confirmed,

“You want to deal with the problem so much, but on the other hand, we are also scared for our lives, as well to say, what if one of them is brave enough to put my life in danger?”

Mr Morata stated,

“Sometimes here at school, we are very lenient towards them, maybe because they just turned 18 and now you don't want this person to have a criminal record, not realizing this, that this now will become a pattern, these kids will continue doing their things.”

Mr Moteane added,

“There is no channel at all unless you draft a letter. I will say, please come and see me. I would like to talk to you about your child.”

The four comments reveal that schools are ill-prepared to deal with the different causative factors of learner gangsterism. These include relevant workforce training for

members of the SMT to handle learners' psycho-social problems, the general incompetence of the educators on how to handle gangsterism, and the lack of proper school channels that can allow efficient communication between teachers and parents on issues that affect learners' lives at school.

Nuna said,

"The principal or the school should implement sports facilities in order for kids to play."

Okhone explained,

"Students are participating in gangsterism because they are bored and they want to play, so I think they should introduce sports and other things."

Galeboe noted to the principal,

"Sports might help because they will all participate in sports so that it will distract them."

Sabata observed,

"The school must create sport so that the children may join the team, the football club or even the rugby or something sports."

The learners' views above indicate inadequate sports facilities in the schools, even as sports remain one of the primary ways of addressing the causes of learner gangsterism. They also allude to the possibility that schools do not encourage learners to fully participate in sports, especially in schools where facilities already exist for the learners to use.

Mr Lesoetsa said,

"It was difficult because, remember, we don't have the necessary training how to deal with violence in schools."

Mr Seseng noted,

"Then this particular learner, if found guilty, must then receive, the first step would be, to counsel the learner."

Ms Manana observed,

"When the child is at home, he is receiving counselling; he's going for these programs so that, when he comes back from home, coming back to school, the child has been

supported accordingly, but in practice, that is not happening 100%, the schools are only focusing on the disciplinary process.”

The above three comments underscore the importance of guidance and counselling as a central component of the new framework to address learner gangsterism/ vandalism in the selected schools. They also indicate the difference between the government's requirement for solid guidance counselling services in schools and the glaring weaknesses therein. Hence, many gangster learners rarely receive the necessary psycho-social support that SMTs need to address learner gangsterism in their respective schools.

The literature review section of the study stresses the strengthening of psycho-social support services in schools. Such services are necessary as they help SMTs and South African learners effectively deal with gangsterism's causative factors at school (section 3.4.1). This is because learner gangsterism has roots that stretch beyond the boundaries of the school itself. Gangsterism sometimes arises out of the problematic circumstances learners face in their home environments. These cause psychological problems that influence how learners interact daily with fellow learners at school (Hlatshwayo, 2018).

Under CDA, language is central to understanding society because it enables it to carry and reflect the socio-political nuances that influence the governance practices that the state uses to dominate the people. Fairclough (1995:92) explains language use under CDA: "The nature of policy formation and implementation varies according to the political and organizational structures within which language takes place." The participants insert their voices into national discourse and seek to change how governance practices affect their lives by suggesting the ideal situation if the South African government in power is to address learner vandalism and gangsterism effectively.

CDA is an essential framework for understanding how the state governs the people in all its spheres. Wodak and Meyer (2009:12) note that CDA helps researchers unpack the rules that define "government actions and the increasing social significance of 'governing at a distance' or 'networked governance'." Networked governance refers to

the subtle ways the state uses to force people's cooperation with the demands of the state. The current study recognises that the participants' comments above represent their contribution to and negotiation with governance and state power. An analysis of the texts reveals that the participants want the government to provide a workforce and physical facilities to benefit learners affected by vandalism and gangsterism. The comments show that building sports facilities helps learners pass the time, while a qualified staff can respond to learners' psychological problems that expose such learners to gang life.

5.2.3 School attendance and punctuality

Learner attendance and punctuality are significant hindrances to SMTs' intended efficient achievement of educational goals, as they disrupt the usual routine of running a school. The SMTs should be sensitive to learners' attendance and punctuality to school through "promoting order and discipline; clarifying roles and rules; adapting to the context; managing external support; and developing a sense of self-esteem and a sense of belonging" (Gurr, 2019:13).

Parents should be central to the framework for addressing learner gangsterism and associated attendance and punctuality. However, the current framework does not involve them as it should since parents attend disciplinary meetings as a mere formality. In essence, parents should play a vital role by ensuring that their children and wards wake early, prepare and leave for studies daily. They should often pay surprise visits to the schools to ensure that their children are at school studying. Parents should also be a catalyst in advising the SMTs to keep records of the *Latecomers Notebook* from where statistics of learners' weekly or fortnightly checks can be made and acted upon, which can serve as a corrective measure to learners, and they should take their regular school attendance seriously.

If the SMTs are resolute in managing the truancy and punctuality of learners, schools would be able to keep regular time for the first lessons in the morning, and that is for the benefit of the learners and the school's excellent performances. Control of attendance and punctuality by the SMTs will also solve the problem of learners dropping out of

school (Subrahmanyam, 2016:41). This will contribute to creating an educated society where acts of crime are reduced to the barest minimum.

The abolition of truancy and punctuality by the SMTs can suppress learners' fear of learner gangsters (if they still exist). In other words, if all learners in their multitudes come to school early, it might create fear among the small number of learners who still belong to the gangsterism sect who attack the way (Subrahmanyam, 2016:42). This will also affect the small number of learner gangsters' morale who still attempt to operate in the school environment because teachers must discipline late learners if the school is to run smoothly. Nonkonana (2020:21) and Grobler (2018:2) note the same concerning late-coming and the work of SMTs in a Cape Town school, that teachers feel helpless in the face of learner punctuality since educational policies which outlaw certain forms of punishment in South African schools effectively tie their hands. In this instance, teachers, coupled with the core SMTs, should be at the forefront to abort absenteeism and punctuality to forestall gangsterism.

Moreover, if the SMTs deal with attendance and punctuality, learners would be up to date on what educators teach in their classrooms, facilitating the completion of the school syllabus; this is true of many schools in Bloemfontein where constant attendance and early arrival for classes are factors in their regular excellent performance, which is ultimately responsible for high levels of educational achievement. According to CASE's (2007:71) study of school attendance in the South African schooling system, the problem of attendance and punctuality may be because of varied factors, including poverty, illness, transport, and lack of parental involvement in learners' education. Le Roux and Mokhele (2011:137), in their study of violence in South African schools, explain that the community must let learners know that punctuality, attendance, gangsterism, and substance abuse are harmful to their own academic achievements.

The WHO (2019) guidelines on solving school problems note that stakeholders' involvement in school issues ensures that SMTs access a wide range of possible solutions to the problem of learner gangsterism, which has a reference to what the SMTs should focus on in South Africa, ensure that effective coordination between schools and relevant ministries and bodies always exist (Mlangeni, 2018). Studies by

Telli (2013) and Ngidi (2018) note that inadequate consultation between South African schools and the bodies concerned with school safety hinders solutions to learner gangsterism. Therefore, the SMTs should ensure that the opposite becomes the case. This becomes a relief if answers through the SMTs to social problems in the context of schools work better with the government addressing the challenges through cooperative strategies.

The literature review section of the current study (section 3.4.2) further notes that cases of learner gangsterism in South African schools are sensitive since schools require constant cooperation with other state bodies, such as the police. The section identifies many instances in which the SAPS handled learner gang wars, which involved extreme violence and even death. The SMTs should wade in to stop the habit of delays in the arrival of the police, which causes extensive damage to school facilities. The literature review section (3.4.2) also recommends that the parents and guardians who live with the learner gangsters at home must get involved when their children face disciplinary cases at school. This is because it is the parents and guardians who understand the social histories of their children, and this also should be the ultimate concern of the SMTs and education stakeholders, even though helping to check attendance and punctuality to school.

Participants in the study expressed similar views on the need for a broad-based approach, which can be more effective in solving the challenge of learner attendance and punctuality. These came out in the following ways:

Mr Lesufi said,

“The deputy principal is expected to be the teacher, to be the policeman, to be the social worker, to be a psychologist, to be the pastor to these kids.”

Mr Maphile confirmed,

“Through the RCL, learners are represented there; they make their own inputs, and then we discuss with all the stakeholders, the teachers, and even the parents.”

Ms Manana noted,

“If all the key role players within the school level, the district level and the provincial level could play their role in implementing the policy as stated.”

All three comments agree on the lack of a holistic approach as a gap and weakness that prevents SMTs from addressing the root causes of gangsterism. The comments show that SMTs cannot succeed in their work because their limited scope fails to address the problem of learner gangsterism in its entirety.

Mr Lago said,

“Everybody points a finger at the Constitution, our today's constitution that it has disarmed the parents, teachers, everybody because now the Constitution gives youngsters an upper hand than the parent.”

Mr Pulane added,

“Members of the community, the parents of these learners, us as a school and themselves, these learners. Yeah, I can even cut across to go to maybe the ward counsellors and what.”

The two comments agree that the existing legislation on how SMTs should address learner gangsterism is skewed in favour of the learner. They also show that the SMT feels frustrated when dealing with the challenge at school.

Ms Mphaki noted,

“The existing framework does not really deal with the root cause of the gangsterism.”

Mr Morata said,

“A framework will also inform learners on the school's expectations regarding their conduct, as well as the measures that are going to be taken for the misconduct.”

The three comments agree that the existing framework is ineffective due to specific weaknesses. The views suggest that the new required framework needs to be broad enough to spell out what the law expects the different stakeholders to do in supporting the SMT to tackle learner gangsterism. The required overall approach should emphasise the need for discipline from all the stakeholders for the success of the new framework.

Liphoko said that

“When there are threats outside the school premises, approaching the school, the community can come together and resolve the situation because the community will never be weaker than the children because they know their children.”

Lesego added,

“There must be a parent from outside to represent all these parents to come up with some solutions.”

Ramahata confirmed,

“The police to come and encourage us, as learners, maybe about what the consequences of the gangsterism, what will happen if we join them and it will lead us to, maybe to jail.”

Ofentse affirmed that learners needed to,

“Listen to the parents, you know, but now he can't do it; it's a weakness, and that weakness will not help solve the problem of gangsterism.”

The above comments are unanimous that the current approach for SMTs to deal with learner gangsterism is too narrow. There is a need to involve parents and the wider community to improve the work of the SMTs.

Mr Khotso opined,

“It starts with the parents, whereby parents, ourselves, the way we conduct ourselves in front of our children.”

Mrs Raphiri noted,

“Without the necessary support from the parents themselves, we might as well hit a brick wall.”

All the comments above agree on the need for a broad-based approach where the SMTs consult with the learners' parents and guardians when schools handle learner gangsterism. They suggest that parents and guardians often have enough information about the learners they live with, which the SMTs might find helpful when dealing with the causes of violent gangsterism at school.

The literature review section in the current study (section 3.4.2) supports the involvement of all stakeholders, such as the teachers, learners, police, counsellors, and the broader community in handling learner gangsterism. The section notes that SMTs might achieve certain levels of efficiency in addressing the problem if they involve other stakeholders because every stakeholder possesses specific expertise in their fields

(UNESCO, 2019), and this helps approach the problem from a position of professional knowledge. The expertise becomes necessary because learner gangsterism requires specialised approaches that deal with specific issues the learner gangster faces.

CDA stresses the need for society to solve its discursive social problems, such as learner gangsterism and its adverse effects on education from varied knowledge sources, including most forms of indigenous knowledge. According to Semali and Kincheloe (cited in Lyon and Hunter-Jones, 2019), dominant discourses can silence and marginalise the voices of dominant peoples. Therefore, the application of CDA in the current study informs the need to find ways in which knowledge from other stakeholders who have a say in the lives of learners can contribute towards solving gangsterism, demystifying the usual tendency for government and the South African academy to monopolise their control on how society solves its problems. Semali, Grim, and Maretzki (2006:74) explain that “the situation is slowly changing as universities come to accept some level of responsibility for bridging the gap between community and campus-based knowledge systems.” In the current study, the participants believe that SMTs need to listen to even the voices of uneducated parents and guardians. That means that SMTs should solve the problem of learner gangsterism by also considering the views of marginalised groups such as parents.

5.2.4 Physical violence

Gangsterism and physical violence are almost the same concept in that the latter forms an integral part of the former. According to research, even weakened learner violence can disrupt any educational establishment.

The DBE is responsible for developing national policies and guidelines about school safety and monitoring. It evaluates school safety interventions nationally (CJCP, 2016). The South African Council for Educators (SACE) is the national statutory body for educators in South Africa (SACE, 2017), whose legislative mandate is detailed in the *South African Council for Educators, Act 31 of 2000 [as amended]*. Educators must adhere to the SACE Code of Conduct (CJCP, 2016). This body deals with any educator found to have been involved in a criminal act or act of violence. Therefore, the SACE, in

collaboration with the SMTs, should be at the forefront of dealing with matters concerning physical violence in schools.

Key policies informing and guiding school safety in South Africa should also constitute a tool for forestalling physical violence in schools. The SMTs should collaborate with the stakeholders of these policies to tackle the issue of physical violence in South African schools. These policies include, among others, the following: *National School Safety Framework*, the *Safety in Education Partnership Protocol* between the DBE and the SAPS, the *Regulations for Safety Measures at Public Schools*, and the *National Strategy for the Prevention and Management of Alcohol and Drug Use amongst Learners in Schools*.

The DBE and CJCP developed the *National School Safety Framework* in collaboration with other key governmental stakeholders. The focus is on a “whole of-school approach” to violence prevention and safety promotion in schools (CJCP, 2016; European Agency for Safety and Health at Work, 2013). This Framework aims to alleviate fear and create a safe, non-violent and threat-free atmosphere everywhere. Therefore, the framework ensures that there exists a conducive learning environment for learners, educators, principals, school governing bodies and administration” (CJCP, 2016:10). It is the duty of the SMTs to align with this framework to deal or abort this monster of physical violence in schools.

Every school must implement the following policies: a School Safety Policy, a School Safety Plan, a policy on non-violent discipline, and a Code of Conduct for Learners. The Safe School Committee monitors school safety interventions in every school (CJCP, 2016).

For the best management of the safety situation, each school is required to conduct a yearly survey. The *National School Safety Framework* provides the survey templates for annual audits conducted with all school stakeholders. The findings of the annual school safety reports survey are compiled and submitted to the respective appropriate authorities.

Cases of violent crimes perpetrated by learners, either experienced or perpetrated, are regularly reported to the local police station. If there is some intense home abuse meted

out to a child, that is reported by the school principal to the school social worker and the local police station (CJCP, 2016). The diligent duty of the SMTs informs all this.

The SMTs should also liaise with the SAPS and the DBE to cooperate with the *Safety in Education Partnership Protocol*. This Protocol indicates that these two government stakeholders are essential catalysts for ensuring school safety during school hours (CJCP, 2016; DBE, 2016; 2013). The Protocol requires the two to work together to institute functional safety committees in schools and ensure that all schools collaborate with a local police station (DBE, 2016; 2013). With this, school-based crime prevention programs are established to reduce physical violence and promote overall school safety (CJCP, 2016; DBE, RSA, & SAPS, 2011). This Protocol also develops safety incident reporting mechanisms that ensure stringent access control; it helps to enforce the prohibition of access to dangerous weapons and illegal substances at school (DBE, RSA & SAPS, 2011).

The SMTs in this study, as the body that manages measures for addressing school physical violence in terms of interventions, should prioritise schools' safety. According to Gevers and Flisher's (2012) outline of recommendations for preventing violence in schools, the DBE should monitor schools' adherence to minimum safety standards and efforts at preventing and responding to school violence, particularly by collecting regular data on school violence and prevention programmes.

The SMTs in this study, as the body that manages measures for addressing school physical violence in terms of interventions, should prioritise schools' safety. According to Gevers and Flisher's (2012) outline of recommendations for preventing violence in schools, the DBE should monitor schools' adherence to minimum safety standards and efforts at preventing and responding to school violence, particularly by collecting regular data on school violence and prevention programmes.

The SMTs should ensure that school policies and procedures, a detailed code of conduct, promotion of non-violence, and setting out of appropriate responses and consequences for violence per the DBE's minimum safety standards must be implemented and clearly communicated to all those within the school community.

The SMTs should decisively instruct their staff to restrain from any act of ineffective and inappropriate classroom management that might lead to violence within the schools; they must enforce school non-violence policies with the appropriate stipulation that any staff who violates the rules and regulations therein must squarely face the consequences.

There must be visible maintenance and monitoring of updated security infrastructure at schools to keep the premises safe and secure.

Through SMTs' collaboration with the SAPS, Department of Social Development, and local government, as well as school and community initiatives, the schools' surroundings should be cleared of drugs, alcohol, and weapons to ensure the minimal occurrence or abolition of physical violence in schools.

The SMTs must involve learners in planned, coordinated, consistent extramural activities that are positively leisure-packed after formal school hours. The learners should be afforded opportunities to make inputs when designing such programmes to accord them their worth and existence in their environment and society (Gevers & Flisher, 2012:206-207).

5.2.5 Learners' Humiliation

One of the most challenging issues for a teacher to deal with is humiliation in class. The feeling of disgrace that stigma can cause to a learner affects how such a learner relates with others and how they treat them in the social space, especially within the classroom. The school environment causes fear and uncertainty, especially amongst those who might have fallen victim to bullying and sexual violence (UNESCO, 2019:29). The stigma of humiliation affects the learning process in the classroom of such learners, whether they are treated as perpetrators or victims of learner gangsterism.

To be determined and solve the above problem, the humiliated learners should know that they are not alone, but resolutely be resilient and not just smart. As much as this is nothing personal, learner victims must learn from experience and seek a support network to help them continue with life. They should take solace in having to do

something they really will enjoy and refrain from striking back unprofessionally. In so doing, they must not isolate themselves from the company of their peers.

Curwin (2015) asserts that embarrassing or belittling learners may interfere with learning and lead to long-term resentment. Therefore, teachers should treat students respectfully and be mindful of their feelings in any situation, particularly in the classroom.

The SMTs need to use their influence to provide a safe haven for all learners irrespective of the learners' behaviour.

For the work of SMTs in effective school management to be authentic, they must keep communication between their members and the learners private when discussing learner behaviour or academic progress.

They should also frequently ensure that they check with the learners that the messages they receive are the same ones the SMT members are communicating to them.

The SMTs must avoid using sarcastic statements to address learners' delinquent or despicable behaviours, even if others might laugh. The humiliated learners often try to save face by hiding how they feel, only to retaliate later by any unthinkable means.

The classroom teachers are mostly the ones closest to learners. If you notice any sudden change in a learner's behaviour, especially withdrawal indications, find time as quickly as possible to ensure that you have not unintentionally hurt that learner. Have a teacher-learner discussion with such a learner to determine what is happening.

No school should publicly publish any learner's name, especially about such a learner's misdemeanour, to avoid humiliation or public shame exposure.

The SMTs must tell their learners stories about times when they were embarrassed by a teacher or another, discuss it with them, and listen to their suggestions of what could have been done to resolve the incident. Every learner in school deserves to feel emotionally safe from embarrassment and humiliation by teachers and other students. When such safety is violated, not only does academic performance suffer, but the learners might also suffer the hurt for the rest of their lives.

In the case of South African schools, therefore, a school situated in the locations such as the Heidedal area and Rocklands might increase instances of violence and rape, which make learners face identity problems resulting from stigma experienced in the classroom. Such cases could be ignored in the subject under discussion to avert identity issues.

Therefore, there is a need for the school to adopt other forms of non-violent discipline in handling learners who are perpetrators and victims of learner gangsterism and other forms of violence to help them cope with learning in the context of the school environment (UNICEF, 2008:16). This is because treating such learners as separate from the rest enhances stigma that tantamount to humiliation.

5.2.6 Gangsterism as an act of power

The WHO (2019) guidelines on solving school problems indicate that stakeholders' involvement in school issues ensures that SMTs should access a wide range of possible solutions to the problem of learner gangsterism. The issue at stake here is to demolish the act of power emanating from the monster of gangsterism by destabilising the perpetrators and their accomplices. Therefore, there is an urgent need for the SMTs to initiate an action plan to establish an adequate consultation between South African schools and the bodies concerned with school safety to proffer solutions to learner gangsterism. If tackled seriously, this will solve social problems at schools as the government will be motivated to address the challenges through cooperative strategies.

Furthermore, the SMTs require constant cooperation with other state bodies, such as the police. In the literature section, it was identified that many cases where the SAPS handled learner gang wars, which involved extreme violence and even death, were faulted. There were also cases where delays in the arrival of the police caused extensive damage to school facilities. Therefore, the SMTs, in cooperation with the parents and guardians of all the learner gangsters, need to get involved when their children face disciplinary cases at school. This is because it is the parents and guardians who understand the social histories of their children. If all these stakeholders,

including the police, come together to counter this gangsterism act of power, there must be a definite solution.

Participants in the study aired similar views on combating gangsterism as an act of power and the need for a broad-based approach which can be more effective in solving the challenge of learner mayhem. These came out in the following ways.

Mr Lesufi said,

“The deputy principal is expected to be the teacher, to be the policeman, to be the social worker, to be a psychologist, to be the pastor to these kids.”

Mr Maphile confirmed,

“Through the RCL, learners are represented there; they make their own inputs, and then we discuss with all the stakeholders, the teachers, and even the parents.”

Ms Manana noted,

“If all the key role players within the school level, the district level and the provincial level could play their role in implementing the policy as stated.”

All three comments agree on the lack of a holistic approach as a gap and weakness that prevents SMTs from addressing the root causes of gangsterism. The comments show that SMTs cannot succeed in their work because their limited scope fails to address the problem of learner gangsterism in its entirety.

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“Members of the community, the parents of these learners, us as a school and themselves, these learners. Yeah, I can even cut across to go to maybe the ward counsellors and what.”

The two comments agree that the existing legislation on how SMTs should address learner gangsterism is skewed in favour of the learner. They also show that the SMT feels frustrated when dealing with the challenge at school.

Ms Mphaki noted,

“The existing framework does not really deal with the root cause of the gangsterism.”

Mr Morata said,

“A framework will also inform learners on the school's expectations regarding their conduct, as well as the measures that are going to be taken for the misconduct.”

The three comments agree that the existing framework is ineffective due to specific weaknesses. The views suggest that the new required framework needs to be broad enough to spell out what the law expects the different stakeholders to do in supporting the SMT to tackle learner gangsterism. The required overall approach should emphasise the need for discipline from all the stakeholders for the success of the new framework.

Liphoko said,

“When there are threats outside the school premises, approaching the school, the community can come together and resolve the situation because the community will never be weaker than the children because they know their children.”

Lesego added,

“There must be a parent from outside to represent all these parents to come up with some solutions.”

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The above comments are unanimous that the current approach for SMTs to deal with learner gangsterism is too narrow. There is a need to involve parents and the wider community to improve the work of the SMTs.

Mr Khotso opined that

“It starts with the parents, whereby parents, ourselves, the way we conduct ourselves in front of our children.”

Mrs Raphiri noted,

“Without the necessary support from the parents themselves, we might as well hit a brick wall.”

All the comments above agree on the need for a broad-based approach where the SMTs consult with the learners’ parents and guardians when schools handle learner gangsterism. They suggest that parents and guardians often have enough information about the learners they live with, which the SMTs might find helpful when dealing with the causes of violent gangsterism at school.

The literature review section in the current study (section 3.4.2) supports the involvement of all stakeholders, such as educators, learners, police, counsellors, and the broader community in handling learner gangsterism. This section notes that SMTs might achieve certain levels of efficiency in addressing the problem if they involve other stakeholders because every stakeholder possesses specific expertise in their fields (UNESCO, 2019), and this helps approach the problem from a position of professional knowledge. The expertise becomes necessary because learner gangsterism requires specialised approaches that deal with specific issues the learner gangster faces.

CDA stresses the need for society to solve its discursive social problems, such as learner gangsterism and its adverse effects on education from varied knowledge sources, including most forms of indigenous knowledge. According to Semali and Kincheloe (cited in Lyon & Hunter-Jones, 2019), dominant discourses can silence and marginalise the voices of dominant peoples. Therefore, the application of CDA in the current study informs the need to find ways in which knowledge from other stakeholders who have a say in the lives of learners can contribute towards solving gangsterism, demystifying the usual tendency for government and the South African academy to monopolise their control on how society solves its problems. Semali et al. (2006:74) explain that “the situation is slowly changing as universities accept some level of responsibility for bridging the gap between community and campus-based knowledge

systems.” In the current study, the participants’ view that SMTs need to listen to even the voices of uneducated parents and guardians disturbs the dominant norm. It ensures SMTs solve the problem of learner gangsterism by considering the views of marginalised groups such as parents.

5.3 COMPONENTS CONDUCTIVE FOR SMTs MANAGEMENT OF LEARNERS’ GANGSTERISM

Participants’ statements in the FGDs singled out varied conducive conditions necessary for the new framework on learner gangsterism to work. The significant favourable conditions for the new framework are enhanced awareness practices, inclusion of stakeholders, inculcation of democratic values, encouragement of community monitoring practices, promotion of extracurricular activities, and creation of awareness of learner gangsterism.

5.3.1 Strengthening, guidance and counselling

The SASA (1996) document contains sections on the role of the school to provide information that safeguards the rights of stakeholders. The Act spells out that it is the school’s duty to provide information to any person in the school, provided that the information serves to protect the person’s rights. The dangers of learner gangsterism to academic performance and the learners’ general well-being is one of the critical pieces of information that schools can make the learners aware of at school, and it is in this context that the school’s code of conduct becomes relevant (Petso, 2021). The Act explains that schools must design their own codes of conduct after consultation with the educators, parents, learners, and other stakeholders, and it authorises only the head of the department to suspend or expel an unruly learner after a fair hearing and consultation with relevant bodies. Hence, the Act makes it important for schools to provide information on learner gangsterism to warn learners against engaging in the vice.

Guidance and counselling play a significant role in the day-to-day management of schools; they also enhance awareness among stakeholders in solving gangsterism in society in general. Therefore, professionally strengthening schools' guidance and counselling departments becomes essential and urgent to diagnose the possible problems that learners perpetrate and face in their daily interaction with the school community. Such problems include learner gangsterism and the associated evils mentioned earlier, and then determine ways and means to address the same.

Different participants expressed the need to strengthen guidance and counselling to make information on learner gangsterism available to parents, learners, and educators as follows.

Mr Maphile observed,

“The role that we play in terms of proper career guidance to move them away from focusing a lot on their peers.”

Mr Lesufi maintained,

“The police, they just come, they profile the learners, it ends there.”

Ms Manana explained,

“They need to know how to support them and also how to prevent it from happening.”

The comments agree that relevant stakeholders must play their roles in ensuring learners access the correct information on gangsterism, which should include awareness on the part of educators, parents and guardians, and the police on how to approach gangsterism without victimizing learners.

Mr Lago said,

“If your child attends schools there, the moment a teachers [sic] realizes that this person is troubled, he or she is not mentally stable, they refer that child to the social worker or psychologist.”

Mr Pulane confirmed,

“Yeah, 20 learners per grade who are willing to go through it and have a say on it so that we can build it now and, say, this document that we are going to use.”

The participants' comments agree that involving learners in the awareness campaigns about gangsterism that schools arrange is important. The educators should also realise that extreme cases of learner gangsterism require specialized attention from police and social workers.

Mr Molokoane added,

"That is why we are having that big board outside that is having the emblem of the police, showing learners what is it that is not needed."

Ms Nthabiseng stressed,

"We actually give every group that comes to our school to help us with gangsterism."

The comments are unanimous that spreading awareness helps reduce the prevalence of learner gangsterism. The participants observed that the involvement of the church and the police are both crucial to the fight against gangsterism since the church nurtures the spiritual side of the learners.

Mr Morata added,

"If the school, the police officers, and the community members, like CPF, maybe can call a meeting just to maybe once a term, just to make parents aware of the dangers of gangsterism."

Mr Saila affirmed,

"We have a school Christian organization in the school."

The participants agree that all stakeholders should be able to provide awareness advice to learners. The advice on learner gangsterism should address all aspects of learners' lives in or outside the school.

Liphoko said,

"There should be disciplinary hearings for learners who are involved in gangsterism; maybe that will result in the change of their behaviour."

Nuna confirmed,

“Us learners, we should start by making programs. Like teaching each other about gangsterism, like sitting down try to know what gangsterism is. Like what makes people join gangsterism.”

The comments show that learners recognise their role in addressing gangsterism. Disciplinary hearings for gangsters may act to warn those who plan to join of the adverse effects of joining a gang.

The literature review section of the study (section 3.4.6) identifies creating awareness as a precondition for the success of a new framework to address learner gangsterism in South African schools. It also notes that parents play a significant role in raising learners' awareness of the dangers of engaging in drug abuse and gangsterism (DBE, 2010). Therefore, parents, teachers, and other guardians should be on the frontline of leading awareness campaigns that help learners appreciate the dangers of gangsterism in the future.

The issue of raising awareness among learners on the dangers of learner gangsterism goes with the role of the media in CDA, and this relates to how the ruling class seeks to control the kind and amount of information people access on how the state governs and transacts national affairs on their behalf. It is in this sense that “public meetings tend to be officially viewed as ‘consultation’ only in the highly reduced sense of officials giving information and answering questions – hardly ‘consultation’ in any meaningful sense” (Fairclough, 2003:81). This dismissive attitude towards the governed people makes the state a secretive apparatus that denies people a sense of agency to contribute indigenous knowledge to how the state governs them. Indigenous knowledge refers to “the systematic body of place-based information acquired by local residents through the accumulation of experiences, informal experiments, and an intimate understanding of the local environment” (Semali et al., 2006:74). Thus, participants' comments on the need to raise awareness on the dangers of gangsterism represent the ordinary people's attempt to go against the silence that the government imposes on them through the official media. The views show that the people are restless about the government's failure to avail information to learners on the causes and adverse effects of gangsterism.

5.3.2 Inclusion of stakeholders

Inclusion refers to the active involvement of participants in investigating a societal reality that affects their lives to effect a change that benefits society. Such inclusion allows participants to have active voices in formulating a strategy to curb gangsterism in selected schools in their society (Costa, Duperoy & Sabella, 2016:7).

The inclusion of stakeholders begins with the school security section in their physical interaction with the learners, and sometimes, they are involved in the mental aspects as some of the learners may show signs of emotional reactions. It then means that the SMTs could include health professionals as well as families of learners as stakeholders to diagnose and solve the problem of learners' gangsterism. This inclusion indicates how best schools may mitigate the causes and effects of the problem of learners' gangsterism, which is also in recognition of the social backgrounds of the youths involved in gangsterism.

Including learners and the security section of schools exposed to gangsterism in this project highlighted the observation of their rights as participants in producing valuable knowledge that concerned them.

However, there is also a need for SMTs to adopt broad-based approaches to learner gangsterism, which might extend the school context to include other structures, such as social clubs, faith-based organisations, and the media, for an exhaustive solution to learner gangsterism (NIDA, 2003:9). This integrated approach also addresses all the sections of society, and not necessarily only those that involve schools directly. This inclusion appropriately responds to the foundations of learners' gangsterism.

Several studies, such as those done in Singapore, ensured a successful inclusion and integration of gangsters into communities and state implementation of a master plan, among other things, focused on increased funding of support services like sports groups and volunteer organisations. Such engagements ensured that learners were not ostracised from their communities (Walker & Musti-Rao, 2016:33).

In the main, however, involving the wider community maximises the chances of solving the problem in other contexts should the solution that the SMTs proffer prove ineffective.

5.3.3 Inculcating democratic values

SMTs' management of learners' gangsterism without inculcating democratic values does not work in any school. Where any official, be it the principal, the deputy, or any other top member of the SMT, uses an autocratic means of school management to govern, their learner gangsterism will always exist. Put differently, the existence of conservative approaches to the practice of school management is part of the reason challenges such as learner gangsterism persist in schools and complicate the work of the SMTs.

The SMTs should always liaise and relate positively with every member of the SMTs and other stakeholders to adopt democratic tendencies that will inculcate harmony into school management, which can be attained by being responsive to suggestions from all stakeholders. This makes the stakeholders feel a sense of belonging that motivates them to cooperate with the principal to manage schools.

Inculcating democratic values in how SMTs address learner gangsterism in schools denotes the need to seek the attention and contributions of other relevant stakeholders, such as parents and the wider community. Inculcating democratic values is also vital for managing schools since it provides the stakeholders with a safe environment where they may express their thoughts on the issues affecting their lives and others living around them. This ensures that the wider community can experience success and peace from the entire school management process, which benefits the learners simultaneously.

Another crucial requirement about inculcating democratic values remains that the school management should treat all the stakeholders equally in the context of leadership. In this way, the stakeholders' views and interpretations of the problem of

learner gangsterism might consider school policies as refined school management for the common good.

However, infusing and nurturing a democratic space and culture about learner gangsterism in the management of schools also implies that SMTs should consider and advise on what ideas the learners must contribute when the school management formulates strategies to address the problem because the learners are the first targets of the SMTs' strategy and as such will be adopted to impact their lives directly. It is in this context that schools should encourage such aspects of community policing, as well as parental involvement through love shown to learners (Mlangeni, 2018:37).

The vital role that the more prominent family plays in the growth and development of a child is the last of the five strategies that Mlangeni (2018:37) suggests for effectively managing the problem of learner gangsterism in schools. Therefore, the SMTs need to encourage the extended families to ensure that the lives of younger members of school-going age will depend on the social context of the whole family for guidance and support. Learner gangsters generally have, apart from their parents, specific members of their families to whom they are likely to listen. These might be the immediate or even the extended family. It might be a democratic strategy for SMTs to take advantage of these family members' views and use them to enrich their understanding of gangsterism's origins, enabling school managers to act efficiently when seeking solutions to the problem.

The involvement of the above familial links in discussions on learner gangsterism, therefore, might play an important role in expanding the democratic space in school management of gangsterism. They ensure the growth and nurture of a democratic culture in how schools, through the SMTs, tackle gangsterism in the educational context by encouraging the practice of listening to diverse voices, ensuring efficiency in how SMTs run schools (Mlangeni, 2018:39).

5.3.4 Encouraging community monitoring praxes

Community policing may serve as an effective method for addressing the challenges that arise from the prevalence of learner gangsterism in South African schools. Community policing puts the overall responsibility of security on the shoulders of the whole community that lives in a particular locality, which is self-safety that can be trusted; this is particularly relevant to the more overt forms of criminality gangsterism inflicts on the other learners, such as actual violence and vandalism. This is specifically so in the case of the Province of Western Cape, which is the most affected by social unrest and learner gangsterism (RSA, 2017:150). In this case, therefore, learners, teachers, and the SMTs can act as a link between the school and state authorities by reporting and handing over to the authorities learner acts that are in direct contravention of state laws and regulations, such as violence and physical harm, including cases of rape.

Organisations such as community-based organisations, community safety forums, community works programmes, etc., exist, which might assist in no small measure to combat learner gangsterism. The SMTs, as forefront leaders in the fight against learners gangsterism, must organise a streamlined action that will benefit not only the learners but also society. Developments that involve communities can be categorised as the outcome of either direction, manipulation, or negotiation of total empowerment.

Enduring gangsterism, wherever it may occur in the school environment, has a lasting influence on how learners interact during their regular days at school.

Therefore, there is a need to establish measures to disrupt the links which pass the communication of violent culture to other learners. Community policing ensures that learner gangsterism does not become a culture that society communicates to different sections of the national society outside the school.

Different studies exist which engage with the challenges that learner gangsterism poses to the broader society in general, but specifically to how SMTs manage schools in South Africa. Systemic imbalances which arose from poor sanitation and performance in schools in formerly segregated areas should be investigated and ameliorated in consideration of the current situations in society. Moreover, inadequate performance

should be destroyed alongside learner gangsterism in the country because it forces those who underperform to seek other methods of self-expression. Community policing should remain an alternative strategy that SMTs must use to mitigate the problem of learners returning to neighbourhoods. The affected young offenders whose educational policies have denied access to education should be reconsidered for inclusion.

5.3.5 Promoting extra-curricular activities

While extra-curricular activities often consume the time of regular school hours, they also give students the opportunities to gain life skills that will benefit their future success. These activities are both social and educational, allowing learners to learn something new.

Therefore, extracurricular activities are essential for the learners' general development. They increase their self-confidence and help them learn to be more social as they develop their talents. The financial expenses parents think they are incurring do not matter; the benefit justifies the inputs since these positive impacts are evident.

It should be noted that the recreation of the brain enhances the learner's academic performance whether s/he is actively participating or is a spectator.

The SMTs should, therefore, ensure that extra-curricular activities, particularly in sporting events, should be a priority in the school curriculum.

Parents must play an essential role by not relenting in providing the tools apportioned as their responsibilities for their wards' activities. They can help their children set up a schedule, plan for extracurricular events and stay organized. Extracurricular activities, such as joining a sports team, learning an instrument, joining a theatre group, or enrolling in an online course, require regular time commitment and initiative.

Some parents have benefitted from supporting their children in participating in extra-curricular activities as those children joined in the provincial and national sporting tournaments and even graduated to be professionals abroad. Providing your children with various pastimes will help keep them from engaging in some students' harmful

behaviours. Extracurricular activities in schools are also important since they redirect minds from evil thoughts to good ones.

Extra-curricular activities are important mediating factors in how SMTs can address the problem of learner gangsterism.

Extra-curricular activities are also important in strengthening the learners' individual identities and self-perceptions, emerging in the study of the management of extracurricular programmes in selected inner-city secondary schools in South Africa, where Sonterblum (2018) explains that most extracurricular activities are essential at school because physical exercise produces a positive impact on the psychological and physical health of the learners across all spheres of engagement. Both aspects of health may directly affect academic performance, which is particularly important because mental and physical health are central to good performance at school because they determine performance. There is no gain in their relevance to the South African context.

Moreover, extra-curricular activities help SMTs manage schools by laying the foundation for a productive mental disposition, allowing learners to succeed at school. The correct disposition for learners makes them concentrate solely on their lives as learners and on their responsibilities as prospective leaders for the national collective of South Africa. Adeyemo (2010:114), in studying the relationship between different extra-curricular activities and learners' performance in Nigerian secondary schools, observes that such activities are essential in building a learner's psychological make-up, which serves learners throughout and beyond their academic lives. The above study shows that extra-curricular activities enhance the learners' positive social and academic self-concept, which in turn nurtures the self-confidence necessary for academic achievement and life outside the school.

In summary, this is particularly so because learners who face academic performance difficulties will likely take advantage of the opportunities that extracurricular activities offer to help them find a niche in their future career paths as athletes from where they earn. Extra-curricular activities, therefore, become a space where learners compensate for their possible shortcomings in the classroom.

5.3.6 Creating awareness of learner gangsterism

The importance of awareness creation about learners' gangsterism can be emphasised through the administered interviews with the research participants and by understanding specific educational policies and implementation by SMT members. The question is: Does such implementation help improve school functionality? Again, the DoE needs to assist the SMTs with training to facilitate school safety with the theme “combating school/learners gangsterism”.

Furthermore, learners' gangsterism awareness creation policies should be amended to meet the current needs of the schools and SMT members. The SMTs must also create and publish school-based policy guidelines for combating learners' gangsterism. The DBE might institute another awareness-creation strategy about learners' gangsterism in collaboration with the SMTs.

All stakeholders in the school environment should ensure a gangsterism-free climate by promoting an enviable school culture and positive community influence by instilling good morals in learners and remodelling the community into a conducive place for living.

The SMTs must intensify awareness through regular education on the specific drawbacks of the learners engaging in learner gangsterism. Raising such learner awareness on the possible setbacks and long-term effects of learner gangsterism forewarns and discourages possible involvement in the practice. One of the studies of learner gangsterism at different secondary schools in the Capricorn District of Limpopo Province in South Africa suggests that creating awareness about the disadvantage the practice has on the achievement of academic goals tends to reduce the prevalence of gangsterism (Petso, 2021). Such education would include enlightening the learners about the negative impact gangsterism has on their peers and their own general academic performance as well as in society.

The preceding is essential because the study on the prevalence and effects of bullying at a rural school in the Eastern Cape Province of South Africa shows that 48% of the

learners felt gangsterism interfered with their ability to learn and absorb what the educators taught in class (Ndebele & Msiza, 2014:121).

Creating awareness about gangsterism also means incorporating other stakeholders in the school, such as teachers, parents, other relevant government institutions, and the wider community whose existence depends on the learner's behaviour. The awareness would make it possible for teachers to be acquainted with the causes and effects of gangsterism and diagnose and address the same in the learners. The study on bullying in Nigerian secondary schools shows that teacher's attitudes towards gangsterism, in general, and towards bullying play an essential role in how SMTs address the problem in schools (Fareo, 2015:439). The involvement of teachers in fighting gangsterism is crucial because much of gangsterism happens at school on premises where teachers interact physically with the learners. It means that teachers are sometimes the victims of learner gangsterism (Omoniyi, 2013:72). Therefore, they must equip themselves early with knowledge about the practice.

The intention to create awareness should also include parents and the broader community because gangsterism affects society at large and the immediate community with which the school associates itself. Sensitising parents and guardians and the wider society about learner gangsterism ensures that parents develop effective strategies and understanding of their children, be they victims or perpetrators of gangsterism. Parents play a more central role since they are in constant contact with their children, who are the learners, during out-of-school hours and on the holidays. The study on gangsterism in Kenyan schools shows this is more so in cases where parents need to respond to psycho-social problems that their children suffer because of learner gangsterism (Ochura, 2014:126). Parents who lack the psycho-social competence to respond to their children's situations arising from learner gangsterism might impede addressing gangsterism in schools. Their ignorance worsens the problem by their being unable to diagnose and alleviate their children's psychological complications.

5.4 CONDUCTIVE CONDITIONS FOR SMTs MANAGEMENT OF LEARNER GANGSTERISM

The previous section discussed possible activities that may help improve how SMTs manage the problem of learner gangsterism in schools. The current section seeks to identify the specific features that match each activity suggested in the previous section. Whether the current proposed framework will succeed will depend on a cooperative relationship between the different entities that assist SMTs in managing learner gangsterism.

5.4.1 Psycho-social support

Psycho-social support is a significant move to guide learners toward the path where they can avoid suffering from psych-social problems. Different organisations work together to help learners exposed to conflicts (gangsterism), calamities, crises, etc. According to ActAlliance (2015), the psycho-social support aspect of well-being includes biological, material, social, spiritual, cultural and emotional factors.

Learners' psychological health determines the efficiency with which SMTs respond to gangsterism. Psycho-social support entails the government providing schools with qualified social workers who can listen to the social challenges which learners bear from home that cause them to engage in gangsterism. Adequate psycho-social support to learners in South African schools, therefore, supports the fight against learner gangsterism. Participants voiced their thoughts on the psycho-social nature of the problem of learners' gangsterism in different ways.

They commented that some of the causes of learner gangsterism are psycho-social in nature. They summarily also concur that there is a need for a school psychologist in every school to identify learners with the condition and help SMTs deal properly with gangsterism.

The participants also agree that counsellors are indispensable to a practical approach to tackling learner gangsterism. Qualified counsellors in the schools will help the SMTs address the issue of gangsterism. The participants agree that some instances of

gangsterism require psychological intervention from specialists. In this case, schools can also allow private groups to guide and counsel troublesome gangsters.

Therefore, the attention of relevant departments is required for effective solutions other than the education department doing that single-handedly.

Some comment on the issues that learners are unwilling to open up to the SMT. Schools should, therefore, consider involving social workers whom the learner gangsters can confide in. The SMTs will have to fasten the process of dealing with gangsterism by ensuring that schools are provided with permanent social workers who can respond to learners' psycho-social issues as and when they arise.

There is an indication (*cf.* section 3.4.1) that psycho-social support is vital to the SMTs' work of addressing the root causes of learner gangsterism. Some of the learner gangsterism issues are psychological and external to the physical school environment (Hlatshwayo, 2018). This may corroborate what MacMaster (2010) recommends: "Schools can liaise with churches and other social players to ensure that society fulfils learners' needs for guidance and counselling even when learners are off the school environments".

5.4.2 Holistic Framework

Expanding the current holistic framework involves different stakeholders who have roles to play in the effective running and performance of a school, such as the roles that parents, educators, learners, the community, and the government play concerning the maintenance of school discipline. The involvement of these stakeholders in school issues also ensures that SMTs access all possible solutions to the problem of learner gangsterism because solutions to educational issues work better if they are arrived at through consultative and cooperative processes which mobilise the whole society towards a single shared goal of curbing violence in schools (WHO, 2019:3).

The above citation indicates that all stakeholders need to collaborate and mobilise themselves holistically and democratically as they seek solutions to learners'

gangsterism. The police and specific church organisations are also included in this arduous task of fighting against learner gangsterism.

A case in point, as per the involvement of the police (in literature review), is where the school engaged the police in criminal acts of sexual violence by learners. That was a study by Ngidi (2018:20) at Peri-Urban schools in Umlazi Durban, where it was discovered that severe cases of assault and fighting should drive schools to engage the police to appear in their full force to help fight learners' gangsterism right in the school environment.

To sum up, the holistic fight against learners' gangsterism means that sociologically, all education sectors must join hands with every other stakeholder to amass all complex qualitative and quantitative aspects to wage war against learners' gangsterism.

The lamentable comments inform the above solutions about the causes of the cankerworm and learners' gangsterism below.

The comments above accept that the DoE does not have a framework to deal with learner gangsterism, complicating how the SMTs address gangsterism at school.

Mr Lago said,

"We need these laws that we need to be created in order to combat this question of gangsterism in schools."

Mr Pulane added,

"It should be a document that we all agree upon."

The participants agree that the government has created a vacuum for SMTs since schools lack a holistic framework regarding gangsterism. It is, therefore, difficult for educators to handle unruly learners.

Mr Morata affirmed,

"The other thing is, I think we have already spoken about this; it's the ratio of what is this: Adopt-a-Cop. If we could have maybe a balanced ratio of that."

Ms Moroka observed,

“There was never a time when the code of conduct was addressed with either the learners or the teachers.”

Ms Choane added,

“The existing framework does not really deal with the root cause of the gangsterism.”

The views show that the existing framework is too loose and inefficient to deal with the issue of learner gangsterism. It does not go deep enough to address effective policing and the root causes of learner gangsterism.

Thabo opined,

“If there is a security, it might help that if something happens at school, he might be able to stop it because he knows what to do.”

Nuna added,

“The principal should try, by all means, to focus mostly during school hours in order to see where learners take most of their time doing.”

The comments agree that a workable framework should start with the state of security in the schools. The new framework should clearly spell out the functions of the principal as the school's chief administrator.

Mr Khotso said,

“It starts with the parents, whereby parents, ourselves, the way we conduct ourselves in front of our children.”

Mrs Raphiri added,

“Once this particular code of conduct has been clearly crafted with a specific framework dealing with and how to curb learners' gangsterism in schools, it must definitely be then shared with the parents of the learners, if there's been a parents' meeting.”

The above comments are unanimous on the role of stakeholders, parents, SMTs, governments and the police as a practical approach to the holistic framework. It should define the above stakeholders' roles as they contribute towards solving learner gangsterism.

As indicated in the literature review (section 3.4.2), the government should collaborate with all the stakeholders to establish a holistic framework that addresses the root causes and different aspects of learner gangsterism. The new framework should specifically outline the type of support that meets the SMTs' expectations from learners, educators, parents, the police, and the DoE (Monare, 2013). A fair application of the framework can inspire learners to acknowledge and respect the school code of conduct and make the best out of their lives as learners.

According to an analysis by CDA, the state uses the available ideological textual narratives to condition the masses to depend on the government for all support during periods of crises, such as when learner gangsters carry out their activities. In the same manner, Fairclough (2013:14) explains that state conditioning makes the masses assume that "it is the job of the state to rescue them when periodic (but regular and predictable) crises occur". Hence, it makes the lower classes overlook their own agency in solving local problems. The above comments in the study show that the people accept the government's approach to addressing gangsterism and support their own solutions.

5.4.3 Robust extra-curricular activities

The literature review section of the current study (section 3.3.5) states that school extra-curricular activities play an essential role in fighting learner gangsterism in South African schools. Games, sports, and other related activities engage learners' time and teach them to think creatively when they engage in class work (Tshatshu, 2016). Learners who involve themselves in games and sports keep away from gangsterism and often realise improvement in their academic performance. Further, the learners use extra-curricular activities to strengthen their sense of identity and no longer need to engage in gangsterism to find their identity (Sonterblum, 2018).

Therefore, the SMTs and the concerned stakeholders should embed games and sports as an integral component of the school curriculum. It could also be advised that camp activities be included, as such will inform learners of the importance of co-curricular activities. Camp activities that teach learners to bond and take a break from hectic classwork should be recognised as extra-curricular activities. These play an essential

role in rehabilitating former gang members into the school fold. This, in turn, will encourage the sharing of ideas between schools and address other harmful activities that expose learners to gangsterism in the school environment.

Even extra-curricular activities pave the way for school connectedness, which can limit the chances of the prevalence of learner gangsterism in South African schools.

Although expanding the capacity of schools to engage in extra-curricular activities benefits the learners, some learners who participate in all these are exposed to certain risks, such as illicit opposite-sex relationships.

Furthermore, the SMTs must provide adequate school facilities as another benefit derived from well-organised extra-curricular activities that can address learner gangsterism, especially in rural areas. Schools require facilities such as fields (for football, rugby, basketball, and races), qualified staff, and other equipment, such as racquets for tennis, which learners may use as they engage in extracurricular activities. Therefore, providing adequate facilities increases the extent to which SMTs can use extra-curricular events to their advantage as an alternative strategy for addressing the causative factors of learner gangsterism.

The advantages of the school's robust extracurricular activities and issues being considered can reverse the comments stated by the participants below.

Mr Maphile said,

“There are so many of them who are enthusiastic to taking part in, especially in sports, but now there are no facilities.”

Mr Lesufi added,

“There are a lot of things that distract these kids when they are still out there. You know, sometimes freedom is an enemy to your own success. If you are not careful.”

The observations concur on the role of games in helping SMTs deal with learner gangsterism. They suggest that the government should consider prioritizing game facilities to help learners find constructive ways of spending their leisure time.

Mr Pulane said,

“When we were in the climax of this gangsterism, the police came in and said, but what is it that we can do to curb it? Then they organized some game.”

Mr Lago added,

“Freedom is an enemy to your own success.”

Both comments agree that learners often have free time at school and that the school should spend much free time in constructive activities, including games and sports, to prevent learners from being idle and engaging in negative thoughts. It is these negative thoughts that sometimes lure learners into activities such as gangsterism.

Mr Sechaba said,

“I threw [sic] the ball to the other learner; you just must give it back to me. You know, it's just that interaction.”

Ms Nthabiseng confirmed,

“It is just to let this learners [sic] interact with each other, to see things in a different way with maybe participating in all those sports activities.”

The above views show that games and sports significantly nurture solid bonds between learners. The bond teaches learners to be one another's keepers, discouraging activities that may make them harm one another, which is the case with violent gangsterism.

Ms Masenya said,

“Some epic things happened, like earlier. But then there has been some improvement because since I arrived here, I've never seen such.”

Ms Itumeleng affirmed,

“During break times, there were this and this, children were fighting and what-what.”

The participants' comments prove that games and sports are important in addressing learner gangsterism. The games learners play during break times have the power to change their behaviour towards one another and limit the chances of learners engaging in gangsterism.

Vusi said,

“The school should implement sports facilities in order for kids to play, and the school manager should focus on people who are being bullied.”

Katlego confirmed,

“The school must create sport so that the children may join the team, the football club or even the rugby or something sports.”

Moshou expressed,

“Sports might help because they will all participate in sports so that it will distract them. Sports will distract them from getting into gangsterism.”

Mpho confirmed,

“It will help them to be distracted and focus on their future.”

The statements show that learners understand the value of sports in their lives as learners. They appreciate that games and sports form an integral part of the learning process since these extra-curricular activities engage learners and prevent them from joining gangs.

Mr Khotso said,

“The learners are taken away, off the school premises, like a camp.”

Mr Seseng expressed,

“To rehabilitate some of them that are already having wrong terminologies, and are struggling to get out of that struggles that they're in.”

CDA identifies popular social fields such as games and sports as having the political agency the state might want to control. Fairclough (2013:12) explains how “discourses that originate in some particular social field or institution [...] may be recontextualised in others”, precisely the political field. The government understands that popular activities have the power to bring ordinary people together for a particular cause. Therefore, the participants’ comments above allude to how the South African state has not done all it can to ensure that schools have the necessary facilities to support extra-curricular activities. It means the government has recontextualised extra-curricular activities as a political tool, and Fairclough (2013:12) notes that “recontextualization [...] can be seen as ‘colonization’ of one field or institution by another, but also as ‘appropriation’ of ‘external’ discourses, often incorporation of discourses into strategies pursued by particular groups of social agents within the recontextualizing field.” The participants’ views show that ordinary people understand the value of games and sports. They see the failure of the government to fulfil its responsibility of availing the necessary facilities that can benefit schools when it comes to addressing learner gangsterism.

5.4.4 Effective policing

Some scholars define community policing as a practice whereby the stakeholders of a given community unite using crime prevention strategies that decrease crime in the community (Nyanya, 2017:89). Community policing forms an essential aspect of how South African schools, through the SMTs, address the problem of learner gangsterism.

In the spirit of togetherness, there is a need for collaboration between the community policing at school and the SAPS, presupposing that the existence of a working spirit

between the SMTs and the SAPS is an essential precondition for the strengthening of community policing as a way of addressing learner gangsterism.

Secondly, effective community policing creates an awareness of the school rules and regulations among the learners. It is through the awareness of the school code of conduct that it is made possible for the learners to be conscious of what these rules entail; the rules must be transparent and fair to enhance their faith in the school as their mirror to life realities. When the rules against gangsterism are clear, the learners will not hesitate to obey them for their safety. Furthermore, other learners will promptly notice when other learners break such rules within and outside the school environment. This aspect of fairness unites learners as a family. Consequently, learners identify and view the school as a protective entity of their general interests, so they abide by the rules and regulations as best as possible.

The above is particularly important concerning the general learner perception in South African schools that the presence of the police constitutes an obstruction to their freedom and enjoyment of the education process, as Magidi's (2014:99) study of violence amongst high school learners in Hanover Park, Western Cape, indicates. The educators themselves see community policing as a central role player in the management of learner behaviour, not only for better academic attainment but also for the benefit of the larger society, which learner gangsterism often affects (Monare, 2013:41). All this work of effective policing enhances SMTs' insight toward addressing learners gangsterism.

An important strategy to help the masses have faith in the involvement of the SAPS is to dissuade their minds from remembering the context of South Africa of the general experience of South African society with policing in the historical context of apartheid. The police are the society's friend as far as policing against general gangsterism is concerned. The SMTs, in collaboration with the government, need to clearly explain to learners and the community at large to begin to view the police as helpful members of their communities.

An efficient and well-organised police force will ensure community policing works effectively in South African schools. The study on the involvement of male learners in

gangsterism at high schools in Khayelitsha, Western Cape Province, indicates that the community felt the police did not contribute enough towards the fight against gang violence (Gxubane & Mguzulwa, 2019:277). This might be a misconception regardless of the thoughts of the observers. It might be, therefore, necessary to train an efficient and professional police force that recognises the danger of learner violence in schools. The participants expressed this misconception thus:

Mr Maphile explained,

“The police also they stay where these boys are living as well. They don't stay, I mean, at a different place altogether, or they don't get guards all the time.”

Ms Manana lamented,

“That would not only be the responsibility of the Department of Education or the school's only; it requires a multi-disciplinary approach, where we involve other stakeholders like your SAPS.”

With the essential role the police play in quelling conflicts and maintaining order, it is not an overstatement that they are a focal point in the fight against learner gangsterism on behalf of the state. The mere presence of a few of the police at school deters gangsters from engaging in violence because they represent the state's coercive power.

Mr Lago said,

“Strictly let all the perpetrators has been taken to juvenile institutions.”

Mr Pulane added,

“We tried, by all means, to engage the police, but at some stage police, hands were very full; they could not curb it.”

The above comments show that the participants feel the police should arrest and take young offenders to prison. However, too many cases of learner gangsterism often strain the effectiveness of the police force.

Ms Nthabiseng said,

“When they get here, they just rush to the classes; we also, as educators, we go to our classes and teach. So, I don't think there at the gate, it's proper to say no, let's just search your bags.”

Mr Sechaba emphasized,

“We do have security at school. Even though it's not manning security that stands at the gate, we don't have it.”

The comments show that there is a need for daily searches at the gate to help nab gangsters who smuggle weapons into the school compound. They suggest police presence at the gate may make the process more efficient.

Ms Morata affirmed,

“To meet the system halfway, they could use these reserves in the schools, one permanent cop, maybe four or five reserves.”

Ms Choane added,

“We are trying to deal with this by involving other stakeholders like the police and social development. So, that, I believe, is one of the biggest challenges that we are faced with.”

The participants agree that there is a need for every school to have a police officer stationed within the school premises. The government should provide schools with such services to reduce the rate of gangsterism.

Thabo opined,

“Police take time to come here if they are called. They take time to come here. So, they should always be alert.”

Morakabi added,

“Our police they get paid by the government. They have to do their work; they have to do something. They must patrol 24/7; they must visit each school every Friday or once a week, and each week they must visit at school. Just to hear what's the solution, what's the problem they have on the schools.”

Mrs Raphiri stressed,

“With the Adopt-A-Cop, it assists a lot in terms of things like random search, because of these learners sometimes they carry dangerous weapons with them, bring them to school.”

The participants unanimously agreed that the police need to do better than they do under the current framework. However, occasional police presence has benefitted schools because it deters the learner gangsters from engaging in violence and makes them concentrate on class work.

The literature review in the study (section 3.4.4) notes that effective policing is an essential aspect of the strategy to fight learner gangsterism due to the little authority the SMTs have in their hands to address school violence. Magidi (2014) notes that educators view the police as their following line of defence whenever learner gangsters engage one another in acts of violence. Moreover, Monare (2013) shows that police presence leaves educators with enough time to perform their duties as teachers rather than police officers to the learners.

CDA analyses how discourse creates meaning according to the context within which people use language. Fairclough (2003:133) explains that “discourses are ways of representing the world which can be identified and differentiated at different levels of abstraction.” The participants’ ways of representing the police show that they are generally ambivalent towards the police because they symbolise the state’s capacity to apply force, which emerges in how learner participants see the police as the government coming to interfere with their freedom. In this sense, the participants challenge the state’s power over them.

5.4.5 Democratic values

Inculcating a democratic culture in the cadres of any SMT ensures a hitch-free leadership of such a school because such a leadership mechanism will allow various stakeholders and learners to have a say or to contribute meaningfully to the daily management of their institutions. Suppose the SMTs, in conjunction with the various education stakeholders, imbibe such management strategies. In that case, any learners’ gangsterism might not exist in many schools, meaning that the SMTs need to be humane and responsive to suggestions from all stakeholders, even creating and fostering administrative relief for any school principal.

Inclusion for participation in the welfare of schools is the parents' association and the surrounding communities. Managing or reducing the existence of learner gangsterism presupposes regular achievement of academic performance. It also contributes to everyone's feeling of safety and, therefore, peace of mind.

Another critical benefit of inculcating democratic values is that the school management would consider every stakeholder equal in the management context. In this way, the stakeholders' views and interpretations of the problem of learner gangsterism might consider school policies as refined school management for the common good.

With the SMTs championing democratic values, the learners will have that sense of belonging, motivating them to obey their institutions' rules and regulations (policies) and even go further to help combat gangsterism. At its face value, this leads to lifelong leadership training of learners. If encouraged and inculcated in the learners, this kind of training will make them (learners) get fully involved with their parents in community policing because of the love shown to them (Mlangeni, 2018). Naidoo et al. (2015:319) call this a sound decision-making strategy.

The role of the more prominent family of learners is also an aspect of the democratic value that should be welcomed as a strategy to fight and reduce learner gangsterism. Therefore, the SMTs need to encourage the extended families to ensure that the lives of younger members of school-going age will depend on the social context of the whole family for guidance and support. Learner gangsters usually respect these specific members of their families. These might be the immediate or even the extended family. It might be a democratic strategy for SMTs to take advantage of these family members' views and use them to enrich their understanding of the origins of gangsterism, enabling school managers to act efficiently when seeking solutions to the issues of learner gangsterism.

The involvement of the above familial links in discussions on learner gangsterism, therefore, might play an important role in expanding the democratic space in school management of gangsterism. They ensure the growth and nurture of a democratic culture in how schools, through the SMTs, tackle gangsterism in the educational context

by encouraging the practice of listening to diverse voices, ensuring efficiency in how SMTs run schools (Mlangeni, 2018:39).

Mainly, a democratic environment needs to exist in the school for effective learning to happen.

5.4.6 Creating awareness

The availability of time, facilities, and the relevance of the school syllabus are factors for addressing learner gangsterism informed by the ability of schools to raise awareness of the adverse effects of learner gangsterism. Therefore, the SMTs need to be able to create time for liaising with other stakeholders on learner gangsterism. Making time to address learner gangsterism means SMTs become responsive to the tight schedules within which other stakeholders, such as parents, who might be formally employed, and the teachers, who have lessons to attend to, operate. When SMTs respect the time and views of other stakeholders, the stakeholders feel valued as constructive members of the school community.

The availability of facilities for schools to function with awareness discussions is a potential factor for sensitising the community about learner gangsterism for the benefit of the learners.

The SMTs also have the responsibility, through resources and facilities, to improve the quality of learning in South African schools by enhancing contact between learners and parents to address issues such as drug abuse and gangsterism (DBE, 2010:91). SMTs must, therefore, ensure that facilities such as spacious school halls are built, where they can convene various regular meetings with learners, staff, and parents. Such provisions serve as safe venues for schools to train stakeholders who are well equipped to combat learner gangsterism (Friedrich Ebert Stiftung, 2013:72). It is, therefore, the availability of the above relevant facilities that constitute the condition conducive to facilitating such significant contact between schools and various stakeholders.

Regarding the school curriculum, the SMTs, to meet their needs, should address gangsterism head-on by providing a comprehensive and palatable syllabus. Such a

syllabus should have a section highlighting the dangers of learners being involved in gangsterism. They include a criminal conviction in physical violence, suspected learner intention to engage in any misdemeanour and other such serious crimes. The syllabus should also contain itemised preventive measures against gangsterism, ensuring learners arm themselves with knowledge relevant to gangsterism. These are awareness creation of the harm and adverse effects gangsterism has on the lives of both learners and educators, which are vital to fighting and addressing this school cancer. Schools' creation of awareness and solutions to the problem of learner violence begins with identifying and documenting the problems in schools. The SMTs, in collaboration with parents, the community in general and other state institutions outside the school, such as national security agencies, should be aware of the nature and effects of learner gangsterism on society.

5.5 BEST PRACTICES OF SMTs IN HANDLING LEARNERS GANGSTERISM

5.5.1 Supremacy to the role of family and school

South Africa's government, particularly the DoE, has recognised the impact of learner gangsterism in schools and made efforts to combat it despite the various limitations encountered along the path.

The South African government has consistently called upon the family (the actual owner of the learners in question) to play a holistic role in addressing learner gangsterism by enlisting the efforts of other critical stakeholders in society. Schools and learners' families, through parents' and teachers' associations, have strategies that encourage all to be more effectively involved in the issues affecting learners and society. They do this through "attending school open days, registration and report collections" (Thebenyane, 2014:125). Pressures faced by families as the basic social unit should impress on families to be relentless in playing a pivotal role in community policing no matter the challenges emanating from the social structure of the parent society composed of the media, the effects of poverty and unemployment, which expose learners to criminal tendencies.

Another aspect of practical approaches to addressing learner gangsterism in South Africa's schools, especially in Bloemfontein, is for schools to acknowledge learners as part of problem solution providers, thus making them share the responsibility of school management.

Learners could be involved in the entrenchment of a democratic environment where they participate in solving some indiscipline cases. Should indiscipline cases be minimised, schools (the SMTs) must make the learners believe genuinely that the school managers are transparent and honest in how they involve them in judging them. In this way, learners will feel great, proud and confident that they are responsible for their schools' success and good name in the nation.

5.5.2 Constructive punishment

That South African schools still exist as functioning schools indicates that it has in place specific effective measures that help the managers deal with learner gangsterism. Indeed, education and specific countermeasure activities are important in making schools worldwide safe for learners (WHO, 2019:2).

Constructive punishment can be that punishment which is intended to result in a changed behaviour – a better and acceptable one. Constructive punishment affects how schools deal with gangsterism in South Africa. Constructive punishment may range from immediate indefinite suspension to a combination of alternative measures to corporal punishment. These may be informed as a result of alleged immoral, cult activities, examination malpractices and disruption of the school academic programme. Taking proper measures to implement constructive punishment in schools has a bearing on the reduction of learner gangsterism in Bloemfontein schools and South Africa in general.

Ngidi (2018:22) has presented strategies and implementation activities, including a vision for violence-free schools, adequate counselling, and creating capacity for learners and educators due to responsive legislation and psycho-social support to fight against learner gangsterism in Nigeria. The same could be done in general South African schools and Bloemfontein schools, which can help the school re-mould learners

and reintegrate the learner gangsters. With this, schools can turn learner gangsters into school counsellors and other helping professionals in the school for leadership and help establish safety policies. One day, South Africa can find a kind of a national strategic framework on violence-free basic education within the context of relevant legislation.

5.5.3 Family-School-Community Partnerships

There is every possibility that we can catch them young from their primary school stage. The national education culture (SASA) can teach the young population to uphold the ideals of responsible statehood, including teaching learners to shun gangsterism. The SMTs, in conjunction with the federal, provincial and municipal governments, can institute specific support measures to help learners deal with gangsterism in the schools, especially regarding drug abuse and learner truancy.

The SBG and the SMTs can plan and regularly convene national, provincial and municipal workshops and conferences focusing on **practical strategies for stamping out gangsterism in South Africa's schools in the shortest possible period**. The attendees can include some members of the SGB, SMTs, learners' guardians/ learners, and other education stakeholders. This cadre of discussants can be constituted into a partnership.

One cannot discuss anything about abolishing learner gangsterism without making drug abuse the focal point. Therefore, the South African government must use every available and effective means to fight drug abuse and establish a more effective framework that can help schools educate learners on the dangers of drug abuse as an initial step towards prevention. Such framework should involve the government, corporate bodies, and schools, and infuse both formal and informal health curricula that also create a safe and healthy school environment, the provision of appropriate health services and support as well as the involvement of the family and the community in the planning and delivery of programmes" (UNODC, 2004:13). Preventive education on drug abuse further incorporates practical guidance and counselling to the learners involved in the practice. Let some practical approaches contribute to the effectiveness of guidance and counselling policies and procedures in developing values among

learners, such as career guidance / educational counselling, vocational counselling, social counselling, health counselling, and personal counselling.

Inclusivity creates a conducive school environment and builds trust and confidence in learners, thereby excluding harmful activities. Bloemfontein schools should empower teachers to guide learners on how to manage socio-economic hardships, which sometimes predispose the learners to gangsterism. Teachers and families should be role models who inspire learners to take responsibility for their education.

5.5.4 Promoting Non-Violence and Life Skills Curriculum

Some of the South African educational challenges with learner gangsterism stem from drug abuse issues and laxity in using physical punishment as a corrective measure on learners. Therefore, learners perceive that physical violence is still acceptable even at school since nobody, even teachers, can touch them in the name of punishment. To counter this perception, the South African government must implement curricula that include non-torture of fellow learners and/or teachers to promote respect for another's body protection, whoever or however weak the other may appear to be. These school curricula will ensure that learners learn early enough not to harm one another, even during recreational and socialisation activities.

South Africa has a long history of student activism, and an activist culture in South Africa's social fabric permeates the school system. The state ensures that learners represent their interests in school management practices. Such mechanisms of democratic management ensure a culture of robust community involvement and inclusion through the appropriation of practices and territories for which the neighbourhood plays a vital role.

Therefore, the police service should play a central role in combatting general crime and issues that revolve around severe learner aspects of gangsterism. The SAPS should, thus, be deployed to schools so that learners feel their visibility and refrain from physical violence. The presence of the police at school deters gangsters from engaging in violence since they (the police) represent the state's coercive power.

The police have and should arrest and take young offenders to prison.

They need to search daily at the gate to help disarm gangsters who smuggle weapons into the school compound. The police presence at the gate will defy the learners' plans to carry weapons in their pockets or bags.

Every school must, as a necessity, have three police officers stationed within the school premises. The government should make such services possible to reduce the rate of gangsterism. The police will do better than they usually do if the government encourages them, and the current framework will thrive.

Schools should embed in their curriculum life skills that promote cooperation and non-violence in and around their schools. In fact, the government should build police stations very close to every school to at least create that fear and respect, seeing that the law-enforcement agents are watching.

5.5.5 Initiating Dialogue Approach

Dialogue should form an essential part of dealing with gangsterism in South Africa and, in fact, in Bloemfontein. It has been established that nothing works better these days than effective dialogue in conflicts, be it in education, politics, wars, economy, etc. For example, dialogue enhanced the reconciliation processes that ended apartheid in South Africa. South Africa's schools and, indeed, Bloemfontein will attain the status of their schools being violence-free by embracing dialogue approaches in learner gangsterism. The multicultural nature of South Africa's society takes dialogue issues to integrate its prominent immigrants who might feel alienated and engage in gangsterism to initiate specific intercultural dialogue projects in larger urban areas in the country.

5.5.6 Gang Resistance Education and Training (GREAT)

South African schools should adopt a preventive approach to learner gangsterism through constant research on the nature of learner gangsterism, and relevant social workers should strive to create awareness not only for learners but also for teachers, parents, and the community; this sounds like a repetition of what is written before, but it

is not. According to Issurdatt (2011:4), “raising awareness among youth in schools and the community can help young people understand the consequences of gang involvement and offer alternatives and support.” This way, schools will experience notable reductions in learner gangsterism since learners appreciate and avoid the adverse effects of engaging in gangsterism at school.

The prevention of learner gangsterism in South African schools can also take the form of monitoring the behaviours and activities of students in spaces such as school streets, toilets, bus stations, extracurricular school-sponsored events, etc.

The approach intends to identify learner gangsters as early as possible and to ensure that the candidates do not spread the symptoms of gangsterism to vulnerable learners at school. The other reason is to ensure that society generally identifies and assists future gangsters with the necessary guidance to discourage the learners from engaging in harmful practices and become responsible citizens.

Moreover, South African schools should involve and co-opt learners who are the most at risk of recruiting into gang membership activities that engage them after ordinary school hours. This is a productive way of pre-empting crime and fighting it before it develops and spreads to other learners.

In the primary, awareness of what lures learners into gangsterism and what detaches them from the disease is essential in the sense that prevention is better than cure.

5.6 CHAPTER SUMMARY

The current chapter presented the analysed data, interpreted and discussed the findings, and proposed a new framework to address learner gangsterism in the selected schools in Bloemfontein. The five objectives that guided the data analysis were outlined. They include the challenges faced by the SMTs in addressing gangsterism, such as learner aggressiveness, vandalism, attendance, punctuality, etc. The second objective deals with components conducive to SMT management of learner gangsterism, which interpreted and discussed enhanced awareness practices, including stakeholders and more. The chapter further analysed and discussed the conducive conditions for SMTs’

management of learner gangsterism that deals with psycho-social support, holistic framework, robust extracurricular activities, etc.

There was an incorporation of thematic analysis techniques to formulate themes derived from the literature review.

Finally, the chapter offers what are supposed to be the best practices to attain success for the proposed new framework for the SMTs to fight a winning battle against learner gangsterism in Bloemfontein.

Some of such practices include the following: supremacy to the role of family and school; constructive punishment, inclusivity to enhance coordination between SGB and SMT; promoting non-violence and life skills curriculum, which should be characterised by adequate and efficient policing of every school; and last but not the least initiating dialogue approach in confronting school learner gangsterism head-on.

CHAPTER 6

SYNTHESIS OF FINDINGS, RECOMMENDATIONS, AND CONCLUSION

6.1 INTRODUCTION

The study sought to propose a new framework to help SMTs in three selected schools address the problem of learner gangsterism. This chapter outlines the study's background, the problem statement, the findings, and the study's recommendations. The chapter derives these from the five study objectives, which include challenges that face SMTs in addressing learner gangsterism; possible solutions for implementing a new framework to address learner gangsterism; threats that hinder the implementation of a new framework for learner gangsterism; conducive conditions for the new framework; and success indicators for the new framework to address learner gangsterism. The chapter gives the findings and shows how these inform recommendations for future research. It also presents the limitations of the study and the conclusion.

6.2 REITERATING THE PROBLEM STATEMENT

Learner gangsterism appears to be a challenge to many schools in South Africa. It makes regular news in the media, pointing to a specific weakness in schools' current framework to address learners' gangsterism (Mlangeni, 2018). The failure of the existing framework forces schools, through the SMTs, to follow the prescriptions of the SASA (1996) framework for addressing learner gangsterism, yet there are chances that the SASA framework might be outdated because it came into being twenty-six years ago. Effective curriculum delivery in schools is impossible under these conditions, hence the need for a new framework that reflects current realities to address learner gangsterism.

Learner gangsterism causes vandalism of school property, physical and emotional violence to learners and educators, and disrupts general learning due to lost time. It also leads to high school dropout rates for learners, while educators quit teaching (Salgong et al., 2016). Teacher flight and learner drop-outs affect the social fabric and national stability (World Bank, 2005). The study seeks to propose a new framework to address learner gangsterism, which combines stricter disciplinary measures with more inclusive and democratic approaches that work for all stakeholders in the school.

6.3 ECHOING - AIM AND OBJECTIVES OF THE STUDY

6.3.1 Aim of the study

The study aimed to develop a framework to help SMTs address the problem of learner gangsterism in three selected schools.

6.3.2 Research objectives

The study comprised five objectives:

- To highlight the challenges the SMTs face in handling learners' gangsterism in three selected schools.
- To determine the possible solutions for the challenges faced by the SMTs in handling learners' gangsterism.
- To explore the plausible conducive conditions for a framework for the SMTs to handle learners' gangsterism.
- To explore possible threats to the proposed framework to enable the SMTs to handle learners' gangsterism.
- To demonstrate the indicators of success from best practices on how best the SMTs can handle gangsterism.

The study met all its objectives using findings from two selected schools. Unavoidable circumstances at the third school due to the COVID-19 pandemic made it impossible for the researcher to conduct research. The literature review section identified the need for

a new framework to help SMTs address the challenge of learner gangsterism at the selected schools, which the study collated with relevant findings from the research data.

The data collected supported the literature review findings, and study participants discussed the challenges they faced in addressing learner gangsterism, possible solutions to the challenges, threats to a new proposed framework, and conducive conditions for the proposed framework to operate effectively. The study determined that the following best practices can act as success indicators for the new proposed framework to help SMTs deal with gangsterism: increased police involvement, efficient coordination between SMT and SGB, and a regular evaluation strategy to help monitor the state of learner gangsterism.

6.4 FINDINGS AND RECOMMENDATIONS ON HOW SMTS MANAGE THE PROBLEM OF LEARNER GANGSTERISM IN SCHOOLS

The findings of the study on the challenges that SMTs face in addressing learner gangsterism are Learner aggressiveness, vandalism, attendance and punctuality, physical violence, learners' humiliation and gangsterism as an act of power. The study discusses its findings on the above themes and identifies the study's recommendations. It discusses the threats to the framework for SMTs to address learner gangsterism and the success indicators that would enhance the realisation of an efficient framework for schools to handle it.

6.4.1 Findings on challenges confronted by SMTs in handling learners' gangsterism

6.4.1.1 *Learner aggressiveness*

The literature showed that learners' gangsterism disturbs the smooth running of schools in South Africa. Therefore, there are different reasons why learners engage in aggressive behaviour to seek popularity with other learners, making it difficult for SMTs to manage schools. According to Chauveron (2012:6), learners engage in aggressive behaviour to seek popularity with other learners. When a learner is popular, their

aggressiveness might cause violent behaviour against other learners, as well as making it easy for the aggressive learner to recruit other learners into their gang. The current study notes that aggressive learners become disobedient to school rules and reluctant to do and submit homework on time (Nconsa & Shumba, 2013:9). This might make it hard for the SMTS to manage the school and lower the performance standard.

6.4.1.2 Vandalism

Literature indicates that Vandalism is a component of learners' gangsterism in many different schools across the world. Sanders (1981, as cited in De Wet, 2004:206) defines vandalism as the intentional damaging, violation, defacement, or destruction of public or private property by persons who are not the direct owners of the property. In the context of the school, therefore, vandalism centres on intentional learner violation of the school's and other learners' property (*cf.* 3.2.2). Moreover, Vandalism is associated with learner gangsterism, drug abuse, bullying, and disobedience to school rules and regulations (Vilalta & Fondevila, 2018:392). These acts of destruction caused by drug abuse (Safety Standards Manual for Schools in Kenya, 2008:38) can cause varied kinds of disruptions to the process of learning in schools and present diverse challenges to the work of SMTs in the management of schools.

Vandalism has cost implications for schools that suffer the brunt of the negative practice. It also has image implications for society in general, which becomes a breeding ground for the culture of violence and lack of respect for public property. In South Africa alone, Mtshali (2001, as cited in De Wet, 2004:206) notes that vandalism cost "Gauteng and KwaZulu-Natal departments of education R40 million and R48 million in 2001, respectively." Johnson (2005:4) observes that expenses that result from vandalism in American schools are always high and are rising. There is, therefore, a need for schools to contain the practice of learner vandalism. Zwier and Vaughan (1984:263) explain in their study of learner vandalism in Western schools that the annual cost of repairs in US schools alone runs to \$200 million. It might be correct to say that schools might use the finances that repairs of vandalised equipment consume

to buy other goods and services that help achieve an efficient attainment of the aims and objectives of the school, such as buying books and constructing physical facilities.

6.4.1.3 *School attendance and punctuality*

Learner punctuality causes significant problems for SMTs in efficiently achieving educational goals, disrupting the regular school running routine. In the case of Mexico, for instance, research observes that gang violence led to low school outcomes, and therefore school principals continue to tackle the problem by focussing on strategies centred around “promoting order and discipline; clarifying roles and rules; adapting to the context; managing external support; and developing a sense of self-esteem and a sense of belonging” (Gurr, 2019:13). Therefore, learners who come to school late go against the principle of order and discipline, and make it difficult for the SMTs to achieve its management objectives.

Punctuality is sometimes due to learners’ fear of learner gangsters who attack them (Subrahmanyam, 2016:42), especially for the many learners who must walk long distances to school, and this affects the morale of the learners themselves and the educators and how they operate in the school environment because teachers must discipline late learners if the school is to run smoothly. Grobler (2018:2) asserts that teachers’ experiences of gang violence in schools note that many teachers in South African schools face harassment and actual physical violence from learners. Nonkonana (2020:21) states the same concerning late-coming and the work of SMTs in a Cape Town school: teachers feel helpless in the face of learner punctuality since educational policies which outlaw certain forms of punishment in South African schools effectively tie their hands.

6.4.1.4 *Physical violence*

There is a link between gangsterism and physical violence in that the latter forms an essential component of the former. Research notes that even low levels of learner violence can have a disproportionate effect on any educational establishment regarding

the attainment of learning goals, as observed in schools in England (NGC, 2021). This is because prevalent gangsterism presents the minimum conditions violence requires to thrive. Further, a study on the state of violence in Algerian schools shows that physical violence accounts for 25 per cent of all violence in schools (Sahel & Mokrane, 2019:68), whereby learners and teachers cause bodily harm against fellow learners and teachers. A different study of the nature of violence in Medellin, Colombia, found that learners resort to physical violence to settle scores, a practice that teaches learners to disregard rules and regulations and, therefore, the law in general (Doyle, 2016:2). This, therefore, presents severe challenges to the work of SMTs in the management of schools.

Actual physical violence impacts the practice of school management because it affects learners' security and well-being both at home and in school; this informs why a study of the prevalence of violence in Cameroonian schools in the north-west region of the country suggests a home-based rather than a complete school-based approach to tackling learner gangsterism (Ngoran, 2016:1044). The physical aspect of bullying and gangsterism alters the school environment considerably. It affects the social functioning and academic performance of learners in South African schools (Masilo, 2018:5). Further, research shows that learners with a history of physical maltreatment or assault experience mental impairments which affect their academic performance (Global Report, 2017:2). Therefore, learners' failure to achieve educational goals defeats the very reason why schools exist.

6.4.1.5 *Learners' humiliation*

Humiliation may be invisible, but it has an impact on the process of learning in many schools all over the world because of the psycho-social and emotional toll it takes on its learner victims in the school. Scholars note that stigma is either personal or public and define stigma as a perceived mark of disgrace associated with a particular circumstance, quality, or person by a society or social group (Namibia's Safe School Framework, 2018:xii). Thornicroft et al. (2007, as cited in Samarasekare et al., 2012:94) also define stigma as the combined effect of prejudice, ignorance, and discrimination, which is especially the reality in Sri Lanka schools, where stigma resulting from the

impact of civil war is the leading cause of lack of care for people living with mental illness. Similarly, the background of apartheid in South Africa might be a fertile ground for the prevalence of mental illnesses and stigma, which affect the work of SMTs in effective school management.

The presence of locations in South Africa is one of the reasons that learner gangsterism might result in educators, learners, and the community stigmatising the victim because of the disadvantaged socio-economic conditions that prevail in the locations. The study notes that others might stigmatise people who come from disadvantaged neighbourhoods such as the locations, which also happens in Brazil, where the police stereotype and victimise those who come from the favelas with violence and crime (Fernandes, 2014:58). In the case of South African schools, therefore, a school being situated in the locations, as Heidedal Secondary School is, might increase instances of violence and rape, which make learners face identity problems resulting from stigma experienced in the classroom.

6.4.1.6 Recommendation on challenges

It is recommended that SMTs take proactive measures. Firstly, fostering an inclusive and supportive school environment is crucial to addressing the challenges of learners' humiliation, particularly stemming from stigma. This involves implementing awareness programs that educate both educators and learners about the impact of stigma and the importance of treating everyone with dignity (Namibia's Safe School Framework, 2018:xii). Collaboration with mental health professionals and community organizations can contribute to creating a supportive system for learners who may be facing mental health challenges due to stigma (Samarasekare et al., 2012:94). Implementing anti-bullying and anti-sexual violence programs, as suggested by UNESCO (2019:29), can contribute to reducing fear and uncertainty among learners. Addressing socio-economic disparities is essential to prevent stigmatization based on locations or disadvantaged backgrounds. SMTs should strive to create an environment where learners from all socio-economic backgrounds are treated equally and respectfully which may involve

engaging with the community to challenge stereotypes and promote understanding (Fernandes, 2014:58).

6.4.1.7 *Gangsterism as an act of power*

The other effect of learner gangsterism on the SMTs' work in the management of schools is the negative influence gangsters have on the lives and performance of good learners. Gangsterism is a demotivating factor in learning because it detracts from the typical goals of the education experience. Learner gangsterism has a negative influence on how it causes disruptions and distractions in the learning process, which therefore affects not only the performance of the gangsters themselves but also that of the learners who cooperate with the learner gangsters, as Matsuda, Esbensen and Carson (2011:19) found out in their study of the characteristics of gangsterism at schools in the United States. In this way, it is an infectious and pervasive process and could spread within the school environment due to peer influence among the learners. Learner gangsterism affects the performance of schools because even those who are not learners usually feel its effects, such as school educators and the parents of learners who engage in the harmful practice. Gangsterism is an act that demoralises teachers who regularly meet learners who engage in such forms of violence. Gangsterism is an act of power, and therefore, learner gangsters use coercion to influence those around them, as Magidi (2014:19) found out in the case of school neighbourhoods in the Western Cape Province of South Africa, meaning an increase in the number of unruly learners in the school, which therefore makes effective management challenging to achieve.

6.4.2 Findings on components for improving management of learners' gangsterism

6.4.2.1 *Strengthening guidance and counselling on components*

Guidance and counselling play significant roles in the day-to-day management of the school. The guidance and counselling department diagnoses the possible problems that

learners face daily with the school community, such as learner gangsterism, and how the school might address the same. In this context, schools should strengthen the department's role in education, as Rollin (1990:6) found in the study of teacher-counsellors' role in secondary schools in Botswana. The guidance and counselling department is responsible for teaching learners the correct behaviour expected at school. It is a popular means through which educators discipline the learners so that the school stays focused on achieving its goals (Kibui, 2013:10). The DoE, therefore, is central to the effective running of the school.

Learner discipline is central to achieving learning objectives in all South African schools since it affects learners' readiness to absorb and synthesise educational content. In their study on the role of guidance and counselling in schools in Koibatek District in Kenya, Salgong et al. (2016:142) observed that guidance and counselling help inculcate and maintain a culture of discipline in the learners. My study needs to observe that attaining educational goals requires high levels of discipline on th

e part of the learners, which then creates an atmosphere conducive to learning.

6.4.2.2 *Inclusion of stakeholders*

Some problems that hinder an effective response to learner gangsterism in schools are related to the failure of SMTs to include views and contributions from varied stakeholders in education. Yet, these stakeholders might have first-hand experiences and views vital to the processes that ensure solutions to learner gangsterism in the school. Such views are important when schools try to set and maintain the pathways and goals that help solve learner gangsterism. James and McCallion (2013:13) note that school security is a complex system that requires managing the physical aspects of the school environment and the mental health of troubled learners in American schools and colleges. The involvement of the security section of the state and some forms of community policing within the school might be of particular importance in extreme cases such as physical violence and vandalism of school property in the case of learner gangsterism.

6.4.2.3 *Inculcating democratic values*

The existence of conservative approaches to the practice of school management is part of the reason challenges such as learner gangsterism persist in schools and complicate the work of SMTs. Maja (2016:32) notes that most SMTs have not adapted in tandem with the democratic atmosphere that exists in South Africa today. Principals relate negatively with other members of the SMTs because the former adopt dictatorial tendencies that invite friction into school management by not being responsive to suggestions from the different stakeholders, which makes other stakeholders withdraw. After all, they feel unwanted and alienated from their important mandate of helping the principal manage the school.

Such conservative tendencies might prove ineffective because they tend to deny the existence of learner gangsterism and other forms of marginalisation in the school, as Demie and McLean (2017:29) note in the case of Black learners' under-achievement in England. The cited study ties Black learners' under-performance at school to varied historical and sociological reasons and perceptions embedded in British society, which are traceable to the period immediately after World War II. Thus, the current study seeks to acknowledge the prevalence of learner gangsterism in South African schools and how the problem relates to certain undemocratic tendencies of SMTs. It also seeks other democratic strategies that might come in handy when SMTs adjust themselves to the challenge of learner gangsterism.

6.4.2.4 *Encouraging community monitoring praxes*

Schools in South Africa might also use the strategy of community policing as an effective method for addressing the challenges that arise from the prevalence of learner gangsterism in South African schools. Community policing puts the overall responsibility of security on the shoulders of the whole community that lives in a particular locality so that everyone ensures everyone else's safety; this is particularly relevant to the more overt forms of criminality gangsterism inflicts on the other learners, such as actual

violence and vandalism. This is specifically so in the case of the Province of Western Cape, which is the most affected by social unrest and learner gangsterism (RSA, 2017:150). In this case, therefore, learners, educators, and the SMTs can act as a link between the school and state authorities by reporting and handing over to the authorities learner acts that are in direct contravention of state laws and regulations, such as violence and physical harm, including cases of rape.

Different studies exist which engage with the challenges that learner gangsterism poses to the broader society in general, but specifically to how SMTs manage schools in South Africa. According to the findings by the international body Amnesty International (2020:52), the historical context of apartheid in South Africa is primarily to blame for systemic imbalances which arise from poor sanitation and performance in schools in formerly segregated areas. Moreover, poor performance has a direct relationship with learner gangsterism in the country because it forces those who underperform to seek other methods of self-expression. There are unintended contributors to the atmosphere of violence in the national space.

6.4.2.5 *Promoting extra-curricular activities*

Extra-curricular activities are important mediating factors in how SMTs can address the problem of learner gangsterism. These are activities that the school management conducts with the supervision of the school. Still, learners engage in activities outside of ordinary classroom time and are not part of the curriculum (Bartkus et al., 2012:698). Therefore, educators and the school play an important role in ensuring that extra-curricular activities supplement the broad aims of the curriculum. In this regard, extra-curricular activities form an integral part of the strategies that the SMTs need to implement to address learner gangsterism because, in the study of poor learner safety at township schools in North-west Province, one of the findings is that the principals need to strengthen the school capacity for extra-curricular activities since this play the role of engaging the learners so that they do not take part in harmful activities such as gangsterism (Tshatshu, 2016:301-302). These activities can turn bad learners into good

ones and salvage their futures by making them responsible members of the national society.

6.4.2.6 *Creating awareness of learner gangsterism*

There is a need for SMTs to intensify awareness through regular education on the specific adverse effects of the learners engaging in learner gangsterism. Raising learner awareness of the negative consequences and long-term impact of learner gangsterism forewarns and discourages possible involvement in the practice. One of the studies of learner gangsterism at different secondary schools in the Capricorn District of Limpopo Province in South Africa suggests that creating awareness about the negative influence the practice has on the attainment of educational goals tends to reduce the prevalence of gangsterism (Petso, 2021). Such education would include enlightening the learners about the negative impact gangsterism have on other learners and on their own general class performance and in society.

The preceding is vital because the study on the prevalence and effects of bullying at a rural school in the Eastern Cape Province of South Africa shows that 48% of the learners felt gangsterism interfered with their ability to learn and absorb what the educators taught in class (Ndebele & Msiza, 2014:121). The abovementioned study further outlined that constant bullying disrupted the learners' concentration in class work and made them concentrate less during other co-curricular activities. Many learners who focus less on classwork are likely to register or experience low levels of motivation for academic achievement and might, therefore, perform poorly in classwork at school. This effect of learner gangsterism might present significant challenges to how SMTs manage the school for the benefit of learners.

6.4.3 Recommendations on challenges confronted by SMT in handling learners' gangsterism

6.4.3.1 *Learner aggressiveness*

Parents of learners, educators and SMT need to work together to ensure the proper monitoring of learners both in school and at home. Aggressive attitudes should be identified early, and learners involved should be sent for counselling. Aggressive attitudes should be discouraged in schools through appropriate punishment for such attitudes. It is recommended that SMTs adopt a multifaceted approach to address the challenges posed by learner aggressiveness in South African schools. Firstly, implementing targeted anti-aggression programs, emphasizing conflict resolution and positive social dynamics, is essential (Chauveron, 2012:4). Collaborative efforts involving educators, parents, and community stakeholders should be prioritized to create a supportive environment. Professional development opportunities for educators, focusing on effective classroom management and early intervention strategies, can enhance their ability to handle aggressive incidents promptly (Nconsa & Shumba, 2013:9).

6.4.3.2 *Vandalism*

Community engagement and awareness are rife because it collaborates with the local community to create awareness about the negative consequences of learner vandalism. Community involvement can foster a sense of ownership and contribute to the prevention of vandalism (Vilalta & Fondevila, 2018:392). The high rate of drugs in schools is responsible for vandalism and hooliganism in schools. Therefore, it will be imperative for parents of learners and educators to preach against the use of drugs constantly. More importantly, learners should be engaged in sporting activities to divert their minds from vandalism or aggressive behaviours. Other extra-curricular activities should be introduced in schools to keep learners busy and divert their attention from nefarious activities. Educational programs on the consequences of vandalism on the school properties, learners, and community should be developed. These programs can

serve as preventive measures by instilling a sense of responsibility and respect for public property among learners (De Wet, 2004:206).

6.4.3.3 *School attendance and punctuality*

Implementing tardiness policies will help to develop and enforce clear policies regarding learner punctuality to school and outline consequences for habitual tardiness. Communicating these policies to learners and parents clearly, emphasizing the importance of punctuality in achieving educational goals (Gurr, 2019:13). The school management team (SMT) must take a firm stand on punctuality and attendance from school. Necessary sanction or punishment should be designed to address tardiness and school attendance. Moreover, the SMT should engage with parents to find lasting solutions to the incidence of attendance and punctuality. Where necessary, support should be provided to learners who experience difficulties getting to schools on time due to no fault of their own. Provide counselling and support services to those who fear gang violence on their way to school. Thus, addressing learners' safety concerns can improve attendance and punctuality (Subrahmanyam, 2016:42).

6.4.3.4 *Physical violence*

There is a need to ensure the safety of the school environment. In this regard, learners should be discouraged from coming to school with dangerous weapons. If necessary, learners should be searched before entering the school premises to ensure the safety of the school environment. Learners and educators who might have been exposed to violence should be supported to see a counsellor who can provide professional support. It is recommended that SMTs take comprehensive measures. Firstly, SMTs should prioritize the establishment of a safe and secure school environment through increased security measures and awareness programs to address the challenges posed by the link between gangsterism and physical violence in schools (NGC, 2021).

Collaboration with local authorities and law enforcement is crucial to address the prevalence of gangsterism and physical violence (Sahel & Mokrane, 2019:68).

Implementing educational programs that emphasize respect for rules and regulations can contribute to preventing physical violence as observed in the study on violence in Medellin, Colombia (Doyle, 2016:2). Moreover, addressing the issue of gangsterism and violence may require a multifaceted approach, including engagement with families and communities to tackle the problem at its roots (Ngoran, 2016:1044).

Support services for learners who have experienced physical maltreatment or assault should be established to address their mental well-being and mitigate the impact on academic performance (Global Report, 2017:2). By adopting these recommendations, SMTs can work towards creating a conducive learning environment that minimizes the prevalence of physical violence and fosters the achievement of educational goals.

6.4.3.5 *Learners' humiliation*

It is recommended that SMTs take proactive measures. Firstly, fostering an inclusive and supportive school environment is crucial to addressing the challenges of learners' humiliation, particularly stemming from stigma. This involves implementing awareness programs that educate both educators and learners about the impact of stigma and the importance of treating everyone with dignity (Namibia's Safe School Framework, 2018:xii). Collaboration with mental health professionals and community organizations can contribute to creating a supportive system for learners who may be facing mental health challenges due to stigma (Samarasekare et al., 2012:94). Implementing anti-bullying and anti-sexual violence programs, as suggested by UNESCO (2019:29), can contribute to reducing fear and uncertainty among learners. Addressing socio-economic disparities is essential to prevent stigmatization based on locations or disadvantaged backgrounds. SMTs should strive to create an environment where learners from all socio-economic backgrounds are treated equally and respectfully which may involve engaging with the community to challenge stereotypes and promote understanding (Fernandes, 2014:58).

6.4.3.6 *Gangsterism as an act of power*

It is recommended that SMTs implement targeted interventions to address the challenges posed by learner gangsterism as an act of power. Firstly, creating a positive school culture that promotes values such as respect, cooperation, and non-violence is essential (Carson & Esbensen, 2011:19). Implementing character development programs and fostering a sense of community can help counteract the negative influence of gangsterism. Collaboration with parents and community stakeholders is crucial to creating a united front against gangsterism. Educational programs highlighting gangsterism's consequences on the entire school community, including teachers and parents, can foster a collective effort to address the issue. Implementing conflict resolution and peer mediation programs within the school can contribute to minimizing the spread of gangsterism through peer influence. Training educators on effective management strategies in dealing with unruly learners and providing psychological support can help mitigate the demoralizing effects on teachers (Magidi 2014:19).

6.4.4 Findings on components for improving management of learners' gangsterism

6.4.4.1 *Strengthening guidance and counselling on components*

Several key components should be considered to strengthen the role of guidance and counselling in schools. Firstly, schools should invest in comprehensive training for guidance and counselling staff to enhance their ability to diagnose and address a range of issues, including learner gangsterism (Rollin, 1990:6). Professional development programs should focus on equipping counsellors with the skills needed to communicate with learners and address behavioural challenges effectively. The guidance and counselling department should actively teach learners about expected behaviours at school, acting as a conduit for imparting values and discipline (Kibui, 2013:10). This involves developing and implementing programs that promote positive behaviour and conflict resolution skills among learners.

Furthermore, the collaboration between the guidance and counselling department and relevant government institutions, such as hospitals and the police, should be strengthened (WHO, 2019:56). This partnership is crucial in addressing more severe cases of learner gangsterism that may have criminal implications. SMTs should facilitate effective liaisons to ensure a coordinated response to such issues.

6.4.4.2 *Inclusion of stakeholders*

It is recommended that SMTs adopt a comprehensive and inclusive approach by involving various stakeholders to enhance the effectiveness of responses to learner gangsterism. Firstly, the engagement of security professionals and community policing within schools can address extreme cases of violence and vandalism related to gangsterism (James & McCallion, 2013:13). Collaboration with law enforcement and security experts can contribute to creating a secure school environment. The SMTs should actively involve health professionals and families of learners in discussions related to learner gangsterism. This inclusive approach recognizes the diverse causes and effects of the problem, allowing for a more holistic understanding and mitigation of the issue (Alleyne & Wood, 2010:428). By acknowledging socio-economic factors and involving relevant stakeholders, SMTs can develop targeted interventions.

Adopting broad-based approaches that extend beyond the school context to involve social clubs, faith-based organizations, and the media is crucial (NIDA, 2003:19). This integrated strategy recognizes that combating gangsterism requires a collective effort from all sections of society, not just schools. The response to learner gangsterism needs to be embedded in a societal context.

6.4.4.3 *Inculcating democratic values*

It is recommended that SMTs embrace democratic values in their approach to school management to address challenges such as learner gangsterism. Firstly, there is a need for a shift away from conservative and dictatorial tendencies within SMTs, as these approaches may alienate stakeholders and hinder effective collaboration (Maja,

2017:32). SMTs should adopt a more democratic atmosphere, where input from all members, including teachers, parents, and the wider community, is valued and considered. Acknowledging the existence of learner gangsterism and other challenges is crucial, and SMTs should avoid dismissing or denying such issues, as demonstrated in the study on Black learners' under-achievement in England (Demie & McLean, 2017:29). A democratic approach involves recognizing the diverse factors contributing to the problem and actively seeking inclusive solutions. SMTs should actively involve relevant stakeholders, such as parents and the wider community, in discussions and decision-making processes related to addressing learner gangsterism (Mlangeni, 2018:37). This inclusivity ensures that various perspectives are considered, and the community becomes an integral part of the school management process.

6.4.4.4 *Encouraging community monitoring praxes*

To address the challenges of learner gangsterism, schools in South Africa can benefit from adopting community policing strategies involving engaging the entire community in ensuring the safety of everyone, especially in regions like the Western Cape that are significantly affected by social unrest and learner gangsterism (RSA, 2017:150). Community members, including learners, teachers, and SMTs, play a crucial role in reporting and handing over instances of learner misconduct that contravene state laws, such as violence, physical harm, and rape, to the appropriate authorities.

Community policing serves as a vital link between the school and state authorities, disrupting the communication of violent culture to learners and preventing gangsterism from becoming ingrained in society (UN, 2016:10). By involving the community in maintaining security, schools can create an environment where violence is not tolerated, fostering a safer and more conducive learning atmosphere.

6.4.4.5 *Promoting extra-curricular activities*

SMTs should prioritize strengthening the school's capacity for diverse and supervised extra-curricular activities, aligning them with broader curriculum goals, which is crucial in

addressing learner gangsterism, as highlighted in the study on poor learner safety in township schools (Tshatshu, 2016:301-302). Additionally, emphasizing the positive impact of physical exercise on learners' psychological and physical health, as indicated by Sonterblum (2018), is essential. SMTs should consider a holistic approach, recognizing that both mental and physical health contribute to academic performance. Furthermore, building a foundation for a productive mental disposition concentrating on academic responsibilities is vital (Adeyemo, 2010:114). By implementing these components, schools can foster a positive environment, potentially transforming learners and preparing them as responsible contributors to the national society.

6.4.4.6 *Creating awareness of learner gangsterism*

SMTs should prioritize a comprehensive awareness campaign addressing the negative impacts of learner gangsterism. Regular education sessions for learners, involving insights into the detrimental effects on academic goals and overall societal impact, can effectively discourage involvement (Petso, 2021). Additionally, recognizing the significant influence of gangsterism on learners' concentration and academic motivation, SMTs should collaborate with teachers, parents, government institutions, and the community to create a holistic awareness approach (Ndebele & Msiza, 2014:121). As highlighted in the study on bullying in Nigerian secondary schools, teachers play a crucial role in diagnosis and intervention as critical figures in schools (Fareo, 2015:439). This collaborative and informed approach ensures a broader understanding of the causes and effects of gangsterism, fostering a proactive environment for effective management and prevention.

6.5 FINDINGS ON CONDITIONS CONDUCIVE FOR SMTS MANAGEMENT OF LEARNERS' GANGSTERISM

The previous section discussed possible activities that may help improve how SMTs manage the problem of learner gangsterism in schools. The current section seeks to identify the specific features that match each activity suggested in the previous section.

Whether the current proposed framework will succeed will depend on a cooperative relationship between the different entities that assist SMTs in managing learner gangsterism.

6.5.1 Psycho-social support

Studies in South African schools, specifically in Western Cape Province, show that counselling is a significant way through which schools might help learners cope with the psychological challenges that arise out of gangsterism (Hlatshwayo, 2018:21). Learners generally have confidence in the importance of counselling in mitigating the adverse effects of gang violence in as far as the problem affects their daily lives at school. This shows that the SMTs might take advantage of learners' trust in guidance and counselling to use the same as a strategy for addressing gangsterism.

In this context, MacMaster (2010:263) sees counselling as a remedy that might work well against learner gangsterism, even in non-school contexts such as churches, mosques, and other social spaces that learners frequent during leisure time. He observes this is the case because those whose lives gangsterism affects do not all live entirely in the school compound, but their lives go on even outside the school. As a result, the best strategy adopts an integrated approach to the learner's life. Further, according to Mlangeni (2018:133), there is a need for different kinds of counselling to address the psychological problems that accompany learner gangsterism since these problems affect those who live with learners outside the school. Studies recommend that trauma counselling, peer counselling and human rights education are essential in relieving stress in the victims and perpetrators of learner gangsterism, as they do those with whom such learners live outside the school.

6.5.2 Holistic framework

Learner gangsterism is a universal problem requiring various stakeholders' contributions to solve in South African schools. Looking for the involvement of broad stakeholders is essential in that it inculcates a democratic culture in the SMTs' management of schools

and ensures efficient communication between relevant stakeholders about learner gangsterism (Mlangeni, 2018:58). The above-cited study notes that the lack of a democratic space in which stakeholders of the school can air their views freely is one of the many challenges schools face in their attempt to curb learner gangsterism in South African schools, such as in the study of stakeholder input in Nkalanga Education District in South Africa (Mohapi, 2014:273). The involvement of stakeholders in school issues also ensures that SMTs access all possible solutions to the problem of learner gangsterism because solutions to educational problems work better if they are arrived at through consultative and cooperative processes which mobilise the whole society towards a single shared goal of curbing violence in schools (WHO, 2019:3).

6.5.3 Robust extra-curricular activities

Extra-curricular activities play an essential role in the school regarding the management of learner gangsterism because these act as alternative modes of expression for learners who may not be strong in the classroom. The study on learner gangsterism in American schools found that extra-curricular activities helped many learners socialise in ways that boost their self-esteem and self-worth (U.S. Department of Justice, 2010:14). Self-esteem is essential in building a sense of personal identity, which helps better the chances for positive academic performance that all schools expect of their learners. Further, the school can provide sports facilities for the surrounding community to use to seek the community's cooperation in fighting learner gangsterism (WHO, 2019:56). This influences the community to cooperate with and have a positive image of the school.

6.5.4 Effective policing

Community policing forms an essential aspect of how South African schools, through the SMTs, address the problem of learner gangsterism. Most scholars broadly define community policing as a practice where all the stakeholders of a given community unite using crime prevention strategies that decrease crime in the community (Nyanya, 2017:89). According to Tshatshu (2016:190), in the study of strategies to deal with poor

learner safety at township schools in Northwest province, there needs to exist a spirit of co-operation between the bodies that carry out community policing at school and the SAPS. This, therefore, means that the existence of a working spirit between the SMTs and the SAPS is an essential precondition for strengthening community policing to address learner gangsterism in schools.

6.5.5 Democratic values

Democracy is an integral part of an efficient management strategy since it allows leaders to listen to the voices of the people they lead. It is, therefore, a good decision-making strategy (Naidoo et al., 2015:319). In the school context, democratic culture in the SMT ensures that the school leadership adopts mechanisms that allow the learners and other stakeholders to express their views without fear of victimisation. This is crucial for learners who become disobedient when they detect authoritarianism. Nurturing a democratic culture in the SMTs ensures that school leadership is learner-oriented. It is a good strategy that encourages efficient communication between the SMTs and the learners about fighting learner gangsterism (Burton & Leoschut, 2013:108). Through democratic leadership in the school, the SMTs can access relevant information about why learners engage in gangsterism and how the school might address such causes of learner violence because the learners can open up about the underlying causes of their involvement in gangsterism.

6.5.6 Creating awareness

The ability of schools to raise awareness of the adverse effects of learner gangsterism on class performance is dependent upon the existence of certain factors. These include the availability of time, facilities, and the relevance of the school syllabus to addressing learner gangsterism. The study on learner gangsterism at schools in New York State shows that schools have limited time during which to address problems outside the normal functions of the school as a space for acquiring knowledge, such as issues related to learner gangsterism (SEDL, 2011:17). One of the conditions for creating

awareness would therefore be the school's ability to make time for liaising with other stakeholders on learner gangsterism. Creating time to address learner gangsterism means SMTs become responsive to the tight schedules within which other stakeholders, such as parents, who might be formally employed, and the teachers, who have lessons to attend to, operate. When SMTs respect the time and views of other stakeholders, the stakeholders feel valued as constructive members of the school community.

6.6 RECOMMENDATIONS ON CONDITIONS CONDUCIVE FOR SMTS MANAGEMENT OF LEARNERS' GANGSTERISM

6.6.1 Psycho-social support

The recommendations to address gangsterism in South African schools involve leveraging counselling as a primary strategy. Learners' trust in guidance and counselling should be exploited by school management (SMTs) to address gangsterism effectively. Macmaster advocates for an integrated approach, extending counselling beyond school contexts to social spaces frequented by learners during leisure time. Different forms of counselling, including trauma counselling, peer counselling, and human rights education, are crucial in alleviating the psychological impact of learner gangsterism on both victims and perpetrators, extending beyond the school environment (Hlatshwayo, 2018; Mlangeni, 2018; MacMaster, 2010).

6.6.2 Holistic framework

The recommendation for addressing learner gangsterism in South African schools includes establishing a holistic framework that actively involves various stakeholders. It is significant for SMTs to recognise the importance of engaging stakeholders like the police and other broader community in the fight against learner gangsterism (Mlangeni, 2018:58). Besides, SMTs should remember the distinct role of parents, educators, learners, the community, and government in maintaining school discipline. The SMTs should know that it is imperative to involve stakeholders in the development of

strategies to eradicate the problems of learners' gangsterism (Maria, 2017:60). Nevertheless, the absence of coordination and support from the DBE is an obstacle to effective stakeholder inclusion in many South African schools (UNESCO, 2019:3).

6.6.3 Robust extra-curricular activities

The recommendation for leveraging extra-curricular activities to address learner gangsterism in South African schools includes addressing the conditions related to facilities, rural neglect, and socioeconomic disparities. It is crucial to ensure the availability of recreational activities and sports facilities in schools, addressing the reported lack of sports facilities that can cater to learners' recreational needs (Ncontsa & Shumba, 2013:9). Sharing sports facilities between neighbouring schools is suggested as a strategy to strengthen the role of sports in learning. The threat of inadequate facilities in rural schools needs urgent care. Government neglect in rural areas, as mentioned by Du Plessis and Mestry (2019:4), requires intervention to ensure that schools have the necessary fields, qualified staff, and equipment for effective engagement in extra-curricular activities.

6.6.4 Effective policing

The recommendation for effective policing to address learner gangsterism in South African schools involves addressing several critical conditions related to community cooperation, awareness, and the overall efficiency of the police force. There is a need for a collaborative spirit between the SSMTs and the SAPS. The collaboration between these entities is vital for thriving community policing efforts (Tshatshu, 2016:190). Therefore, fostering a working relationship between SMTs and SAPS is a crucial precondition for the effective implementation of community policing to combat learner gangsterism. It is essential to ensure that learners are well-informed about school rules and regulations related to gangsterism. Transparent and fair rules contribute to learners' awareness and adherence, fostering a sense of belonging and responsibility (Ngakane

et al., 2012:40). This understanding encourages learners to report rule violations, creating a safer school environment.

6.6.5 Democratic values

It is essential to foster a democratic culture in South African schools and as a strategy for addressing learner gangsterism. Schools should incorporate education on both practical and theoretical aspects of democracy to ensure learners understand their rights and responsibilities (Naidoo et al., 2015:319). This education should clarify the boundaries of freedom of expression to prevent misinterpretation and promote responsible citizenship (De Villiers & Pretorius, 2011:574). SMTs, educators, parents, and the community should adopt an open-minded approach to allow learners to express their views on the causes of c2:3). Thus, overcoming cultural barriers is essential to ensure learners' democratic rights are acknowledged, promoting inclusivity in decision-making (Khalifa et al., 2016:1273). Despite poverty-related challenges, efforts should be made to instil democratic values, recognizing that addressing basic needs is crucial but not mutually exclusive with democratic principles (Dos Reis, 2007:9-10).

6.6.6 Creating awareness

Creating awareness of the harm and adverse effects of gangsterism can easily be done via communication gadgets, social media, during school assemblies, or one-on-one counselling. The SMTs should develop effective time management strategies within the school system to address learner gangsterism as well as ensure that the SMTs should liaise with stakeholders and parents of the learners and educators without disrupting tight schedules (SEDL, 2011:17). Investment in and maintenance of facilities, such as school halls to facilitate regular awareness meetings between SMTs, learners, educators, and parents, creating a safe space for discussions about gangsterism is required (DBE, 2010:91). The SMT should review and enhance the school syllabus to include comprehensive content addressing the dangers of gangsterism, thus empowering learners with knowledge relevant to preventing their involvement in such

activities (Omisore et al., 2012:85). Develop interactive education programs focused on creating awareness among learners about the harm and adverse effects of gangsterism, ensuring a direct engagement with those most affected (NGC, 2019:3).

6.7 THREATS THAT HINDER THE IMPLEMENTATION OF THE FRAMEWORK TO ADDRESS LEARNER GANGSTERISM

The section outlines possible threats that may hinder the efficiency of the new framework to address learner gangsterism in the selected schools. These threats include inadequate parental support, lack of psycho-social support, and powerlessness of the school administration.

6.7.1 Inadequate parental support

Parents and guardians play a central role in shaping learners' character and behaviour. Learners carry this character to school, determining how they interact with fellow learners and educators. Learners who cannot listen to their parents and guardians at home cannot listen to educators or fellow learners who hold positions of authority at school. Therefore, tackling learner gangsterism becomes hard when parents and guardians refuse to participate in disciplinary cases that involve their children. Such learners become a law unto themselves because they lack proper guidance (section 3.3.2) and feel no one has any authority over them. The learners also do not understand the danger that gangsterism and other related risks, such as substance abuse and physical violence, pose to their lives as young citizens who should be responsible for their future (section 5.4.1). Inadequate parental support makes it difficult for the SMT to understand the root causes of learner gangsterism, which usually begins at home.

6.7.2 Lack of psycho-social support

Learners who engage in gangsterism often have other underlying reasons that inform their doing so. The reasons are mainly psycho-social, and understanding and dealing with the psychological drivers of learner gangsterism forms one aspect of addressing

the problem. Most schools have weak guidance and counselling structures to help learners cope with their situations, which creates issues for the SMTs (section 3.4.1). Moreover, the study found that most educators have the perception that the best and most convenient way to address gangsterism is to suspend or expel the offender. This denies learners a chance to have psycho-social support and, therefore, an opportunity for SMTs to understand the problem from its fundamental causes (section 5.4.2). Inadequate psycho-social support for learner gangsters makes it impossible to understand the origins of gangsterism.

6.7.3 Powerlessness of school administration

The SASA (1996) document empowers the principal to oversee all administrative matters in the school. The principal carries out the school management task in collaboration with the SGB, which the Constitution entrusts to run the school. However, the SMT deals specifically with matters relating to the maintenance of discipline in the school, such as the issue of learner gangsterism. Addressing learner gangsterism becomes problematic if the SMT lacks the legal power to tackle and resolve cases of indiscipline when it is the body that everyone expects to solve the problem (section 3.2.1). A powerless principal, deputy principal, and HoDs who constitute the SMT embolden the learner gangsters and inspire them to continue engaging in violence (section 5.4.3); this interferes with the school's function of providing a safe space where educators impart knowledge, and learners grow themselves into responsible citizens.

6.8 BEST PRACTICES OF SMTs IN HANDLING LEARNERS GANGSTERISM

This section identifies best practices that would enhance the implementation of the new framework to address learner gangsterism and ensure that the framework operates efficiently. The best practices are increased police involvement, inclusivity to strengthen collaboration between the SMT and the SGB, and monitoring to minimise cases of learner gangsterism.

6.8.1 Supremacy to the role of family and school

As previously mentioned (cf. 3.5.1), Botswana takes the lead in prioritising the importance of the home and school curriculum techniques in educating learners about crime prevention and the risks associated with gangsterism (Matlakele & Erasmus, 2018:386). As a result, the Ministry of Education has included crime prevention as a topic that students are tested on at the end of the year. This also guarantees that classrooms are sufficiently small for teachers to effectively manage, as overcrowded classes are challenging to regulate and have a detrimental effect on the academic achievement of students (Ncontsa & Shumba, 2013:12).

The Botswana government emphasises the importance of the family in dealing with learner gangsterism. However, it achieves this within a comprehensive framework that includes the contributions of other important members of society. Schools employ techniques to promote parental engagement in matters that impact their children, such as attending school open days, registration, and report collecting (Thebenyane, 2014:125). In addition, Balogi (2004:85) conducted a study that acknowledges the difficulties experienced by families, which are considered the fundamental social unit. The study suggests that in order for families to maintain their crucial role in community policing, it is essential to enhance their ability to withstand the significant challenges arising from the social structure of the larger society. The term "parent society" denotes the wider social structure of a nation. It highlights the necessity of considering factors such as the media and the influence of poverty and unemployment in exposing students to a criminal mentality.

Another facet of practical strategies for tackling learner gangsterism in Botswanan schools entails establishing a democratic atmosphere where students actively engage in resolving instances of indiscipline. According to Mgomezulu (2004:65), it is considered that when learners perceive school managers as transparent and honest in their interactions and involvement with the students, incidents of indiscipline are expected to diminish. By adopting this approach, learners are made aware that the school recognises their involvement in addressing the challenges that the school

encounters. Consequently, they are encouraged to actively participate in the management of the school, thereby sharing the responsibility.

6.8.2 Constructive punishment

Idowu (2014:123) notes that “... of every ten boys, six belong to a gang or being affected by gang operations” in Nigeria. The fact that Nigeria continues to exist as a country with functioning schools and other learning institutions points to possibilities that it has in place specific effective measures that help the country deal with learner gangsterism. Indeed, education and specific countermeasure activities are important in making schools worldwide safe for learners (WHO, 2019:2).

Constructive punishment affects how schools deal with gangsterism in Nigeria. A study by Adeniyi and Jinadu (2021) on tackling learner gangsterism in Osun State, Nigeria, notes that immediate suspension accounts for part of the reason the learner gangsterism rate is low in the State. The study notes that in one case, “twenty-four students in the school were suspended indefinitely for alleged immoral, cult activities and disruption of the academic programme in the school” (Adeniyi & Jinadu, 2021:172). Furthermore, Nigerian law controversially allows only the headteacher to administer corporal punishment sparingly (Nene, 2013:15). We might argue that a combination of alternative measures to corporal punishment has a bearing on the low rate of learner gangsterism in Nigerian schools.

Responsive legislation and psycho-social support are also crucial in the fight against learner gangsterism in Nigeria because measures that help the school to accept the learner back determine whether the school will fully reintegrate the gangster into a learner. In Nigeria, Ngidi (2018:21) observes that “schools have increasingly turned to school counsellors and other helping professionals in the school for leadership and help with establishing policies regarding safety.” This happens within the context of relevant legislation that cushions how the counsellors operate. Hence, Nigeria founded the draft National Strategic Framework on Violence-Free Basic Education in 2007, and it “presents strategies and implementation activities including a vision for violence-free

schools, adequate counselling, creating capacity of learners and educators” (Ngidi, 2018:22).

6.8.3 Family-School-Community Partnerships

The national education culture may teach the young population to uphold the ideals of responsible statehood, including teaching learners to shun gangsterism. To do this, schools may have put in place specific measures to help them deal with gangsterism in the schools, especially on drug abuse. Nyatuka’s (2015) study observes that most parents play active roles in their children’s homework, and there are tangible efforts to foster working family-school-community partnerships in schools.

The Kenyan government tackles drug abuse, and the state has in place a framework that helps schools educate learners on the dangers of drug abuse as an initial step towards prevention. The Education for Drug Abuse Framework involves the government, corporate bodies, and schools. It is “seen to include both formal and informal health curricula, the creation of a safe and healthy school environment, the provision of appropriate health services and support, as well as the involvement of the family and the community in the planning and delivery of programmes” (UNODC, 2004:13). Preventive education on drug abuse further incorporates practical guidance and counselling to the learners involved in the practice. The study by Namai et al. (2019:55) explains that “the most effective approaches that appeared to contribute to the effectiveness of Guidance and Counselling Policies and Procedures in developing values among learners included: career guidance / educational counselling, vocational counselling, social counselling, health counselling, and personal counselling.”

The concept of inclusive education makes learners feel equal in the school environment and turns minds away from harmful activities. Kenyan schools practise inclusive education in post-conflict situations and put the teacher at the centre of activities that help learners cope with the psychological effects of violence. Kenyan schools empower teachers to guide learners on how to own the socio-economic hardships, which may predispose the learner to gangsterism. A study notes that “teachers can stimulate children’s role in unlearning violence, victimisation or social divisions by encouraging

dialogue and creating spaces for group-constructed rules of interaction, thus nurturing inclusive mindsets” (Wanjiru, 2018:15). Teachers become role models who inspire learners to take their education seriously.

Inclusiveness in managing gangsterism involves including everyone with direct and indirect concerns in the gangster member and the school. Thus, the student's parents, guidance and community cannot be overlooked. A framework on how to engage the students positively, re-direct them, and inform them needs to be in place and must involve all stakeholders.

The parents give home training, support, and directives; the community provides facilities like appropriate health services and sports facilities (and other extracurricular centres), and the religious centres will preach against ills and good behaviour.

6.8.4 Promoting Non-Violence and Life Skills Curriculum

Some of Morocco’s challenges with learner gangsterism stem from drug abuse issues as well as a cultural context which views physical punishment as acceptable (UN, 2016). Therefore, learners end up internalising the perception that physical violence is still acceptable even at school. To counter this perception, the Moroccan government has put in place “Curricula that include life skills and human rights education that promote the values of social equality, tolerance toward diversity and non-violent means of resolving conflict” (UN, 2016:25). The availability of the school code of conduct, play a measure role in the sense that it acts as a reminder to all learners and SMTs and contrary to rules and regulation of the school is punishable.

Morocco has a long history of student activism, and we may say it resembles South Africa in this regard. The presence of an activist culture in the Moroccan social fabric permeates the school system, and the State ensures that learners represent their interests in school management practices. Sanchez-Garcia et al. (2021:51) note that such mechanisms of democratic management ensure a culture of robust community involvement and “inclusion, through the appropriation of practices and territories for which the neighbourhood plays a vital role.”

The police force plays a central role in combatting general crime, and issues that revolve around severe learner aspects of gangsterism, such as the murder of opposing gang members, sometimes require the involvement of the police. The Moroccan State is fully aware of this fact and has invested a lot of resources in its police force as the main body that deals with crime, in and outside the school. The State has put in place four-year Security Action Plans starting in 2008, “which aim to strengthen the capacity of the police through modernization and training, as well as devolving authority and resources to provincial and local authorities, giving them a greater ability to respond to local needs” which include schools (UNODC, 2010:34). These action plans ensure that the police force is well-equipped through training, on how to handle crime within the context of schools and learners who are often legal minors.

6.8.5 Initiating dialogue approach

Dialogue forms an integral part of dealing with gangsterism in Norway, which is one of the northern European countries with the highest life expectancy rates and welfare protection. According to UNESCO (2019), Norway and other Scandinavian countries also offer some of the safest havens for the elderly and children to live in. According to Freeman and Felbab-Brown (2021:26), Norway and Denmark are exceptional countries when it comes to initiating dialogue with gangsters, and the dialogue approach often “produced a lasting reduction of violence, as well as innovative dispute resolution mechanisms that critically undergirded the achievement.” Norway also remains aware of the multicultural nature of its society and takes issues of dialogue to integrate its immigrants who might feel alienated and engage in gangsterism. Hence, the country’s “initiatives and intercultural dialogue projects are usually found in larger urban areas, initiated by volunteer organizations and/or municipal departments working with youth” (EC, 2018:262).

Norway also prioritises the social reintegration of offenders in its national policies that address the problem of learner gangsterism. The UNODC (2018:3) notes that the Norwegian policy recognises that “most offenders face significant social adaptation issues, which can include family and community stigmatization and ostracism, and the

ensuing negative impact on their ability to find jobs or housing, return to formal education or build (or rebuild) individual and social capital.” This might be more so in the context of learner gangsters who might find themselves unable to cope with the strict operations of the school environment and who may, hence, later drop out of school and become hard-core criminals.

Learner stigmatisation at school by other learners remains a real problem for past offenders who seek reintegration back to the states they were in before they became gang members, posing a challenge to society since “it is possible that the disorder synonymous with schools with a high gang presence is the cause of high levels of victimization, not the gangs or gang members” (Carson & Esbensen, 2019:17). To address the danger of stigmatisation, Lafontaine (2005:7) explains that many Norwegian schools “are also committed to prevention efforts by creating a safe, positive environment for students and by acting as a portal linking at-risk students to the programs and services they need to deal with their problems.”

6.8.6 Gang Resistance Education and Training (GREAT)

The US adopted a preventive approach to learner gangsterism in its schools through ‘GREAT’, which is an acronym for Gang Resistance Education and Training (NGC, 2021). This happens through constant research on the nature of learner gangsterism, and relevant social workers strive to create awareness not only for learners but also for teachers, parents, and the community. According to Issurdatt (2011:4), “raising awareness among youth in schools and the community can help young people understand the consequences of gang involvement and offer alternatives and support.” This way, US schools have seen notable reductions in learner gangsterism since learners appreciate and avoid the adverse effects of engaging in gangsterism at school.

The prevention of learner gangsterism in US schools also takes the form of monitoring the “behaviours and activities of students in spaces such as lunchrooms, hallways, bathrooms, the schoolyard, the bus stop, the bus, extracurricular school-sponsored events, and other spaces where students can freely congregate before, during, and after school” (Arciaga et al., 2010:7). The approach intends to identify learner gangsters

as early as possible, and to ensure that the candidates do not spread the symptoms of gangsterism to vulnerable learners at school. The other reason is to ensure that society, in general, identifies and assists future gangsters with the necessary guidance that the learners need to disengage from the harmful practice and become responsible citizens.

Moreover, schools in the US involve and co-opt learners who are the most at risk of recruiting into gang membership activities that engage them after ordinary school hours. This is a generally productive way of pre-empting crime and fighting it before it flowers and spreads to other learners. The NGC (2010:3) notes that “the Boys & Girls Clubs of America utilizes a ‘targeted prevention’ approach that identifies youth who may be at high risk of gang involvement because of several risk factors, including gang involvement by other family members.” This approach ensures that such learners spend time in activities such as music and games, which sometimes end up being their final professions, ensuring that the leisure activities that the learners take part in benefit them in future.

6.9 BEST PRACTICES FOR IMPLEMENTING THE NEW FRAMEWORK TO ADDRESS LEARNER GANGSTERISM

6.9.1 Increased involvement of the police

Participants observed that increasing the involvement of the police in the fight against learner gangsterism will go a long way in helping curb the problem. The SAPS has a powerful image in the learners' minds about fighting crime, enhancing its presence in the framework to address learner gangsterism functions to deter the would-be gangsters. The mere sight of the police service also assures educators and other learners that the state is there to protect the safety and security of the school against any acts of violence and gangsterism (section 3.3.4). Moreover, police involvement makes prosecuting gangsterism cases in court more efficient since police can collect evidence and present it in court. Police involvement is one of the reasons the rate of learner gangsterism has gone down in some schools (section 5.6.1).

6.9.2 Supremacy to the role of family and school

Botswana is at the forefront of emphasising the significance of incorporating home and school curriculum strategies to educate students about crime prevention and the dangers linked to gangsterism (Matlakele & Erasmus, 2018:386). Consequently, the Ministry of Education has incorporated crime prevention as a subject that students are assessed on at the conclusion of the academic year. Additionally, this ensures that classrooms are adequately sized for teachers to efficiently oversee, as overcrowded classes pose difficulties in maintaining control and negatively impact students' academic performance (Ncontsa & Shumba, 2013:12).

The Botswana government underscores the significance of the family in addressing learner gangsterism. However, it accomplishes this within a complete framework that incorporates the contributions of other significant members of society. Schools utilise strategies to encourage parental involvement in things that affect their children, such as participating in school open days, registration, and collecting reports (Thebenyane, 2014:125). Furthermore, Balogi (2004:85) conducted a study that recognises the challenges faced by families, which are regarded as the core social entity. The study proposes that in order for families to preserve their vital function in community policing, it is imperative to strengthen their capacity to endure the substantial obstacles stemming from the social structure of the broader society. The term "parent society" refers to the broader social framework of a nation. It emphasises the need of taking into account elements such as the media and the impact of poverty and unemployment in exposing students to a criminal mindset.

Another aspect of effective solutions for addressing learner gangsterism in schools in Botswana involves creating a democratic environment where students actively participate in resolving cases of misconduct. Momezulu (2004:65) suggests that when learners regard school managers as transparent and honest in their contacts and involvement with the students, occurrences of indiscipline are likely to decrease. By implementing this strategy, learners are informed that the school acknowledges their active participation in resolving the difficulties that the school faces. As a result, they are

urged to actively engage in the administration of the school, thereby jointly shouldering the duty.

6.9.3 Inclusivity to enhance coordination between SMT and SGB

The SASA (1996) framework gives many powers to the SGB as the primary player in the management of schools. However, the current high rates of learner gangsterism in schools point to the fact that there is a lack of consultation between the SGB and the SMT when it comes to addressing learner gangsterism. Participants in the study expressed that there are cases where both bodies do not share the minutes of their meetings, and vice versa, which complicates any attempts for the two bodies to work in concert to manage acts of violence within the school environment (section 3.4.2). Therefore, there is a need for effective coordination between the SGB and the SMT in the new framework to address learner gangsterism. It is only out of a consultative and inclusive framework that the SGB would understand the approach to managing the school for the benefit of learners and educators (section 5.6.2).

6.9.4 Constructive punishment

Idowu (2014:123) notes that “... of every ten boys, six belong to a gang or are being affected by gang operations” in Nigeria. The fact that Nigeria continues to exist as a country with functioning schools and other learning institutions points to possibilities that it has in place specific effective measures that help the country deal with learner gangsterism. Indeed, education and specific countermeasure activities are important in making schools worldwide safe for learners (WHO, 2019:2).

Constructive punishment affects how schools deal with gangsterism in Nigeria. A study by Adeniyi and Jinadu (2021) on tackling learner gangsterism in Osun State, Nigeria, notes that immediate suspension accounts for part of the reason the learner gangsterism rate is low in the State. The study notes that in one case, “twenty-four students in the school were suspended indefinitely for alleged immoral, cult activities and disruption of the academic programme in the school” (Adeniyi & Jinadu, 2021:172).

Furthermore, Nigerian law controversially allows only the headteacher to administer corporal punishment sparingly (Nene, 2013:15). We might argue that a combination of alternative measures to corporal punishment has a bearing on the low rate of learner gangsterism in Nigerian schools.

6.9.5 Monitoring to minimise cases of gangsterism

Community monitoring practices ensure that school authorities detect potential incidents of learner gangsterism and arrest them before they happen, requiring a constant and efficient flow of information from within and outside the school to enable the SMTs to address indiscipline and violence. Effective monitoring practices imply that there is a need for the government to change its framework and strengthen the practice of community policing since SMTs lack influence outside the school (section 3.3.4). Monitoring potential cases of learner gangsterism also includes reaching out and having access to information that may help SMTs understand how conditions that exist outside the school, such as the home environment, influence learners to engage in gangsterism. It is essential for the new framework to address learner gangsterism to find ways of strengthening the channels that SMTs use to receive information about potential cases of violence, and for the government to work hard and ensure that learners come to school from communities with stable social conditions (section 5.5.3).

6.9.6 Family-School- Community Partnerships

The national education culture may teach the young population to uphold the ideals of responsible statehood, including teaching learners to shun gangsterism. To do this, schools may have put in place specific measures to help them deal with gangsterism in the schools, especially on drug abuse. Nyatuka's (2015) study observes that most parents play active roles in their children's homework, and there are tangible efforts to foster a working family-school-community partnership in schools.

The Kenyan government tackles drug abuse, and the state has in place a framework that helps schools educate learners on the dangers of drug abuse as an initial step

towards prevention. The Education for Drug Abuse Framework involves the government, corporate bodies, and schools. It is “seen to include both formal and informal health curricula, the creation of a safe and healthy school environment, the provision of appropriate health services and support, as well as the involvement of the family and the community in the planning and delivery of programmes” (UNODC, 2004:13). Preventive education on drug abuse further incorporates practical guidance and counselling to the learners involved in the practice. The study by Namai et al. (2019:55) explains that “the most effective approaches that appeared to contribute to the effectiveness of Guidance and Counselling Policies and Procedures in developing values among learners included: career guidance / educational counselling, vocational counselling, social counselling, health counselling, and personal counselling.”

The concept of inclusive education makes learners feel equal in the school environment and turns minds away from harmful activities. Kenyan schools practise inclusive education in post-conflict situations and put the teacher at the centre of activities that help learners cope with the psychological effects of violence. Kenyan schools empower teachers to guide learners on how to own the socio-economic hardships, which may predispose the learner to gangsterism. A study notes that “teachers can stimulate children’s role in unlearning violence, victimisation or social divisions by encouraging dialogue and creating spaces for group-constructed rules of interaction, thus nurturing inclusive mindsets” (Wanjiru, 2018:15). Teachers become role models who inspire learners to take their education seriously.

6.9.7 Promoting non-violence and life skills curriculum

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of resolving conflict” (UN, 2016:25). These school curricula ensure that children unlearn some of the assumptions culture has imparted in them during socialisation and growth.

Morocco has a long history of student activism, and we may say it resembles South Africa in this regard. The presence of an activist culture in the Moroccan social fabric permeates the school system, and the State ensures that learners represent their interests in school management practices. Sanchez-Garcia et al. (2021:51) note that such mechanisms of democratic management ensure a culture of robust community involvement and “inclusion, through the appropriation of practices and territories for which the neighbourhood plays a vital role.”

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6.9.8 Initiating Dialogue Approach

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the multicultural nature of its society and takes issues of dialogue to integrate its immigrants who might feel alienated and engage in gangsterism. Hence, the country's "initiatives and intercultural dialogue projects are usually found in larger urban areas, initiated by volunteer organizations and/or municipal departments working with youth" (EC, 2018:262).

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Learner stigmatisation at school by other learners remains a real problem for past offenders who seek reintegration back to the states they were in before they became gang members, posing a challenge to society since "it is possible that the disorder synonymous with schools with a high gang presence is the cause of high levels of victimization, not the gangs or gang members" (Carson, 2017:27). To address the danger of stigmatisation, Lafontaine (2005:7) explains that many Norwegian schools "are also committed to prevention efforts by creating a safe, positive environment for students and by acting as a portal linking at-risk students to the programs and services they need to deal with their problems."

6.10 FRAMEWORK PILLARS



Figure 6.1: GREAT Framework (Source: Author)

6.10.1 Constructive punishment

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6.10.3 Encouraging community monitoring praxes

Schools in South Africa might also use the strategy of community policing as an effective method for addressing the challenges that arise from the prevalence of learner gangsterism in South African schools. Community policing puts the overall responsibility of security on the shoulders of the whole community that lives in a particular locality so that everyone ensures everyone else's safety, which is particularly relevant to the more overt forms of criminality gangsterism inflicts on the other learners, such as actual violence and vandalism. This is specifically so in the case of the Province of Western Cape, which is the most affected by social unrest and learner gangsterism (RSA, 2017:150). In this case, therefore, learners, teachers, and the SMTs can act as a link between the school and state authorities by reporting and handing over to the authorities learner acts that are in direct contravention of state laws and regulations, such as violence and physical harm, including cases of rape.

There is a sense in which prevalent gangsterism, whether in or outside the school environment, has a lasting influence on how learners interact during their regular days at school; this is particularly important in that the UN (2016:10) notes that the school environment is both a space where children might be victims of violence, but also where violent school culture and experiences teach children how to be violent towards others in their adult future. This means violence that occurs at school determines the kind of

society the whole country will have in future. Therefore, there is a need to insert measures that disrupt the links which pass the communication of violent culture to other learners. Community policing ensures that learner gangsterism does not become a culture that society communicates to different sections of the national society outside the school.

Different studies exist which engage with the challenges that learner gangsterism poses to the broader society in general, but specifically to how SMTs manage schools in South Africa. According to the findings by the international body Amnesty International (2020:52), the historical context of apartheid in South Africa is primarily to blame for systemic imbalances which arise from poor sanitation and performance in schools in formerly segregated areas. Moreover, poor performance has a direct relationship with learner gangsterism in the country because it forces those who underperform to seek other methods of self-expression. There are unintended contributors to the atmosphere of violence in the national space. These are about the fact that South Africa attracts many African immigrants. Conservative South African immigration policies which bar undocumented learners from accessing education possibly add to the prevalence of violence in schools (UNESCO, 2019:80). Community policing should also act as an alternative strategy that the SMTs use to mitigate the problem of learners returning to neighbourhoods impacted by young offenders whom educational policies have denied access to education.

6.10.4 Promoting non-violence and life skill curriculum

Some of Morocco's challenges with learner gangsterism stem from drug abuse issues as well as a cultural context which views physical punishment as acceptable (UN, 2016). Therefore, learners end up internalising the perception that physical violence is still acceptable even at school. To counter this perception, the Moroccan government has put in place "Curricula that include life skills and human rights education and that promote the values of social equality, tolerance toward diversity and non-violent means of resolving conflict" (UN, 2016:25). These school curricula ensure that children unlearn some of the assumptions culture has imparted in them during socialisation and growth.

Morocco has a long history of student activism, and we may say it resembles South Africa in this regard. The presence of an activist culture in the Moroccan social fabric permeates the school system, and the State ensures that learners represent their interests in school management practices. Sanchez-Garcia et al. (2021:51) note that such mechanisms of democratic management ensure a culture of robust community involvement and “inclusion, through the appropriation of practices and territories for which the neighbourhood plays a vital role.”

6.10.5 Valorised Dialogue Approach

Dialogue forms an integral part of dealing with gangsterism in Norway, which is one of the northern European countries with the highest life expectancy rates and welfare protection. According to UNESCO (2019), Norway and other Scandinavian countries also offer some of the safest havens for the elderly and children to live in. According to Freeman and Felbab-Brown (2021:26), Norway and Denmark are exceptional countries when it comes to initiating dialogue with gangsters, and the dialogue approach often “produced a lasting reduction of violence, as well as innovative dispute resolution mechanisms that critically undergirded the achievement.” Norway also remains aware of the multicultural nature of its society and takes issues of dialogue to integrate its immigrants who might feel alienated and engage in gangsterism. Hence, the country’s “initiatives and intercultural dialogue projects are usually found in larger urban areas, initiated by volunteer organizations and/or municipal departments working with youth” (EC, 2018:262).

Norway also prioritises the social reintegration of offenders in its national policies that address the problem of learner gangsterism. The UNODC (2018:3) notes that the Norwegian policy recognises that “most offenders face significant social adaptation issues, which can include family and community stigmatization and ostracism, and the ensuing negative impact on their ability to find jobs or housing, return to formal education or build (or rebuild) individual and social capital.” This might be more so in the context of learner gangsters who might find themselves unable to cope with the strict

operations of the school environment and who may, hence, later drop out of school and become hard-core criminals.

Learner stigmatisation at school by other learners remains a real problem for past offenders who seek reintegration back to the states they were in before they became gang members, posing a challenge to society since “it is possible that the disorder synonymous with schools with a high gang presence is the cause of high levels of victimization, not the gangs or gang members” (Carson, 2017:27). To address the danger of stigmatisation, Lafontaine (2005:7) explains that many Norwegian schools “are also committed to prevention efforts by creating a safe, positive environment for students and by acting as a portal linking at-risk students to the programs and services they need to deal with their problems.”

6.10.6 Psycho-social Support

In South African schools, particularly in Western Cape Province, counselling emerges as a crucial strategy to address the psychological impact of learner gangsterism (Hlatshwayo, 2018:21). Learners place trust in counselling as a means to mitigate the effects of gang violence on their daily lives, presenting an opportunity for SMTs to utilize counselling as a proactive strategy.

MacMaster (2010:263) suggests that counselling, even in non-school contexts like churches and mosques, is effective against learner gangsterism, considering that learners' lives extend beyond the school compound. Different forms of counselling, including trauma counselling, peer counselling, and human rights education, are recommended to alleviate stress in both victims and perpetrators, impacting not only school life but also the broader community (Mlangeni, 2018:133).

However, challenges persist, such as insufficient qualified personnel and a negative attitude towards counselling. The shortage of counselling professionals, especially in provinces like Eastern Cape, hinders effective intervention against learner gangsterism (Nzeleni, 2015:65). Moreover, the absence of active counselling departments in many schools limits the SMTs' ability to comprehensively address the diverse challenges

posed by gangsterism (Hlatshwayo, 2018:39). Additionally, learners' attitudes, influenced by gender dynamics, may pose obstacles, especially when male gang members resist guidance from female counsellors (Magidi, 2014:80). Addressing these challenges is crucial for fostering a supportive counselling environment and enhancing the role of SMTs in managing learner gangsterism in South African schools.

6.10.7 Robust extra-curricular activities

In addressing learner gangsterism, extra-curricular activities serve as vital alternatives for learners with diverse strengths. U.S. Department of Justice's study (2010:14) highlights the positive impact of these activities on learners' self-esteem and socialization. Sharing sports facilities with the community fosters a cooperative relationship and enhances the school's positive image (WHO, 2019:56). However, challenges arise, including a lack of sports facilities, with 65% of learners feeling South African schools are insufficient in this regard (Ncontsa & Shumba, 2013:9). Sharing limited facilities among neighbouring schools is proposed to strengthen sports' role in education. Allocating dedicated time for co-curricular activities, ensuring adherence to the timetable, and liberalizing the school calendar encourage widespread participation (Unterhalter et al., 2008:13).

Yet, concerns exist regarding the risks associated with extra-curricular activities, such as drug abuse and indiscipline (De Wet et al., 2018:9). Government neglect of rural schools, reflected in inadequate facilities, poses a threat to leveraging extra-curricular events in addressing learner gangsterism (Du Plessis & Mestry, 2019:4). Poverty exacerbates these challenges, creating disparities in learners' access to facilities and participation in activities (Amnesty International, 2020:7). SMTs must navigate these barriers to effectively utilize extra-curricular activities as a strategy against learner gangsterism.

6.10.8 Democratic values

Democracy within SMTs is a valuable strategy for addressing learner gangsterism by fostering open communication and understanding the root causes of such behaviour (Naidoo et al., 2015:319). In South African schools, instilling a democratic culture ensures learner-oriented leadership and enables effective communication in combatting gangsterism (Burton & Leoschut, 2013:108). However, the success of this approach hinges on educating learners about democratic principles, clarifying the limits of freedom of expression, and guiding them to exercise their rights responsibly (De Villiers & Pretorius, 2011:574).

Overcoming cultural barriers is crucial, as African culture traditionally undervalues children's perspectives. To address this, SMTs, educators, parents, and the community must shift their cultural worldview and actively listen to learners' insights on gangsterism (DBE, 2012:3). Poverty poses a significant obstacle, as individuals preoccupied with immediate needs may struggle to prioritize abstract democratic principles (Dos Reis, 2007:9-10). Additionally, learners from diverse economic backgrounds may interpret democratic values differently, potentially exploiting them to justify gangsterism or influence others' rights (Meyer, 2005:18). Establishing a democratic environment requires a nuanced approach that considers cultural, economic, and educational dynamics to combat learner gangsterism effectively.

6.10.9 Creating awareness

The effectiveness of schools in raising awareness about the detrimental impact of learner gangsterism depends on several factors. Time constraints within the school schedule, availability of facilities for awareness discussions, and the relevance of the school syllabus play crucial roles (SEDL, 2011:17; DBE, 2010:91). Establishing dedicated time for engagement with stakeholders, including working parents and busy teachers, reflects the SMTs commitment to fostering a cooperative school community.

Facilities such as school halls are imperative for conducting regular meetings with learners, educators, and parents to address gangsterism (Friedrich Ebert Stiftung,

2013:72). These spaces act as hubs for training stakeholders on responding to gangsterism effectively. A comprehensive and pertinent school syllabus contributes to the fight against gangsterism by providing learners with knowledge about its dangers, including legal consequences (Omisore et al., 2012:85).

Creating awareness, particularly among learners themselves, is essential for combating gangsterism. Recognizing and communicating the existence of the issue is a critical first step (NGC, 2019:3). However, challenges arise from gaps in communication about gang violence occurrences within schools, leading to distorted perceptions of the problem (Hlatshwayo, 2018:68). Additionally, stigma and peer pressure create obstacles, as learners stigmatized or influenced by peer pressure may find it challenging to disengage from gangsterism, hindering the school's awareness efforts (Magidi, 2014:6). Addressing these challenges is essential for effective awareness campaigns within South African schools.

South African schools should adopt a preventive approach to learner gangsterism through constant research on the nature of learner gangsterism, and relevant social workers should strive to create awareness not only for learners but also for teachers, parents, and the community; this sounds like as repetition of what is written before, but it is not. According to Issurdatt (2011:4), “raising awareness among youth in schools and the community can help young people understand the consequences of gang involvement and offer alternatives and support.” This way, schools will experience notable reductions in learner gangsterism since learners appreciate and avoid the adverse effects of engaging in gangsterism at school. The prevention of learner gangsterism in South African schools can also take the form of monitoring the behaviours and activities of students in spaces such as school streets, toilets, bus stations, extracurricular school-sponsored events, etc.

6.11 LIMITATIONS OF THE STUDY

The study achieved its objectives and developed a new framework to help SMTs address learner gangsterism in the selected schools despite the challenges and limitations the study faced under the COVID-19 regulations. The study conducted face-to-face FGDs with participants in only two of the three selected schools because one

school was non-committal due to the COVID-19 conditions. During the conduction of the FGDs under CPAR, the model also took over three months to arrange face-to-face meetings with participants. The last limitation is that the study captured participants' views from two schools in one locality in Motheo District; therefore, it could have achieved more diversity of views had it considered different localities.

6.13 CONCLUSION

The study aimed to propose a new framework to help SMTs address gangsterism in three selected schools. It combined the CDA framework with the CPAR approach under a transformative paradigm to identify how participants reflected on and critiqued the government's handling of a social problem in the schools. The framework and the approach were suitable because the FGDs enabled the study to unpack the essence of participants' thoughts on addressing the challenge of gangsterism in schools. The study collected data in natural settings through FDGs in respective schools and at the DoE. It classified the data into themes, analysed these using thematic analysis, and identified the challenges that hinder the efficiency of a new framework to address learner gangsterism. The challenges include a limited legal framework, lack of an inclusive and broad-based approach, and inadequate training and resources. The study identified the following recommendations to address the above challenges: a broad legal framework, a broad-based approach, and enhanced training and resources. The study also identified the following threats that hinder the effectiveness of a new framework to address learner gangsterism: inadequate parental support, lack of psycho-social support, and powerlessness of the school administration. Solutions to the above threats are increased police involvement, inclusivity to enhance coordination between the SMT and SGB, and increased monitoring to minimise gangsterism cases. The proposed framework identified increased police involvement, inclusivity to strengthen collaboration between the SMT and the SGB, and monitoring to minimise instances of learner gangsterism as some of the best practices that schools can use to enhance the success of the new framework to address learner gangsterism.

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APPENDICES

APPENDIX A: ETHICAL CLEARANCE



Faculty of Education

16-Oct-2018

Dear Ms Stella Iheadiri

Ethics Clearance: A Framework To Support The School Management Team In Handling Learners' Gangsterism In A Selected School

Principal Investigator: Ms Stella Iheadiri

Department: Education Faculty (Bloemfontein Campus)

APPLICATION APPROVED

With reference to your application for ethical clearance with the Faculty of Education, I am pleased to inform you on behalf of the Ethics Board of the faculty that you have been granted ethical clearance for your research.

Your ethical clearance number, to be used in all correspondence is: **UFS-HSD2018/0629**

This ethical clearance number is valid for research conducted for one year from issuance. Should you require more time to complete this research, please apply for an extension.

We request that any changes that may take place during the course of your research project be submitted to the ethics office to ensure we are kept up to date with your progress and any ethical implications that may arise.

Thank you for submitting this proposal for ethical clearance and we wish you every success with your research.

Yours faithfully

Prof. MM Mokhele Makgalwa
Chairperson: Ethics Committee

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APPENDIX B: TITLE REGISTRATION



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3 May 2018

APPLICATION FOR TITLE REGISTRATION

Applicant: Iheadiri, S
Student Number: 2003017668
Discipline: Education Management
Study Code: VOB900

Dear Prof Nkoane

The CTR committee accepted your students title as it is: *"A framework to support the school management team in handling learners' gangsterism in a selected school"*

The application is accepted without any further recommendations.

All of the best to the promoter and student with the study.

Yours sincerely,

Prof M Mokhele Makgalwa
Chair: CTR committee

Ms CS Duvnhage
Secretary: CTR committee

APPENDIX C: PERMISSION TO CONDUCT RESEARCH FROM FS DoE

Enquiries: MZ Thango
Ref: Notification of Research Extension: S.C. Itheadiri
Tel. 051 404 8808
Email: MZ.Thango@fseducation.gov.za



District Director
Motho District

Dear Mr. Moloi

NOTIFICATION OF RESEARCH: PERMISSION FOR EXTENSION TO CONDUCT RESEARCH PROJECT IN MOTHO DISTRICT

This letter serves to inform you that Sr. S.C. Itheadiri has been granted permission for an extension to conduct research in the Motheo District under the auspices of the University of the Free State. The details in relation to the research project are as follows:

Topic: A Framework to support the School Management Team in handling Learners' Gangsterism in a selected school

1. **List of schools involved:** Ikabelo Secondary School, Lekhulong Secondary School and Petunia Secondary School.
2. **Target Population:** Five members of SMT, four teachers teaching Life Orientation, History and English, two SGB members and four learners doing grade 11 and 12 at the selected schools.
3. **Period of research:** From the date of signature of this letter until 30 September 2022. Please note the department does not allow any research to be conducted during the fourth term (quarter) of the academic year nor during normal school hours. The researcher is expected to request permission from the school principals to conduct research at schools.
4. **Research benefits:** The study envisages to contribute towards the development of a framework to minimize learners' gangsterism and help SMTs in handling problematic learners due to their affiliation to gangsterism. Furthermore, the intention is to inform the policy dictates of the South African Department of Basic Education. The framework developed from this study could be adapted and applied in other schools and/or provinces around the country. The value of this study will be of great importance to schools that have a high intensity of learners' gangsterism.
5. Strategic Planning, Policy and Research Directorate will make the necessary arrangements for the researchers to present the findings and recommendations to the relevant officials in the Department.

Yours Sincerely,

Mr. MZAMO W. JACOBS
DIRECTOR: QUALITY ASSURANCE, MSE AND STRATEGIC PLANNING

DATE: 06/04/2022

RESEARCH NOTIFICATION FOR EXTENSION: S.C. Itheadiri, 06 APRIL 2022, MOTHO DISTRICT

Strategic Planning, Research & Policy Directorate Private Bag 302563, Bloemfontein, 9100 Thuthu House, Room 100, 2nd Floor, 51 Andrieweg Street, Bloemfontein

www.fseducation.gov.za

Enquiries: MZ Thango
Ref: Research Permission for Extension: S.C. Itheadiri
Tel: 051 404 8808
Email: MZ.Thango@fseducation.gov.za



101 Park Road
Erinor Flat 5
Willows
Bloemfontein
9301

Dear Sr. S.C. Itheadiri

**PERMISSION FOR AN EXTENSION TO CONDUCT RESEARCH IN THE FREE STATE DEPARTMENT OF EDUCATION:
MOTHEO DISTRICT**

This letter serves to inform you that you have been granted permission for an extension to conduct research in the Free State Department of Education within the Mofheo Education District. The details in relation to your research project with the University of the Free State are as follows:

Topic: A Framework to support the School Management Team in handling Learners' Gangsterism in a selected school.

1. List of schools involved: Ikasele Secondary School, Lekhulong Secondary School and Pelunia Secondary School.
2. Target Population: Five members of SMT, four teachers teaching Life Orientation, History and English, two SGB members and four learners doing grade 11 and 12 at the selected schools.
3. Period of research: From the date of signature of this letter until 30 September 2022. Please note that the department does not allow any research to be conducted during the fourth term (quarter) of the academic year. Should you fall behind your schedule by three months to complete your research project in the approved period, you will need to apply for an extension. The researcher is expected to request permission from the school principals to conduct research at schools.
4. The approval is subject to the following conditions:
 - 4.1 The collection of data should not interfere with the normal tuition time or teaching process.
 - 4.2 A bound copy of the research document should be submitted to the Free State Department of Education, Room 101, 1st Floor, Thuto House, St. Andrew Street, Bloemfontein or can be emailed to the above-mentioned email address.
 - 4.3 You will be expected, on completion of your research study to make a presentation to the relevant stakeholders in the Department.
 - 4.4 The ethics documents must be adhered to in the discourse of your study in our department.
5. Please note that costs relating to all the conditions mentioned above are your own responsibility.

Yours Sincerely,

Mr. MZAMWINI JACOBS
DIRECTOR: QUALITY ASSURANCE, M&E AND STRATEGIC PLANNING

DATE: 06/04/2022

RESEARCH PERMISSION FOR EXTENSION FOR S.C. Itheadiri. PERH052024 LETTER 06 APRIL 2022. MOTHEO DISTRICT
Strategic Planning, Research and Policy Development People Dev 0207955, Bloemfontein, 9300 - Thuto House, Room 101, 1st Floor, St Andrew Street, Bloemfontein

APPENDIX D: INFORMED CONSENT - PRINCIPAL



Researcher:

Stella Cordis Iheadiri
Parkroad 101,
Erinor Flat 5
Willows 9301
Bloemfontein
+27833713176
Cordis1997@gmail.com

Study Leaders:

Prof MM Nkoane
Faculty of Education
University of the Free State
Faculty of Education
Bloemfontein
+27769826901
nkoanemm@gmail.com

Date: April 26, 2022

Attention:

The Principal

Dear Sir/Madam,

REQUEST FOR PERMISSION TO CONDUCT RESEARCH

I am a registered Ph.D student in the school of Education Studies (Education Management and Leadership) at the University of the Free State (UFS), Bloemfontein. I hereby request for permission to conduct my research at your school. The title of my project is: **“A framework to support the School Management Team in handling learners’ gangsterism in a selected school”**.

My research project focuses on developing a framework to support the School Management Team in handling learners’ gangsterism in a school. This means that the project will look into

how a framework will be developed to support the SMT to handle learners' gangsterism in a school.

The study will contribute towards the development of a framework to curb gangsterism and help the SMT in handling problematic learners involved in gangsterism. Furthermore, this will inform policy legislatures of the South African Department of Basic Education. The framework developed from this study can be adapted and applied in other schools and/or provinces around the country, as well as worldwide. The value of this study will be of great importance to schools that have high intensity of learners' gangsterism. Moreover, the new framework will enable the SMT to look at the issue of learners' gangsterism in school holistically and also contribute towards improving standard of Education in South Africa.

I would like to invite you to participate in this research project. The project will not obstruct academic activities of the school. The planned meetings/workshops would take place during agreed-upon times as per your availability at the school buildings.

Also, the meetings/workshops will be centered on focus group discussions which include questions and answers which will elicit information for the purpose of the study. The duration of the session will be two hours. All issues of confidentiality will be observed and participation in this study is voluntary. Your identity will not be disclosed and the findings of the study will only be used for research purposes.

Additional precautionary measures during the session will be taken, such as, for example, unobtrusive and discreet security surveillance, to ensure your safety.

Please if you would like to participate in this research, sign below.

Thank you for your co-operation.

Name_____Signature_____

Date_____

APPENDIX E: INFORMED CONSENT - PARENT



Researcher:

Stella Cordis Iheadiri
Parkroad 101,
Erinor Flat 5
Willows 9301
Bloemfontein
+27833713176
Cordis1997@gmail.com

Study Leaders:

Prof MM Nkoane
Faculty of Education
University of the Free State
Faculty of Education
Bloemfontein
+27769826901
nkoanemm@gmail.com

Date: April 26, 2022

For attention:

The Learner

Dear Sir/Madam,

LETTER OF CONSENT: PARENT

I am a registered Ph.D student with a student number – 2003017668 in the University of the Free State at Bloemfontein Campus conducting Research on this topic: **“A framework to support the School Management Team in handling learners’ gangsterism in a selected school”**.

The aim of the study is to develop a framework to support the School Management Team in handling learners’ gangsterism in a school.

As part of developing a framework for the above mentioned aim, I herewith request permission from you for your child to participate in a data collection focus group discussion. The collected data will be used for education purposes only. Therefore, the following are for your information:

- Participation is strictly voluntary – nobody is forced to participate
- All information in the discussion will be treated confidentially
- Participation requires one to sign the consent form as an indication of voluntary willingness to participate.

Note that there are no direct potential financial benefits in participating in this research. The study will however provide the SMT with a different perspective from which to consider the issue of learners' gangsterism in school. The ultimate intended benefit is to contribute towards improving the standard of education in South Africa.

Additional precautionary measures during the session will be taken, such as, for example, unobtrusive and discreet security surveillance, to ensure your safety.

This letter also serves to permit the researcher to conduct the research with all the ethical and professional considerations in place.

Declaration

I understand the aim, procedures, risks and benefits associated with this research.

I..... voluntarily give consent to participate in this research.

Thank you for your co-operation.

Yours sincerely,

.....

Stella Cordis Iheadiri

Date.....

.....

Prof. MM Nkoane

Date.....

APPENDIX F: INVITATION TO EDUCATOR TO PARTICIPATE IN RESEARCH



Researcher:

Stella Cordis Iheadiri
Parkroad 101,
Erinor Flat 5
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+27833713176
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Study Leaders:

Prof MM Nkoane
Faculty of Education
University of the Free State
Faculty of Education
Bloemfontein
+27769826901
nkoanemm@gmail.com

Date: April 26, 2022

INVITATION TO PARTICIPATE IN A RESEARCH TOPIC: A FRAMEWORK TO SUPPORT THE SCHOOL MANAGEMENT TEAM IN HANDLING LEARNERS' GANGSTERISM IN A SELECTED SCHOOL

Dear Educator,

I am Stella Cordis Iheadiri from the above mentioned institution where I am presently pursuing my doctoral studies on the topic: **“A framework to support the School Management Team in handling Learners’ Gangsterism in selected Schools”**. I would like to invite you to take part in this research project. As this research project aims at developing a framework that will support SMT in a school in which you are a part of. It is a clear indication in responding to problems of learners’ gangsterism in school.

Furthermore, there is no risk in participating in this research project. Rather your participation is a contribution towards the development of a framework to minimise gangsterism to help SMT in handling problematic learners involved in gangsterism.

Also, the intention is to inform the policy dictates of the South African Department of Basic Education. The framework developed from this study could be adapted and applied in other schools and/or provinces across the country and the world at large. The value of this study will be of great importance to schools that have a high intensity of learners' gangsterism.

Moreover, the proposed framework would provide the SMT with a different perspective from which to consider the issue of learners' gangsterism in school. The ultimate intended benefit is to contribute towards improving the standard of education in South Africa. Assuredly, your name will not be used in any publications on the research project of this study.

The duration of the session will be two hours and additional precautionary measures during the session will be taken , such as, for example, unobtrusive and discreet surveillance, to ensure your safety.

Thank you for your co-operation.

Yours sincerely,



.....
Stella Cordis Iheadiri

.....
Prof.MM. Nkoane

Please fill in and return this page. Keep the letter above for future reference

The topic of the Research Project: **“A Framework to support the School Management Team in handling Learners’ Gangsterism in a selected School”.**

Researcher: Stella Cordis Iheadiri

Name and Surname: _____

Age: _____

Contact number: _____

- I hereby give free and informed consent to participate in the abovementioned research study.
- Understand what the study is all about, the reason why I am participating and what the risks and benefits are.

- My permission is given to the Researcher to make use of the data gathered from my participation, subject to the stipulations he/she has indicated in the above letter. By placing your signature below, you declare that you are fully informed about the research project, and give your permission that the information gathered may be used for research project without identifying you as an individual.

Signature: _____

APPENDICE G: TRANSCRIPTS

Ikaelelo deputy Principal Recording 10

00:26 Interviewer Okay, can we start?

00:27 Principal Yes.

00:28 Interviewer I think I will leave this page two. We go straight to the questions. Is it okay like that?

00:50 Principal Yes.

00:53 Interviewer [inaudible] The data collected will be used specifically to generate a solutions that schools may use to tackle and address learners gangsterism, enhance better learning conditions for improved performance in our schools in South Africa. The probing will take sixty minutes, this one will be less. Your identity, that's where I want to be. You are the deputy, that is your name, and the name of the institution, for which you work, will not be revealed. This interview will be recorded with your consent. Moreover, you are free to withdraw from the interview at any stage. Okay, we go to question one. Objective one, all the questions is drawn from the five objectives of this research. Objective one is to demonstrate the need for a framework to curb learners' gangsterism in school. Question one, what are the needs for a framework to curb learners' gangsterism in school? Ntate?

02:42 Principal No, thank you very much Sister. There is a need, there is a huge need to have a framework. A piece of legislation that will assist in terms of curbing gangsterism in schools. There is a huge need for that. Looking at what is happening in our schools, because it starts with small behavioral problems like, bullying, like absenteeism and fighting amongst the school learners. Only to find that, as time goes on it gets big. Because the ones that are being bullied, the ones that are the victims of bullying, they end up forming a group. In a way of trying to defend themselves, then as a result, it gets stronger and stronger and it even goes to our communities. Because these kids, they know each other from the location where they live. So, it starts with that small behavioral problems. Now, when we look at our South African Schools Act, where it addresses the issue of learner discipline in schools, it is left in the hands of the School Governing Body with their subcommittee of disciplinary committee, where the school has to implement its code of conduct, but there are limitations in our school code of conducts. Because, you can deal with a behavior up to a particular level, but when it gets out of your powers, as a school, as a disciplinary committee, you are left with a situation that you cannot manage. So hence, as a school, hence as a school principal. And I think this should be the general feeling of SMT members and the teachers. We need to have a framework from national government or from the National basic Department of Education, where it addresses the issue of gangsterism in schools.

05:40 Interviewer Thank you, Principal.

05:41 Principal Thank you very much, Sister.

05:43 Interviewer Yeah, it's a powerful point. Deputy Principal, let me read that question again.

05:51 Deputy Principal Yes.

05:51 Interviewer For you. Okay, the question is, what are the needs for a framework to curb learners' gangsterism in school?

06:06 Deputy Principal Yes, Ma'am, as the principal has already stated the fact that, we need these laws that we need to be created in order to combat this question of gangsterism in schools.

Yes, the department is having its own laws, which to us, as the parents, as teachers, as a school and a family, you'll find that some of the laws that are forwarded by the department ended up not so much capable to address the serious causes of gangsterism. Yes, as a school we are given also, certain powers as the management, as the teachers as the governing councils to draw up our own laws out of whatever it was drawn by the government itself, but to be honest, schools are made to be, or management of schools are made to be powerless because of some measures that the department gives on the other hand. Because, for instance, if something like gangsterism can be addressed by the principal and it ends there, and the principal comes up with final solutions, you would find that the principal's solutions and the management's solution are not considered to be welcomed by the government. Let me give you an example, let's say children have broken into a school. The principal's level of disciplining those gangsters, it's only by giving them something like a five days suspension. While if we are serious to combat gangsterism. I would give that child maybe, total expulsion. Specifically looking at the amount of damage the child must have committed. You get me? So with us, I don't think really this question of gangsterism, I always ask myself whether are we winning or are we losing? But I think to me, to an extent or to a certain extent, the government is failing us and it will be difficult for South African schools to combat gangsterism. Thank you.

09:35 Interviewer Thank you so much, Deputy Principal. Yeah. I don't know whether this question have been answered. Is there a need for a new framework or is the old one okay?

09:53 Principal Thank you, Sister. I want to say, yes, there is a need for a new one. If the current one cannot be maybe revisited and be amended. There is a need for a new one, like the Deputy Principal has indicated. Even if I know there are gangsters in my school, for as long as they are still learners in the school, they are expected to be at school. The current framework, the current laws, do not give schools powers to expel, like Deputy Principal indicated. I can only suspend that child, I can only make a commitment to the HOD to say, after we have followed all the necessary disciplinary [inaudible], we make recommendations to the Superintendent General of Education to say, expel this child, of which that process, it will take up to 12 months before you can get a response from the HOD. It will take them 12 months, and at that time, where's the child? Remember, [inaudible] of the school can only suspend up to a maximum of five days, after five, this one must happen. That's why, he must come back to school. While we're still waiting for a response from the Department to say, no the child can be expelled. So, as we are saying, there's a need for a new framework that will give school powers, or schools powers to expel, if there's enough evidence that this child is a gangster, this child is disruptive, because acts of gangsterism, they disrupt schools. There is no conducive environment, that would be created for learners to learn where there are gangsters, because at any time they start their fights at any given moment, they start their fights and at that time, the schools are disrupted. So, there is that need for a new framework that will give power the school management teams, powers the school governing bodies and to ensure that whenever it is established, with facts and proof that a particular group of boys or girls, they belong to a particular gang, those kids must be expelled from school.

12:19 Interviewer Thank you, Principal.

12:19 Principal Thank you Mme.

12:20 Interviewer Thank you so much. Deputy Principal, do you have anything to add?

12:26 Deputy Principal Yes Ma'am, just that my approach from the apartheid side, as we have done during the apartheid. During the apartheid era, there was gangsterism, gangsterism isn't something new. But the gangsterism during that time, would not survive, because of the strict

measures that were there. And the measures that gave the Governing Council, the school management and the principal more powers to expel. Each and every child would you know exactly that, I do this, I'm gone. So, as the principal has said today, principals, the management, the governing bodies can only suspend a child for a period of five days. Now, we come back and say how long does the department takes to combat that gangsterism? It takes one year. Will a child take you serious? No. I mean, it's just like when you are a teacher. If a child, wrote a test today, by Monday he must bring it back. Why that child will know, will have the love for the subject, the interest for the subject, because the subject is result oriented but if ever you are a school without measures, that the results can be proven within a very short space of time, then that's a waste of time. So to me, I feel we need to revise ways in which gangsterism can be solved. We must go back to that thing, situation where the school, internally, could settle gangsterism. Unlike, if a child is a gangster within this institution, then this case is solved within, round about 1000 kilos away from, because some cases here, they don't even only need the MEC or the HOD for the education. The Minister of Education is the one to take the final visit. So, ultimately that thing of time and the you know, all those levels from the school up to the Minister Education, it's time wasting and it makes gangsters to think they have more power than the management of the schools. Something that makes more learners to become it motivates even a child, who was not a part of gangsterism, to become a gangster.

16:18 Interviewer Thank you so much, Deputy Principal. I think we go to objective two. To explore these challenges faced by the school management to withstand learners gangsterism in school. What are the challenges faced by the school management team to withstand learners can gangsterism in school?

16:51 2nd Interviewer Yeah, they have already addressed some.

16:54 Interviewer Yeah, some have been answered.

16:56 Principal Okay, like we have indicated, there are many challenges that we are faced with in a situation where there are gangsters in a school. One, the safety of learners is compromised. The safety of innocent learners who are not members of a gang, their safety is - The presence of gangsters in the school yard, compromise the safety of other learners. Because at any given moment, fights erupt. And when fights erupt what happens to an entire -

17:56 2nd Interviewer Vulnerable. They are vulnerable.

17:58 Principal You see? Anyone can be a victim of that violence. Anyone can be a victim of that violence. That's a big challenge. Secondly, where the environment is not conducive for learning, you know when you are not relaxed when you are not feeling safe. It means that environment is not conducive for learning [inaudible]. It means you can't concentrate on what is happening in the class, as a learner. Even teachers themselves, they don't feel safe. So, we are faced with a situation whereby now, as management teams, we need to try to ensure safety. We must make our learners feel safe. We must also at the same time, try to assure educators, teachers because they also fear for their lives. You see? So, in general, a school becomes a place where we don't feel safe at all, because you know that anything can happen at any time. So, safety is compromised. Secondly, teaching and learning itself, it can't take place effectively. There are times and days where teaching is affected. You need to be on your guard all the time, because they got stabbed in your school.

19:41 Interviewer In your school yard?

19:42 Principal Yes.

19:43 2nd Interviewer Stabbed.

19:45 Principal You see, so a school where there are gangsters, is just a place where really, no one feels like I should be there.

19:58 2nd Interviewer A jungle.

20:01 Interviewer Thank you, Principal.

20:03 Deputy Principal Sister, can you just repeat that question again?

20:07 Interviewer Okay, what are the challenges faced by the school management team to withstand learners' gangsterism?

20:19 Deputy Principal The challenges that are faced by the management.

20:22 Interviewer Yeah, the SMT

20:24 Deputy Principal It is here, Sister that for a school to operate very normal, the management becomes a leading body. The principal becomes the leading [inaudible], in the normal value of [inaudible], but a principal who is without [inaudible], because you must remember that the government has disarmed the principal and the management. So, automatically if you are disarmed, you cannot be an effective soldier at the war. You get me? Now, it goes without saying that schools today, yes, we are there as managers, but to be honest, we speak about ghosts. You get me? You are there, you are just a ghost. If today, they managed to keep quiet, then you'll say, thank you Jesus. But to be honest, schools are not as effective as expected, because of our high rates of gangsterism. And now, teachers are at the risk, other learners are at risk, everybody even the school principal. They respect, the command, we expect the principal to be a shown or to have is no longer there. And what I like, it's not even ending with the Principal alone. Even senior management teams of the Department, when they are to address problems at a school level, they are not in a position. So, ultimately it shows that there is something serious in our system. So, at times I would always say I miss the good days of apartheid. I thank you.

23:07 Interviewer Deputy Principal, thank you so much. Thank you so much

23:19 Deputy Principal It doesn't mean, Sister, everything about apartheid was bad. There are things that, I was a teacher during the apartheid era, and I will spend more years as a teacher of democracy. Then you find that, man what is actually going on here? So, it tells you that our government, by coming up with many changes. They never realized that certain things were good, certain things of apartheid were good. Specifically things such as how to fight gangsterism in schools.

24:12 Interviewer Thank you, Deputy Principal. You know, the problem I have here I look at it, you have [inaudible]. Do you think that there are some problems that they face when they deal with the problem of learners' gangsterism in school? Have you answered? Because you mentioned the law and the government, regarding the education. So, we move to question three, objective three. Okay, can I ask this one? What do you hear people say many people say now is not maybe outside the this environment about gangsterism? What I mean is that, as the gangsterism is operating in the schools and because of the laws, like when you send our report a learner, it takes 12 months to answer that. Go ahead or not. So, that's like, outside here like parents or anybody. What do they know? What do you hear people say concerning that?

25:47 Deputy Principal Sister, everybody is discouraged. Everybody is unhappy. Everybody points a finger at the Constitution, our today's constitution that it has disarmed the parents, teachers, everybody because now the Constitution gives youngsters an upper hand than the parent. So, meaning children are parents, parents are children, you get me? So, everybody is just unhappy. We all have one common problem. You come across a parent of black, white, colored, Indians and so forth, it's not only black parents who are unhappy. Parents from all walks of life, they are unhappy. And parents of all learners, educated, uneducated. We suffer the same

problem. Unhappiness about how gangsterism is taking place in school, and how parents, or the school management are incapable to fight it, because of more powers were taken from them.

27:29 Interviewer Exactly. Thank you, Deputy Principal. Yeah, we go to objective three. To identify gaps in managing learners' gangsterism in school and propose possible solutions. What gaps exist in managing learners' gangsterism and what are the possible solutions to these gaps? I think this is two questions in one.

28:00 Principal Thank you, Sister Stella. The gaps that exist in managing learner gangsterism at the moment, the current Schools Act, it doesn't provide schools with a clear solution to this. There's no piece of, or a clause that says this is how you should deal with gangsterism. We don't, there's a gap in our School Act, because schools are left to sit with it. The school will develop its own code of conduct as much as there is that guideline from the Schools Act. You see? But there is no clear answer, there is no indication as to how we should address the issue of gangsters. Because some of them, remember our initial Constitution. It says the compulsory schools age is from zero to 16 years. Kids, they start gangsterism as early as 11 years, 12 years. At 12, your child cannot be expelled from school, because that will be a violation of that child's constitutional rights. So it means, our South African school, it does not provide for how to deal with gangsters. Especially when a child is a minor. This is still under the age he or she is still a within that compulsory school age. How do you deal with that child? You can't expel that child. So, it means you have to live with that child until he or she decides to leave school or he or she is more than 18, because even the police you report them to the police. The police they just come, they profile the learners it ends there. These kids, they cannot be prosecuted. They cannot be prosecuted because they are still minors. You see? So, that is a gap that is existing in our current laws. Because learners, kids who are part of gangsters who are still under age, they cannot be prosecuted, they cannot be expelled. So, that means we have that gap that we don't know how are we going to close it. Because there's no law that provides us with solution to say, if this person is still a minor, let's take this child and maybe transfer him or her to a stout school. If we still have such schools. So, there's that gap that is still existing in trying to manage the gangsterism in schools. But the question of how do you how do you close that, hence we are saying, a new framework, a new piece of law that will address these matters. And I'm just hoping that, before the department comes with a framework, comes with the law, they will come down to people to get their ideas. To understand what is that you are sitting with, instead of maybe deciding to draft a piece of paper there and then from there, bring it down to us for implementation, because sometimes there may be a piece of paper there, they'll make the framework and then bring it. Only to find out it does not address the real challenges at schools.

32:11 2nd Interviewer You spoke very well. Can I maybe just stop you there a bit. In your own view, how should one, clarity then look like and then two, in your own view, how should such a new act address the problem of age gangsterism and school?

32:39 Principal Clarity should be like, a framework should indicate to a school to say, it will be on black and white. Let me use an example, it is on paper, black and white. Use of Cobra drivers is prohibited, it doesn't need questions. It's -

Ikaelelo Educators Recoding 9

00:34 Interviewer So, as the principal researcher, my name is Sister Stella. So, that's my name. I'm a student at the University of the Free State, UOFS. I'm doing my PhD degree there, and that's why I'm here to finish my dissertation. Thank you so much. So, not wasting much time, the five objectives you see here, is where my questions come from. The study relies on probing. You know what I mean? This the study relies on a probing technique, which involves focus group discussion. So, what we are here is a focus on discussion. I don't have a question of yes or no, true or false, we discuss. So, the introductory meeting also proposes to explain to the participants the importance of critical participatory action research. I'm using CPAR. Critical Participatory Action Research. So, that can be used to address the specific social problem. Learner gangsterism is the social problem. Learner gangsterism is the social problem in this particular case, and I, as the leader researcher, will involve members of the school management team in developing a strategy to curb this in a selected school. The strategies that the study will adapt to address learners gangsterism in a current case, to suit the research needs. What I and all the researchers, participants, of who researchers will engage in, to address the studied problem. referred to as the research action. And we'll include our conversation and experience during the course of the study. It is this experiences such as interviews and the discussions that we will use appropriate okay -

03:27 [inaudible]

04:30 Interviewer I think because of the time limit, we should go straight to the questions. So the questions we have here is one to five, and they were drawn from the objectives and it is centered on probing. So, I think I'll sit down. Objective one, that's the question one. To demonstrate the need for a framework to curb learners' gangsterism in school. And I forgot to mention to you that the title of this research is, a framework to support the school management team in handling learners' gangsterism in a selected school. That's the topic of the research. A framework to support the school management team in handling learners' gangsterism in a selected school. My study adopts a critical participatory action research, as its methodology. The data collected during this study will be used specifically to generate solutions that schools may use to tackle and address learners gangsterism in school, enhance the better learning conditions for improved performance in South African schools. Your identity, name and name of the institution for which you work will not be revealed. We won't mention your name in data analysis or whatever, I will use coding, ABC. So each one of us should feel free to give answer to the question. We don't mention names, we don't mention the name of the school. So, the interview will be recorded with your own consent. Moreover, you are free to withdraw from the interview at any time. The five objectives of the study will direct our discussion. So, question one, to demonstrate the need for a framework to curb learners' gangsterism in school. So, what are the needs for a framework to curb learners' gangsterism in school? What are the needs for a framework to curb learners' gangsterism in schools?

07:49 2nd Interviewer Yeah, so well, she didn't have time to introduce me, but I'm just here to support her. It's okay, I'm here to support her and, I think what that question needs is, you have the current framework in your school that is meant to address learner gangsterism. Is there a way in which you feel it fails? Okay? Are there ways in which you feel that the current framework that is meant to address learner gangsterism, are there ways in which you feel that framework fails? That is what the question means. So you can start from the other side

08:40 [inaudible]

09:32 Interviewer Mme, I think we start from my list. Okay.

09:41 2nd Interviewer You can go clockwise or whoever is ready can maybe just start.

09:46 Interviewer Okay. So, my fellow participants, or co researchers, the first objective of our study is to demonstrate the need for a framework to curb learners' gangsterism in school. In other words, we want to show why there is a need for a new way to solve the problem of learners engaging themselves in act of gangsterism in schools.

10:27 Educator 1 Can I go?

10:27 Interviewer Yeah.

10:28 Educator 1 Okay. So, the gangster framework, I feel the gangster framework to curb learner gangsterism in schools, does not deal with the gist of gangsterism. So, we deal with gangsterism in schools as a result of gangsterism in communities. So they bring whatever that they're doing in their communities to school. And it becomes rife when it gets to school, because they're from different backgrounds, they're from different gangs. For an example, you will find a gang calling themselves, just an example the triple six fighting a gang called the thirty six, and they know how they put themselves in the community. So when they come here, they come from those different communities. And that's where the challenge then comes from. So the existing framework does not really deal with the root cause of the gangsterism. We'll take a typical example, where we had students fighting each other pieces of clothing that they were wearing, that identifies with different gangs. We as teachers here, don't know which brand is linked to which gang. So, we will then just say, take off your hat because it's not school uniform. But the members from other gangs would have then seen, let's say we're in a classroom setting, they would have done seen that, that one was wearing that brand, which identifies to this, which is the gang that is fighting us. So that's where it stems from. That's where I believe the gangsterism stems from. It stems in their communities and when it comes to school it gets rife because we are on the other side. We just deem it as learners wanting to be rebellious to the code of conduct of the school.

12:52 2nd Interviewer So, in short, what you mean is that what the school deals with is just the symptom from elsewhere.

12:57 Educator 1 Yes. What the school deals with is just the tip of the iceberg. There is a melting point somewhere, where it all stems from and we just deal with when the volcano now erupts. Yeah, that's what we're dealing with.

13:18 2nd Interviewer Thank you.

13:18 Interviewer Okay, thank you so much. Do you have any?

13:28 Educator 2 I don't have anything to say. I think she has given all. That we are only dealing with what is happening on the surface, here.

13:40 Interviewer Mme?

13:41 Educator 3 The need for a framework, I think that the safety committee, in our case, for now it's able especially when dealing with the things of gangsterism in our school. The safety committee.

14:01 Interviewer The safety committee?

14:03 Educator 3 The safety committee, yes, has managed to deal with that problem of gangsterism because now, if you compare to the like the past years now there's just a few members of gangsterism, whereas in the past they always fight in the schoolyard. So it was very bad. So, I think that the safety committee and also there's other community group which is called whatever tsotsi, they are able to provide us with safety at our school.

14:41 Interviewer Thank you so much.

14:41 Educator 3 They have eliminated that pressure of gangsterism in school. Even if we have those few members, but they're hiding themselves not like in the past whereby it was public. Now we only have few learners who are involved in that, for as they are hiding themselves but the safety committee and that tsotsi- whatever group, was able to assist us.

15:13 Educator 1 That group, it's sort of like a CPF. It's almost like a CPF, it's just that they give it themselves.

15:20 Interviewer CPF, who are the CPF?

15:22 Educator 1 It is a Community Policing Forum. They've given themselves a name that will scare these gangs.

15:31 2nd Interviewer The last time we came here, we met a vehicle going [inaudible]

15:36 Educator 1 Yes, that was them.

15:39 2nd Interviewer Are they part of that?

15:40 Educator 1 Yes, that [inaudible]

15:41 Educator 3 They have assisted us a lot.

15:45 Educator 2 Last week.

15:48 2nd Interviewer But does the framework that the Department of Education put in place, include the CPF as well?

16:01 Educator 3 Yes

16:01 2nd Interviewer It does?

16:06 Interviewer Thank you so much for the information. Is there any other thing you want to say on this question?

16:20 Educator 3 I think to add on to what has already been said. I could also say that the department has also introduced a concept called Adopt-a- Cop

16:35 Interviewer Adopt-a?

16:36 Educator 3 Adopt-a-Cop, where each school has got like a designated police officer to assist with issues pertaining gangsterism and child protection issues. So, with all that being said, I would say for now, we do have a framework in place that assists us, as educators.

17:11 Interviewer Okay, thank you so much. So, I think we have exhausted all the questions in question one. We move to question two. Objective two, to explore the challenges faced by the school management team to withstand the learners gangsterism in school. What are the challenges faced by the school management team to withstand learners' gangsterism in school?

17:49 2nd Interviewer Yeah. I think what the question wants is, in spite of all these frameworks that are meant to deal with the problem. There might be challenges somewhere. You talked about adopt-a-cop, might there be any challenge in regard to perhaps the number of cops assigned to a given school?

18:26 Educator 3 I think the challenges that we are facing, as the education system as a whole, is that as much as each school has got as a designated police officer, a designated social worker, and our problem becomes that, they do come to the schools, they do take these rotten apples out. However, our justice system, as well as social development, have not yet implemented a strategy, as to how they can maybe punish or deal with such learners. Therefore, it becomes some sort of a futile exercise for the SMT and teachers in general. To say, we are trying to curb an epidemic of gangsterism, knowing that in the next few days, the same people will be back, doing the same things.

19:41 Educator 1 Furthermore, the ratio of social workers to school, I feel we are quite out numbered, for example, we would want to deal with, the school has a plus minus 1200 kids. So, we would want to deal with maybe 50 gangsters, the school is assigned one social work and the

social worker is not just assigned to this school. And the social worker does not just deal with issues of gangsterism, they have to deal with other serious issues such as children coming from house and child headed households, orphans, you know and so on and so forth. So, it becomes a challenge for the social worker to make sure, or the cop to make sure that this case of a particular learner or the learners is followed throughout, up until the end and it becomes tough for the SMT to constantly deal with one learner. And we cannot deny that learner the right to be in the school system, so we cannot chase the learner away, but then this we're sitting with someone that is perpetuating the problem of this gangsterism that we are trying to deal with by involving other stakeholders like the police and social development. So, that I believe, is one of the biggest challenges that we are faced with. We want to fix it. We are assisted, but it's a lot. It's a lot to deal with.

21:27 Interviewer Thank you so much. Do you have anything to add?

21:35 Educator 2 No, [inaudible]

21:36 Interviewer Yeah, it covers whatever you have in mind. I think, then we move to objective three. To identify gaps in managing learners' gangsterism in school and propose possible solutions. What gaps exist in managing learners' gangsterism, and what are the possible solution to these gaps?

22:19 2nd Interviewer I think that our society is already a gap.

22:23 Interviewer It's already a gap, yes.

22:25 2nd Interviewer Yeah, it's a gap. So, what might you suggest as one of the solutions?

22:34 Educator 1 Okay, I'll start with South African Police Services, maybe have because I mean if you check where the police station are, they will say maybe, [inaudible] station for an example, will be responsible for the schools from there to this side. Check the number of schools, because gangsterism is not only in high schools, it starts as early as grade 5. In the primary schools, so they'll say they are responsible for schools that are in this area, or you have one police station. Maybe Mangaung police station, assigned to [inaudible], two schools. There are over, I think, thirty schools in circuit two. So one thing that they can do is try from their side to strengthen these CPF or those forums that they have. The community policing forums that they have, try and support those forums, because from our school, like has already been said, it has assisted greatly. And it must be known, not only to the school management team, but it must be even known to learners that we have this in place and should one, two, three occur, we will no longer be responsible for you and what you have done, but it will be taken to higher, because they feel they can escape because they're still under the age of 18.

24:14 Interviewer Yeah

24:14 Educator 1 So, once they know that we will no longer, because they know that we will have a bit of mercy on them. We will no longer be in charge of the disciplinary process. It will be then the community policing forum and the SAPS that will deal with your discipline and once you are okay, you will then be allowed back to school.

24:41 Educator 3 I think that's one solution we can have another solution that we can have is deal with, because I believe and as much as we would want to avoid it, but psychologically there is definitely something that's there. So, you would check, I've got a learner in my class that maybe I'd like to use as a case study, the father of the learner is in jail. The mother of the learner then left the child with the grandmother. And now this child is a gang member. So, if we can deal with perhaps that so when Social Development and Social Services comes on board, try to deal with the psyche of the child, before we can try to reprimand the child and send them to correctional facilities and use harsh methods. So have a procedure or steps you're going to

follow. This child, we have tried dealing with them psychologically and finding out maybe what is the problem. That did not assist us. So only now, we can then allow the community policing forum to come in and deal with this child and maybe a more harsher learner.

26:12 Educator 2 The other thing that I think maybe could help us is parent involvement, because sometimes we find that these parents, they don't want to be involved in anything that has to do with the child and that actually causes more issues, because now the responsibility is reflected on the school alone. So, if we could work on that I think [inaudible].

26:38 2nd Interviewer I just want to follow up on that. Why would parents not want to get involved with their child?

26:53 Educator 2 For example as a parents might find that this parent now has maybe a significant other boyfriend or something. Now their main focus is on this person. They neglect their responsibilities and the child's needs. Maybe this child will start becoming rebellious as a form of seeking attention. Or maybe their environment the way they are living, because some of these kids, you might find that they're living in one room and living with the stepfather.

27:28 Interviewer They are passing through a lot.

27:30 Group Yes.

27:33 Educator 3 Another thing would be learners, I don't know how to say this, peer pressure.

27:41 Interviewer Peer pressure?

27:42 Educator 3 Yes, peer pressure. Learners that you would find when you call the parent, the parent says, I had absolutely clue that this is a child's behavior, because at home, this person is totally different. So, those are some of the other reasons why parents would say, please no longer call me for this child here. Because I don't know what you're talking about.

28:11 2nd Interviewer So, do you also think that there needs to be a mechanism through which the school or the SMT communicates constantly the parents in regard to the child?

28:27 Educator 1 Yes. We've seen it a lot. I see it a lot in formal model C schools, they do not struggle to find the parent of the child. Here for example, when a child is sick, we will call it a parent. The information will be on the school's management system. You'll type the number that the parent left when the child applied, you will not find the parent and the child will sit here until the child says maybe, can I just go and maybe walk home? [inaudible] So, there is no channel of communication at all.

29:13 Educator 2 Or even sometimes, when you do find the parent, they don't -

29:17 Educator 1 They are reluctant.

29:18 Educator 2 deem it as important as coming to school and fetching their kids.

29:22 Educator 1 Yes. So, there is no channel at all, unless you draft a letter. I will say please come and see me, I would like to talk to you about your child. So, if there can be a way in which, for lack of a better word, I'll call them township schools are assisted with being able to have a clear and direct line of communication to the parents. I believe that would make the discipline problem much much better, because in as much as yes, they are rebellious and that, but they fear their parents. They have respect for their parents. They don't want their parents to come here. It's embarrassing for them and when they get home if it's problems and because you're constantly reminded that, I was in school for your behavior. Now I can see why. So if that was in place, if we had a threefold support system learner, parent, a teacher, I believe we wouldn't have such a problem. And I believe that is why the formal model C schools are able to curb the gangsterism and ill mannerism, ill-disciplined issues so quickly. They're able to close the gap very quickly, as opposed to what we do.

30:40 Educator 3 I just wanted to add there. I think if the school, the police officers and the community members, like CPF, maybe can call a meeting just to maybe once a term, just to make parents aware of the dangers of gangsterism. So that the parents can talk to their kids. They must also watch the kids' doings, the kids' whereabouts, the kids' friends, and educate them on the dangers of gangsterism. Like, sometimes, if my son is a member of gangsterism, the other pupils wants to kill him, and then he ran away, they will burn my house. Whereas I have nothing to do with gangsterism. I think if the three can come together and educate their kids about the dangers of gangsterism, I think that would be a solution.

31:42 2nd Interviewer Thank you so much.

31:44 Interviewer Thank you Mme. We go to objective four.

31:57 2nd Interviewer Yeah, we're just about to finish.

32:05 Interviewer To carry out the SWOT analysis of the proposed frame framework. Yeah, the question, what are the strengths and weaknesses of the proposed framework? Okay, before we start answering the question. SWOT analysis, S stands for strengths, W stands for weaknesses, and O stands for opportunities, and T stands for threats. So, what are the strengths and weaknesses of the proposed framework?

32:54 2nd Interviewer Yeah, for instance, if you've said you need stronger involvement of the CPF, on the positive side is that it might reduce that problem. But on the negative side, there's a sense in which it might even worsen things. For instance, when we came in last week, I saw this guy with a very long whip, so if, and I want to believe that he wanted to use it too, because he was wielding it everywhere. Might there be a problem in regard to the way the South African law is constituted? Is there a way in which such form of violence is prohibited when it is used against a learner? Or what might the parent of the learner say when the child is harmed by the CPF? Maybe Educator 2 can start us off?

34:13 Educator 2 Can you pass me for now, please?

34:15 Interviewer Okay

34:16 Educator 1 I think, okay, I will not comment on that one for now, because I'm still gathering my thoughts, but one weakness that we're faced with or can be faced with is the reluctance of the parent and the learner and even the CPF, to come on board, because they don't do it every day. They will do it as care. For instance, the scene that you saw they will maybe say they do it as a scare to say, so that tomorrow when the learners want to do anything that they are constantly wondering what if today is the day that -

35:05 2nd Interviewer That those people come?

35:06 Educator 1 Yes, that those people come, until we are faced with an issue and then they have to do it again. So, on my part, a weakness can be or maybe even a threat, can be the reluctance of parents to want to assist because we don't only need, because those community policing forum people, they are people of the community. Some of them don't even have children in this school.

35:33 Interviewer Some of them don't have what?

35:34 Educator 1 Children.

35:35 Interviewer Okay

35:37 Educator 1 In this school. On a day in which they feel that we no longer want to assist that school, we've tried. The children are not coming alright. And maybe reluctance of learners, in a sense that they will retaliate to the CPF when they come and we have now one big fight war in an instance with the committee members against the learners. So, I think that's one of our biggest weaknesses and a possible threat.

36:18 Interviewer Okay, thank you so much.

36:22 2nd Interviewer She wants to add something.

36:24 Interviewer You have something to add?

36:25 Educator 2 I think gangsterism.

36:35 2nd Interviewer Sisi, Educator 2. I see you thinking hard.

36:39 Interviewer Thinking hard, she is really thinking hard.

36:44 2nd Interviewer Because this problems are pervasive. Gangsterism. It permits, starts from home. Once the child leaves the house, the distance they work from the house to here. They meet a lot.

37:04 Group Yes.

37:09 Interviewer It's true and people are afraid to come publicly to say something.

37:15 Educator 3 I think another weakness would be ourselves, as educators. We want to deal with the problems so hard, so much. You want to deal with the problem so much, but on the other hand, we are also scared for our lives, as well to say, what if one of them is brave enough to put my life in danger?

37:46 2nd Interviewer Okay.

37:48 Interviewer So, it's really difficult. Okay.

37:53 Educator 1 A strength that we can have is that if everyone comes on board. Then the learners included, we will be able to tackle this problem head on and ultimately deal with it. In the most swift way possible. For example, if because these gangsters do not move a lot.

38:16 2nd Interviewer They don't.

38:16 Educator 1 Even though, maybe at school, they're different characters, but in the location, they when they move with their gangsters, here at school, they're not moving with gangsters, and the learners themselves take sort of a stand against these kinds of gangsters, with the assistance and the protection of teachers, SMT, community policing forum and the parents of the gangsters, then it will be something that we'll be able to - I don't know which word to use now - it will be something we will be able to deal with in a very swift manner. And yeah.

39:07 2nd Interviewer Yeah,

39:08 Educator 1 And that can be our big vantage point, if we all work together. The parents of the gangsters because I believe as a parent, when your child starts changing, you can see to see it.

39:20 Interviewer It's so.

39:22 Educator 3 And the other weakness that we have from this framework is that, I feel like these kids they don't know the repercussions of their actions. What's gonna happen if I do this because sometimes here at school, we are very lenient towards them, maybe because of they just turned 18 and now you don't want this person to have criminal record, not realizing this, that this now will become a pattern, this kids will continue doing their things. So I think that is a weakness.

39:56 Interviewer Yes, it is a weakness. Thank you so much. Thank you. Thank you. Your contribution is so wonderful. We move to objective five. The last but not the least, is to develop success indicators in using the framework. Question five. How can we demonstrate the success of the proposed framework? How can we demonstrate the success of the framework?

40:37 2nd Interviewer I think this question has already been dealt with by all of you. So, maybe we just need the specifics. It will spell it out for instance, she said if there's a direct channel of communication from the school, to the parents, then if the SMT has that then that can be counted as a success. Also, she said it, if we have a holistic approach the learners, the teachers CPF, sorry.

41:21 Interviewer CPF, what is the full name?

41:23 2nd Interviewer Community policing forum.

41:25 Interviewer Okay, community police forum.

41:28 2nd Interviewer If all these actors come together at once, then that can be counted as a success. Are there ways in which you can also pinpoint, of course what I just said came from you so -

41:45 Educator 3 Oh, and the other thing is I think we have already spoken about this, it's the ratio the - what is this - Adopt-a-Cop. If we could have maybe a balanced ratio of that.

42:00 2nd Interviewer Okay.

42:01 Educator 3 That will be another success.

42:03 2nd Interviewer And do you think that the Treasury might face some limitations in terms of budget? If Police Minister wants to employ more police and there are no funds. Might it be a problem?

42:23 Educator 3 I don't think so. Because already they have a program of recruiting reserves and reserves don't get paid. They don't get paid. It's like volunteering to do police work. So, to meet the system halfway, they could use these reserves in the schools, one permanent cop, maybe four or five reserves.

43:00 2nd Interviewer Okay, that's a good point.

43:02 Interviewer Yeah, and another thing that I want to ask you, I believe that almost everybody, including the learners and you teacher, you are Christians. Is there any part the church is playing on this children in the different denominations? Because I think it will help.

43:28 Educator 2 We have a school Christian organization in the school.

43:32 Interviewer Okay.

43:32 Educator 2 But even though we do have that, we cannot force anybody to come to the organization.

43:39 Educator 3 Just the minority of them

43:42 Educator 2 And a lot of learners that join this organization, they are well mannered anyway. [inaudible]

43:51 Educator 1 And I feel to a particular degree or to a great degree, that is why schools like St. Bennets, St. Mary's, don't have discipline problems. That if they do that, they're in the minority. It's not, it's not like us, where the first thing when you wake up you wonder what am I going to deal with today? [inaudible] And you go to school, you know, so I believe there was biblical studies, where learners were forced to, you know, believe. In some or another way, it had a major impact in the behavior patterns of the learners and with that being taken away, the consequences, for lack of a better word, of it are showing themselves every day. You check an office, or a department. There is this new department called Values in Education? I don't know if it's known. They stress not wanting to force, I will say Christianity, because I believe the majority of South Africans are Christians. They believe in not wanting to force Christianity or any religious practice on the kids. To such an extent they would say, to open a gathering, rather than the pre amble of the constitution of South Africa being read, observe a moment of silent reflection, then we continue. Instead of praying. So, I believe that has a major impact. A school like I was really tries. We'll have our assemblies on Mondays and on Fridays with the principal will really stress the fact that there is a reason why we meet here. I don't know maybe it's just me maybe the other teachers they will feel difference. But I on that day, in the first few hours of that day, I really feel a great difference in the behavior and then after break it just starts deteriorating.

46:16 2nd Interviewer I wanted to ask if you personally think that learners also borrow from what is going on in the National Space? Things like operation, Dudula and KZN and Gauteng.

46:36 Educator 3 They do

46:36 Educator 1 They do.

46:37 2nd Interviewer Do they?

46:38 Educator 1 They do.

46:39 Educator 3 These things are happening in our communities, direct communities. So, there is no way that it's just going to bypass them. There's no way. They do.

46:50 Educator 1 We were having a discussion. I think that not so long ago, with [inaudible], about a television programs [inaudible]. The learners were tormenting. Now the learners are tormenting the teachers. And it's a discussion to say, if the learners, our learners would want to do this, they would.

47:13 2nd Interviewer They won't.

47:15 Educator 1 It's just goes, or it boils down to the manner in which we discipline them here at school. They would never take a chance.

47:23 Interviewer Exactly.

47:25 Educator 1 So, whatever is happening at a national level. They do I mean, even even things that happen on movies, these children try to attempt with us. Things that are not real, they try with us. So, everything that happens in South Africa, even if it's not in the Free State, but in some or another effect, especially when it happens in Gauteng province, it has sort of like a domino effect, it will start happening in all the other communities around South Africa. And unfortunately, these things will start in our poorer communities, you know.

48:06 Interviewer Is there a religious teaching in to your curriculum. It is not there.

48:17 Educator 1 Yeah, it's not there. It was there.

48:21 Educator 2 It was discontinued.

48:22 Educator 1 It was discontinued.

48:23 Educator 3 But it's coming back gradually. In the in the Western Cape, there are schools that do religious education as a compulsory subject. So gradually, it is coming back.

48:35 Interviewer Yeah, let it come, because this is the outcome of the apartheid era, during the apartheid era, all things are not allowed. So it will help a lot.

48:47 2nd Interviewer Do you want to turn every [inaudible]

48:52 Interviewer Did I say that?

48:56 Educator 3 I think, in closing, we can also like Ma'am alluded earlier on, we can demonstrate the success of a proposed framework by constantly meeting the parents, the community that surrounds the school and updating, giving them updates. As to, in March we had a problem, such and such a problem. This were the steps that were followed. And this is where we stand right now with the problem. I think it could also be very assisting

49:40 2nd Interviewer Yeah, a constant updating of the community.

49:44 Interviewer So, this SGB, school governing body, what is their main work? I thought okay, let me ask, in Nigeria, we have a PTA instead of SGB. Your own is SGB, and our own is PTA, parents teachers association and here you have how many quarters fourth quarter. So we have third. So in each quarter, parent teachers association, they have meetings, you know, and this thing we're discussing here now is a forum where they hear directly from the teachers, from the principal. Likewise, the principal also, you know, notify them the attitude of their children and how they should be helping. So that school, there will be absence of all this gangsterism you see, so does it mean that SGB they don't meet.

50:54 Educator 2 They do.

50:55 Educator 1 They do. The SGB basically deals with the governance, it is the SMT that deals with the management of the school. The SGB deals with more of the governance of the school. How is the school being run. In the school that I was at, they would even expect reports on different committees of the school, even the SMT they would expect reports from them. A report from the sports committee, report from the academic community, fundraising and so and so. So they deal with the governance of the school. They do have a parent component of, the SGB is basically parents of children that, but they deal with so much that I believe it would be unrealistic of us to expect them to then come back and want to deal with the day to day gangsterism problems that we face in our schools.

52:00 Interviewer Thank you very much. I don't know how to thank you enough, because you are taken on our ways you are not previously informed that something like this will take place here today. I'm so happy how you answered my call listening. Thank you so much and my God bless you.

52:26 2nd Interviewer Please allow me to laugh at this colleague of mine. In Kenya we give people snacks before interviewing, but look at her, she wants to give you snacks after the interview.

Ikaelelo Grades 12 & 11 first group - recording 12

[00:09]Interviewer There are five objectives here. And the questions we are going to answer, or I'm going to ask you is centered on these five objectives. So, we move down. The study relies on a probing techniques which is called focus group discussion, and the introductory meeting also proposes to explain to the participant the importance of Critical Participatory Action Research, it's the methodology I'm using in my research. So, go to the second page. We go to the transition the five objectives, which I have already told you that is from these five objectives that the five questions were drawn. The first objective is to demonstrate the need for a framework to curb learners' gangsterism in school. So, question one, what are the needs for a framework to curb learners' gangsterism in school? What are the needs for a framework to curb learners' gangsterism in school? Is the question clear?

[02:12]Group Yes Ma'am, it's clear.

[02:17]Interviewer Relebohe?

[02:20]Learner 1 Relebohile

[02:21]Interviewer Relebohile, can we hear from you?

[02:29]Learner 1 Ma'am, to curb this [inaudible]. So, in my opinion, I think the government should implement new laws that are going to stop learners who are gangsters to come in school and harm other learners. Yes Ma'am, so I think if the learner tries to look for a school, I think the school should look for a background of a learner from their previous school, so they can know what kind of learner is he or she.

[03:20]Interviewer Good. Reha, let's hear from you?

[03:28]Learner 2 In my opinion, I think that the framework will need support from the community members, parents and as well as the school management team. For the framework to be successful, it also needs learners to participate. So, this framework should be well monitored, controlled by management of the school, to ensure that it works properly. So that we can stop learners' gangsterism in school

[04:01]Interviewer Mpho?

[04:04]Learner 3 Okay, from my opinion, I will say that the government could help us with security. So that you know, there is no security in our schools. If there is a security it might help that if something happens at school, he might be able to stop it because he knows what to do. As children we don't know everything about what to do if things like gangsterism happens at school, so I think security might help a lot.

[04:48]Interviewer Thank you Mpho.

[04:50]Learner 4 In my opinion, I think the school must create sport, so that the children may join the team, the football club or even the rugby or something sports. So that children may not get infected to the gangsterism and I think they will need to create a safe

[05:35]Interviewer Environment.

[05:45]Learner 4 Okay Ma'am. I think they will need to create a safe environment.

[05:56]Interviewer You mean the safe in the school or at home or in the community?

[06:00]Learner 4 In the school

[06:01]Interviewer In the school?

[06:02]Learner 4 Yeah, in the school. So that children may feel safe at school, and stop doing the bad things because you know Ma'am, some other children they get abused from home. So, it affects them to do bad things at school because of the situation at home. And I think school must create or build a hall or rooms for the children who are being abused at home, so that they can

stay at school. So that they can study and do things correctly. So Ma'am, I think that will stop the gangsterism in school.

[07:09] Interviewer Sho, that's wonderful. Thank you so much. You know, I learn a lot. I understand all the things you're trying to say and you lack words to put them right, but I understand. Yes, because those learners are from broken homes and they were not brought up very good manner. And when they mix up those who are from a good home, they infect them. You see, those who want to be infected, will be infected by joining the bad character or attitude that they are performing.

[07:57] Learner 1 And sports might help, because they will all participate in sports, so it will distract them. Sports will distract them from getting in to gangsterism.

[08:09] Interviewer Yeah. So, do you have sports here?

[08:12] Learner 1 It's only football, so -

[08:15] Group And netball.

[08:19] Learner 1 But we want more.

[08:24] Learner 4 There should be a variety of choices to choose from.

[08:27] Learner 1 Yes, not just soccer and netball.

[08:29] Interviewer Do you go to compete with another school?

[08:33] Group Yes.

[08:36] Learner 1 But we have other talents, we need to express them.

[08:41] Interviewer Exactly, and evolving in many sports, as Mpho has mentioned, will aid to distract learners of bad character.

[08:53] Learner 1 In joining in to gangsterism.

[08:55] Interviewer And from involving in to gangsterism. Okay, thank you. Is there any other thing you want to add, before we go to question two?

[09:22] Learner 1 No, I think that's all.

[09:25] Interviewer As you have mentioned all these things if he is working here, there'll be no gangsterism. Is there any, like Mpho, who is suggesting to have many different types of sports to engage learners in, so that they won't involve into gangsterism. Have you ever mentioned it to your teacher or to your principal or to the authority in church?

[10:07] Group No.

[10:10] Interviewer So, you don't have anything that brings you together. Do you have assembly?

[10:20] Group Yes.

[10:22] Learner 1 On Monday and Friday.

[10:23] Learner 2 On Monday and Friday.

[10:26] Interviewer And there is no, like a letter box, where people go and put the things that is not going on well?

[10:36] Group No

[10:37] Interviewer You don't have such?

[10:38] Group Yes

[10:39] Interviewer And if something is going wrong, how do you voice it out? To whom do you go to?

[10:53] Learner 1 We just go to one of the teachers.

[10:54] Learner 2 Our class teachers

[10:57] Interviewer To report that?

[10:58] Group Yes.

[11:01]Learner 3 Even if we have some home situations, we just go to our teachers when we [inaudible] them, and tell them what we are facing at home, the problems.

[11:15]Interviewer After that, is there any solution?

[11:17]Group Yes, there is solutions.

[11:21]Learner 3 They call the parents.

[11:21]Learner 4 Because they are able to help.

[11:24]Learner 1 Or take us to Home Affairs, so that we can talk to social workers. To the Department of Social -

[11:32]Interviewer So, the social worker, that is attached to this school, you can find the person at Home Affairs?

[11:40]Learner 3 At the Social Development.

[11:46]Interviewer And then, what does the social worker do? Does he or she comes here to see the learners who has such problem or that brought him here?

[12:03]Learner 4 The matter is dealt privately, so that the learner can be comfortable.

[12:07]Interviewer You said what?

[12:08]Learner 3 It is done privately.

[12:08]Learner 4 It is done privately, so yes. Some learners are shy to talk about your problems in front of everyone. So, it's better to do it privately, so that they can be comfortable.

[12:24]Interviewer And do you like the way it's being done?

[12:28]Group Yeah, a lot.

[12:32]Interviewer Okay, let's go to question two. Is there any other thing you want to add?

[12:39]Learner 2 Yes, I think will like to add something. Well, I think one of the needs of the framework also I think like the police should also be more involved. In educating learners about gangsterism and where will they end up in the future, if they continue with gangsterism. Because if I think they involved in something gangsterism, it will ruin their future. And this age, they are still young and don't realize it. So, in order to involve them in programs, [inaudible] they will help them to be aware. It will actually help them, like sports, as they said before. It will help them to be distracted and focus on your future. Also, teachers could play an important role, in educating them and making them aware that learners should study, so that they could secure their future.

[13:41]Interviewer Good, thank you Reha. This is a wonderful point. I like that. Let's go to question two. Objective two, to explore these challenges faced by the school management team to withstand learners' gangsterism in school. Two, what are the challenges faced by the school management team, to withstand learners gangsterism in school? For your information, the SMT that is -

[14:32]Group School Management Team.

[14:34]Interviewer You know it, I can see, it comprises of the principal, the deputy principal and the head of department, the HOD's. So, and the School Governing Body.

[14:48]Learner 4 SGB

[14:51]Interviewer Yes, yes. Yeah, that's the make up of the SMT, Okay. I start, Relebohile.

[15:08]Learner 1 So Ma'am, I think for this question, I think the parents should also part in playing a really big role to their children, not just the children, for all the community. So Ma'am, as I was saying, I think that parents should also take part for the children to stop the gangsterism. And not just their only children, for the children in the community because there's a saying that says, it takes a village to raise a child. So that's why I think it is also the parents. The parents need to teach the children about gangsterism, Ma'am. Because some parents they tell us at home.

No, don't do this. This is wrong, and they tell us the rights and wrongs. And I also think they should like, go to a hall, maybe create a program in the community and then that teaches us all about the gangsterism. If you join the gangsterism, this and this will happen.

[16:37] Interviewer Okay, so meaning that, the SGB are not working to expectation, that they don't have a meeting that brings them together. Is it what you're trying to say?

[16:55] Learner 1 They do have them, Ma'am. But then sometimes they just bring parents, not the children Ma'am.

[17:02] Interviewer Okay,

[17:04] Learner 1 Maybe they should do it like, once a term. To warn us.

[17:10] Interviewer To confront [inaudible] with the learners, and talk to the learners. Okay. Thank you so much, Relebohile. Reha, let's hear from you.

[17:25] Learner 2 I think one of the challenges faced by the School Management Team to try and withstand learners' gangsterism is that, learners come from different backgrounds with different cultural beliefs and values. Of which they have different languages, and it will be easy for the school management team to be able to conduct themselves or like, to learn their culture. So it takes time for teachers to know learners doing well, with different backgrounds for them to be able to understand the learners and make them feel comfortable. Because some learners can be ignorant and some learners are disrespectful. We have shy learners, learners who cannot talk but you can see they're going through a lot. So, it is one of the challenges when coming to learners, because you will meet different types of learners, of which they conduct themselves differently in the society. And it is one of the reasons again, I think, challenges that the SMT wouldn't get enough support. Because I believe for [inaudible], some parents are not well committed in trying to do the learner's future, because we need support from as well as the community and the government as well, because -

[18:48] Interviewer What type of support do you need from the government?

[18:53] Learner 2 The government, like from time and time again, I think the government should come to school to try and motivate learners. Make them see their future in a different perspective, instead of not involving with learners in the school. Because I believe the government could also help by issuing textbooks or novels that will help them keep the learners busy by reading and that stuff. Because sometimes, at school, we have shortage of textbooks. It is one of the challenges that will distract the learners, learners need distraction. So, without the issue of textbooks and books, to read from, it will be difficult.

[19:42] Interviewer Thank you, thank you for your contribution is wonderful. Mpho, let's hear from you. Your opinion towards this.

[19:56] Learner 3 Okay, what are the challenges? Okay. The challenge are that parents. Everything starts at home. So parents are not. Some parents do not put enough pressure to make sure that their children are well behaved and they take everything light. And parents do not commit themselves enough to come regularly at school to get information about what is going on at school. And I think one of the reasons is that children attacks the SMT, because they might get everything wrong and yeah, they attack SMT.

[21:10] Interviewer You said that the SMT, hey don't take their work, as the SMT. Is it?

[21:19] Learner 3 Hmm

[21:20] Interviewer Okay, school governing - is it?

[21:23] Learner 3 What?

[21:26] Interviewer The parents, they don't take their work as parents serious towards their children. Is it that what you're trying to say?

[21:35]Learner 3 Huh uh.

[21:36]Interviewer Okay, maybe I didn't get you.

[21:39]Learner 3 What I'm saying is that they are not really committed to their children. They are cultural, because they don't come here regularly to know what is going on, to get the updates of everything that is going on. Sometimes they don't even know what their children are up to at school. Don't even know what their children are doing. Yeah, that's what I'm trying to say.

[22:06]Interviewer Okay. But, the SMT do they know what these children, the learners are doing?

[22:16]Learner 3 Yeah, they do know. Ma'am, even if they call parents to tell them about their children's behavior, some parents, they don't care. They don't come to school. They don't care.

[22:32]Interviewer What are their reason for not?

[22:36]Learner 3 Many reasons.

[22:38]Learner 1 Some of they say that they won't come.

[22:41]Learner 3 Drunk. Yeah, that's one of the reasons

[22:46]Learner 4 Work issues

[22:47]Learner 3 Work issues.

[22:48]Learner 4 They are involved at work.

[22:50]Learner 3 But work issues is not the problem. They can just take a one day off for their children. That's not an issue.

[23:00]Learner 1 That's why they [inaudible]

[23:01]Learner 4 Sometimes like, their employers refuse to give them the day off.

[23:06]Learner 1 But, your priority should be your child.

[23:12]Learner 4 Yes

[23:13]Learner 1 Your priority.

[23:15]Learner 3 We do get what you're saying, but then [inaudible]

[23:20]Learner 1 Your children should be your -

[23:22]Learner 4 You can't lose your job.

[23:24]Interviewer Any contribution you want to make, raise your voice, so that it will be clear, because it's a problem which we are finding solution to. All of them are important.

[23:39]Learner 1 No matter what. No matter what, even if it's a job or anything, your child should be your priority. If anything happens to her or him, he or she should be here.

[23:57]Learner 3 Some tools have [inaudible] of the parents, and they tell the parents, let's say like, you got in a fight neh, then they inform your parents.

[24:14]Learner 1 Right away?

[24:16]Learner 3 Right away. Exactly. Yeah. And then your parents wouldn't be able to come exactly at the time. So, the parents and the teacher, then they will discuss. Sir, ma'am, I'll be available at this day, at this time. Tomorrow, I can't come, due to certain issues like work situations.

[24:39]Learner 1 That is why some problems won't be able to be solved. Because they are rescheduled time and again.

[24:47]Learner 2 After all, it is not their fault. Reason being because of, their time doesn't allow them to leave at work. They can leave work.

[24:55]Learner 3 Immediately.

[24:56]Learner 2 They have to make sure they secure their children's future, by paying fees, to provide children with their needs.

[25:03]Learner 3 If you don't pay fees, what are you doing?

[25:06]Learner 1 Okay, what you are trying to say is that even if everything happens to you, if your parents is not allowed to leave at work, then she will do nothing about it.

[25:17]Learner 3 They call the police, and they solve the problem.

[25:24]Interviewer I know you are trying to maintain order. Because when I'm going to transcribe this and I'm noticing that two voice different voices are talking at the same time. I won't be able to get the real fact. So, if one person is talking at a time, allow the person to finish, then you talk if you want to add or say something about it.

[25:56]Learner 4 The challenges that are faced by the SMT, I think is that the gangsters, I mean the children, they come to school with their weapons and they try to attack the SMT. And I think yeah, as English says, that charity begins at home, I think the parents are scared to talk with their children and they also allowed as children to go outside at midnight to go to the vibes. I mean, the vibes, [inaudible] vibes, I mean, the taverns. Taverns to go and drunk, so that it may effect them to lose their respect towards the teachers and they will steal the teachers' stuff, so that they can buy their own things, like drugs and new weapons.

[27:09]Interviewer Thank you so much for that contribution, it's nice. What I just want to find out is, as learners, what do you hear from people that's outside. What are they saying about learners here?

[27:40]Learner 1 Especially Ikaelelo, people don't like us.

[27:45]Interviewer Louder.

[27:47]Learner 1 Especially Ikaelelo, people do not like us.

[27:52]Interviewer Why?

[27:53]Learner 1 Because, years ago there was a lot of things going on here. Gangsterism was one of them. Yeah.

[28:03]Learner 2 I think it was on 2015. I cannot remember, because in 2015 there in the radios, there was a message that spread and it was saying that Ikaelelo must be banned because there are many gangsters in that school, and they don't have a good behavior and I think that's the reason why -

[28:37]Interviewer How did you feel about this negative things about the learners in Ikaelelo? You as a learner, how do you feel when hearing people saying that your school should be banned?

[28:56]Learner 3 From my own perspective, it truly feels bad Ma'am, because all of those things has passed since we have the new principal here at Ikaelelo. He managed to expel and suspend those learners who were involved in the gangsterism. That's all. It's in the past. We are now the new people of the Ikaelelo, we know how to respect one another. But then still, there are some gangsters in the school that are hiding.

[29:32]Interviewer They're hiding?

[29:33]Learner 1 They're hiding Ma'am.

[29:35]Interviewer Meaning that there are a few, they know that what they're doing is wrong?

[29:38]Learner 1 They know that what they are doing is wrong.

[29:42]Interviewer Reha?

[29:42]Learner 2 I think, as a school, it brings the school to a bad image to the society. In a way that it discourages other learners who want to come to take part in this school. So in that way, it discourage other learners who are coming from primary schools, who wants to enter in to this school. So the image of the school is ruined because of its history. And I think the community is also holding back to that history of Ikaelelo, not looking towards the future of it, because things have changed drastically.

[30:19] Interviewer Thank you very much, Reha. Mpho?

[30:22] Learner 3 All of this is very irritating, and sad at the same time, because that have things that were done in the past have changed now. We are new people here and you are judged by what other people done. We were not even here but when you walk in the street -

[30:50] Learner 2 Yeah, they like to bully us because of -

[30:53] Learner 3 Our background.

[30:54] Learner 2 - colour. They don't like it at all. Even if I go to town with my uniform, they will say that this guy is a gangster. Yeah, they do that Ma'am. And we hate that a lot, because you can't feel comfortable.

[31:13] Learner 3 And even parents don't want their children to come here. You know, because of Ikaelelo's history.

[31:22] Learner 4 Yeah, they think it's a bad school for us. And I was one of those learners who didn't want to be in this school. Like when, when first that I heard that I must come to this school. I didn't want to come here because of it's history. Not knowing that things have changed and that they are operating in a different way that those gangsters are expelled. So for my experience, it is scary and not comfortable at all.

[31:58] Learner 1 And principal Malawane, has done a lot, he has done a lot. He changed this school from nothing to something.

[32:15] Interviewer It's very touching. So, I'm happy to hear this. The principal have worked so hard to bring this school to a good record. So, your initial hatred to this school. You should as he's struggling to put it as number one, that the fall from grace, from to grass. Now, the spirit you should have should be the spirit of supporting him, motivating him by performing good in your academics. And by not indulge in gangsterism anymore. And as you people have put it is a thing of the past. Yes, it is past tense, but the stigma is still there. The name of the school, once you mentioned, the stigma is still there, but to try to perform better in your academics that will surprise them that the school they have stigmatized, is now better than the one that has good name. You get the point?

[33:51] Group Yes.

[33:52] Interviewer So, don't be shy to say I'm from Ikaelelo, you know? Yeah, those things are a thing of the past. Okay. Thank you. Okay.

[34:05] Learner 4 But it is a challenge. Reason being the community still holds that, even though in the past few years, the results of matriculants have raised from Ikaelelo. They have been impressive even during the COVID-19, they have been impressive, but the community, I think doesn't realize that Ikaelelo has changed. Everyone in this school is expected to be a gangster. Even a girl.

[34:32] Interviewer But in your own opinion, what you have to tell them, is that people outside, who see Ikaelelo as learners' gangsterism is at a high rate here, that is still going on. what, how, how can you motivate them to know that things have changed?

[35:07] Learner 3 I will say that Ikaelelo has changed, and it's no more the Ikaelelo they knew back then, and we are trying our best to improve our Maths and improve Ikaelelo's name and we'll do that with everything we've got.

[35:42] Interviewer Thank you Mpho.

[35:45] Learner 2 To try and motivate them. I don't think they should, the community should be motivated. But in fact, if they can take, if they can support the school or try to find out what's really going on in the school, it will take them aware, because I don't think they really even watch the news for how are we performing. If they will do that, they will know that the school

has changed. With the results we need, because I think Ikaelelo has been in the top five before. So, for them to watch the news and be able to see Ikaelelo is now a new Ikaelelo that Ikaelelo they know, it will also motivate them to come and contribute in decision making or preventing learners' gangsterism in school. Because their contribution, as the community, is also needed to try and protect the learners.

[36:41] Interviewer Thank you Reha. Okay. Can we go to question three? Objective three, to identify gaps in managing learners' gangsterism in school, and propose possible solutions. Question three, which gaps exist in managing learners' gangsterism and what are the possible solutions to these gaps? You know, I'm just realizing that some of the answers to this, you have mentioned them in question two. Okay, there are two questions in one, in this seat. Which gap exist in managing learners' gangsterism? One, the second question, what are the possible solutions to these gaps? You see, there are two questions in one. So, the SMT always tries to attend the problem of learners' gangsterism in school, but sometimes they fail because, in South Africa there is a lot of learners' gangsterism. So, I want to ask you which are the weak areas, gaps which are weak, that when strengthened, can help the SMT or the entire school, to deal with learners' gangsterism? Does it make sense? The areas that are weak, which areas that are still weak. It's so that you have mentioned that a lot of changes has taken place, since that 2015 of gangsterism. So, but apart from good things and new changes that brought good, is there still some area that need to be improved? Yes Mpho?

[39:49] Learner 3 Security

[39:50] Interviewer Security?

[39:52] Learner 3 Yes, children/gangsters will come and go as they please, here in the school yard. So, if there is a security, tight security, then no more people will come and go as they please here. So, I think security might help.

[40:13] Interviewer Okay, security. Lack of security.

[40:16] Learner 3 Yes.

[40:18] Interviewer Even people that are not of good character, like learners' gangsterism, you know that they can pop in at any time.

[40:29] Learner 3 Yes, and they do that. Principal Malawane did everything in his power to close some fences, to close them and at the back there, because there was some gaps that children go in and out, as they please. So, he was able to close those gaps.

[41:02] Interviewer Okay.

[41:03] Learner 1 I also think that the police will also take part in stopping the gangsterism in school. This will just come to school unexpected and search the whole school, ma'am. Like they come in class, they search for weapons. We go out, they just stay there, search our bags and see what's inside. And then, if they find any weapon in your bag, they will just take action, they will just ask you questions like, what are you doing with this weapons, and then the principal and the head of the department of the school should also take action. And they should also check the kid's background and their home situations too. Yes.

[41:57] Learner 3 But police takes time to come here if they are called. They take time to come here. So, they should always be alert.

[42:11] Interviewer Thank you Mpho. Is there any other thing you want to add?

[42:20] Learner 4 I think, to avoid gaps we should, I mean principal should suspend the gangsters in our school or - Yeah. Not all of them have name, because some gangsters are hiding in our school, so he might not know all of them. So, I think he must suspend them so that he can see how many gangsters are left in our school.

[43:07]Learner 1 That is just ruining someone's future.

[43:10]Learner 4 Yeah, but then, if they come at school with weapons, we don't feel comfortable in the classroom, because they like to bully us and ask money from us. And they will take it by force.

[43:25]Learner 1 And I also think the police should just give them the taste of how it is in jail.

[43:31]Learner 4 Yeah.

[43:33]Interviewer In jail?

[43:34]Learner 1 Yes.

[43:35]Learner 4 It may help.

[43:35]Learner 1 It may help. Just for four hours or two hours in jail.

[43:40]Learner 4 Huh uh, two days. So that they must sleep on the floor, to learn their mistakes.

[43:46]Interviewer But according to the rules, I thought the principal do give them a suspension.

[43:59]Group Yes

[43:59]Interviewer Which is five days, meaning that that five days doesn't work.

[44:07]Learner 3 Yeah, it doesn't work.

[44:08]Interviewer It doesn't change them? They come back.

[44:11]Learner 3 Because, Ma'am, if they've been suspended for five days, they're at home with their friends and all of them, they are gangsters. They are doing the same things.

[44:24]Learner 2 But I think when they are suspended, they make a plan so that they come at the school and rob the school or damage the car of the principal.

[44:33]Learner 1 Yes, just to spite him.

[44:38]Interviewer Okay,

[44:40]Learner 4 One of the problems is peer pressure.

[44:43]Interviewer Peer pressure?

[44:45]Learner 4 Yes, they can't say no to their peers, but instead they believe what their peers say they should do. Even though they know it's wrong. They are easily to get in to gangsterism, because of they want to be popular or to be like their friends.

[45:00]Learner 3 They want to be well known, but by doing bad things.

[45:06]Learner 1 But some of the reasons it is the things that are happening at home.

[45:17]Interviewer Okay, Mpho you have mentioned it before, in the previous questions and in your own opinion, what are some of the solution to these problems? We are looking at the problem now and the solution that will help these learners changed, because suspension for five days, which is one week, when they come back there is no change you are seeing in the learner. So, what other help do you think, should be given to this type of learner? Relebohile?

[46:13]Learner 1 I think the school should just take the learners for counseling, Ma'am.

[46:20]Interviewer Counseling?

[46:21]Learner 1 Yes Ma'am, because some learners, they're going to be free when they talk to strangers, to people they don't know at all. Because some learners don't even trust the teachers at school. I'll go to a certain teacher and tell him or her my problems, and then she or he will go in the staffroom and tell all the teachers about what we have already discussed. So Ma'am, I think taking the child to counseling will also help. Maybe like, once in a term or twice in a term.

[46:56]Interviewer Okay, now taking the child for counseling, that's the school. The SMT?

[47:05]Learner 1 Yes.

[47:05]Interviewer Okay, Reha, what do you have to add?

[47:10]Learner 2 I think that a school should have an organization that, when a learner is suspended, she will attend. Making the organization compulsory to attend through suspension.

For the child to learn and be aware of how gangsterism can make you end up in prison and what are the risk factors that will have a bad influence in your life. So that the children can be aware, to know what is wrong or right. Especially when they are at school and in their society.

[47:47] Interviewer That's rehabilitation

[47:50] Learner 2 Yes.

[47:53] Interviewer Good, thank you Reha.

[47:56] Learner 3 Police do come at schools to inform children how gangsterism may effect their lives, but if a person doesn't want to change he or she won't change. But what I think, if social workers will be more involved, and if a child was found doing something wrong, the social worker should go to that child's home and see if the conditions for that child are good for him or her to study or to stay, while she is at school. And then she will be taken or he will be taken to a home where he won't meet his friends, or her friends. Then he will just come to school and then go back to that home.

[49:05] Interviewer And still stay with that problem of sort. Yeah, you say he will just go back home and still stay on that problem of sorts?

[49:18] Learner 3 Not his or her home, but to a specific home.

[49:28] Interviewer Do they have a schools here for delinquents? Because people that behave in this way, gangsterism, they are delinquent children. Do they have a separate school -

[49:49] Learner 3 No

[49:49] Interviewer Where you go, where they go and be rehabilitated?

[49:55] Learner 3 No.

[49:56] Interviewer Okay, and what about the church? All these learners, I think they belong to different churches.

[50:10] Group Yes.

[50:11] Interviewer Does it mean that they are not teaching the about morality or good behavior?

[50:26] Learner 3 Ma'am, even if a person goes to a church, if he doesn't want to change, he won't change. If he doesn't have a good heart, you can go to a church then still you don't have a good heart. So, church doesn't change anything.

[50:50] Learner 1 Because it's also a person's choice to change.

[50:52] Learner 3 Yes, if you don't want to change, then you won't change.

[50:56] Learner 2 I think, learners are ignorant because at school we do have an assembly on Mondays and Fridays, of which they are advised to behave in a good way. The principal always emphasize learners to read and focus on their books, but learners will be ignorant and think the principal is making a joke or they are not taking him seriously.

[51:23] Interviewer Okay, do you have anything to add?

[51:26] Learner 4 No Ma'am.

[51:29] Interviewer Okay, I think we have exhausted this number three. We go to number four. Forth objective, to carry out the SWOT analysis of the proposed framework. Question four, what are the strengths and weaknesses of the proposed framework? What are the strengths and weaknesses of the proposed framework? So, you may be looking at the word SWOT, S stands for strength -

[52:24] Learner 2 Weakness

[52:24] Interviewer Weakness?

[52:26] Group Objectives

[52:27] Learner 2 And threats.

[52:28]Interviewer Threats. Yes. So, we now talk about the strengths, the weaknesses, the opportunity and the threats. Okay. Relebohile, do you have anything to say here?

[53:00]Learner 1 Yes Ma'am, I have already written some here. So Ma'am, for the strength is that there will no longer be gangsters available at school, Ma'am. As the programs will be implemented, where they teach learners about the gangsterism. And the weaknesses is that some parents may not be fully involved, or fully committed in joining the programs. And learners that are suspended, will feel as if their rights are being taken away from them

[53:55]Interviewer Okay, okay, thank you Relebohile. I'm struggling with this. Okay. Reha, do you have anything to say, on the SWOT analysis of this?

[54:17]Learner 2 The framework itself, could [inaudible] for opportunity. It will, the the framework itself, will increase or develop into a to the community, because it will have enough support to be able to try and also encourage learners in the community to enter school to take part in education. Where by the strength of this framework is by uniting the people in the communities. Bringing them together to pry and fight against gangsterism. So, it's weakness, like Relebohile said, there won't be support from parents. So that's the weakness and the challenges are that people also come, it's weakness will be that, the people who will be operating in this framework will find it hard to try and understand people's backgrounds and their cultural. So, it will become the weakness of this framework.

[55:23]Learner 1 And as for the threats, is that those gangsters will feel as if their programs are nothing but just a waste of time. So, they'll just think of going and maybe robbing those SMT. So, those are the threats that they will be facing Ma'am.

[55:52]Learner 2 It will arise the opportunities for people to find in the school and also, the framework itself, when trying to raise awareness and stroke against gangsterism.

[56:05]Interviewer So, that's [inaudible]. Thank you so much Reha and Relebohile.

[56:12]Learner 1 Ma'am, just say Rele.

[56:14]Interviewer Rele, Ah, thank you. I like that short one. Mpho, yes, do you have something to add?

[56:25]Learner 3 In my opinion, I would say the weaknesses. The weaknesses are that if the children, those gangsters, are expelled at school, crime rate will rise because of there will be nothing that they will be doing at home. So, they will do even dangerous things then that they were doing here at schools. So, if they are expelled, there will be nothing so yeah. And -

[57:00]Interviewer So, meaning that it is better not to expel them?

[57:05]Learner 3 Yeah,

[57:07]Learner 2 But then we will have to try and fix them.

[57:10]Learner 3 Yes,

[57:11]Learner 1 Because if they expel them, as Mpho said, the crime rate of the country will rise. It will increase.

[57:23]Learner 3 And then, as Relebohile said the other parents are ignorant. They don't participate in any activities here at school and in their children's lives. That's the weaknesses and then the strength is that if this programs implemented, they might have -

[57:49]Interviewer The new framework?

[57:50]Learner 3 Yeah,

[57:51]Interviewer We are trying to

[57:52]Learner 3 They might help, because the school will be fixed. And then there will be no more crime anymore. Yeah.

[58:05]Learner 1 And I also think that the issue is that some schools, they still have that rule, that if they beat a child, the child will get in order. And that's not how to solve the problem. Maybe this will just solve the problem by talking to a child. Like I say, counselling them, yes Ma'am.

[58:34]Learner 3 Beating children is just making him or her worse.

[58:41]Learner 4 Yeah, the strength, I think -

[58:43]Interviewer Thank you so much Rele, Mpho. Yes?

[58:50]Learner 4 Yeah, the strength is the school must expel the gangsters from the school and the weaknesses is that the gangsters will end up in jail. The teachers will think that they are derailing the futures of those children who are gangsters. Because they will end up in jail.

[59:19]Interviewer They will end up in jail?

[59:21]Learner 4 In jail.

[59:21]Interviewer Yes, but I disagree with you, because when they are expelled, they have only one week, which is five days and during that time the learner was expelled and the principal must have sent their report to the Department of Education. Concerning that, learner's problem, but by the time the Education Department will get back to the principal, to give him the permission to expel the learner entirely, takes too long. That there are at times one year, 12 months and the child have spent only five days at home, one week and he is back to school. You see, and now when you look at it if you are the principal How will you feel? Because he spent only one week and came back and it takes one year to give the principle permission to act. I don't know whether you understand my point.

[1:00:44]Group Yes

[1:00:45]Interviewer Okay. Rele?

[1:00:49]Learner 1 The process takes too long. Because it takes long for the principal to get feedback from the Department of Education.

[1:00:58]Interviewer Yeah.

[1:00:59]Learner 1 So once the Department of Education has already gotten back to the principal with the feedback, it will already be too late Ma'am, because if they suspend the child for five days, the following week, they come back. And they will try by all means not to get in trouble but then they will also do some things that will trouble up some other children or learners in school Ma'am. So, they will avoid the principal in knowing the things that they are doing in school. So, by the time the Department of Education get back to the principal. The principal will just say, nah, it is already late. The child has shown some air force that he has changed what and what not. So, they will not suspend not expel the child.

[1:02:02]Interviewer Thank you Rele. Yeah, Reha, what do you want to add?

[1:02:09]Learner 2 It will discourage the principal and it is also frustrating for you to not get the feedback in time to take action. That is why I've said before that the framework or organization that will be implemented at school, to be used during that suspension of the learner, whereby the learner shouldn't be learning how to prevent gangsterism. Also could try to influence his peers about the dangers of gangsterism. So, that organization will be helpful when the Principal is still waiting for feedback from the government.

[1:02:48]Interviewer Okay. Thank you, Reha. Is there anybody that wants to add anything? Okay, Rele?

[1:03:02]Learner 1 I think we, as the learners of the school, should also know the rules that are given to every principal of the schools on what they should follow. So, we also know that there are rules that are given to them that they should also follow.

[1:03:25]Learner 2 The issue of the code of conduct is issued to the learners each year, on how they should conduct themselves and how they should do it. So, trying to find the how the principle should do, I think is unnecessary. Because that's his duties. Our duties are to follow the code of conduct, not to follow his duties.

[1:03:49]Learner 1 It's necessary, Reha, because Okay, in some schools there are teachers and principals that's -

[1:04:01]Interviewer That is the SMT. School Management Team.

[1:04:04]Learner 1 Yeah, the SMT, that are not following, let's say or, I've also heard from my peers that there's a rule that says that they have children beatings in school, it's not allowed.

[1:04:20]Interviewer Beating?

[1:04:21]Learner 1 Hmm, the beating of the children at school. It's not allowed at all. But some schools still do it ma'am.

[1:04:30]Interviewer Okay, is this school doing it?

[1:04:34]Learner 1 Yes. Okay, I will tell the truth, yes it is still happening, but our principal is doing it out of good heart, because children do not want to follow the rules. So what is he supposed to do? Yes, it is wrong, but somehow it is right. Because we do as we, if he doesn't do that, then we'll do as, as we please here at Ikalelo. Before that, before the beatings and all of that. The school was a mess. So to show that you wanna change it. You want to fix us, that is why he's doing that. He's doing it out of love. Yes, it is wrong. I'm not saying that it is right.

[1:05:24]Interviewer Okay, but you have already concluded that he is doing it to see a change in learners' wrongdoing. Okay. Yeah, so that's corporal punishment, is not allowed.

[1:05:38]Learner 1 Yes Ma'am.

[1:05:39]Interviewer So, that the learner should not push the principal to the wall. That will make him to go and bring the stick, you know? So. Okay. Yes, Rele?

[1:05:57]Learner 1 No Ma'am, that is all. If a child's like they've given us like that levels. They've given us that disciplinary -. So I think the child, like each learner in school, this will have their own disciplinary book in which they record and then let's say, if they have exceeded the number of things you have done in school, they give you the first written warning. And also, this will also give you, they suspend you and then they will also give you the first the first written warning.

[1:06:38]Interviewer Okay, thank you so much Rele. Okay,

[1:06:44]Learner 3 But this expelling children at school, that is not right, that is completely wrong.

[1:06:55]Learner 4 Why?

[1:06:56]Learner 3 Why?

[1:06:57]Learner 4 Yes, why? because they are children?

[1:07:02]Learner 3 Okay, let's say you are a gangster, then you are expelled, at home. You meet your peers at home. Obviously, when you are together more things will happen than when you were at school. At school, here at school, your school prevent you from doing a lot of things, bad things. So, when you're at home, you are with your friends, then anything can happen.

[1:07:41]Interviewer Okay, you know one thing is this, the expulsion, principal is not expelling anybody on his own. There is a law that motivates him to do that. Yes, expulsion, it is written in a book, that if a learner is not behaving well, to their sense of up to this, that he should be expelled for how many whatever days. One week, and now he will come back. So, he's not doing it on his own accord. There is a power behind him. That is the law that is specified that from the Education Department. I don't know, I think we have we have said a lot on this question four.

We have said a lot of SWOT analysis. And the rest of the. Relebohile, you want to say something?

[1:08:55]Learner 1 Yes, ma'am.

[1:08:56]Interviewer Okay.

[1:08:58]Learner 1 So ma'am. Now I was thinking the solution is that if a child or learner does something wrong at school, they should not be suspended. This will be, after school they will sit, maybe for two hours detention. After school they should sit for two hours and study.

[1:09:23]Interviewer Okay.

[1:09:24]Learner 1 So I think that will help, because it will be focusing on the books.

[1:09:31]Learner 3 Can I say something?

[1:09:32]Interviewer Yes Mpho. Go ahead.

[1:09:36]Learner 3 From that, from what you've said. Ma'am, there are children that stays far away from the school, far. Some of them they stay at [inaudible]. So, it will be difficult for them to go home after that long to go home and it will already be dark and some bad things might happen along the way, when they're going home. And who will be blamed for that? The principal will be blamed.

[1:10:12]Learner 1 Mpho, They know that they are not allowed to do bad things at school. And they know that if they do bad things at school they will have detention, so obviously they won't do them. Hence they will be avoiding to arrive at home late.

[1:10:31]Interviewer Okay, you know, from all your contributions, I can see that you you are aware of the good things and bad things that are going on in this school. And I thought it's wise if you people can give suggestions to have a box where you will put in your opinion, without your name so that if the principal got it read, and because nobody's no one person is an island, for him to understand everything, even most of the things that are going bad. He doesn't witness it. He doesn't know. So, because of that, something like, what is it? A letter box should help a lot, because you people know the details of what is going wrong than the SMT. Such a suggestion can even help. You get the point? Because you are the ones that are involved in the problem. And then, you are the ones that are dictating or giving solution to that, that if you do this or do that it will be fine. You get the point? Like now, one of you have suggested that when somebody instead of punishing a child the learner to go home and spend one week and come back. That that learner at home will be lazying there, he wouldn't study, he will be joined by gangs. They are smoking and drinking, taking dagga, doing all sorts of things that are not good, because even their parents are not there, they're at work. They see them in the evening and when the parents come back for work, they look innocent. So, that is better to give that punishment in the school you stay back to read, but Mpho, you now were saying that some of the learners come from far distance. That if this sit back to continue reading, as a punishment, by the time he or she will be released. It will be too late to get to his place or her place. And there are times some gangsters may, you know, rape the person or just do something bad to that learner. So anyway, you people can have the principal to solve this problem by even if not in the assembly, because some of you may feel shy to talk in the assembly, so that you will not be stigmatized, you know. So for that, I cannot push your principal, the principal is not pushable. No, he's a father, I don't know the whatever to qualify the way I see it, you can talk to him somebody that can listen, you know, and it will help them, as a SMT and they not only for this new framework to work, you know to work well. Okay, thank you so much. We go to the last question. The objective five, to develop success indicators in using the framework. Question five, how can we demonstrate the success of

the proposed framework? How can we demonstrate the success of the proposed framework?
Okay, yeah. So, is it, is the question difficult?

[1:15:00]Learner 2 No, it's clear. For me, it's clear.

[1:15:05]Interviewer Okay, Reha? How can we demonstrate the success of the proposed framework?

[1:15:12]Learner 2 For the framework to be successful -

[1:15:14]Interviewer Yes

[1:15:15]Learner 2 Well, the framework should be monitored well. Effectively, actually, so that to be sure that it works in a particular way. So that the framework itself is managed by people who know what to do and what action to make. In that way the SMT as you be teachers, community members, and other learners should be involved in decision making of learners' gangsterism. In trying to find out solutions to make this framework successful. So, the unity of people is better than when they are divided.

[1:15:56]Interviewer Exactly.

[1:15:57]Learner 2 So, for the framework to also be successful, also the public as well, could help because if ever the framework is doing good job, people can trust it, then it will boost its image. Having the framework will have a good image, so that people can be able to come forward because some people are shy to talk about their problems. So, when the framework can be trusted, it will open doors for people who are shy, so that the framework itself will be successful. If all people are involved, because people's opinions are also important.

[1:16:41]Interviewer Yes. Oh, thank you so much Reha, you know for this enumeration of how this framework should work successfully. Thank you so much. Yeah, is there anybody who wants to add something.

[1:17:02]Learner 1 I think Reha has said everything.

[1:17:07]Learner 2 I think there's another thing we can do for the framework to be successful, funding is also needed.

[1:17:14]Interviewer Okay, funding from where?

[1:17:16]Learner 2 It could be any possible investor, who will fully invest in this framework, because there are resources like counselors who also need to be paid. Like also the police will also be involved. In a way they should be participating. So the framework needs funding to be able to implement some resources where they will be able to buy those textbooks that I was talking about, or to also buy a sports equipment for learners who want to try different sports and entertainment. To try and distract learners from gangsterism. So funding could also be an important factor in trying to make the framework successful.

[1:17:58]Interviewer Yeah.

[1:17:59]Learner 1 Government.

[1:18:02]Learner 2 I know we have the government.

[1:18:04]Learner 1 So, government should pay for everything that is happening at school.

[1:18:09]Learner 2 The problem will be the government like this, the framework, it will be for the school. So yes, the government can make a contribution. It will be helpful.

[1:18:21]Learner 3 This is a private public school. So, everything should be paid by the government.

[1:18:30]Learner 2 I do get your point.

[1:18:31]Interviewer No, don't interrupt her, it is recording. So when during the evaluation, we see the ones we can subtract, and they put it in, in a good way. Okay.

[1:18:47]Learner 2 I do get your point. Yes, the government should be the one funding everything. But if we give the government the pressure to fund everything, it means that our community members won't be able to contribute. I'm not saying the community members should pay or pay out contributions. What I'm saying is, they're decision making, they are voice. Word of mouth is important. Yes, the funding will be done by the government in trying to bring up a sports equipment and boots. That's the funding that we need from the government, but then community members contribution is their advices, their support, their motivations on the learners, which are very important, improving or making the framework successful.

[1:19:35]Interviewer Thank you, Reha. And you know, how can we show that the new framework we are suggesting has succeeded? That you have mentioned some of them. How can we show that the framework is efficient, if it takes a shorter time between the reporting, gangsterism and the gangsterism incident and how the school management team deals with it. If it is fast then the framework has succeeded. You know? That if it is not fast, the framework has not succeeded. You get my point?

[1:20:24]Learner 2 Yes

[1:20:25]Interviewer Like you, when you now notice that there is this person is a gangster, from your observation. Maybe you go to the principal to report, how fast is, the principal is the head or the leader of SMT, does he take longer to respond? Does it just fast to respond? Is he responding promptly to the several bad situation? Because if it takes too long to respond, this will not go well, by then it will be too late. Okay, Reha.

[1:21:24]Learner 2 Ma'am, our principal doesn't take that long. If the teacher comes with a certain learner for bad behavior, he deals with it immediately. So, it also helps because the learner itself will know how to behave. So, he doesn't take a day or two to deal with the problem. He deals with it at that time immediately after the grievance has been issued.

[1:21:50]Interviewer Is there anybody that want to add to what has been said? This one is very fast. Yeah. Thank you so much. For you know, I would have taken longer than I planned. Meaning that you people were well prepared for my interview, focus group discussion. Thank you so much. I'm happy that you really helped me in my work. Thank you so much. Maybe in due time we'll meet again. Yeah. And may I ask if it is appropriate for me to call at any time, should I come across some points that are misleading enough? So no, I'm not praying for that. That at times this then you don't trust it. You go and they become blank. If I come back again, to ask for your help. Please answer me, that's my appealing before I leave, but I'm not praying that they will disappear. Thank you. So much.

Ikaelelo Grades 12 & 11 2nd Group

00:08 Interviewer Yes, my name is Sister Stella [surname], a student of the University of the Free State (UOFS). So you have gone through this yesterday, you were given a copy of this each. So, I hope you have gone through it. Did you understand what you read? These questions?

00:29 Group Yes.

00:34 [inaudible]

00:37 Interviewer Okay, no problem. We go through it now. So, the questions you see here, they are five and is drawn from the five objectives of these three facts. So, without wasting time, let's go straight to the objectives. Now, there are five questions carved from the objectives. So, the objective is to demonstrate the need for a framework to curb learners' gangsterism in school. B - to explore the challenges faced by the school management team to withstand learners' gangsterism in school. C - to identify gaps in managing learners' gangsterism in school and propose possible solutions. To carry out the SWOT analysis of the proposed framework to develop success indicators in using the framework. So, the study relies on interview. Sorry, probing techniques and which we are in now, called the focus group discussion. You throw a question, we discuss about that and record it. Is it clear?

02:20 Group Yes.

02:21 Interviewer And the methodology of this research is CPAR critical participatory action research. I think we go to the second page. Objective one - to demonstrate the need for a framework to curb learners' gangsterism in school. What are the needs for a framework to curb learners' gangsterism in school? What are the needs for a framework to curb learners' gangsterism in school? Yes?

03:16 Learner 1 According to my perspective, I think they need to protect the learners, whom are not gangsters from those who are gangsters, so that they and not harm them.

03:34 Interviewer You are Kolobi.

03:35 Learner 1 No, I'm not Kolobi, I am Xholisa.

03:38 Interviewer Okay, Xholisa

03:40 Learner 1 Yes Ma'am.

03:40 Interviewer Okay. Thank you. Do you have anything to add to what she said?

03:49 Learner 2 To add on what she say, I think the government will have to implement a law, whereby that law will be protecting the learners that are not gangsters from the gangsters.

04:09 Interviewer Yeah, thank you so much. You are Kolobi? Thank you. Yeah, what do you have to add?

04:17 Learner 3 Me, from my perspective, I will say the teachers and the schools must come with an idea, with an [inaudible] the sports activities from preventing learners from gangsterism. So that they can keep the busy.

04:39 Interviewer Thank you so much. Yeah. Thando?

04:42 Learner 3 Yes.

04:42 Interviewer Thank you.

04:44 Learner 4 And also that teachers and parents should encourage the learners to take part in sports.

04:53 Interviewer That's good. You are Treasure?

04:55 Learner 4 Yes

04:56 Interviewer Thank you. And you?

05:00 Learner 5 I think, according to my knowledge, the school staff or members of the community can collaborate or work jointly towards the encouraging children that they can stop, they can prevent gangsters from engaging in gangsterism.

05:29 Interviewer Yeah, if you can come again. Say it again, louder.

05:36 Learner 5 According to my knowledge, the school staff and members can encourage learners to not join gangsterism and also investigating schools every day so that they may stop learners to come with weapons at schools.

05:51 Interviewer Okay, you are Sarame? Okay.

05:56 Learner 6 Okay, I will say is the necessity to have some sort of rules or laws that govern the behavior of children in schools. Because it's not all the time that teachers will always be on the lookout for children and their misdeeds and all those stuff. So if we have these ethical rules, and we can appoint learners who are responsible for the behavior of other learners, such as [crossweb], LCL's, and so on, we can have people who can look out for children who misbehave and prevent others who are misinformed from joining these gansters.

06:37 Interviewer Thank you.

06:39 Learner 6 Neho, yes.

06:40 Interviewer Okay, Neho. Thank you so much. Thank you. Thank you. Thank you. Yeah, so is there any other thing you want to add on that? Let me check very well if you guys - What they needs for a framework to curb learners' gangsterism in school? In other words, in your own opinion, are there ways in which the SMT, the SMT here are the principal, deputy, the HOD's, these are the people that make and even the SGB, yeah, they make up the school management team. So is there any - no, in your own words, okay - are there ways in which the SMT fail to attend to the problem of learners' gangsterism in this school?

08:25 Learner 1 Sorry Ma'am, can you repeat again?

08:26 Interviewer Are there any ways in which the SMT fails to attend to the problem of learners' gangsterism in this school?

08:39 Learner 1 Are there any ways that -

08:40 Interviewer They have failed?

08:42 Learner 1 That they have failed? Okay, yeah, they have failed, because mainly parents, or some of the parents, are not so supportive in the decision making of the SGB's when they are trying to implement maybe some sort of programs that will stop gangsterism in schools or other issues like bullying and so on and so on. So they don't want to participate in such, yeah.

09:16 Interviewer You are Xholisa?

09:17 Learner 1 Xholisa.

09:18 Interviewer Yeah, okay.

09:19 Learner 1 Yes Mama.

09:21 Interviewer Kolobi, you are the one? Okay, Do you have anything to add?

09:25 Learner 2 Yeah, there is something. So, I think they have failed in a way that the schools need to have the security that can guard learners. Maybe those gangsters, we don't know maybe it's something they're fighting from society from the, like I don't know [inaudible] from the community to school, and fight more in the school yard. So, I think when there are security, they can guard them to stop them fighting, on the school premises.

10:00 Interviewer Okay.

10:03 Learner 3 According to me I think the teachers failed, the schools and parents filed the gangsterism. For stopping gangsterism at school, because of most at schools, most schools don't have the proper gate. Anyone can go in and go out, and no one is going to search their bags. And

this thing will cause a lot of troubles, because late in the history of Ikaelelo, okay, we have the gangsterism, they call themselves the BTA K's and the Romers. BTK

10:47 Interviewer BTK

10:48 Learner 3 And the Romers. It's Born To Kill. Yes, from the history of Ikaelelo, our principal (Principal's name), he started to be a principal in 2018. The time he arrived here in school, it was yoh, lot of gangsterism in our school, and he tried his best to chase out those bully people and the oldest and the older people in the class because of most people who join gangsterism are the older people. So, he tried his best by taking out the old people at school, but most of the teachers didn't want to get involved in that because of their lives also were in danger because of those gangsterism, cults.

11:48 Interviewer Okay, thank you so much. You are Thando?

11:54 Learner 3 Hmm.

11:55 Interviewer Thank you, Thando. Treasure?

11:59 Learner 4 I think that teachers and parents failed to support their children because at that time of gangsterism, gentleman come in with knives and guns and due to the fact that security was not tight.

12:22 Interviewer All right. Security was not tight.

12:24 Learner 4 Yeah.

12:25 Interviewer So, but now, security is tight.

12:28 Group Yes.

12:30 Learner 2 It's still not tight.

12:33 Learner 4 It is, because there are many changes. So, the principal has done his part and he succeeded in doing so because he expelled those students and there are no longer students who are gangsters. So, I don't understand, but there's only one thing they should I think they should recruit people who are going to guard the school so that those who are going to be securities Yeah, but there are no gangsters anymore. So, I think the principal succeeded in doing so Ma'am So, I don't know.

13:15 Interviewer Okay, thank you so much.

13:19 Learner 6 I will say,

13:22 Interviewer Neho?

13:22 Learner 6 Hmm.

13:23 Interviewer Okay.

13:23 Learner 6 It was never a matter of security. It was more about the rules. There were no rules, it was just chaos at school. It was not, you will not say it's a school for [inaudible] then. The learners were not at all afraid of teachers somehow. The teachers, if maybe something happened during the teaching hours, maybe there were attacks or something, they will close this themselves in these staff rooms, and they will shut us out they will call the police. Our police failed us, they come late because they are also afraid of these gangsters. I have no idea what they should do further than calling the police. Their capabilities, it was the only thing that the teachers could do, was just to inform the police, and the police will come late. About an hour late, to handle the matter and it was just so disturbing. So, all those [inaudible]

14:29 Interviewer Okay. Thank you, Neho.

14:30 Learner 6 Thank you.

14:31 Interviewer Thank you so much. Any other person that wants to add from what they -? Okay.

14:36 Learner 5 About what Necho said, Ma'am. [inaudible] He doesn't have a need to involve police in the things that happened at school.

14:48 Learner 1 In the past. What happened in the past.

14:55 [inaudible]

15:01 Interviewer Just talk louder. Louder.

15:04 Learner 5 [inaudible]

15:08 Interviewer No, just.

15:08 Learner 5 [inaudible]

15:10 Interviewer Okay, okay. For your co-operation, don't interrupt anybody.

15:15 Learner 1 Okay.

15:16 Interviewer [inaudible] It's recording, I'm going to transcribe it. [inaudible]

15:34 Learner 5 What Necho said, I disagree Ma'am, because Necho doesn't have anything [inaudible] about what happened. That happened at school. It is the duty of the principal to do everything, to indicate that everything is well at school, and to provide security for the children, to be safe at school.

15:58 Interviewer Okay, thank you so much. Sarame, thank you so much for your contribution. Is there any other person that wants to add to this question number one, should we go to number one, what are the needs for a framework to curb learners' gangsterism in school? You have mentioned that the security, the compound should be secured and there should be proper security at the gate to monitor people going in and coming out. Searching their bags for those who are coming with weapons. So should we go to question two?

16:51 Group Yes Ma'am

16:52 Interviewer Okay, question two is the objective two. To explore the challenges faced by the school management team to withstand learners' gangsterism in school. Two, what are the challenges faced by the school management team to withstand learners' gangsterism in school? What are the challenges? Xholisa! Thank you.

17:25 Learner 1 The first challenge is that some other parents are not also supportive. They don't have to be involved in the decision making of the SMT. And therefore the SMT or the SGB find it hard to reach a solution without the participation of the parents in the meetings. So some parents are not so supportive. That is their first challenge. And then the second challenge, I will give it to [inaudible].

17:54 Interviewer Okay

17:55 Learner 2 I think the other challenge that is faced by the SMT to withstand the learners' gangsterism in school, is that the learners that are gangsters in school that were going to be expelled, we feel like their rights are taken away from them. So they will start attacking the SMT members.

18:15 Interviewer Okay okay, yes.

18:23 Learner 3 According to me, I think most parents and teachers don't support the children because most schools, children discriminate other people and children. They call them dumb and all those kinds of stuff. And so the children want to take the revenge or they see themselves big enough to take action when someone says negative stuff on them. Just to protect their image at school.

18:56 Interviewer Okay

18:58 Learner 4 And also that children bring various weapons and they are also hurting their teachers. So and they also threaten their teachers. So, -

19:12 Learner 5 The SMT members did not lose the learners gangsterism in school, because of what happened in the past in Ikaelelo, whereby a learner brought weapons to school and attacked the SMT. The SMT members only wanted to stop them to come with weapons at school and being gangsterism and also smoking drugs in schools and so on.

19:44 Interviewer Thank you so much. Sarame. Neho, have you something to add?

19:50 Learner 6 I'll just say that I wouldn't involve parents as such, as they are not the SMT within the school. The SGB, the SMT the immediate management of the school, as they are just, they form the [inaudible]

20:11 Interviewer But they are in the SMT. School Management Team.

20:14 Learner 6 SMT and SGB, they are similar, but SGB -

20:24 Interviewer Okay, okay. SMT is a school management team, the Principal, Deputy and the HOD's.

20:31 Group Yeah.

20:33 Learner 6 And the SGB is the School governing body.

20:36 Interviewer School governing body. Yes, are they not under the management of the school?

20:42 Group They are.

20:44 Learner 4 But I wouldn't involve them as such.

20:48 Interviewer Okay, just say whatever you have.

20:52 Learner 4 Okay, I would say the tissues and SMT are faced with challenges such as our learners who are not cooperative. We'll find out that our teachers are trying by all means to inform and educate us about the misfortunes of the gangsterism their consequences and stuff. And if the learners feel threatened by the teachers' actions such as calling police and stuff, they will vandalize their property, assets and all those things. So that's how the teachers feel vulnerable to such situations.

21:35 Interviewer It's one of the problems the management faced in this school?

21:39 Learner ? Yes.

21:40 Interviewer Okay, do you think that there are some problems that faced when they deal with the problem of learner gangsterism? If there are then what do you think are they? You have mentioned them. Yeah. What do you hear people say concerning the management, the school, Ikaelolo school, secondary school?

22:14 Learner 1 I will say that they are not lacking at doing anything, because of there are many changes according to what has happened in the past. There are no longer gangsters in this school, and gangsterism is not rife like before. It used to be rife, but not anymore because the principal together with the SMT, they participate and come up strategies on how to deal with the issue of gangsterism. So I don't think. There is so much change.

22:45 Interviewer Okay, there is so much change.

22:46 Learner 1 Yes Ma'am. There is so much change.

22:48 Interviewer Okay, okay. Xholisa, thank you so much. Kolibi.

22:55 Learner 2 Okay, according to me, I arrived last year at Ikaelelo. I don't know anything about gangsterism and stuff that happened here. So, according to me, this grade 8 learners, they still come with a knife at school. My classmate, Vuyo, once took a knife on the grade 8 learner and took it to the principal. So I think, I don't know much about this school's history. So I can say, I think there are changes according to what they are saying, this must change.

23:25 Interviewer Okay, thank you so much. Kolobi, no Thando.

23:31 Learner 3 According to me -

23:32 Interviewer Yes.

23:34 Learner 3 I think there is lot of changes because of from the past years, Ikaelelo, all people know it as a bad school and people can't believe that Ikaelelo has changed. Because of our principal Malawane. Our principal made a change because at Ikaelelo, we didn't make it, the matric students didn't make it to 90%, they only make it to 50% but after he came to Ikaelelo, he made a change. He even got a trophy for the change that he did in Ikaelelo and most people now all of the people that they said Ikaelelo was bad, in the past. They're taking their children's here at Ikaelelo now. So, I believe Ikaelelo have changed, and a lot and all thanks to Ntate Malawane.

24:35 Interviewer Oh, thank you so much, Thando. And you see what previously people were talking saying bad things about the Ikaelelo, but recently, now presently, they are now bringing children, because of all the change and a lot of improvement in your matric results and the rest of them. Okay. I don't know what. Treasure, do you have something to add from what they have said?

25:15 Learner 4 I just arrived in Ikaelelo last year, so I don't know anything about the history of Ikaelelo. And like they say that, there is a lot that the principal have changed, so I don't know because I see things as normal. So that is why I say the only that they lack from is security.

25:44 Interviewer Security?

25:45 Learner 4 Yeah.

25:45 Interviewer Yes, I think the change that is what brought you. Who is that? Kolobi, yes, the change, they are doing well, that brought you here. That's good.

26:01 Teacher 5 The school I was in, the SMT they are revolutionary to what's happened in the past of, in the history of Ikaelelo where they about enough changes in Ikaelelo. As you said, Ikaelelo it's getting a high result and their learners are behaving in a good way. As you can see, all of here. We are participating in a good way. We are having a different ideas about what we are thinking, what we are going to see and so forth. And also the learners [inaudible] are diplomatic or intelligent.

26:41 Interviewer I can see, you know, there are many. Thank you so much. I'm seeing it in all of you. Neho, do you have any other thing to add?

26:52 Learner 6 I was just adding a short story. I will just say there is a lot of change. when I used to come here in 2018, I was doing my grade 8. It used to be so hard like to learn in class. The teachers wouldn't attend classes such as they are afraid of learners, you know, the learners are very scary in class, they are very aggressive. Very, very aggressive. So now teaching and learning takes place frequently, smoothly. There are no interruptions or any somehow disturbances so, we are able to focus as we know that we are not afraid of anything. There are huge changes, major changes, all thanks to our principal. Hats off to him. Thank you.

27:34 Interviewer As regards to what people are saying, by people I mean not you as learners. Outsiders. What do you think that they're saying now presently about Ikaelelo?

27:50 Learner 4 I will say now that the gangsterism issue has been addressed, we are faced with this stereotypical view that Ikaelelo is so, I would say, not such a nice school in terms of looks I would say. Now that our performance is high, they now go for looks and so and so, but they don't have that adding gangsterism, because it's no longer there. But we are still judged by our history.

28:20 Interviewer Your past history.

28:21 Learner 4 Yes, we are still judged.

28:25 Interviewer So, I think we go to question three. Objective three, to identify gaps in managing learners' gangsterism in schools and propose possible solutions. Three, what gaps exist in managing learners' gangsterism and what are the possible solution to these gaps?

29:05 Learner 1 Learners are not well conscientised. So I think, to close the gaps is to raise awareness campaigns, where learners will be conscientised about the dangers of gangsterism, so that they don't involve themselves or they don't engage with other gangsters.

29:27 Interviewer Thank you.

29:28 Learner 1 Socialize them with those kind of people. So that they don't socialize themselves with those kind of people.

29:37 Interviewer Thank you so much. Xholisa, thank you. That's a nice point. Kolobi, do you have anything to say?

29:50 Learner 2 No Ma'am, she read my mind.

29:54 Learner 1 I can also add on the security thing, that the security thing that the school is not-the security at school is not so tight. So I think the principal should start recruiting people, maybe from our parents or people who are unemployed, so that they could be security to guard the school and to check the bags of the learners. Whether there are weapons or not.

30:19 Interviewer Thank you, Xholisa. Thank you so much. Then Kolobi has nothing to add. Thando?

30:27 Learner 3 According to me, in the strategy that our principal Malawane took out, I will say discipline, because of children who wont stop gangsterism, because of discipline, they lack discipline.

30:45 Interviewer They like or they lack?

30:46 Learner 3 They lack discipline. According to the history of Ikaelelo, when Ntate Malawane arrived here, it took him a year to observe the problem that is happening in Ikaelelo. It took him a year because of, at 2018 we didn't even know him. He didn't even do anything because he was learning more about what is going on in Ikaelelo. After in 2019 okay, he came up with this strategy of he took all of the old people when when you're older for that class, he will kick you out and most of the parents were fighting, but the time that he needed the most, they didn't show up in the programs that our principal wanted them to come and talk about this gangsterism stuff. But when our principal Malawane kicked those children they came and fight, and most of those learners, they even slapped, they even beat our principal, but he didn't give up and because of he was recording each and every cases that what's happening each and every day at school. So he won them, he won the case at the Department of Education, they told those parents that their children are old and they are the cause of gangsterism at Ikaelelo. So, our principal won the case about those things.

32:33 Interviewer Thank you so much, Thando. Thank you so much.

32:37 Learner 1 Ma'am, can I add to what Thando is saying?

32:39 Interviewer Yes.

32:40 Learner 1 Again, to what she said, we can close the gap, by expelling those whom are older at school, because they participate in gangsterism because of they are older. So, they get the mentality that -

32:55 Interviewer But even if they are older, are they troublesome?

32:59 Learner 1 Yeah, some are. Some of them, yes Ma'am. Some of them

33:02 Interviewer They are troublesome?

33:04 Learner 1 Yeah, as she said, that they lack discipline. They are not well disciplined, some of them. So, I think they should be expelled from school because -

33:10 Interviewer Okay, the problem is that they are not disciplined?

33:13 Learner 1 Yeah, and the problem is that they have the right to education. So, they take advantage of that they have the right to education. To proper education, just like all of us.

33:21 Interviewer So, if they are older, and that is the reason for kicking them out, is there any school in this country that have [inaudible], that can admit people of that age?

33:34 Group Yes Ma'am.

33:36 Interviewer Where?

33:37 Learner 2 Head Starts

33:40 Learner 1 We have Head Starts and then Avid. Where they will be attending late classes.

33:44 Learner 5 And Motheo.

33:46 Learner 2 Yes, and Motheo. Yes, it's a college.

33:52 Interviewer This what you are telling me is very important. Could you please raise up your voice? Is there any place these people that are old should be sent to, to learn?

34:07 Learner 1 Yes Ma'am, to albet classes.

34:10 Interviewer What? To Albet?

34:12 Learner 1 Albeti.

34:14 Interviewer Abet?

34:15 Learner 1 Albeti.

34:16 Interviewer Okay, Albeti.

34:17 Learner 1 Abet or Albeti, it doesn't matter.

34:19 Interviewer Okay, Albet classes?

34:20 Learner 1 Yes Ma'am. To Motheo college

34:23 Interviewer Motheo?

34:24 Learner 1 Yeah. And to township secondary, in township schools. They are also, but they will be attending late classes there.

34:32 Interviewer Okay, are you done?

34:36 Learner 1 Yes.

34:37 Interviewer Okay, thank you Xholisa. Thando, you are finished? You have something to add?

34:43 Learner 3 No

34:43 Interviewer Okay, yeah, Treasure?

34:47 Learner 4 I don't have anything.

34:50 Interviewer Okay, thank you.

34:55 Learner 6 Ma'am, I didn't hear the question. Can you just repeat it for me?

34:59 Learner 2 I don't know like what are people anymore.

35:01 Interviewer Okay, you know Thando mentioned a lot of things that the discipline here was so poor. And when the new principal came, he started with those ones that are given so, those learners that are troublesome and they, looking at their age they are not supposed to be in that class. So he start kicking them out. That's the question we are answering. Then I asked, is there as they were kicking out those learners, do they have another school where people or learners of that age could go and continue their studies? Then they started [inaudible], yes, Motheo school and the rest of them, yes.

35:53 Learner 6 So Ma'am, there are some. What if the kid is very intelligent but he is just slow, that's why he's old. They are not so troublesome of some. So these ones that are kicked out, they are not just old, they are influential to these younger ones. They influence them to join these gangsters. They threaten and bully them. It's not all who are old, some are just slow and have

been failing all along. Yes. So those ones who are kicked out due to their behavior, and they just apply misconduct all the way.

36:29 Interviewer Thank you so much, Neho. Thank you, thank you. You made a point, let me see if we have exhausted. Which areas are weak, that when strengthened, it can help the SMT? Have we? Did we touch this area? All the entire school today with the learners can - Yes, you have mentioned that. In your own opinion, is there anything that looks weak or therefore it prevents the SMT from dealing with a learners' gangsterism in school? You have mentioned that those people who makes the school to look weak, have been kicked out. In your own opinion, what are some of the solutions to these problems that you have identified? Okay, Neho?

37:31 Learner 6 Well, I would say we should put up posters that are very informational and that can educate this misinformed younger kids. Younger kids are very, very affected by these gangsters. They're very influenced. So, if we can just make posters, that just spread awareness and conduct programs, learning educational programs where children and other people can learn about the effects of this gangsterism and its consequences and so on.

38:10 Interviewer Thank you Neho, thank you so much. Do you have anybody with another view?

38:18 Learner 1 No Ma'am.

38:19 Interviewer Okay, so let me see if I have exhausted my questions. Yeah, we go to question four. We are very fast. Objective four, to carry out the SWOT analysis of the proposed framework. What are the strengths and weaknesses of the proposed framework? If you look at that place, it said SWOT. You know the meaning of SWOT?

38:58 Group Yes.

38:59 Interviewer Okay, yes. S stands for strengths, W stands for weaknesses, O stands for opportunities, and T stands for threats. So, what are the strengths and weaknesses of the proposed framework? Yes Xholisa?

39:23 Learner 1 The first strength is that there will no longer be gangsters in the school premises. So, others will be protected and they will not be influenced by these gangsters -

39:33 Interviewer Sorry, can you start again? You said what?

39:36 Learner 1 There will no longer be gangsters available in the school premises. And other -

39:42 Interviewer That is the strength?

39:43 Learner 1 Yeah, the strength. Yes Ma'am. And other whom are not gangsters, will be protected and will not be influenced by them.

39:55 Interviewer Gangsters?

39:56 Learner 1 By the gangsters, yes Ma'am.

39:58 Interviewer Okay.

39:59 Learner 1 And then the second weakness the second strength is that, the security will be tight, principal will be able, together with the SMT to recruit people whom will guard the school, so the security will be tight. There will not be any distractions and the the academic success, the academic results will be a success and then the weakness is that some other parents don't want to take part, they don't want to support the SMT. So the SMT would find it hard to reach a solution without the parents or the SMT involving themselves in the meeting. So that is the weakness. Yeah.

40:55 Interviewer Kolobe?

40:57 Learner 2 I think the other weakness is that those learners that are being expelled from school will start taking this matter to the court or to Department of Education, where it will be investigated. They will do that because they will say they have the right to education, and they

feel like their rights are being taken away from them. So that is the weakness that there will be, the SMT we will be facing.

41:28 Interviewer Yeah, thank you Kolobe. Yes Thando?

41:34 Learner 3 I didn't have any [inaudible]

41:38 Interviewer Treasure? Do you have something to say?

41:41 Learner 4 I will just say the strength is that most student nowadays -

42:03 Interviewer No, no continue. You have a point.

42:10 Learner 4 I will just say, most students have peers and teachers they feel safe with.

42:20 Interviewer They feel safe with?

42:21 Learner 4 Yeah, and also that we have the principals that walk around the halls.

42:35 Interviewer Yeah. Sarame?

42:38 Learner 5 The learners who were intelligent, feeling that they can study in that ancient years, there is going to be the issues in their lives and they are going to have a go or have a dream that one day they're going to achieve their goals. It is the strength.

43:01 Interviewer Yeah, Neho?

43:05 Learner 6 Before I do anything, I would like to know, which proposed framework are we referring to?

43:12 Interviewer Because the topic of this research is developing a framework for school management team, handling learners' gangsterism in school. Yes, the new proposed framework is what we're talking about now. Not the old one. The old one is not up to date. And we want to develop this new one that will have the Ikaelelo secondary, Senior Secondary School to reach up to expectation.

43:53 Learner 6 The strength will be that this proposed framework will have a major impact on the lives of these young kids who are eager to learn and further their education in life and have passion about education. And the weakness is that some will still be what is this called? It is known that when you are in gangsterism, you have power and stuff and all those things. So some will be still under the impression of the groups and trying to lead some other kids at schools. And some kids will be resisting this new proposed framework.

44:46 Interviewer Xholisa? Thank you so much, Neho. Xholisa?

44:49 Learner 1 Yeah Ma'am. Another strength is that many programs will be implemented, by the teachers and the principal, where they will be fighting against other issues that are affecting learners. Not only gangsterism, but other issues like bullying, discrimination. Yeah, and so on and so on.

45:11 Interviewer Yes, it's a point. Thank you so much.

45:15 Learner 1 Yes Ma'am.

45:17 Interviewer So, are we done with this?

45:21 Group Yes Ma'am.

45:23 Interviewer Question four - Okay, we move to objective five. To develop success indicators in using the framework, how can we - Question five, how can we demonstrate the success of the proposed framework? How can we demonstrate it?

46:00 Learner 1 To prove that the the framework proposed was a success for this school, the SMT members can go on again to the school premises or phone the principal to check if there are any distractions among learners, if so, they could implement other strategies on how to deal with those issues, or those distractions that the school is facing.

46:31 Interviewer Thank you, Xholisa.Kolobe, do you have?

46:35 Learner 2 To demonstrate the success of the proposed framework, I think the SMT

members will have to gather the information of what has been happening after the strategies that they have implemented, fighting against gangsterism and see if those strategies that they implemented does not work, as she said, they will have to implement other strategies. Maybe they will have to come with a plan B to see if the plan B works or not.

47:22 Interviewer Yeah. This plan B, I don't know the name. Thando, do you have a point? How can we demonstrate the success of the proposed framework?

47:47 Learner 3 By getting the support of the parents and the community we have this community that called (Yanyatsotsi) , at Rocklands. (Yanyatstosi)

48:04 Interviewer You said what? It's a community?

48:06 Learner 3 Yeah, the community, that helps the schools about these things of gangsterism.

48:13 Interviewer And they are called?

48:15 Learner 3 (yanyatsotsi)

48:16 Interviewer Yanyatsotsi.

48:25 Learner 3 Those people, those parents help us a lot because of they stop their work. Yeah, to chase children to come to school and stop smoking each and every morning, and to go to school every day. Because of most of learners, they bounce school. They don't go to school. Maybe they go to the clubs, and most parents think that their children go to school. Only to find out they don't go to school. So Yanyatsotsi helped us a lot because most of the children go to school each and every day. There's nothing that they lose. I think that is a success.

49:09 Interviewer Thank you so much. Thank you so much, Thando. This is a nice point. Treasure?

49:17 Learner 4 I'm just thinking that parents and teachers should, work together and support each other and also the community and also that they should support the children, and encourage them to not to join the gangsterism and also teach them about gangsterism.

49:46 Interviewer Thank you Treasure. Thank you so much. Yeah, Sarame, do you have anything to add to this.

49:53 Learner 5 No Ma'am.

49:59 Learner 6 I would say to demonstrate the success, the SMT should monitor and evaluate this proposed framework frequently and maybe to check on how it affects these learners. They could just hand out questionnaires and just get their feelings and views about the changes that have been going on.

50:22 Interviewer Thank you. How can we show that framework is efficient if it takes a shorter time between the reporting of the gangsterism incidents and how the SMT deals with it? If it is fast, then the framework has succeeded. But if it's slow, the framework has not succeeded. Yeah. If the framework also offers a quick channel for the for the school to reach the parents of the learner gangsters, maybe one of the students said we need school to give - you people say we need this school to hand out mobile phones, to parents so that they will react quickly. You know, I don't know. I'm just checking the things I've jotted down. Okay. Any other thing to add?

51:55 Group No Ma'am.

51:58 Interviewer Okay. Yeah, this is the last question. And last but not the least, everything went fast. I'm so happy to be your [inaudible] and I am so grateful for your answers. Yeah, and another think, I'm making an appeal for, I'm not praying that my records my recording will not work. But if anything happen accidentally like that. I hope you people will not hesitate to help me out.

52:39 Learner 1 No, we'll help you again.

52:41 Interviewer Thank you. Thank you. Thank you. God bless you, my children. I'm so happy.
Thank you

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00:02 Principal Thank you Ntate. Sorry for that interruption. I was saying, clarity, when we say we need a clear indication from the Department as to how to deal with gangsterism. It should be put on paper to say, if it is found, if it is proved that this child belongs to a group of gangsters. He is a member of a group that destabilizes school, the grades, confusing schools. It must be clear on paper to say, as a school, this is what you must do. Expel the child, for an example. Or suspend the child until the HOD has resolved the matter, even the powers are still with the HOD. But now, it's not clear, you see. So, clarity could, we must have a clear indication as to what we must do. Hence, I was making example with the use of corporal punishment. It is clear, it is not allowed. If I'm found using it, what are the consequences, if it is proven, expelled. Clear consequences. So that's what clarity I was thinking about, you see. And the second part of your question was?

01:27 2nd interviewer What should the law be in regard to the age?

01:30 Principal Age?

01:31 2nd Interviewer and gangsterism?

01:35 Deputy Principal The law should discourage schools, let me say, as the Principal has said, the law must say at the age of 18 no child above age must be at school, because if you look. The majority of children that are gangsters, are children above the age. So, if you say we want children up to the age of 18, after 18 no child above that age is taken. Then you are coming up with clear cards, but in South Africa, today, what are we saying? No, these children you must remember apartheid did this and that, then apartheid era doesn't come to an end. You get me? So, people will tell you, children comes from a dysfunctional background. Some did not, they were safer from schools, they were staying in the farms so let those children be given an opportunity. We understand, but unfortunately the very same children coming from the farms now, in to an urban area. They are the ones that becomes problematic and they are the ones that becomes people who leads gangsters.

03:08 2nd Interviewer Yeah, thank you. I wanted to ask, in regards to minors who are gangsters, what are the methods of recalls, should the law of, because they are minors. So, the fall outside of what the law can deal with.

03:28 Principal I think with learners who are still minors, those who are still below 18, those who are still below 16, those that can't be prosecuted, I think it's high time that our government looks at having special schools for such learners. Whereby they'll be taken maybe for rehabilitation and maybe a particular training of a particular skill. Because like we have what is called, juvenal prisons, you see, but now it seems a fourteen year old child maybe cannot be prosecuted, and these 14-year child is a member of gangsters. As a school, what must we do? The law must be able to help us to transfer the child to a special school, where there are people who are trained to deal with such behaviors. So, I think that will be a very clear indicator as to what it is that we need to do. Once we have enough proof, once we have enough evidence that this child is 13 years and this child is a member of a gang and we have all the necessary proof, then let it be that easy for us to say, okay, now we are referring you to a particular school with the help of particular officials from the Department, of course so that that child can be placed in a school where he or she can be helped.

05:08 Interviewer Thank you Principal.

05:08 Deputy Principal And except that, like the Principal has said, if you go to somewhere in town, here is a school called Rosenhof. Rosenhof is a school that is addressing people with all

the delinquents, specifically under the age of 13, 14, 15 up to the age of 18 actually. There are specialized institutions, but something that I wanted the principal to stick to, redirect to apartheid, would people let us return it back to that thing of juvenile prisons. Because that thing worked wonders. Juvenile prisons, they were having their own advantages, they are recorrecting a child, except that the child gets normal education. So, the child comes out there corrected, the child gets it comes out there well with a matric certificate. So to me, juvenile prisons becomes an answer. Children with still minor disturbing attitudes, they can be taken to those schools like Rosenhof, but we know that the level of corruption and the gangsterism amongst learners is not the same. So, those who are with a very much excessive gangsterism attitude, I mean, if a child can kill at the age of 13, why don't you take that child to prison? That child must go to a juvenile prison, unlike that child must be released into the parents' supervision. It is completely wrong, that child will never be corrected, because the very same child did the wrongs in the presence of a parent, the parent was still there. So, I go with the principal's idea that strictly let all the perpetrator has been taken to juvenile institutions.

07:51 Interviewer Thank you Deputy Principal. Thank you so much. We go to objective four. To carry out the SWOT analysis of the proposed framework, what are the strengths and the weaknesses of the proposed framework? What are the strengths and weaknesses of the proposed framework? Yeah, the SWOT, S stands for strengths, W stands for weaknesses, O stands for opportunities and T stands for threats. Yeah, the SWOT analysis is a framework for identifying and analyzing an organization's strengths, weaknesses, opportunities and threats. Okay.

08:53 2nd Interviewer I think we've already talked about the strengths. So let's say perhaps you send a child to these special schools. What are some of the challenges, the threats that might work against this child, you know, acquiring matric? Or let me put it differently, what stands in the way of that addressing learner gangsterism in schools, because you can have special schools, as we've talked about them, but there might be a way in which they in themselves might not be very effective in addressing learner gangsterism. So, in your own opinion, what might be the disadvantages that, even as we go for them, then we have to watch out for?

10:02 Deputy Principal Sir, Doctor, to me, I think maybe the experience that I have acquired or that is with me. I've seen how these schools worked, specifically during the apartheid era, to be honest those schools managed to make children to repent and a lot. Good people, those schools were not only, you must remember, you go to those schools, there are well trained social workers, there are well trained psychologist, there are well trained people such as religious leaders, you know, we have all, we have avoided the question of religion a lot, you are going to tell me you have never spoken about religion, the role that it plays. Specifically, the Christian religion, that it is playing in the mind of a normal human being. So, we did a grievous mistake by avoiding that fight, from the on fact, but to be honest, if now a child arrives at an institution such as Rosenhof, it's not only education, you come to our school, don't have a social worker, we don't have a psychologist, we have one teacher with specialized in geography, mathematics and so forth. Now, that child, okay, we will we look on the one side of a child. We don't look on the other hand, let's take a child who is part of a gangster in our school, can we help that child? No, we don't have a social worker, we don't have a psychologist, children have more problems than we think. And some, I can get a person from the Christian institution, who would come up with something that will build the mind of that child. But to be honest, a school such as this one, you cannot. So if ever we have these schools that are meant for specifically children with problems, those schools will work out wonders, according to my view, that is why I don't recommend that

schools such as this one, can try and solve the problem of gangsterism, because we are not a well equipped with all the expected knowledge.

13:35 Interviewer Thank you Deputy Principal. Thank you so much.

13:40 2nd Interviewer Ntate Principal?

13:41 Interviewer Ntate Principal, do you have anything to add?

13:44 Principal Yeah, thank you very much. Like the Deputy Principal has indicated, the mainstream schools, are not a place for learners who have a behavioral problem that leads to gangsterism, because you know what, sometimes what leads to gangsterism, it's is a problem that emanates from home, sometimes. And this child, they ended up becoming bullies, as a result of the challenge that they go through at home. So, when he's talking about the social workers, the psychologist, those are the people who will be able to make proper assessments. So hence, I was saying, if the lessons and the reservation of the framework, is clear enough to say once you identify this, as a school, a mainstream school, and this child is at the age of 13, or 14, refer that child to the place where he or she can get help. At that age, there is still a possibility of getting help, because this person is not yet into this wholeheartedly, unlike when he is 18 or 19. So, the strength of this legislation will be, to address the challenge while still early. That will be the strength, that will be the strength, that we'll be able to help these kids, if they get help at an early age.

15:39 2nd Interviewer In time.

15:39 Deputy Principal In time. Unlike keeping them in a mainstream school, where we don't address their problems, because we're not experts. You know what we do here? We call the child to the principal's office, we say why have you done that? The child will give you reasons, and then what do? You're calling the parent, the very same parent who this child has a problem with, from home. So, how do you expect that problem to be solved? So hence, we are saying if legislations allow schools to refer learners to those juvenile prisons or to the special schools, where there are people who will be trained that will benefit the child.

16:26 2nd Interviewer Is that your second point, that there are people specifically trained to deal with this problem?

16:32 Deputy Principal Exactly, but what could be the weakness? The witness could be that when this child is from that school, at the end of either academic year, or maybe after matric. This child has obtained matric from that school, the question is, as the country, as a society, will you be able to accept that child?

17:00 2nd Interviewer The employers might say, ah!

17:03 Deputy Principal Employers might say, which school are you from? You see, just like when these people, the prisoners were released from the prison, and they are supposed to be rehabilitated, and they come back to society with those skills, because they trained there, they get to do plumbing, they get to do - The moment I get to know, eh, you are from prison? You have your brand new certificate from the prison? Do you think I will trust you to come and do the plumbing work in my house?

17:39 2nd Interviewer Stigma.

17:41 Deputy Principal The stigma, the problem or the challenge, or the weakness of that kind of legislation could be, the stigma around those people. When they come back from there, we as a society, will we be able to accept those people? That could be the challenge.

18:06 2nd Interviewer It's clear.

18:09 Deputy Principal Except that, you know Sister, I wanted to make you aware of something maybe that you are not even aware of, in South Africa during the apartheid years, in white

schools, all of them, not only one. They used to have social workers and a psychologist, who are allocated for each and every school in South Africa. Then the taking over of the ANC, [inaudible], we cannot. Like now, for 50 schools, they have one social worker. 50 schools they have one psychologist, will that psychologies be effective?

18:59 2nd Interviewer No

19:00 Interviewer It cannot.

19:00 Principal Just to add, even in prison, the white schools, because they can afford they have their own so-called psychologist. They have their own social workers. Because those schools in town, they have money. They can afford to put those people. They're there. If your child attends schools there, the moment a teachers realizes that this person is troubled, he or she is not mentally stable, they refer that child to the social worker or psychologist. Those white schools that are still in town, even today, because those model C schools are having money. The only bad experience is here in the township schools, where the deputy principal is expected to be the teacher, to be the policeman, to be the social worker, to be a psychologist, to be the pastor to these kids. You are expected just to be everything to them. Without what? Without proper knowledge, property qualification, expertise.

20:14 Interviewer Thank you, Principal. This really [inaudible]

20:20 2nd Interviewer I'm learning things I didn't know about your society.

20:25 Interviewer You know these questions -

20:27 Deputy Principal You know it's pathetic, Mme and Sir. It's pathetic. I like, I don't know, I wished that you took one white school, such as the Grey College for boys, you would realize that you are in one country, but you are having two or more or seven countries, in one country.

21:01 Interviewer No, I'm aware of all this, because my first degree was in history. You know, and there are a lot of things we read there. Even how the colored people came about. Even when they're old, they put them on top of the table to [inaudible] them. A lot of things was shown to me, that I never know that it is. It is - I'm not doubting you. I've been here for a long time. Yeah. And that's why I went to Petunia, I know it's a colored school, but they see you as you are coming to find out something. Asking so many questions. Anyway, thank you so much. Let's go to the last question. Objecting five, to develop success indicators, in using the framework. How can we demonstrate the success of the proposed framework? How can we demonstrate the success of the framework, of the proposed framework?

22:19 Deputy Principal Your question is not that clear. Try and break it, simplify it more.

22:26 2nd Interviewer Yeah, how

22:27 Interviewer [Inaudible] The last objective is to develop success indicators, in using the framework. How can we demonstrate the success of the proposed framework? How can we show that the new framework, we are suggesting, has succeeded? How can we show that the framework is efficient? If it takes another short time, I don't know what do you say?

23:08 2nd Interviewer Yeah, I think what she's saying is that, this framework that you and him are suggesting, these changes that will need to be included in the new act, if there will ever be one, what might be the indicators that will show us that it is working? Will it be in its efficiency? What will point to us that it is more efficient than what we currently have? Will it be in the duration it takes for the SMT to address a learner gangster? Will it be in the change it will put in the communities, or in the parents of the learners who are gangsters? How will we know that this new framework has impacted the community around the school and the learner gangsters and the learners themselves?

24:28 Principal Thank you, Doctor. I will say the success indicators. One, if the framework is able to assist the schools to get rid of gangsters in the school, that's [inaudible], not necessarily get rid of them, but referring them or a transference from the relevant place where they can get the proper help, it will be efficient. If it's able to assist schools in terms of transferring, to say, we have identified this child, and here's the evidence that this child is a member of a gang. And as a result, we are transferring the child to this place. If that process is done, or can be carried out, within a manageable time, within the acceptable period of time, that will be efficient. Secondly, the success indicator will be if that child, when he or she gets there, get help, because remember, the intention is not to destroy this person, the intention is to modify the behavior, the intention is to help, the intention is to move this person that he or she becomes a productive member of society. So if this child, after being transferred, gets proper help that he or she needs, so that when he or she comes back to society, he or she can be a reasonable, productive member of the community, then we'll say the legislation is successful. Number three, I think it will be successful if it is able to address the community to say, now that this person is from that special school, that juvenile school, now as a society, are you ready? It must be able to make ready, really to accept this person, so that we don't stigmatize it, we don't label. So when this person comes back, he or she is known, is equipped with the necessary skills, is equipped with the necessary knowledge and he or she becomes then an acceptable member of the society, then we'll say that legislation is successful. So those to me, I think will be the indicators of the success of this legislation.

27:20 2nd Interviewer I wanted to ask, do you also think that if this gangster goes to the special school and they manage to graduate, then they will again have reclaimed their original intention of finishing matric in the mainstream school?

27:44 Principal Exactly. Because I think no matter what happens in our country, immediately after the release of the metric results in January, around I think around February, the Minister of Justice also announces the matric results of the inmates.

28:01 2nd Interviewer Okay, yes

28:02 Principal So, it gives others the courage to say, even if for some reason I have committed a crime, then I find myself behind bars. But I still have that hope as to get that desire to have a certificate. That person gets that hope to say, Nah, man, I think if I change in behavior and then focus on something, then I'll come out a better person. That's what going to the institution should be all about.

28:33 Deputy Principal You know Doctor, if you look at the results from Grootvlei matric results, after the results are released at the end of the year, the matric results from Grootvlei are more advanced in terms of goodly matric levels, than our normal schools. Yes, you go to Grootvlei and check their results. You take ours; you look at the number of a matric exemptions that we have and you get there, you'll find even the averages they're - I looked, I think some three years back, history students, they got 74% average, which in our school, we had gotten the very same 100%, but with 38.

29:38 2nd Interviewer So, I was gonna ask you, what do you attribute their success to?

29:45 Deputy Principal I think, as I've said earlier, yes, it's a question of children are taught not only academic issues, but also, it's where children are taught by different specialists. Psychologists or they come across, then they are being, their character is being completely changed.

30:13 2nd Interviewer Overhauled?

30:15 Deputy Principal Exactly.

30:17 Principal They have time on their side. Secondly, now that they are there, they have a different perspective about life. They are now becoming more focused, because there are a lot of things that distract these kids when they are still out here. You know sometimes freedom is an enemy to your own success. If you are not careful.

30:47 2nd Interviewer Yeah, the devil's workshop.

30:52 Deputy Principal I like that, freedom is an enemy to your own success.

31:00 2nd Interviewer Thank you so much guys.

31:04 Interviewer Ntate Principal, I'm so happy with you and Ntate Deputy Principal. You really prepared for my questions.

Ikaelelo SGB Recording 15

00:12 Interviewer So, the first objective, we go to the first objective. The first objective is to demonstrate the need for a framework to curb learners' gangsterism in school. Question one, what are the needs for a framework to curb learners' gangsterism in school? So, in this question one, I don't know how to simplify it, but is there any need to have a framework that may be powerful, more powerful than what they have because there is no school without a framework. So, why there is a need for a framework to solve the problem of learners' gangsterism in school.

01:56 SGB 1 So, is that what we need to discuss?

02:03 Interviewer Yeah

02:03 SGB 1 Okay. I think the most common goal for the schools in order to fight gangsterism schools, these school can work together with the parents in terms of disciplining the children. If the parents and the school governing body and the teachers can work as one inside the schools and also making sure that the learners from their homes get educated in terms of good manners and being well disciplined, it will make it much easier for the educators as well. And in such a way that if there's misconduct by a learner, the school and the school governing body can make a decision, to also - Sorry for that. Yeah, as I was saying that, if the school governing body and the parents can work together, if like in terms of like this misconduct by a learner, that they can sit down to come up with a resolution that can also try to help that learner to try to educate him that, tomorrow the same thing does not happen or repeat itself. If it happens, then there should be measures, that the SGB and the educators can come up with in order to make sure that that learner does not affect the other learners. And that's where by the Department of Education comes into play as well because of, the problem that was always there is that, there's a saying that no learner is supposed to be expelled from school. That's a huge concern at the moment. Yesterday I was sitting in watching Cutting Edge, whereby I've seen a lot of children using drugs and all of that. And it's because of, it comes from if you compare the past and today, there's a huge gap, difference because of in the past, the parents was able to discipline their children and also to show them that this is not allowed. This needs to happen like this. And then you will find that some of that learners they end up graduating and all of that, because I believe discipline starts at home, then at the school. But other children, they get to run away with that, because they get to influence the others because of at the first chance, at the first site of things is that the Department say that no child supposed to be without the school, yeah. I don't know [inaudible]

06:33 Interviewer Daniel.

06:35 SGB 2 Yes, from my perspective Sister Stella, I'd say, I think we should - when I say we should, I mean all the stakeholders involved in education, starting from the national government maybe review all laws concerning learners, children. Let me say, if I may say, because I think we, they are our own children, we're protecting them, but in protecting them we end up being too lenient towards them. I blame that for a lot of problems that we see in our different communities. Like for instance, let me just make an example of what I've been seeing on my way to meet you. I met quite a number of kids along the way, with the dagga, with crystal meth, not even hiding away, smoking on street. So, it's heartbreaking to see the youth of which are the future of tomorrow. Taking such routes of in life, because I'm a parent but the way things are. I should be a parent, in my own home, outside my home, I'm just a passerby, I cannot come and maybe teach this child discipline, because at the end I may end up being a criminal. I violated the child but

our children are slowly dying. I don't want to beat about the bush. They are slowly dying. And we see that on a day to day basis.

09:13 SGB 1 The Constitution. The South African Schools Act. The Bill of Rights, where the children rights are enshrined, in the Bill of Rights. I have this thing of being too protective towards the child and then taking power from those who's supposed to ensteel power in these kids. For instance, right here where we're sitting. You see this this window is problem, a child maybe you see his child breaking the window but according to the schools, you cannot expel such a child from school. If you look at the Constitution, they say they have the right to education. But if he or she is disturbing the others from acquiring that right they have, how do you treat such as a system? You're supposed to create a safer teaching and learning environment. But this child proved to be violent. The environment is no longer safe for those who are concentrating on what they came for, of which is education. The environment is no longer safe for the educator. Hence you see or hear of incidences where a school child stabbed the educator, how many educators have been killed by school kids? And the situation is getting out of hand, because those who are supposed to be in power, no longer have the power.

11:31 Interviewer Yeah, I know what you're saying is a fact, but let me [inaudible] in asking you, is true that the law makers, or the people ruling this country made that law. But I think you people, I don't know, but the way I'm seeing it is that people are respecting this law too much, you know, until getting out of hand. Because every school is supposed to have a code of conduct. Which every learner must be handed a handout to learners. Principal to hand it out to learners or SMT, including you. Hand it out to learners go through this thing. Even if you find it difficult, the learners find it difficult to read it. You as a school governing body, SMT who together with the principal, HOD, deputy principal should stand and assembly and inherited this code of conduct and make it sink into the learner that this is the rules guarding the school. Do's and don'ts of the school. So, anybody that fail to keep these rules, have broken the law, and there is something that's supposed to be done to any law breaker. Yeah, is there no. My question is, is there no little or minor punishment given to learners when they have broken this law? Because now, seeing all these young children, you know, smoking dagga and the rest of the, in the code of conduct, it must be there that it should not be taking dagga in the school premises. You see? So, for that there must be punishment either whether picking the all the rubbish around the school yard. It's a punishment. So, and when you are doing it your fellow learners who have not broken the law, will be laughing at you or making use of you. If you are ashamed, tomorrow you will not involve in breaking the law, you know. So, what I'm saying is that when you were born those laws are not there. If your father say hey, drop that thing, immediately you respect, but this learners now with this law that favors them that they are they have a right to education. If you have right to education, you will also have a right to obey the rules and regulations of the school. I don't know whether I'm making a sense.

14:29 SGB 1 Yes, what you are saying, makes a lot of sense. But the thing is, you make that code of conduct. But it should be in line with the law.

14:43 Interviewer Yes.

14:44 SGB 1 That's in place.

14:45 Interviewer Yes.

14:45 SGB 1 You see? Now if I might say, you give punishment to a learner who was maybe, let me make the very same example, broken a window. You give him punishment, that punishment could end up being called abuse. That's the thing. It could be seen as if you were abusing that particular learner.

15:32 SGB 2 I think -

15:32 SGB 1 Because some, even parents, there are parents, who I might say they are to blame as well, because maybe you experiment but not a temporarily. Go and fetch your parents, you caught him smoking drugs in the school premises, go and fetch your parents, your parent at home and come back to school. You'll find out that the very parent has known for quite some time that the child is smoking drugs. If you were to ask, what steps did you take to try to stop this thing? No nothing. But if you say, I expelled the learner. He is going straight to the district offices.

16:32 Interviewer Without coming here first to hear from the management team?

16:35 SGB 1 No. Straight to the district offices. The principal had some cases where he'd say he'd get a call from the district, about the learner then maybe some case, then he said go and fetch your parent. They go with their parent district offices. And the thing is we are trying to normalize the situation, come up with policies that would make everything normal, create a safe and stable environment for the educator and the kids. But we feel we are overpowered by the system.

17:24 Interviewer Okay, I see. If now learners or your children is more powerful than you. The new framework we're talking about is not going to work perfectly. You get my point? So, so like now all these things, corrections they are given to the learner and they don't adhere to it because they have known their right, that the government is in support of them, that they should not be beaten, they should not be punished. They should not should not should not should not. And then now you are parents, school governing body. I don't know how it will press here, but from the country I came from, Nigeria we call it PTA. Parents Teachers Association, they have their meetings together. So, in that meetings, raising up the problem of all teachers have with the learners. Parents are not against it. Because they see the teacher as the future of the learner. That whatever he's teaching is something that will make this learner be somebody, even every parent's prayer to be better. The learner, my child to be better than me. In academics in everything so that they will take good care of you at your old age. And for this new framework to work perfectly good. The framework we're talking about, we are developing it for learners and if learners are not adhering to it, all these problems will still be there. Yes. So, what are the needs for a framework to curb learners' gangsterism in school? It might be a framework that learners most adhere to, for it to solve those problems. Question Three are there ways in which SMT, including you fails to attend to the problem of learners' gangsterism in school? Is my question clear?

20:07 SGB 1 It's clear.

20:07 Interviewer Okay. Yes. Is there any way you have failed to attend to the problem of learners' gangsterism in school?

20:23 SGB 1 I would say, from my site, actually I wanted to rephrase while Ntate was still speaking. When I said it starts with parents. It starts with parents in terms of like, I'm gonna get to your question.

20:41 Interviewer Yes, no problem

20:43 SGB 1 So, it starts with the parents, whereby parents, ourselves the way we conduct ourselves in front of our children, because of our children at some point, they see us as role models and whatever we do, they take that, they will believe that it's right. Although at certain state, it's not right I see there's a lot of [inaudible]. So, a child is like, for example, a child does a newborn baby while growing up, she will not know how to walk. But she will learn from the parent on how to walk. So, if a parent, inside their house, because the problem is that you will find abusive parents inside their own homes. A child looks up to that. The more he thinks that thing that the father is doing is the right thing. He tries to walk into that steps, thinking is the

right way. The very same learner comes to the school. He performs what he saw or learnt from home, he do it at the school. The other learner also learns that from this learner that does not even do this thing or this situation happens from home, whereby a father is hitting the mother at home. So, it starts to go viral inside the school. And they try to come with that mindset that no, whatever we're doing it's good, but they don't realize that it's wrong and then that's the thing that kills our society because now these children, as was said, they are tomorrow's future, the future depends on them. It becomes difficult for the educators to try to put them in the right direction. And then come to a point of that, coming to your question -

23:02 Interviewer Okay, that question two. What are the needs for a framework to curb learners gangsterism in school? Okay, no, I think it's Question three. Yes. Are there ways in which the SMT fails to attend to the problems of learners' gangsterism?

23:27 SGB 1 Okay, with that, I would say the stage is no framework. From my own point of view.

23:33 Interviewer Okay.

23:33 SGB 1 I wish that there can be a framework, the framework that can solve in this type of matters is that SMT and SGB, if they can start to become one thing. Because of there's difference, because SMT will be saying that we solve only the side of teaching and learning. SGB is only there for governance. If SMT and SGB, collaborate and become one thing, and are able to hold meetings, according to the new, maybe if there's a legislation that can be implemented inside the Department of Education, that they will have meetings as well, so that the parents from the SGB can understand the, the challenges that the educators are facing at the school, because of remember, the parents are not there at the school. They're only there, only for governance. 24/7, we're not there when the educators are struggling with the children, teaching them other things, they don't report them to the SGB. The principal is there, yes. As a member of the SGB, but some of the issues don't get raised to the SGB. Whereby the SGB does not come informed in terms of the happenings at the school, or the challenges that the educators are getting, but if it happens that SGB and SMT can form maybe a team, to have meetings about just the discipline of the children or the Code of Conduct type of a thing or a group whereby we have meetings just to discuss the progress that's happening at the school in terms of the conduct.

25:46 Interviewer Yeah, gangsterism.

25:47 SGB 1 The gangsterism, it will help a lot. It will help a lot. It will make a difference, because that's whereby we'll come up with strategies, amongst ourselves that can be implemented to assist the educators.

26:04 Interviewer That's good. Okay. Thank you, Ntate. Ntate Moses, thank you so much. You know one thing, a journey of 1000 kilometer, start with a step. You get the point?

26:20 SGB 1 Hmm

26:21 Interviewer So, we keep on learning every day, until we enter the grave. The idea you have raised now, I have understood that we have, as a governing body. In government we call it a watchdog. You watch each other, but you are not close. So, from today you people should shout it, announce it that let it be maybe once a year to have meeting with the school management team, because you are the all of you are the parents, but sitting together for them, now listen to them, if what they're passing through in the hands of these learners, but we cannot generalize, is not all the learners. It might be the children from broken homes. And secondly, there are certain things we parents should be doing father or mother. You hide yourself and that's why it's good to have up to two bedroom or one bedroom. Two of you, when you want to go, you want push this, go inside, that side and talk, because I used to see my parents like that. Even the smoking, you

don't do it in front of the children. They say, after all my Daddy is doing it and they don't know that they are not [inaudible] to their Daddy. But it is very important if you start having meetings together, they tell you what they're going through in the hands of - you parents give suggestions to what to do. You are now a close entity body. Like now, you talk about those making the law, as what is the Education Department, telling the principal what to do in the school. But, if the principal is going to talk the Education Department is carrying your own opinion and everything going there. You get the point? Because no parents will support why did you flunk my child? Or you do, corporal punishment is not allowed. Yes, it's not allowed to but, when you raise your voice of the child, don't do that. And one is that, that school code of conduct is a law, is the constitution for learners. You go and read it, if you are keeping it you know that you will not smoke in the school premises. So, I think we have dealt with that. As you say, are there ways in which the SMT fail to attend to the problem, a problem of learners gangsterism in school? They know what to do, but I just felt that the law guiding them on what they should not do to learners is like a rope that tie their hands. You get my point? But if your school is not doing well, is you the principal, SGB all of you should bear the responsibility that you're not doing well, the school is not doing well. You get the point? So, the last question here. Okay, no, we have done it. Yeah. So I don't know whether you have anything to add? But, I'm not supposed to. My work is to ask questions. I'm just supporting what should be done so we don't have all these gangsterism and the new framework will work.

30:10 SGB 2 In closing Sister, I would say, in my own opinion, the government in general, should review these laws. Because the Code of Conduct are made based on those laws. In line with those laws.

30:31 Interviewer Okay.

30:32 SGB 2 So, I think the lawmakers should go back to the drawing board. Involve each and every person, every stakeholder within the education department. Including the children as well, hear their side, take stories from all sides. Try to come up with better laws, because really, what is happening, what we see happening these days, I would say it's social decay. Not only in schools, even in our communities. We see it on a day to day basis. We no longer have a morals, we're just a lost society. We are slowly, slowly dying.

31:43 Interviewer So, all those - Thank you Ntate Daniel. Does it mean that those laws, the school code of conduct for learners, when they break them, there's no small punishment for them or, you know, from the principal of the school? Just you just keep quiet.?

32:10 SGB 2 No, the principal's will try to involve the parents and everything before making any decision. Maybe, if there's a contact of the parent, call the parent to school and try to come up with a solution to a problem, but the main fact, he should not expel the learner.

32:35 Interviewer Yeah, if they are expelled for one week, that is five days. And if the principal now report that case, to the Department of Education to allow him to expel the child for longer time, that it will take up to 12 months which is one year to answer that letter. And by then, they shouldn't have only five days to stay at home and come back, and continue what is doing because they know the government will not expel them. Okay, I think we have dealt with. Is there any other thing we need to add? We go to question two before it's too late for you to go back. We go to next page. It's objective two, to explore the challenges faced by the school management team to withstand learners' gangsterism in school. Question two, what are the challenges faced by the school management team to withstand learners' gangsterism in school?

34:02 SGB 1 Sorry, where's that? I was trying to follow the question

34:06 Interviewer The next page.

34:06 SGB 1 Oh, I jumped a page.

34:15 Interviewer It's down here.

34:16 SGB 1 Oh, it's down there. What are the challenges faced with this group management tool to withstand -

34:26 Interviewer What are the challenges? You know, if you have anything to add because I felt like what are the challenges faced by the school management team to withstand learners' gangsterism in schools?

34:49 SGB 2 We, as SGB 1 was saying, we are left in the dark of what the SMT encounter on a day to day basis, because we are not working hand in glove with the SMT. They have their own meetings. We have our own meetings. In the SGB, we have members of SMT as well, but we never had a report about what the SMT encounters on a day to day basis. So we are left in the dark. I think if SGB 2 has something to add on that -

35:38 Interviewer I just want to ask this based on the way I put it down. Thank you so much Ntate SGB 2. Do you think that there are some problems that they face when they deal with the problem of learners' gangsterism in school?

36:01 SGB 1 Yes, there is. The problem comes into, as we already said, when the child is expelled, we are not allowed to expel a child. That's coming from the Child Act of South Africa. So now, that makes it a little bit difficult for the school. But although, actually I'll make an example of what we are planning this year because of the misconducts that we've be getting from the learners. Such as the grade eights. We planned to have them, actually I said that all the grades must have that. Whereby the learners are taken away, off the school premises, like a camp. Whereby we get people from Love Life, such companies or from prison to come and motivate these learners, making them understand what can happen if they are misbehaving and what does misbehavior leads to tomorrow? To get them to understand why educators are standing in front of them, trying to teach them it's not to say that they don't have anything to do. It's to try to give them a better life for tomorrow. Because they are tomorrow's future. Because of now, we were trying to actually shape them in a way that, when we give them the code of conduct, to sign and to accept the code of conduct. They understand why we have a code of conduct. What is expected out of them as learners.

38:10 Interviewer Yeah, Ntate SGB 1, that's a very good point. Because they collect code of conduct. Some don't understand the grammar. They don't know the meaning. So it will be an opportunity, if this code of conduct they have one location or two sittings, so that you people will explain or people you talk about from prison from this. To explain it very well so that most of them who are disobedient, both in school and at home will not fall a victim of being a prisoner, going to prison. That's a good point. Thank you Ntate SGB 1. So, and let me look what do you hear people saying? You know, you may be hearing this school is like this, whether in a good way or in a bad way. What do you people, as parents, hear about this gangsterism of a teen, of this school or whatever?

39:32 SGB 1 What normally happens is that parents from the outside before they can take a shell to school, they will start hearing about the school that the misconduct of the of that school. Some of the parents start to get afraid to take the children to that schools and some of the mistakes that we as parents also do is that in front of our learners, you will get it maybe I was an ex-learner of that school. I will start telling my child that, when I was at that school used to do this. We used to swear at the teacher, we used to do that and this happened and now that child we paint a picture in the mind of the child. That's supposed to go and attend school, at the very same school. So, now the child starts to have that terminology inside their minds. So, when they arrive at the

school, they will have that terminology already, or that picture in their minds. So, tomorrow they start doing what they've heard and then that spreads viral as well. And it influences other learners. Making as if seems like at that school, that type of behavior is accepted in that school. And the loss of yesterday or the code of conduct that was used in the past for that school has changed because of every year, it develops, it changes. So, they find it difficult to fall with a code of conduct that's already in place for their school.

41:24 Interviewer Thank you Ntante SGB 1. Let's quickly go to question three. Question three, objective three. It say, to identify gaps in managing learners' gangsterism in school and propose possible solutions. Question three. What gaps exist in managing learners' gangsterism and what are the possible solution to these gaps? There are two questions in one here. If you can look at it, what gaps exist in managing learners' gangsterism and what are the possible solution to these gaps?

42:11 SGB 1 The gaps can be a learner failing to understand the code of conduct.

42:20 Interviewer Okay, let me let me highlight it a little bit. The SMT always tries to obtain the the problems of learners' gangsterism in school, but sometimes they fail because in South Africa, there is a lot of learners' gangsterism. I think it's a gap

42:45 SGB 1 Yeah, it's a gap.

42:46 Interviewer Yes, go on.

42:48 SGB 1 Okay, I want to say that the gap is that this when they don't want to understand the the Code of Conduct that's already in place. Because they come with their own mindsets about the school with a teacher already in their minds. So, it's hard to break that as educators, to try to show this child that you're not supposed to do this because some of them they will come with a mindset of No, the way you are doing it or the way you are showing me how to do it. I don't like it. I don't understand it. Because of my mum, my father taught me this way that difference will be the parents, the educators because now you will find that, 24/7 you are at the school than to be with your parents. When you are with your parents, you are free to be with your peers and your friends. And now inside your friends, there's friends that does things like this, and at the school you are supposed to be now in order. You are supposed to be in line with what is expected by the school. So now that's whereby the gap will be of understanding or accepting the premises that you are in.

44:16 Interviewer Yeah Ntate SGB 1 I understand is a point because the environment of the school is different from the environment at home. And even some of them even listening to their friends, peers from other school. They have freedom for this but that freedom is lacking in their school. They want to carry out that one they hear from their peers, their friends. Yeah, Ntate SGB 2, do you have anything to add?

44:52 SGB 2 I would say, but if you are in the school, I'd say we are in a school where in about two to three years back, we had quite a lot of learners here who were involved in gangsterism. And the problem was out of hand, at this very school, which is why I'd say you find such a developmental school. The school being in such a condition that you see. And the thing is, if that happened in the past, there are still learners who would come to this school with that mindset of saying maybe that school is a scrapyard. Because, even in the community, there are parents who still have view, that this school is a no go. That they will never take their children to this school.

46:16 Interviewer That's [inaudible]

46:18 SGB 2 So, here at this school, I think we still have a lot of work to do. We still have a lot of work to do. I once had a discussion within Ntate SGB 1 that, this year, before the end of this year, I want us to review our admission forms. Because I don't understand the students we find in

this school, they are behaving wildly. So, I'd ask myself a question that are we taking students that other schools are not taking? Or what? Are we maybe the last resort if that school did not want to take that particular student, that one the other one, then they would come to this one. Maybe there are loop holes in our admission rules, code of conduct or something because we seem to have - I wouldn't say boys or girls.

47:27 Interviewer Yeah,

47:28 SGB 2 They are the same. You'd find a girl behaving in a manner you won't understand. Just to -

47:37 Interviewer Is there - Sorry.

47:39 SGB 1 I just want to quickly, just to add to what Ntate SGB 2, just said. That's also a huge gap that happens around Bloemfontein, that other schools they don't want to accept the children that maybe are being expelled from different schools due to behavior. So, they don't try to manage that, from that school's level. Like us, the way we are trying to manage it, as I say that, we took these children off the premises outside. We made a camp for them. So that, they can be educated before they can accept the code of conduct. The gap comes into that place whereby that schools, they don't nothing about these children. They send them away, they expel them, then they come here. And then we as Ikaelelo, we have to accept these learners. Unfortunately, we cannot turn them away, it's a child. That's our belief as Ikaelelo, the SGB and SMT and the members of the school. So, we tend to accept these children, after we accept these children, then we end up in a huge problem to rehabilitate these children. That's our main goal, to rehabilitate them because of we believe in their potential. We believe in their potential Yes.

49:13 Interviewer Okay, thank you Ntate SGB 1. You know one thing, don't you think that how do you even know that the other school, they have gone to another school and they were not taken, they come here. Or don't you think that this school have undergone a process of change. And the performer you know, at times the performance when the matric result comes out, and now you move up higher from what you used to be before. I think it can attract other learners who want to say, this Ikaelelo, now is on top.

50:05 SGB 2 I'll say, if what you are saying is right, they will come with a positive mindset.

50:12 Interviewer Yeah.

50:13 SGB 2 Of attaining the very same results.

50:16 Interviewer Exactly.

50:16 SGB 2 But what we are seeing, he is not supporting that.

50:23 Interviewer Good, because I think that, because you know what is happening. Yeah, which area are weak that when strengthened, can help the school management team or the entire school to deal with learners' gangsterism. I think you have covered this question. Is there anything that looks weak and therefore, it prevents the SMT from dealing with learners' gangsterism in school? Anything that looks weak, you have mentioned that.

51:15 SGB 2 The other thing that I would like to highlight is that, we are having quite a high number of learners at the school. At which we ended up in having problems like books, not enough. Chairs, not enough. Everything was not enough, even teachers. The principal would say he knows he should take such, maybe such a number of students. Then they tell the others, no the school. They'd go to the district, the district will give them letters to come back to school and -

52:08 Interviewer Force it on him.

52:09 SGB 2 Yes. So, that tends to be a problem as well. Because if you try to look at it, maybe one teacher has to deal with such a number of students. You will see that it's too much.

52:32 Interviewer Okay, last point on this one. Thank you Ntate SGB 2. You said in your own opinion, what are some of the solutions to these problems that you have identified

52:55 SGB 1 Can you repeat it again?

52:57 Interviewer Okay.

52:58 SGB 2 The solutions

53:02 Interviewer Yeah. In your opinion, what are some of the solutions to these problems, that you have identified?

53:12 SGB 1 The solution will be that working together closely, as we said, the SMT and the SGB, if they can come together to work together. I think it will start to have a guidance, in terms of like where you want to be in regards to solving the misconduct within our school and then also getting the support from the Department of Education in terms of also fixing the premises.

53:47 Interviewer Okay

53:48 SGB 1 Because of also the premises, the way they look like, the face of it can have a different mindset to the children. If because of now the problem we are having.

54:01 Interviewer The security is not -

54:02 SGB 1 The security is not tight. We are sitting with broken windows, broken ceilings. When a child starts to walk into a school premises, the first thing that he starts to look at, is the environment. How does it look like. So, if the environment is not right, it already gives the child

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54:31 Interviewer Create fear.

54:32 SGB 1 Create fear and then also to others it create excitement. That at this school, this school is being abandoned. We have the right or the freedom to do anything we want. No one will do anything to stop us.

54:47 Interviewer Exactly.

54:49 SGB 1 Because of, if I can already see that the ceiling is broken, I can also do it. I can go and break the glass, I can go and do the ceiling. No one will tell you what to do.

55:02 Interviewer Exactly, exactly.

55:04 SGB 1 So, with the assistance of the Department of Education, the school can overcome a lot of things.

55:13 Interviewer Thank you so much, Ntate SGB 1.

55:21 SGB 2 If the education officials, working at the district level and those who have authorities, most of them, worked within the education department, they've been teachers, they've been principals. If they could be bold enough, and tell their stories and try to help SMT's to convince the lawmakers to try and revise their laws. Because they know the ins and outs of being in the teaching environment.

56:06 Interviewer Yes, what you are saying, it's a good point.

56:09 SGB 2 So, I think in my own opinion Sister, they are being hired by the department, departmental officials. Now, they seem to be afraid to challenge the very same department.

56:24 Interviewer Yeah, because for a principal to say this school is all, all of you as SMT, comes in [inaudible] the school is full, and the parents go and give them letter. They collect letter to come and force it on him. It means that they don't know their work very well because over crowdedness can create a big problem that learning will not take place. Where you see that the educator is having 60 students at a time, or even more. Some will be playing something there without even paying attention.

57:04 SGB 2 You'll find that the very person who wrote that particular letter, has been in principal somewhere. That's why I say, when they get to those fancy offices. They seem now, to forget what's happening on the ground.

57:21 Interviewer Exactly. Okay, let's thank you so much, Ntate SGB 2. Lets go to question four. I think, what are the strengths and weaknesses of the - okay the objective is to carry out the SWOT analysis of the proposed framework. So here you see SWOT, which is S-W-O-T. S stands for Strengths, W stands for Weaknesses, O stand for Opportunities and T stands for Threats. So, the question is, what are the strengths and the weaknesses of the proposed framework?

58:46 SGB 2 Okay, the strengths will be reaching out to change the lives of the learners, because of without only the school, some of the learners they come from very poor environments, whereby you find the mum, the father, they're not working. And then the strengths will be to encourage that learner, make them see the difference. Make them understand they are worth something for tomorrow's future. And then the weaknesses. The weakness will be to try to rehabilitate some of them that are already having wrong terminologies, and are struggling to get out of that struggles that they're in. Because of some of them will find them that because of their backgrounds, they're feeling that, I can't do this in my life, with my life. And then they will focus on the other learner, that learner, he has matriculated and I have not matriculated. So, the weakness will be try to make them aware that they are all equal.

1:00:46 Interviewer Exactly.

1:00:47 SGB 2 It's just the thing of pushing the weight that they have.

1:00:53 Interviewer Exactly, yeah, you know, it is an opportunity for the government to strengthen the police force, you know, police force or to employ more police. That is an opportunity. So, and for it is an opportunity for even the church to come in, to ensure that its youth are good in church as they are good at school. It is an opportunity for the church to try to take care of the young members of its congregation, both within the church and also, to want to know how these children are doing at school. Plus, it is an opportunity. It is an opportunity for other institutions, apart from the school, to take interest in that phase of the children who might be gangsters at school. If the church finds out that a learner is a gangster, at school, the church can offer counseling services for these youths. The counseling services, every school is supposed to have counselors, because at times, you see the learners they don't trust their teacher. As I have heard some would say, if you discuss maybe you're passing through hell at home, the family,

1:02:45 SGB 1 Having a psychologist.

1:02:46 Interviewer Yes.

1:02:50 SGB 1 At the schools, present.

1:02:50 SGB 2 Yes, for the children, because of some of the children, they want to speak.

1:02:55 Interviewer Yes. They have a reason for not -

1:02:59 SGB 2 Speaking

1:02:59 Interviewer Yes, for not speaking.

1:03:00 SGB 2 Yes, because some of the learners -

1:03:01 Interviewer They are afraid of betrayal.

1:03:02 SGB 2 Betrayal, because some of the learners, they will not speak in front of an educator. Even if they know that they have a problem. They can't open up. One of the things I suspect about the grade eights, when I was at the camp, the people that was there to work with the children. They told me that some of the children have been through a lot of things from outside the school. That they are afraid to open up, but ever since they've started working with

the children, they've come across a lot of things, whereby the children started to open up. It will be a nice opportunity, to have a psychologist working in the school. Present at all times. If a child has a problem, they can start talking to the learners and then counselling can be done at the same time.

1:03:56 Interviewer Okay, thank you so much Ntate SGB 1. Yeah. I think, is there any other thing we're talking about, we go to the last question.

1:04:05 Group Yes.

1:04:06 Interviewer Yeah. So, objective five, To develop success indicators in using the framework. Question five, how can we demonstrate the success of the proposed framework? And we can see how can we demonstrate the success of the proposed framework or how can we show that the new framework we are suggesting, has succeeded? How can we show that framework is sufficient? If it takes a shorter time between the reporting of the gangsterism incident and how does the SMT deal with it? If it is fast, then the framework has - okay. Do you understand my question?

1:05:14 SGB 1 Yes. I understand it, yes.

1:05:19 Interviewer The success indicators, that is the attribute, the sign that shows that this framework is working

1:05:26 SGB 2 It's working. Okay, that will be, according to the learners, change in their behavior. That will be the good demonstration for that, to show that this new framework is working. And also, in terms of also the pass rate. The results, there will be a change in the results as well. It will show if the the new framework is working or not. Or if it's lacking. And with the conducted meetings of SMT and SGB, working together and sit down and brainstorm and then reviewing after a time, as well, to sit down. Did we make a change, looking at our progresses, most of the time after we had meetings, how far we have progressed, and is there change in the results and the behavior of the learners.

1:06:39 Interviewer Yeah it will show that the framework is working. You know, I think this last question, question five, is the summary of everything we have been saying before. All those positive the weaknesses now is gone. We talked about the security whether there is security, where the fence is closed and there is a tendency that if the Education Department can now, the government can employ more police who will be standing here as a security. Checking the bags of the learners those who are coming to school with knife with the dagga, with all the things. You see? The success is showing. I'm just supporting what you have just said.

1:07:30 SGB 1 To add on to what Ntate SGB is saying. It would create a very safe environment, when coming to teacher and learner relationship. And thin, if teacher and learner relationship is smooth, so to say, I think the learning and teaching environment will be conducive.

1:07:58 Interviewer Yes.

1:07:59 SGB 1 In time, those very same learners will be the parents of tomorrow.

1:08:06 Interviewer Yes. Leaders of tomorrow.

1:08:09 SGB 1 If we try to curb this today, we would be creating a better tomorrow.

1:08:15 Interviewer Exactly. Exactly.

1:08:18 SGB 1 They'll pass their experiences to their kids.

1:08:22 Interviewer Exactly. Exactly. So thank you, Ntate SGB 1. Thank you, Ntate SGB 2. Yeah, you have really dealt with this, my questions. I'm so happy. You can see me smiling. Thank you so much. And may God bless you, reward you for answering my call. Yes, I think this, the success of this framework. If it becomes good, going well as we are planning it.

Everybody will benefit from it. Every child, every home. Yes. Thank you so much. Have a pleasant evening. Thank you. Thank you.

Education Official (Mme Betty)

(00:11) Interviewer To make it shorter, I think you have gone through this paper.

(00:13) Education Official Yes.

(00:14) Interviewer Because starting from here it's just my introduction and as you see at the beginning, is the objectives of my studies. There are five of them, and there's this objective that I turn in to five questions. So, the methodology I'm using is called CPAR, that is Critical Participatory Action Research. It's the methods that I'm using for this research. So, we will go to the next page. The title of my research, the topic of my research is a Framework to support the school management team in handling learners' gangsterism in a [inaudible] school. I have mentioned about the Critical Participatory Action Research that I'm busy. Then we move to objective one. To demonstrate the need for a framework to cover learners' gangsterism in school. Question 1. What are the needs for a framework to curb learners' gangsterism in school?

(02:02) Education Official To respond to that, let me first start by saying, in the Department of Basic Education, we have worked with, we call... what do we call this? The national framework for school safety, and that framework, basically covers quite a lot, but it is specifically to create that safe and supportive environment for our learners to learn in our schools. And it also touches on gangsterism, violence in school and all of that, but we do not have a specific framework that deals with gangsterism. Even though we are having programs that are there to support learners that are involved in gangsterism. So, it would mean to align ourselves with your research to say, if we were to have a specific framework for gangsterism. That would address one guide the teachers in terms of how they would handle. And it does not start with handling, it starts with identifying. They need to know how to identify children that are involved in gangsterism, they need to know how to support them and also how to prevent it from happening. Because for us, from a social works point of view, prevention it's our main focus. And then the last leg will be to support. So, that framework needs to cover that. Prevention, identification, support and managing it if it's there to say how to manage it in a school.

(04:12) Interviewer I'm dealing with a social worker. I'm talking about the SMT here. So, I think we leave this ones, because it's probing questions for teachers and `SMT in the school. As Education Official, you have given me view of an Education Official. Then we go to objective two. Objective 2, to explore the challenges faced by the SMT to withstand learners' gangsterism in school. Question two. What are the challenges faced by the SMT to withstand learner gangsterism in school?

(05:11) Education Official Well, the challenges that in the absence of framework, remember the SGB's in our schools are the ones responsible for making developing a policy that guides the SMT in terms of implementation of the protocol or any strategic program that they need to implement in school. So firstly, the SMT would be therefor have a challenge of in terms of how do we go about this if there's no framework, if there's no policy. So they would not have something that will guide them in terms of the proper steps that they will need to take in order to deal with gangsterism in school. And it will also prevent them from cascading the information further to their downlines, in terms of when the teachers in the classes are experiencing this challenge. What is it that they need to do, for example the reporting matrix, to say if a teacher identifies a child, where do that teacher report that child to? Are they going to the school-based support team or are they

going to the safety committee within the school? Because there's no proper structure that would have been assigned this responsibility. But let's say we have a framework and there's a specific teacher in the SMT, that we know that they are responsible for the school's safety, for and within the school. It will then be easy for the teachers, when they identify the child in a classroom, to go straight to this teacher to report the matter, and the case will be handled accordingly. So, that would be the challenges that they face, and also an issue of from the teacher's side. They are managing both the learners and the teachers.

(07:14) Interviewer Exactly.

(07:14) Education Officer When the teachers will come and say, you know what, our lives at risk because of this children, then the management would not be empowered in terms of how they handle that, because now it's an issue of balancing the rights of the teachers and those of the children.

(07:34) Interviewer Thank you so much (Education Official). You know as Education Official, you are the last person I'm interviewing. At times I say, this gangsterism of the teenagers is a complicated issue, because schools are going to... I'm doing this framework for SMT, the managers of the school. And if we look at it, first of all, school's supposed to have a school Code of Conduct. Number one thing that every learner has a copy and from there the learner knows when he's going contrary to the rules and regulations of the school. But, they don't take the school's Code of Conduct serious. Some of them, one of the schools were telling me that their one were outdated. It's too old, drafted 15 years ago. They are trying to make the new one. And another thing, as Education Official, I'm just complaining to you. So, another thing is that the law, the school act, I don't know about the school act, specify that a learner can not be expelled from school for more than a maximum of 5 days. Why then do they not send to the authorities send the complaint to Education Office, then it takes the Education Department about 12 months to answer that whether they should expel the child or not. And the child only spent 5 days and come back to school, and continue with that disturbance, as a gangster. And you, as an Education Official, I don't know whether there is something that should be added that you people, as Education Officials, answer the management fast, so that action should be taken without delaying too much. I don't know.

(10:13) Education Official In response to that, you know, one thing about the Department of Education is that there are systems in place. There are policies in place, there are guidelines in place. But when it comes to the implementation, that's where the challenge is and what you are saying to me right now, it says let me take that one of the Code of Conduct. The Department ensures that every school, at the beginning of the year, they have a functional SGB. And one of the critical role of the SGB is to ensure that they have, the schools have Code of Conduct that are effective. And it is also their responsibility to ensure, that those Code of Conduct are implemented in the schools. The first parent meeting, where the learners are coming in January... The SGB and the SMT need to ensure that their Code of Conduct is read in that meeting, all the new learners are provided with a copy. So, this brings us back to the functionality for the SMT of the school, and the SGB of that specific school, to say they are not doing what they are supposed to be doing at the school level. Because, the policies that we have, the SGB's know that some of the policies are renewed every second year, they are reviewed. That is why then, as the Officials, we will randomly select schools, we will go and monitor the functionality of the SGB when we do this whole school evaluation. We will see the

functionality of other committees, that's where we'll see the gaps and we will support the schools in terms of closing that gap. So, for me it says this specific school, has serious challenges. Their SGB is not functional, the SMT is not doing what it's supposed to be doing. So, it's not an issue of the Department, because the roll of the Department is to provide them with guidelines. And ensure that the systems are in place. But when it comes to the functionality, the SMT must ensure that they do what it's supposed to do. On the issue of expulsion and suspension, remember they're right. We have South African schools act, which is the SASA, and from the SASA, we have developed guidelines in terms of expulsion, and suspension of learners. And those guidelines are very clear, that every school will have a disciplinary committee, every school must have school-based support team. And what needs to happen in a school level, let me make an example of a case of a child that have serious misconduct. The disciplinary committee will follow the disciplinary procedures, but parallel to that, the school-based support team, must be part of that process, to support that child. Because our whole idea is not to be punitive, but restorative. The school-based support team, their role would be, what causes this child to be like this? Is there any psychological challenges or social challenges that this child is undergoing, hence the child is behaving like this. Because the behavior is just the symptoms of the underlying factors. So, the school-based support team, will work with the child, to deal with this psycho-social issues that might cause the child to behave in this manner. Whereas the disciplinary committee, their role is to enforce the Code of Conduct of the school. To say, you have transgressed, and this is what needs to be done. You need to be expelled or suspended for 5 working days, and then you come back. But when they work together, these two committees, let's say the disciplinary committee saying, we are going to suspend learner A for 5 days, then the SBS team will come in and say, in those 5 days, this is the program that we are going to enroll the child in. So that, when the child is at home, he is receiving counseling, he's going for these programs so that, when he comes back from home, coming back to school. The child has been supported accordingly, but in practice, that is not happening 100%, the schools are only focusing on the disciplinary process. They suspend the child, the child goes back home where they don't even know whether there's a parent who's looking after this child. There's supervision, there's support, and then after that 5 days the child comes back. And in most cases, that child comes back worse than before.

(15:34) Interviewer Exactly

(15:35) Education Official Because their approach is just punitive. And then this child will come back to school. Misbehave and misbehave and they will then apply for expulsion to the HOD's office. And when that gets to the HOD's office, it is then forwarded to me. That's where I will discover that the school did not follow the correct procedure. The school did not support this child accordingly. That where there's the psycho-social part comes, but however, the office that deal with expulsion application are the HOD's office. So, what they do, they'll go back to the school, hold a meeting with the school, the parents and the learner to understand the merit of the case. So, the challenge that we're having, that schools are using expulsion to deal with the problem, get rid of difficult children. Not supporting them. But the law, the very same South African School's act, says to us. As long as a child is under the compulsory school going age, we need that child to be in our schools, and according to our South African Constitution, that child needs to be in the school. We have to advocate for their rights to be in a school. So,

you see it's how we, as Officials at a different level, try to run away from our responsibility, because they're equally responsible for that child in their school. Because we're saying, from our section here, we are saying all our schools needs to be inclusive. The child must not fit in to the school, but the school must adjust to fit in that child. To accommodate that child. So, we must create that coindusive working environment for our children.

(17:35)Interviewer Exactly, hey (Education Official), you have done this one so so good. Thank you so much. Okay, we go to objective 3. To identify gaps in managing learners' gangsterism in school. Propose possible solutions. Question 3. Which gaps exist in managing learners' gangsterism and what are the possible solutions to these gaps? Anyway, we can try, because you have mentioned part of it in your last answer.

(18:29)Education Officer Well for me, the gaps are in policy implementation. If all the key role players within the school level, the district level and the provincial level could play their roll in implementing the policy as it's stated. Then we can be able to curb this. The second gap would be in terms of prevention. Advocacy and prevention. For me, that is the greatest gap. And that would not only be the responsibility of the Department of Education or the school's only, it requires multi-disciplinary approach, where we involve other stakeholders like your SAPS, Department of Social Development, the NGO's like churches and other non- government organizations that are dealing with social issues within the community, because if you look at the issue of gangsterism, it doesn't start at school, but it starts within our communities, and our children will then form these gangs and come on and bring this to our schools. But if I were to share with you, I previously worked in a committee which was organized by the, then premier, (Premier's name), where we had a serious challenge in Botshabelo. There were a high rate of gangsterism, in the community that escalated to the schools. When we did our investigation, we realized that gangsterism is actually far greater that what we see. Because it has a criminal element in it, it has a spiritual element in it, it has... When I talk about criminal element because it's a syndicate. Sometimes you find that it involve white collar crime, where people in higher authorities are actually dealing with this, using our children, form gangsters so that they can conduct this criminal activities like high jacking, drugs and all this other things. So, that's why it has a criminal... You'll also find that it has a spiritual element, because in that we also found that even satanism was ruling within the gangs. Our children were being forced now to this other spiritual occult or whatever the case may be, through gangsterism. It also had a cultural element, in that our children were taken from schools or their families, to go to initiation schools, and when they get to initiation schools, what they find there is not what they thought was going to happen. These people were actually grooming them to become gangsters. So, the other elements will be the social, the issue of poverty, child headed household and all kinds... All these things contributed to this high rate of gangsterism. So, that is why I'm saying, it needs all the stakeholders. Not only the school, it's bigger than the school. So, whatever intervention strategies that you come up with, needs to cover all these areas. Because we can say, okay, in our school we create a safe environment. Children will be searched, there will be no dangerous weapons, no substance abuse and whatever. Support them at a school level, but what will happen when they leave school and go back to the communities? Is our children safe? They're not safe, because the situation is still the same. So, for me those are the gaps that we need to close.

(22:42) Interviewer Sho (Education Official), thank you so much. This is a very concrete point, I like it. Thank you so much. So, we go to objective 4. To carry out this [inaudible] analysis of the proposed framework. Question 4, what are the strengths and weaknesses of the proposed framework? Yes, S is for strength and W for weaknesses and the O – opportunities and T for threats

(23:31) Education Official For me, in terms of the strength would be, if we have this proposed framework, it will empower our teachers and SMT's in terms of how they can manage the gangsterism within the schools, early identification and all of that that comes with the implementation of that. However, the weakness will be, that if this framework is not properly implemented or utilized, then it will create chaos at school. So what we need to ensure is that the framework is in line with all the relevant policies within the Department of Education. So, it doesn't contravene any acts or policies like SASA and the Constitution and the Children's Act, because those are the key acts or legislative prescripts that we use. And an opportunity for me, would be it creates a learning space for all the parties that will be involved, because when you have a framework, you have something that guides you, something that you will be able to use. sort of a tool to test the effectiveness of this framework. It will give you an opportunity to see if there is early years of improvement, or gaps within the system. So, it will give us that opportunity. The threat would be, if it is not correctly implemented, or correctly drafted. It would have now a negative impact on how gangsterism should be dealt with. And the support that would be given to our learners and also to the teachers as well. Because they also need to be empowered, they also need to be supported, because gangsterism does affect them as well.

(25:59) Interviewer Thank you (Education Officer). We go to the last objective. Objective 5, to develop success indicators, in using the framework. Question 5, how can we demonstrate success of the proposed framework?

(26:28) Education Official For me, we can use that by saying, let's say the framework has been developed, and then we pilot it in a specific number of schools, and then we monitor the implementation. Then we can be able to say, in the six months since we implemented this framework, there are ABCD changes that we see in terms of the number of cases that have been reported, the number of incidents that occurred in the school or outside the school premises, the number of teachers that were involved and the number of learners. So, we'll be able to see in terms of behavior change, within the school community and the surrounding areas.

(27:24) Interviewer Yeah, it's a fact. This one I don't think will have many things to say here. Thank you so much, (Education Official), we are done. Thank you. You are really a wonderful teacher, because the way you are going and going, that is really your area. Thank you for accepting to have me. I'm so happy.

Lekgulong Deputy Principal

00:04 Interviewer Okay, no problem. It's on now?

00:06 Deputy Principal Yeah, it's now on.

00:09 Interviewer Thank you so much. Okay, question one, objective one, to demonstrate the need for a framework to curb learners' gangsterism in school. Question one, what are the needs for a framework to curb learners' gangsterism in school? What are the needs?

00:33 Deputy Principal I think the question is broad.

00:37 Interviewer Yes.

00:39 Deputy Principal Because I'm sitting next to touristic. Curbing of gangsterism in schools, doesn't only depend on us, as teachers in school. This gangsterism starts from from vicinities where the live. This, it [inaudible] from where they come from, in their localities. Now, it requires everybody to be on board. I'm saying members of the community, the parents of these learners, us as a school and themselves, these learners Yeah, I can even cut across to go to maybe the ward counselors and what, because that's where all these things come from. From their locality. So, when we have to develop the framework to curb gangsterism, it has to be inclusive of all stakeholders that I forely mentioned. And it should be a document that we all agree upon. It should not be one sided. I mean, if us as a school, have to come up with our framework, which ultimately is going to clash with what the communities are think of. It means it will never die.

02:16 Interviewer Okay.

02:16 Deputy Principal It will never die. So, we need to bring everybody on board and agree on developing the paper or a document that will assist us in curbing this and whatever we are going to discuss, whatever we agree upon has to be implementable. It shouldn't just be a paper which is going to gather dust without having been used. We should all agree on that.

02:43 Interviewer Okay. Thank you so much. It's very clear as you said, it's broad. Yeah. I'll take my questions here, you have already touched some of them. Why there is a need for a new way to solve the problem of gangsterism. Two what are the needs for framework to curb learners' gangsterism, in other words, in your own opinion. Are there ways in which the school management team fails to attend to the problem of learners gangsterism in school? Are there ways in which the school management team fails to attend to the problem of learners gangsterism in school?

03:56 Deputy Principal Yes, the SMT fails, primarily because if we don't pull together and agree on some implementable strategies, we will always have problems because, you see, I've been in this field and I've seen the behavior of some of us, as SMT. You know, there are some of us who will always favor a learner's side and will always be those who are firm on what should be implemented. For example, if I can go out now, you will find that there are some learners who are basking in the sun, and some educators have just passed them without saying anything. So, when you go there, they see you as a goggo or something, they literally run away, but they don't do that with them. So, it boils down to discipline. SMT members, what are we doing? What are we doing, because if you don't pull together, it means this gangsterism will always be there. I can even go on to site specific examples. We would, in some instances, invite the police for police search. We would agree upon, as a team, but then one of us could go and [inaudible] to say hey, police are coming. So what happens? Whatever they have, they hide it. So it's a failed exercise, because some of us don't work as a team. And in that manner, The gangsterism will never ever go down. It will never ever go down, because some of us are too smart or too soft for these learners. Maybe it's because we are related to them also and we know them and as a result, it

creates a serious problem, because now you don't know where you stand as a school, to say but I want to break this thing down. I want to emphasize on the issue of discipline, but if some of us are doing that, that's where we're failing. That's where we're failing. And to some certain extent, we have developed a working document that is a code of conduct for learners.

06:29 Interviewer Yeah.

06:30 Deputy Principal Yeah, and it stipulates even the level of misconducts and whatever.

06:35 Interviewer Yeah do's and don'ts.

06:36 Deputy Principal Yes

06:37 Interviewer And some regulations.

06:38 Deputy Principal But hence I say, I can be brutally honest with you, we have only started implementing it from Monday, when we had serious challenges. Other than that, you'd have disciplinary seating of learners, but nothing happens. Maybe we'll call parents parents will come and some parents to some certain extent, they will even stand here by their children, to say no, this is not my child who has done this. Today is Friday, on Wednesday, here was a fistfight of the two boys here at school, during, towards the end of the school. Now we called the parents, the parents came, it was so [inaudible], because these learners were fighting at the second floor and anything could have happened there If one of them decide to push the other then - So, we have induced serious challenges to say, our parents instead of assisting us and some of the SMT members, instead of assisting us just ignore these things. And that's where we are faced with the challenge to say but how do we do this? For an example this morning, I was standing at the gate trying to curb this late coming thing, but they were just walking and none of my colleagues were there to come in assist me. So we still seated with the same problem of some of the colleagues who are not willing to pull together and as a result, disciplines like gangsterism and other things will always come. Yes.

08:27 Interviewer Deputy Principal, thank you so much. And what I'm just asking is, as you said, a school code of conduct. Is the teachers here aware of school code of conduct of this school? And even the learners?

08:56 Deputy Principal Okay, you know, we used to have an old document of school of conduct. Now, because of the involvement of the police, they gave an advice that our school of conduct was outdated, we need to update it. So, it has been updated and it is in accordance with the prevailing atmosphere. Because we cannot have a very old document that does not address what is happening now, it was, that one was addressing what was happening then, so we need to put on changes time and again. It was produced by the safety committee. We have a safety committee here, which is coordinated by the safety chair. Now they developed that document, the document was even exposed to educators. We went through it and because before they could come up with a final document, it was a draft so that we can have the inputs and wherever. We have the final draft, the thing is, it has not been advocated at the old school body in, what I'm trying to say, to all learners. Fortunately today from 12 o'clock, we are sampling it again. We are going to take 20 learners per grade. Yeah, 20 learners per grade, who are willing to go through it and have a say on it, so that we can build it now and say, this document that we are going to use. But other than that, here and then we are still using the old one. But as I'm saying, the old one does not address fully, the circumstances in which we find ourselves.

11:13 Interviewer Yeah, School of code of conduct of the school is still in process because the old one is outdated. Yeah, and the sooner you people finish it, the better. Does the one looking at it? Because I could remember my interview with some groups, particularly the teachers. They deny everything. I'm not supposed to talk about that, for you as one of the authorities, to see how

this team will come into use as soon as possible. Because they said that whether there is a school code of conduct existing here, that they never seen it. So, and it now lies on the things, learners are misbehaving, doing bad things. Whether the teacher, whether the SMT, they will just pass, they won't do anything. So, and when it comes to worse, is the SMT, including teachers will suffer it. So, the sooner the better because you can't manage children like this, without it, because if you ask them tomorrow, they denied. They said they don't have any rule in their school and it is not a good image. Yeah, thank you Deputy Principal, I think we have exhausted question one. So, we go to question two. Objective two, to explore the challenges faced by the school management team to withstand the learners' gangsterism in school. Question two, what are the challenges faced by the school management team to withstand learners' gangsterism in school?

13:31 Deputy Principal As I already indicated, we are seated with a very serious problem of having to produce that final document of Code of Conduct. I think that becomes our first major challenge, because without it, we are stuck. We will always have a good ideas on how to extend learner gangsterism, but if you don't have a working document, that binds everybody, and it needs [inaudible] to be seated with that. Having said that, when cases arise we normally successfully have to invite parents of those learners involved. That's point number one, the real challenge are, some parents are not cooperative. They are not cooperative, they will not even come to the meeting. We've gone to the extent of when do we call them, there is a letter that you produce. That normally indicates that if the parent does not attend, the learner will have to stay at home. And in some instances, we even take their books, because we want to make it as urgent as possible. But parents will still not show up. So that is another challenge. The relation that we have with parents, and it is not only that. Maybe if maybe I can take a detour a little bit, we are going to issue out the results, the reports next week. We'll still after issuing that after that week, we'll still be seated with a bundle of uncollected learner reports. And what does that imply? It implies that our parents don't play their part of parenting, because it starts there, is a discipline if the parents/ not disciplined, then we're expecting the worst. In some instances parents will be here. Especially during this gangsterism cases. The parent will tell you that my child is not a member of a gang. And but the community will always be telling you, no these boys are members of the gang. And you know, sometimes I remember I think it was in 2016 or 2017 where, as a school, we took a stand of not having to attend a funeral of a gangster anymore, because they were they were killing each other like flies. Firstly, we would advise them to desist from participating. But then if the parent, the parents' version on their learner's, so they feel that they are doing the right thing, then we become toothless, because the parent will come in say, yes my child is in gangsterism him or her from being attacked. So you see, hence I say, these are things which are coming from to. So, even if we try. Okay, in a school environment, we will try to do our best to address it and say it's not right, let's desist from doing that. And we have been dealing with the police. But now there was a stage where now, the police hands were now full, they could not handle it anymore. Now there was this vigilante group, it's called Yanyatsotsi.

17:35 Interviewer Yanyatsotsi?

17:37 Deputy Principal Yes, Yanyatsotsi. So, these guys, ever since they got involved, it's a vigilante group. Ever since they got involved, the level of gangsterism here is quiet. In our school, we used to have two or three, let me say two, that were well known, two gangsters. And they were fighting each other, usually on Fridays. Joh, after break, you would hear the commotion, started fighting and only start fighting when they do, they disrupt the smooth running of the school. But when you go deeper into this, they will tell you that no this thing started in our own locality. This group has murdered a member of our groups, we are just

retaliating. It was very bad then, but ever since the involvement of these people. It has gone down to an extended of here at school, we don't have it anymore.

19:00 Interviewer Okay.

19:01 Deputy Principal Yes. If they have it, they have it outside the school parameters, which is what we are not in control of. But nonetheless we always encourage them to withdraw from such activities, because they die young and they were dying.

19:19 Interviewer It's really bad. Thank you, Deputy Principal. Do you think - okay, I think you have answered my question here. Do you think that there are some problems that SMT face when they deal with the problem of learners' gangsterism in school? You have mentioned it, I think so. Yeah, because the involvement of vigilante, Yanyatsotsi. Okay, this one what do you hear? What do you hear people say concerning your school or they're not saying anything?

20:13 Deputy Principal Joh, They're saying a lot.

20:15 Interviewer Oh.

20:16 Deputy Principal Yeah, our school was declared as a hotspot of gangsterism.

20:21 Interviewer Oh, hotspot.

20:23 Deputy Principal Yes, because of the existence of the two gangsters that we have, two groups. Yes, which were fighting each other. I was saying this, because even the Department of Education had to declare us as a very serious hotspot, in as far as gangsterism is concerned. The surrounding members of the community, they were also complaining, because and remember, we are neighbors with this.

21:02 Interviewer Yeah.

21:02 Deputy Principal So, sometimes during the course of the day, if a fight would just erupt, when it erupt these learners will run away and making it, disturbing the members of the community around. They even had, the neighboring school also had their own challenges as far as gangsterism is concerned. Sometimes they'll fight, two schools will fight each other. Yes. So, we tried, by all means to engage the police but at some stage police hands were very full, they could not curb it.

21:40 Interviewer Yeah.

21:40 Deputy Principal Yeah, and now when this thing starts, the whole school, the school committee, look for their protection, they look at the SMT. What is it that you SMT doing? So, sometimes you need to confront these situations and try to calm it down. People will come from outside, even those who are not our learners, but supporting our learners. They will just come in and when they come in they say they are here to come and protect their children and their brothers and sisters. That's when we had to bring in the police to say this is becoming too heavy on us, because we don't have any control of people who are coming, but the police have it. We have a control of on -

22:28 Interviewer On learners?

22:28 Deputy Principal Yeah, here in school. It was so bad, because in one year, while it was, it was also on Friday.

22:38 Interviewer What year was that?

22:39 Deputy Principal I think it was around 2017/2018.

22:42 Interviewer Okay.

22:43 Deputy Principal We were called, it was during break, we were called on Friday that there's a group of boys who are coming to your school, to come in and attack some of your learners. Then, because it was break and during that time we never close the gate, we allowed them to go and eat outside. Now, this boys, our learners went out to go and eat outside. Now, it's

like these boys, who were the attackers. Were getting frustrated not having to find their people, so they got one of our boys. They attack him, that boy was hacked. He nearly died, because when we arrived there with the principal, the boy was lying on the floor with his stomach facing down. And there was a big wound somewhere here. Yeah, he was hacked but fortunately, he lived even wrote matric last year. But that's an example of how dangerous this was. Yeah, yes, but then thanks that these people came in and we are now seeing a direction.

24:06 Interviewer Sho, this was really bad. Thank you so much Deputy Principal. Let's go to objective three. To identify gaps in managing learners' gangsterism in school, and propose possible solutions. Question three, which gaps exist in managing learners' gangsterism and what are the possible solutions to these gaps?

24:47 Deputy Principal I would say, I think this takes me back to what I've said earlier on, the most prevalent gap would be, us as SMT, not pulling together. Yeah, if we're not pulling together, we'll always have these gaps. Others will always, the other gap will always be when maybe we call on police to do the body search of this learners, then some of us sneak out and made them aware that the police are coming to search, so in that case will never ever reach our objective.

25:35 Interviewer Yes.

25:35 Deputy Principal Because they bring dangerous weapon. Another thing, yes, the way in which some parents may behave in as far as this is concerned, because it is either they don't come to the meeting, or when they come, they will always be on the children's side, forgetting that we spend almost eight hours with them every day here and we see what's happening. So, the parent will always disturb them simply to say no, that's not my child.

26:11 Interviewer Don't you think that they're afraid of their child?

26:15 Deputy Principal To some certain extent. Yes you're right because some of them unfortunately, some parents are not working. So, these boys and girls who are involved in this, they ultimately can becomes breadwinners because when the rob, when they do, they come with these things and they give them to the parent, the parent will say, no it's fine.

26:35 Interviewer You see? Yeah, this thing [inaudible]. SMT always tries to attend the problems of learners' gangsterism in school, but sometimes they fail. Because in South Africa there is a lot of learner gangsterism. Two, which areas are weak? That when strengthened, can help the SMT or entire school to deal with learners' gangsterism?

27:21 Deputy Principal I think their assistance and the help of a school governing body. Why do I say school governing body? I'm saying the school governing body, we use it as a vehicle, to advocate to parents, the curbing and the total collapse of gangsterism. They are in their communities, they live with this learners day and night. The SGB should take a stand to say, we have picked up the weakness in our school in as far as this gangsterism in schools. Why can't we escalate to the communities? It should start from there? We should have, I don't know whether it's correct way to say cohesion between parents and us. So that, when it comes to us, if it is right, because sometimes we don't have to take anything. If it is right and it is in line with what we aim to have. It should come from them. It should come to us, they should come and sell it and together we should build one, solid thing to say, this is how we are going to operate, because we would have agreed with the parents and everybody else. So the weakness is we have not yet gone to that extent. We can be advocating ` because unfortunately it goes outside the school. You can have it here, you can have the control here, but what happens outside? We don't have a control over it. That's why I'm thinking that the involvement, total involvement of the SGB, the

coordinating and dealing with all of this, will assist us a great deal. Yes. So the weaknesses for now, we don't have that.

29:48 Interviewer And from what you have said, it then means the SGB and school management team are not working hand in hand?

29:59 Deputy Principal For now, we don't.

30:00 Interviewer Meaning that in this country, SGB and the school management team don't have maybe once in a while a meeting together?

30:13 Deputy Principal I'll be lying if I can say we only we had one, we never.

30:17 Interviewer But what is their work, as SGB, to help the school?

30:24 Deputy Principal Just to back up, what you are asking, they go for training. The minute the induction, they go for training, because we feel the SGB, ideally there should be subcommittees, the discipline, the finance, what and what. We don't have such. There is only one meeting, that for the first time ever since I'm here, that is proposed to happen between the subcommittee of the SGB and the curriculum, the curriculum center which is us, the SMT, because it is in that meeting where we are going to discuss the curricular matters. The pass rate and what and what, and what is it that we expect from them. But other than that, we never had such meetings.

31:20 Interviewer You know, an opportunity [inaudible]. Like you have a SGB, in my country they have, the call this PTA, parents teachers association.

31:35 Deputy Principal Yes

31:36 Interviewer And they have if, like Nigeria we have three, three quarters or three terms.

31:43 Deputy Principal Okay.

31:43 Interviewer Yes, that makeup of a year system. So, they may, each term they have a meeting together. It's there that the parents add their views about their children, or if you are reporting if - but this gangsterism is not there, but anything that is bad attitude from the learner, they feel that the school is very pleased that the child will be molded very well for future, they don't hide it. Yeah. Okay, thank you so much, Deputy Principal. Yeah, this my question, I think you have answered it. Is there anything that looks weak, and therefore it prevents the SMT from dealing with the learners' gangsterism in school? You have covered that area. Four, in your own opinion, what are some of the solutions to this problem that you have identified?

32:59 Deputy Principal Then the solution is straightforward. Involvement of relevant stakeholders.

33:11 Interviewer Okay.

33:11 Deputy Principal And fully participating in developing the framework to curb gangsterism. By that I mean, let's start from the homes of these learners. There has to be coordination, there has to be communication, effective communication between the parents and us as a school. In this case, I'm referring to the SMT.

33:42 Interviewer Yes.

33:43 Deputy Principal Yes, there has to be a way out, where we would sit together and say we are developing this paper which is going to assist us in seeing to that our learners are no more, which is their children, as parents, that they don't take part in this anymore. Yes, but hence I say, while we're at school, I will refer to that what we are trying to do, as a ticking an ice bank. If parents are not participating, we are not going anywhere. But I'm not ruling out the responsibility of SMT.

34:25 Interviewer Yeah.

34:25 Deputy Principal We still have the responsibility. We cannot just fold our arms and say, no parents are not participating. Let us do something, let us advocate, let's take it to the next level to

say, okay, parents are not, we cannot just fold our arms and say parents are not participating, so let us also do the same.

34:44 Interviewer Exactly.

34:45 Deputy Principal Let us do something about it, let us advocate and say it is incorrect. You, as parent not participating. Come on board, let's help each other because when we help you, we help the future.

35:01 Interviewer And as the school, don't have any power to expel troublesome learners or gangsters who are disrupting the smooth running of the school?

35:21 Deputy Principal I love your question.

35:22 Interviewer Yeah.

35:23 Deputy Principal But I can say, our hands are tied.

35:25 Interviewer Exactly.

35:26 Deputy Principal Our hands are tied, in the sense of if you go through SASA, South African School Act, it clearly stipulates that there's only one person who has the right of suspending or expelling a learner, irrespective of the behavior and that remains the head of the department.

35:50 Interviewer Sho, even the principal?

35:51 Deputy Principal He can't do it. It's unlawful to do that. And that one is taken as the last resort of disciplinary measure, because even if this learner has committed serious misconduct, you go through the processes, the disciplinary processes and eventually the head of department still has the power to say okay, we shift this letter from school A to school B, and if he or she does not change it means gangsterism would still be a [inaudible], another school. So, hence I say, our hands are tied. We can only do the recommendation, but if the HOD feels that this is not enough, a learner will still be moving around school and doing what they do best, because they know that. Because other than that, it creates that misconception of us now fearing them, because we cannot discipline them the way it is expected to be yes

37:11 Interviewer Sho, it's really an ambiguous problem, it's very ambiguous. Deputy Principal, thank you so much. We go to question four. Objective four, to carry out the SWOT analysis of the proposed framework. Question four, what are the strengths and weaknesses of the proposed framework? What are the strengths and weaknesses of the proposed framework? So here, SWOT, S stands for strength, W stands for weaknesses, O stands for opportunities and T stands for threats.

38:16 Deputy Principal The strength will be, we as the SMT, if we can successfully develop or finalize the Code of Conduct. After having done that, it has to be escalated to parents and to some certain extent, I think it's now reminded of me to say, we need to develop this code of conduct. It shouldn't be SMT alone. It should be SMT, members of SMT, the school at large, learners must be involved, the parents must also be involved in developing such a paper. So, the strength will be, if we can successively so engage everybody in developing such a document, that's point number one. Point number two, sell it to learners. Make it a working document. Make them feel free to be aware of the contents of the document. Advocate it, make them aware of the level of misconduct. Should they transgress that, make them aware. That should be that should be our strengths. Because in a way, the document will be addressing gangsterism.

40:08 Interviewer Exactly.

40:09 Deputy Principal Yes. The weaknesses, I think will be the opposite of that.

40:15 Interviewer Yeah.

40:15 Deputy Principal If we cannot do everything that I've mentioned, then it means we will not be successful and in that tells that here is a weakness.

40:27 Interviewer Joh, that's wonderful Deputy Principal. Thank you. Thank you, your answer and your input is very strong.

40:36 Deputy Principal Okay.

40:37 Interviewer Yes, very, very strong. I like that. So, is there any opportunity allowing the outsiders, like the church, to try to come in into this gangsterism thing? Because I don't know whether is in existence now, but I know that in your curriculum, religion is not included. I think so, we still like that?

41:19 Deputy Principal Yes.

41:19 Interviewer You see, so talking to this and having something like assembly. Talking to learners, because they're from different homes and different upbringing, in a way that encouraging them to attend church on Sundays, hearing word of God. It will and not only that, other opportunities like, I've been watching in this country, unlike in my country, where there is a school you have a field for playing ball. You have this for girls, basketball or handball, they're doing exercises. So, if all these things are not there, it then means that during break period, learners will go, all those gangsters will sit together and their planning their evil deeds or how to disrupt. I don't know. So, it makes me whenever I'm entering these premises, I'm looking at my left side, the land in this compound is too big, because there is no type of game that this compound will not contain. Field for playing football, you have basketball for girls, and other types of sports. As they say that all works or no play makes Jack a dull boy. I don't know why it's not included in the curriculum because gangsterism, gangsterism in school. I'm here, I started hearing it for the first time in this country. We don't know, we don't have gangsterism in other countries, we don't have because time for break is short. But learners, if you keep them busy with all these exercises. I don't think they have time for gangsterism or thinking of anything to disrupt teaching and learning.

43:43 Deputy Principal But in saying that, you know when we were in the climax of this gangsterism, the police came in and said but what is it that we can do to curb it? Then they organized some games.

44:04 Interviewer Okay.

44:05 Deputy Principal Yes. As I mentioned earlier on, our school was a hub of gangsterism. They targeted our school to say, let's organize games. These boys must come and play. Football, they play Ikaelelo, they were targeting those, trying to bring them together. We're having that trophy. That big trophy, it's the trophy that they won. Because now they were trying to say recreations is very important. Instead of you boys fighting, come and play soccer and ever since then, we started having more and more sporting goals, implying that learners now started participating.

44:58 Interviewer Yeah.

44:59 Deputy Principal Just yesterday, or the day before yesterday, I was seated in the staffroom, busy with the grade 12 results, then some boys came in with the chessboard. After playing they were just taking them to safe keeping. I just call them, boys came here, let's play. There was a surprise and I was encouraged to see them participating to say now they're starting to play. We also have, what is this, boy scout. Yeah. We call it Boy Scout, but girls are also there and we have huge number of learners who are participating in that.

45:38 Interviewer Yeah, in my place we call it girl scouts, because all of them -

45:42 Deputy Principal Yes, they are participating in there. Just yesterday, there was one of our former learner, who the principal has introduced to us, the staff. This learner is involved in the NGO, they call them Gold Youth, as this boy was explaining the purpose, he said they quite aware of the wrong things that the youth is doing. So, their purpose to bring down the level of gangsterism and the is misbehavior through workshops and whatever. So, I think we are now heading in the right direction. Of course it will take us time, but we will eventually reach our destination.

46:33 Interviewer Exactly.

46:34 Deputy Principal Yes.

46:34 Interviewer Okay. Thank you, Deputy Principal. Then we go to the last question. Objective five, to develop success indicators in using the framework. Question five. How can we demonstrate the success of the proposed framework? How can we demonstrate the success of the proposed framework?

46:59 Deputy Principal The success of the framework can be demonstrated by having a decrease or a curbing of gangsterism. If the number goes down, if cases of gangsterism go down, I think that will be a success indicator to say we have implemented, we have come up with this framework. Is working? Let's compare. What was it before and check it what is it now. Then, if the number goes down, then we say no, it means it's working. Now we must stick on it. So that we ultimately make it collapse.

47:49 Interviewer Yeah, deviating from being good to bad.

47:52 Deputy Principal Yes.

47:56 Interviewer Oh, that's wonderful. How can we show that the new framework we are suggesting has succeeded, you have answered it.

48:06 Deputy Principal Yes.

48:08 Interviewer Show that the framework is efficient. Yeah, I think we have come to the last question. And any other thing we are talking now, I think we will have talked it already.

48:26 Deputy Principal Yes.

48:27 Interviewer Yes, its success is very clear. If all these things we are talking is implemented, it then means you have succeeded.

48:37 Deputy Principal Yes.

48:37 Interviewer Yeah. So that's wonderful. I'm so glad to have you this morning. Thank you so much. Your own answers and the contribution towards this is very unique.

48:52 Deputy Principal Okay.

48:52 Interviewer It's very unique and I'm so happy about that. It's different from what I've been getting from people.

49:01 Deputy Principal Okay.

49:01 Interviewer The way I see it.

49:03 Deputy Principal Okay.

49:03 Interviewer It's very unique and straight to the point. Thank you so, Deputy Principal.

Lekgulong HOD

00:05 Interviewer We'll take it from there, because it started again now. We are still on question one. What are the needs for a framework to curb learners' gangsterism in schools? That's the number one question. So, you said that when there is a problem, like gangsterism in school, you do invite the police. Is it a recent development or when it's beyond your control? Because I feel like the school management, the SMT, in every school they have a school code of conduct, that every learner should be given a copy, and know their limitations. When they break the rule, what they should face. So, I feel like calling the police or other authority higher than you, is when the offence is beyond your control, isn't it?

01:22 HOD 1 It's always beyond our control. When gangsterism happens, they always come in numbers, more than 50. So, there's no way that we can deal with it. So, the best way is for you to call in your community or to call the police. We can't -

01:37 HOD 2 We've seen it before, hence I was asking are we going to talk about the current situation or not. Because we've seen it before.

01:45 HOD1 When they came here, they came in numbers.

01:47 Interviewer No, we are not talking about current. Anything you have experienced, whether before or present. Like, before you particularly, as you said, can play a good role. And the present, what you said, you may just say it's no longer there. It's minimized, because of the presence of the committee, or the police or higher whatever in education sector. So, which ever one you want to talk about, you talk. But the framework I'm developing, I feel, is something that can help more than the previous ones. I'm developing it for us. I mean, South Africa is meant for South African Education Department or what ever. It doesn't have [inaudible], or particular, its inside the education. The one institution that is, is involved is for everyone, but clearly in education setting. Okay. Are there ways in which the school management team fails to attend, to address the problem of learners' gangsterism in school?

03:26 HOD 2 Repeat the question again?

03:28 Interviewer Okay. Are there ways in which this management team fails to attend to the problem of learners' gangsterism in school?

03:43 HOD 2 Fails?

03:43 HOD 1 Fails.

03:44 Interviewer Yes.

03:52 HOD 1 I don't think, I'm speaking about our school.

03:54 Interviewer Yes

03:55 HOD 1 I don't think we did fail.

03:57 Interviewer Okay.

03:58 HOD 1 Yeah, the problem is, like I mentioned before, I think the answer is still going to talk to the first question. Some of the problems with gangsterism is beyond our control, and most of them will happen during school hours. But when they enter in the yard here, unfortunately ourselves, it's not like, I don't think we did fail, we also have to protect ourselves first, because we are also human beings and we are not part of gangsterism. The people who belong to gangsterism are the last, but unfortunately, when they come inside they don't say who's the teacher, who's what. They do what they want. So, I don't think we failed, as a school. We did whatever it takes to protect our learners, but unfortunately, because some of the things will happen after school. So, how maybe I can answer. I don't know if you want to add?

04:53 HOD 2 I want to add on that. The SMT, they are always working as a team. So, we stick to it that, we interact with the people from the correctional services to come and bring those prisoners there, to tell these learners what's happening there if they involve themselves in gangsterism. So, normally we accommodate them, we give them time. If they say they, just like you are doing now, if they say they are requesting maybe, perhaps one hour to speak with our learners, especially the boys because they are the ones who are involved in gangsterism specifically. We allow them to do that, we can not say we are failing, no, we actually give every group that come to our school to help us with gangsterism. We give them time, we are willing to let them help us because indeed it's a problem.

05:42 Interviewer Yeah.

05:44 HOD 2 So, in doing that we cannot say that we are failing, because it has worked for us. We no longer have it, because of the help that we got from other stakeholders, from outside our institution.

05:57 Interviewer Okay, thank you so much. Is there any other thing to add to it?

06:04 HOD 1 No

06:06 Interviewer Okay, we go to number two objective. Objective two, to explore the challenges faced by the school management team, to withstand learners' gangsterism in school. Question two, what are the challenges faced by the school management team to withstand learners' gangsterism in school? What are the challenges?

06:44 HOD 1 I think one of the challenges, remember why we are here. You are here to teach learners. As SMT, our main focus is to get maximum percentage, especially grade 12's or let me say learner passing. So, the challenge is always about learners disturbing what we want to achieve, because we want maximum learners passing in our school, especially grade 12's. Probably 100%, but we can't get it because they will be cutting the periods short. Maybe the school, we normally have seven hours in school, but because of this gangsterism, we have maybe two or three hours of teaching. A lot of the time will be lost by learners running up and down, and after running unfortunately it's always difficult to bring the back in classes and teach them. So, then we call the police and they escort some of them out. I think it's one of the challenges that we face.

07:55 Interviewer Okay, calling the police to maybe take them home or take them where they will give the audience, is it enough on the part of the school management, because the learners are familiar with you, their teachers, is there anything like on the side of the school management, having something like security at the gate, searching the learners when they're entering the school? I'm just trying to pinpoint something for you to have a clue of yes, on the side of the school management. Like, if there is security who searches the bag that, if some of them are having knives or gun or taking something that is not allowed to come to school with by the learners, then we take it from there. Like, do you think that there are some problems that SMT face when they deal with the problem of learners' gangsterism?

09:36 [inaudible]

09:39 HOD 2 The SMT in particular. I think if we are having gangsters in our school, there's going to be absenteeism, that's the first challenge. Because gangsterism on its own, it's bullying. It's bullying if we can just be honest. So, if maybe they bully a learner, that particular learner will not come to school due to gangsterism.

10:03 Interviewer Yes.

10:05 HOD 2 The second challenge. These gangsters, they fight a lot. Hence HOD 1 mentioned [inaudible] now, if they fight others get hurt, others they even die. So, yes we face that

[inaudible]. So, the second challenge is when they fight a lot. It still goes back to absenteeism. Meaning learners, they will be afraid to come to school. They will just absent. Even the gangsters themselves. Sometimes they do come, sometimes they don't come to school. If it is that time of the gangsters, of which now it's not.

10:46 HOD 1 And let me also come in by saying, you also mentioned the issue of security, we do have security at school. Even though, its not manning security that stand at the gate, we don't have it. Because unfortunately, the same person will be standing at the gate will still come from the same community. They can't stop, that person can't stop that gangs to come inside. So, they will slaughter that same person. So, we decided to be the security ourselves. We close the gate ourselves, at least they are also respecting us as their teachers, than somebody that they don't know. That cannot happen. And we don't have a gate or anywhere a means of searching them when they come. They only come and go as they please, you can't search them. Because we can't search them every day, they don't have them with them, the weapons. But they will be around school here, but we don't know where are they coming from. [inaudible]

11:46 HOD 2 Just to add on that, the security that he is talking about, maybe it will be two people and we're having 1300 learners. So, for them to be searched there at the gate, it will be time consuming. It will waste our time, because remember, school starts at 8 o'clock and these learners, they come from far. So, when they get here, they just rush to the classes, we also as educators, we go to our classes and teach. So, I don't think there at the gate, it's proper to say no let's just search your bags. It's not going to work for us. And then the other thing is that, even if we search them, those things are not there in their bags. They know where they plant them, so actually we will just be wasting our time by searching them. It's tough.

12:34 Interviewer Okay, what do you hear people saying? What do you hear around here, now? This school is situated here, and another high school down there, I think it's Ikaelelo, not far from here too, but particularly for your school, what do you hear people say about your school here?

13:04 HOD 2 In terms of gangsterism?

13:05 Interviewer Yes, in terms of gangsterism.

13:10 HOD 2 At the current moment?

13:12 Interviewer You know, I've told you that this interview, this is a focus group discussion we are not talking present or past. But the two of them mix up what we are answering. If like, in the past, if you know that the gangsterism is rife here. You talk about and they switch it in such a way that in the past, this is how it used to be, but in the present it's no longer like that.

13:56 HOD 1 I think firstly, before I don't think we all wanted to meet here or associated with the school.

14:04 Interviewer Okay.

14:05 HOD 1 Because our school was associated with gangsterism.

14:07 Interviewer Yeah.

14:09 HOD 1 So, even the community knew our school as the problematic school. First, not now. But it changed, after the community came and helped us at school.

14:26 Interviewer Okay. Then, we go to question 3. Objective three, to identify gaps in managing learners' gangsterism in school, and propose possible solutions. Question three, which gaps exist in managing learners' gangsterism, and what are the possible solutions to these gaps? This is two questions in one.

15:11 HOD 2 I think learners are being managed by the school code or conduct. Like we said before. So, if each and every learner knows that what is it that is expected of them at school, by

the school code of conduct. Okay, as I was saying, I think the gaps that existed in managing the learners maybe, perhaps before, is that maybe they didn't have proper school code of conduct, but now, now that we've given them the school code of conduct and they have it with them, they know what is expected of them. Due to the [inaudible] in the school code of conduct. In line with what is expected of them from the school South Africa expect. [inaudible]

16:04 Interviewer Okay, then -

16:09 HOD 2 Or the solution, I think HOD 1 just -

16:12 Interviewer Okay. The SMT always try to attend the problem of learners' gangsterism in school, but sometimes they fail because in South Africa, there is a lot of learners' gangsterism. So, would you want to - Which areas are weak, that when strengthened, can help the SMT or the entire school to deal with learners' gangsterism?

Which areas are weak? Okay, you may share a little bit of it, by saying that previously the school code of conduct was not working well. And now that it has been renewed, or strengthened -

17:15 HOD 2 Implemented [inaudible]

17:18 Interviewer And each learner is having it and know, from there, know there are limitations.

17:24 Group Yes.

17:25 Interviewer Okay, is there any other thing that you have to add? In your own opinion, is there anything that looks like - okay, I've mentioned that. In your own opinion, what are some of the solutions to this problem that you have identified? Do you have anything to -

18:01 HOD 1 On the gangsterism, I don't think, I think only three. The one Mme mentioned of the school code of conduct, the other one was the one that I mentioned before, the police and the community itself. Because remember, the same kids are coming from the same community.

18:23 Interviewer Okay

18:23 HOD 1 Yeah, and unfortunately we don't know all of them and their backgrounds. That was mostly the solution that we brought at our school.

18:33 Interviewer Okay.

18:36 HOD 2 Can I add on that?

18:37 Interviewer Yes, you are free.

18:40 HOD 2 The other solution that we, hence I was saying, HOD 1 has just answered it, I was thinking that maybe he will mention that the other solution is just to let this learners interact with each other, to see things in a different way with maybe participating in sports, activities all those sport activities. Because now they will have that thing of working together as a team. Not hating each other, because I believe gangsterism its all about jealousy. I don't like what you are wearing, I don't like you, the way you walk, but once they play together. You know, when I through the ball to the other learner, you just must give it back to me. You know, it's just that interaction. And I smile back and then they smiled back. So, you know it gives the love. Out of that love, it's the solution to stop gangsterism.

19:34 Interviewer This is one that will. You know, you didn't write your name for me to mention your name. Where did I [inaudible]

19:42 HOD 2 I actually took a pen

19:45 Interviewer Here you'll fill it for me, because HOD 1 have done it. Just jump the line there, write your name, what do you teach.

19:55 HOD 2 I will just write my name here?

19:57 Interviewer Yeah. What's your name?

20:08 HOD 2 You can just call me HOD 2.

20:10 Interviewer HOD 2?

20:10 HOD 2 Yes, because my surname, you won't say it, because it is very difficult.

20:15 Interviewer Say it, let me hear.

20:24 HOD 2 It's a boy again, in English.

20:34 Interviewer No, your contribution is very wonderful. In English they used to say that all work and no play makes jack a dull boy. You see? So that physical exercise is very important in every school. And I never knew, from the country I come from, I'm from Nigeria, every school has a big playground for football, basketball, handball, anything you can think of. Hockey, you know? So, and it keeps learners busy and at the same time they can discover their talents from all this. Whether they go for physical science, representing that country, you know. So, you can imagine big schools like this, gigantic secondary schools like this, during break, they just go up, you know, taking their snacks, and the gossiping and whatever. So, government should do something about that. If all these things we are talking about is existing in the schools in South Africa, the old South Africa, I don't think you, because to be honest with you, is a when I came over here, from my country, thank you, that I started hearing about gangsterism. I never know the word gangsterism before coming here, because it doesn't operate from the country I come from. Because there is a lot things, they will go extra mile to equip school with all these things. During my own time, I was playing hockey, I was playing basketball, I was running, you know, all these things. So, and you compete with another school, like that, you grow up like that. So, you can imagine in a whole institution like this, learners will go for break, they just pick their snacks, and sit down and talk something that is irrelevant, that doesn't relate to their stories, you get my point. So, whatever I do, and whatever person is whatever is fine. I don't mind, they sit down, talk about something negative. But we are leaving them their future and hang themselves. Thank you so much HOD 2. So yeah, in your own opinion, what are some of the solutions? Okay, we have mentioned it, if all these things are [inaudible], learners won't have time to go and think of something like gangsterism. Yes. Is there any other think you think of adding?

23:44 Group No

23:45 Interviewer Okay, we go to question four. Objective four, is to carry out the SWOT analysis of the proposed framework. What are the strengths and weaknesses of the proposed framework? What are the strengths and weaknesses of the proposed framework? So here, SWOT, strength S stands for strength, W stands for weaknesses, and the O stand for opportunities and T stands for threats. So, it is an opportunity for government to strengthen the police force, to employ more police. But it depends if there's still money or whatever. Yeah. The question here is, what are the strengths and weaknesses of the proposed framework?

25:01 HOD 1 This one is difficult also, because like I mentioned, I think, from the first question, some of the things here, especially we can put something good on a paper, but it's sometimes difficult to implement it. It's beyond our control, like I mentioned on the first question.

25:25 Interviewer Yeah, you know, when you mentioned about the police involved in schools, that can is the problem in the school by learners' gangsterism, it's weakness. That's the way I see it, it's weakness, and bringing in the police force to help the school management, you are all the school managers of this school, to help is a strength because you and the police people I mean, the school management and the police force will join hands together. It brings strength to that will outweigh the power of these gangsters. You get my point? That's what this question is all about. Yeah. So, if you don't have anything to say there, and it is an opportunity. Okay, I'm going to use the church, but in the curriculum of education here, it doesn't incorporate religion, isn't it?

26:35 Group Yes

26:37 Interviewer So, another thing in place of the church here, is the police force coming to help. It's the strength so, if all those things the police is doing, is working well, gangsterism is, is working well because before, there was gangsterism, now is not so if it's working, as it's working, that's a strength, but if it is not working, you see, the weakness outweighing the strength. Okay. Is there any other thing you have to say here?

27:20 Group No

27:21 HOD 1 On number four, especially no.

27:23 Interviewer Okay, so, we go to objective five, to develop success indicators in using the framework to develop success indicators in using the framework. How can we demonstrate the success of the proposed framework? How can we develop the success indicators in the proposed framework?

27:53 HOD 1 I think it worked if we had to really demonstrate on the success of that proposed framework. It worked, did you include especially the police and the community. Because if it was not because of them, we would still be on the same problem again. But especially the community, because the parents of the same kids that are studying on our schools. And the same community that are also stationed at the gate, then the police that we had to call when something is happening.

28:23 Interviewer Exactly.

28:24 HOD 1 The community was already stationed here, so it really worked. That framework of calling the community to come and help us.

28:34 HOD 2 I was just to add on that, the police helped us with a board that is big outside, that board it actually shows learners that this is an institution teaching and learning. Not a place where you can bring along guns and all those stuff. So, it's visible. Each and every learner, when they come in through the gate, they can just see the badge of the SAPS there. To say okay, it means the safety and school committee are working together with the police, they have an adopt-cop. That is why we are having that big board outside that is having the emblem of the police, showing learners what is it that is not needed. We don't need firearms, we don't need weapons. So, working with the police, it is really helping us a lot. So, it's successful because now we don't have gangsters anymore.

29:25 Interviewer Yeah, I think we have finished, almost finished, but I will add that a school as an institution, supposed to have their school code of conduct, because if that school code of conduct, from what I heard from all the people I have talked with before, that they have a school code of conduct, and some said that , if there is anything like school code of conduct in this school, they don't know, they don't have it. You get my point? So, you people should put hands together and talk and give strength to it, because with a school code of conduct, it is as powerful as the police. Because once it's handed, the day you are admitted in this school, hand it over. It's your manner, you will know, when you offend this, this is the punishment that face you. You will know that even the gun, you hide somewhere, you should not. You are inviting danger to yourself. So, a school cannot work in isolation without having a school code of conduct for learners, because from day one, they know that this is the handbook and rules, do's and don'ts. Everything is there. And you don't need to, you as a teacher, you don't need to go there. They read it themselves, unless they come to you. Unless if there is a area that is not clear. Yes. So that's what I'm trying to say. And I heard that they were told here that the code of conduct is outdated, is old. They're trying now to have a new one. It must go a lot of processes, amendment before he comes into rule. The faster they do it, the better. Thank you. Thank you. God Bless.

Lekgulong Principal

00:01 Interviewer I am so privileged. Thank you so much. Mr. 2nd Interviewer, is a colleague.

00:17 Principal Does he also study?

00:18 Interviewer Yes.

00:19 Principal PhD?

00:19 Interviewer Yeah, in UOFS, but we are not the same, in the same department.

00:24 Principal Oh, yeah.

00:24 Interviewer Yeah, he's in the English department. You that are in English, I think maybe he's in literature or language, I don't know which one is it. Yeah, I just phone him to come and join me here. I was having experiencing a mechanical problem. One of my phones, so I don't want to lose my work. Yeah. So, I think you have a copy of this.

00:56 Principal Yes, I do. I went through it.

00:57 Interviewer Okay, no problem if I start reading how I'm going to come and go back. If you wouldn't mind, I will go straight to the questions.

01:14 Principal No problem at all.

01:16 Interviewer They are here. [inaudible] Did you touch it?

01:42 2nd Interviewer Yes, I touched it. It's recording.

01:43 Interviewer Okay, my name is Sister Stella Cordis, I'm a student at the University of Free State, in the Department of Education. So, the title of my research is developing a framework for school management team to handle learners' gangsterism in school. Yes, so and in this my research I'm using CPAR. Yeah, critical participatory action research as a methodology for my research and I have five objectives. And this five objective is where I draw my five questions, of this research. So, we go to next page. Yes, So, objective one. To demonstrate the need for a framework to curb learners' gangsterism in school. Question one, you are seeing it?

03:14 Principal Yes

03:15 Interviewer Okay, what are the needs for a framework to curb learners' gangsterism in school? What are the needs for a framework to curb learners' gangsterism in schools? So, that's question one.

03:41 Principal Yes.

03:42 Interviewer Yeah.

03:46 Principal We, can I start?

03:48 Interviewer Yes.

03:49 Principal Yeah, it I think it all starts with hope. Because without the involvement of the parents, us as a school, we can't do anything. We need to get the background of this learners where they come from. After having gathered that information, and then we engage the parents themselves. They give us the background of their own children as much as sometimes you'll find some children, at home, they live in conditions which are called Child headed families. There are no parents at all. They get guidance, wrong guidance for that matter, from their peers, from their friends. But as long as there are parents, obviously we need to get the information from them. Yeah. Secondly, you know, because some people hide behind poverty. Indeed, it plays a role but not to a very large extent, it depends a lot on the person. Yeah. Us as a school, the role that we play in terms of proper career guidance, to move them away from focusing a lot on their peers. You know, you'll find the peer pressure is very, very strong. And again, sometimes they go to initiation schools, that is where they started to having this kind of mentality to say no, they are

mean, they must begin to demonstrate masculinity, which is a very wrong concept when it comes to the student situation, where they're supposed to learn. That's how I see it.

05:53 Interviewer Thank you, Principal. Thank you so much. That is a very, very, very strong point. What are the needs for a framework to curb learners' gangsterism in school? What are the needs for a framework to curb learners' gangsterism in school?

06:23 Principal At the school level, you need to craft a proper code of conduct for all the learners. And you know, the code of conduct involves everybody, all the stakeholders, especially the learners themselves, they need to be part of that. They participate through the RCL, learners are represented there, they make their own inputs, and then we discuss with all the stakeholders, the teachers, even the parents. That is the main framework. Because if one were to break the rules, we'll go back to the code of conduct. It becomes the Bible. It becomes the Bible of the school. As a matter of fact.

07:11 2nd Interviewer So, the RCL, what is that?

07:14 Principal The Representative Council of Learners.

07:16 2nd Interviewer Oh, it's the -

07:17 Principal You know, it's like at Varsity, at Varsity you are having SRC,

07:20 Interviewer Yes.

07:21 2nd Interviewer Yes.

07:21 Principal It's the same, representing the students.

07:30 2nd Interviewer Yeah, I wanted to ask, is you talked about two parts. One is that poverty might be a factor, but people hide behind it.

07:41 Principal Yes.

07:42 2nd Interviewer Then, you also said that the school needs to involve the parents.

07:52 Principal Yes.

07:52 2nd Interviewer Is there a way in which you feel that these two things are not being done now? Hence the need for a new framework?

08:02 Principal Yeah. They are done, but to a very limited extent. Especially the response that we get from the parents. Yeah, it's not as positive as we would expect. You know, you find some of the parents are so protective. They don't want to come forward with the information. They feel very strongly that if they expose their own children, they're going to be arrested or whatever. Could be one reason, another could be that they're scared on their own children. They are really scared. There are those learners who threaten their own parents even with death, sometimes it's like an initiation. When you join a gang, you start with your family, to demonstrate your loyalty. That indeed, you're in it. It's either your family or your friends. And that, it makes it very difficult for the parents to come forward with the information because we really struggle. Yeah, you will only find out when there is death in the family, especially the learner, but indeed, he or she was part of the gangs in the family.

09:32 Interviewer Thank you, Principal.

09:42 2nd Interviewer I think you grew up in the towns, so everybody called you that.

09:45 Principal Yes.

09:48 Interviewer Yeah, Principal. Are there ways in which the school management team fails to attend to the problem of learners' gangsterism in your school?

10:06 Principal Joh, there are so many challenges. You find even us, as teachers, sometimes you get afraid to confront them. I'm talking from experience because our school, at some point, I think 2017/2018 there, it was regarded as an epicenter for the gangs. Yeah, some of the leaders were from our, our school. But for me, it was helping me to minimize it, when I had confronted

it directly, especially the gang leaders. Yeah. But it's so challenging. I remember one teacher, was to serve on the committee of safety, dealing with all those issues. She came to me to say, look the area where I stay, some of these boys they live there. And when I serve in this committee, at some point I might be attacked. I said, well work is work, you see? What about the police? The police also, they stay where these boys are living as well. They don't stay I mean, at a different place altogether, or they don't get guards all the time. They don't get protected. It's like that, we live in the community it's our problem. And how we deal with that, it's up to us. No, we used to have quite a number of gangs here. The main ones, our school was categorized as the Romans. They nearly tarnished the name of our church. Yeah, the Romans. Yeah. And then, the other group were called BTK. Born to kill, born to kill. Now, there was a huge territorial dispute. No, our school was known for the territory of the Romans. Now, if you come from another school, being a BTK, you want to register here, a problem, they would kill you. I've attended many funerals of these boys. Yeah. I've attended many funerals. They were killing them like, almost monthly. We were burying a boy who got killed. Now with the BTKs, they chub themselves. They used to chub themselves on the hand here, it's written BTK, because every time I addressed them, I said come on, you take your clothes off so that I can see the marks first, before you can proceed. I remember one day, I was addressing one of the boys, he was standing there. He kept on denying that he's a member of the BTK, I said look, his parent was also here. He said, man, look, it's not helpful for you to deny if you are a member. Then I said to him, you see, I'm tired of burying you guys, come clean. You know, it was so sad because it didn't take a week. He got horribly killed. And then we have to go and identify him at the government mortuary. It was so bad for the family. The father was so devastated. Very handsome boy. He was in grade 12.

13:54 Interviewer Hey.

13:54 Principal Yeah. Then we buried him and his father kept on remembering my words, even when we were at the mortuary, he looked at me, he cried a lot. He said I remember your words. When you said we are going to bury you. And indeed, we buried him. It was so sad. So, it's a big challenge for us. Or it used to be, but now it's much better but they're still there. They're still there in small pockets. Yeah. But they don't operate like they used to, because in the past you'd find them walking around, passing the fence. Hours, we'll see them. Then the whole learning gets disrupted.

14:43 2nd Interviewer What do you think brought it down?

14:46 Principal The police intelligence was becoming effective, although to a minimal extent, because there was a group called Yanyatsotsi, the community itself.

15:00 Interviewer Yanyatsotsi?

15:01 Principal Yeah. They group themselves, they said this has to stop.

15:06 2nd Interviewer Oh, the community got involved.

15:08 Principal Yeah. Unfortunately, they were also very violent. Very, very violent. They killed a lot of them.

15:16 Interviewer Okay, the community?

15:18 Principal Yeah. Every week, every week, there was death. I remember, there's a section on this side, I heard some noise that some boys were killed there. I drove there, joh, they were burnt. I just wanted to -

15:36 Interviewer Burnt?

15:36 Principal Yeah, I saw them. I just wanted to check ours. Serious.

15:43 Interviewer Checking for your children.

15:45 Principal And, indeed, one of them was from our school. Yeah, they were burnt. It was so bad.

15:53 2nd Interviewer I wanted to ask you, the kind of deaths that killed them, was it guns or was it beatings?

16:00 Principal They beat, the beat them. Then they burnt them.

16:04 2nd Interviewer They burnt?

16:05 Principal Yeah, they burnt them.

16:06 Interviewer So, they don't want them to survive.

16:08 Principal No. I went there. Personally, I saw them, they were bent. So that's how bad it was.

16:19 2nd Interviewer Okay. Yeah. So, mainly it was through the involvement of the police -

16:24 Principal The police, yes.

16:25 2nd Interviewer and the community.

16:25 Principal And the community. Unfortunately for the community, they became the law unto themselves, because they found the police to be too slow. And these guys could get arrested. Then they get released. They come back to harass the community. They said no, let's fix them. Remove them permanently.

16:51 Interviewer I'm just wondering what makes many of them to join, because they will release him.

16:57 Principal Yes, that's the thing.

16:59 Interviewer This ones are really unfortunate. Thank you so much. It is very concrete points. And your answers are very unique. So I like it. Very concrete. So, we go to question two. Objective two, to explore the challenges faced by the school management team to withstand learners' gangsterism in school. Question two, what are the challenges faced by -

17:34 Principal Three, it's three. We should be at three now.

17:39 2nd Interviewer Yes.

17:39 Interviewer Oh, okay.

17:40 2nd Interviewer We dealt with that very [inaudible]

17:44 Interviewer Sorry, we go to three.

17:48 Principal Yes.

17:49 Interviewer Objective three, to identify gaps in managing learners' gangsterism in school and to propose possible solution. Question three, what gaps exist in managing learners' gangsterism and what are the possible solution to these gaps? I think here it's two questions in one.

18:16 Principal The first one is a huge gap, recreation facilities. It's unfortunate, our government doesn't put many resources, especially in the townships. There are no recreation facilities. These boys, they're at pleasure using drugs, because some of them they get involved in gangsterism, having used drugs. They're mental state is not as normal as ours. After having used the drugs, the file the drugs is escaping. from boredom, whatever. You look, all our schools in the townships, there are no grounds, no facilities. You go outside now, you'll see and there are so many of them who are, enthusiastic to taking part in, especially in sports, but now there are no facilities. They don't have any option. That, I think is a gap on its own. Now, on the solution, I want to be practical even outside our school. We have a very good teacher, he is a sportsman. I call him coach. He took all of them, he knew them fortunately. He got the information from others that this one is a member of the Romans. This one's also the member of the Romans. He identified

them, he took all of them to start playing. They brought most of the cups. These trophies were brought by the Romans.

20:16 2nd Interviewer Former gangsters.

20:17 Principal Yes, they were so engaged in sporting activities, especially football. Even the SAPS became interested. They organized a match for the BTKs and the Romans, a football match. That is where -

20:36 2nd Interviewer But in a good way?

20:38 Principal Yeah. The spirit of working together. It's okay, you guys, we are aware that we have so much energy. Why can't we use this energy on this one?

20:49 Interviewer Yeah.

20:50 Principal And it was a success. That's where we brought that trophy, the big one.

20:56 Interviewer The big one.

20:56 Principal Yeah, we won. We won.

20:59 2nd Interviewer Congratulations

20:59 Interviewer Congratulations, you are the brain behind it.

21:05 Principal I really, I'll take the hat off to that teacher. It was a challenge, a big challenge, but it was also very brave. We don't have facilities, we had to go to the grounds somewhere there. And sometimes they would get attacked. Drunks gets scattered. The worst, the worst of them all, the ground that we were using It got invaded by the community. They put the shacks there. Now we have no where to go. If you can drive outside, you know, Ikaelelo?

21:42 Interviewer Yes.

21:43 Principal On the other side of Ikaelelo, we used to play there. Because we don't have anything here. There was a ground, an open field. The community took it away from us.

21:54 Interviewer You know. what you're saying now makes a very big impact on me, because in Nigeria, every school in Nigeria, whether [inaudible] or primary has wherever school is good, has a football field.

22:08 2nd Interviewer Likewise to my country.

22:10 Principal Yeah, it has to -

22:11 Interviewer Even during recreation, some will go and play ball, even hockey. Any type of game, even for girls, the basketball, whatever it is, now that they are realizing that they don't have such things.

22:23 Principal We don't have it. The way that's been distributed, that is the problem. Only in the townships, that is where you don't have these facilities.

22:34 Interviewer Exactly.

22:35 Principal But if you go to the other side -

22:36 Interviewer Grey College

22:37 Principal Grey College, it's vast.

22:39 Interviewer Eunice

22:40 Principal Eunice is green, you see, but the townships and I mean the area where they build our schools. Here it is mountainous, there's no way you can develop a football. We struggle a lot. We struggle, you can go outside and see you look at it. Yeah, it's bad.

23:01 2nd Interviewer I was going to ask you, -

23:02 Interviewer Meaning that one of these buildings were erected. They didn't think of something like that.

23:08 Principal No, because they were doing it for this skin. Definitely.

23:14 Interviewer Dark like you.

23:16 2nd Interviewer Dark like me, black like me. Let me ask you Sir, what would be the ideal solution to this problem, that we addressed. Lack of leisure spaces in schools. And in such places, how would one address it?

23:42 Principal We have been addressing it for a very long time. I think our leaders don't have the goodwill. They've got all what it takes to can change the situation. And money I think is there. Even that is why, if you look at our success rate at a national level in terms of sport, we are very, we struggle a lot. Because there is no focus on the schools. Not at all, because if the focus on the schools, it would be like the Kenyans in terms of athletics, whatever. We don't go far. You look at the Olympics, South African medal tally, mostly it's in swimming. And who swims? White people.

24:30 Interviewer Exactly

24:30 Principal Because they have facilities. But us, we have the talent in terms of athletics, but there are no facilities.

24:37 2nd Interviewer No facilities.

24:38 Principal We'll bring only one medal, if we are lucky, from the Olympics, and you compare them in the Kenyans, the Kenyans will bring, I know the middle distance runners, I really envy them.

24:51 Interviewer Yes.

24:51 Principal My favorite -

24:52 Interviewer And even Nigerians

24:53 Principal It's Rhodesia.

24:54 2nd Interviewer Rhodesia

24:57 Principal That is my favorite.

24:58 2nd Interviewer Nigerians don't feature there.

25:01 Principal The Nigerians are short.

25:02 2nd Interviewer Short races. The 100 meters.

25:06 Principal Blessing, they are short, no they don't run.

25:12 2nd Interviewer I'm happy that you know David.

25:13 Principal David Rhodesia, he's my favorite, that guy.

25:16 2nd Interviewer That is a [inaudible].

25:18 Principal I like him. I like the way he broke the long standing 800 meters, that guy. And he's so cool.

25:26 2nd Interviewer Cool.

25:27 Principal He's so cool. I like him.

25:30 2nd Interviewer No, if you visit Kenya, his hometown near the Maasai Mara. He comes from a place called [inaudible]. I will take you there and -

25:42 Principal I can't wait. So, when you talk about it, this one guys is also from Kenya. His children are learners here. His surname is [Surname]. And they are very brilliant. We do have even Zimbabweans here, very brilliant.

26:19 2nd Interviewer So, if you're talking about the leaders who do not wanting to come here, if they were to come in what in your opinion, would be their approach? Is it to find land somewhere for the school where they can be a pitch where people can play or hire a space somewhere where learners can express themselves in terms of sports?

26:51 Principal Sometimes off site land, yes, but there are some of the schools with enough land. If you take ours for instance, I think there's enough space where they can develop these facilities. But the thing is, it should have been pre planned. Now if you develop a facility in our school

now, where we have drains, you can't begin to make a playing field there where there are manholes for the sewage and others. It's going to be very problematic. The space has always been there. The land has always been there. But unfortunately, it was not properly used. It was not properly used. Yes, there are some of the schools which are very small area, but majority of the schools they've got enough space to develop those facilities. Now, most of the schools, they now apply for the lotto funds, for them to get some of these facilities. It's a very long process. But there are those who strike it lucky. They do get the facilities. Netball pitches as well as the tennis. In this area alone, we have only one swimming pool. That is the municipalities' swimming pool. It is here in Bloemanda. Yeah. But if you go to town, almost every school has got its own swimming pool. That is why I referred earlier on to us having to get medals from swimming. Because there are those facilities.

28:47 2nd Interviewer Thank you.

28:49 Interviewer No, all my questions have been exhausted. We just move to objective four. To carry out the SWOT analysis of the proposed framework. Question four, what are the strengths and weaknesses of the proposed framework?

29:16 2nd Interviewer Yeah, I think he has already talked about some of them. Even though there might be a space, it was not pre planned.

29:26 Interviewer Yeah.

29:30 Principal And maybe to emphasize more on the strength, there's that willingness from all the participants to be involved. It's like, if I were to give you an example, like in this area, you'll find there are many people who are living in the backrooms. As an example, they say give us a lender, I'll build for myself. Now, if you drive, I don't know if you know Grootvlei? It's a prison.

30:06 Interviewer Okay

30:06 Principal That other side, there's a -

30:08 Interviewer Okay, you mean after Pelonomi?

30:11 Principal Yes.

30:11 Interviewer Is it a prison? When you are going to Dewetsdorp?

30:15 Principal Yeah. But now, on the way to there, you turn right, there's a new establishment there, you can see how many people have been living in the backyards. If you go to that area. Yeah, they say give us the land will build for ourselves. Even at the schools. We say give us the facilities. You will see wonders.

30:43 Interviewer Exactly

30:44 Principal You will really see wonders. Bafana Bafana will be the best team in Africa. If you start at the school level. Absolutely. Yes. But now, at the school level, we produce good players, but one out of 100. It could have been the other way. And this one, this one gets matched by a school that has facilities. We can't have rugby here, because we don't have facilities. But the people are willing, they want to play rugby. That's, I think that is the main strength. There's that will power.

31:31 Interviewer Yeah, it is the will power. And the one you people have to push, push really hard because if all these learners are engaged in all this things, you know an idle mind, is a devil man's work.

31:47 Principal You are right.

31:49 Interviewer Yes, there is nothing, you will see they brought a red pin there. They sit and whatever. All those things is idleness. Because all these facilities, they're in place, you see them always there doing, playing they won't think of those things people should [inaudible]

32:09 Principal Energy. There's one, he's a former BTK, he was here, he was hunted down by some, you know these things are so unbelievable. They're together in one school, but they made sure that they hunt you down. He left school now, but he assured us before he left school, that he's no more into gangs, whatever and if you look at his energy, that boy, there was one guy is from Zim, I normally give him some work for welding, whatever. I was so surprised the other day he brought in this boy to my place. He was working.

32:56 Interviewer That guy?

32:57 Principal Yes, I said, man, look at your talent is wasted with this gangsterism of yours. He was painting the gates everything. But now he left school, he wants to become a traditional healer. That is another area now that is giving us a headache.

33:20 Interviewer That area-

33:21 Principal It's giving us a headache, even here at school level. Yo, it's like a fashion. Yeah, it's like a fashion, I don't know what's happening now.

33:31 2nd Interviewer They think it's stylish to be one.

33:34 Principal Yeah. The number has increased. We have succeeded with the gangs, almost. Now we're dealing with another, they are coming in numbers. Yes, as we're having a camp here, there were some who failed. They were like saying they are seeing things, spirits, whatever. I looked at them and say, Yo! I hate fashion.

34:08 Interviewer And at their age, it is very, very dangerous.

34:11 Principal The age, yes.

34:12 Interviewer Yeah, it's very delicate. There's nothing you can talk to them that will change your mind?

34:16 Principal Huh uh.

34:17 Interviewer Sho.

34:18 Principal Because every time they come in here, their mentors, they come with them. I say no, I don't address you. I want the parent of this child because the mentors would threaten them. They say, if you leave now you're going to die.

34:35 Interviewer Yeah.

34:36 Principal Or you are going to fail.

34:36 Interviewer And they're afraid to die.

34:37 Principal Yeah, they're afraid.

34:39 2nd Interviewer Yeah, it's fear.

34:40 Principal It's here. An example of one of them was doing grade 12. She confessed to me that I'm not interested in this. But I'm getting threatened that I'm going to die. I called in the parent, trying to get the view of the parent. The parent said no, I'm not also in support of this. I said, then get out there.

35:03 Interviewer Yes.

35:04 Principal She got out. She passed well, and she's still alive. Yeah, she's still alive.

35:11 2nd Interviewer I think you can now bring her and say -

35:13 Principal and tell the others.

35:14 2nd Interviewer Yes, so that others can see.

35:16 Interviewer You know, all these things are everywhere. Even that this mushroom churches we call it, they will say they have seen a vision on that date, that this will happen and it is [inaudible] your family from your parents money, because you're afraid to die. I think I don't need to talk.

35:40 2nd Interviewer On the strengths, he has talked about one strength being the willingness to take charge of own destiny. Is there another strength or a weakness that you know? No, you said the money is there, the government can fund this things and the land, in some cases, is also there.

36:10 Principal Yes.

36:19 Interviewer Okay, yeah, you know, as you said like that learner that came back and finish everything didn't die. You do have something like, I mean, can church? Okay, if church can be involved. For instance, giving counseling, I could remember but you know, what is it the country difference in their system of education? If not, I remember when I was in high school. Every Thursday, we have moral instruction, we call it moral instruction. All those things are here, but I feel like when it's lacking, they grab it outside.

37:22 Principal Yes.

37:22 Interviewer Whatever they stole them, convince them and that's the one they believe. If the counseling section from the church can be added to these things.

37:36 Principal In the past, we used to have Religious Studies.

37:45 Interviewer Okay.

37:47 Principal It was compulsory for all the schools. Now, with the new government, democracy, they started to change that. We'd pray almost every day, We'll hold an assembly whereby we'll share the Scripture. Then we - Now started to develop many things. The concept of Satanism, I said no man, let us not allow this to let everybody do it at their own.

38:25 Interviewer Yeah.

38:27 Principal At their own time. And okay, we still practice it sometime when we hold our assemblies, it's once a -

38:35 2nd Interviewer Once a year?

38:36 Principal No, once a week. On Fridays, because we need to make announcements. We pray there. But we don't force anyone to pray. If you feel very strongly that we're not interested or it goes against your beliefs. We don't force you, but the fortunate part of it, majority of our learners, even the teachers are Christians, then we don't have challenges with that.

39:07 2nd Interviewer Okay.

39:08 Principal For now.

39:12 2nd Interviewer This place is interesting, because if I can remember my high school days, it was full of Christianity at the assembly we pray every morning. And on Sunday, there's a big church in the school compound. Everybody goes. I think maybe that also plays a role in guiding them.

39:37 Principal Moral, it's moral regeneration. This one that you are you are raising.

39:43 Interviewer Yes.

39:45 Principal You still have, you instill I mean morality.

39:50 Interviewer Morality.

39:52 Principal Always focused on the good things.

39:57 Interviewer Okay, thank you Principal. Let's go the last but not the least. Objective five, to develop success indicators in using the framework. How can we demonstrate the success of the purposed framework? How can we demonstrate the success of the framework?

40:26 Principal I would say, good citizenry. Once you turn around the mentality, the negative one in to positive one. You'd have scored. You'd have scored big time. For instance, if you engage them, like I mentioned earlier, you take them away from the streets, you place them into sporting activities, that on its own it will yield positive results. Yes. And this that one, you've also mentioned the mortality.

41:10 Interviewer Mortality.

41:11 Principal Always focus on the good things. It's not really up to us to take them completely away from the negativity, because it doesn't really help much. If here at school, there's a positive atmosphere. But when they get back home, it's negative or when they're at school, all that they're thinking of, only if we can knock off or go back to, you see? It doesn't really help much. The community also must develop that. Then there shouldn't be that synergy. Between the school as well as home in particular. You know, I had the situation where the parents say my child is completely out of control. Please help me as a school. You understand. For us also, it becomes very difficult. You know, some of the parents they say, please punish this boy or girl. How do we do that? Because once you punish them, you get arrested. They've got rights. They don't need their parents permission. They go straight to the police station. They open the case against you, you get arrested. Morality, and the role of the parents. I recently had the case here, this girl I think she is about 17, She's now in grade 10. One guy came in apparently, they had something altercation during the weekend, whatever. I don't know what happened. He came in and said no, there's somebody here who took my phone. I say hey, do you know this person? Yes, I don't. I don't know her name, but I know her facially. But I can point her, once I see her. And I know the class where she's in. So, I gave him somebody to go and fetch the girl. They came in, that girl was so brave. She told me in my face, and said Sir, this is a wrong place to address this problem. Because it happened outside the school. You're not supposed to get involved. I was like, keeping quiet and looking. I was impressed by the logic. You understand? Yeah. I said, no man, this thing should have been addressed outside because it didn't take place at school. This guy is disrupting us. Why is he coming to discuss the thing that happened outside? Only to find out, this girl, the logic man. I was so surprised. You know what she did? Apparently she took the phone of this guy, so that the guy should not dodge her. They were somewhere in town. You know small street? Yeah, that is where action is.

44:24 2nd Interviewer I know small street.

44:25 Interviewer Yes.

44:26 2nd Interviewer All the drinking.

44:27 Principal They drink a lot there. Now, she took the phone as a, is it collateral.

44:32 2nd Interviewer Yes.

44:32 Principal Yeah. If this guy were to leave her there, she would keep the phone. Now she kept the phone and said, no this guy going to leave me behind. That's why, that's how we are here. I said, where is the phone now? She said, I don't actually know, because I lost everything with it. But we can address it outside. And if he's not happy, he can go and open the case. It's what she told me.

44:57 2nd Interviewer She needs to go and do law.

45:00 Principal That girl. I was like, yeah.

45:04 Interviewer But it's good.

45:06 Principal Yeah, very bright.

45:08 Interviewer at 17 years.

45:11 Principal I was so surprised and impressed.

45:13 Interviewer And it encourages you re to be careful.

45:17 Principal Yes. She was confident. She also not even arrogant. Yeah, she was calm and respectful. Saying no, it doesn't belong here this one. Jurisdiction.

45:35 2nd Interviewer Yes.

45:43 Interviewer I don't know whether you have any other thing? Principal, I have to thank you again. All my questions, the ones I had on the line, they have been exhausted.

46:05 2nd Interviewer I wanted to specifically thank him for saying that if learner gangsterism is addressed at the school level, then Mzansi would be up there again. Perhaps in terms of soccer. I watched Afcon in '99. Was it? And I saw Mark Fish, Siyabonga Nombethe. Once that generation went, I don't know where football in South Africa went.

46:36 Principal It collapsed.

46:38 2nd Interviewer It collapsed.

46:39 Principal We went from like, we moved like this.

46:44 2nd Interviewer Nosedive

46:45 Principal Nosedive until where we are now.

46:47 2nd Interviewer Now you're just scratching

46:50 Principal Yeah, we either we qualify by hosting because straightforward, we don't.

46:55 2nd Interviewer You don't.

46:56 Principal We don't qualify. No.

46:59 2nd Interviewer [inaudible] will try and try but he can't -

47:02 Principal He can't alone. You know, there's always been like you know, the Nigeria's have been regarded as the giants of Africa. In terms of football.

47:15 2nd Interviewer These days, they are struggling.

47:16 Principal Yeah, they're struggling a lot.

47:17 2nd Interviewer [inaudible], is number one now.

47:19 Principal Senekal is very strong.

47:22 Interviewer What is going on in Nigeria, there's no way. You'll collapse. Killings every day. So, as to as time goes on, ` everything will be wiped out, when it comes to sports because the killings is too much. Muslim want to Islamise the country and by force. They're killing everybody. The killings, it's too much. You're talking about 200 and something million people, that have been killed now. If you calculate it, it's more than 15 million, they are killing everything. And even we, that are here, we're having stress and hypertension, because any phone call from there that it tells you 1, 2, 3, they have killed them. Oh, thank you. Thank you so much, Principal. I'm so grateful. I don't know how to thank you enough.

48:26 Principal You can thank me by having tea or coffee, because I'll ask them to get it ready. Do you drink tea or coffee or you don't?

48:42 2nd Interviewer I will drink tea.

48:45 Interviewer I will drink coffee.

48:47 Principal Let me ask them to organize it.

48:50 2nd Interviewer Do you grow tea here? Because we grow tea.

48:53 Principal Yeah, there are some areas there's some areas in Limpopo Yeah, that's some areas especially in Venda, that area there, that they grow some tea and coffee.

Lekgulong SGB

00:05 Interviewer Okay. I think this thing is just me introducing myself to you.

00:13 SGB 1 Please do.

00:16 Interviewer And it's a lot to read. I will just put it into summary.

00:21 SGB 1 Yes.

00:21 Interviewer Yes. So, my name is Sister Stella Cordis. I am a student at the University of Free State, Education Department. I'm doing my PhD studies there. So, in this my research, I'm using CPAR as a methodology tools, that is critical participatory action research is the methodology I'm using. Then I'm jumping now. Okay, in this first page, you can see A, B, C, D to E.

01:04 SGB 1 Yes.

01:04 Interviewer These are the

01:07 SGB 1 Objectives.

01:08 Interviewer Yeah, the objective of my studies, which I turn into questions, we are going to answer now. Then my page two, we go to page two. Before I start my questions, the topic of my research is a framework to support school management team in handling learners' gangsterism in school. Did you see it?

01:44 SGB 1 I'm seeing it, yes.

01:46 Interviewer A framework to support the school management team and handling learners' gangsterism in a school. Now, we go to objective one and question one. Objective one is to demonstrate the need for a framework to curb learners' gangsterism in school. Question one, what are the needs for a framework to curb learners' gangsterism in school? What are the needs for a framework to curb learners' gangsterism in school? Yeah, I don't know.

02:35 SGB 1 The needs for a framework to curb this problem of learners' gangsterism in schools. Firstly, we need to start with what is called the school's code of conduct.

02:56 Interviewer Okay, yes.

02:57 SGB 1 That document is very critical in the sense that, it should contain specific schedules of misconduct. According to different members, and these particular schedules must be clearly defined. And one of them must certainly address the issue of gangsterism in schools. Once this particular code of conduct has been clearly crafted with specific framework dealing with and how to curb learners' gangsterism in schools, it must definitely be then shared with the parents of the learners, if there's been a parents meeting, where it must be thoroughly discussed. It must also be discussed with the learners themselves. Parents be given copies, which they must ensure that even the learners, they're children have access to it and then once we have that particular code of conduct, then we come to another important crucial policy, which is then, the safety policy in school, because the issue of gangsterism, one way or the other, as well a narrative bearing on the safety of learners within the school premises. So, this particular safety policy must also be clearly outlining what are the objectives of the policy, what is it that the policy intends to achieve. You know, the policy must be able to clearly outline things such as for instance, that the school should have what is called safety science, as and when you gain entrance into the school. You need to be seeing boards that talks about safety. What are the things which are not allowed within the school premises, no guns, no dangerous weapons, all those kinds of signs must be there. And one other thing that is also part of the, those schools have got a serious problem of budget, is the issue of security. Each and every school must have a security at the main entrance, so that not everybody should just come [inaudible] inside the school, there must be a proper book

for recording the entrance, as well as the exit of the school premises. Further than that, we also need a committee that is called the disciplinary committee. This particular disciplinary committee should be constituted by the principal of the school. It must be constituted by some of the school management team members, it must be constituted by some of the school governing body members. They form this disciplinary committee, so that as and when learners have broken the school code of conduct, then the disciplinary committee then is able to write a letter to the parent, inviting their parents to come to school. So that all these issues then can be discussed in the presence of the parent. What is it that the learner has done? The conduct that is not in line with the school code of conduct. So that, then this particular learner, if found guilty must then receive, the first step would be, to counsel the learner. So that we check after counselling, should this learner maybe repeat some of the misconduct, then we go to the next step, which is the first, the verbal written warning. All those steps, up to the final written warning, but it's very critical that we have all these things in place because the disciplinary committee then, must ensure that there is discipline within the school, and then we need also to have involvement of other stakeholders. We can't do without, what is called the Adopt-a-cop method, where the school must work with the police station that is nearby. Lease with this particular police station, have a cop that regularly comes to school to come and check as to what are the issues in, as far as, discipline of learners is concerned. And with the adopt-a-cop, it assists a lot in terms of things like random search, because of these learners sometimes they carry dangerous weapons with them, bring them to school. So, if you have an adopt-a-cop, they can spontaneously just come to school to conduct this random search so that we are able to get all these weapons from the learners, because of sometimes they are the cause of the violence that is taking place in schools. So, the issue of adopt-a-cop is very, very critical. The churches, we need to work hand in hand with the different religious stakeholders, because of the issue of gangsterism, it's a societal matter. It's a matter that definitely requires the society to be involved. So, stakeholders such as churches also must be on board. There must be sessions, there must be assemblies where we invite different people from different churches to come and talk to these learners, to come and preach the Word to these learners, motivated them from a biblical point of view. Those are some of the crucial issues that I would package into this framework to curb the learners' gangsterism in schools. Thank you very much, Sister.

09:53 Interviewer Thank you SGB 1. Where is my book? Let me put your name here. Thank you so much. Your explanation is very, very deep. I love it. And then, if I may ask, does it mean that this school, from the onset of this school, there is nothing like a school code of conduct at the moment?

10:29 SGB 1 I've brought with me here the evidence of the school code of conduct that we are having, but look at the year. 2011.

10:42 Interviewer Okay.

10:43 SGB 1 So, we have been using it -

10:45 Interviewer Over ten years.

10:46 SGB 1 Yes, it's only last week on Saturday, when the school governing body sat together, the whole day,

10:56 Interviewer Yeah, I was here.

10:56 SGB 1 To review some of these policies. And one of the policies that we have definitely reviewed, is this one of the Code of Conduct.

11:08 Interviewer Okay.

11:08 SGB 1 So that, we tried to strengthen it. Some of the things, we are not going to change, but there are some additions and those particular additions, one can only be able to talk about them, once the Secretary has done typing, and then we have received the new school code of conduct, but we definitely have this one that we have been using. As I said, it's dated close to 11 years back.

11:49 Interviewer Yeah, thank you SGB 1. Meaning that now it's process, it's still on process. I mean, school code of conduct. And you mentioned about the police assisting you people, does it mean that the SMT, the authority of the school, has no power to discipline a learner?

12:21 SGB 1 The school management team does have the powers to discipline a learner, but those powers must always be within the framework of the law. And of course, we tried by all means to make sure that this school code of conduct is in line with the South African Schools Act. So, we the school, the SMT does have the power. That is why it is crucial that as and when a member of the SMT is picking up a problem, that matter needs to be addressed as a matter of urgency so the parents can be called. So that this learner can also be called and the matter is dealt with. So, disciplining of learners, it is definitely one of the most crucial aspects of school management team.

13:22 Interviewer Thank you SGB 1. Yeah, if I may ask, I think I have something here. Are there ways in which SMT have failed to attend the problem of learners' gangsterism?

13:38 SGB 1 Have failed?

13:39 Interviewer Hmm, yeah. Failed, that is not doing their duty, as regards to learners' gangsterism.

13:50 SGB 1 No, Sister. You know, we had in 2018, those were very difficult years here in Bloemfontein, especially with regards to gangsterism. We experienced at our school situations where maybe a teaching would be abruptly interfered with because of this gangsterism. Where you would find that at our school, there was this notion that a particular gang is predominantly residing here, at our school. As a result the rivals, sometimes would just pop up, not within the school premises but out there on the streets. Kind of waiting for this ones and once that happens, it will now create this chaos, anxiety because of you will find some of the other learners now crying, worried about what is going to happen to them when they go out of the schoolyard. And that is where now, as a staff of Lekgulong, including the school management team, we will then take steps. Firstly, to inform the police. Take note that something like this is brewing outside. There are people out there that are purported to be a gang, which is here to fight with the learners of our school. So, I wouldn't want to say the SMT failed because of they did, we did our level best. I'm proud of the school management team. We did our level best to make sure that the situation becomes normal at our school. It was difficult because remember, we don't have the necessary training, how to deal with violence in schools. Look, we come from different colleges and universities. We were not trained like police. Ours is just to come into the class and apply a method of teaching. Teach these particular learners. How do you as a teacher, stay between two knife wielding boys? These are just scenarios that we have experienced, we have seen with our naked eye but of course, we will do our level best to control the situation, because of fortunately enough within the school premises, they will listen when you shout at them to say, stop what you're doing. And they will certainly do that.

17:10 Interviewer Exactly.

17:11 SGB 1 Yes. So, we have done everything in our power.

17:18 Interviewer It was really horrible.

17:20 SGB 1 It was. Here at some schools, fortunately I did not experience the blood now. The flowing of blood like at other schools that I will not mention by names. Where these gangs will get into a class and stab -

17:38 Interviewer Sho

17:38 SGB 1 Their target, inside that particular class. Others took now, having to run for cover and for their own safety. So, these are some of the things that we have lived with. Our learners, when they were coming to school in the morning, they were running around because of they were chased by people wielding pangas. So, these are some of the terrible experiences that our learners -

18:07 Interviewer It's really terrible. I think it's the school act that tie the hands of the authorities.

18:14 SGB 1 Yes.

18:15 Interviewer It is not that you don't know what to do.

18:17 SGB 1 Yeah.

18:18 Interviewer Because, the school act, even the school Code of Conduct will not work properly.

18:26 SGB 1 Yes.

18:26 Interviewer Because in the conduct, in the school code of conduct, you may just defy my normal, I know just punishment, fit the papers, put them here, do this. And tomorrow, if you don't want to pick the papers, you just obey the rules. Thank you so much. I think we have exhausted question one. We go to question two. Objective two, to explore the challenges faced by the school management team to withstand learners' gangsterism in school. Question two, what are the challenges faced by the school management team to withstand learners' gangsterism in school?

19:22 SGB 1 Yes, maybe the first one that one must mention as a huge challenge, is the fact that as the school management team, we are bound by the South African schools Act, the law that says we cannot give out corporal punishment. It's a standing law you can't you threaten these gangsters and say I'm going to punish you by beating you. So, the hands of the school management team are tied by the laws that governs education. Number two, the challenge of lack of parental support, particularly when dealing with matters of gangsterism, because of some parents would frankly deny that their kids are involved in gangsterism. Kids behave differently when they are at school and when they are at home, at home they are saints, in front of their parents. That is why when you say to the parents, but your child is doing this, all these things, parents would certainly deny that, and that on its own, it defeats the objective of the school, of making sure that they deal with this particular matter of gangsterism decisively, because without the support of the parents, there is nothing that we can do.

21:14 Interviewer Exactly.

21:15 SGB 1 There is nothing that we can achieve.

21:17 Interviewer Yeah, exactly.

21:19 SGB 1 And one other things is, the other challenge is that, some of this particular gangster members, they recruit within the school. You'll find that there are learners who have cohered in to joining this.

21:47 Interviewer You know it's peer pressure.

21:49 SGB 1 Yes, and it becomes a problem because of you would hear for instance, an excuse that says, I joined this group because of, I wanted protection. Because if I did not agree to join, then I could have been killed.

22:08 Interviewer Exactly.

22:09 SGB 1 So that, these are some of the challenges that we were not able to contain the spread of this particular challenge of gangsterism, because of that is how it started to spread and it's even worse. It even went as far as girls becoming members and once girls become members, now they are not visible enough because of girls, you would not suspect that this particular child is involved. And these boys, they were operating with these girls and these girls, one can call them the smooth operators.

22:56 Interviewer Exactly

22:57 SGB 1 Because of they were not operating in public, but they were definitely involved in gangsterism things.

23:04 Interviewer Exactly.

23:04 SGB 1 Yes.

23:05 Interviewer I'm thinking -

23:06 SGB 1 They will even go to an extent of keeping weapons on these girls, knowing that we will not suspect girls to be carrying guns.

23:12 Interviewer Exactly.

23:14 SGB 1 And weapons. So, these are some of the challenges that the school, the school management team had to grapple with. We had to grapple with.

23:26 Interviewer Sho, Sho. It's really really bad.

23:31 SGB 1 It's hectic.

23:32 Interviewer Yeah.

23:32 SGB 1 It's very hectic.

23:34 Interviewer Yeah, thank you. This number two, question two, like I saw these things happen, how do you see it with people outside what do you hear people saying now, concerning the attitude of what is happening in this school, during that time? I mean that time.

24:02 SGB 1 Yes, when it got really bad. Are you now talking about people outside?

24:05 Interviewer Outside.

24:07 SGB 1 Yes, it gave schools a negative publicity because once, as a parent, you hear that, that particular school, the dominant gang is called so and so, then you become apprehensive to send your kids to that particular school. So, one way or the other, eventually it's going to affect now the numbers, and the enrollment of learners.

24:43 Interviewer And that one will show.

24:44 SGB 1 Yes.

24:45 Interviewer Exactly.

24:45 SGB 1 So, that is one of the challenges that definitely we faced and the stigma, you know, the school now begins to have the stigma. To say at that particular school, that school is a school this particular gang. And that on its own, also became a serious problem.

25:08 Interviewer It's a serious problem.

25:09 SGB 1 You know, there were learners of this school, who were attacked outside, after school. Attacked, just because of wearing the colors of our school. Even though this particular learner is not involved -

25:22 Interviewer Exactly

25:22 SGB 1 In the gangsterism, just because of wearing the image. This learner is now the image of the school.

25:32 Interviewer It's serious. I'm really happy that it's no longer happening.

25:39 SGB 1 No, it's no longer happening, but we don't are not supposed to be complacent. Because of there small, small rumors, even though we can't put our finger on the past, this thing is beginning to rear its head again, but this time around in a very Nicodemus way.

26:04 Interviewer Exactly.

26:05 SGB 1 Yes.

26:07 Interviewer Thank you. We go to objective three.

26:14 SGB 1 It's in the next page?

26:15 Interviewer Yes. Is written three there.

26:19 SGB 1 Yes, I can see it.

26:20 Interviewer Okay. Objective three, to identify gaps in managing learners' gangsterism in school and propose possible solutions. Question three, which gaps exist in managing learners' gangsterism and what are the possible solutions to these gaps? I think is two questions in one. Yeah. Which gaps?

26:54 SGB 1 Which gaps exist?

26:56 Interviewer Yes, which gaps exist and the what are the possible solution to these gaps?

27:04 SGB 1 Yes, I think the first gap that one can talk to is the issue of, as I said earlier on, the issue of parental involvement.

27:19 Interviewer Yeah.

27:21 SGB 1 You know, without the necessary support from the parents themselves, we might as well hit a brick wall. We need the direct involvement of parents in the education of our learners. So, it's one of the gaps that I see, that are looming very large and it is one of the biggest gaps. The other one is the discipline of learners, themselves. I see learners now of late, not being 100% focused on their education. They mix it with other social things and you can't mix education for instance, with there are those boys who go to initiation schools.

28:21 Interviewer Yes.

28:22 SGB 1 It's a tradition, it's a culture and we can't fight against it. But the minute it is misused, the minute it is used to fuel gangsterism, then it becomes a problem. Because of, I had a number of boys who went to the initiation and came back, they became members of these gangsters. That is a gap that society needs to close. That one needs society, because the group, it is grounded in the traditions and cultures of people. So, it's something that needs the society.

29:05 Interviewer Exactly.

29:05 SGB 1 Yes, that's a gap and then, I'm not sure, but I think that the teachers and the school management team need to be given more powers.

29:24 Interviewer Exactly.

29:25 SGB 1 How to discipline this particular learners, because of the alternative methods of punishment that we recommended to replace corporal punishment, clearly they don't yield positive results. When you detain a child for instance, that does very little to change the behavior of that child. So, for me I'm not saying teachers must be given the powers to punish these learners, but I'm saying because even a simple suspension of the learner at school, it's a hectic thing to do, because of you need to follow the protocol. And the protocol simply says you need to follow all the steps that the final arbiter will be the HOD of education in the Free State. Which simply means our hands are tied. You can't say to a learner, no you are a problem child, you are a gangster here and you are causing a lot of havoc at school. Go and stay at home for 30 days and you come back sober minded and all that. Now, it's a problem. Substance abuse

30:49 Interviewer Sho, it starts in the early years.

30:52 SGB 1 Substance abuse, I am telling you Ma'am, that is one other big gap that is a problem. It fuels this condition of behavior. And it's a problem because again, the laws are very restrictive. You can't just expel that kind of a learner. They are now even using these drugs, within the school premises.

31:21 Interviewer You see.

31:22 SGB 1 In the toilets, the boys were smoking. Now, it's even worse when you find even girls now, girls involved in smoking illegal stuff like dagga. That is a challenge.

31:38 Interviewer It's a challenge.

31:40 SGB 1 And then how do we solve that? Possible solutions? Can I come to those? Can I come now to the possible solutions? Can I address the second part, of the possible solutions?

31:52 Interviewer Yes.

31:53 SGB 1 To these gaps?

31:54 Interviewer Yes.

31:55 SGB 1 Number one, as I said, parental involvement is very much important. We need parents' support. We need parents to actively play their role in the education of their learners. Parents must check the books of this learners, because these gangsters, they don't even do schoolwork. There are learners who are banking school, who are not coming to school. These problems child, who are not coming to school, and you will never see a parent coming to check the attendance of the child. Is this child coming to school regularly? Because as a parent, you must give yourself time to come to school and ask teachers that question. Is my child coming to school regularly? So, the parents, we need to support the parents. Number two, the issue of schools leasing with police. That is very sacrosanct, because of then we are able to report any matter that, because gangsterism, one way or the other, goes hand in hand with criminality.

33:15 Interviewer Exactly, you are correct.

33:17 SGB 1 Yes, it goes hand in hand with criminality. So, there must be that harmonious working relationship between the school as well as the security or the police. People who enforce the law. So that these particular kids, they must face consequences of what they are doing.

33:41 Interviewer Exactly. Yeah. Unless you have finished, because the last part is your opinion about the possible solutions to this problem. You mentioned involvement of the parents.

34:02 SGB 1 Yeah, that one for me is very important.

34:06 Interviewer Because they are the ones that live in the same roof with these children. That although, when they do all this working things, when they're going home. They look innocent.

34:19 SGB 1 They look innocent.

34:20 Interviewer They may not be doing it in their house.

34:24 SGB 1 This is one social program that is very critical, are learners who are doing what is called, heading families. Child headed families, you know that those learners, some of them end up in these particular things. They end up doing all these wrong things because of the challenges that they have at home.

34:53 Interviewer They don't have parents.

34:55 SGB 1 They don't have parents. They don't have parents and when you try to check, where are other extended members of the family to look after these kids, they are nowhere to be seen. So, these kids end up being on their own, they end up not getting involved in this particular wrong things because of some of them probably are able to get something to eat out of doing wrong things.

35:26 Interviewer Thank you. We go to objective four, to carry - is it there?

35:39 SGB 1 Yes, I'm having it here. It's in page 3.

35:42 Interviewer Okay, to carry out the SWOT analysis of the proposed framework. Question four, what are the strengths and weaknesses of the proposed framework? SWOT analysis, SWOT, S stands for strengths, W stands for weaknesses, opportunities and threats. Yes.

36:17 SGB 1 Yes, I spoke about quite a number of things as possible solutions to this particular challenge. On the issue of the strength of the framework, I think once you talk about education, it's a [inaudible], there is no way in which the teachers, the learners can do without the assistance of the parents.

36:51 Interviewer It's true.

36:51 SGB 1 Yes. So, my point is the strength of parental involvement will inquest positive results, with as far as the teaching and learning is concerned, because it's going to have a positive impact on the learner, it's going to have a positive impact on the teacher because of if teachers continues to be exposed to learners who are misbehaving, learners who are not conducting themselves within the framework of discipline, that has got a negative impact on teachers themselves, they become demotivated.

37:40 Interviewer Exactly.

37:41 SGB 1 Yes, they become demotivated, they become demoralized and a demoralized, a dejected teacher will not be able to perform maximally.

37:55 Interviewer Exactly.

37:56 SGB 1 Yes. So, it's very crucial that we do that. Number two, we need to have policies in place. Those policies, strength of those policies, lies in their implementation.

38:14 Interviewer Yeah.

38:14 SGB 1 So, they can't be just in black and white. They can't just live on paper, but they must also live practically on the ground. So, it's very crucial that policies must work. Implementation is the strength of any policy.

38:37 Interviewer Exactly.

38:37 SGB 1 Yes, and then there must be close monitoring of that particular implementation. So that if things don't go well, we go back to the drawing board. Yes, we go back to the drawing part. So, when you come to the issue of the weaknesses of the proposed system, the weaknesses for this particular framework will lie in people not committing themselves into the framework. If people are not committing themselves, they don't give themselves 100% into this particular framework, then it becomes its biggest weakness. So, it needs all of us, people must work cohesively, hand in hand, so that we can defeat this particular challenge.

39:35 Interviewer Exactly.

39:36 SGB 1 Yes.

39:37 Interviewer All hands on deck.

39:39 SGB 1 All hands must be on deck.

39:43 Interviewer Thank you. Yeah. You know, you didn't have this, this paper that is prior to this. The way you are giving me the answers.

39:55 SGB 1 It's like I had it.

40:00 Interviewer Thank you so much. The last question, the last objective, to develop success indicators in using the framework. How can we demonstrate the success of the proposed framework? How can we demonstrate success of the -?

40:21 SGB 1 Sister this one, we need sort of a template.

40:25 Interviewer Yeah.

40:27 SGB 1 We need to have a template for this framework, where we put all the necessary indicators. So that we are able to tick the boxes as and when this framework is working, so that if

this framework is not working, there is a no part where we can indicate no, here this, this framework did not yield the results that we want, and it means we need to flag that. Once we flagged it, it means we need to revisit it, so that we can review.

41:02 Interviewer Exactly.

41:03 SGB 1 Yes. So, it needs to closely monitor the success of the framework. We need, we need to monitor it. Implementation, We need to monitor implementation, and tick the boxes, as I said, and where our strategy does not yield the positive results, then it means it must be reviewed, with immediate effect. We can't waste time because of this is one of the biggest problems that disturbs the smooth running of education.

41:37 Interviewer Exactly.

41:38 SGB 1 We cannot be wasting time. So, to demonstrate the success of this particular proposed framework, we need that particular template, which needs to have things like the date of implementation, we need to have for instance, things such as who is responsible because of sometimes these things for them to be put into practice, they need people behind.

42:10 Interviewer Exactly.

42:11 SGB 1 Yes, they need people to coordinate them. Make sure that they are implementable.

42:17 Interviewer Exactly.

42:17 SGB 1 Yes. So, we need that kind of a template that will definitely monitor the success of this particular framework.

42:30 Interviewer Yeah. Okay. No, I noted it down to see if I can have a nice template drawn.

42:41 SGB 1 Yes, definitely. So that we are able to check the progress. Because at the end of the day, again, the framework cannot just be on paper, but it must be something that is implementable, it must be used. It must definitely be applied.

43:00 Interviewer I don't know how to thank you enough. Thank you so much. Since I've been interviewing, or having this discussion. This one is the best of all of them. Because you know, within 40 minutes or 48 minutes, we are done. We are done because you are giving me points I am expecting, because if it is not, you'll see me probing the questions left and right. To get something, to get more information. Yeah, but this one I wish I will leave this in for you to finish it for me. Thank you. Thank you. God bless you.

Ikaelelo Grades 12 & 11 first group - recording 12

[00:09]Interviewer There are five objectives here. And the questions we are going to answer, or I'm going to ask you is centered on these five objectives. So, we move down. The study relies on a probing techniques which is called focus group discussion, and the introductory meeting also proposes to explain to the participant the importance of Critical Participatory Action Research, it's the methodology I'm using in my research. So, go to the second page. We go to the transition the five objectives, which I have already told you that is from these five objectives that the five questions were drawn. The first objective is to demonstrate the need for a framework to curb learners' gangsterism in school. So, question one, what are the needs for a framework to curb learners' gangsterism in school? What are the needs for a framework to curb learners' gangsterism in school? Is the question clear?

[02:12]Group Yes Ma'am, it's clear.

[02:17]Interviewer Relebohe?

[02:20]Learner 1 Relebohile

[02:21]Interviewer Relebohile, can we hear from you?

[02:29]Learner 1 Ma'am, to curb this [inaudible]. So, in my opinion, I think the government should implement new laws that are going to stop learners who are gangsters to come in school and harm other learners. Yes Ma'am, so I think if the learner tries to look for a school, I think the school should look for a background of a learner from their previous school, so they can know what kind of learner is he or she.

[03:20]Interviewer Good. Reha, let's hear from you?

[03:28]Learner 2 In my opinion, I think that the framework will need support from the community members, parents and as well as the school management team. For the framework to be successful, it also needs learners to participate. So, this framework should be well monitored, controlled by management of the school, to ensure that it works properly. So that we can stop learners' gangsterism in school

[04:01]Interviewer Mpho?

[04:04]Learner 3 Okay, from my opinion, I will say that the government could help us with security. So that you know, there is no security in our schools. If there is a security it might help that if something happens at school, he might be able to stop it because he knows what to do. As children we don't know everything about what to do if things like gangsterism happens at school, so I think security might help a lot.

[04:48]Interviewer Thank you Mpho.

[04:50]Learner 4 In my opinion, I think the school must create sport, so that the children may join the team, the football club or even the rugby or something sports. So that children may not get infected to the gangsterism and I think they will need to create a safe

[05:35]Interviewer Environment.

[05:45]Learner 4 Okay Ma'am. I think they will need to create a safe environment.

[05:56]Interviewer You mean the safe in the school or at home or in the community?

[06:00]Learner 4 In the school

[06:01]Interviewer In the school?

[06:02]Learner 4 Yeah, in the school. So that children may feel safe at school, and stop doing the bad things because you know Ma'am, some other children they get abused from home. So, it affects them to do bad things at school because of the situation at home. And I think school must create or build a hall or rooms for the children who are being abused at home, so that they can

stay at school. So that they can study and do things correctly. So Ma'am, I think that will stop the gangsterism in school.

[07:09] Interviewer Sho, that's wonderful. Thank you so much. You know, I learn a lot. I understand all the things you're trying to say and you lack words to put them right, but I understand. Yes, because those learners are from broken homes and they were not brought up very good manner. And when they mix up those who are from a good home, they infect them. You see, those who want to be infected, will be infected by joining the bad character or attitude that they are performing.

[07:57] Learner 1 And sports might help, because they will all participate in sports, so it will distract them. Sports will distract them from getting in to gangsterism.

[08:09] Interviewer Yeah. So, do you have sports here?

[08:12] Learner 1 It's only football, so -

[08:15] Group And netball.

[08:19] Learner 1 But we want more.

[08:24] Learner 4 There should be a variety of choices to choose from.

[08:27] Learner 1 Yes, not just soccer and netball.

[08:29] Interviewer Do you go to compete with another school?

[08:33] Group Yes.

[08:36] Learner 1 But we have other talents, we need to express them.

[08:41] Interviewer Exactly, and evolving in many sports, as Mpho has mentioned, will aid to distract learners of bad character.

[08:53] Learner 1 In joining in to gangsterism.

[08:55] Interviewer And from involving in to gangsterism. Okay, thank you. Is there any other thing you want to add, before we go to question two?

[09:22] Learner 1 No, I think that's all.

[09:25] Interviewer As you have mentioned all these things if he is working here, there'll be no gangsterism. Is there any, like Mpho, who is suggesting to have many different types of sports to engage learners in, so that they won't involve into gangsterism. Have you ever mentioned it to your teacher or to your principal or to the authority in church?

[10:07] Group No.

[10:10] Interviewer So, you don't have anything that brings you together. Do you have assembly?

[10:20] Group Yes.

[10:22] Learner 1 On Monday and Friday.

[10:23] Learner 2 On Monday and Friday.

[10:26] Interviewer And there is no, like a letter box, where people go and put the things that is not going on well?

[10:36] Group No

[10:37] Interviewer You don't have such?

[10:38] Group Yes

[10:39] Interviewer And if something is going wrong, how do you voice it out? To whom do you go to?

[10:53] Learner 1 We just go to one of the teachers.

[10:54] Learner 2 Our class teachers

[10:57] Interviewer To report that?

[10:58] Group Yes.

[11:01]Learner 3 Even if we have some home situations, we just go to our teachers when we [inaudible] them, and tell them what we are facing at home, the problems.

[11:15]Interviewer After that, is there any solution?

[11:17]Group Yes, there is solutions.

[11:21]Learner 3 They call the parents.

[11:21]Learner 4 Because they are able to help.

[11:24]Learner 1 Or take us to Home Affairs, so that we can talk to social workers. To the Department of Social -

[11:32]Interviewer So, the social worker, that is attached to this school, you can find the person at Home Affairs?

[11:40]Learner 3 At the Social Development.

[11:46]Interviewer And then, what does the social worker do? Does he or she comes here to see the learners who has such problem or that brought him here?

[12:03]Learner 4 The matter is dealt privately, so that the learner can be comfortable.

[12:07]Interviewer You said what?

[12:08]Learner 3 It is done privately.

[12:08]Learner 4 It is done privately, so yes. Some learners are shy to talk about your problems in front of everyone. So, it's better to do it privately, so that they can be comfortable.

[12:24]Interviewer And do you like the way it's being done?

[12:28]Group Yeah, a lot.

[12:32]Interviewer Okay, let's go to question two. Is there any other thing you want to add?

[12:39]Learner 2 Yes, I think will like to add something. Well, I think one of the needs of the framework also I think like the police should also be more involved. In educating learners about gangsterism and where will they end up in the future, if they continue with gangsterism. Because if I think they involved in something gangsterism, it will ruin their future. And this age, they are still young and don't realize it. So, in order to involve them in programs, [inaudible] they will help them to be aware. It will actually help them, like sports, as they said before. It will help them to be distracted and focus on your future. Also, teachers could play an important role, in educating them and making them aware that learners should study, so that they could secure their future.

[13:41]Interviewer Good, thank you Reha. This is a wonderful point. I like that. Let's go to question two. Objective two, to explore these challenges faced by the school management team to withstand learners' gangsterism in school. Two, what are the challenges faced by the school management team, to withstand learners gangsterism in school? For your information, the SMT that is -

[14:32]Group School Management Team.

[14:34]Interviewer You know it, I can see, it comprises of the principal, the deputy principal and the head of department, the HOD's. So, and the School Governing Body.

[14:48]Learner 4 SGB

[14:51]Interviewer Yes, yes. Yeah, that's the make up of the SMT, Okay. I start, Relebohile.

[15:08]Learner 1 So Ma'am, I think for this question, I think the parents should also part in playing a really big role to their children, not just the children, for all the community. So Ma'am, as I was saying, I think that parents should also take part for the children to stop the gangsterism. And not just their only children, for the children in the community because there's a saying that says, it takes a village to raise a child. So that's why I think it is also the parents. The parents need to teach the children about gangsterism, Ma'am. Because some parents they tell us at home.

No, don't do this. This is wrong, and they tell us the rights and wrongs. And I also think they should like, go to a hall, maybe create a program in the community and then that teaches us all about the gangsterism. If you join the gangsterism, this and this will happen.

[16:37] Interviewer Okay, so meaning that, the SGB are not working to expectation, that they don't have a meeting that brings them together. Is it what you're trying to say?

[16:55] Learner 1 They do have them, Ma'am. But then sometimes they just bring parents, not the children Ma'am.

[17:02] Interviewer Okay,

[17:04] Learner 1 Maybe they should do it like, once a term. To warn us.

[17:10] Interviewer To confront [inaudible] with the learners, and talk to the learners. Okay. Thank you so much, Relebohile. Reha, let's hear from you.

[17:25] Learner 2 I think one of the challenges faced by the School Management Team to try and withstand learners' gangsterism is that, learners come from different backgrounds with different cultural beliefs and values. Of which they have different languages, and it will be easy for the school management team to be able to conduct themselves or like, to learn their culture. So it takes time for teachers to know learners doing well, with different backgrounds for them to be able to understand the learners and make them feel comfortable. Because some learners can be ignorant and some learners are disrespectful. We have shy learners, learners who cannot talk but you can see they're going through a lot. So, it is one of the challenges when coming to learners, because you will meet different types of learners, of which they conduct themselves differently in the society. And it is one of the reasons again, I think, challenges that the SMT wouldn't get enough support. Because I believe for [inaudible], some parents are not well committed in trying to do the learner's future, because we need support from as well as the community and the government as well, because -

[18:48] Interviewer What type of support do you need from the government?

[18:53] Learner 2 The government, like from time and time again, I think the government should come to school to try and motivate learners. Make them see their future in a different perspective, instead of not involving with learners in the school. Because I believe the government could also help by issuing textbooks or novels that will help them keep the learners busy by reading and that stuff. Because sometimes, at school, we have shortage of textbooks. It is one of the challenges that will distract the learners, learners need distraction. So, without the issue of textbooks and books, to read from, it will be difficult.

[19:42] Interviewer Thank you, thank you for your contribution is wonderful. Mpho, let's hear from you. Your opinion towards this.

[19:56] Learner 3 Okay, what are the challenges? Okay. The challenge are that parents. Everything starts at home. So parents are not. Some parents do not put enough pressure to make sure that their children are well behaved and they take everything light. And parents do not commit themselves enough to come regularly at school to get information about what is going on at school. And I think one of the reasons is that children attacks the SMT, because they might get everything wrong and yeah, they attack SMT.

[21:10] Interviewer You said that the SMT, hey don't take their work, as the SMT. Is it?

[21:19] Learner 3 Hmm

[21:20] Interviewer Okay, school governing - is it?

[21:23] Learner 3 What?

[21:26] Interviewer The parents, they don't take their work as parents serious towards their children. Is it that what you're trying to say?

[21:35]Learner 3 Huh uh.

[21:36]Interviewer Okay, maybe I didn't get you.

[21:39]Learner 3 What I'm saying is that they are not really committed to their children. They are cultural, because they don't come here regularly to know what is going on, to get the updates of everything that is going on. Sometimes they don't even know what their children are up to at school. Don't even know what their children are doing. Yeah, that's what I'm trying to say.

[22:06]Interviewer Okay. But, the SMT do they know what these children, the learners are doing?

[22:16]Learner 3 Yeah, they do know. Ma'am, even if they call parents to tell them about their children's behavior, some parents, they don't care. They don't come to school. They don't care.

[22:32]Interviewer What are their reason for not?

[22:36]Learner 3 Many reasons.

[22:38]Learner 1 Some of they say that they won't come.

[22:41]Learner 3 Drunk. Yeah, that's one of the reasons

[22:46]Learner 4 Work issues

[22:47]Learner 3 Work issues.

[22:48]Learner 4 They are involved at work.

[22:50]Learner 3 But work issues is not the problem. They can just take a one day off for their children. That's not an issue.

[23:00]Learner 1 That's why they [inaudible]

[23:01]Learner 4 Sometimes like, their employers refuse to give them the day off.

[23:06]Learner 1 But, your priority should be your child.

[23:12]Learner 4 Yes

[23:13]Learner 1 Your priority.

[23:15]Learner 3 We do get what you're saying, but then [inaudible]

[23:20]Learner 1 Your children should be your -

[23:22]Learner 4 You can't lose your job.

[23:24]Interviewer Any contribution you want to make, raise your voice, so that it will be clear, because it's a problem which we are finding solution to. All of them are important.

[23:39]Learner 1 No matter what. No matter what, even if it's a job or anything, your child should be your priority. If anything happens to her or him, he or she should be here.

[23:57]Learner 3 Some tools have [inaudible] of the parents, and they tell the parents, let's say like, you got in a fight neh, then they inform your parents.

[24:14]Learner 1 Right away?

[24:16]Learner 3 Right away. Exactly. Yeah. And then your parents wouldn't be able to come exactly at the time. So, the parents and the teacher, then they will discuss. Sir, ma'am, I'll be available at this day, at this time. Tomorrow, I can't come, due to certain issues like work situations.

[24:39]Learner 1 That is why some problems won't be able to be solved. Because they are rescheduled time and again.

[24:47]Learner 2 After all, it is not their fault. Reason being because of, their time doesn't allow them to leave at work. They can leave work.

[24:55]Learner 3 Immediately.

[24:56]Learner 2 They have to make sure they secure their children's future, by paying fees, to provide children with their needs.

[25:03]Learner 3 If you don't pay fees, what are you doing?

[25:06]Learner 1 Okay, what you are trying to say is that even if everything happens to you, if your parents is not allowed to leave at work, then she will do nothing about it.

[25:17]Learner 3 They call the police, and they solve the problem.

[25:24]Interviewer I know you are trying to maintain order. Because when I'm going to transcribe this and I'm noticing that two voice different voices are talking at the same time. I won't be able to get the real fact. So, if one person is talking at a time, allow the person to finish, then you talk if you want to add or say something about it.

[25:56]Learner 4 The challenges that are faced by the SMT, I think is that the gangsters, I mean the children, they come to school with their weapons and they try to attack the SMT. And I think yeah, as English says, that charity begins at home, I think the parents are scared to talk with their children and they also allowed as children to go outside at midnight to go to the vibes. I mean, the vibes, [inaudible] vibes, I mean, the taverns. Taverns to go and drunk, so that it may effect them to lose their respect towards the teachers and they will steal the teachers' stuff, so that they can buy their own things, like drugs and new weapons.

[27:09]Interviewer Thank you so much for that contribution, it's nice. What I just want to find out is, as learners, what do you hear from people that's outside. What are they saying about learners here?

[27:40]Learner 1 Especially Ikaelelo, people don't like us.

[27:45]Interviewer Louder.

[27:47]Learner 1 Especially Ikaelelo, people do not like us.

[27:52]Interviewer Why?

[27:53]Learner 1 Because, years ago there was a lot of things going on here. Gangsterism was one of them. Yeah.

[28:03]Learner 2 I think it was on 2015. I cannot remember, because in 2015 there in the radios, there was a message that spread and it was saying that Ikaelelo must be banned because there are many gangsters in that school, and they don't have a good behavior and I think that's the reason why -

[28:37]Interviewer How did you feel about this negative things about the learners in Ikaelelo? You as a learner, how do you feel when hearing people saying that your school should be banned?

[28:56]Learner 3 From my own perspective, it truly feels bad Ma'am, because all of those things has passed since we have the new principal here at Ikaelelo. He managed to expel and suspend those learners who were involved in the gangsterism. That's all. It's in the past. We are now the new people of the Ikaelelo, we know how to respect one another. But then still, there are some gangsters in the school that are hiding.

[29:32]Interviewer They're hiding?

[29:33]Learner 1 They're hiding Ma'am.

[29:35]Interviewer Meaning that there are a few, they know that what they're doing is wrong?

[29:38]Learner 1 They know that what they are doing is wrong.

[29:42]Interviewer Reha?

[29:42]Learner 2 I think, as a school, it brings the school to a bad image to the society. In a way that it discourages other learners who want to come to take part in this school. So in that way, it discourage other learners who are coming from primary schools, who wants to enter in to this school. So the image of the school is ruined because of its history. And I think the community is also holding back to that history of Ikaelelo, not looking towards the future of it, because things have changed drastically.

[30:19] Interviewer Thank you very much, Reha. Mpho?

[30:22] Learner 3 All of this is very irritating, and sad at the same time, because that have things that were done in the past have changed now. We are new people here and you are judged by what other people done. We were not even here but when you walk in the street -

[30:50] Learner 2 Yeah, they like to bully us because of -

[30:53] Learner 3 Our background.

[30:54] Learner 2 - colour. They don't like it at all. Even if I go to town with my uniform, they will say that this guy is a gangster. Yeah, they do that Ma'am. And we hate that a lot, because you can't feel comfortable.

[31:13] Learner 3 And even parents don't want their children to come here. You know, because of Ikaelelo's history.

[31:22] Learner 4 Yeah, they think it's a bad school for us. And I was one of those learners who didn't want to be in this school. Like when, when first that I heard that I must come to this school. I didn't want to come here because of it's history. Not knowing that things have changed and that they are operating in a different way that those gangsters are expelled. So for my experience, it is scary and not comfortable at all.

[31:58] Learner 1 And principal Malawane, has done a lot, he has done a lot. He changed this school from nothing to something.

[32:15] Interviewer It's very touching. So, I'm happy to hear this. The principal have worked so hard to bring this school to a good record. So, your initial hatred to this school. You should as he's struggling to put it as number one, that the fall from grace, from to grass. Now, the spirit you should have should be the spirit of supporting him, motivating him by performing good in your academics. And by not indulge in gangsterism anymore. And as you people have put it is a thing of the past. Yes, it is past tense, but the stigma is still there. The name of the school, once you mentioned, the stigma is still there, but to try to perform better in your academics that will surprise them that the school they have stigmatized, is now better than the one that has good name. You get the point?

[33:51] Group Yes.

[33:52] Interviewer So, don't be shy to say I'm from Ikaelelo, you know? Yeah, those things are a thing of the past. Okay. Thank you. Okay.

[34:05] Learner 4 But it is a challenge. Reason being the community still holds that, even though in the past few years, the results of matriculants have raised from Ikaelelo. They have been impressive even during the COVID-19, they have been impressive, but the community, I think doesn't realize that Ikaelelo has changed. Everyone in this school is expected to be a gangster. Even a girl.

[34:32] Interviewer But in your own opinion, what you have to tell them, is that people outside, who see Ikaelelo as learners' gangsterism is at a high rate here, that is still going on. what, how, how can you motivate them to know that things have changed?

[35:07] Learner 3 I will say that Ikaelelo has changed, and it's no more the Ikaelelo they knew back then, and we are trying our best to improve our Maths and improve Ikaelelo's name and we'll do that with everything we've got.

[35:42] Interviewer Thank you Mpho.

[35:45] Learner 2 To try and motivate them. I don't think they should, the community should be motivated. But in fact, if they can take, if they can support the school or try to find out what's really going on in the school, it will take them aware, because I don't think they really even watch the news for how are we performing. If they will do that, they will know that the school

has changed. With the results we need, because I think Ikaelelo has been in the top five before. So, for them to watch the news and be able to see Ikaelelo is now a new Ikaelelo that Ikaelelo they know, it will also motivate them to come and contribute in decision making or preventing learners' gangsterism in school. Because their contribution, as the community, is also needed to try and protect the learners.

[36:41] Interviewer Thank you Reha. Okay. Can we go to question three? Objective three, to identify gaps in managing learners' gangsterism in school, and propose possible solutions. Question three, which gaps exist in managing learners' gangsterism and what are the possible solutions to these gaps? You know, I'm just realizing that some of the answers to this, you have mentioned them in question two. Okay, there are two questions in one, in this seat. Which gap exist in managing learners' gangsterism? One, the second question, what are the possible solutions to these gaps? You see, there are two questions in one. So, the SMT always tries to attend the problem of learners' gangsterism in school, but sometimes they fail because, in South Africa there is a lot of learners' gangsterism. So, I want to ask you which are the weak areas, gaps which are weak, that when strengthened, can help the SMT or the entire school, to deal with learners' gangsterism? Does it make sense? The areas that are weak, which areas that are still weak. It's so that you have mentioned that a lot of changes has taken place, since that 2015 of gangsterism. So, but apart from good things and new changes that brought good, is there still some area that need to be improved? Yes Mpho?

[39:49] Learner 3 Security

[39:50] Interviewer Security?

[39:52] Learner 3 Yes, children/gangsters will come and go as they please, here in the school yard. So, if there is a security, tight security, then no more people will come and go as they please here. So, I think security might help.

[40:13] Interviewer Okay, security. Lack of security.

[40:16] Learner 3 Yes.

[40:18] Interviewer Even people that are not of good character, like learners' gangsterism, you know that they can pop in at any time.

[40:29] Learner 3 Yes, and they do that. Principal Malawane did everything in his power to close some fences, to close them and at the back there, because there was some gaps that children go in and out, as they please. So, he was able to close those gaps.

[41:02] Interviewer Okay.

[41:03] Learner 1 I also think that the police will also take part in stopping the gangsterism in school. This will just come to school unexpected and search the whole school, ma'am. Like they come in class, they search for weapons. We go out, they just stay there, search our bags and see what's inside. And then, if they find any weapon in your bag, they will just take action, they will just ask you questions like, what are you doing with this weapons, and then the principal and the head of the department of the school should also take action. And they should also check the kid's background and their home situations too. Yes.

[41:57] Learner 3 But police takes time to come here if they are called. They take time to come here. So, they should always be alert.

[42:11] Interviewer Thank you Mpho. Is there any other thing you want to add?

[42:20] Learner 4 I think, to avoid gaps we should, I mean principal should suspend the gangsters in our school or - Yeah. Not all of them have name, because some gangsters are hiding in our school, so he might not know all of them. So, I think he must suspend them so that he can see how many gangsters are left in our school.

[43:07]Learner 1 That is just ruining someone's future.

[43:10]Learner 4 Yeah, but then, if they come at school with weapons, we don't feel comfortable in the classroom, because they like to bully us and ask money from us. And they will take it by force.

[43:25]Learner 1 And I also think the police should just give them the taste of how it is in jail.

[43:31]Learner 4 Yeah.

[43:33]Interviewer In jail?

[43:34]Learner 1 Yes.

[43:35]Learner 4 It may help.

[43:35]Learner 1 It may help. Just for four hours or two hours in jail.

[43:40]Learner 4 Huh uh, two days. So that they must sleep on the floor, to learn their mistakes.

[43:46]Interviewer But according to the rules, I thought the principal do give them a suspension.

[43:59]Group Yes

[43:59]Interviewer Which is five days, meaning that that five days doesn't work.

[44:07]Learner 3 Yeah, it doesn't work.

[44:08]Interviewer It doesn't change them? They come back.

[44:11]Learner 3 Because, Ma'am, if they've been suspended for five days, they're at home with their friends and all of them, they are gangsters. They are doing the same things.

[44:24]Learner 2 But I think when they are suspended, they make a plan so that they come at the school and rob the school or damage the car of the principal.

[44:33]Learner 1 Yes, just to spite him.

[44:38]Interviewer Okay,

[44:40]Learner 4 One of the problems is peer pressure.

[44:43]Interviewer Peer pressure?

[44:45]Learner 4 Yes, they can't say no to their peers, but instead they believe what their peers say they should do. Even though they know it's wrong. They are easily to get in to gangsterism, because of they want to be popular or to be like their friends.

[45:00]Learner 3 They want to be well known, but by doing bad things.

[45:06]Learner 1 But some of the reasons it is the things that are happening at home.

[45:17]Interviewer Okay, Mpho you have mentioned it before, in the previous questions and in your own opinion, what are some of the solution to these problems? We are looking at the problem now and the solution that will help these learners changed, because suspension for five days, which is one week, when they come back there is no change you are seeing in the learner. So, what other help do you think, should be given to this type of learner? Relebohile?

[46:13]Learner 1 I think the school should just take the learners for counseling, Ma'am.

[46:20]Interviewer Counseling?

[46:21]Learner 1 Yes Ma'am, because some learners, they're going to be free when they talk to strangers, to people they don't know at all. Because some learners don't even trust the teachers at school. I'll go to a certain teacher and tell him or her my problems, and then she or he will go in the staffroom and tell all the teachers about what we have already discussed. So Ma'am, I think taking the child to counseling will also help. Maybe like, once in a term or twice in a term.

[46:56]Interviewer Okay, now taking the child for counseling, that's the school. The SMT?

[47:05]Learner 1 Yes.

[47:05]Interviewer Okay, Reha, what do you have to add?

[47:10]Learner 2 I think that a school should have an organization that, when a learner is suspended, she will attend. Making the organization compulsory to attend through suspension.

For the child to learn and be aware of how gangsterism can make you end up in prison and what are the risk factors that will have a bad influence in your life. So that the children can be aware, to know what is wrong or right. Especially when they are at school and in their society.

[47:47] Interviewer That's rehabilitation

[47:50] Learner 2 Yes.

[47:53] Interviewer Good, thank you Reha.

[47:56] Learner 3 Police do come at schools to inform children how gangsterism may effect their lives, but if a person doesn't want to change he or she won't change. But what I think, if social workers will be more involved, and if a child was found doing something wrong, the social worker should go to that child's home and see if the conditions for that child are good for him or her to study or to stay, while she is at school. And then she will be taken or he will be taken to a home where he won't meet his friends, or her friends. Then he will just come to school and then go back to that home.

[49:05] Interviewer And still stay with that problem of sort. Yeah, you say he will just go back home and still stay on that problem of sorts?

[49:18] Learner 3 Not his or her home, but to a specific home.

[49:28] Interviewer Do they have a schools here for delinquents? Because people that behave in this way, gangsterism, they are delinquent children. Do they have a separate school -

[49:49] Learner 3 No

[49:49] Interviewer Where you go, where they go and be rehabilitated?

[49:55] Learner 3 No.

[49:56] Interviewer Okay, and what about the church? All these learners, I think they belong to different churches.

[50:10] Group Yes.

[50:11] Interviewer Does it mean that they are not teaching the about morality or good behavior?

[50:26] Learner 3 Ma'am, even if a person goes to a church, if he doesn't want to change, he won't change. If he doesn't have a good heart, you can go to a church then still you don't have a good heart. So, church doesn't change anything.

[50:50] Learner 1 Because it's also a person's choice to change.

[50:52] Learner 3 Yes, if you don't want to change, then you won't change.

[50:56] Learner 2 I think, learners are ignorant because at school we do have an assembly on Mondays and Fridays, of which they are advised to behave in a good way. The principal always emphasize learners to read and focus on their books, but learners will be ignorant and think the principal is making a joke or they are not taking him seriously.

[51:23] Interviewer Okay, do you have anything to add?

[51:26] Learner 4 No Ma'am.

[51:29] Interviewer Okay, I think we have exhausted this number three. We go to number four. Forth objective, to carry out the SWOT analysis of the proposed framework. Question four, what are the strengths and weaknesses of the proposed framework? What are the strengths and weaknesses of the proposed framework? So, you may be looking at the word SWOT, S stands for strength -

[52:24] Learner 2 Weakness

[52:24] Interviewer Weakness?

[52:26] Group Objectives

[52:27] Learner 2 And threats.

[52:28]Interviewer Threats. Yes. So, we now talk about the strengths, the weaknesses, the opportunity and the threats. Okay. Relebohile, do you have anything to say here?

[53:00]Learner 1 Yes Ma'am, I have already written some here. So Ma'am, for the strength is that there will no longer be gangsters available at school, Ma'am. As the programs will be implemented, where they teach learners about the gangsterism. And the weaknesses is that some parents may not be fully involved, or fully committed in joining the programs. And learners that are suspended, will feel as if their rights are being taken away from them

[53:55]Interviewer Okay, okay, thank you Relebohile. I'm struggling with this. Okay. Reha, do you have anything to say, on the SWOT analysis of this?

[54:17]Learner 2 The framework itself, could [inaudible] for opportunity. It will, the the framework itself, will increase or develop into a to the community, because it will have enough support to be able to try and also encourage learners in the community to enter school to take part in education. Where by the strength of this framework is by uniting the people in the communities. Bringing them together to pry and fight against gangsterism. So, it's weakness, like Relebohile said, there won't be support from parents. So that's the weakness and the challenges are that people also come, it's weakness will be that, the people who will be operating in this framework will find it hard to try and understand people's backgrounds and their cultural. So, it will become the weakness of this framework.

[55:23]Learner 1 And as for the threats, is that those gangsters will feel as if their programs are nothing but just a waste of time. So, they'll just think of going and maybe robbing those SMT. So, those are the threats that they will be facing Ma'am.

[55:52]Learner 2 It will arise the opportunities for people to find in the school and also, the framework itself, when trying to raise awareness and stroke against gangsterism.

[56:05]Interviewer So, that's [inaudible]. Thank you so much Reha and Relebohile.

[56:12]Learner 1 Ma'am, just say Rele.

[56:14]Interviewer Rele, Ah, thank you. I like that short one. Mpho, yes, do you have something to add?

[56:25]Learner 3 In my opinion, I would say the weaknesses. The weaknesses are that if the children, those gangsters, are expelled at school, crime rate will rise because of there will be nothing that they will be doing at home. So, they will do even dangerous things then that they were doing here at schools. So, if they are expelled, there will be nothing so yeah. And -

[57:00]Interviewer So, meaning that it is better not to expel them?

[57:05]Learner 3 Yeah,

[57:07]Learner 2 But then we will have to try and fix them.

[57:10]Learner 3 Yes,

[57:11]Learner 1 Because if they expel them, as Mpho said, the crime rate of the country will rise. It will increase.

[57:23]Learner 3 And then, as Relebohile said the other parents are ignorant. They don't participate in any activities here at school and in their children's lives. That's the weaknesses and then the strength is that if this programs implemented, they might have -

[57:49]Interviewer The new framework?

[57:50]Learner 3 Yeah,

[57:51]Interviewer We are trying to

[57:52]Learner 3 They might help, because the school will be fixed. And then there will be no more crime anymore. Yeah.

[58:05]Learner 1 And I also think that the issue is that some schools, they still have that rule, that if they beat a child, the child will get in order. And that's not how to solve the problem. Maybe this will just solve the problem by talking to a child. Like I say, counselling them, yes Ma'am.

[58:34]Learner 3 Beating children is just making him or her worse.

[58:41]Learner 4 Yeah, the strength, I think -

[58:43]Interviewer Thank you so much Rele, Mpho. Yes?

[58:50]Learner 4 Yeah, the strength is the school must expel the gangsters from the school and the weaknesses is that the gangsters will end up in jail. The teachers will think that they are derailing the futures of those children who are gangsters. Because they will end up in jail.

[59:19]Interviewer They will end up in jail?

[59:21]Learner 4 In jail.

[59:21]Interviewer Yes, but I disagree with you, because when they are expelled, they have only one week, which is five days and during that time the learner was expelled and the principal must have sent their report to the Department of Education. Concerning that, learner's problem, but by the time the Education Department will get back to the principal, to give him the permission to expel the learner entirely, takes too long. That there are at times one year, 12 months and the child have spent only five days at home, one week and he is back to school. You see, and now when you look at it if you are the principal How will you feel? Because he spent only one week and came back and it takes one year to give the principle permission to act. I don't know whether you understand my point.

[1:00:44]Group Yes

[1:00:45]Interviewer Okay. Rele?

[1:00:49]Learner 1 The process takes too long. Because it takes long for the principal to get feedback from the Department of Education.

[1:00:58]Interviewer Yeah.

[1:00:59]Learner 1 So once the Department of Education has already gotten back to the principal with the feedback, it will already be too late Ma'am, because if they suspend the child for five days, the following week, they come back. And they will try by all means not to get in trouble but then they will also do some things that will trouble up some other children or learners in school Ma'am. So, they will avoid the principal in knowing the things that they are doing in school. So, by the time the Department of Education get back to the principal. The principal will just say, nah, it is already late. The child has shown some air force that he has changed what and what not. So, they will not suspend not expel the child.

[1:02:02]Interviewer Thank you Rele. Yeah, Reha, what do you want to add?

[1:02:09]Learner 2 It will discourage the principal and it is also frustrating for you to not get the feedback in time to take action. That is why I've said before that the framework or organization that will be implemented at school, to be used during that suspension of the learner, whereby the learner shouldn't be learning how to prevent gangsterism. Also could try to influence his peers about the dangers of gangsterism. So, that organization will be helpful when the Principal is still waiting for feedback from the government.

[1:02:48]Interviewer Okay. Thank you, Reha. Is there anybody that wants to add anything? Okay, Rele?

[1:03:02]Learner 1 I think we, as the learners of the school, should also know the rules that are given to every principal of the schools on what they should follow. So, we also know that there are rules that are given to them that they should also follow.

[1:03:25]Learner 2 The issue of the code of conduct is issued to the learners each year, on how they should conduct themselves and how they should do it. So, trying to find the how the principle should do, I think is unnecessary. Because that's his duties. Our duties are to follow the code of conduct, not to follow his duties.

[1:03:49]Learner 1 It's necessary, Reha, because Okay, in some schools there are teachers and principals that's -

[1:04:01]Interviewer That is the SMT. School Management Team.

[1:04:04]Learner 1 Yeah, the SMT, that are not following, let's say or, I've also heard from my peers that there's a rule that says that they have children beatings in school, it's not allowed.

[1:04:20]Interviewer Beating?

[1:04:21]Learner 1 Hmm, the beating of the children at school. It's not allowed at all. But some schools still do it ma'am.

[1:04:30]Interviewer Okay, is this school doing it?

[1:04:34]Learner 1 Yes. Okay, I will tell the truth, yes it is still happening, but our principal is doing it out of good heart, because children do not want to follow the rules. So what is he supposed to do? Yes, it is wrong, but somehow it is right. Because we do as we, if he doesn't do that, then we'll do as, as we please here at Ikalelo. Before that, before the beatings and all of that. The school was a mess. So to show that you wanna change it. You want to fix us, that is why he's doing that. He's doing it out of love. Yes, it is wrong. I'm not saying that it is right.

[1:05:24]Interviewer Okay, but you have already concluded that he is doing it to see a change in learners' wrongdoing. Okay. Yeah, so that's corporal punishment, is not allowed.

[1:05:38]Learner 1 Yes Ma'am.

[1:05:39]Interviewer So, that the learner should not push the principal to the wall. That will make him to go and bring the stick, you know? So. Okay. Yes, Rele?

[1:05:57]Learner 1 No Ma'am, that is all. If a child's like they've given us like that levels. They've given us that disciplinary -. So I think the child, like each learner in school, this will have their own disciplinary book in which they record and then let's say, if they have exceeded the number of things you have done in school, they give you the first written warning. And also, this will also give you, they suspend you and then they will also give you the first the first written warning.

[1:06:38]Interviewer Okay, thank you so much Rele. Okay,

[1:06:44]Learner 3 But this expelling children at school, that is not right, that is completely wrong.

[1:06:55]Learner 4 Why?

[1:06:56]Learner 3 Why?

[1:06:57]Learner 4 Yes, why? because they are children?

[1:07:02]Learner 3 Okay, let's say you are a gangster, then you are expelled, at home. You meet your peers at home. Obviously, when you are together more things will happen than when you were at school. At school, here at school, your school prevent you from doing a lot of things, bad things. So, when you're at home, you are with your friends, then anything can happen.

[1:07:41]Interviewer Okay, you know one thing is this, the expulsion, principal is not expelling anybody on his own. There is a law that motivates him to do that. Yes, expulsion, it is written in a book, that if a learner is not behaving well, to their sense of up to this, that he should be expelled for how many whatever days. One week, and now he will come back. So, he's not doing it on his own accord. There is a power behind him. That is the law that is specified that from the Education Department. I don't know, I think we have we have said a lot on this question four.

We have said a lot of SWOT analysis. And the rest of the. Relebohile, you want to say something?

[1:08:55]Learner 1 Yes, ma'am.

[1:08:56]Interviewer Okay.

[1:08:58]Learner 1 So ma'am. Now I was thinking the solution is that if a child or learner does something wrong at school, they should not be suspended. This will be, after school they will sit, maybe for two hours detention. After school they should sit for two hours and study.

[1:09:23]Interviewer Okay.

[1:09:24]Learner 1 So I think that will help, because it will be focusing on the books.

[1:09:31]Learner 3 Can I say something?

[1:09:32]Interviewer Yes Mpho. Go ahead.

[1:09:36]Learner 3 From that, from what you've said. Ma'am, there are children that stays far away from the school, far. Some of them they stay at [inaudible]. So, it will be difficult for them to go home after that long to go home and it will already be dark and some bad things might happen along the way, when they're going home. And who will be blamed for that? The principal will be blamed.

[1:10:12]Learner 1 Mpho, They know that they are not allowed to do bad things at school. And they know that if they do bad things at school they will have detention, so obviously they won't do them. Hence they will be avoiding to arrive at home late.

[1:10:31]Interviewer Okay, you know, from all your contributions, I can see that you are aware of the good things and bad things that are going on in this school. And I thought it's wise if you people can give suggestions to have a box where you will put in your opinion, without your name so that if the principal got it read, and because nobody's no one person is an island, for him to understand everything, even most of the things that are going bad. He doesn't witness it. He doesn't know. So, because of that, something like, what is it? A letter box should help a lot, because you people know the details of what is going wrong than the SMT. Such a suggestion can even help. You get the point? Because you are the ones that are involved in the problem. And then, you are the ones that are dictating or giving solution to that, that if you do this or do that it will be fine. You get the point? Like now, one of you have suggested that when somebody instead of punishing a child the learner to go home and spend one week and come back. That that learner at home will be lazying there, he wouldn't study, he will be joined by gangs. They are smoking and drinking, taking dagga, doing all sorts of things that are not good, because even their parents are not there, they're at work. They see them in the evening and when the parents come back for work, they look innocent. So, that is better to give that punishment in the school you stay back to read, but Mpho, you now were saying that some of the learners come from far distance. That if this sit back to continue reading, as a punishment, by the time he or she will be released. It will be too late to get to his place or her place. And there are times some gangsters may, you know, rape the person or just do something bad to that learner. So anyway, you people can have the principal to solve this problem by even if not in the assembly, because some of you may feel shy to talk in the assembly, so that you will not be stigmatized, you know. So for that, I cannot push your principal, the principal is not pushable. No, he's a father, I don't know the whatever to qualify the way I see it, you can talk to him somebody that can listen, you know, and it will help them, as a SMT and they not only for this new framework to work, you know to work well. Okay, thank you so much. We go to the last question. The objective five, to develop success indicators in using the framework. Question five, how can we demonstrate the success of

the proposed framework? How can we demonstrate the success of the proposed framework?
Okay, yeah. So, is it, is the question difficult?

[1:15:00]Learner 2 No, it's clear. For me, it's clear.

[1:15:05]Interviewer Okay, Reha? How can we demonstrate the success of the proposed framework?

[1:15:12]Learner 2 For the framework to be successful -

[1:15:14]Interviewer Yes

[1:15:15]Learner 2 Well, the framework should be monitored well. Effectively, actually, so that to be sure that it works in a particular way. So that the framework itself is managed by people who know what to do and what action to make. In that way the SMT as you be teachers, community members, and other learners should be involved in decision making of learners' gangsterism. In trying to find out solutions to make this framework successful. So, the unity of people is better than when they are divided.

[1:15:56]Interviewer Exactly.

[1:15:57]Learner 2 So, for the framework to also be successful, also the public as well, could help because if ever the framework is doing good job, people can trust it, then it will boost its image. Having the framework will have a good image, so that people can be able to come forward because some people are shy to talk about their problems. So, when the framework can be trusted, it will open doors for people who are shy, so that the framework itself will be successful. If all people are involved, because people's opinions are also important.

[1:16:41]Interviewer Yes. Oh, thank you so much Reha, you know for this enumeration of how this framework should work successfully. Thank you so much. Yeah, is there anybody who wants to add something.

[1:17:02]Learner 1 I think Reha has said everything.

[1:17:07]Learner 2 I think there's another thing we can do for the framework to be successful, funding is also needed.

[1:17:14]Interviewer Okay, funding from where?

[1:17:16]Learner 2 It could be any possible investor, who will fully invest in this framework, because there are resources like counselors who also need to be paid. Like also the police will also be involved. In a way they should be participating. So the framework needs funding to be able to implement some resources where they will be able to buy those textbooks that I was talking about, or to also buy a sports equipment for learners who want to try different sports and entertainment. To try and distract learners from gangsterism. So funding could also be an important factor in trying to make the framework successful.

[1:17:58]Interviewer Yeah.

[1:17:59]Learner 1 Government.

[1:18:02]Learner 2 I know we have the government.

[1:18:04]Learner 1 So, government should pay for everything that is happening at school.

[1:18:09]Learner 2 The problem will be the government like this, the framework, it will be for the school. So yes, the government can make a contribution. It will be helpful.

[1:18:21]Learner 3 This is a private public school. So, everything should be paid by the government.

[1:18:30]Learner 2 I do get your point.

[1:18:31]Interviewer No, don't interrupt her, it is recording. So when during the evaluation, we see the ones we can subtract, and they put it in, in a good way. Okay.

[1:18:47]Learner 2 I do get your point. Yes, the government should be the one funding everything. But if we give the government the pressure to fund everything, it means that our community members won't be able to contribute. I'm not saying the community members should pay or pay out contributions. What I'm saying is, they're decision making, they are voice. Word of mouth is important. Yes, the funding will be done by the government in trying to bring up a sports equipment and boots. That's the funding that we need from the government, but then community members contribution is their advices, their support, their motivations on the learners, which are very important, improving or making the framework successful.

[1:19:35]Interviewer Thank you, Reha. And you know, how can we show that the new framework we are suggesting has succeeded? That you have mentioned some of them. How can we show that the framework is efficient, if it takes a shorter time between the reporting, gangsterism and the gangsterism incident and how the school management team deals with it. If it is fast then the framework has succeeded. You know? That if it is not fast, the framework has not succeeded. You get my point?

[1:20:24]Learner 2 Yes

[1:20:25]Interviewer Like you, when you now notice that there is this person is a gangster, from your observation. Maybe you go to the principal to report, how fast is, the principal is the head or the leader of SMT, does he take longer to respond? Does it just fast to respond? Is he responding promptly to the several bad situation? Because if it takes too long to respond, this will not go well, by then it will be too late. Okay, Reha.

[1:21:24]Learner 2 Ma'am, our principal doesn't take that long. If the teacher comes with a certain learner for bad behavior, he deals with it immediately. So, it also helps because the learner itself will know how to behave. So, he doesn't take a day or two to deal with the problem. He deals with it at that time immediately after the grievance has been issued.

[1:21:50]Interviewer Is there anybody that want to add to what has been said? This one is very fast. Yeah. Thank you so much. For you know, I would have taken longer than I planned. Meaning that you people were well prepared for my interview, focus group discussion. Thank you so much. I'm happy that you really helped me in my work. Thank you so much. Maybe in due time we'll meet again. Yeah. And may I ask if it is appropriate for me to call at any time, should I come across some points that are misleading enough? So no, I'm not praying for that. That at times this then you don't trust it. You go and they become blank. If I come back again, to ask for your help. Please answer me, that's my appealing before I leave, but I'm not praying that they will disappear. Thank you. So much.

Ikaelelo Grades 12 & 11 2nd Group

00:08 Interviewer Yes, my name is Sister Stella [surname], a student of the University of the Free State (UOFS). So you have gone through this yesterday, you were given a copy of this each. So, I hope you have gone through it. Did you understand what you read? These questions?

00:29 Group Yes.

00:34 [inaudible]

00:37 Interviewer Okay, no problem. We go through it now. So, the questions you see here, they are five and is drawn from the five objectives of these three facts. So, without wasting time, let's go straight to the objectives. Now, there are five questions carved from the objectives. So, the objective is to demonstrate the need for a framework to curb learners' gangsterism in school. B - to explore the challenges faced by the school management team to withstand learners' gangsterism in school. C - to identify gaps in managing learners' gangsterism in school and propose possible solutions. To carry out the SWOT analysis of the proposed framework to develop success indicators in using the framework. So, the study relies on interview. Sorry, probing techniques and which we are in now, called the focus group discussion. You throw a question, we discuss about that and record it. Is it clear?

02:20 Group Yes.

02:21 Interviewer And the methodology of this research is CPAR critical participatory action research. I think we go to the second page. Objective one - to demonstrate the need for a framework to curb learners' gangsterism in school. What are the needs for a framework to curb learners' gangsterism in school? What are the needs for a framework to curb learners' gangsterism in school? Yes?

03:16 Learner 1 According to my perspective, I think they need to protect the learners, whom are not gangsters from those who are gangsters, so that they and not harm them.

03:34 Interviewer You are Kolobi.

03:35 Learner 1 No, I'm not Kolobi, I am Xholisa.

03:38 Interviewer Okay, Xholisa

03:40 Learner 1 Yes Ma'am.

03:40 Interviewer Okay. Thank you. Do you have anything to add to what she said?

03:49 Learner 2 To add on what she say, I think the government will have to implement a law, whereby that law will be protecting the learners that are not gangsters from the gangsters.

04:09 Interviewer Yeah, thank you so much. You are Kolobi? Thank you. Yeah, what do you have to add?

04:17 Learner 3 Me, from my perspective, I will say the teachers and the schools must come with an idea, with an [inaudible] the sports activities from preventing learners from gangsterism. So that they can keep the busy.

04:39 Interviewer Thank you so much. Yeah. Thando?

04:42 Learner 3 Yes.

04:42 Interviewer Thank you.

04:44 Learner 4 And also that teachers and parents should encourage the learners to take part in sports.

04:53 Interviewer That's good. You are Treasure?

04:55 Learner 4 Yes

04:56 Interviewer Thank you. And you?

05:00 Learner 5 I think, according to my knowledge, the school staff or members of the community can collaborate or work jointly towards the encouraging children that they can stop, they can prevent gangsters from engaging in gangsterism.

05:29 Interviewer Yeah, if you can come again. Say it again, louder.

05:36 Learner 5 According to my knowledge, the school staff and members can encourage learners to not join gangsterism and also investigating schools every day so that they may stop learners to come with weapons at schools.

05:51 Interviewer Okay, you are Sarame? Okay.

05:56 Learner 6 Okay, I will say is the necessity to have some sort of rules or laws that govern the behavior of children in schools. Because it's not all the time that teachers will always be on the lookout for children and their misdeeds and all those stuff. So if we have these ethical rules, and we can appoint learners who are responsible for the behavior of other learners, such as [crossweb], LCL's, and so on, we can have people who can look out for children who misbehave and prevent others who are misinformed from joining these gansters.

06:37 Interviewer Thank you.

06:39 Learner 6 Neho, yes.

06:40 Interviewer Okay, Neho. Thank you so much. Thank you. Thank you. Thank you. Yeah, so is there any other thing you want to add on that? Let me check very well if you guys - What they needs for a framework to curb learners' gangsterism in school? In other words, in your own opinion, are there ways in which the SMT, the SMT here are the principal, deputy, the HOD's, these are the people that make and even the SGB, yeah, they make up the school management team. So is there any - no, in your own words, okay - are there ways in which the SMT fail to attend to the problem of learners' gangsterism in this school?

08:25 Learner 1 Sorry Ma'am, can you repeat again?

08:26 Interviewer Are there any ways in which the SMT fails to attend to the problem of learners' gangsterism in this school?

08:39 Learner 1 Are there any ways that -

08:40 Interviewer They have failed?

08:42 Learner 1 That they have failed? Okay, yeah, they have failed, because mainly parents, or some of the parents, are not so supportive in the decision making of the SGB's when they are trying to implement maybe some sort of programs that will stop gangsterism in schools or other issues like bullying and so on and so on. So they don't want to participate in such, yeah.

09:16 Interviewer You are Xholisa?

09:17 Learner 1 Xholisa.

09:18 Interviewer Yeah, okay.

09:19 Learner 1 Yes Mama.

09:21 Interviewer Kolobi, you are the one? Okay, Do you have anything to add?

09:25 Learner 2 Yeah, there is something. So, I think they have failed in a way that the schools need to have the security that can guard learners. Maybe those gangsters, we don't know maybe it's something they're fighting from society from the, like I don't know [inaudible] from the community to school, and fight more in the school yard. So, I think when there are security, they can guard them to stop them fighting, on the school premises.

10:00 Interviewer Okay.

10:03 Learner 3 According to me I think the teachers failed, the schools and parents filed the gangsterism. For stopping gangsterism at school, because of most at schools, most schools don't have the proper gate. Anyone can go in and go out, and no one is going to search their bags. And

this thing will cause a lot of troubles, because late in the history of Ikaelelo, okay, we have the gangsterism, they call themselves the BTA K's and the Romers. BTK

10:47 Interviewer BTK

10:48 Learner 3 And the Romers. It's Born To Kill. Yes, from the history of Ikaelelo, our principal (Principal's name), he started to be a principal in 2018. The time he arrived here in school, it was yoh, lot of gangsterism in our school, and he tried his best to chase out those bully people and the oldest and the older people in the class because of most people who join gangsterism are the older people. So, he tried his best by taking out the old people at school, but most of the teachers didn't want to get involved in that because of their lives also were in danger because of those gangsterism, cults.

11:48 Interviewer Okay, thank you so much. You are Thando?

11:54 Learner 3 Hmm.

11:55 Interviewer Thank you, Thando. Treasure?

11:59 Learner 4 I think that teachers and parents failed to support their children because at that time of gangsterism, gentleman come in with knives and guns and due to the fact that security was not tight.

12:22 Interviewer All right. Security was not tight.

12:24 Learner 4 Yeah.

12:25 Interviewer So, but now, security is tight.

12:28 Group Yes.

12:30 Learner 2 It's still not tight.

12:33 Learner 4 It is, because there are many changes. So, the principal has done his part and he succeeded in doing so because he expelled those students and there are no longer students who are gangsters. So, I don't understand, but there's only one thing they should I think they should recruit people who are going to guard the school so that those who are going to be securities Yeah, but there are no gangsters anymore. So, I think the principal succeeded in doing so Ma'am So, I don't know.

13:15 Interviewer Okay, thank you so much.

13:19 Learner 6 I will say,

13:22 Interviewer Neho?

13:22 Learner 6 Hmm.

13:23 Interviewer Okay.

13:23 Learner 6 It was never a matter of security. It was more about the rules. There were no rules, it was just chaos at school. It was not, you will not say it's a school for [inaudible] then. The learners were not at all afraid of teachers somehow. The teachers, if maybe something happened during the teaching hours, maybe there were attacks or something, they will close this themselves in these staff rooms, and they will shut us out they will call the police. Our police failed us, they come late because they are also afraid of these gangsters. I have no idea what they should do further than calling the police. Their capabilities, it was the only thing that the teachers could do, was just to inform the police, and the police will come late. About an hour late, to handle the matter and it was just so disturbing. So, all those [inaudible]

14:29 Interviewer Okay. Thank you, Neho.

14:30 Learner 6 Thank you.

14:31 Interviewer Thank you so much. Any other person that wants to add from what they -? Okay.

14:36 Learner 5 About what Necho said, Ma'am. [inaudible] He doesn't have a need to involve police in the things that happened at school.

14:48 Learner 1 In the past. What happened in the past.

14:55 [inaudible]

15:01 Interviewer Just talk louder. Louder.

15:04 Learner 5 [inaudible]

15:08 Interviewer No, just.

15:08 Learner 5 [inaudible]

15:10 Interviewer Okay, okay. For your co-operation, don't interrupt anybody.

15:15 Learner 1 Okay.

15:16 Interviewer [inaudible] It's recording, I'm going to transcribe it. [inaudible]

15:34 Learner 5 What Necho said, I disagree Ma'am, because Necho doesn't have anything [inaudible] about what happened. That happened at school. It is the duty of the principal to do everything, to indicate that everything is well at school, and to provide security for the children, to be safe at school.

15:58 Interviewer Okay, thank you so much. Sarame, thank you so much for your contribution. Is there any other person that wants to add to this question number one, should we go to number one, what are the needs for a framework to curb learners' gangsterism in school? You have mentioned that the security, the compound should be secured and there should be proper security at the gate to monitor people going in and coming out. Searching their bags for those who are coming with weapons. So should we go to question two?

16:51 Group Yes Ma'am

16:52 Interviewer Okay, question two is the objective two. To explore the challenges faced by the school management team to withstand learners' gangsterism in school. Two, what are the challenges faced by the school management team to withstand learners' gangsterism in school? What are the challenges? Xholisa! Thank you.

17:25 Learner 1 The first challenge is that some other parents are not also supportive. They don't have to be involved in the decision making of the SMT. And therefore the SMT or the SGB find it hard to reach a solution without the participation of the parents in the meetings. So some parents are not so supportive. That is their first challenge. And then the second challenge, I will give it to [inaudible].

17:54 Interviewer Okay

17:55 Learner 2 I think the other challenge that is faced by the SMT to withstand the learners' gangsterism in school, is that the learners that are gangsters in school that were going to be expelled, we feel like their rights are taken away from them. So they will start attacking the SMT members.

18:15 Interviewer Okay okay, yes.

18:23 Learner 3 According to me, I think most parents and teachers don't support the children because most schools, children discriminate other people and children. They call them dumb and all those kinds of stuff. And so the children want to take the revenge or they see themselves big enough to take action when someone says negative stuff on them. Just to protect their image at school.

18:56 Interviewer Okay

18:58 Learner 4 And also that children bring various weapons and they are also hurting their teachers. So and they also threaten their teachers. So, -

19:12 Learner 5 The SMT members did not lose the learners gangsterism in school, because of what happened in the past in Ikaelelo, whereby a learner brought weapons to school and attacked the SMT. The SMT members only wanted to stop them to come with weapons at school and being gangsterism and also smoking drugs in schools and so on.

19:44 Interviewer Thank you so much. Sarame. Neho, have you something to add?

19:50 Learner 6 I'll just say that I wouldn't involve parents as such, as they are not the SMT within the school. The SGB, the SMT the immediate management of the school, as they are just, they form the [inaudible]

20:11 Interviewer But they are in the SMT. School Management Team.

20:14 Learner 6 SMT and SGB, they are similar, but SGB -

20:24 Interviewer Okay, okay. SMT is a school management team, the Principal, Deputy and the HOD's.

20:31 Group Yeah.

20:33 Learner 6 And the SGB is the School governing body.

20:36 Interviewer School governing body. Yes, are they not under the management of the school?

20:42 Group They are.

20:44 Learner 4 But I wouldn't involve them as such.

20:48 Interviewer Okay, just say whatever you have.

20:52 Learner 4 Okay, I would say the tissues and SMT are faced with challenges such as our learners who are not cooperative. We'll find out that our teachers are trying by all means to inform and educate us about the misfortunes of the gangsterism their consequences and stuff. And if the learners feel threatened by the teachers' actions such as calling police and stuff, they will vandalize their property, assets and all those things. So that's how the teachers feel vulnerable to such situations.

21:35 Interviewer It's one of the problems the management faced in this school?

21:39 Learner ? Yes.

21:40 Interviewer Okay, do you think that there are some problems that faced when they deal with the problem of learner gangsterism? If there are then what do you think are they? You have mentioned them. Yeah. What do you hear people say concerning the management, the school, Ikaelolo school, secondary school?

22:14 Learner 1 I will say that they are not lacking at doing anything, because of there are many changes according to what has happened in the past. There are no longer gangsters in this school, and gangsterism is not rife like before. It used to be rife, but not anymore because the principal together with the SMT, they participate and come up strategies on how to deal with the issue of gangsterism. So I don't think. There is so much change.

22:45 Interviewer Okay, there is so much change.

22:46 Learner 1 Yes Ma'am. There is so much change.

22:48 Interviewer Okay, okay. Xholisa, thank you so much. Kolibi.

22:55 Learner 2 Okay, according to me, I arrived last year at Ikaelelo. I don't know anything about gangsterism and stuff that happened here. So, according to me, this grade 8 learners, they still come with a knife at school. My classmate, Vuyo, once took a knife on the grade 8 learner and took it to the principal. So I think, I don't know much about this school's history. So I can say, I think there are changes according to what they are saying, this must change.

23:25 Interviewer Okay, thank you so much. Kolobi, no Thando.

23:31 Learner 3 According to me -

23:32 Interviewer Yes.

23:34 Learner 3 I think there is lot of changes because of from the past years, Ikaelelo, all people know it as a bad school and people can't believe that Ikaelelo has changed. Because of our principal Malawane. Our principal made a change because at Ikaelelo, we didn't make it, the matric students didn't make it to 90%, they only make it to 50% but after he came to Ikaelelo, he made a change. He even got a trophy for the change that he did in Ikaelelo and most people now all of the people that they said Ikaelelo was bad, in the past. They're taking their children's here at Ikaelelo now. So, I believe Ikaelelo have changed, and a lot and all thanks to Ntate Malawane.

24:35 Interviewer Oh, thank you so much, Thando. And you see what previously people were talking saying bad things about the Ikaelelo, but recently, now presently, they are now bringing children, because of all the change and a lot of improvement in your matric results and the rest of them. Okay. I don't know what. Treasure, do you have something to add from what they have said?

25:15 Learner 4 I just arrived in Ikaelelo last year, so I don't know anything about the history of Ikaelelo. And like they say that, there is a lot that the principal have changed, so I don't know because I see things as normal. So that is why I say the only that they lack from is security.

25:44 Interviewer Security?

25:45 Learner 4 Yeah.

25:45 Interviewer Yes, I think the change that is what brought you. Who is that? Kolobi, yes, the change, they are doing well, that brought you here. That's good.

26:01 Teacher 5 The school I was in, the SMT they are revolutionary to what's happened in the past of, in the history of Ikaelelo where they about enough changes in Ikaelelo. As you said, Ikaelelo it's getting a high result and their learners are behaving in a good way. As you can see, all of here. We are participating in a good way. We are having a different ideas about what we are thinking, what we are going to see and so forth. And also the learners [inaudible] are diplomatic or intelligent.

26:41 Interviewer I can see, you know, there are many. Thank you so much. I'm seeing it in all of you. Neho, do you have any other thing to add?

26:52 Learner 6 I was just adding a short story. I will just say there is a lot of change. when I used to come here in 2018, I was doing my grade 8. It used to be so hard like to learn in class. The teachers wouldn't attend classes such as they are afraid of learners, you know, the learners are very scary in class, they are very aggressive. Very, very aggressive. So now teaching and learning takes place frequently, smoothly. There are no interruptions or any somehow disturbances so, we are able to focus as we know that we are not afraid of anything. There are huge changes, major changes, all thanks to our principal. Hats off to him. Thank you.

27:34 Interviewer As regards to what people are saying, by people I mean not you as learners. Outsiders. What do you think that they're saying now presently about Ikaelelo?

27:50 Learner 4 I will say now that the gangsterism issue has been addressed, we are faced with this stereotypical view that Ikaelelo is so, I would say, not such a nice school in terms of looks I would say. Now that our performance is high, they now go for looks and so and so, but they don't have that adding gangsterism, because it's no longer there. But we are still judged by our history.

28:20 Interviewer Your past history.

28:21 Learner 4 Yes, we are still judged.

28:25 Interviewer So, I think we go to question three. Objective three, to identify gaps in managing learners' gangsterism in schools and propose possible solutions. Three, what gaps exist in managing learners' gangsterism and what are the possible solution to these gaps?

29:05 Learner 1 Learners are not well conscientised. So I think, to close the gaps is to raise awareness campaigns, where learners will be conscientised about the dangers of gangsterism, so that they don't involve themselves or they don't engage with other gangsters.

29:27 Interviewer Thank you.

29:28 Learner 1 Socialize them with those kind of people. So that they don't socialize themselves with those kind of people.

29:37 Interviewer Thank you so much. Xholisa, thank you. That's a nice point. Kolobi, do you have anything to say?

29:50 Learner 2 No Ma'am, she read my mind.

29:54 Learner 1 I can also add on the security thing, that the security thing that the school is not-the security at school is not so tight. So I think the principal should start recruiting people, maybe from our parents or people who are unemployed, so that they could be security to guard the school and to check the bags of the learners. Whether there are weapons or not.

30:19 Interviewer Thank you, Xholisa. Thank you so much. Then Kolobi has nothing to add. Thando?

30:27 Learner 3 According to me, in the strategy that our principal Malawane took out, I will say discipline, because of children who wont stop gangsterism, because of discipline, they lack discipline.

30:45 Interviewer They like or they lack?

30:46 Learner 3 They lack discipline. According to the history of Ikaelelo, when Ntate Malawane arrived here, it took him a year to observe the problem that is happening in Ikaelelo. It took him a year because of, at 2018 we didn't even know him. He didn't even do anything because he was learning more about what is going on in Ikaelelo. After in 2019 okay, he came up with this strategy of he took all of the old people when when you're older for that class, he will kick you out and most of the parents were fighting, but the time that he needed the most, they didn't show up in the programs that our principal wanted them to come and talk about this gangsterism stuff. But when our principal Malawane kicked those children they came and fight, and most of those learners, they even slapped, they even beat our principal, but he didn't give up and because of he was recording each and every cases that what's happening each and every day at school. So he won them, he won the case at the Department of Education, they told those parents that their children are old and they are the cause of gangsterism at Ikaelelo. So, our principal won the case about those things.

32:33 Interviewer Thank you so much, Thando. Thank you so much.

32:37 Learner 1 Ma'am, can I add to what Thando is saying?

32:39 Interviewer Yes.

32:40 Learner 1 Again, to what she said, we can close the gap, by expelling those whom are older at school, because they participate in gangsterism because of they are older. So, they get the mentality that -

32:55 Interviewer But even if they are older, are they troublesome?

32:59 Learner 1 Yeah, some are. Some of them, yes Ma'am. Some of them

33:02 Interviewer They are troublesome?

33:04 Learner 1 Yeah, as she said, that they lack discipline. They are not well disciplined, some of them. So, I think they should be expelled from school because -

33:10 Interviewer Okay, the problem is that they are not disciplined?

33:13 Learner 1 Yeah, and the problem is that they have the right to education. So, they take advantage of that they have the right to education. To proper education, just like all of us.

33:21 Interviewer So, if they are older, and that is the reason for kicking them out, is there any school in this country that have [inaudible], that can admit people of that age?

33:34 Group Yes Ma'am.

33:36 Interviewer Where?

33:37 Learner 2 Head Starts

33:40 Learner 1 We have Head Starts and then Avid. Where they will be attending late classes.

33:44 Learner 5 And Motheo.

33:46 Learner 2 Yes, and Motheo. Yes, it's a college.

33:52 Interviewer This what you are telling me is very important. Could you please raise up your voice? Is there any place these people that are old should be sent to, to learn?

34:07 Learner 1 Yes Ma'am, to albet classes.

34:10 Interviewer What? To Albet?

34:12 Learner 1 Albeti.

34:14 Interviewer Abet?

34:15 Learner 1 Albeti.

34:16 Interviewer Okay, Albeti.

34:17 Learner 1 Abet or Albeti, it doesn't matter.

34:19 Interviewer Okay, Albet classes?

34:20 Learner 1 Yes Ma'am. To Motheo college

34:23 Interviewer Motheo?

34:24 Learner 1 Yeah. And to township secondary, in township schools. They are also, but they will be attending late classes there.

34:32 Interviewer Okay, are you done?

34:36 Learner 1 Yes.

34:37 Interviewer Okay, thank you Xholisa. Thando, you are finished? You have something to add?

34:43 Learner 3 No

34:43 Interviewer Okay, yeah, Treasure?

34:47 Learner 4 I don't have anything.

34:50 Interviewer Okay, thank you.

34:55 Learner 6 Ma'am, I didn't hear the question. Can you just repeat it for me?

34:59 Learner 2 I don't know like what are people anymore.

35:01 Interviewer Okay, you know Thando mentioned a lot of things that the discipline here was so poor. And when the new principal came, he started with those ones that are given so, those learners that are troublesome and they, looking at their age they are not supposed to be in that class. So he start kicking them out. That's the question we are answering. Then I asked, is there as they were kicking out those learners, do they have another school where people or learners of that age could go and continue their studies? Then they started [inaudible], yes, Motheo school and the rest of them, yes.

35:53 Learner 6 So Ma'am, there are some. What if the kid is very intelligent but he is just slow, that's why he's old. They are not so troublesome of some. So these ones that are kicked out, they are not just old, they are influential to these younger ones. They influence them to join these gangsters. They threaten and bully them. It's not all who are old, some are just slow and have

been failing all along. Yes. So those ones who are kicked out due to their behavior, and they just apply misconduct all the way.

36:29 Interviewer Thank you so much, Neho. Thank you, thank you. You made a point, let me see if we have exhausted. Which areas are weak, that when strengthened, it can help the SMT? Have we? Did we touch this area? All the entire school today with the learners can - Yes, you have mentioned that. In your own opinion, is there anything that looks weak or therefore it prevents the SMT from dealing with a learners' gangsterism in school? You have mentioned that those people who makes the school to look weak, have been kicked out. In your own opinion, what are some of the solutions to these problems that you have identified? Okay, Neho?

37:31 Learner 6 Well, I would say we should put up posters that are very informational and that can educate this misinformed younger kids. Younger kids are very, very affected by these gangsters. They're very influenced. So, if we can just make posters, that just spread awareness and conduct programs, learning educational programs where children and other people can learn about the effects of this gangsterism and its consequences and so on.

38:10 Interviewer Thank you Neho, thank you so much. Do you have anybody with another view?

38:18 Learner 1 No Ma'am.

38:19 Interviewer Okay, so let me see if I have exhausted my questions. Yeah, we go to question four. We are very fast. Objective four, to carry out the SWOT analysis of the proposed framework. What are the strengths and weaknesses of the proposed framework? If you look at that place, it said SWOT. You know the meaning of SWOT?

38:58 Group Yes.

38:59 Interviewer Okay, yes. S stands for strengths, W stands for weaknesses, O stands for opportunities, and T stands for threats. So, what are the strengths and weaknesses of the proposed framework? Yes Xholisa?

39:23 Learner 1 The first strength is that there will no longer be gangsters in the school premises. So, others will be protected and they will not be influenced by these gangsters -

39:33 Interviewer Sorry, can you start again? You said what?

39:36 Learner 1 There will no longer be gangsters available in the school premises. And other -

39:42 Interviewer That is the strength?

39:43 Learner 1 Yeah, the strength. Yes Ma'am. And other whom are not gangsters, will be protected and will not be influenced by them.

39:55 Interviewer Gangsters?

39:56 Learner 1 By the gangsters, yes Ma'am.

39:58 Interviewer Okay.

39:59 Learner 1 And then the second weakness the second strength is that, the security will be tight, principal will be able, together with the SMT to recruit people whom will guard the school, so the security will be tight. There will not be any distractions and the the academic success, the academic results will be a success and then the weakness is that some other parents don't want to take part, they don't want to support the SMT. So the SMT would find it hard to reach a solution without the parents or the SMT involving themselves in the meeting. So that is the weakness. Yeah.

40:55 Interviewer Kolobe?

40:57 Learner 2 I think the other weakness is that those learners that are being expelled from school will start taking this matter to the court or to Department of Education, where it will be investigated. They will do that because they will say they have the right to education, and they

feel like their rights are being taken away from them. So that is the weakness that there will be, the SMT we will be facing.

41:28 Interviewer Yeah, thank you Kolobe. Yes Thando?

41:34 Learner 3 I didn't have any [inaudible]

41:38 Interviewer Treasure? Do you have something to say?

41:41 Learner 4 I will just say the strength is that most student nowadays -

42:03 Interviewer No, no continue. You have a point.

42:10 Learner 4 I will just say, most students have peers and teachers they feel safe with.

42:20 Interviewer They feel safe with?

42:21 Learner 4 Yeah, and also that we have the principals that walk around the halls.

42:35 Interviewer Yeah. Sarame?

42:38 Learner 5 The learners who were intelligent, feeling that they can study in that ancient years, there is going to be the issues in their lives and they are going to have a go or have a dream that one day they're going to achieve their goals. It is the strength.

43:01 Interviewer Yeah, Neho?

43:05 Learner 6 Before I do anything, I would like to know, which proposed framework are we referring to?

43:12 Interviewer Because the topic of this research is developing a framework for school management team, handling learners' gangsterism in school. Yes, the new proposed framework is what we're talking about now. Not the old one. The old one is not up to date. And we want to develop this new one that will have the Ikaelelo secondary, Senior Secondary School to reach up to expectation.

43:53 Learner 6 The strength will be that this proposed framework will have a major impact on the lives of these young kids who are eager to learn and further their education in life and have passion about education. And the weakness is that some will still be what is this called? It is known that when you are in gangsterism, you have power and stuff and all those things. So some will be still under the impression of the groups and trying to lead some other kids at schools. And some kids will be resisting this new proposed framework.

44:46 Interviewer Xholisa? Thank you so much, Neho. Xholisa?

44:49 Learner 1 Yeah Ma'am. Another strength is that many programs will be implemented, by the teachers and the principal, where they will be fighting against other issues that are affecting learners. Not only gangsterism, but other issues like bullying, discrimination. Yeah, and so on and so on.

45:11 Interviewer Yes, it's a point. Thank you so much.

45:15 Learner 1 Yes Ma'am.

45:17 Interviewer So, are we done with this?

45:21 Group Yes Ma'am.

45:23 Interviewer Question four - Okay, we move to objective five. To develop success indicators in using the framework, how can we - Question five, how can we demonstrate the success of the proposed framework? How can we demonstrate it?

46:00 Learner 1 To prove that the the framework proposed was a success for this school, the SMT members can go on again to the school premises or phone the principal to check if there are any distractions among learners, if so, they could implement other strategies on how to deal with those issues, or those distractions that the school is facing.

46:31 Interviewer Thank you, Xholisa.Kolobe, do you have?

46:35 Learner 2 To demonstrate the success of the proposed framework, I think the SMT

members will have to gather the information of what has been happening after the strategies that they have implemented, fighting against gangsterism and see if those strategies that they implemented does not work, as she said, they will have to implement other strategies. Maybe they will have to come with a plan B to see if the plan B works or not.

47:22 Interviewer Yeah. This plan B, I don't know the name. Thando, do you have a point? How can we demonstrate the success of the proposed framework?

47:47 Learner 3 By getting the support of the parents and the community we have this community that called (Yanyatsotsi) , at Rocklands. (Yanyatstosi)

48:04 Interviewer You said what? It's a community?

48:06 Learner 3 Yeah, the community, that helps the schools about these things of gangsterism.

48:13 Interviewer And they are called?

48:15 Learner 3 (yanyatsotsi)

48:16 Interviewer Yanyatsotsi.

48:25 Learner 3 Those people, those parents help us a lot because of they stop their work. Yeah, to chase children to come to school and stop smoking each and every morning, and to go to school every day. Because of most of learners, they bounce school. They don't go to school. Maybe they go to the clubs, and most parents think that their children go to school. Only to find out they don't go to school. So Yanyatsotsi helped us a lot because most of the children go to school each and every day. There's nothing that they lose. I think that is a success.

49:09 Interviewer Thank you so much. Thank you so much, Thando. This is a nice point. Treasure?

49:17 Learner 4 I'm just thinking that parents and teachers should, work together and support each other and also the community and also that they should support the children, and encourage them to not to join the gangsterism and also teach them about gangsterism.

49:46 Interviewer Thank you Treasure. Thank you so much. Yeah, Sarame, do you have anything to add to this.

49:53 Learner 5 No Ma'am.

49:59 Learner 6 I would say to demonstrate the success, the SMT should monitor and evaluate this proposed framework frequently and maybe to check on how it affects these learners. They could just hand out questionnaires and just get their feelings and views about the changes that have been going on.

50:22 Interviewer Thank you. How can we show that framework is efficient if it takes a shorter time between the reporting of the gangsterism incidents and how the SMT deals with it? If it is fast, then the framework has succeeded. But if it's slow, the framework has not succeeded. Yeah. If the framework also offers a quick channel for the for the school to reach the parents of the learner gangsters, maybe one of the students said we need school to give - you people say we need this school to hand out mobile phones, to parents so that they will react quickly. You know, I don't know. I'm just checking the things I've jotted down. Okay. Any other thing to add?

51:55 Group No Ma'am.

51:58 Interviewer Okay. Yeah, this is the last question. And last but not the least, everything went fast. I'm so happy to be your [inaudible] and I am so grateful for your answers. Yeah, and another think, I'm making an appeal for, I'm not praying that my records my recording will not work. But if anything happen accidentally like that. I hope you people will not hesitate to help me out.

52:39 Learner 1 No, we'll help you again.

52:41 Interviewer Thank you. Thank you. Thank you. God bless you, my children. I'm so happy.
Thank you

Ikaelelo Educators Recoding 9

00:34 Interviewer So, as the principal researcher, my name is Sister Stella. So, that's my name. I'm a student at the University of the Free State, UOFS. I'm doing my PhD degree there, and that's why I'm here to finish my dissertation. Thank you so much. So, not wasting much time, the five objectives you see here, is where my questions come from. The study relies on probing. You know what I mean? This the study relies on a probing technique, which involves focus group discussion. So, what we are here is a focus on discussion. I don't have a question of yes or no, true or false, we discuss. So, the introductory meeting also proposes to explain to the participants the importance of critical participatory action research. I'm using CPAR. Critical Participatory Action Research. So, that can be used to address the specific social problem. Learner gangsterism is the social problem. Learner gangsterism is the social problem in this particular case, and I, as the leader researcher, will involve members of the school management team in developing a strategy to curb this in a selected school. The strategies that the study will adapt to address learners gangsterism in a current case, to suit the research needs. What I and all the researchers, participants, of who researchers will engage in, to address the studied problem. referred to as the research action. And we'll include our conversation and experience during the course of the study. It is this experiences such as interviews and the discussions that we will use appropriate okay -

03:27 [inaudible]

04:30 Interviewer I think because of the time limit, we should go straight to the questions. So the questions we have here is one to five, and they were drawn from the objectives and it is centered on probing. So, I think I'll sit down. Objective one, that's the question one. To demonstrate the need for a framework to curb learners' gangsterism in school. And I forgot to mention to you that the title of this research is, a framework to support the school management team in handling learners' gangsterism in a selected school. That's the topic of the research. A framework to support the school management team in handling learners' gangsterism in a selected school. My study adopts a critical participatory action research, as its methodology. The data collected during this study will be used specifically to generate solutions that schools may use to tackle and address learners gangsterism in school, enhance the better learning conditions for improved performance in South African schools. Your identity, name and name of the institution for which you work will not be revealed. We won't mention your name in data analysis or whatever, I will use coding, ABC. So each one of us should feel free to give answer to the question. We don't mention names, we don't mention the name of the school. So, the interview will be recorded with your own consent. Moreover, you are free to withdraw from the interview at any time. The five objectives of the study will direct our discussion. So, question one, to demonstrate the need for a framework to curb learners' gangsterism in school. So, what are the needs for a framework to curb learners' gangsterism in school? What are the needs for a framework to curb learners' gangsterism in schools?

07:49 2nd Interviewer Yeah, so well, she didn't have time to introduce me, but I'm just here to support her. It's okay, I'm here to support her and, I think what that question needs is, you have the current framework in your school that is meant to address learner gangsterism. Is there a way in which you feel it fails? Okay? Are there ways in which you feel that the current framework that is meant to address learner gangsterism, are there ways in which you feel that framework fails? That is what the question means. So you can start from the other side

08:40 [inaudible]

09:32 Interviewer Mme, I think we start from my list. Okay.

09:41 2nd Interviewer You can go clockwise or whoever is ready can maybe just start.

09:46 Interviewer Okay. So, my fellow participants, or co researchers, the first objective of our study is to demonstrate the need for a framework to curb learners' gangsterism in school. In other words, we want to show why there is a need for a new way to solve the problem of learners engaging themselves in act of gangsterism in schools.

10:27 Educator 1 Can I go?

10:27 Interviewer Yeah.

10:28 Educator 1 Okay. So, the gangster framework, I feel the gangster framework to curb learner gangsterism in schools, does not deal with the gist of gangsterism. So, we deal with gangsterism in schools as a result of gangsterism in communities. So they bring whatever that they're doing in their communities to school. And it becomes rife when it gets to school, because they're from different backgrounds, they're from different gangs. For an example, you will find a gang calling themselves, just an example the triple six fighting a gang called the thirty six, and they know how they put themselves in the community. So when they come here, they come from those different communities. And that's where the challenge then comes from. So the existing framework does not really deal with the root cause of the gangsterism. We'll take a typical example, where we had students fighting each other pieces of clothing that they were wearing, that identifies with different gangs. We as teachers here, don't know which brand is linked to which gang. So, we will then just say, take off your hat because it's not school uniform. But the members from other gangs would have then seen, let's say we're in a classroom setting, they would have done seen that, that one was wearing that brand, which identifies to this, which is the gang that is fighting us. So that's where it stems from. That's where I believe the gangsterism stems from. It stems in their communities and when it comes to school it gets rife because we are on the other side. We just deem it as learners wanting to be rebellious to the code of conduct of the school.

12:52 2nd Interviewer So, in short, what you mean is that what the school deals with is just the symptom from elsewhere.

12:57 Educator 1 Yes. What the school deals with is just the tip of the iceberg. There is a melting point somewhere, where it all stems from and we just deal with when the volcano now erupts. Yeah, that's what we're dealing with.

13:18 2nd Interviewer Thank you.

13:18 Interviewer Okay, thank you so much. Do you have any?

13:28 Educator 2 I don't have anything to say. I think she has given all. That we are only dealing with what is happening on the surface, here.

13:40 Interviewer Mme?

13:41 Educator 3 The need for a framework, I think that the safety committee, in our case, for now it's able especially when dealing with the things of gangsterism in our school. The safety committee.

14:01 Interviewer The safety committee?

14:03 Educator 3 The safety committee, yes, has managed to deal with that problem of gangsterism because now, if you compare to the like the past years now there's just a few members of gangsterism, whereas in the past they always fight in the schoolyard. So it was very bad. So, I think that the safety committee and also there's other community group which is called whatever tsotsi, they are able to provide us with safety at our school.

14:41 Interviewer Thank you so much.

14:41 Educator 3 They have eliminated that pressure of gangsterism in school. Even if we have those few members, but they're hiding themselves not like in the past whereby it was public. Now we only have few learners who are involved in that, for as they are hiding themselves but the safety committee and that tsotsi- whatever group, was able to assist us.

15:13 Educator 1 That group, it's sort of like a CPF. It's almost like a CPF, it's just that they give it themselves.

15:20 Interviewer CPF, who are the CPF?

15:22 Educator 1 It is a Community Policing Forum. They've given themselves a name that will scare these gangs.

15:31 2nd Interviewer The last time we came here, we met a vehicle going [inaudible]

15:36 Educator 1 Yes, that was them.

15:39 2nd Interviewer Are they part of that?

15:40 Educator 1 Yes, that [inaudible]

15:41 Educator 3 They have assisted us a lot.

15:45 Educator 2 Last week.

15:48 2nd Interviewer But does the framework that the Department of Education put in place, include the CPF as well?

16:01 Educator 3 Yes

16:01 2nd Interviewer It does?

16:06 Interviewer Thank you so much for the information. Is there any other thing you want to say on this question?

16:20 Educator 3 I think to add on to what has already been said. I could also say that the department has also introduced a concept called Adopt-a- Cop

16:35 Interviewer Adopt-a?

16:36 Educator 3 Adopt-a-Cop, where each school has got like a designated police officer to assist with issues pertaining gangsterism and child protection issues. So, with all that being said, I would say for now, we do have a framework in place that assists us, as educators.

17:11 Interviewer Okay, thank you so much. So, I think we have exhausted all the questions in question one. We move to question two. Objective two, to explore the challenges faced by the school management team to withstand the learners gangsterism in school. What are the challenges faced by the school management team to withstand learners' gangsterism in school?

17:49 2nd Interviewer Yeah. I think what the question wants is, in spite of all these frameworks that are meant to deal with the problem. There might be challenges somewhere. You talked about adopt-a-cop, might there be any challenge in regard to perhaps the number of cops assigned to a given school?

18:26 Educator 3 I think the challenges that we are facing, as the education system as a whole, is that as much as each school has got as a designated police officer, a designated social worker, and our problem becomes that, they do come to the schools, they do take these rotten apples out. However, our justice system, as well as social development, have not yet implemented a strategy, as to how they can maybe punish or deal with such learners. Therefore, it becomes some sort of a futile exercise for the SMT and teachers in general. To say, we are trying to curb an epidemic of gangsterism, knowing that in the next few days, the same people will be back, doing the same things.

19:41 Educator 1 Furthermore, the ratio of social workers to school, I feel we are quite out numbered, for example, we would want to deal with, the school has a plus minus 1200 kids. So, we would want to deal with maybe 50 gangsters, the school is assigned one social work and the

social worker is not just assigned to this school. And the social worker does not just deal with issues of gangsterism, they have to deal with other serious issues such as children coming from house and child headed households, orphans, you know and so on and so forth. So, it becomes a challenge for the social worker to make sure, or the cop to make sure that this case of a particular learner or the learners is followed throughout, up until the end and it becomes tough for the SMT to constantly deal with one learner. And we cannot deny that learner the right to be in the school system, so we cannot chase the learner away, but then this we're sitting with someone that is perpetuating the problem of this gangsterism that we are trying to deal with by involving other stakeholders like the police and social development. So, that I believe, is one of the biggest challenges that we are faced with. We want to fix it. We are assisted, but it's a lot. It's a lot to deal with.

21:27 Interviewer Thank you so much. Do you have anything to add?

21:35 Educator 2 No, [inaudible]

21:36 Interviewer Yeah, it covers whatever you have in mind. I think, then we move to objective three. To identify gaps in managing learners' gangsterism in school and propose possible solutions. What gaps exist in managing learners' gangsterism, and what are the possible solution to these gaps?

22:19 2nd Interviewer I think that our society is already a gap.

22:23 Interviewer It's already a gap, yes.

22:25 2nd Interviewer Yeah, it's a gap. So, what might you suggest as one of the solutions?

22:34 Educator 1 Okay, I'll start with South African Police Services, maybe have because I mean if you check where the police station are, they will say maybe, [inaudible] station for an example, will be responsible for the schools from there to this side. Check the number of schools, because gangsterism is not only in high schools, it starts as early as grade 5. In the primary schools, so they'll say they are responsible for schools that are in this area, or you have one police station. Maybe Mangaung police station, assigned to [inaudible], two schools. There are over, I think, thirty schools in circuit two. So one thing that they can do is try from their side to strengthen these CPF or those forums that they have. The community policing forums that they have, try and support those forums, because from our school, like has already been said, it has assisted greatly. And it must be known, not only to the school management team, but it must be even known to learners that we have this in place and should one, two, three occur, we will no longer be responsible for you and what you have done, but it will be taken to higher, because they feel they can escape because they're still under the age of 18.

24:14 Interviewer Yeah

24:14 Educator 1 So, once they know that we will no longer, because they know that we will have a bit of mercy on them. We will no longer be in charge of the disciplinary process. It will be then the community policing forum and the SAPS that will deal with your discipline and once you are okay, you will then be allowed back to school.

24:41 Educator 3 I think that's one solution we can have another solution that we can have is deal with, because I believe and as much as we would want to avoid it, but psychologically there is definitely something that's there. So, you would check, I've got a learner in my class that maybe I'd like to use as a case study, the father of the learner is in jail. The mother of the learner then left the child with the grandmother. And now this child is a gang member. So, if we can deal with perhaps that so when Social Development and Social Services comes on board, try to deal with the psyche of the child, before we can try to reprimand the child and send them to correctional facilities and use harsh methods. So have a procedure or steps you're going to

follow. This child, we have tried dealing with them psychologically and finding out maybe what is the problem. That did not assist us. So only now, we can then allow the community policing forum to come in and deal with this child and maybe a more harsher learner.

26:12 Educator 2 The other thing that I think maybe could help us is parent involvement, because sometimes we find that these parents, they don't want to be involved in anything that has to do with the child and that actually causes more issues, because now the responsibility is reflected on the school alone. So, if we could work on that I think [inaudible].

26:38 2nd Interviewer I just want to follow up on that. Why would parents not want to get involved with their child?

26:53 Educator 2 For example as a parents might find that this parent now has maybe a significant other boyfriend or something. Now their main focus is on this person. They neglect their responsibilities and the child's needs. Maybe this child will start becoming rebellious as a form of seeking attention. Or maybe their environment the way they are living, because some of these kids, you might find that they're living in one room and living with the stepfather.

27:28 Interviewer They are passing through a lot.

27:30 Group Yes.

27:33 Educator 3 Another thing would be learners, I don't know how to say this, peer pressure.

27:41 Interviewer Peer pressure?

27:42 Educator 3 Yes, peer pressure. Learners that you would find when you call the parent, the parent says, I had absolutely clue that this is a child's behavior, because at home, this person is totally different. So, those are some of the other reasons why parents would say, please no longer call me for this child here. Because I don't know what you're talking about.

28:11 2nd Interviewer So, do you also think that there needs to be a mechanism through which the school or the SMT communicates constantly the parents in regard to the child?

28:27 Educator 1 Yes. We've seen it a lot. I see it a lot in formal model C schools, they do not struggle to find the parent of the child. Here for example, when a child is sick, we will call it a parent. The information will be on the school's management system. You'll type the number that the parent left when the child applied, you will not find the parent and the child will sit here until the child says maybe, can I just go and maybe walk home? [inaudible] So, there is no channel of communication at all.

29:13 Educator 2 Or even sometimes, when you do find the parent, they don't -

29:17 Educator 1 They are reluctant.

29:18 Educator 2 deem it as important as coming to school and fetching their kids.

29:22 Educator 1 Yes. So, there is no channel at all, unless you draft a letter. I will say please come and see me, I would like to talk to you about your child. So, if there can be a way in which, for lack of a better word, I'll call them township schools are assisted with being able to have a clear and direct line of communication to the parents. I believe that would make the discipline problem much much better, because in as much as yes, they are rebellious and that, but they fear their parents. They have respect for their parents. They don't want their parents to come here. It's embarrassing for them and when they get home if it's problems and because you're constantly reminded that, I was in school for your behavior. Now I can see why. So if that was in place, if we had a threefold support system learner, parent, a teacher, I believe we wouldn't have such a problem. And I believe that is why the formal model C schools are able to curb the gangsterism and ill mannerism, ill-disciplined issues so quickly. They're able to close the gap very quickly, as opposed to what we do.

30:40 Educator 3 I just wanted to add there. I think if the school, the police officers and the community members, like CPF, maybe can call a meeting just to maybe once a term, just to make parents aware of the dangers of gangsterism. So that the parents can talk to their kids. They must also watch the kids' doings, the kids' whereabouts, the kids' friends, and educate them on the dangers of gangsterism. Like, sometimes, if my son is a member of gangsterism, the other pupils wants to kill him, and then he ran away, they will burn my house. Whereas I have nothing to do with gangsterism. I think if the three can come together and educate their kids about the dangers of gangsterism, I think that would be a solution.

31:42 2nd Interviewer Thank you so much.

31:44 Interviewer Thank you Mme. We go to objective four.

31:57 2nd Interviewer Yeah, we're just about to finish.

32:05 Interviewer To carry out the SWOT analysis of the proposed frame framework. Yeah, the question, what are the strengths and weaknesses of the proposed framework? Okay, before we start answering the question. SWOT analysis, S stands for strengths, W stands for weaknesses, and O stands for opportunities, and T stands for threats. So, what are the strengths and weaknesses of the proposed framework?

32:54 2nd Interviewer Yeah, for instance, if you've said you need stronger involvement of the CPF, on the positive side is that it might reduce that problem. But on the negative side, there's a sense in which it might even worsen things. For instance, when we came in last week, I saw this guy with a very long whip, so if, and I want to believe that he wanted to use it too, because he was wielding it everywhere. Might there be a problem in regard to the way the South African law is constituted? Is there a way in which such form of violence is prohibited when it is used against a learner? Or what might the parent of the learner say when the child is harmed by the CPF? Maybe Educator 2 can start us off?

34:13 Educator 2 Can you pass me for now, please?

34:15 Interviewer Okay

34:16 Educator 1 I think, okay, I will not comment on that one for now, because I'm still gathering my thoughts, but one weakness that we're faced with or can be faced with is the reluctance of the parent and the learner and even the CPF, to come on board, because they don't do it every day. They will do it as care. For instance, the scene that you saw they will maybe say they do it as a scare to say, so that tomorrow when the learners want to do anything that they are constantly wondering what if today is the day that -

35:05 2nd Interviewer That those people come?

35:06 Educator 1 Yes, that those people come, until we are faced with an issue and then they have to do it again. So, on my part, a weakness can be or maybe even a threat, can be the reluctance of parents to want to assist because we don't only need, because those community policing forum people, they are people of the community. Some of them don't even have children in this school.

35:33 Interviewer Some of them don't have what?

35:34 Educator 1 Children.

35:35 Interviewer Okay

35:37 Educator 1 In this school. On a day in which they feel that we no longer want to assist that school, we've tried. The children are not coming alright. And maybe reluctance of learners, in a sense that they will retaliate to the CPF when they come and we have now one big fight war in an instance with the committee members against the learners. So, I think that's one of our biggest weaknesses and a possible threat.

36:18 Interviewer Okay, thank you so much.

36:22 2nd Interviewer She wants to add something.

36:24 Interviewer You have something to add?

36:25 Educator 2 I think gangsterism.

36:35 2nd Interviewer Sisi, Educator 2. I see you thinking hard.

36:39 Interviewer Thinking hard, she is really thinking hard.

36:44 2nd Interviewer Because this problems are pervasive. Gangsterism. It permits, starts from home. Once the child leaves the house, the distance they work from the house to here. They meet a lot.

37:04 Group Yes.

37:09 Interviewer It's true and people are afraid to come publicly to say something.

37:15 Educator 3 I think another weakness would be ourselves, as educators. We want to deal with the problems so hard, so much. You want to deal with the problem so much, but on the other hand, we are also scared for our lives, as well to say, what if one of them is brave enough to put my life in danger?

37:46 2nd Interviewer Okay.

37:48 Interviewer So, it's really difficult. Okay.

37:53 Educator 1 A strength that we can have is that if everyone comes on board. Then the learners included, we will be able to tackle this problem head on and ultimately deal with it. In the most swift way possible. For example, if because these gangsters do not move a lot.

38:16 2nd Interviewer They don't.

38:16 Educator 1 Even though, maybe at school, they're different characters, but in the location, they when they move with their gangsters, here at school, they're not moving with gangsters, and the learners themselves take sort of a stand against these kinds of gangsters, with the assistance and the protection of teachers, SMT, community policing forum and the parents of the gangsters, then it will be something that we'll be able to - I don't know which word to use now - it will be something we will be able to deal with in a very swift manner. And yeah.

39:07 2nd Interviewer Yeah,

39:08 Educator 1 And that can be our big vantage point, if we all work together. The parents of the gangsters because I believe as a parent, when your child starts changing, you can see to see it.

39:20 Interviewer It's so.

39:22 Educator 3 And the other weakness that we have from this framework is that, I feel like these kids they don't know the repercussions of their actions. What's gonna happen if I do this because sometimes here at school, we are very lenient towards them, maybe because of they just turned 18 and now you don't want this person to have criminal record, not realizing this, that this now will become a pattern, this kids will continue doing their things. So I think that is a weakness.

39:56 Interviewer Yes, it is a weakness. Thank you so much. Thank you. Thank you. Your contribution is so wonderful. We move to objective five. The last but not the least, is to develop success indicators in using the framework. Question five. How can we demonstrate the success of the proposed framework? How can we demonstrate the success of the framework?

40:37 2nd Interviewer I think this question has already been dealt with by all of you. So, maybe we just need the specifics. It will spell it out for instance, she said if there's a direct channel of communication from the school, to the parents, then if the SMT has that then that can be counted as a success. Also, she said it, if we have a holistic approach the learners, the teachers CPF, sorry.

41:21 Interviewer CPF, what is the full name?

41:23 2nd Interviewer Community policing forum.

41:25 Interviewer Okay, community police forum.

41:28 2nd Interviewer If all these actors come together at once, then that can be counted as a success. Are there ways in which you can also pinpoint, of course what I just said came from you so -

41:45 Educator 3 Oh, and the other thing is I think we have already spoken about this, it's the ratio the - what is this - Adopt-a-Cop. If we could have maybe a balanced ratio of that.

42:00 2nd Interviewer Okay.

42:01 Educator 3 That will be another success.

42:03 2nd Interviewer And do you think that the Treasury might face some limitations in terms of budget? If Police Minister wants to employ more police and there are no funds. Might it be a problem?

42:23 Educator 3 I don't think so. Because already they have a program of recruiting reserves and reserves don't get paid. They don't get paid. It's like volunteering to do police work. So, to meet the system halfway, they could use these reserves in the schools, one permanent cop, maybe four or five reserves.

43:00 2nd Interviewer Okay, that's a good point.

43:02 Interviewer Yeah, and another thing that I want to ask you, I believe that almost everybody, including the learners and you teacher, you are Christians. Is there any part the church is playing on this children in the different denominations? Because I think it will help.

43:28 Educator 2 We have a school Christian organization in the school.

43:32 Interviewer Okay.

43:32 Educator 2 But even though we do have that, we cannot force anybody to come to the organization.

43:39 Educator 3 Just the minority of them

43:42 Educator 2 And a lot of learners that join this organization, they are well mannered anyway. [inaudible]

43:51 Educator 1 And I feel to a particular degree or to a great degree, that is why schools like St. Bennets, St. Mary's, don't have discipline problems. That if they do that, they're in the minority. It's not, it's not like us, where the first thing when you wake up you wonder what am I going to deal with today? [inaudible] And you go to school, you know, so I believe there was biblical studies, where learners were forced to, you know, believe. In some or another way, it had a major impact in the behavior patterns of the learners and with that being taken away, the consequences, for lack of a better word, of it are showing themselves every day. You check an office, or a department. There is this new department called Values in Education? I don't know if it's known. They stress not wanting to force, I will say Christianity, because I believe the majority of South Africans are Christians. They believe in not wanting to force Christianity or any religious practice on the kids. To such an extent they would say, to open a gathering, rather than the pre amble of the constitution of South Africa being read, observe a moment of silent reflection, then we continue. Instead of praying. So, I believe that has a major impact. A school like I was really tries. We'll have our assemblies on Mondays and on Fridays with the principal will really stress the fact that there is a reason why we meet here. I don't know maybe it's just me maybe the other teachers they will feel difference. But I on that day, in the first few hours of that day, I really feel a great difference in the behavior and then after break it just starts deteriorating.

46:16 2nd Interviewer I wanted to ask if you personally think that learners also borrow from what is going on in the National Space? Things like operation, Dudula and KZN and Gauteng.

46:36 Educator 3 They do

46:36 Educator 1 They do.

46:37 2nd Interviewer Do they?

46:38 Educator 1 They do.

46:39 Educator 3 These things are happening in our communities, direct communities. So, there is no way that it's just going to bypass them. There's no way. They do.

46:50 Educator 1 We were having a discussion. I think that not so long ago, with [inaudible], about a television programs [inaudible]. The learners were tormenting. Now the learners are tormenting the teachers. And it's a discussion to say, if the learners, our learners would want to do this, they would.

47:13 2nd Interviewer They won't.

47:15 Educator 1 It's just goes, or it boils down to the manner in which we discipline them here at school. They would never take a chance.

47:23 Interviewer Exactly.

47:25 Educator 1 So, whatever is happening at a national level. They do I mean, even even things that happen on movies, these children try to attempt with us. Things that are not real, they try with us. So, everything that happens in South Africa, even if it's not in the Free State, but in some or another effect, especially when it happens in Gauteng province, it has sort of like a domino effect, it will start happening in all the other communities around South Africa. And unfortunately, these things will start in our poorer communities, you know.

48:06 Interviewer Is there a religious teaching in to your curriculum. It is not there.

48:17 Educator 1 Yeah, it's not there. It was there.

48:21 Educator 2 It was discontinued.

48:22 Educator 1 It was discontinued.

48:23 Educator 3 But it's coming back gradually. In the in the Western Cape, there are schools that do religious education as a compulsory subject. So gradually, it is coming back.

48:35 Interviewer Yeah, let it come, because this is the outcome of the apartheid era, during the apartheid era, all things are not allowed. So it will help a lot.

48:47 2nd Interviewer Do you want to turn every [inaudible]

48:52 Interviewer Did I say that?

48:56 Educator 3 I think, in closing, we can also like Ma'am alluded earlier on, we can demonstrate the success of a proposed framework by constantly meeting the parents, the community that surrounds the school and updating, giving them updates. As to, in March we had a problem, such and such a problem. This were the steps that were followed. And this is where we stand right now with the problem. I think it could also be very assisting

49:40 2nd Interviewer Yeah, a constant updating of the community.

49:44 Interviewer So, this SGB, school governing body, what is their main work? I thought okay, let me ask, in Nigeria, we have a PTA instead of SGB. Your own is SGB, and our own is PTA, parents teachers association and here you have how many quarters fourth quarter. So we have third. So in each quarter, parent teachers association, they have meetings, you know, and this thing we're discussing here now is a forum where they hear directly from the teachers, from the principal. Likewise, the principal also, you know, notify them the attitude of their children and how they should be helping. So that school, there will be absence of all this gangsterism you see, so does it mean that SGB they don't meet.

50:54 Educator 2 They do.

50:55 Educator 1 They do. The SGB basically deals with the governance, it is the SMT that deals with the management of the school. The SGB deals with more of the governance of the school. How is the school being run. In the school that I was at, they would even expect reports on different committees of the school, even the SMT they would expect reports from them. A report from the sports committee, report from the academic community, fundraising and so and so. So they deal with the governance of the school. They do have a parent component of, the SGB is basically parents of children that, but they deal with so much that I believe it would be unrealistic of us to expect them to then come back and want to deal with the day to day gangsterism problems that we face in our schools.

52:00 Interviewer Thank you very much. I don't know how to thank you enough, because you are taken on our ways you are not previously informed that something like this will take place here today. I'm so happy how you answered my call listening. Thank you so much and my God bless you.

52:26 2nd Interviewer Please allow me to laugh at this colleague of mine. In Kenya we give people snacks before interviewing, but look at her, she wants to give you snacks after the interview.

Ikaelelo Principal Recording 11

00:02 Principal Thank you Ntate. Sorry for that interruption. I was saying, clarity, when we say we need a clear indication from the Department as to how to deal with gangsterism. It should be put on paper to say, if it is found, if it is proved that this child belongs to a group of gangsters. He is a member of a group that destabilizes school, the grades, confusing schools. It must be clear on paper to say, as a school, this is what you must do. Expel the child, for an example. Or suspend the child until the HOD has resolved the matter, even the powers are still with the HOD. But now, it's not clear, you see. So, clarity could, we must have a clear indication as to what we must do. Hence, I was making example with the use of corporal punishment. It is clear, it is not allowed. If I'm found using it, what are the consequences, if it is proven, expelled. Clear consequences. So that's what clarity I was thinking about, you see. And the second part of your question was?

01:27 2nd interviewer What should the law be in regard to the age?

01:30 Principal Age?

01:31 2nd Interviewer and gangsterism?

01:35 Deputy Principal The law should discourage schools, let me say, as the Principal has said, the law must say at the age of 18 no child above age must be at school, because if you look. The majority of children that are gangsters, are children above the age. So, if you say we want children up to the age of 18, after 18 no child above that age is taken. Then you are coming up with clear cards, but in South Africa, today, what are we saying? No, these children you must remember apartheid did this and that, then apartheid era doesn't come to an end. You get me? So, people will tell you, children comes from a dysfunctional background. Some did not, they were safer from schools, they were staying in the farms so let those children be given an opportunity. We understand, but unfortunately the very same children coming from the farms now, in to an urban area. They are the ones that becomes problematic and they are the ones that becomes people who leads gangsters.

03:08 2nd Interviewer Yeah, thank you. I wanted to ask, in regards to minors who are gangsters, what are the methods of recalls, should the law of, because they are minors. So, the fall outside of what the law can deal with.

03:28 Principal I think with learners who are still minors, those who are still below 18, those who are still below 16, those that can't be prosecuted, I think it's high time that our government looks at having special schools for such learners. Whereby they'll be taken maybe for rehabilitation and maybe a particular training of a particular skill. Because like we have what is called, juvenal prisons, you see, but now it seems a fourteen year old child maybe cannot be prosecuted, and these 14-year child is a member of gangsters. As a school, what must we do? The law must be able to help us to transfer the child to a special school, where there are people who are trained to deal with such behaviors. So, I think that will be a very clear indicator as to what it is that we need to do. Once we have enough proof, once we have enough evidence that this child is 13 years and this child is a member of a gang and we have all the necessary proof, then let it be that easy for us to say, okay, now we are referring you to a particular school with the help of particular officials from the Department, of course so that that child can be placed in a school where he or she can be helped.

05:08 Interviewer Thank you Principal.

05:08 Deputy Principal And except that, like the Principal has said, if you go to somewhere in town, here is a school called Rosenhof. Rosenhof is a school that is addressing people with all

the delinquents, specifically under the age of 13, 14, 15 up to the age of 18 actually. There are specialized institutions, but something that I wanted the principal to stick to, redirect to apartheid, would people let us return it back to that thing of juvenile prisons. Because that thing worked wonders. Juvenile prisons, they were having their own advantages, they are recorrecting a child, except that the child gets normal education. So, the child comes out there corrected, the child gets it comes out there well with a matric certificate. So to me, juvenile prisons becomes an answer. Children with still minor disturbing attitudes, they can be taken to those schools like Rosenhof, but we know that the level of corruption and the gangsterism amongst learners is not the same. So, those who are with a very much excessive gangsterism attitude, I mean, if a child can kill at the age of 13, why don't you take that child to prison? That child must go to a juvenile prison, unlike that child must be released into the parents' supervision. It is completely wrong, that child will never be corrected, because the very same child did the wrongs in the presence of a parent, the parent was still there. So, I go with the principal's idea that strictly let all the perpetrator has been taken to juvenile institutions.

07:51 Interviewer Thank you Deputy Principal. Thank you so much. We go to objective four. To carry out the SWOT analysis of the proposed framework, what are the strengths and the weaknesses of the proposed framework? What are the strengths and weaknesses of the proposed framework? Yeah, the SWOT, S stands for strengths, W stands for weaknesses, O stands for opportunities and T stands for threats. Yeah, the SWOT analysis is a framework for identifying and analyzing an organization's strengths, weaknesses, opportunities and threats. Okay.

08:53 2nd Interviewer I think we've already talked about the strengths. So let's say perhaps you send a child to these special schools. What are some of the challenges, the threats that might work against this child, you know, acquiring matric? Or let me put it differently, what stands in the way of that addressing learner gangsterism in schools, because you can have special schools, as we've talked about them, but there might be a way in which they in themselves might not be very effective in addressing learner gangsterism. So, in your own opinion, what might be the disadvantages that, even as we go for them, then we have to watch out for?

10:02 Deputy Principal Sir, Doctor, to me, I think maybe the experience that I have acquired or that is with me. I've seen how these schools worked, specifically during the apartheid era, to be honest those schools managed to make children to repent and a lot. Good people, those schools were not only, you must remember, you go to those schools, there are well trained social workers, there are well trained psychologist, there are well trained people such as religious leaders, you know, we have all, we have avoided the question of religion a lot, you are going to tell me you have never spoken about religion, the role that it plays. Specifically, the Christian religion, that it is playing in the mind of a normal human being. So, we did a grievous mistake by avoiding that fight, from the on fact, but to be honest, if now a child arrives at an institution such as Rosenhof, it's not only education, you come to our school, don't have a social worker, we don't have a psychologist, we have one teacher with specialized in geography, mathematics and so forth. Now, that child, okay, we will we look on the one side of a child. We don't look on the other hand, let's take a child who is part of a gangster in our school, can we help that child? No, we don't have a social worker, we don't have a psychologist, children have more problems than we think. And some, I can get a person from the Christian institution, who would come up with something that will build the mind of that child. But to be honest, a school such as this one, you cannot. So if ever we have these schools that are meant for specifically children with problems, those schools will work out wonders, according to my view, that is why I don't recommend that

schools such as this one, can try and solve the problem of gangsterism, because we are not a well equipped with all the expected knowledge.

13:35 Interviewer Thank you Deputy Principal. Thank you so much.

13:40 2nd Interviewer Ntate Principal?

13:41 Interviewer Ntate Principal, do you have anything to add?

13:44 Principal Yeah, thank you very much. Like the Deputy Principal has indicated, the mainstream schools, are not a place for learners who have a behavioral problem that leads to gangsterism, because you know what, sometimes what leads to gangsterism, it's is a problem that emanates from home, sometimes. And this child, they ended up becoming bullies, as a result of the challenge that they go through at home. So, when he's talking about the social workers, the psychologist, those are the people who will be able to make proper assessments. So hence, I was saying, if the lessons and the reservation of the framework, is clear enough to say once you identify this, as a school, a mainstream school, and this child is at the age of 13, or 14, refer that child to the place where he or she can get help. At that age, there is still a possibility of getting help, because this person is not yet into this wholeheartedly, unlike when he is 18 or 19. So, the strength of this legislation will be, to address the challenge while still early. That will be the strength, that will be the strength, that we'll be able to help these kids, if they get help at an early age.

15:39 2nd Interviewer In time.

15:39 Deputy Principal In time. Unlike keeping them in a mainstream school, where we don't address their problems, because we're not experts. You know what we do here? We call the child to the principal's office, we say why have you done that? The child will give you reasons, and then what do? You're calling the parent, the very same parent who this child has a problem with, from home. So, how do you expect that problem to be solved? So hence, we are saying if legislations allow schools to refer learners to those juvenile prisons or to the special schools, where there are people who will be trained that will benefit the child.

16:26 2nd Interviewer Is that your second point, that there are people specifically trained to deal with this problem?

16:32 Deputy Principal Exactly, but what could be the weakness? The witness could be that when this child is from that school, at the end of either academic year, or maybe after matric. This child has obtained matric from that school, the question is, as the country, as a society, will you be able to accept that child?

17:00 2nd Interviewer The employers might say, ah!

17:03 Deputy Principal Employers might say, which school are you from? You see, just like when these people, the prisoners were released from the prison, and they are supposed to be rehabilitated, and they come back to society with those skills, because they trained there, they get to do plumbing, they get to do - The moment I get to know, eh, you are from prison? You have your brand new certificate from the prison? Do you think I will trust you to come and do the plumbing work in my house?

17:39 2nd Interviewer Stigma.

17:41 Deputy Principal The stigma, the problem or the challenge, or the weakness of that kind of legislation could be, the stigma around those people. When they come back from there, we as a society, will we be able to accept those people? That could be the challenge.

18:06 2nd Interviewer It's clear.

18:09 Deputy Principal Except that, you know Sister, I wanted to make you aware of something maybe that you are not even aware of, in South Africa during the apartheid years, in white

schools, all of them, not only one. They used to have social workers and a psychologist, who are allocated for each and every school in South Africa. Then the taking over of the ANC, [inaudible], we cannot. Like now, for 50 schools, they have one social worker. 50 schools they have one psychologist, will that psychologies be effective?

18:59 2nd Interviewer No

19:00 Interviewer It cannot.

19:00 Principal Just to add, even in prison, the white schools, because they can afford they have their own so-called psychologist. They have their own social workers. Because those schools in town, they have money. They can afford to put those people. They're there. If your child attends schools there, the moment a teachers realizes that this person is troubled, he or she is not mentally stable, they refer that child to the social worker or psychologist. Those white schools that are still in town, even today, because those model C schools are having money. The only bad experience is here in the township schools, where the deputy principal is expected to be the teacher, to be the policeman, to be the social worker, to be a psychologist, to be the pastor to these kids. You are expected just to be everything to them. Without what? Without proper knowledge, property qualification, expertise.

20:14 Interviewer Thank you, Principal. This really [inaudible]

20:20 2nd Interviewer I'm learning things I didn't know about your society.

20:25 Interviewer You know these questions -

20:27 Deputy Principal You know it's pathetic, Mme and Sir. It's pathetic. I like, I don't know, I wished that you took one white school, such as the Grey College for boys, you would realize that you are in one country, but you are having two or more or seven countries, in one country.

21:01 Interviewer No, I'm aware of all this, because my first degree was in history. You know, and there are a lot of things we read there. Even how the colored people came about. Even when they're old, they put them on top of the table to [inaudible] them. A lot of things was shown to me, that I never know that it is. It is - I'm not doubting you. I've been here for a long time. Yeah. And that's why I went to Petunia, I know it's a colored school, but they see you as you are coming to find out something. Asking so many questions. Anyway, thank you so much. Let's go to the last question. Objecting five, to develop success indicators, in using the framework. How can we demonstrate the success of the proposed framework? How can we demonstrate the success of the framework, of the proposed framework?

22:19 Deputy Principal Your question is not that clear. Try and break it, simplify it more.

22:26 2nd Interviewer Yeah, how

22:27 Interviewer [Inaudible] The last objective is to develop success indicators, in using the framework. How can we demonstrate the success of the proposed framework? How can we show that the new framework, we are suggesting, has succeeded? How can we show that the framework is efficient? If it takes another short time, I don't know what do you say?

23:08 2nd Interviewer Yeah, I think what she's saying is that, this framework that you and him are suggesting, these changes that will need to be included in the new act, if there will ever be one, what might be the indicators that will show us that it is working? Will it be in its efficiency? What will point to us that it is more efficient than what we currently have? Will it be in the duration it takes for the SMT to address a learner gangster? Will it be in the change it will put in the communities, or in the parents of the learners who are gangsters? How will we know that this new framework has impacted the community around the school and the learner gangsters and the learners themselves?

24:28 Principal Thank you, Doctor. I will say the success indicators. One, if the framework is able to assist the schools to get rid of gangsters in the school, that's [inaudible], not necessarily get rid of them, but referring them or a transference from the relevant place where they can get the proper help, it will be efficient. If it's able to assist schools in terms of transferring, to say, we have identified this child, and here's the evidence that this child is a member of a gang. And as a result, we are transferring the child to this place. If that process is done, or can be carried out, within a manageable time, within the acceptable period of time, that will be efficient. Secondly, the success indicator will be if that child, when he or she gets there, get help, because remember, the intention is not to destroy this person, the intention is to modify the behavior, the intention is to help, the intention is to move this person that he or she becomes a productive member of society. So if this child, after being transferred, gets proper help that he or she needs, so that when he or she comes back to society, he or she can be a reasonable, productive member of the community, then we'll say the legislation is successful. Number three, I think it will be successful if it is able to address the community to say, now that this person is from that special school, that juvenile school, now as a society, are you ready? It must be able to make ready, really to accept this person, so that we don't stigmatize it, we don't label. So when this person comes back, he or she is known, is equipped with the necessary skills, is equipped with the necessary knowledge and he or she becomes then an acceptable member of the society, then we'll say that legislation is successful. So those to me, I think will be the indicators of the success of this legislation.

27:20 2nd Interviewer I wanted to ask, do you also think that if this gangster goes to the special school and they manage to graduate, then they will again have reclaimed their original intention of finishing matric in the mainstream school?

27:44 Principal Exactly. Because I think no matter what happens in our country, immediately after the release of the metric results in January, around I think around February, the Minister of Justice also announces the matric results of the inmates.

28:01 2nd Interviewer Okay, yes

28:02 Principal So, it gives others the courage to say, even if for some reason I have committed a crime, then I find myself behind bars. But I still have that hope as to get that desire to have a certificate. That person gets that hope to say, Nah, man, I think if I change in behavior and then focus on something, then I'll come out a better person. That's what going to the institution should be all about.

28:33 Deputy Principal You know Doctor, if you look at the results from Grootvlei matric results, after the results are released at the end of the year, the matric results from Grootvlei are more advanced in terms of goodly matric levels, than our normal schools. Yes, you go to Grootvlei and check their results. You take ours; you look at the number of a matric exemptions that we have and you get there, you'll find even the averages they're - I looked, I think some three years back, history students, they got 74% average, which in our school, we had gotten the very same 100%, but with 38.

29:38 2nd Interviewer So, I was gonna ask you, what do you attribute their success to?

29:45 Deputy Principal I think, as I've said earlier, yes, it's a question of children are taught not only academic issues, but also, it's where children are taught by different specialists. Psychologists or they come across, then they are being, their character is being completely changed.

30:13 2nd Interviewer Overhauled?

30:15 Deputy Principal Exactly.

30:17 Principal They have time on their side. Secondly, now that they are there, they have a different perspective about life. They are now becoming more focused, because there are a lot of things that distract these kids when they are still out here. You know sometimes freedom is an enemy to your own success. If you are not careful.

30:47 2nd Interviewer Yeah, the devil's workshop.

30:52 Deputy Principal I like that, freedom is an enemy to your own success.

31:00 2nd Interviewer Thank you so much guys.

31:04 Interviewer Ntate Principal, I'm so happy with you and Ntate Deputy Principal. You really prepared for my questions.

Ikaelelo SGB Recording 15

00:12 Interviewer So, the first objective, we go to the first objective. The first objective is to demonstrate the need for a framework to curb learners' gangsterism in school. Question one, what are the needs for a framework to curb learners' gangsterism in school? So, in this question one, I don't know how to simplify it, but is there any need to have a framework that may be powerful, more powerful than what they have because there is no school without a framework. So, why there is a need for a framework to solve the problem of learners' gangsterism in school.

01:56 SGB 1 So, is that what we need to discuss?

02:03 Interviewer Yeah

02:03 SGB 1 Okay. I think the most common goal for the schools in order to fight gangsterism schools, these school can work together with the parents in terms of disciplining the children. If the parents and the school governing body and the teachers can work as one inside the schools and also making sure that the learners from their homes get educated in terms of good manners and being well disciplined, it will make it much easier for the educators as well. And in such a way that if there's misconduct by a learner, the school and the school governing body can make a decision, to also - Sorry for that. Yeah, as I was saying that, if the school governing body and the parents can work together, if like in terms of like this misconduct by a learner, that they can sit down to come up with a resolution that can also try to help that learner to try to educate him that, tomorrow the same thing does not happen or repeat itself. If it happens, then there should be measures, that the SGB and the educators can come up with in order to make sure that that learner does not affect the other learners. And that's where by the Department of Education comes into play as well because of, the problem that was always there is that, there's a saying that no learner is supposed to be expelled from school. That's a huge concern at the moment. Yesterday I was sitting in watching Cutting Edge, whereby I've seen a lot of children using drugs and all of that. And it's because of, it comes from if you compare the past and today, there's a huge gap, difference because of in the past, the parents was able to discipline their children and also to show them that this is not allowed. This needs to happen like this. And then you will find that some of that learners they end up graduating and all of that, because I believe discipline starts at home, then at the school. But other children, they get to run away with that, because they get to influence the others because of at the first chance, at the first site of things is that the Department say that no child supposed to be without the school, yeah. I don't know [inaudible]

06:33 Interviewer Daniel.

06:35 SGB 2 Yes, from my perspective Sister Stella, I'd say, I think we should - when I say we should, I mean all the stakeholders involved in education, starting from the national government maybe review all laws concerning learners, children. Let me say, if I may say, because I think we, they are our own children, we're protecting them, but in protecting them we end up being too lenient towards them. I blame that for a lot of problems that we see in our different communities. Like for instance, let me just make an example of what I've been seeing on my way to meet you. I met quite a number of kids along the way, with the dagga, with crystal meth, not even hiding away, smoking on street. So, it's heartbreaking to see the youth of which are the future of tomorrow. Taking such routes of in life, because I'm a parent but the way things are. I should be a parent, in my own home, outside my home, I'm just a passerby, I cannot come and maybe teach this child discipline, because at the end I may end up being a criminal. I violated the child but our children are slowly dying. I don't want to beat about the bush. They are slowly dying. And we see that on a day to day basis.

09:13 SGB 1 The Constitution. The South African Schools Act. The Bill of Rights, where the children rights are enshrined, in the Bill of Rights. I have this thing of being too protective towards the child and then taking power from those who's supposed to ensteel power in these kids. For instance, right here where we're sitting. You see this this window is problem, a child maybe you see his child breaking the window but according to the schools, you cannot expel such a child from school. If you look at the Constitution, they say they have the right to education. But if he or she is disturbing the others from

acquiring that right they have, how do you treat such as a system? You're supposed to create a safer teaching and learning environment. But this child proved to be violent. The environment is no longer safe for those who are concentrating on what they came for, of which is education. The environment is no longer safe for the educator. Hence you see or hear of incidences where a school child stabbed the educator, how many educators have been killed by school kids? And the situation is getting out of hand, because those who are supposed to be in power, no longer have the power.

11:31 Interviewer Yeah, I know what you're saying is a fact, but let me [inaudible] in asking you, is true that the law makers, or the people ruling this country made that law. But I think you people, I don't know, but the way I'm seeing it is that people are respecting this law too much, you know, until getting out of hand. Because every school is supposed to have a code of conduct. Which every learner must be handed a handout to learners. Principal to hand it out to learners or SMT, including you. Hand it out to learners go through this thing. Even if you find it difficult, the learners find it difficult to read it. You as a school governing body, SMT who together with the principal, HOD, deputy principal should stand and assembly and inherited this code of conduct and make it sink into the learner that this is the rules guarding the school. Do's and don'ts of the school. So, anybody that fail to keep these rules, have broken the law, and there is something that's supposed to be done to any law breaker. Yeah, is there no. My question is, is there no little or minor punishment given to learners when they have broken this law? Because now, seeing all these young children, you know, smoking dagga and the rest of the, in the code of conduct, it must be there that it should not be taking dagga in the school premises. You see? So, for that there must be punishment either whether picking the all the rubbish around the school yard. It's a punishment. So, and when you are doing it your fellow learners who have not broken the law, will be laughing at you or making use of you. If you are ashamed, tomorrow you will not involve in breaking the law, you know. So, what I'm saying is that when you were born those laws are not there. If your father say hey, drop that thing, immediately you respect, but this learners now with this law that favors them that they are they have a right to education. If you have right to education, you will also have a right to obey the rules and regulations of the school. I don't know whether I'm making a sense.

14:29 SGB 1 Yes, what you are saying, makes a lot of sense. But the thing is, you make that code of conduct. But it should be in line with the law.

14:43 Interviewer Yes.

14:44 SGB 1 That's in place.

14:45 Interviewer Yes.

14:45 SGB 1 You see? Now if I might say, you give punishment to a learner who was maybe, let me make the very same example, broken a window. You give him punishment, that punishment could end up being called abuse. That's the thing. It could be seen as if you were abusing that particular learner.

15:32 SGB 2 I think -

15:32 SGB 1 Because some, even parents, there are parents, who I might say they are to blame as well, because maybe you experiment but not a temporarily. Go and fetch your parents, you caught him smoking drugs in the school premises, go and fetch your parents, your parent at home and come back to school. You'll find out that the very parent has known for quite some time that the child is smoking drugs. If you were to ask, what steps did you take to try to stop this thing? No nothing. But if you say, I expelled the learner. He is going straight to the district offices.

16:32 Interviewer Without coming here first to hear from the management team?

16:35 SGB 1 No. Straight to the district offices. The principal had some cases where he'd say he'd get a call from the district, about the learner then maybe some case, then he said go and fetch your parent. They go with their parent district offices. And the thing is we are trying to normalize the situation, come up with policies that would make everything normal, create a safe and stable environment for the educator and the kids. But we feel we are overpowered by the system.

17:24 Interviewer Okay, I see. If now learners or your children is more powerful than you. The new framework we're talking about is not going to work perfectly. You get my point? So, so like now all these things, corrections they are given to the learner and they don't adhere to it because they have known their right, that the government is in support of them, that they should not be beaten, they should

not be punished. They should not should not should not should not. And then now you are parents, school governing body. I don't know how it will press here, but from the country I came from, Nigeria we call it PTA. Parents Teachers Association, they have their meetings together. So, in that meetings, raising up the problem of all teachers have with the learners. Parents are not against it. Because they see the teacher as the future of the learner. That whatever he's teaching is something that will make this learner be somebody, even every parent's prayer to be better. The learner, my child to be better than me. In academics in everything so that they will take good care of you at your old age. And for this new framework to work perfectly good. The framework we're talking about, we are developing it for learners and if learners are not adhering to it, all these problems will still be there. Yes. So, what are the needs for a framework to curb learners' gangsterism in school? It might be a framework that learners most adhere to, for it to solve those problems. Question Three are there ways in which SMT, including you fails to attend to the problem of learners' gangsterism in school? Is my question clear?

20:07 SGB 1 It's clear.

20:07 Interviewer Okay. Yes. Is there any way you have failed to attend to the problem of learners' gangsterism in school?

20:23 SGB 1 I would say, from my site, actually I wanted to rephrase while Ntate was still speaking. When I said it starts with parents. It starts with parents in terms of like, I'm gonna get to your question.

20:41 Interviewer Yes, no problem

20:43 SGB 1 So, it starts with the parents, whereby parents, ourselves the way we conduct ourselves in front of our children, because of our children at some point, they see us as role models and whatever we do, they take that, they will believe that it's right. Although at certain state, it's not right I see there's a lot of [inaudible]. So, a child is like, for example, a child does a newborn baby while growing up, she will not know how to walk. But she will learn from the parent on how to walk. So, if a parent, inside their house, because the problem is that you will find abusive parents inside their own homes. A child looks up to that. The more he thinks that thing that the father is doing is the right thing. He tries to walk into that steps, thinking is the right way. The very same learner comes to the school. He performs what he saw or learnt from home, he do it at the school. The other learner also learns that from this learner that does not even do this thing or this situation happens from home, whereby a father is hitting the mother at home. So, it starts to go viral inside the school. And they try to come with that mindset that no, whatever we're doing it's good, but they don't realize that it's wrong and then that's the thing that kills our society because now these children, as was said, they are tomorrow's future, the future depends on them. It becomes difficult for the educators to try to put them in the right direction. And then come to a point of that, coming to your question -

23:02 Interviewer Okay, that question two. What are the needs for a framework to curb learners gangsterism in school? Okay, no, I think it's Question three. Yes. Are there ways in which the SMT fails to attend to the problems of learners' gangsterism?

23:27 SGB 1 Okay, with that, I would say the stage is no framework. From my own point of view.

23:33 Interviewer Okay.

23:33 SGB 1 I wish that there can be a framework, the framework that can solve in this type of matters is that SMT and SGB, if they can start to become one thing. Because of there's difference, because SMT will be saying that we solve only the side of teaching and learning. SGB is only there for governance. If SMT and SGB, collaborate and become one thing, and are able to hold meetings, according to the new, maybe if there's a legislation that can be implemented inside the Department of Education, that they will have meetings as well, so that the parents from the SGB can understand the, the challenges that the educators are facing at the school, because of remember, the parents are not there at the school. They're only there, only for governance. 24/7, we're not there when the educators are struggling with the children, teaching them other things, they don't report them to the SGB. The principal is there, yes. As a member of the SGB, but some of the issues don't get raised to the SGB. Whereby the SGB does not come informed in terms of the happenings at the school, or the challenges that the educators are getting, but if it happens that SGB and SMT can form maybe a team, to have meetings about just the discipline

of the children or the Code of Conduct type of a thing or a group whereby we have meetings just to discuss the progress that's happening at the school in terms of the conduct.

25:46 Interviewer Yeah, gangsterism.

25:47 SGB 1 The gangsterism, it will help a lot. It will help a lot. It will make a difference, because that's whereby we'll come up with strategies, amongst ourselves that can be implemented to assist the educators.

26:04 Interviewer That's good. Okay. Thank you, Ntate. Ntate Moses, thank you so much. You know one thing, a journey of 1000 kilometer, start with a step. You get the point?

26:20 SGB 1 Hmm

26:21 Interviewer So, we keep on learning every day, until we enter the grave. The idea you have raised now, I have understood that we have, as a governing body. In government we call it a watchdog. You watch each other, but you are not close. So, from today you people should shout it, announce it that let it be maybe once a year to have meeting with the school management team, because you are the all of you are the parents, but sitting together for them, now listen to them, if what they're passing through in the hands of these learners, but we cannot generalize, is not all the learners. It might be the children from broken homes. And secondly, there are certain things we parents should be doing father or mother. You hide yourself and that's why it's good to have up to two bedroom or one bedroom. Two of you, when you want to go, you want push this, go inside, that side and talk, because I used to see my parents like that. Even the smoking, you don't do it in front of the children. They say, after all my Daddy is doing it and they don't know that they are not [inaudible] to their Daddy. But it is very important if you start having meetings together, they tell you what they're going through in the hands of - you parents give suggestions to what to do. You are now a close entity body. Like now, you talk about those making the law, as what is the Education Department, telling the principal what to do in the school. But, if the principal is going to talk the Education Department is carrying your own opinion and everything going there. You get the point? Because no parents will support why did you flunk my child? Or you do, corporal punishment is not allowed. Yes, it's not allowed to but, when you raise your voice of the child, don't do that. And one is that, that school code of conduct is a law, is the constitution for learners. You go and read it, if you are keeping it you know that you will not smoke in the school premises. So, I think we have dealt with that. As you say, are there ways in which the SMT fail to attend to the problem, a problem of learners gangsterism in school? They know what to do, but I just felt that the law guiding them on what they should not do to learners is like a rope that tie their hands. You get my point? But if your school is not doing well, is you the principal, SGB all of you should bear the responsibility that you're not doing well, the school is not doing well. You get the point? So, the last question here. Okay, no, we have done it. Yeah. So I don't know whether you have anything to add? But, I'm not supposed to. My work is to ask questions. I'm just supporting what should be done so we don't have all these gangsterism and the new framework will work.

30:10 SGB 2 In closing Sister, I would say, in my own opinion, the government in general, should review these laws. Because the Code of Conduct are made based on those laws. In line with those laws.

30:31 Interviewer Okay.

30:32 SGB 2 So, I think the lawmakers should go back to the drawing board. Involve each and every person, every stakeholder within the education department. Including the children as well, hear their side, take stories from all sides. Try to come up with better laws, because really, what is happening, what we see happening these days, I would say it's social decay. Not only in schools, even in our communities. We see it on a day to day basis. We no longer have a morals, we're just a lost society. We are slowly, slowly dying.

31:43 Interviewer So, all those - Thank you Ntate Daniel. Does it mean that those laws, the school code of conduct for learners, when they break them, there's no small punishment for them or, you know, from the principal of the school? Just you just keep quiet.?

32:10 SGB 2 No, the principal's will try to involve the parents and everything before making any decision. Maybe, if there's a contact of the parent, call the parent to school and try to come up with a solution to a problem, but the main fact, he should not expel the learner.

32:35 Interviewer Yeah, if they are expelled for one week, that is five days. And if the principal now report that case, to the Department of Education to allow him to expel the child for longer time, that it will take up to 12 months which is one year to answer that letter. And by then, they shouldn't have only five days to stay at home and come back, and continue what is doing because they know the government will not expel them. Okay, I think we have dealt with. Is there any other thing we need to add? We go to question two before it's too late for you to go back. We go to next page. It's objective two, to explore the challenges faced by the school management team to withstand learners' gangsterism in school. Question two, what are the challenges faced by the school management team to withstand learners' gangsterism in school?

34:02 SGB 1 Sorry, where's that? I was trying to follow the question

34:06 Interviewer The next page.

34:06 SGB 1 Oh, I jumped a page.

34:15 Interviewer It's down here.

34:16 SGB 1 Oh, it's down there. What are the challenges faced with this group management tool to withstand -

34:26 Interviewer What are the challenges? You know, if you have anything to add because I felt like what are the challenges faced by the school management team to withstand learners' gangsterism in schools?

34:49 SGB 2 We, as SGB 1 was saying, we are left in the dark of what the SMT encounter on a day to day basis, because we are not working hand in glove with the SMT. They have their own meetings. We have our own meetings. In the SGB, we have members of SMT as well, but we never had a report about what the SMT encounters on a day to day basis. So we are left in the dark. I think if SGB 2 has something to add on that -

35:38 Interviewer I just want to ask this based on the way I put it down. Thank you so much Ntate SGB 2. Do you think that there are some problems that they face when they deal with the problem of learners' gangsterism in school?

36:01 SGB 1 Yes, there is. The problem comes into, as we already said, when the child is expelled, we are not allowed to expel a child. That's coming from the Child Act of South Africa. So now, that makes it a little bit difficult for the school. But although, actually I'll make an example of what we are planning this year because of the misconducts that we've be getting from the learners. Such as the grade eights. We planned to have them, actually I said that all the grades must have that. Whereby the learners are taken away, off the school premises, like a camp. Whereby we get people from Love Life, such companies or from prison to come and motivate these learners, making them understand what can happen if they are misbehaving and what does misbehavior leads to tomorrow? To get them to understand why educators are standing in front of them, trying to teach them it's not to say that they don't have anything to do. It's to try to give them a better life for tomorrow. Because they are tomorrow's future. Because of now, we were trying to actually shape them in a way that, when we give them the code of conduct, to sign and to accept the code of conduct. They understand why we have a code of conduct. What is expected out of them as learners.

38:10 Interviewer Yeah, Ntate SGB 1, that's a very good point. Because they collect code of conduct. Some don't understand the grammar. They don't know the meaning. So it will be an opportunity, if this code of conduct they have one location or two sittings, so that you people will explain or people you talk about from prison from this. To explain it very well so that most of them who are disobedient, both in school and at home will not fall a victim of being a prisoner, going to prison. That's a good point. Thank you Ntate SGB 1. So, and let me look what do you hear people saying? You know, you may be hearing this school is like this, whether in a good way or in a bad way. What do you people, as parents, hear about this gangsterism of a teen, of this school or whatever?

39:32 SGB 1 What normally happens is that parents from the outside before they can take a shell to school, they will start hearing about the school that the misconduct of the of that school. Some of the parents start to get afraid to take the children to that schools and some of the mistakes that we as parents also do is that in front of our learners, you will get it maybe I was an ex-learner of that school. I will start

telling my child that, when I was at that school used to do this. We used to swear at the teacher, we used to do that and this happened and now that child we paint a picture in the mind of the child. That's supposed to go and attend school, at the very same school. So, now the child starts to have that terminology inside their minds. So, when they arrive at the school, they will have that terminology already, or that picture in their minds. So, tomorrow they start doing what they've heard and then that spreads viral as well. And it influences other learners. Making as if seems like at that school, that type of behavior is accepted in that school. And the loss of yesterday or the code of conduct that was used in the past for that school has changed because of every year, it develops, it changes. So, they find it difficult to fall with a code of conduct that's already in place for their school.

41:24 Interviewer Thank you Ntante SGB 1. Let's quickly go to question three. Question three, objective three. It say, to identify gaps in managing learners' gangsterism in school and propose possible solutions. Question three. What gaps exist in managing learners' gangsterism and what are the possible solution to these gaps? There are two questions in one here. If you can look at it, what gaps exist in managing learners' gangsterism and what are the possible solution to these gaps?

42:11 SGB 1 The gaps can be a learner failing to understand the code of conduct.

42:20 Interviewer Okay, let me let me highlight it a little bit. The SMT always tries to obtain the the problems of learners' gangsterism in school, but sometimes they fail because in South Africa, there is a lot of learners' gangsterism. I think it's a gap

42:45 SGB 1 Yeah, it's a gap.

42:46 Interviewer Yes, go on.

42:48 SGB 1 Okay, I want to say that the gap is that this when they don't want to understand the the Code of Conduct that's already in place. Because they come with their own mindsets about the school with a teacher already in their minds. So, it's hard to break that as educators, to try to show this child that you're not supposed to do this because some of them they will come with a mindset of No, the way you are doing it or the way you are showing me how to do it. I don't like it. I don't understand it. Because of my mum, my father taught me this way that difference will be the parents, the educators because now you will find that, 24/7 you are at the school than to be with your parents. When you are with your parents, you are free to be with your peers and your friends. And now inside your friends, there's friends that does things like this, and at the school you are supposed to be now in order. You are supposed to be in line with what is expected by the school. So now that's whereby the gap will be of understanding or accepting the premises that you are in.

44:16 Interviewer Yeah Ntate SGB 1 I understand is a point because the environment of the school is different from the environment at home. And even some of them even listening to their friends, peers from other school. They have freedom for this but that freedom is lacking in their school. They want to carry out that one they hear from their peers, their friends. Yeah, Ntate SGB 2, do you have anything to add?

44:52 SGB 2 I would say, but if you are in the school, I'd say we are in a school where in about two to three years back, we had quite a lot of learners here who were involved in gangsterism. And the problem was out of hand, at this very school, which is why I'd say you find such a developmental school. The school being in such a condition that you see. And the thing is, if that happened in the past, there are still learners who would come to this school with that mindset of saying maybe that school is a scrapyard. Because, even in the community, there are parents who still have view, that this school is a no go. That they will never take their children to this school.

46:16 Interviewer That's [inaudible]

46:18 SGB 2 So, here at this school, I think we still have a lot of work to do. We still have a lot of work to do. I once had a discussion within Ntate SGB 1 that, this year, before the end of this year, I want us to review our admission forms. Because I don't understand the students we find in this school, they are behaving wildly. So, I'd ask myself a question that are we taking students that other schools are not taking? Or what? Are we maybe the last resort if that school did not want to take that particular student, that one the other one, then they would come to this one. Maybe there are loop holes in our admission rules, code of conduct or something because we seem to have - I wouldn't say boys or girls.

47:27 Interviewer Yeah,

47:28 SGB 2 They are the same. You'd find a girl behaving in a manner you won't understand. Just to -

47:37 Interviewer Is there - Sorry.

47:39 SGB 1 I just want to quickly, just to add to what Ntate SGB 2, just said. That's also a huge gap that happens around Bloemfontein, that other schools they don't want to accept the children that maybe are being expelled from different schools due to behavior. So, they don't try to manage that, from that school's level. Like us, the way we are trying to manage it, as I say that, we took these children off the premises outside. We made a camp for them. So that, they can be educated before they can accept the code of conduct. The gap comes into that place whereby that schools, they don't nothing about these children. They send them away, they expel them, then they come here. And then we as Ikalelo, we have to accept these learners. Unfortunately, we cannot turn them away, it's a child. That's our belief as Ikalelo, the SGB and SMT and the members of the school. So, we tend to accept these children, after we accept these children, then we end up in a huge problem to rehabilitate these children. That's our main goal, to rehabilitate them because of we believe in their potential. We believe in their potential Yes.

49:13 Interviewer Okay, thank you Ntate SGB 1. You know one thing, don't you think that how do you even know that the other school, they have gone to another school and they were not taken, they come here. Or don't you think that this school have undergone a process of change. And the performer you know, at times the performance when the matric result comes out, and now you move up higher from what you used to be before. I think it can attract other learners who want to say, this Ikalelo, now is on top.

50:05 SGB 2 I'll say, if what you are saying is right, they will come with a positive mindset.

50:12 Interviewer Yeah.

50:13 SGB 2 Of attaining the very same results.

50:16 Interviewer Exactly.

50:16 SGB 2 But what we are seeing, he is not supporting that.

50:23 Interviewer Good, because I think that, because you know what is happening. Yeah, which area are weak that when strengthened, can help the school management team or the entire school to deal with learners' gangsterism. I think you have covered this question. Is there anything that looks weak and therefore, it prevents the SMT from dealing with learners' gangsterism in school? Anything that looks weak, you have mentioned that.

51:15 SGB 2 The other thing that I would like to highlight is that, we are having quite a high number of learners at the school. At which we ended up in having problems like books, not enough. Chairs, not enough. Everything was not enough, even teachers. The principal would say he knows he should take such, maybe such a number of students. Then they tell the others, no the school. They'd go to the district, the district will give them letters to come back to school and -

52:08 Interviewer Force it on him.

52:09 SGB 2 Yes. So, that tends to be a problem as well. Because if you try to look at it, maybe one teacher has to deal with such a number of students. You will see that it's too much.

52:32 Interviewer Okay, last point on this one. Thank you Ntate SGB 2. You said in your own opinion, what are some of the solutions to these problems that you have identified

52:55 SGB 1 Can you repeat it again?

52:57 Interviewer Okay.

52:58 SGB 2 The solutions

53:02 Interviewer Yeah. In your opinion, what are some of the solutions to these problems, that you have identified?

53:12 SGB 1 The solution will be that working together closely, as we said, the SMT and the SGB, if they can come together to work together. I think it will start to have a guidance, in terms of like where you want to be in regards to solving the misconduct within our school and then also getting the support from the Department of Education in terms of also fixing the premises.

53:47 Interviewer Okay

53:48 SGB 1 Because of also the premises, the way they look like, the face of it can have a different mindset to the children. If because of now the problem we are having.

54:01 Interviewer The security is not -

54:02 SGB 1 The security is not tight. We are sitting with broken windows, broken ceilings. When a child starts to walk into a school premises, the first thing that he starts to look at, is the environment. How does it look like. So, if the environment is not right, it already gives the child -

54:31 Interviewer Create fear.

54:32 SGB 1 Create fear and then also to others it create excitement. That at this school, this school is being abandoned. We have the right or the freedom to do anything we want. No one will do anything to stop us.

54:47 Interviewer Exactly.

54:49 SGB 1 Because of, if I can already see that the ceiling is broken, I can also do it. I can go and break the glass, I can go and do the ceiling. No one will tell you what to do.

55:02 Interviewer Exactly, exactly.

55:04 SGB 1 So, with the assistance of the Department of Education, the school can overcome a lot of things.

55:13 Interviewer Thank you so much, Ntate SGB 1.

55:21 SGB 2 If the education officials, working at the district level and those who have authorities, most of them, worked within the education department, they've been teachers, they've been principals. If they could be bold enough, and tell their stories and try to help SMT's to convince the lawmakers to try and revise their laws. Because they know the ins and outs of being in the teaching environment.

56:06 Interviewer Yes, what you are saying, it's a good point.

56:09 SGB 2 So, I think in my own opinion Sister, they are being hired by the department, departmental officials. Now, they seem to be afraid to challenge the very same department.

56:24 Interviewer Yeah, because for a principal to say this school is all, all of you as SMT, comes in [inaudible] the school is full, and the parents go and give them letter. They collect letter to come and force it on him. It means that they don't know their work very well because over crowdedness can create a big problem that learning will not take place. Where you see that the educator is having 60 students at a time, or even more. Some will be playing something there without even paying attention.

57:04 SGB 2 You'll find that the very person who wrote that particular letter, has been in principal somewhere. That's why I say, when they get to those fancy offices. They seem now, to forget what's happening on the ground.

57:21 Interviewer Exactly. Okay, let's thank you so much, Ntate SGB 2. Lets go to question four. I think, what are the strengths and weaknesses of the - okay the objective is to carry out the SWOT analysis of the proposed framework. So here you see SWOT, which is S-W-O-T. S stands for Strengths, W stands for Weaknesses, O stand for Opportunities and T stands for Threats. So, the question is, what are the strengths and the weaknesses of the proposed framework?

58:46 SGB 2 Okay, the strengths will be reaching out to change the lives of the learners, because of without only the school, some of the learners they come from very poor environments, whereby you find the mum, the father, they're not working. And then the strengths will be to encourage that learner, make them see the difference. Make them understand they are worth something for tomorrow's future. And then the weaknesses. The weakness will be to try to rehabilitate some of them that are already having wrong terminologies, and are struggling to get out of that struggles that they're in. Because of some of them will find them that because of their backgrounds, they're feeling that, I can't do this in my life, with my life. And then they will focus on the other learner, that learner, he has matriculated and I have not matriculated. So, the weakness will be try to make them aware that they are all equal.

1:00:46 Interviewer Exactly.

1:00:47 SGB 2 It's just the thing of pushing the weight that they have.

1:00:53 Interviewer Exactly, yeah, you know, it is an opportunity for the government to strengthen the police force, you know, police force or to employ more police. That is an opportunity. So, and for it is an opportunity for even the church to come in, to ensure that its youth are good in church as they are good

at school. It is an opportunity for the church to try to take care of the young members of its congregation, both within the church and also, to want to know how these children are doing at school. Plus, it is an opportunity. It is an opportunity for other institutions, apart from the school, to take interest in that phase of the children who might be gangsters at school. If the church finds out that a learner is a gangster, at school, the church can offer counseling services for these youths. The counseling services, every school is supposed to have counselors, because at times, you see the learners they don't trust their teacher. As I have heard some would say, if you discuss maybe you're passing through hell at home, the family,

1:02:45 SGB 1 Having a psychologist.

1:02:46 Interviewer Yes.

1:02:50 SGB 1 At the schools, present.

1:02:50 SGB 2 Yes, for the children, because of some of the children, they want to speak.

1:02:55 Interviewer Yes. They have a reason for not -

1:02:59 SGB 2 Speaking

1:02:59 Interviewer Yes, for not speaking.

1:03:00 SGB 2 Yes, because some of the learners -

1:03:01 Interviewer They are afraid of betrayal.

1:03:02 SGB 2 Betrayal, because some of the learners, they will not speak in front of an educator. Even if they know that they have a problem. They can't open up. One of the things I suspect about the grade eights, when I was at the camp, the people that was there to work with the children. They told me that some of the children have been through a lot of things from outside the school. That they are afraid to open up, but ever since they've started working with the children, they've come across a lot of things, whereby the children started to open up. It will be a nice opportunity, to have a psychologist working in the school. Present at all times. If a child has a problem, they can start talking to the learners and then counselling can be done at the same time.

1:03:56 Interviewer Okay, thank you so much Ntate SGB 1. Yeah. I think, is there any other thing we're talking about, we go to the last question.

1:04:05 Group Yes.

1:04:06 Interviewer Yeah. So, objective five, To develop success indicators in using the framework. Question five, how can we demonstrate the success of the proposed framework? And we can see how can we demonstrate the success of the proposed framework or how can we show that the new framework we are suggesting, has succeeded? How can we show that framework is sufficient? If it takes a shorter time between the reporting of the gangsterism incident and how does the SMT deal with it? If it is fast, then the framework has - okay. Do you understand my question?

1:05:14 SGB 1 Yes. I understand it, yes.

1:05:19 Interviewer The success indicators, that is the attribute, the sign that shows that this framework is working

1:05:26 SGB 2 It's working. Okay, that will be, according to the learners, change in their behavior. That will be the good demonstration for that, to show that this new framework is working. And also, in terms of also the pass rate. The results, there will be a change in the results as well. It will show if the the new framework is working or not. Or if it's lacking. And with the conducted meetings of SMT and SGB, working together and sit down and brainstorm and then reviewing after a time, as well, to sit down. Did we make a change, looking at our progresses, most of the time after we had meetings, how far we have progressed, and is there change in the results and the behavior of the learners.

1:06:39 Interviewer Yeah it will show that the framework is working. You know, I think this last question, question five, is the summary of everything we have been saying before. All those positive the weaknesses now is gone. We talked about the security whether there is security, where the fence is closed and there is a tendency that if the Education Department can now, the government can employ more police who will be standing here as a security. Checking the bags of the learners those who are coming to school with knife with the dagga, with all the things. You see? The success is showing. I'm just supporting what you have just said.

1:07:30 SGB 1 To add on to what Ntate SGB is saying. It would create a very safe environment, when coming to teacher and learner relationship. And thin, if teacher and learner relationship is smooth, so to say, I think the learning and teaching environment will be conducive.

1:07:58 Interviewer Yes.

1:07:59 SGB 1 In time, those very same learners will be the parents of tomorrow.

1:08:06 Interviewer Yes. Leaders of tomorrow.

1:08:09 SGB 1 If we try to curb this today, we would be creating a better tomorrow.

1:08:15 Interviewer Exactly. Exactly.

1:08:18 SGB 1 They'll pass their experiences to their kids.

1:08:22 Interviewer Exactly. Exactly. So thank you, Ntate SGB 1. Thank you, Ntate SGB 2. Yeah, you have really dealt with this, my questions. I'm so happy. You can see me smiling. Thank you so much. And may God bless you, reward you for answering my call. Yes, I think this, the success of this framework. If it becomes good, going well as we are planning it. Everybody will benefit from it. Every child, every home. Yes. Thank you so much. Have a pleasant evening. Thank you. Thank you.

Lekgulong Deputy Principal

00:04 Interviewer Okay, no problem. It's on now?

00:06 Deputy Principal Yeah, it's now on.

00:09 Interviewer Thank you so much. Okay, question one, objective one, to demonstrate the need for a framework to curb learners' gangsterism in school. Question one, what are the needs for a framework to curb learners' gangsterism in school? What are the needs?

00:33 Deputy Principal I think the question is broad.

00:37 Interviewer Yes.

00:39 Deputy Principal Because I'm sitting next to touristic. Curbing of gangsterism in schools, doesn't only depend on us, as teachers in school. This gangsterism starts from from vicinities where the live. This, it [inaudible] from where they come from, in their localities. Now, it requires everybody to be on board. I'm saying members of the community, the parents of these learners, us as a school and themselves, these learners Yeah, I can even cut across to go to maybe the ward counselors and what, because that's where all these things come from. From their locality. So, when we have to develop the framework to curb gangsterism, it has to be inclusive of all stakeholders that I forely mentioned. And it should be a document that we all agree upon. It should not be one sided. I mean, if us as a school, have to come up with our framework, which ultimately is going to clash with what the communities are think of. It means it will never die.

02:16 Interviewer Okay.

02:16 Deputy Principal It will never die. So, we need to bring everybody on board and agree on developing the paper or a document that will assist us in curbing this and whatever we are going to discuss, whatever we agree upon has to be implementable. It shouldn't just be a paper which is going to gather dust without having been used. We should all agree on that.

02:43 Interviewer Okay. Thank you so much. It's very clear as you said, it's broad. Yeah. I'll take my questions here, you have already touched some of them. Why there is a need for a new way to solve the problem of gangsterism. Two what are the needs for framework to curb learners' gangsterism, in other words, in your own opinion. Are there ways in which the school management team fails to attend to the problem of learners gangsterism in school? Are there ways in which the school management team fails to attend to the problem of learners gangsterism in school?

03:56 Deputy Principal Yes, the SMT fails, primarily because if we don't pull together and agree on some implementable strategies, we will always have problems because, you see, I've been in this field and I've seen the behavior of some of us, as SMT. You know, there are some of us who will always favor a learner's side and will always be those who are firm on what should be implemented. For example, if I can go out now, you will find that there are some learners who are basking in the sun, and some educators have just passed them without saying anything. So, when you go there, they see you as a goggo or something, they literally run away, but they don't do that with them. So, it boils down to discipline. SMT members, what are we doing? What are we doing, because if you don't pull together, it means this gangsterism will always be there. I can even go on to site specific examples. We would, in some instances, invite the police for police search. We would agree upon, as a team, but then one of us could go and [inaudible] to say hey, police are coming. So what happens? Whatever they have, they hide it. So it's a failed exercise, because some of us don't work as a team. And in that manner, The gangsterism will never ever go down. It will never ever go down, because some of us are too smart or too soft for these learners. Maybe it's because we are related to them also and we know them and as a result, it

creates a serious problem, because now you don't know where you stand as a school, to say but I want to break this thing down. I want to emphasize on the issue of discipline, but if some of us are doing that, that's where we're failing. That's where we're failing. And to some certain extent, we have developed a working document that is a code of conduct for learners.

06:29 Interviewer Yeah.

06:30 Deputy Principal Yeah, and it stipulates even the level of misconducts and whatever.

06:35 Interviewer Yeah do's and don'ts.

06:36 Deputy Principal Yes

06:37 Interviewer And some regulations.

06:38 Deputy Principal But hence I say, I can be brutally honest with you, we have only started implementing it from Monday, when we had serious challenges. Other than that, you'd have disciplinary seating of learners, but nothing happens. Maybe we'll call parents parents will come and some parents to some certain extent, they will even stand here by their children, to say no, this is not my child who has done this. Today is Friday, on Wednesday, here was a fistfight of the two boys here at school, during, towards the end of the school. Now we called the parents, the parents came, it was so [inaudible], because these learners were fighting at the second floor and anything could have happened there If one of them decide to push the other then - So, we have induced serious challenges to say, our parents instead of assisting us and some of the SMT members, instead of assisting us just ignore these things. And that's where we are faced with the challenge to say but how do we do this? For an example this morning, I was standing at the gate trying to curb this late coming thing, but they were just walking and none of my colleagues were there to come in assist me. So we still seated with the same problem of some of the colleagues who are not willing to pull together and as a result, disciplines like gangsterism and other things will always come. Yes.

08:27 Interviewer Deputy Principal, thank you so much. And what I'm just asking is, as you said, a school code of conduct. Is the teachers here aware of school code of conduct of this school? And even the learners?

08:56 Deputy Principal Okay, you know, we used to have an old document of school of conduct. Now, because of the involvement of the police, they gave an advice that our school of conduct was outdated, we need to update it. So, it has been updated and it is in accordance with the prevailing atmosphere. Because we cannot have a very old document that does not address what is happening now, it was, that one was addressing what was happening then, so we need to put on changes time and again. It was produced by the safety committee. We have a safety committee here, which is coordinated by the safety chair. Now they developed that document, the document was even exposed to educators. We went through it and because before they could come up with a final document, it was a draft so that we can have the inputs and wherever. We have the final draft, the thing is, it has not been advocated at the old school body in, what I'm trying to say, to all learners. Fortunately today from 12 o'clock, we are sampling it again. We are going to take 20 learners per grade. Yeah, 20 learners per grade, who are willing to go through it and have a say on it, so that we can build it now and say, this document that we are going to use. But other than that, here and then we are still using the old one. But as I'm saying, the old one does not address fully, the circumstances in which we find ourselves.

11:13 Interviewer Yeah, School of code of conduct of the school is still in process because the old one is outdated. Yeah, and the sooner you people finish it, the better. Does the one looking at it? Because I could remember my interview with some groups, particularly the teachers. They deny everything. I'm not supposed to talk about that, for you as one of the authorities, to see how

this team will come into use as soon as possible. Because they said that whether there is a school code of conduct existing here, that they never seen it. So, and it now lies on the things, learners are misbehaving, doing bad things. Whether the teacher, whether the SMT, they will just pass, they won't do anything. So, and when it comes to worse, is the SMT, including teachers will suffer it. So, the sooner the better because you can't manage children like this, without it, because if you ask them tomorrow, they denied. They said they don't have any rule in their school and it is not a good image. Yeah, thank you Deputy Principal, I think we have exhausted question one. So, we go to question two. Objective two, to explore the challenges faced by the school management team to withstand the learners' gangsterism in school. Question two, what are the challenges faced by the school management team to withstand learners' gangsterism in school?

13:31 Deputy Principal As I already indicated, we are seated with a very serious problem of having to produce that final document of Code of Conduct. I think that becomes our first major challenge, because without it, we are stuck. We will always have a good ideas on how to extend learner gangsterism, but if you don't have a working document, that binds everybody, and it needs [inaudible] to be seated with that. Having said that, when cases arise we normally successfully have to invite parents of those learners involved. That's point number one, the real challenge are, some parents are not cooperative. They are not cooperative, they will not even come to the meeting. We've gone to the extent of when do we call them, there is a letter that you produce. That normally indicates that if the parent does not attend, the learner will have to stay at home. And in some instances, we even take their books, because we want to make it as urgent as possible. But parents will still not show up. So that is another challenge. The relation that we have with parents, and it is not only that. Maybe if maybe I can take a detour a little bit, we are going to issue out the results, the reports next week. We'll still after issuing that after that week, we'll still be seated with a bundle of uncollected learner reports. And what does that imply? It implies that our parents don't play their part of parenting, because it starts there, is a discipline if the parents/ not disciplined, then we're expecting the worst. In some instances parents will be here. Especially during this gangsterism cases. The parent will tell you that my child is not a member of a gang. And but the community will always be telling you, no these boys are members of the gang. And you know, sometimes I remember I think it was in 2016 or 2017 where, as a school, we took a stand of not having to attend a funeral of a gangster anymore, because they were they were killing each other like flies. Firstly, we would advise them to desist from participating. But then if the parent, the parents' version on their learner's, so they feel that they are doing the right thing, then we become toothless, because the parent will come in say, yes my child is in gangsterism him or her from being attacked. So you see, hence I say, these are things which are coming from to. So, even if we try. Okay, in a school environment, we will try to do our best to address it and say it's not right, let's desist from doing that. And we have been dealing with the police. But now there was a stage where now, the police hands were now full, they could not handle it anymore. Now there was this vigilante group, it's called Yanyatsotsi.

17:35 Interviewer Yanyatsotsi?

17:37 Deputy Principal Yes, Yanyatsotsi. So, these guys, ever since they got involved, it's a vigilante group. Ever since they got involved, the level of gangsterism here is quiet. In our school, we used to have two or three, let me say two, that were well known, two gangsters. And they were fighting each other, usually on Fridays. Joh, after break, you would hear the commotion, started fighting and only start fighting when they do, they disrupt the smooth running of the school. But when you go deeper into this, they will tell you that no this thing started in our own locality. This group has murdered a member of our groups, we are just

retaliating. It was very bad then, but ever since the involvement of these people. It has gone down to an extended of here at school, we don't have it anymore.

19:00 Interviewer Okay.

19:01 Deputy Principal Yes. If they have it, they have it outside the school parameters, which is what we are not in control of. But nonetheless we always encourage them to withdraw from such activities, because they die young and they were dying.

19:19 Interviewer It's really bad. Thank you, Deputy Principal. Do you think - okay, I think you have answered my question here. Do you think that there are some problems that SMT face when they deal with the problem of learners' gangsterism in school? You have mentioned it, I think so. Yeah, because the involvement of vigilante, Yanyatsotsi. Okay, this one what do you hear? What do you hear people say concerning your school or they're not saying anything?

20:13 Deputy Principal Joh, They're saying a lot.

20:15 Interviewer Oh.

20:16 Deputy Principal Yeah, our school was declared as a hotspot of gangsterism.

20:21 Interviewer Oh, hotspot.

20:23 Deputy Principal Yes, because of the existence of the two gangsters that we have, two groups. Yes, which were fighting each other. I was saying this, because even the Department of Education had to declare us as a very serious hotspot, in as far as gangsterism is concerned. The surrounding members of the community, they were also complaining, because and remember, we are neighbors with this.

21:02 Interviewer Yeah.

21:02 Deputy Principal So, sometimes during the course of the day, if a fight would just erupt, when it erupt these learners will run away and making it, disturbing the members of the community around. They even had, the neighboring school also had their own challenges as far as gangsterism is concerned. Sometimes they'll fight, two schools will fight each other. Yes. So, we tried, by all means to engage the police but at some stage police hands were very full, they could not curb it.

21:40 Interviewer Yeah.

21:40 Deputy Principal Yeah, and now when this thing starts, the whole school, the school committee, look for their protection, they look at the SMT. What is it that you SMT doing? So, sometimes you need to confront these situations and try to calm it down. People will come from outside, even those who are not our learners, but supporting our learners. They will just come in and when they come in they say they are here to come and protect their children and their brothers and sisters. That's when we had to bring in the police to say this is becoming too heavy on us, because we don't have any control of people who are coming, but the police have it. We have a control of on -

22:28 Interviewer On learners?

22:28 Deputy Principal Yeah, here in school. It was so bad, because in one year, while it was, it was also on Friday.

22:38 Interviewer What year was that?

22:39 Deputy Principal I think it was around 2017/2018.

22:42 Interviewer Okay.

22:43 Deputy Principal We were called, it was during break, we were called on Friday that there's a group of boys who are coming to your school, to come in and attack some of your learners. Then, because it was break and during that time we never close the gate, we allowed them to go and eat outside. Now, this boys, our learners went out to go and eat outside. Now, it's

like these boys, who were the attackers. Were getting frustrated not having to find their people, so they got one of our boys. They attack him, that boy was hacked. He nearly died, because when we arrived there with the principal, the boy was lying on the floor with his stomach facing down. And there was a big wound somewhere here. Yeah, he was hacked but fortunately, he lived even wrote matric last year. But that's an example of how dangerous this was. Yeah, yes, but then thanks that these people came in and we are now seeing a direction.

24:06 Interviewer Sho, this was really bad. Thank you so much Deputy Principal. Let's go to objective three. To identify gaps in managing learners' gangsterism in school, and propose possible solutions. Question three, which gaps exist in managing learners' gangsterism and what are the possible solutions to these gaps?

24:47 Deputy Principal I would say, I think this takes me back to what I've said earlier on, the most prevalent gap would be, us as SMT, not pulling together. Yeah, if we're not pulling together, we'll always have these gaps. Others will always, the other gap will always be when maybe we call on police to do the body search of this learners, then some of us sneak out and made them aware that the police are coming to search, so in that case will never ever reach our objective.

25:35 Interviewer Yes.

25:35 Deputy Principal Because they bring dangerous weapon. Another thing, yes, the way in which some parents may behave in as far as this is concerned, because it is either they don't come to the meeting, or when they come, they will always be on the children's side, forgetting that we spend almost eight hours with them every day here and we see what's happening. So, the parent will always disturb them simply to say no, that's not my child.

26:11 Interviewer Don't you think that they're afraid of their child?

26:15 Deputy Principal To some certain extent. Yes you're right because some of them unfortunately, some parents are not working. So, these boys and girls who are involved in this, they ultimately can becomes breadwinners because when the rob, when they do, they come with these things and they give them to the parent, the parent will say, no it's fine.

26:35 Interviewer You see? Yeah, this thing [inaudible]. SMT always tries to attend the problems of learners' gangsterism in school, but sometimes they fail. Because in South Africa there is a lot of learner gangsterism. Two, which areas are weak? That when strengthened, can help the SMT or entire school to deal with learners' gangsterism?

27:21 Deputy Principal I think their assistance and the help of a school governing body. Why do I say school governing body? I'm saying the school governing body, we use it as a vehicle, to advocate to parents, the curbing and the total collapse of gangsterism. They are in their communities, they live with this learners day and night. The SGB should take a stand to say, we have picked up the weakness in our school in as far as this gangsterism in schools. Why can't we escalate to the communities? It should start from there? We should have, I don't know whether it's correct way to say cohesion between parents and us. So that, when it comes to us, if it is right, because sometimes we don't have to take anything. If it is right and it is in line with what we aim to have. It should come from them. It should come to us, they should come and sell it and together we should build one, solid thing to say, this is how we are going to operate, because we would have agreed with the parents and everybody else. So the weakness is we have not yet gone to that extent. We can be advocating ` because unfortunately it goes outside the school. You can have it here, you can have the control here, but what happens outside? We don't have a control over it. That's why I'm thinking that the involvement, total involvement of the SGB, the

coordinating and dealing with all of this, will assist us a great deal. Yes. So the weaknesses for now, we don't have that.

29:48 Interviewer And from what you have said, it then means the SGB and school management team are not working hand in hand?

29:59 Deputy Principal For now, we don't.

30:00 Interviewer Meaning that in this country, SGB and the school management team don't have maybe once in a while a meeting together?

30:13 Deputy Principal I'll be lying if I can say we only we had one, we never.

30:17 Interviewer But what is their work, as SGB, to help the school?

30:24 Deputy Principal Just to back up, what you are asking, they go for training. The minute the induction, they go for training, because we feel the SGB, ideally there should be subcommittees, the discipline, the finance, what and what. We don't have such. There is only one meeting, that for the first time ever since I'm here, that is proposed to happen between the subcommittee of the SGB and the curriculum, the curriculum center which is us, the SMT, because it is in that meeting where we are going to discuss the curricular matters. The pass rate and what and what, and what is it that we expect from them. But other than that, we never had such meetings.

31:20 Interviewer You know, an opportunity [inaudible]. Like you have a SGB, in my country they have, the call this PTA, parents teachers association.

31:35 Deputy Principal Yes

31:36 Interviewer And they have if, like Nigeria we have three, three quarters or three terms.

31:43 Deputy Principal Okay.

31:43 Interviewer Yes, that makeup of a year system. So, they may, each term they have a meeting together. It's there that the parents add their views about their children, or if you are reporting if - but this gangsterism is not there, but anything that is bad attitude from the learner, they feel that the school is very pleased that the child will be molded very well for future, they don't hide it. Yeah. Okay, thank you so much, Deputy Principal. Yeah, this my question, I think you have answered it. Is there anything that looks weak, and therefore it prevents the SMT from dealing with the learners' gangsterism in school? You have covered that area. Four, in your own opinion, what are some of the solutions to this problem that you have identified?

32:59 Deputy Principal Then the solution is straightforward. Involvement of relevant stakeholders.

33:11 Interviewer Okay.

33:11 Deputy Principal And fully participating in developing the framework to curb gangsterism. By that I mean, let's start from the homes of these learners. There has to be coordination, there has to be communication, effective communication between the parents and us as a school. In this case, I'm referring to the SMT.

33:42 Interviewer Yes.

33:43 Deputy Principal Yes, there has to be a way out, where we would sit together and say we are developing this paper which is going to assist us in seeing to that our learners are no more, which is their children, as parents, that they don't take part in this anymore. Yes, but hence I say, while we're at school, I will refer to that what we are trying to do, as a ticking an ice bank. If parents are not participating, we are not going anywhere. But I'm not ruling out the responsibility of SMT.

34:25 Interviewer Yeah.

34:25 Deputy Principal We still have the responsibility. We cannot just fold our arms and say, no parents are not participating. Let us do something, let us advocate, let's take it to the next level to

say, okay, parents are not, we cannot just fold our arms and say parents are not participating, so let us also do the same.

34:44 Interviewer Exactly.

34:45 Deputy Principal Let us do something about it, let us advocate and say it is incorrect. You, as parent not participating. Come on board, let's help each other because when we help you, we help the future.

35:01 Interviewer And as the school, don't have any power to expel troublesome learners or gangsters who are disrupting the smooth running of the school?

35:21 Deputy Principal I love your question.

35:22 Interviewer Yeah.

35:23 Deputy Principal But I can say, our hands are tied.

35:25 Interviewer Exactly.

35:26 Deputy Principal Our hands are tied, in the sense of if you go through SASA, South African School Act, it clearly stipulates that there's only one person who has the right of suspending or expelling a learner, irrespective of the behavior and that remains the head of the department.

35:50 Interviewer Sho, even the principal?

35:51 Deputy Principal He can't do it. It's unlawful to do that. And that one is taken as the last resort of disciplinary measure, because even if this learner has committed serious misconduct, you go through the processes, the disciplinary processes and eventually the head of department still has the power to say okay, we shift this letter from school A to school B, and if he or she does not change it means gangsterism would still be a [inaudible], another school. So, hence I say, our hands are tied. We can only do the recommendation, but if the HOD feels that this is not enough, a learner will still be moving around school and doing what they do best, because they know that. Because other than that, it creates that misconception of us now fearing them, because we cannot discipline them the way it is expected to be yes

37:11 Interviewer Sho, it's really an ambiguous problem, it's very ambiguous. Deputy Principal, thank you so much. We go to question four. Objective four, to carry out the SWOT analysis of the proposed framework. Question four, what are the strengths and weaknesses of the proposed framework? What are the strengths and weaknesses of the proposed framework? So here, SWOT, S stands for strength, W stands for weaknesses, O stands for opportunities and T stands for threats.

38:16 Deputy Principal The strength will be, we as the SMT, if we can successfully develop or finalize the Code of Conduct. After having done that, it has to be escalated to parents and to some certain extent, I think it's now reminded of me to say, we need to develop this code of conduct. It shouldn't be SMT alone. It should be SMT, members of SMT, the school at large, learners must be involved, the parents must also be involved in developing such a paper. So, the strength will be, if we can successively so engage everybody in developing such a document, that's point number one. Point number two, sell it to learners. Make it a working document. Make them feel free to be aware of the contents of the document. Advocate it, make them aware of the level of misconduct. Should they transgress that, make them aware. That should be that should be our strengths. Because in a way, the document will be addressing gangsterism.

40:08 Interviewer Exactly.

40:09 Deputy Principal Yes. The weaknesses, I think will be the opposite of that.

40:15 Interviewer Yeah.

40:15 Deputy Principal If we cannot do everything that I've mentioned, then it means we will not be successful and in that tells that here is a weakness.

40:27 Interviewer Joh, that's wonderful Deputy Principal. Thank you. Thank you, your answer and your input is very strong.

40:36 Deputy Principal Okay.

40:37 Interviewer Yes, very, very strong. I like that. So, is there any opportunity allowing the outsiders, like the church, to try to come in into this gangsterism thing? Because I don't know whether is in existence now, but I know that in your curriculum, religion is not included. I think so, we still like that?

41:19 Deputy Principal Yes.

41:19 Interviewer You see, so talking to this and having something like assembly. Talking to learners, because they're from different homes and different upbringing, in a way that encouraging them to attend church on Sundays, hearing word of God. It will and not only that, other opportunities like, I've been watching in this country, unlike in my country, where there is a school you have a field for playing ball. You have this for girls, basketball or handball, they're doing exercises. So, if all these things are not there, it then means that during break period, learners will go, all those gangsters will sit together and their planning their evil deeds or how to disrupt. I don't know. So, it makes me whenever I'm entering these premises, I'm looking at my left side, the land in this compound is too big, because there is no type of game that this compound will not contain. Field for playing football, you have basketball for girls, and other types of sports. As they say that all works or no play makes Jack a dull boy. I don't know why it's not included in the curriculum because gangsterism, gangsterism in school. I'm here, I started hearing it for the first time in this country. We don't know, we don't have gangsterism in other countries, we don't have because time for break is short. But learners, if you keep them busy with all these exercises. I don't think they have time for gangsterism or thinking of anything to disrupt teaching and learning.

43:43 Deputy Principal But in saying that, you know when we were in the climax of this gangsterism, the police came in and said but what is it that we can do to curb it? Then they organized some games.

44:04 Interviewer Okay.

44:05 Deputy Principal Yes. As I mentioned earlier on, our school was a hub of gangsterism. They targeted our school to say, let's organize games. These boys must come and play. Football, they play Ikaelelo, they were targeting those, trying to bring them together. We're having that trophy. That big trophy, it's the trophy that they won. Because now they were trying to say recreations is very important. Instead of you boys fighting, come and play soccer and ever since then, we started having more and more sporting goals, implying that learners now started participating.

44:58 Interviewer Yeah.

44:59 Deputy Principal Just yesterday, or the day before yesterday, I was seated in the staffroom, busy with the grade 12 results, then some boys came in with the chessboard. After playing they were just taking them to safe keeping. I just call them, boys came here, let's play. There was a surprise and I was encouraged to see them participating to say now they're starting to play. We also have, what is this, boy scout. Yeah. We call it Boy Scout, but girls are also there and we have huge number of learners who are participating in that.

45:38 Interviewer Yeah, in my place we call it girl scouts, because all of them -

45:42 Deputy Principal Yes, they are participating in there. Just yesterday, there was one of our former learner, who the principal has introduced to us, the staff. This learner is involved in the NGO, they call them Gold Youth, as this boy was explaining the purpose, he said they quite aware of the wrong things that the youth is doing. So, their purpose to bring down the level of gangsterism and the is misbehavior through workshops and whatever. So, I think we are now heading in the right direction. Of course it will take us time, but we will eventually reach our destination.

46:33 Interviewer Exactly.

46:34 Deputy Principal Yes.

46:34 Interviewer Okay. Thank you, Deputy Principal. Then we go to the last question. Objective five, to develop success indicators in using the framework. Question five. How can we demonstrate the success of the proposed framework? How can we demonstrate the success of the proposed framework?

46:59 Deputy Principal The success of the framework can be demonstrated by having a decrease or a curbing of gangsterism. If the number goes down, if cases of gangsterism go down, I think that will be a success indicator to say we have implemented, we have come up with this framework. Is working? Let's compare. What was it before and check it what is it now. Then, if the number goes down, then we say no, it means it's working. Now we must stick on it. So that we ultimately make it collapse.

47:49 Interviewer Yeah, deviating from being good to bad.

47:52 Deputy Principal Yes.

47:56 Interviewer Oh, that's wonderful. How can we show that the new framework we are suggesting has succeeded, you have answered it.

48:06 Deputy Principal Yes.

48:08 Interviewer Show that the framework is efficient. Yeah, I think we have come to the last question. And any other thing we are talking now, I think we will have talked it already.

48:26 Deputy Principal Yes.

48:27 Interviewer Yes, its success is very clear. If all these things we are talking is implemented, it then means you have succeeded.

48:37 Deputy Principal Yes.

48:37 Interviewer Yeah. So that's wonderful. I'm so glad to have you this morning. Thank you so much. Your own answers and the contribution towards this is very unique.

48:52 Deputy Principal Okay.

48:52 Interviewer It's very unique and I'm so happy about that. It's different from what I've been getting from people.

49:01 Deputy Principal Okay.

49:01 Interviewer The way I see it.

49:03 Deputy Principal Okay.

49:03 Interviewer It's very unique and straight to the point. Thank you so, Deputy Principal.

Lekgulong HOD

00:05 Interviewer We'll take it from there, because it started again now. We are still on question one. What are the needs for a framework to curb learners' gangsterism in schools? That's the number one question. So, you said that when there is a problem, like gangsterism in school, you do invite the police. Is it a recent development or when it's beyond your control? Because I feel like the school management, the SMT, in every school they have a school code of conduct, that every learner should be given a copy, and know their limitations. When they break the rule, what they should face. So, I feel like calling the police or other authority higher than you, is when the offence is beyond your control, isn't it?

01:22 HOD 1 It's always beyond our control. When gangsterism happens, they always come in numbers, more than 50. So, there's no way that we can deal with it. So, the best way is for you to call in your community or to call the police. We can't -

01:37 HOD 2 We've seen it before, hence I was asking are we going to talk about the current situation or not. Because we've seen it before.

01:45 HOD1 When they came here, they came in numbers.

01:47 Interviewer No, we are not talking about current. Anything you have experienced, whether before or present. Like, before you particularly, as you said, can play a good role. And the present, what you said, you may just say it's no longer there. It's minimized, because of the presence of the committee, or the police or higher whatever in education sector. So, which ever one you want to talk about, you talk. But the framework I'm developing, I feel, is something that can help more than the previous ones. I'm developing it for us. I mean, South Africa is meant for South African Education Department or what ever. It doesn't have [inaudible], or particular, its inside the education. The one institution that is, is involved is for everyone, but clearly in education setting. Okay. Are there ways in which the school management team fails to attend, to address the problem of learners' gangsterism in school?

03:26 HOD 2 Repeat the question again?

03:28 Interviewer Okay. Are there ways in which this management team fails to attend to the problem of learners' gangsterism in school?

03:43 HOD 2 Fails?

03:43 HOD 1 Fails.

03:44 Interviewer Yes.

03:52 HOD 1 I don't think, I'm speaking about our school.

03:54 Interviewer Yes

03:55 HOD 1 I don't think we did fail.

03:57 Interviewer Okay.

03:58 HOD 1 Yeah, the problem is, like I mentioned before, I think the answer is still going to talk to the first question. Some of the problems with gangsterism is beyond our control, and most of them will happen during school hours. But when they enter in the yard here, unfortunately ourselves, it's not like, I don't think we did fail, we also have to protect ourselves first, because we are also human beings and we are not part of gangsterism. The people who belong to gangsterism are the last, but unfortunately, when they come inside they don't say who's the teacher, who's what. They do what they want. So, I don't think we failed, as a school. We did whatever it takes to protect our learners, but unfortunately, because some of the things will happen after school. So, how maybe I can answer. I don't know if you want to add?

04:53 HOD 2 I want to add on that. The SMT, they are always working as a team. So, we stick to it that, we interact with the people from the correctional services to come and bring those prisoners there, to tell these learners what's happening there if they involve themselves in gangsterism. So, normally we accommodate them, we give them time. If they say they, just like you are doing now, if they say they are requesting maybe, perhaps one hour to speak with our learners, especially the boys because they are the ones who are involved in gangsterism specifically. We allow them to do that, we can not say we are failing, no, we actually give every group that come to our school to help us with gangsterism. We give them time, we are willing to let them help us because indeed it's a problem.

05:42 Interviewer Yeah.

05:44 HOD 2 So, in doing that we cannot say that we are failing, because it has worked for us. We no longer have it, because of the help that we got from other stakeholders, from outside our institution.

05:57 Interviewer Okay, thank you so much. Is there any other thing to add to it?

06:04 HOD 1 No

06:06 Interviewer Okay, we go to number two objective. Objective two, to explore the challenges faced by the school management team, to withstand learners' gangsterism in school. Question two, what are the challenges faced by the school management team to withstand learners' gangsterism in school? What are the challenges?

06:44 HOD 1 I think one of the challenges, remember why we are here. You are here to teach learners. As SMT, our main focus is to get maximum percentage, especially grade 12's or let me say learner passing. So, the challenge is always about learners disturbing what we want to achieve, because we want maximum learners passing in our school, especially grade 12's. Probably 100%, but we can't get it because they will be cutting the periods short. Maybe the school, we normally have seven hours in school, but because of this gangsterism, we have maybe two or three hours of teaching. A lot of the time will be lost by learners running up and down, and after running unfortunately it's always difficult to bring the back in classes and teach them. So, then we call the police and they escort some of them out. I think it's one of the challenges that we face.

07:55 Interviewer Okay, calling the police to maybe take them home or take them where they will give the audience, is it enough on the part of the school management, because the learners are familiar with you, their teachers, is there anything like on the side of the school management, having something like security at the gate, searching the learners when they're entering the school? I'm just trying to pinpoint something for you to have a clue of yes, on the side of the school management. Like, if there is security who searches the bag that, if some of them are having knives or gun or taking something that is not allowed to come to school with by the learners, then we take it from there. Like, do you think that there are some problems that SMT face when they deal with the problem of learners' gangsterism?

09:36 [inaudible]

09:39 HOD 2 The SMT in particular. I think if we are having gangsters in our school, there's going to be absenteeism, that's the first challenge. Because gangsterism on its own, it's bullying. It's bullying if we can just be honest. So, if maybe they bully a learner, that particular learner will not come to school due to gangsterism.

10:03 Interviewer Yes.

10:05 HOD 2 The second challenge. These gangsters, they fight a lot. Hence HOD 1 mentioned [inaudible] now, if they fight others get hurt, others they even die. So, yes we face that

[inaudible]. So, the second challenge is when they fight a lot. It still goes back to absenteeism. Meaning learners, they will be afraid to come to school. They will just absent. Even the gangsters themselves. Sometimes they do come, sometimes they don't come to school. If it is that time of the gangsters, of which now it's not.

10:46 HOD 1 And let me also come in by saying, you also mentioned the issue of security, we do have security at school. Even though, its not manning security that stand at the gate, we don't have it. Because unfortunately, the same person will be standing at the gate will still come from the same community. They can't stop, that person can't stop that gangs to come inside. So, they will slaughter that same person. So, we decided to be the security ourselves. We close the gate ourselves, at least they are also respecting us as their teachers, than somebody that they don't know. That cannot happen. And we don't have a gate or anywhere a means of searching them when they come. They only come and go as they please, you can't search them. Because we can't search them every day, they don't have them with them, the weapons. But they will be around school here, but we don't know where are they coming from. [inaudible]

11:46 HOD 2 Just to add on that, the security that he is talking about, maybe it will be two people and we're having 1300 learners. So, for them to be searched there at the gate, it will be time consuming. It will waste our time, because remember, school starts at 8 o'clock and these learners, they come from far. So, when they get here, they just rush to the classes, we also as educators, we go to our classes and teach. So, I don't think there at the gate, it's proper to say no let's just search your bags. It's not going to work for us. And then the other thing is that, even if we search them, those things are not there in their bags. They know where they plant them, so actually we will just be wasting our time by searching them. It's tough.

12:34 Interviewer Okay, what do you hear people saying? What do you hear around here, now? This school is situated here, and another high school down there, I think it's Ikaelelo, not far from here too, but particularly for your school, what do you hear people say about your school here?

13:04 HOD 2 In terms of gangsterism?

13:05 Interviewer Yes, in terms of gangsterism.

13:10 HOD 2 At the current moment?

13:12 Interviewer You know, I've told you that this interview, this is a focus group discussion we are not talking present or past. But the two of them mix up what we are answering. If like, in the past, if you know that the gangsterism is rife here. You talk about and they switch it in such a way that in the past, this is how it used to be, but in the present it's no longer like that.

13:56 HOD 1 I think firstly, before I don't think we all wanted to meet here or associated with the school.

14:04 Interviewer Okay.

14:05 HOD 1 Because our school was associated with gangsterism.

14:07 Interviewer Yeah.

14:09 HOD 1 So, even the community knew our school as the problematic school. First, not now. But it changed, after the community came and helped us at school.

14:26 Interviewer Okay. Then, we go to question 3. Objective three, to identify gaps in managing learners' gangsterism in school, and propose possible solutions. Question three, which gaps exist in managing learners' gangsterism, and what are the possible solutions to these gaps? This is two questions in one.

15:11 HOD 2 I think learners are being managed by the school code or conduct. Like we said before. So, if each and every learner knows that what is it that is expected of them at school, by

the school code of conduct. Okay, as I was saying, I think the gaps that existed in managing the learners maybe, perhaps before, is that maybe they didn't have proper school code of conduct, but now, now that we've given them the school code of conduct and they have it with them, they know what is expected of them. Due to the [inaudible] in the school code of conduct. In line with what is expected of them from the school South Africa expect. [inaudible]

16:04 Interviewer Okay, then -

16:09 HOD 2 Or the solution, I think HOD 1 just -

16:12 Interviewer Okay. The SMT always try to attend the problem of learners' gangsterism in school, but sometimes they fail because in South Africa, there is a lot of learners' gangsterism. So, would you want to - Which areas are weak, that when strengthened, can help the SMT or the entire school to deal with learners' gangsterism?

Which areas are weak? Okay, you may share a little bit of it, by saying that previously the school code of conduct was not working well. And now that it has been renewed, or strengthened -

17:15 HOD 2 Implemented [inaudible]

17:18 Interviewer And each learner is having it and know, from there, know there are limitations.

17:24 Group Yes.

17:25 Interviewer Okay, is there any other thing that you have to add? In your own opinion, is there anything that looks like - okay, I've mentioned that. In your own opinion, what are some of the solutions to this problem that you have identified? Do you have anything to -

18:01 HOD 1 On the gangsterism, I don't think, I think only three. The one Mme mentioned of the school code of conduct, the other one was the one that I mentioned before, the police and the community itself. Because remember, the same kids are coming from the same community.

18:23 Interviewer Okay

18:23 HOD 1 Yeah, and unfortunately we don't know all of them and their backgrounds. That was mostly the solution that we brought at our school.

18:33 Interviewer Okay.

18:36 HOD 2 Can I add on that?

18:37 Interviewer Yes, you are free.

18:40 HOD 2 The other solution that we, hence I was saying, HOD 1 has just answered it, I was thinking that maybe he will mention that the other solution is just to let this learners interact with each other, to see things in a different way with maybe participating in sports, activities all those sport activities. Because now they will have that thing of working together as a team. Not hating each other, because I believe gangsterism its all about jealousy. I don't like what you are wearing, I don't like you, the way you walk, but once they play together. You know, when I through the ball to the other learner, you just must give it back to me. You know, it's just that interaction. And I smile back and then they smiled back. So, you know it gives the love. Out of that love, it's the solution to stop gangsterism.

19:34 Interviewer This is one that will. You know, you didn't write your name for me to mention your name. Where did I [inaudible]

19:42 HOD 2 I actually took a pen

19:45 Interviewer Here you'll fill it for me, because HOD 1 have done it. Just jump the line there, write your name, what do you teach.

19:55 HOD 2 I will just write my name here?

19:57 Interviewer Yeah. What's your name?

20:08 HOD 2 You can just call me HOD 2.

20:10 Interviewer HOD 2?

20:10 HOD 2 Yes, because my surname, you won't say it, because it is very difficult.

20:15 Interviewer Say it, let me hear.

20:24 HOD 2 It's a boy again, in English.

20:34 Interviewer No, your contribution is very wonderful. In English they used to say that all work and no play makes jack a dull boy. You see? So that physical exercise is very important in every school. And I never knew, from the country I come from, I'm from Nigeria, every school has a big playground for football, basketball, handball, anything you can think of. Hockey, you know? So, and it keeps learners busy and at the same time they can discover their talents from all this. Whether they go for physical science, representing that country, you know. So, you can imagine big schools like this, gigantic secondary schools like this, during break, they just go up, you know, taking their snacks, and the gossiping and whatever. So, government should do something about that. If all these things we are talking about is existing in the schools in South Africa, the old South Africa, I don't think you, because to be honest with you, is a when I came over here, from my country, thank you, that I started hearing about gangsterism. I never know the word gangsterism before coming here, because it doesn't operate from the country I come from. Because there is a lot things, they will go extra mile to equip school with all these things. During my own time, I was playing hockey, I was playing basketball, I was running, you know, all these things. So, and you compete with another school, like that, you grow up like that. So, you can imagine in a whole institution like this, learners will go for break, they just pick their snacks, and sit down and talk something that is irrelevant, that doesn't relate to their stories, you get my point. So, whatever I do, and whatever person is whatever is fine. I don't mind, they sit down, talk about something negative. But we are leaving them their future and hang themselves. Thank you so much HOD 2. So yeah, in your own opinion, what are some of the solutions? Okay, we have mentioned it, if all these things are [inaudible], learners won't have time to go and think of something like gangsterism. Yes. Is there any other think you think of adding?

23:44 Group No

23:45 Interviewer Okay, we go to question four. Objective four, is to carry out the SWOT analysis of the proposed framework. What are the strengths and weaknesses of the proposed framework? What are the strengths and weaknesses of the proposed framework? So here, SWOT, strength S stands for strength, W stands for weaknesses, and the O stand for opportunities and T stands for threats. So, it is an opportunity for government to strengthen the police force, to employ more police. But it depends if there's still money or whatever. Yeah. The question here is, what are the strengths and weaknesses of the proposed framework?

25:01 HOD 1 This one is difficult also, because like I mentioned, I think, from the first question, some of the things here, especially we can put something good on a paper, but it's sometimes difficult to implement it. It's beyond our control, like I mentioned on the first question.

25:25 Interviewer Yeah, you know, when you mentioned about the police involved in schools, that can is the problem in the school by learners' gangsterism, it's weakness. That's the way I see it, it's weakness, and bringing in the police force to help the school management, you are all the school managers of this school, to help is a strength because you and the police people I mean, the school management and the police force will join hands together. It brings strength to that will outweigh the power of these gangsters. You get my point? That's what this question is all about. Yeah. So, if you don't have anything to say there, and it is an opportunity. Okay, I'm going to use the church, but in the curriculum of education here, it doesn't incorporate religion, isn't it?

26:35 Group Yes

26:37 Interviewer So, another thing in place of the church here, is the police force coming to help. It's the strength so, if all those things the police is doing, is working well, gangsterism is, is working well because before, there was gangsterism, now is not so if it's working, as it's working, that's a strength, but if it is not working, you see, the weakness outweighing the strength. Okay. Is there any other thing you have to say here?

27:20 Group No

27:21 HOD 1 On number four, especially no.

27:23 Interviewer Okay, so, we go to objective five, to develop success indicators in using the framework to develop success indicators in using the framework. How can we demonstrate the success of the proposed framework? How can we develop the success indicators in the proposed framework?

27:53 HOD 1 I think it worked if we had to really demonstrate on the success of that proposed framework. It worked, did you include especially the police and the community. Because if it was not because of them, we would still be on the same problem again. But especially the community, because the parents of the same kids that are studying on our schools. And the same community that are also stationed at the gate, then the police that we had to call when something is happening.

28:23 Interviewer Exactly.

28:24 HOD 1 The community was already stationed here, so it really worked. That framework of calling the community to come and help us.

28:34 HOD 2 I was just to add on that, the police helped us with a board that is big outside, that board it actually shows learners that this is an institution teaching and learning. Not a place where you can bring along guns and all those stuff. So, it's visible. Each and every learner, when they come in through the gate, they can just see the badge of the SAPS there. To say okay, it means the safety and school committee are working together with the police, they have an adopt-cop. That is why we are having that big board outside that is having the emblem of the police, showing learners what is it that is not needed. We don't need firearms, we don't need weapons. So, working with the police, it is really helping us a lot. So, it's successful because now we don't have gangsters anymore.

29:25 Interviewer Yeah, I think we have finished, almost finished, but I will add that a school as an institution, supposed to have their school code of conduct, because if that school code of conduct, from what I heard from all the people I have talked with before, that they have a school code of conduct, and some said that , if there is anything like school code of conduct in this school, they don't know, they don't have it. You get my point? So, you people should put hands together and talk and give strength to it, because with a school code of conduct, it is as powerful as the police. Because once it's handed, the day you are admitted in this school, hand it over. It's your manner, you will know, when you offend this, this is the punishment that face you. You will know that even the gun, you hide somewhere, you should not. You are inviting danger to yourself. So, a school cannot work in isolation without having a school code of conduct for learners, because from day one, they know that this is the handbook and rules, do's and don'ts. Everything is there. And you don't need to, you as a teacher, you don't need to go there. They read it themselves, unless they come to you. Unless if there is a area that is not clear. Yes. So that's what I'm trying to say. And I heard that they were told here that the code of conduct is outdated, is old. They're trying now to have a new one. It must go a lot of processes, amendment before he comes into rule. The faster they do it, the better. Thank you. Thank you. God Bless.

Lekgulong Principal

00:01 Interviewer I am so privileged. Thank you so much. Mr. 2nd Interviewer, is a colleague.

00:17 Principal Does he also study?

00:18 Interviewer Yes.

00:19 Principal PhD?

00:19 Interviewer Yeah, in UOFS, but we are not the same, in the same department.

00:24 Principal Oh, yeah.

00:24 Interviewer Yeah, he's in the English department. You that are in English, I think maybe he's in literature or language, I don't know which one is it. Yeah, I just phone him to come and join me here. I was having experiencing a mechanical problem. One of my phones, so I don't want to lose my work. Yeah. So, I think you have a copy of this.

00:56 Principal Yes, I do. I went through it.

00:57 Interviewer Okay, no problem if I start reading how I'm going to come and go back. If you wouldn't mind, I will go straight to the questions.

01:14 Principal No problem at all.

01:16 Interviewer They are here. [inaudible] Did you touch it?

01:42 2nd Interviewer Yes, I touched it. It's recording.

01:43 Interviewer Okay, my name is Sister Stella Cordis, I'm a student at the University of Free State, in the Department of Education. So, the title of my research is developing a framework for school management team to handle learners' gangsterism in school. Yes, so and in this my research I'm using CPAR. Yeah, critical participatory action research as a methodology for my research and I have five objectives. And this five objective is where I draw my five questions, of this research. So, we go to next page. Yes, So, objective one. To demonstrate the need for a framework to curb learners' gangsterism in school. Question one, you are seeing it?

03:14 Principal Yes

03:15 Interviewer Okay, what are the needs for a framework to curb learners' gangsterism in school? What are the needs for a framework to curb learners' gangsterism in schools? So, that's question one.

03:41 Principal Yes.

03:42 Interviewer Yeah.

03:46 Principal We, can I start?

03:48 Interviewer Yes.

03:49 Principal Yeah, it I think it all starts with hope. Because without the involvement of the parents, us as a school, we can't do anything. We need to get the background of this learners where they come from. After having gathered that information, and then we engage the parents themselves. They give us the background of their own children as much as sometimes you'll find some children, at home, they live in conditions which are called Child headed families. There are no parents at all. They get guidance, wrong guidance for that matter, from their peers, from their friends. But as long as there are parents, obviously we need to get the information from them. Yeah. Secondly, you know, because some people hide behind poverty. Indeed, it plays a role but not to a very large extent, it depends a lot on the person. Yeah. Us as a school, the role that we play in terms of proper career guidance, to move them away from focusing a lot on their peers. You know, you'll find the peer pressure is very, very strong. And again, sometimes they go to initiation schools, that is where they started to having this kind of mentality to say no, they are

mean, they must begin to demonstrate masculinity, which is a very wrong concept when it comes to the student situation, where they're supposed to learn. That's how I see it.

05:53 Interviewer Thank you, Principal. Thank you so much. That is a very, very, very strong point. What are the needs for a framework to curb learners' gangsterism in school? What are the needs for a framework to curb learners' gangsterism in school?

06:23 Principal At the school level, you need to craft a proper code of conduct for all the learners. And you know, the code of conduct involves everybody, all the stakeholders, especially the learners themselves, they need to be part of that. They participate through the RCL, learners are represented there, they make their own inputs, and then we discuss with all the stakeholders, the teachers, even the parents. That is the main framework. Because if one were to break the rules, we'll go back to the code of conduct. It becomes the Bible. It becomes the Bible of the school. As a matter of fact.

07:11 2nd Interviewer So, the RCL, what is that?

07:14 Principal The Representative Council of Learners.

07:16 2nd Interviewer Oh, it's the -

07:17 Principal You know, it's like at Varsity, at Varsity you are having SRC,

07:20 Interviewer Yes.

07:21 2nd Interviewer Yes.

07:21 Principal It's the same, representing the students.

07:30 2nd Interviewer Yeah, I wanted to ask, is you talked about two parts. One is that poverty might be a factor, but people hide behind it.

07:41 Principal Yes.

07:42 2nd Interviewer Then, you also said that the school needs to involve the parents.

07:52 Principal Yes.

07:52 2nd Interviewer Is there a way in which you feel that these two things are not being done now? Hence the need for a new framework?

08:02 Principal Yeah. They are done, but to a very limited extent. Especially the response that we get from the parents. Yeah, it's not as positive as we would expect. You know, you find some of the parents are so protective. They don't want to come forward with the information. They feel very strongly that if they expose their own children, they're going to be arrested or whatever. Could be one reason, another could be that they're scared on their own children. They are really scared. There are those learners who threaten their own parents even with death, sometimes it's like an initiation. When you join a gang, you start with your family, to demonstrate your loyalty. That indeed, you're in it. It's either your family or your friends. And that, it makes it very difficult for the parents to come forward with the information because we really struggle. Yeah, you will only find out when there is death in the family, especially the learner, but indeed, he or she was part of the gangs in the family.

09:32 Interviewer Thank you, Principal.

09:42 2nd Interviewer I think you grew up in the towns, so everybody called you that.

09:45 Principal Yes.

09:48 Interviewer Yeah, Principal. Are there ways in which the school management team fails to attend to the problem of learners' gangsterism in your school?

10:06 Principal Joh, there are so many challenges. You find even us, as teachers, sometimes you get afraid to confront them. I'm talking from experience because our school, at some point, I think 2017/2018 there, it was regarded as an epicenter for the gangs. Yeah, some of the leaders were from our, our school. But for me, it was helping me to minimize it, when I had confronted

it directly, especially the gang leaders. Yeah. But it's so challenging. I remember one teacher, was to serve on the committee of safety, dealing with all those issues. She came to me to say, look the area where I stay, some of these boys they live there. And when I serve in this committee, at some point I might be attacked. I said, well work is work, you see? What about the police? The police also, they stay where these boys are living as well. They don't stay I mean, at a different place altogether, or they don't get guards all the time. They don't get protected. It's like that, we live in the community it's our problem. And how we deal with that, it's up to us. No, we used to have quite a number of gangs here. The main ones, our school was categorized as the Romans. They nearly tarnished the name of our church. Yeah, the Romans. Yeah. And then, the other group were called BTK. Born to kill, born to kill. Now, there was a huge territorial dispute. No, our school was known for the territory of the Romans. Now, if you come from another school, being a BTK, you want to register here, a problem, they would kill you. I've attended many funerals of these boys. Yeah. I've attended many funerals. They were killing them like, almost monthly. We were burying a boy who got killed. Now with the BTKs, they chub themselves. They used to chub themselves on the hand here, it's written BTK, because every time I addressed them, I said come on, you take your clothes off so that I can see the marks first, before you can proceed. I remember one day, I was addressing one of the boys, he was standing there. He kept on denying that he's a member of the BTK, I said look, his parent was also here. He said, man, look, it's not helpful for you to deny if you are a member. Then I said to him, you see, I'm tired of burying you guys, come clean. You know, it was so sad because it didn't take a week. He got horribly killed. And then we have to go and identify him at the government mortuary. It was so bad for the family. The father was so devastated. Very handsome boy. He was in grade 12.

13:54 Interviewer Hey.

13:54 Principal Yeah. Then we buried him and his father kept on remembering my words, even when we were at the mortuary, he looked at me, he cried a lot. He said I remember your words. When you said we are going to bury you. And indeed, we buried him. It was so sad. So, it's a big challenge for us. Or it used to be, but now it's much better but they're still there. They're still there in small pockets. Yeah. But they don't operate like they used to, because in the past you'd find them walking around, passing the fence. Hours, we'll see them. Then the whole learning gets disrupted.

14:43 2nd Interviewer What do you think brought it down?

14:46 Principal The police intelligence was becoming effective, although to a minimal extent, because there was a group called Yanyatsotsi, the community itself.

15:00 Interviewer Yanyatsotsi?

15:01 Principal Yeah. They group themselves, they said this has to stop.

15:06 2nd Interviewer Oh, the community got involved.

15:08 Principal Yeah. Unfortunately, they were also very violent. Very, very violent. They killed a lot of them.

15:16 Interviewer Okay, the community?

15:18 Principal Yeah. Every week, every week, there was death. I remember, there's a section on this side, I heard some noise that some boys were killed there. I drove there, joh, they were burnt. I just wanted to -

15:36 Interviewer Burnt?

15:36 Principal Yeah, I saw them. I just wanted to check ours. Serious.

15:43 Interviewer Checking for your children.

15:45 Principal And, indeed, one of them was from our school. Yeah, they were burnt. It was so bad.

15:53 2nd Interviewer I wanted to ask you, the kind of deaths that killed them, was it guns or was it beatings?

16:00 Principal They beat, the beat them. Then they burnt them.

16:04 2nd Interviewer They burnt?

16:05 Principal Yeah, they burnt them.

16:06 Interviewer So, they don't want them to survive.

16:08 Principal No. I went there. Personally, I saw them, they were bent. So that's how bad it was.

16:19 2nd Interviewer Okay. Yeah. So, mainly it was through the involvement of the police -

16:24 Principal The police, yes.

16:25 2nd Interviewer and the community.

16:25 Principal And the community. Unfortunately for the community, they became the law unto themselves, because they found the police to be too slow. And these guys could get arrested. Then they get released. They come back to harass the community. They said no, let's fix them. Remove them permanently.

16:51 Interviewer I'm just wondering what makes many of them to join, because they will release him.

16:57 Principal Yes, that's the thing.

16:59 Interviewer This ones are really unfortunate. Thank you so much. It is very concrete points. And your answers are very unique. So I like it. Very concrete. So, we go to question two. Objective two, to explore the challenges faced by the school management team to withstand learners' gangsterism in school. Question two, what are the challenges faced by -

17:34 Principal Three, it's three. We should be at three now.

17:39 2nd Interviewer Yes.

17:39 Interviewer Oh, okay.

17:40 2nd Interviewer We dealt with that very [inaudible]

17:44 Interviewer Sorry, we go to three.

17:48 Principal Yes.

17:49 Interviewer Objective three, to identify gaps in managing learners' gangsterism in school and to propose possible solution. Question three, what gaps exist in managing learners' gangsterism and what are the possible solution to these gaps? I think here it's two questions in one.

18:16 Principal The first one is a huge gap, recreation facilities. It's unfortunate, our government doesn't put many resources, especially in the townships. There are no recreation facilities. These boys, they're at pleasure using drugs, because some of them they get involved in gangsterism, having used drugs. They're mental state is not as normal as ours. After having used the drugs, the file the drugs is escaping. from boredom, whatever. You look, all our schools in the townships, there are no grounds, no facilities. You go outside now, you'll see and there are so many of them who are, enthusiastic to taking part in, especially in sports, but now there are no facilities. They don't have any option. That, I think is a gap on its own. Now, on the solution, I want to be practical even outside our school. We have a very good teacher, he is a sportsman. I call him coach. He took all of them, he knew them fortunately. He got the information from others that this one is a member of the Romans. This one's also the member of the Romans. He identified

them, he took all of them to start playing. They brought most of the cups. These trophies were brought by the Romans.

20:16 2nd Interviewer Former gangsters.

20:17 Principal Yes, they were so engaged in sporting activities, especially football. Even the SAPS became interested. They organized a match for the BTKs and the Romans, a football match. That is where -

20:36 2nd Interviewer But in a good way?

20:38 Principal Yeah. The spirit of working together. It's okay, you guys, we are aware that we have so much energy. Why can't we use this energy on this one?

20:49 Interviewer Yeah.

20:50 Principal And it was a success. That's where we brought that trophy, the big one.

20:56 Interviewer The big one.

20:56 Principal Yeah, we won. We won.

20:59 2nd Interviewer Congratulations

20:59 Interviewer Congratulations, you are the brain behind it.

21:05 Principal I really, I'll take the hat off to that teacher. It was a challenge, a big challenge, but it was also very brave. We don't have facilities, we had to go to the grounds somewhere there. And sometimes they would get attacked. Drunks gets scattered. The worst, the worst of them all, the ground that we were using It got invaded by the community. They put the shacks there. Now we have no where to go. If you can drive outside, you know, Ikaelelo?

21:42 Interviewer Yes.

21:43 Principal On the other side of Ikaelelo, we used to play there. Because we don't have anything here. There was a ground, an open field. The community took it away from us.

21:54 Interviewer You know. what you're saying now makes a very big impact on me, because in Nigeria, every school in Nigeria, whether [inaudible] or primary has wherever school is good, has a football field.

22:08 2nd Interviewer Likewise to my country.

22:10 Principal Yeah, it has to -

22:11 Interviewer Even during recreation, some will go and play ball, even hockey. Any type of game, even for girls, the basketball, whatever it is, now that they are realizing that they don't have such things.

22:23 Principal We don't have it. The way that's been distributed, that is the problem. Only in the townships, that is where you don't have these facilities.

22:34 Interviewer Exactly.

22:35 Principal But if you go to the other side -

22:36 Interviewer Grey College

22:37 Principal Grey College, it's vast.

22:39 Interviewer Eunice

22:40 Principal Eunice is green, you see, but the townships and I mean the area where they build our schools. Here it is mountainous, there's no way you can develop a football. We struggle a lot. We struggle, you can go outside and see you look at it. Yeah, it's bad.

23:01 2nd Interviewer I was going to ask you, -

23:02 Interviewer Meaning that one of these buildings were erected. They didn't think of something like that.

23:08 Principal No, because they were doing it for this skin. Definitely.

23:14 Interviewer Dark like you.

23:16 2nd Interviewer Dark like me, black like me. Let me ask you Sir, what would be the ideal solution to this problem, that we addressed. Lack of leisure spaces in schools. And in such places, how would one address it?

23:42 Principal We have been addressing it for a very long time. I think our leaders don't have the goodwill. They've got all what it takes to can change the situation. And money I think is there. Even that is why, if you look at our success rate at a national level in terms of sport, we are very, we struggle a lot. Because there is no focus on the schools. Not at all, because if the focus on the schools, it would be like the Kenyans in terms of athletics, whatever. We don't go far. You look at the Olympics, South African medal tally, mostly it's in swimming. And who swims? White people.

24:30 Interviewer Exactly

24:30 Principal Because they have facilities. But us, we have the talent in terms of athletics, but there are no facilities.

24:37 2nd Interviewer No facilities.

24:38 Principal We'll bring only one medal, if we are lucky, from the Olympics, and you compare them in the Kenyans, the Kenyans will bring, I know the middle distance runners, I really envy them.

24:51 Interviewer Yes.

24:51 Principal My favorite -

24:52 Interviewer And even Nigerians

24:53 Principal It's Rhodesia.

24:54 2nd Interviewer Rhodesia

24:57 Principal That is my favorite.

24:58 2nd Interviewer Nigerians don't feature there.

25:01 Principal The Nigerians are short.

25:02 2nd Interviewer Short races. The 100 meters.

25:06 Principal Blessing, they are short, no they don't run.

25:12 2nd Interviewer I'm happy that you know David.

25:13 Principal David Rhodesia, he's my favorite, that guy.

25:16 2nd Interviewer That is a [inaudible].

25:18 Principal I like him. I like the way he broke the long standing 800 meters, that guy. And he's so cool.

25:26 2nd Interviewer Cool.

25:27 Principal He's so cool. I like him.

25:30 2nd Interviewer No, if you visit Kenya, his hometown near the Maasai Mara. He comes from a place called [inaudible]. I will take you there and -

25:42 Principal I can't wait. So, when you talk about it, this one guys is also from Kenya. His children are learners here. His surname is [Surname]. And they are very brilliant. We do have even Zimbabweans here, very brilliant.

26:19 2nd Interviewer So, if you're talking about the leaders who do not wanting to come here, if they were to come in what in your opinion, would be their approach? Is it to find land somewhere for the school where they can be a pitch where people can play or hire a space somewhere where learners can express themselves in terms of sports?

26:51 Principal Sometimes off site land, yes, but there are some of the schools with enough land. If you take ours for instance, I think there's enough space where they can develop these facilities. But the thing is, it should have been pre planned. Now if you develop a facility in our school

now, where we have drains, you can't begin to make a playing field there where there are manholes for the sewage and others. It's going to be very problematic. The space has always been there. The land has always been there. But unfortunately, it was not properly used. It was not properly used. Yes, there are some of the schools which are very small area, but majority of the schools they've got enough space to develop those facilities. Now, most of the schools, they now apply for the lotto funds, for them to get some of these facilities. It's a very long process. But there are those who strike it lucky. They do get the facilities. Netball pitches as well as the tennis. In this area alone, we have only one swimming pool. That is the municipalities' swimming pool. It is here in Bloemanda. Yeah. But if you go to town, almost every school has got its own swimming pool. That is why I referred earlier on to us having to get medals from swimming. Because there are those facilities.

28:47 2nd Interviewer Thank you.

28:49 Interviewer No, all my questions have been exhausted. We just move to objective four. To carry out the SWOT analysis of the proposed framework. Question four, what are the strengths and weaknesses of the proposed framework?

29:16 2nd Interviewer Yeah, I think he has already talked about some of them. Even though there might be a space, it was not pre planned.

29:26 Interviewer Yeah.

29:30 Principal And maybe to emphasize more on the strength, there's that willingness from all the participants to be involved. It's like, if I were to give you an example, like in this area, you'll find there are many people who are living in the backrooms. As an example, they say give us a lender, I'll build for myself. Now, if you drive, I don't know if you know Grootvlei? It's a prison.

30:06 Interviewer Okay

30:06 Principal That other side, there's a -

30:08 Interviewer Okay, you mean after Pelonomi?

30:11 Principal Yes.

30:11 Interviewer Is it a prison? When you are going to Dewetsdorp?

30:15 Principal Yeah. But now, on the way to there, you turn right, there's a new establishment there, you can see how many people have been living in the backyards. If you go to that area. Yeah, they say give us the land will build for ourselves. Even at the schools. We say give us the facilities. You will see wonders.

30:43 Interviewer Exactly

30:44 Principal You will really see wonders. Bafana Bafana will be the best team in Africa. If you start at the school level. Absolutely. Yes. But now, at the school level, we produce good players, but one out of 100. It could have been the other way. And this one, this one gets matched by a school that has facilities. We can't have rugby here, because we don't have facilities. But the people are willing, they want to play rugby. That's, I think that is the main strength. There's that will power.

31:31 Interviewer Yeah, it is the will power. And the one you people have to push, push really hard because if all these learners are engaged in all this things, you know an idle mind, is a devil man's work.

31:47 Principal You are right.

31:49 Interviewer Yes, there is nothing, you will see they brought a red pin there. They sit and whatever. All those things is idleness. Because all these facilities, they're in place, you see them always there doing, playing they won't think of those things people should [inaudible]

32:09 Principal Energy. There's one, he's a former BTK, he was here, he was hunted down by some, you know these things are so unbelievable. They're together in one school, but they made sure that they hunt you down. He left school now, but he assured us before he left school, that he's no more into gangs, whatever and if you look at his energy, that boy, there was one guy is from Zim, I normally give him some work for welding, whatever. I was so surprised the other day he brought in this boy to my place. He was working.

32:56 Interviewer That guy?

32:57 Principal Yes, I said, man, look at your talent is wasted with this gangsterism of yours. He was painting the gates everything. But now he left school, he wants to become a traditional healer. That is another area now that is giving us a headache.

33:20 Interviewer That area-

33:21 Principal It's giving us a headache, even here at school level. Yo, it's like a fashion. Yeah, it's like a fashion, I don't know what's happening now.

33:31 2nd Interviewer They think it's stylish to be one.

33:34 Principal Yeah. The number has increased. We have succeeded with the gangs, almost. Now we're dealing with another, they are coming in numbers. Yes, as we're having a camp here, there were some who failed. They were like saying they are seeing things, spirits, whatever. I looked at them and say, Yo! I hate fashion.

34:08 Interviewer And at their age, it is very, very dangerous.

34:11 Principal The age, yes.

34:12 Interviewer Yeah, it's very delicate. There's nothing you can talk to them that will change your mind?

34:16 Principal Huh uh.

34:17 Interviewer Sho.

34:18 Principal Because every time they come in here, their mentors, they come with them. I say no, I don't address you. I want the parent of this child because the mentors would threaten them. They say, if you leave now you're going to die.

34:35 Interviewer Yeah.

34:36 Principal Or you are going to fail.

34:36 Interviewer And they're afraid to die.

34:37 Principal Yeah, they're afraid.

34:39 2nd Interviewer Yeah, it's fear.

34:40 Principal It's here. An example of one of them was doing grade 12. She confessed to me that I'm not interested in this. But I'm getting threatened that I'm going to die. I called in the parent, trying to get the view of the parent. The parent said no, I'm not also in support of this. I said, then get out there.

35:03 Interviewer Yes.

35:04 Principal She got out. She passed well, and she's still alive. Yeah, she's still alive.

35:11 2nd Interviewer I think you can now bring her and say -

35:13 Principal and tell the others.

35:14 2nd Interviewer Yes, so that others can see.

35:16 Interviewer You know, all these things are everywhere. Even that this mushroom churches we call it, they will say they have seen a vision on that date, that this will happen and it is [inaudible] your family from your parents money, because you're afraid to die. I think I don't need to talk.

35:40 2nd Interviewer On the strengths, he has talked about one strength being the willingness to take charge of own destiny. Is there another strength or a weakness that you know? No, you said the money is there, the government can fund this things and the land, in some cases, is also there.

36:10 Principal Yes.

36:19 Interviewer Okay, yeah, you know, as you said like that learner that came back and finish everything didn't die. You do have something like, I mean, can church? Okay, if church can be involved. For instance, giving counseling, I could remember but you know, what is it the country difference in their system of education? If not, I remember when I was in high school. Every Thursday, we have moral instruction, we call it moral instruction. All those things are here, but I feel like when it's lacking, they grab it outside.

37:22 Principal Yes.

37:22 Interviewer Whatever they stole them, convince them and that's the one they believe. If the counseling section from the church can be added to these things.

37:36 Principal In the past, we used to have Religious Studies.

37:45 Interviewer Okay.

37:47 Principal It was compulsory for all the schools. Now, with the new government, democracy, they started to change that. We'd pray almost every day, We'll hold an assembly whereby we'll share the Scripture. Then we - Now started to develop many things. The concept of Satanism, I said no man, let us not allow this to let everybody do it at their own.

38:25 Interviewer Yeah.

38:27 Principal At their own time. And okay, we still practice it sometime when we hold our assemblies, it's once a -

38:35 2nd Interviewer Once a year?

38:36 Principal No, once a week. On Fridays, because we need to make announcements. We pray there. But we don't force anyone to pray. If you feel very strongly that we're not interested or it goes against your beliefs. We don't force you, but the fortunate part of it, majority of our learners, even the teachers are Christians, then we don't have challenges with that.

39:07 2nd Interviewer Okay.

39:08 Principal For now.

39:12 2nd Interviewer This place is interesting, because if I can remember my high school days, it was full of Christianity at the assembly we pray every morning. And on Sunday, there's a big church in the school compound. Everybody goes. I think maybe that also plays a role in guiding them.

39:37 Principal Moral, it's moral regeneration. This one that you are you are raising.

39:43 Interviewer Yes.

39:45 Principal You still have, you instill I mean morality.

39:50 Interviewer Morality.

39:52 Principal Always focused on the good things.

39:57 Interviewer Okay, thank you Principal. Let's go the last but not the least. Objective five, to develop success indicators in using the framework. How can we demonstrate the success of the purposed framework? How can we demonstrate the success of the framework?

40:26 Principal I would say, good citizenry. Once you turn around the mentality, the negative one in to positive one. You'd have scored. You'd have scored big time. For instance, if you engage them, like I mentioned earlier, you take them away from the streets, you place them into sporting activities, that on its own it will yield positive results. Yes. And this that one, you've also mentioned the mortality.

41:10 Interviewer Mortality.

41:11 Principal Always focus on the good things. It's not really up to us to take them completely away from the negativity, because it doesn't really help much. If here at school, there's a positive atmosphere. But when they get back home, it's negative or when they're at school, all that they're thinking of, only if we can knock off or go back to, you see? It doesn't really help much. The community also must develop that. Then there shouldn't be that synergy. Between the school as well as home in particular. You know, I had the situation where the parents say my child is completely out of control. Please help me as a school. You understand. For us also, it becomes very difficult. You know, some of the parents they say, please punish this boy or girl. How do we do that? Because once you punish them, you get arrested. They've got rights. They don't need their parents permission. They go straight to the police station. They open the case against you, you get arrested. Morality, and the role of the parents. I recently had the case here, this girl I think she is about 17, She's now in grade 10. One guy came in apparently, they had something altercation during the weekend, whatever. I don't know what happened. He came in and said no, there's somebody here who took my phone. I say hey, do you know this person? Yes, I don't. I don't know her name, but I know her facially. But I can point her, once I see her. And I know the class where she's in. So, I gave him somebody to go and fetch the girl. They came in, that girl was so brave. She told me in my face, and said Sir, this is a wrong place to address this problem. Because it happened outside the school. You're not supposed to get involved. I was like, keeping quiet and looking. I was impressed by the logic. You understand? Yeah. I said, no man, this thing should have been addressed outside because it didn't take place at school. This guy is disrupting us. Why is he coming to discuss the thing that happened outside? Only to find out, this girl, the logic man. I was so surprised. You know what she did? Apparently she took the phone of this guy, so that the guy should not dodge her. They were somewhere in town. You know small street? Yeah, that is where action is.

44:24 2nd Interviewer I know small street.

44:25 Interviewer Yes.

44:26 2nd Interviewer All the drinking.

44:27 Principal They drink a lot there. Now, she took the phone as a, is it collateral.

44:32 2nd Interviewer Yes.

44:32 Principal Yeah. If this guy were to leave her there, she would keep the phone. Now she kept the phone and said, no this guy going to leave me behind. That's why, that's how we are here. I said, where is the phone now? She said, I don't actually know, because I lost everything with it. But we can address it outside. And if he's not happy, he can go and open the case. It's what she told me.

44:57 2nd Interviewer She needs to go and do law.

45:00 Principal That girl. I was like, yeah.

45:04 Interviewer But it's good.

45:06 Principal Yeah, very bright.

45:08 Interviewer at 17 years.

45:11 Principal I was so surprised and impressed.

45:13 Interviewer And it encourages you re to be careful.

45:17 Principal Yes. She was confident. She also not even arrogant. Yeah, she was calm and respectful. Saying no, it doesn't belong here this one. Jurisdiction.

45:35 2nd Interviewer Yes.

45:43 Interviewer I don't know whether you have any other thing? Principal, I have to thank you again. All my questions, the ones I had on the line, they have been exhausted.

46:05 2nd Interviewer I wanted to specifically thank him for saying that if learner gangsterism is addressed at the school level, then Mzansi would be up there again. Perhaps in terms of soccer. I watched Afcon in '99. Was it? And I saw Mark Fish, Siyabonga Nombethe. Once that generation went, I don't know where football in South Africa went.

46:36 Principal It collapsed.

46:38 2nd Interviewer It collapsed.

46:39 Principal We went from like, we moved like this.

46:44 2nd Interviewer Nosedive

46:45 Principal Nosedive until where we are now.

46:47 2nd Interviewer Now you're just scratching

46:50 Principal Yeah, we either we qualify by hosting because straightforward, we don't.

46:55 2nd Interviewer You don't.

46:56 Principal We don't qualify. No.

46:59 2nd Interviewer [inaudible] will try and try but he can't -

47:02 Principal He can't alone. You know, there's always been like you know, the Nigeria's have been regarded as the giants of Africa. In terms of football.

47:15 2nd Interviewer These days, they are struggling.

47:16 Principal Yeah, they're struggling a lot.

47:17 2nd Interviewer [inaudible], is number one now.

47:19 Principal Senekal is very strong.

47:22 Interviewer What is going on in Nigeria, there's no way. You'll collapse. Killings every day. So, as to as time goes on, ` everything will be wiped out, when it comes to sports because the killings is too much. Muslim want to Islamise the country and by force. They're killing everybody. The killings, it's too much. You're talking about 200 and something million people, that have been killed now. If you calculate it, it's more than 15 million, they are killing everything. And even we, that are here, we're having stress and hypertension, because any phone call from there that it tells you 1, 2, 3, they have killed them. Oh, thank you. Thank you so much, Principal. I'm so grateful. I don't know how to thank you enough.

48:26 Principal You can thank me by having tea or coffee, because I'll ask them to get it ready. Do you drink tea or coffee or you don't?

48:42 2nd Interviewer I will drink tea.

48:45 Interviewer I will drink coffee.

48:47 Principal Let me ask them to organize it.

48:50 2nd Interviewer Do you grow tea here? Because we grow tea.

48:53 Principal Yeah, there are some areas there's some areas in Limpopo Yeah, that's some areas especially in Venda, that area there, that they grow some tea and coffee.

Lekgulong SGB

00:05 Interviewer Okay. I think this thing is just me introducing myself to you.

00:13 SGB 1 Please do.

00:16 Interviewer And it's a lot to read. I will just put it into summary.

00:21 SGB 1 Yes.

00:21 Interviewer Yes. So, my name is Sister Stella Cordis. I am a student at the University of Free State, Education Department. I'm doing my PhD studies there. So, in this my research, I'm using CPAR as a methodology tools, that is critical participatory action research is the methodology I'm using. Then I'm jumping now. Okay, in this first page, you can see A, B, C, D to E.

01:04 SGB 1 Yes.

01:04 Interviewer These are the

01:07 SGB 1 Objectives.

01:08 Interviewer Yeah, the objective of my studies, which I turn into questions, we are going to answer now. Then my page two, we go to page two. Before I start my questions, the topic of my research is a framework to support school management team in handling learners' gangsterism in school. Did you see it?

01:44 SGB 1 I'm seeing it, yes.

01:46 Interviewer A framework to support the school management team and handling learners' gangsterism in a school. Now, we go to objective one and question one. Objective one is to demonstrate the need for a framework to curb learners' gangsterism in school. Question one, what are the needs for a framework to curb learners' gangsterism in school? What are the needs for a framework to curb learners' gangsterism in school? Yeah, I don't know.

02:35 SGB 1 The needs for a framework to curb this problem of learners' gangsterism in schools. Firstly, we need to start with what is called the school's code of conduct.

02:56 Interviewer Okay, yes.

02:57 SGB 1 That document is very critical in the sense that, it should contain specific schedules of misconduct. According to different members, and these particular schedules must be clearly defined. And one of them must certainly address the issue of gangsterism in schools. Once this particular code of conduct has been clearly crafted with specific framework dealing with and how to curb learners' gangsterism in schools, it must definitely be then shared with the parents of the learners, if there's been a parents meeting, where it must be thoroughly discussed. It must also be discussed with the learners themselves. Parents be given copies, which they must ensure that even the learners, they're children have access to it and then once we have that particular code of conduct, then we come to another important crucial policy, which is then, the safety policy in school, because the issue of gangsterism, one way or the other, as well a narrative bearing on the safety of learners within the school premises. So, this particular safety policy must also be clearly outlining what are the objectives of the policy, what is it that the policy intends to achieve. You know, the policy must be able to clearly outline things such as for instance, that the school should have what is called safety science, as and when you gain entrance into the school. You need to be seeing boards that talks about safety. What are the things which are not allowed within the school premises, no guns, no dangerous weapons, all those kinds of signs must be there. And one other thing that is also part of the, those schools have got a serious problem of budget, is the issue of security. Each and every school must have a security at the main entrance, so that not everybody should just come [inaudible] inside the school, there must be a proper book

for recording the entrance, as well as the exit of the school premises. Further than that, we also need a committee that is called the disciplinary committee. This particular disciplinary committee should be constituted by the principal of the school. It must be constituted by some of the school management team members, it must be constituted by some of the school governing body members. They form this disciplinary committee, so that as and when learners have broken the school code of conduct, then the disciplinary committee then is able to write a letter to the parent, inviting their parents to come to school. So that all these issues then can be discussed in the presence of the parent. What is it that the learner has done? The conduct that is not in line with the school code of conduct. So that, then this particular learner, if found guilty must then receive, the first step would be, to counsel the learner. So that we check after counselling, should this learner maybe repeat some of the misconduct, then we go to the next step, which is the first, the verbal written warning. All those steps, up to the final written warning, but it's very critical that we have all these things in place because the disciplinary committee then, must ensure that there is discipline within the school, and then we need also to have involvement of other stakeholders. We can't do without, what is called the Adopt-a-cop method, where the school must work with the police station that is nearby. Lease with this particular police station, have a cop that regularly comes to school to come and check as to what are the issues in, as far as, discipline of learners is concerned. And with the adopt-a-cop, it assists a lot in terms of things like random search, because of these learners sometimes they carry dangerous weapons with them, bring them to school. So, if you have an adopt-a-cop, they can spontaneously just come to school to conduct this random search so that we are able to get all these weapons from the learners, because of sometimes they are the cause of the violence that is taking place in schools. So, the issue of adopt-a-cop is very, very critical. The churches, we need to work hand in hand with the different religious stakeholders, because of the issue of gangsterism, it's a societal matter. It's a matter that definitely requires the society to be involved. So, stakeholders such as churches also must be on board. There must be sessions, there must be assemblies where we invite different people from different churches to come and talk to these learners, to come and preach the Word to these learners, motivated them from a biblical point of view. Those are some of the crucial issues that I would package into this framework to curb the learners' gangsterism in schools. Thank you very much, Sister.

09:53 Interviewer Thank you SGB 1. Where is my book? Let me put your name here. Thank you so much. Your explanation is very, very deep. I love it. And then, if I may ask, does it mean that this school, from the onset of this school, there is nothing like a school code of conduct at the moment?

10:29 SGB 1 I've brought with me here the evidence of the school code of conduct that we are having, but look at the year. 2011.

10:42 Interviewer Okay.

10:43 SGB 1 So, we have been using it -

10:45 Interviewer Over ten years.

10:46 SGB 1 Yes, it's only last week on Saturday, when the school governing body sat together, the whole day,

10:56 Interviewer Yeah, I was here.

10:56 SGB 1 To review some of these policies. And one of the policies that we have definitely reviewed, is this one of the Code of Conduct.

11:08 Interviewer Okay.

11:08 SGB 1 So that, we tried to strengthen it. Some of the things, we are not going to change, but there are some additions and those particular additions, one can only be able to talk about them, once the Secretary has done typing, and then we have received the new school code of conduct, but we definitely have this one that we have been using. As I said, it's dated close to 11 years back.

11:49 Interviewer Yeah, thank you SGB 1. Meaning that now it's process, it's still on process. I mean, school code of conduct. And you mentioned about the police assisting you people, does it mean that the SMT, the authority of the school, has no power to discipline a learner?

12:21 SGB 1 The school management team does have the powers to discipline a learner, but those powers must always be within the framework of the law. And of course, we tried by all means to make sure that this school code of conduct is in line with the South African Schools Act. So, we the school, the SMT does have the power. That is why it is crucial that as and when a member of the SMT is picking up a problem, that matter needs to be addressed as a matter of urgency so the parents can be called. So that this learner can also be called and the matter is dealt with. So, disciplining of learners, it is definitely one of the most crucial aspects of school management team.

13:22 Interviewer Thank you SGB 1. Yeah, if I may ask, I think I have something here. Are there ways in which SMT have failed to attend the problem of learners' gangsterism?

13:38 SGB 1 Have failed?

13:39 Interviewer Hmm, yeah. Failed, that is not doing their duty, as regards to learners' gangsterism.

13:50 SGB 1 No, Sister. You know, we had in 2018, those were very difficult years here in Bloemfontein, especially with regards to gangsterism. We experienced at our school situations where maybe a teaching would be abruptly interfered with because of this gangsterism. Where you would find that at our school, there was this notion that a particular gang is predominantly residing here, at our school. As a result the rivals, sometimes would just pop up, not within the school premises but out there on the streets. Kind of waiting for this ones and once that happens, it will now create this chaos, anxiety because of you will find some of the other learners now crying, worried about what is going to happen to them when they go out of the schoolyard. And that is where now, as a staff of Lekgulong, including the school management team, we will then take steps. Firstly, to inform the police. Take note that something like this is brewing outside. There are people out there that are purported to be a gang, which is here to fight with the learners of our school. So, I wouldn't want to say the SMT failed because of they did, we did our level best. I'm proud of the school management team. We did our level best to make sure that the situation becomes normal at our school. It was difficult because remember, we don't have the necessary training, how to deal with violence in schools. Look, we come from different colleges and universities. We were not trained like police. Ours is just to come into the class and apply a method of teaching. Teach these particular learners. How do you as a teacher, stay between two knife wielding boys? These are just scenarios that we have experienced, we have seen with our naked eye but of course, we will do our level best to control the situation, because of fortunately enough within the school premises, they will listen when you shout at them to say, stop what you're doing. And they will certainly do that.

17:10 Interviewer Exactly.

17:11 SGB 1 Yes. So, we have done everything in our power.

17:18 Interviewer It was really horrible.

17:20 SGB 1 It was. Here at some schools, fortunately I did not experience the blood now. The flowing of blood like at other schools that I will not mention by names. Where these gangs will get into a class and stab -

17:38 Interviewer Sho

17:38 SGB 1 Their target, inside that particular class. Others took now, having to run for cover and for their own safety. So, these are some of the things that we have lived with. Our learners, when they were coming to school in the morning, they were running around because of they were chased by people wielding pangas. So, these are some of the terrible experiences that our learners -

18:07 Interviewer It's really terrible. I think it's the school act that tie the hands of the authorities.

18:14 SGB 1 Yes.

18:15 Interviewer It is not that you don't know what to do.

18:17 SGB 1 Yeah.

18:18 Interviewer Because, the school act, even the school Code of Conduct will not work properly.

18:26 SGB 1 Yes.

18:26 Interviewer Because in the conduct, in the school code of conduct, you may just defy my normal, I know just punishment, fit the papers, put them here, do this. And tomorrow, if you don't want to pick the papers, you just obey the rules. Thank you so much. I think we have exhausted question one. We go to question two. Objective two, to explore the challenges faced by the school management team to withstand learners' gangsterism in school. Question two, what are the challenges faced by the school management team to withstand learners' gangsterism in school?

19:22 SGB 1 Yes, maybe the first one that one must mention as a huge challenge, is the fact that as the school management team, we are bound by the South African schools Act, the law that says we cannot give out corporal punishment. It's a standing law you can't you threaten these gangsters and say I'm going to punish you by beating you. So, the hands of the school management team are tied by the laws that governs education. Number two, the challenge of lack of parental support, particularly when dealing with matters of gangsterism, because of some parents would frankly deny that their kids are involved in gangsterism. Kids behave differently when they are at school and when they are at home, at home they are saints, in front of their parents. That is why when you say to the parents, but your child is doing this, all these things, parents would certainly deny that, and that on its own, it defeats the objective of the school, of making sure that they deal with this particular matter of gangsterism decisively, because without the support of the parents, there is nothing that we can do.

21:14 Interviewer Exactly.

21:15 SGB 1 There is nothing that we can achieve.

21:17 Interviewer Yeah, exactly.

21:19 SGB 1 And one other things is, the other challenge is that, some of this particular gangster members, they recruit within the school. You'll find that there are learners who have cohered in to joining this.

21:47 Interviewer You know it's peer pressure.

21:49 SGB 1 Yes, and it becomes a problem because of you would hear for instance, an excuse that says, I joined this group because of, I wanted protection. Because if I did not agree to join, then I could have been killed.

22:08 Interviewer Exactly.

22:09 SGB 1 So that, these are some of the challenges that we were not able to contain the spread of this particular challenge of gangsterism, because of that is how it started to spread and it's even worse. It even went as far as girls becoming members and once girls become members, now they are not visible enough because of girls, you would not suspect that this particular child is involved. And these boys, they were operating with these girls and these girls, one can call them the smooth operators.

22:56 Interviewer Exactly

22:57 SGB 1 Because of they were not operating in public, but they were definitely involved in gangsterism things.

23:04 Interviewer Exactly.

23:04 SGB 1 Yes.

23:05 Interviewer I'm thinking -

23:06 SGB 1 They will even go to an extent of keeping weapons on these girls, knowing that we will not suspect girls to be carrying guns.

23:12 Interviewer Exactly.

23:14 SGB 1 And weapons. So, these are some of the challenges that the school, the school management team had to grapple with. We had to grapple with.

23:26 Interviewer Sho, Sho. It's really really bad.

23:31 SGB 1 It's hectic.

23:32 Interviewer Yeah.

23:32 SGB 1 It's very hectic.

23:34 Interviewer Yeah, thank you. This number two, question two, like I saw these things happen, how do you see it with people outside what do you hear people saying now, concerning the attitude of what is happening in this school, during that time? I mean that time.

24:02 SGB 1 Yes, when it got really bad. Are you now talking about people outside?

24:05 Interviewer Outside.

24:07 SGB 1 Yes, it gave schools a negative publicity because once, as a parent, you hear that, that particular school, the dominant gang is called so and so, then you become apprehensive to send your kids to that particular school. So, one way or the other, eventually it's going to affect now the numbers, and the enrollment of learners.

24:43 Interviewer And that one will show.

24:44 SGB 1 Yes.

24:45 Interviewer Exactly.

24:45 SGB 1 So, that is one of the challenges that definitely we faced and the stigma, you know, the school now begins to have the stigma. To say at that particular school, that school is a school this particular gang. And that on its own, also became a serious problem.

25:08 Interviewer It's a serious problem.

25:09 SGB 1 You know, there were learners of this school, who were attacked outside, after school. Attacked, just because of wearing the colors of our school. Even though this particular learner is not involved -

25:22 Interviewer Exactly

25:22 SGB 1 In the gangsterism, just because of wearing the image. This learner is now the image of the school.

25:32 Interviewer It's serious. I'm really happy that it's no longer happening.

25:39 SGB 1 No, it's no longer happening, but we don't are not supposed to be complacent. Because of there small, small rumors, even though we can't put our finger on the past, this thing is beginning to rear its head again, but this time around in a very Nicodemus way.

26:04 Interviewer Exactly.

26:05 SGB 1 Yes.

26:07 Interviewer Thank you. We go to objective three.

26:14 SGB 1 It's in the next page?

26:15 Interviewer Yes. Is written three there.

26:19 SGB 1 Yes, I can see it.

26:20 Interviewer Okay. Objective three, to identify gaps in managing learners' gangsterism in school and propose possible solutions. Question three, which gaps exist in managing learners' gangsterism and what are the possible solutions to these gaps? I think is two questions in one. Yeah. Which gaps?

26:54 SGB 1 Which gaps exist?

26:56 Interviewer Yes, which gaps exist and the what are the possible solution to these gaps?

27:04 SGB 1 Yes, I think the first gap that one can talk to is the issue of, as I said earlier on, the issue of parental involvement.

27:19 Interviewer Yeah.

27:21 SGB 1 You know, without the necessary support from the parents themselves, we might as well hit a brick wall. We need the direct involvement of parents in the education of our learners. So, it's one of the gaps that I see, that are looming very large and it is one of the biggest gaps. The other one is the discipline of learners, themselves. I see learners now of late, not being 100% focused on their education. They mix it with other social things and you can't mix education for instance, with there are those boys who go to initiation schools.

28:21 Interviewer Yes.

28:22 SGB 1 It's a tradition, it's a culture and we can't fight against it. But the minute it is misused, the minute it is used to fuel gangsterism, then it becomes a problem. Because of, I had a number of boys who went to the initiation and came back, they became members of these gangsters. That is a gap that society needs to close. That one needs society, because the group, it is grounded in the traditions and cultures of people. So, it's something that needs the society.

29:05 Interviewer Exactly.

29:05 SGB 1 Yes, that's a gap and then, I'm not sure, but I think that the teachers and the school management team need to be given more powers.

29:24 Interviewer Exactly.

29:25 SGB 1 How to discipline this particular learners, because of the alternative methods of punishment that we recommended to replace corporal punishment, clearly they don't yield positive results. When you detain a child for instance, that does very little to change the behavior of that child. So, for me I'm not saying teachers must be given the powers to punish these learners, but I'm saying because even a simple suspension of the learner at school, it's a hectic thing to do, because of you need to follow the protocol. And the protocol simply says you need to follow all the steps that the final arbiter will be the HOD of education in the Free State. Which simply means our hands are tied. You can't say to a learner, no you are a problem child, you are a gangster here and you are causing a lot of havoc at school. Go and stay at home for 30 days and you come back sober minded and all that. Now, it's a problem. Substance abuse

30:49 Interviewer Sho, it starts in the early years.

30:52 SGB 1 Substance abuse, I am telling you Ma'am, that is one other big gap that is a problem. It fuels this condition of behavior. And it's a problem because again, the laws are very restrictive. You can't just expel that kind of a learner. They are now even using these drugs, within the school premises.

31:21 Interviewer You see.

31:22 SGB 1 In the toilets, the boys were smoking. Now, it's even worse when you find even girls now, girls involved in smoking illegal stuff like dagga. That is a challenge.

31:38 Interviewer It's a challenge.

31:40 SGB 1 And then how do we solve that? Possible solutions? Can I come to those? Can I come now to the possible solutions? Can I address the second part, of the possible solutions?

31:52 Interviewer Yes.

31:53 SGB 1 To these gaps?

31:54 Interviewer Yes.

31:55 SGB 1 Number one, as I said, parental involvement is very much important. We need parents' support. We need parents to actively play their role in the education of their learners. Parents must check the books of this learners, because these gangsters, they don't even do schoolwork. There are learners who are banking school, who are not coming to school. These problems child, who are not coming to school, and you will never see a parent coming to check the attendance of the child. Is this child coming to school regularly? Because as a parent, you must give yourself time to come to school and ask teachers that question. Is my child coming to school regularly? So, the parents, we need to support the parents. Number two, the issue of schools leasing with police. That is very sacrosanct, because of then we are able to report any matter that, because gangsterism, one way or the other, goes hand in hand with criminality.

33:15 Interviewer Exactly, you are correct.

33:17 SGB 1 Yes, it goes hand in hand with criminality. So, there must be that harmonious working relationship between the school as well as the security or the police. People who enforce the law. So that these particular kids, they must face consequences of what they are doing.

33:41 Interviewer Exactly. Yeah. Unless you have finished, because the last part is your opinion about the possible solutions to this problem. You mentioned involvement of the parents.

34:02 SGB 1 Yeah, that one for me is very important.

34:06 Interviewer Because they are the ones that live in the same roof with these children. That although, when they do all this working things, when they're going home. They look innocent.

34:19 SGB 1 They look innocent.

34:20 Interviewer They may not be doing it in their house.

34:24 SGB 1 This is one social program that is very critical, are learners who are doing what is called, heading families. Child headed families, you know that those learners, some of them end up in these particular things. They end up doing all these wrong things because of the challenges that they have at home.

34:53 Interviewer They don't have parents.

34:55 SGB 1 They don't have parents. They don't have parents and when you try to check, where are other extended members of the family to look after these kids, they are nowhere to be seen. So, these kids end up being on their own, they end up not getting involved in this particular wrong things because of some of them probably are able to get something to eat out of doing wrong things.

35:26 Interviewer Thank you. We go to objective four, to carry - is it there?

35:39 SGB 1 Yes, I'm having it here. It's in page 3.

35:42 Interviewer Okay, to carry out the SWOT analysis of the proposed framework. Question four, what are the strengths and weaknesses of the proposed framework? SWOT analysis, SWOT, S stands for strengths, W stands for weaknesses, opportunities and threats. Yes.

36:17 SGB 1 Yes, I spoke about quite a number of things as possible solutions to this particular challenge. On the issue of the strength of the framework, I think once you talk about education, it's a [inaudible], there is no way in which the teachers, the learners can do without the assistance of the parents.

36:51 Interviewer It's true.

36:51 SGB 1 Yes. So, my point is the strength of parental involvement will inquest positive results, with as far as the teaching and learning is concerned, because it's going to have a positive impact on the learner, it's going to have a positive impact on the teacher because of if teachers continues to be exposed to learners who are misbehaving, learners who are not conducting themselves within the framework of discipline, that has got a negative impact on teachers themselves, they become demotivated.

37:40 Interviewer Exactly.

37:41 SGB 1 Yes, they become demotivated, they become demoralized and a demoralized, a dejected teacher will not be able to perform maximally.

37:55 Interviewer Exactly.

37:56 SGB 1 Yes. So, it's very crucial that we do that. Number two, we need to have policies in place. Those policies, strength of those policies, lies in their implementation.

38:14 Interviewer Yeah.

38:14 SGB 1 So, they can't be just in black and white. They can't just live on paper, but they must also live practically on the ground. So, it's very crucial that policies must work. Implementation is the strength of any policy.

38:37 Interviewer Exactly.

38:37 SGB 1 Yes, and then there must be close monitoring of that particular implementation. So that if things don't go well, we go back to the drawing board. Yes, we go back to the drawing part. So, when you come to the issue of the weaknesses of the proposed system, the weaknesses for this particular framework will lie in people not committing themselves into the framework. If people are not committing themselves, they don't give themselves 100% into this particular framework, then it becomes its biggest weakness. So, it needs all of us, people must work cohesively, hand in hand, so that we can defeat this particular challenge.

39:35 Interviewer Exactly.

39:36 SGB 1 Yes.

39:37 Interviewer All hands on deck.

39:39 SGB 1 All hands must be on deck.

39:43 Interviewer Thank you. Yeah. You know, you didn't have this, this paper that is prior to this. The way you are giving me the answers.

39:55 SGB 1 It's like I had it.

40:00 Interviewer Thank you so much. The last question, the last objective, to develop success indicators in using the framework. How can we demonstrate the success of the proposed framework? How can we demonstrate success of the -?

40:21 SGB 1 Sister this one, we need sort of a template.

40:25 Interviewer Yeah.

40:27 SGB 1 We need to have a template for this framework, where we put all the necessary indicators. So that we are able to tick the boxes as and when this framework is working, so that if

this framework is not working, there is a no part where we can indicate no, here this, this framework did not yield the results that we want, and it means we need to flag that. Once we flagged it, it means we need to revisit it, so that we can review.

41:02 Interviewer Exactly.

41:03 SGB 1 Yes. So, it needs to closely monitor the success of the framework. We need, we need to monitor it. Implementation, We need to monitor implementation, and tick the boxes, as I said, and where our strategy does not yield the positive results, then it means it must be reviewed, with immediate effect. We can't waste time because of this is one of the biggest problems that disturbs the smooth running of education.

41:37 Interviewer Exactly.

41:38 SGB 1 We cannot be wasting time. So, to demonstrate the success of this particular proposed framework, we need that particular template, which needs to have things like the date of implementation, we need to have for instance, things such as who is responsible because of sometimes these things for them to be put into practice, they need people behind.

42:10 Interviewer Exactly.

42:11 SGB 1 Yes, they need people to coordinate them. Make sure that they are implementable.

42:17 Interviewer Exactly.

42:17 SGB 1 Yes. So, we need that kind of a template that will definitely monitor the success of this particular framework.

42:30 Interviewer Yeah. Okay. No, I noted it down to see if I can have a nice template drawn.

42:41 SGB 1 Yes, definitely. So that we are able to check the progress. Because at the end of the day, again, the framework cannot just be on paper, but it must be something that is implementable, it must be used. It must definitely be applied.

43:00 Interviewer I don't know how to thank you enough. Thank you so much. Since I've been interviewing, or having this discussion. This one is the best of all of them. Because you know, within 40 minutes or 48 minutes, we are done. We are done because you are giving me points I am expecting, because if it is not, you'll see me probing the questions left and right. To get something, to get more information. Yeah, but this one I wish I will leave this in for you to finish it for me. Thank you. Thank you. God bless you.

Education Official (Mme Betty)

(00:11) Interviewer To make it shorter, I think you have gone through this paper.

(00:13) Education Official Yes.

(00:14) Interviewer Because starting from here it's just my introduction and as you see at the beginning, is the objectives of my studies. There are five of them, and there's this objective that I turn in to five questions. So, the methodology I'm using is called CPAR, that is Critical Participatory Action Research. It's the methods that I'm using for this research. So, we will go to the next page. The title of my research, the topic of my research is a Framework to support the school management team in handling learners' gangsterism in a [inaudible] school. I have mentioned about the Critical Participatory Action Research that I'm busy. Then we move to objective one. To demonstrate the need for a framework to cover learners' gangsterism in school. Question 1. What are the needs for a framework to curb learners' gangsterism in school?

(02:02) Education Official To respond to that, let me first start by saying, in the Department of Basic Education, we have worked with, we call... what do we call this? The national framework for school safety, and that framework, basically covers quite a lot, but it is specifically to create that safe and supportive environment for our learners to learn in our schools. And it also touches on gangsterism, violence in school and all of that, but we do not have a specific framework that deals with gangsterism. Even though we are having programs that are there to support learners that are involved in gangsterism. So, it would mean to align ourselves with your research to say, if we were to have a specific framework for gangsterism. That would address one guide the teachers in terms of how they would handle. And it does not start with handling, it starts with identifying. They need to know how to identify children that are involved in gangsterism, they need to know how to support them and also how to prevent it from happening. Because for us, from a social works point of view, prevention it's our main focus. And then the last leg will be to support. So, that framework needs to cover that. Prevention, identification, support and managing it if it's there to say how to manage it in a school.

(04:12) Interviewer I'm dealing with a social worker. I'm talking about the SMT here. So, I think we leave this ones, because it's probing questions for teachers and `SMT in the school. As Education Official, you have given me view of an Education Official. Then we go to objective two. Objective 2, to explore the challenges faced by the SMT to withstand learners' gangsterism in school. Question two. What are the challenges faced by the SMT to withstand learner gangsterism in school?

(05:11) Education Official Well, the challenges that in the absence of framework, remember the SGB's in our schools are the ones responsible for making developing a policy that guides the SMT in terms of implementation of the protocol or any strategic program that they need to implement in school. So firstly, the SMT would be therefor have a challenge of in terms of how do we go about this if there's no framework, if there's no policy. So they would not have something that will guide them in terms of the proper steps that they will need to take in order to deal with gangsterism in school. And it will also prevent them from cascading the information further to their downlines, in terms of when the teachers in the classes are experiencing this challenge. What is it that they need to do, for example the reporting matrix, to say if a teacher identifies a child, where do that teacher report that child to? Are they going to the school-based support team or are they going to the safety committee within the school? Because there's no proper structure that would have been assigned this responsibility. But let's say we have a framework and there's a specific teacher in the SMT, that we know that they are responsible for

the school's safety, for and within the school. It will then be easy for the teachers, when they identify the child in a classroom, to go straight to this teacher to report the matter, and the case will be handled accordingly. So, that would be the challenges that they face, and also an issue of from the teacher's side. They are managing both the learners and the teachers.

(07:14) Interviewer Exactly.

(07:14) Education Officer When the teachers will come and say, you know what, our lives at risk because of this children, then the management would not be empowered in terms of how they handle that, because now it's an issue of balancing the rights of the teachers and those of the children.

(07:34) Interviewer Thank you so much (Education Official). You know as Education Official, you are the last person I'm interviewing. At times I say, this gangsterism of the teenagers is a complicated issue, because schools are going to... I'm doing this framework for SMT, the managers of the school. And if we look at it, first of all, school's supposed to have a school Code of Conduct. Number one thing that every learner has a copy and from there the learner knows when he's going contrary to the rules and regulations of the school. But, they don't take the school's Code of Conduct serious. Some of them, one of the schools were telling me that their one were outdated. It's too old, drafted 15 years ago. They are trying to make the new one. And another thing, as Education Official, I'm just complaining to you. So, another thing is that the law, the school act, I don't know about the school act, specify that a learner can not be expelled from school for more than a maximum of 5 days. Why then do they not send to the authorities send the complaint to Education Office, then it takes the Education Department about 12 months to answer that whether they should expel the child or not. And the child only spent 5 days and come back to school, and continue with that disturbance, as a gangster. And you, as an Education Official, I don't know whether there is something that should be added that you people, as Education Officials, answer the management fast, so that action should be taken without delaying too much. I don't know.

(10:13) Education Official In response to that, you know, one thing about the Department of Education is that there are systems in place. There are policies in place, there are guidelines in place. But when it comes to the implementation, that's where the challenge is and what you are saying to me right now, it says let me take that one of the Code of Conduct. The Department ensures that every school, at the beginning of the year, they have a functional SGB. And one of the critical role of the SGB is to ensure that they have, the schools have Code of Conduct that are effective. And it is also their responsibility to ensure, that those Code of Conduct are implemented in the schools. The first parent meeting, where the learners are coming in January... The SGB and the SMT need to ensure that their Code of Conduct is read in that meeting, all the new learners are provided with a copy. So, this brings us back to the functionality for the SMT of the school, and the SGB of that specific school, to say they are not doing what they are supposed to be doing at the school level. Because, the policies that we have, the SGB's know that some of the policies are renewed every second year, they are reviewed. That is why then, as the Officials, we will randomly select schools, we will go and monitor the functionality of the SGB when we do this whole school evaluation. We will see the functionality of other committees, that's where we'll see the gaps and we will support the schools in terms of closing that gap. So, for me it says this specific school, has serious challenges. Their SGB is not functional, the SMT is not doing what it's supposed to be doing. So, it's not an issue of the Department, because the roll of the Department is to provide them with guidelines. And ensure that the systems are in place. But when it comes to the functionality, the SMT must ensure that they do what it's supposed to do.

On the issue of expulsion and suspension, remember they're right. We have South African schools act, which is the SASA, and from the SASA, we have developed guidelines in terms of expulsion, and suspension of learners. And those guidelines are very clear, that every school will have a disciplinary committee, every school must have school-based support team. And what needs to happen in a school level, let me make an example of a case of a child that have serious misconduct. The disciplinary committee will follow the disciplinary procedures, but parallel to that, the school-based support team, must be part of that process, to support that child. Because our whole idea is not to be punitive, but restorative. The school-based support team, their role would be, what causes this child to be like this? Is there any psychological challenges or social challenges that this child is undergoing, hence the child is behaving like this. Because the behavior is just the symptoms of the underlying factors. So, the school-based support team, will work with the child, to deal with this psycho-social issues that might cause the child to behave in this manner. Whereas the disciplinary committee, their role is to enforce the Code of Conduct of the school. To say, you have transgressed, and this is what needs to be done. You need to be expelled or suspended for 5 working days, and then you come back. But when they work together, these two committees, let's say the disciplinary committee saying, we are going to suspend learner A for 5 days, then the SBS team will come in and say, in those 5 days, this is the program that we are going to enroll the child in. So that, when the child is at home, he is receiving counseling, he's going for these programs so that, when he comes back from home, coming back to school. The child has been supported accordingly, but in practice, that is not happening 100%, the schools are only focusing on the disciplinary process. They suspend the child, the child goes back home where they don't even know whether there's a parent who's looking after this child. There's supervision, there's support, and then after that 5 days the child comes back. And in most cases, that child comes back worse than before.

(15:34) Interviewer Exactly

(15:35) Education Official Because their approach is just punitive. And then this child will come back to school. Misbehave and misbehave and they will then apply for expulsion to the HOD's office. And when that gets to the HOD's office, it is then forwarded to me. That's where I will discover that the school did not follow the correct procedure. The school did not support this child accordingly. That where there's the psycho-social part comes, but however, the office that deal with expulsion application are the HOD's office. So, what they do, they'll go back to the school, hold a meeting with the school, the parents and the learner to understand the merit of the case. So, the challenge that we're having, that schools are using expulsion to deal with the problem, get rid of difficult children. Not supporting them. But the law, the very same South African School's act, says to us. As long as a child is under the compulsory school going age, we need that child to be in our schools, and according to our South African Constitution, that child needs to be in the school. We have to advocate for their rights to be in a school. So, you see it's how we, as Officials at a different level, try to run away from our responsibility, because they're equally responsible for that child in their school. Because we're saying, from our section here, we are saying all our schools needs to be inclusive. The child must not fit in to the school, but the school must adjust to fit in that child. To accommodate that child. So, we must create that coindusive working environment for our children.

(17:35) Interviewer Exactly, hey (Education Official), you have done this one so so good. Thank you so much. Okay, we go to objective 3. To identify gaps in managing learners' gangsterism in school. Propose possible solutions. Question 3. Which gaps exist in managing learners'

gangsterism and what are the possible solutions to these gaps? Anyway, we can try, because you have mentioned part of it in your last answer.

(18:29) Education Officer Well for me, the gaps are in policy implementation. If all the key role players within the school level, the district level and the provincial level could play their roll in implementing the policy as it's stated. Then we can be able to curb this. The second gap would be in terms of prevention. Advocacy and prevention. For me, that is the greatest gap. And that would not only be the responsibility of the Department of Education or the school's only, it requires multi-disciplinary approach, where we involve other stakeholders like your SAPS, Department of Social Development, the NGO's like churches and other non- government organizations that are dealing with social issues within the community, because if you look at the issue of gangsterism, it doesn't start at school, but it starts within our communities, and our children will then form these gangs and come on and bring this to our schools. But if I were to share with you, I previously worked in a committee which was organized by the, then premier, (Premier's name), where we had a serious challenge in Botshabelo. There were a high rate of gangsterism, in the community that escalated to the schools. When we did our investigation, we realized that gangsterism is actually far greater that what we see. Because it has a criminal element in it, it has a spiritual element in it, it has... When I talk about criminal element because it's a syndicate. Sometimes you find that it involve white collar crime, where people in higher authorities are actually dealing with this, using our children, form gangsters so that they can conduct this criminal activities like high jacking, drugs and all this other things. So, that's why it has a criminal... You'll also find that it has a spiritual element, because in that we also found that even satanism was ruling within the gangs. Our children were being forced now to this other spiritual occult or whatever the case may be, through gangsterism. It also had a cultural element, in that our children were taken from schools or their families, to go to initiation schools, and when they get to initiation schools, what they find there is not what they thought was going to happen. These people were actually grooming them to become gangsters. So, the other elements will be the social, the issue of poverty, child headed household and all kinds... All these things contributed to this high rate of gangsterism. So, that is why I'm saying, it needs all the stakeholders. Not only the school, it's bigger than the school. So, whatever intervention strategies that you come up with, needs to cover all these areas. Because we can say, okay, in our school we create a safe environment. Children will be searched, there will be no dangerous weapons, no substance abuse and whatever. Support them at a school level, but what will happen when they leave school and go back to the communities? Is our children safe? They're not safe, because the situation is still the same. So, for me those are the gaps that we need to close.

(22:42) Interviewer Sho (Education Official), thank you so much. This is a very concrete point, I like it. Thank you so much. So, we go to objective 4. To carry out this [inaudible] analysis of the proposed framework. Question 4, what are the strengths and weaknesses of the proposed framework? Yes, S is for strength and W for weaknesses and the O – opportunities and T for threats

(23:31) Education Official For me, in terms of the strength would be, if we have this proposed framework, it will empower our teachers and SMT's in terms of how they can manage the gangsterism within the schools, early identification and all of that that comes with the implementation of that. However, the weakness will be, that if this framework is not properly implemented or utilized, then it will create chaos at school. So what we need to ensure is that the framework is in line with all the relevant policies within the Department of Education. So, it doesn't contravene any acts or policies like SASA and the Constitution and the Children's Act,

because those are the key acts or legislative prescripts that we use. And an opportunity for me, would be it creates a learning space for all the parties that will be involved, because when you have a framework, you have something that guides you, something that you will be able to use. sort of a tool to test the effectiveness of this framework. It will give you an opportunity to see if there is early years of improvement, or gaps within the system. So, it will give us that opportunity. The threat would be, if it is not correctly implemented, or correctly drafted. It would have now a negative impact on how gangsterism should be dealt with. And the support that would be given to our learners and also to the teachers as well. Because they also need to be empowered, they also need to be supported, because gangsterism does affect them as well.

(25:59) Interviewer Thank you (Education Officer). We go to the last objective. Objective 5, to develop success indicators, in using the framework. Question 5, how can we demonstrate success of the proposed framework?

(26:28) Education Official For me, we can use that by saying, let's say the framework has been developed, and then we pilot it in a specific number of schools, and then we monitor the implementation. Then we can be able to say, in the six months since we implemented this framework, there are ABCD changes that we see in terms of the number of cases that have been reported, the number of incidents that occurred in the school or outside the school premises, the number of teachers that were involved and the number of learners. So, we'll be able to see in terms of behavior change, within the school community and the surrounding areas.

(27:24) Interviewer Yeah, it's a fact. This one I don't think will have many things to say here. Thank you so much, (Education Official), we are done. Thank you. You are really a wonderful teacher, because the way you are going and going, that is really your area. Thank you for accepting to have me. I'm so happy.

APPENDIX G1: TRANSCRIPT 1 – INTRODUCTORY MEETING

I, as the principal researcher, am expected during our introductory meeting to acquaint myself with the participants and they too should be acquainted with me and my research. It is in my first meeting with the participants that I will outline the objectives of the study. These objectives are:

- a) To demonstrate the need for a framework to curb learners' gangsterism in school.
- b) To explore the challenges faced by the School Management Team to withstand learners' gangsterism in school.
- c) To identify gaps in managing learners' gangsterism in school and propose possible solutions.
- d) To carry out the SWOT analysis of the proposed framework.
- e) To develop success indicators in using the framework.

The study relies on a probing technique which involves focus group discussions guided by the five main objectives. The introductory meeting also purposes to explain to the participants the importance of Critical Participatory Action Research and the relevance of the methodology to the current study. CPAR is a methodology whereby the principal researcher involves members of the community in developing strategies that can be used to address a specific social problem. Learner gangsterism is the social problem in this particular case and I as the lead researcher will involve members of the SMT in developing a strategy to curb the same in a selected school. The strategies that the study will adopt to address learner gangsterism in the current case constitute the research need. What I and all the research participants will engage in to address the study problem is referred to as 'research action' and will include our conversations and experiences during the course of the study. It is these experiences such as interviews and discussions that we will use appropriate data collection tools to record for further analysis in order to draw and come up with credible conclusions for solving the scourge of learners' gangsterism in the school. All information that may be used to identify you or the institutions for which you work will be disguised for your own safety and to further reinforce the confidential nature of the research. Moreover, all research data collected will be safely guarded. You as co-researchers are free to withdraw from the research at any stage in case you feel the study threatens your safety or life. I wish you well as you return to your respective places until we meet again to begin the interviews. The meeting stands adjourned.

APPENDIX G2: TRANSCRIPT 2 – PROBING PROTOCOL WITH THE PRINCIPAL: ONE-ON-ONE

I. Opening

- a) **[Establish rapport]** My name is Sr. Stella Cordis Iheadiri. I am a registered PhD student at the University of the Free State, where I am undertaking studies in Education. I would therefore like us to begin our probing interview on the research topic.
- b) **[Purpose]** The title and aim of my research is: A Framework to Support the School Management Team in Handling Learners' Gangsterism in Selected Schools. This study adopt a Critical Participatory Action Research (CPAR) as its methodology (The principal researcher describes CPAR to the co-researchers).
- c) The data collected during this study will be used specifically to generate solutions that schools may use to tackle and address learners' gangsterism, and hence to better learning conditions for improved performance in our South African schools.
- d) **[Timeline]** The probing will take 60 minutes (1 hour).
- e) **[Ethical considerations]** Your identity ie your name and the name of the institution for which you work will not be revealed. This interview will be recorded with your own consent. Moreover, you are free to withdraw from the interview at any stage.

Transition: the five objectives of the study will direct our discussions:

II Body

- a) **Objective 1: To demonstrate the need for a framework to curb learners' gangsterism in school.**

1.1. What are the needs for a framework to curb learners' gangsterism in schools?

Transition to the next objective.

- b) **Objective 2: To explore the challenges faced by the School Management Team to withstand learners' gangsterism in school.**

2.1. What are the challenges faced by the School Management Team to withstand learners' gangsterism in schools?

Transition to the next objective.

- c) **Objective 3: To identify gaps in managing learners' gangsterism in school and propose possible solutions.**

3.1. Which gaps exist in managing learners' gangsterism and what are the possible solutions to these gaps?

Transition to the next objective.

- d) **Objective 4: To carry out the SWOT analysis of the proposed framework.**

4.1. What are the strengths and weaknesses of the proposed framework?

Transition to the next objective

- e) **Objective 5: To develop success indicators in using the framework.**

5.1. How can we demonstrate the success of the proposed framework?

III Closing

- a) **[Summary]** I ask for your time for me to do a brief summary of the information I have gathered from you throughout the interview.
- b) **[Body]** I take this opportunity to thank you for the time you dedicated to this probing. It was quite enlightening. I would like to ask if you think there are any pieces of information that you need to add before we close our today's interview.
- c) **[Required action]** May I ask if it is appropriate for me to call at any time should I come across points that need further clarification? Thank you again, and I look forward to working with you next time.

APPENDIX G3: TRANSCRIPT 3 – PROBING PROTOCOL WITH THE DEPUTY PRINCIPAL: ONE-ON-ONE

I. Opening

- a) **[Establish rapport]** My name is Sister Cordis Stella Iheadiri. I am a registered PhD student at the University of the Free State, where I am undertaking studies in Education. I would therefore like us to begin our probing interview on the research topic.
- b) **[Purpose]** The title and aim of my research is: A Framework to Support the School Management Team in Handling Learners' Gangsterism in a Selected School. My study adopt a Critical Participatory Action Research (CPAR) as its methodology (The principal researcher describes CPAR to the co-researchers).
- c) The data collected during this study will be used specifically to generate solutions that schools may use to tackle and address learners' gangsterism, and hence to better learning conditions for improved performance in our South African schools.
- d) **[Timeline]** The probing will take 60 minutes (1 hour).
- e) **[Ethical considerations]** Your identity i.e. your name and the name of the institution for which you work will not be revealed. This interview will be recorded with your own consent. Moreover, you are free to withdraw from the interview at any stage.

Transition: The five objectives of the study will direct our discussions:

II Body

- f) **Objective 1: To demonstrate the need for a framework to curb learners' gangsterism in school.**
 - a. What are the needs for a framework to curb learners' gangsterism in schools?

Transition to the next objective.

- g) **Objective 2: To explore the challenges faced by the School Management Team to withstand learners' gangsterism in school.**
 - 2.1. What are the challenges faced by the School Management Team to withstand learners' gangsterism in schools?

Transition to the next objective.

- h) **Objective 3: To identify gaps in managing learners' gangsterism in school and propose possible solutions.**

3.1. Which gaps exist in managing learners' gangsterism and what are the possible solutions to these gaps?

Transition to the next objective

i) **Objective 4: To carry out the SWOT analysis of the proposed framework.**

4.1. What are the strengths and weaknesses of the proposed framework?

Transition to the next objective

j) **Objective 5: To develop success indicators in using the framework.**

5.1. How can we demonstrate the success of the proposed framework?

III Closing

- a) **[Summary]** I ask for your time for me to do a brief summary of the information I have gathered from you throughout the interview.
- b) **[Body]** I take this opportunity to thank you for the time you dedicated to this probing. It was quite enlightening. I would like to ask if you think there are any pieces of information that you need to add before we close our today's interview.
- c) **[Required action]** May I ask if it is appropriate for me to call at any time should I come across points that need further clarification? Thank you again, and I look forward to working with you next time.

APPENDIX G4: TRANSCRIPT 4 – PROBING PROTOCOL WITH THE HoDs VIA ZOOM

I. Opening

- a) **[Establish rapport]** My name is Sister Cordis Stella Iheadiri. I am a registered PhD student at the University of the Free State, where I am undertaking studies in Education. I would therefore like us to begin our probing interview on the research topic.
- b) **[Purpose]** The title and aim of my research is: A Framework to Support the School Management Team in Handling Learners' Gangsterism in a Selected School. My study adopt a Critical Participatory Action Research (CPAR) as its methodology (The principal researcher describes CPAR to the co-researchers).
- c) The data collected during this study will be used specifically to generate solutions that schools may use to tackle and address learners' gangsterism, and hence to better learning conditions for improved performance in our South African schools.
- d) **[Timeline]** The probing will take 60 minutes (1 hour).
- e) **[Ethical considerations]** Your identity ie your name and the name of the institution for which you work will not be revealed. This interview will be recorded with your own consent. Moreover, you are free to withdraw from the interview at any stage.

Transition: the five objectives of the study will direct our discussions:

II. Body

- a) **Objective 1: To demonstrate the need for a framework to curb learners' gangsterism in school.**
 - a. What are the needs for a framework to curb learners' gangsterism in schools?

Transition to the next objective.

- b) **Objective 2: To explore the challenges faced by the School Management Team to withstand learners' gangsterism in school.**
 - 2.1. What are the challenges faced by the School Management Team to withstand learners' gangsterism in schools?

Transition to the next objective.

- c) **Objective 3: To identify gaps in managing learners' gangsterism in school and propose possible solutions.**
 - 3.1. Which gaps exist in managing learners' gangsterism and what are the possible solutions to these gaps?

Transition to the next objective

- d) **Objective 4: To carry out the SWOT analysis of the proposed framework.**

4.1. What are the strengths and weaknesses of the proposed framework?

Transition to the next objective

- e) **Objective 5: To develop success indicators in using the framework.**

5.1. How can we demonstrate the success of the proposed framework?

III. Closing

- f) **[Summary]** I ask for your time for me to do a brief summary of the information I have gathered from you throughout the interview.
- g) **[Body]** I take this opportunity to thank you for the time you dedicated to this probing. It was quite enlightening. I would like to ask if you think there are any pieces of information that you need to add before we close our today's interview.
- h) **[Required action]** May I ask if it is appropriate for me to call at any time should I come across points that need further clarification? Thank you again, and I look forward to working with you next time.

APPENDIX G5: TRANSCRIPT 5 – PROBING PROTOCOL WITH LEARNERS: ONE-ON-ONE

I. Opening

- a) **[Establish rapport]** My name is Sister Cordis Stella Iheadiri. I am a registered PhD student at the University of the Free State, where I am undertaking studies in Education. I would therefore like us to begin our probing interview on the research topic.
- b) **[Purpose]** The title and aim of my research is: A Framework to Support the School Management Team in Handling Learners' Gangsterism in a Selected School. My study adopt a Critical Participatory Action Research (CPAR) as its methodology (The principal researcher describes CPAR to the co-researchers).
- c) The data collected during this study will be used specifically to generate solutions that schools may use to tackle and address learners' gangsterism, and hence to better learning conditions for improved performance in our South African schools.
- d) **[Timeline]** The probing will take 60 minutes (1 hour).
- e) **[Ethical considerations]** Your identity ie your name and the name of the institution for which you work will not be revealed. This interview will be recorded with your own consent. Moreover, you are free to withdraw from the interview at any stage.

Transition: the five objectives of the study will direct our discussions:

II Body

- a) **Objective 1: To demonstrate the need for a framework to curb learners' gangsterism in school.**

1.1. What are the needs for a framework to curb learners' gangsterism in schools?

Transition to the next objective.

- b) **Objective 2: To explore the challenges faced by the School Management Team to withstand learners' gangsterism in school.**

2.1. What are the challenges faced by the School Management Team to withstand learners' gangsterism in schools?

Transition to the next objective.

- c) **Objective 3: To identify gaps in managing learners' gangsterism in school and propose possible solutions.**

3.1. Which gaps exist in managing learners' gangsterism and what are the possible solutions to these gaps?

Transition to the next objective

d) Objective 4: To carry out the SWOT analysis of the proposed framework.

4.1. What are the strengths and weaknesses of the proposed framework?

Transition to the next objective

e) Objective 5: To develop success indicators in using the framework.

5.1. How can we demonstrate the success of the proposed framework?

III Closing

- a) **[Summary]** I ask for your time for me to do a brief summary of the information I have gathered from you throughout the interview.
- b) **[Body]** I take this opportunity to thank you for the time you dedicated to this probing. It was quite enlightening. I would like to ask if you think there are any pieces of information that you need to add before we close our today's interview.
- c) **[Required action]** May I ask if it is appropriate for me to call at any time should I come across points that need further clarification? Thank you again, and I look forward to working with you next time.

APPENDIX G6: TRANSCRIPT 6 – PROBING PROTOCOL WITH THE SGB: ONE-ON-ONE

I. Opening

- a) **[Establish rapport]** My name is Sister Cordis Stella Iheadiri. I am a registered PhD student at the University of the Free State, where I am undertaking studies in Education. I would therefore like us to begin our probing interview on the research topic.
- b) **[Purpose]** The title and aim of my research is: A Framework to Support the School Management Team in Handling Learners' Gangsterism in a Selected School. My study adopt a Critical Participatory Action Research (CPAR) as its methodology (The principal researcher describes CPAR to the co-researchers).
- c) The data collected during this study will be used specifically to generate solutions that schools may use to tackle and address learners' gangsterism, and hence to better learning conditions for improved performance in our South African schools.
- d) **[Timeline]** The probing will take 60 minutes (1 hour).
- e) **[Ethical considerations]** Your identity ie your name and the name of the institution for which you work will not be revealed. This interview will be recorded with your own consent. Moreover, you are free to withdraw from the interview at any stage.

Transition: the five objectives of the study will direct our discussions:

II Body

- a) **Objective 1: To demonstrate the need for a framework to curb learners' gangsterism in school.**

1.1. What are the needs for a framework to curb learners' gangsterism in schools?

Transition to the next objective.

- b) **Objective 2: To explore the challenges faced by the School Management Team to withstand learners' gangsterism in school.**

2.1. What are the challenges faced by the School Management Team to withstand learners' gangsterism in schools?

Transition to the next objective.

- c) **Objective 3: To identify gaps in managing learners' gangsterism in school and propose possible solutions.**

3.1. Which gaps exist in managing learners' gangsterism and what are the possible solutions to these gaps?

Transition to the next objective

d) **Objective 4: To carry out the SWOT analysis of the proposed framework.**

4.1. What are the strengths and weaknesses of the proposed framework?

Transition to the next objective

e). **Objective 5: To develop success indicators in using the framework.**

5.1. How can we demonstrate the success of the proposed framework?

III Closing

- d) **[Summary]** I ask for your time for me to do a brief summary of the information I have gathered from you throughout the interview.
- e) **[Body]** I take this opportunity to thank you for the time you dedicated to this probing. It was quite enlightening. I would like to ask if you think there are any pieces of information that you need to add before we close our today's interview.
- f) **[Required action]** May I ask if it is appropriate for me to call at any time should I come across points that need further clarification? Thank you again, and I look forward to working with you next time.

APPENDIX G7: TRANSCRIPT 7 – PROBING PROTOCOL WITH THE EDUCATION OFFICIAL: ONE-ON-ONE

I. Opening

- a) **[Establish rapport]** My name is Sister Cordis Stella Iheadiri. I am a registered PhD student at the University of the Free State, where I am undertaking studies in Education. I would therefore like us to begin our probing interview on the research topic.
- b) **[Purpose]** The title and aim of my research is: A Framework to Support the School Management Team in Handling Learners' Gangsterism in a Selected School. My study adopt a Critical Participatory Action Research (CPAR) as its methodology (The principal researcher describes CPAR to the co-researchers).
- c) The data collected during this study will be used specifically to generate solutions that schools may use to tackle and address learners' gangsterism, and hence to better learning conditions for improved performance in our South African schools.
- d) **[Timeline]** The probing will take 60 minutes (1 hour).
- e) **[Ethical considerations]** Your identity ie your name and the name of the institution for which you work will not be revealed. This interview will be recorded with your own consent. Moreover, you are free to withdraw from the interview at any stage.
- f)

Transition: the five objectives of the study will direct our discussions:

II Body

- a) **Objective 1: To demonstrate the need for a framework to curb learners' gangsterism in school.**

1.1. What are the needs for a framework to curb learners' gangsterism in schools?

Transition to the next objective.

- b) **Objective 2: To explore the challenges faced by the School Management Team to withstand learners' gangsterism in school.**

2.1. What are the challenges faced by the School Management Team to withstand learners' gangsterism in schools?

Transition to the next objective.

- c) **Objective 3: To identify gaps in managing learners' gangsterism in school and propose possible solutions.**

3.1. Which gaps exist in managing learners' gangsterism and what are the possible solutions to these gaps?

Transition to the next objective

d) **Objective 4: To carry out the SWOT analysis of the proposed framework.**

4.1. What are the strengths and weaknesses of the proposed framework?

Transition to the next objective

d) **Objective 5: To develop success indicators in using the framework.**

5.1. How can we demonstrate the success of the proposed framework?

III Closing

- g) **[Summary]** I ask for your time for me to do a brief summary of the information I have gathered from you throughout the interview.
- h) **[Body]** I take this opportunity to thank you for the time you dedicated to this probing. It was quite enlightening. I would like to ask if you think there are any pieces of information that you need to add before we close our today's interview.
- i) **[Required action]** May I ask if it is appropriate for me to call at any time should I come across points that need further clarification? Thank you again, and I look forward to working with you next time.

APPENDIX G8: TRANSCRIPT 8 – PROBING PROTOCOL WITH THE EDUCATORS: ONE-ON-ONE

I. Opening

- a) **[Establish rapport]** My name is Sister Cordis Stella Iheadiri. I am a registered PhD student at the University of the Free State, where I am undertaking studies in Education. I would therefore like us to begin our probing interview on the research topic.
- b) **[Purpose]** The title and aim of my research is: A Framework to Support the School Management Team in Handling Learners' Gangsterism in a Selected School. My study adopt a Critical Participatory Action Research (CPAR) as its methodology (The principal researcher describes CPAR to the co-researchers).
- c) The data collected during this study will be used specifically to generate solutions that schools may use to tackle and address learners' gangsterism, and hence to better learning conditions for improved performance in our South African schools.
- d) **[Timeline]** The probing will take 60 minutes (1 hour).
- e) **[Ethical considerations]** Your identity ie your name and the name of the institution for which you work will not be revealed. This interview will be recorded with your own consent. Moreover, you are free to withdraw from the interview at any stage.

Transition: the five objectives of the study will direct our discussions:

II Body

- a) **Objective 1: To demonstrate the need for a framework to curb learners' gangsterism in school.**

1.1 What are the needs for a framework to curb learners' gangsterism in schools?

Transition to the next objective.

- b) **Objective 2: To explore the challenges faced by the School Management Team to withstand learners' gangsterism in school.**

2.1. What are the challenges faced by the School Management Team to withstand learners' gangsterism in schools?

Transition to the next objective.

- c) **Objective 3: To identify gaps in managing learners' gangsterism in school and propose possible solutions.**

3.1. Which gaps exist in managing learners' gangsterism and what are the possible solutions to these gaps?

Transition to the next objective

- d) **Objective 4: To carry out SWOT analysis of the proposed framework.**

4.1. What are the strengths and weaknesses of the proposed framework?

Transition to the next objective

- e) **Objective 5: To develop success indicators in using the framework.**

5.1. How can we demonstrate the success of the proposed framework?

III Closing

- f) **[Summary]** I ask for your time for me to do a brief summary of the information I have gathered from you throughout the interview.
- g) **[Body]** I take this opportunity to thank you for the time you dedicated to this probing. It was quite enlightening. I would like to ask if you think there are any pieces of information that you need to add before we close our today's interview.
- h) **[Required action]** May I ask if it is appropriate for me to call at any time should I come across points that need further clarification? Thank you again, and I look forward to working with you next time.

APPENDIX H: LETTER FROM LANGUAGE EDITOR

Michelle Woolley

WRITER EDITOR PROOFREADER TRANSLATOR

Bachelor of Library and Information Science: B.Bibl.

Reference & Research Librarian

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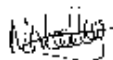
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A FRAMEWORK TO SUPPORT THE SCHOOL MANAGEMENT TEAM IN
HANDLING LEARNERS' GANGSTERISM IN A SELECTED SCHOOL

Author:

STELLA CORDIS IHEADIRI

Regards
Michelle Woolley



Date: 15/12/2023

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APPENDIX I: TURN IT IN REPORT

A FRAMEWORK TO SUPPORT THE SCHOOL MANAGEMENT TEAM IN HANDLING LEARNERS' GANGSTERISM IN A SELECTED SCHOOL

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